



The Mentoring Project Training Manual

Inspiring men and women to be relational mentors to local children and youth

mentor.bloominglechurch.org

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THE MENTORING PROJECT OVERVIEW

What is The Mentoring Project?

Inspiring men and women to be relational mentors to local children and youth

Mentors

Enjoy being in the life of an adolescent, modeling and sharing values. (One-year commitment, at least twice a month)

- Join a mentoring community that trains and inspires men and women to become relational mentors
- Become a trusted friend as you “show up,” “live out,” and “speak in”
- Be matched with an adolescent from Bloomingdale Church, or a local school or community-based mentoring program.

Mentor Application Process

1. Express interest: tmp.bloomingdalechurch.org/mentors
2. Attend “Intro to Mentoring” Training: Decide if mentoring is a good fit.
3. Choose mentoring partnership: Availability; Age preference; Reason for mentoring
4. Complete partnership-specific requirements

Current Mentoring Partnerships

DuJardin Elementary School

Bloomingdale Church will recruit potential mentors from our congregation and from the local community. If a person is interested in becoming a mentor at DuJardin School, we will connect them with the site coordinator to go through their process.

Bloomingdale Church Mentoring Project

A mentoring initiative inspiring adults to be relational mentors to adolescents in our church. A cooperative effort, including mentor-mentee matching, mentor support, and planned mentoring community activities.

KidsQuest program

KidsQuest program volunteers who aspire to be a mentor to the teen they serve alongside while they volunteer together.

Mentoring Tools

Showing Up (Love) Living Out (Model) Speaking In (Coach)

The Mentoring Project (Organization)

The Bloomingdale Church Mentoring Project was inspired by [The Mentoring Project](http://www.thementoringproject.org), based in Portland and Oklahoma City. Our program reflects their suggested structure and training manual. www.thementoringproject.org

"Mentoring is important to me because it allows me the chance to be the person who I needed when I was younger." Ashley W

"I just need to show up. We can all do that" John S

"I learned through The Mentoring Project that Jesus was a mentor to the disciples. Then I thought, 'Wow, this is really cool that Jesus mentored these young men. He molded them; he taught them.' I feel like I am teaching these guys things too. Mentoring is letting them see how things are so they can learn from you and your actions." Dom P

"It is not so much of a burden, but rather a blessing." Lou P

"It's been fun getting to know someone. But also, sharing experiences from my life of things that might help her along in her relationship with the Lord." Nancy C

"It is doing what needs to get done." Bill W

"I like the mentoring program because I have someone I can go to and talk to about anything. Also I have a Christian man who shows me how to be a true man of God." Jay C, mentee

"It is just fun to look back and think of our experiences together...to just be proud of him." Daniel R

"One-on-one relationships are essential." Bill C

"I was blessed with great parents. I had people who poured into my life. Those people really made a difference. It makes you wonder...what happens to young people who don't have mentors? We don't realize that it is not fantastic things that kids need. They just need every day nuts-and-bolts guidance and good direction. More than anything, they just need someone to encourage them and believe in them." Tony D

"I truly believe that is an adult's way of showing love to a younger generation." Dom P

WHY MENTOR?

START WITH YOU

Write down the names of adults who invested in you as child/teen...

What do you remember most about these relationships? Is there anything about who you are today that was influenced by this person?

IT TAKES A VILLAGE

“We live in a world in which we need to share responsibility. It is easy to say it is not my child, not my community, not my world, not my problem. Then there are those who see the need and respond. I consider these people *my heroes*.” (Fred Rogers, 1994)

In your local community, who is inspiring you by their active investment in children and teens? (e.g. My neighbor who is a coach, even though he does not have kids.)

Excerpts from: mentor.bloominglechurch.org/#!/it-takes-a-village

“It takes a village.” (Nigerian proverb)

We were not designed to be diverse generational cultures. God brings all people together: young and old, rich and poor, wise and foolish.

We can learn from regularly being together with people from different generations.

God put us together for mutual encouragement, sharpening, and doing life together.

- Whether students need adults for rides, bending an ear, or carrying their other’s burdens with prayerful consideration; there is something in the ethos of a community that knows we were made to be “leaned on” and to “lean on” others.
- “Just as our bodies have many parts and each part has a special function, so it is with Christ’s body. We are many parts of one body, and we all belong to each other.” (Paul, Romans 12:4-5)

STOPPING CYCLES - FATHERLESSNESS

Children without fathers account for:

- 63% of youth suicides
- 71% of pregnant teenagers
- 90% of all homeless and runaway children
- 70% of juveniles in state institutions
- 85% of all youth with behavior disorders
- 80% of rapists motivated by displaced anger
- 71% of all high school dropouts
- 75% of all adolescents in chemical abuse centers
- 85% of all youths sitting in prison

The Musth Cycle: A scientific case-study for male mentoring

All male elephants go through a stage of life during their “adolescence” called the “Musth Cycle,” highlighted by aggressive behavior. Most male elephants pass through this stage after a short amount of time.

Scientists have discovered that some adolescent elephants “get stuck” in this stage, especially if they are “orphaned.”

One scientist discovered that *by introducing an orphaned male elephant stuck in the musth cycle to an older male elephant, they were able to “grow out of” the cycle and progress into normal adult elephant life.*

□ If this affects the animal kingdom in such a dramatic way, **what is the likelihood that the absence of male role models in a young boy’s life is detrimental to them?**

FAITH COMMUNITY MENTORING (@ BLOOMINGDALE CHURCH)

Sticky Faith

Being mentored is one of the “game changing factors” that prevents an adolescent who claims to be a Christ-follower from not becoming one of the 59% (statistic) of post-high school students who walk away from their faith for a season. ([Fuller Youth Institute](#))

5 to 1

At Bloomingdale Church, we hope for every student connected to our faith community to have (at least five) consistent, mentoring relationships with adults who will show up and live out Biblical truths.

The first people are (hopefully) a student’s parents/guardians. Additional adults in a student’s life can be mentor(s), youth leaders, and other Christ-following adults regularly present in their life.



Jesus modeled it. (See Appendix D: Jesus’ Master Plan for Mentoring)

We have been given “talents” that we are in return asked to invest in others.

Matthew 25:14-30

DEFINING MENTORING

- Trusted friend
- Faithfully shows up
- Positive Role Model
- Nurturer
- Coach
- Cheerleader
- Supporter

☐ **Maintain interest**

☐ **Empathy**

☐ **No negativity**

☐ **Teach**

☐ **Options and opportunities**

☐ **Round table**

GREAT MENTORS

☐ **Give attention**

- Give attention
 - Listen well
- Recognize skills and interests
- Help students reach responsible decisions
- Discover “buried treasures” within their mentees
- Committed, consistent, and persistent
 - Show up on time
 - Convey the message: “You are worth my time”
- Non judgmental
- Advocate
- Have a sense of humor
- Never replace the role of a parent or guardian
- Can not provide the solutions to all issues facing youth today

☐ **From your experiences, what made influential people in your life great mentors?**

TOOLS FOR MENTORING

President and co-founder of The Mentoring Project. John's experiences include directing an inner-city homeless shelter, teaching as a university professor, speaking in federal prisons and serving on the President's "fatherless initiative" council. John is married and has two daughters.

SHOWING UP [LOVE]

Video Training Takeaways

Quotables

"I'm with you always."

"Unconditionally present"

"I just need to show up. We can all do that"

"We're building a trusting relationship."

"Showing up is a sacred trust."

"Mentoring is slow. Showing up is the foundational tool."

Who showed up in your life and gave you time and attention? Who listened to you?

Why is "showing up" so important?

What happens if we fail to keep our word and don't show up?

How can you show up in the lives of others?

LIVING OUT [MODEL]

Video Training Takeaways

Quotables

“We want to be who we are around.”

“Kids latch on to key figures in their lives and grow up wanting to be like them.”

“Who do you want to be when you grow up?”

“What am I mentoring my mentee to become?”

“Who am I? How are they seeing me? What am I reflecting? Who am I showing them?”

What have you observed from mentors/role models in your life? How did what you observed make you respond to them?

Who has influenced your life without words?

Why is “modeling” so important? Who are we to model?

Who was a good model of integrity and sincerity in your life? How?

SPEAKING IN [COACH]

Video Training Takeaways

Quotables

“It takes years to build that trust.”

“Transformation rides in the backseat of relationship”

“What kind of man do you want to be?”

“You’re good at that.”

“I believe in you.”

“It’s slow. But we have the opportunity to speak into someone’s life at the right moment.”

Who was a good coach in your life? Why?

Do you remember any specific advice you received from someone you trusted?

Who said it to you? What did they say?

How can we take advantage of teachable moments?

What does it mean to “call out” a mentee’s gifts and talents?

MENTORING BEST PRACTICES

Stay connected to your mentoring community.

Share stories with other mentors.

Ask for advice.

Do mentoring activities together.

Show up. Be consistent and dependable.

Create a clear meeting time with mentee's parent/guardian (including "pick up" and "drop off" expectations).

Maintain an unconditional presence.

Give undivided attention.

Silence your phone.

Participate in active listening: make eye contact, use open posture, be attentive, and reflect the mentee's statements and emotions

Learn to say, "How did that make you feel?"

Learn to say, "That's interesting, tell me more about that," or "I'm a little confused, help me understand what you are saying."

Recognize that the relationship may be completely one-sided, especially at first.

Identify interests and hobbies.

Decide together what they are going to do.

Do things you both like together. Have fun.

Allow mentee to take the lead.

Safe Communication

A mentee needs to feel safe to be able to share anything with his/her mentor.

All information you learn or are told about your mentees is confidential.

But, if the youth tells you something life threatening or dangerous, you must report it immediately to the mentoring coordinator (e.g.: child abuse, physical abuse, sexual abuse, general child safety, self injury).

Safe Boundaries

It is not appropriate to:

Consume alcohol or drugs before or while you spend time with a mentee.

Go on an overnight trip with mentee only.

Take sides in a mentee's family dispute.

Physically discipline a mentee or use the "silent treatment" as a form of discipline.

Make inappropriate, embarrassing, or hurtful remarks to a mentee.

Safe Touch

It is very important to respect boundaries. In doing this, you show your mentee and his/her parents that you are safe and trustworthy.

Appropriate touch (4 H's): *Hello; Handshake; High five; Half a hug*

Inappropriate touch: non-brief physical contact initiated by mentor or any violation of laws against sexual contact between adults and children.

MENTORING ACTIVITY SUGGESTIONS

Offsite-Oriented Suggestions

- Have them join you in your normal activities/errands.
- Take them to an activity/event
- Do “life skills” with them (ie cooking, building, fixing)
- Go out for food/coffee/ice cream
- Become foodies
- Attend their activities (sports, band, etc)
- Serve together (homeless shelter, nursing home, clean up a local park)
- Let them shadow you at work
- Introduce them to your hobby
- Let them go on a “date night” with you and your spouse/significant other
- Attend a city festival
- Participate in mentoring group activities

Onsite/At School-Oriented Suggestions

- Help with schoolwork
- Read a book
- Computer
- Games: hangman, board games, chess, checkers, jacks, etc.
- Foreign language
- Arts and crafts
- Sports
- Academic support – homework help (not all the time)

Guy-Oriented Suggestions

- Attend a sporting event (professional, kids or teens you know)
- Play a game or sport (ex: frisbee, catch, etc)
- Learn about something
- Hike, bike, fish, visit a forest preserve or state park
- Go on a *group* camping trip
- Attend an air show or car show
- Build something together from scratch
- Fill out March Madness brackets
- Have a fire in your backyard and roast things
- Change a car’s oil; Do a work project at their house (bless their mom!)

Girl-Oriented Suggestions

- Redecorate a room together
- Go “thrifting”
- Look up ideas together on a website like “Pinterest”
- Hang out on a comfy couch with overstuffed pillows
- Watch a “chick-flick” and paint your nails
- Put a puzzle together while drinking coffee/tea
- Go grocery shopping and bake.
- Watch a play or musical



MENTORING PARTNERSHIPS

DUJARDIN ELEMENTARY SCHOOL

Bloomington Church will recruit potential mentors from our congregation and from the local community. If a person is interested in becoming a mentor at DuJardin School, we will connect them with the site coordinator to go through their process.



DuJardin Elementary School Mentoring Program

- Typically during lunch and recess times: 11:55am-12:45pm

Application Process

1. Attend “Intro to Mentoring Training” at Bloomington Church.
2. Express interest in becoming a mentor at a local elementary school.
3. Contact info shared with DuJardin’s site coordinator.
4. Complete an AIMS mentor program application.
5. State and federal background check (District 13 office)
6. Interview with DuJardin site coordinator.
 - a. Determine grade level, comfort level, and student match
7. Schedule a first meeting date and time with site coordinator in attendance to help with introductions.
8. Begin mentoring.
9. Learn from your student, practice your mentoring skills. Have fun and enjoy.

Seminars and training sessions will be provided.

Selection of mentees for the program

- | | |
|--|--|
| Falling through the cracks | Lack self esteem |
| Unmotivated and unchallenged | Bullies; victims |
| Lack of support | Unable to take risks |
| Poor peer relationships | Children of promise; at the threshold of success |
| Poor attendance | |
| Having trouble in school | |
| Need attention from a consistent adult | |

BLOOMINGDALE CHURCH MENTORING PROJECT

A mentoring initiative inspiring adults to be relational mentors to adolescents in our church.

A cooperative effort, including mentor-mentee matching, mentor support, and planned mentoring community activities.

Mentees, typically age 11-18, attend the church or participate in the youth group.

Mentors are have regularly attended Bloomingdale Church for at least six months, are an active Christ-follower, complete an annual application, pass background and reference checks and have pastoral staff affirmation.

Mentors and mentees make a one-year commitment to meet with each other at least twice-a-month.



Mentor Requirements

The Bloomingdale Church Mentoring Project follows all of the NextGen volunteer guidelines:

Bloomingdale Church requires all volunteers serving with minors to:

Have attended Bloomingdale Church for at least 6 months

Are at least 21 years old

Complete annual NextGen Volunteer application:

bloomingdalechurch.org/nextgenvolunteer

Have cleared a background and reference checks

Receive approval to volunteer from Bloomingdale Church staff

Mentoring is modeling - be an active Christ-follower:

Read/apply the Bible regularly (Psalm 119:9-11, 2 Timothy 2:15)

Connect with Christ daily (Colossians 4:2, 1 Thessalonians 5:17)

Participate in weekly community worship and discipleship (Hebrews 10:24-25)

Serve out of love for God and people (Matthew 22:37-39, Galatians 5:13)

Are able to articulate the Gospel (Matthew 28:18-19, 1 Peter 3:15)

Demonstrate Christ-like character (Galatians 5:22-23, Ephesians 5:1)

Mentors are encouraged to attend NextGen and Youth Ministry volunteer trainings which include a catered meal, team/community building with other mentors, and training.

Application Process

1. Express interest via:
 - a. Marking "Mentor" position on NextGen application or in other promotional.
 - b. Contacting mentor@bloomingdalechurch.org
2. Attend "Intro to Mentoring" Training." FYI:
 - a. People who have attended this training are typically more proactive in actively beginning a mentoring relationship.
 - b. Training is offered once a quarter, typically on a Saturday morning.
 - c. Details/sign-up: mentor.bloomingdalechurch.org
3. Complete Bloomingdale Church Mentor application.
4. Complete NextGen Volunteer application. Receive approval.
5. Meet with Mentoring Coordinator/Coaches.

- a. Determine age level and comfort level
 - b. Present potential matches
6. Matching
 - a. Schedule first meeting with mentor, mentee, parent, and site coordinator/coach.
 - b. Determine if it is a viable match.
7. Mentor and mentee and mentee's parent/guardian sign one year commitment and begin meeting.
8. After one year of mentoring:
 - a. At the beginning of each school year, mentor initiates a conversation with mentee and asks if he/she would like to continue the mentoring relationship.
 - b. The mentor also talks to the parent/guardian (preferably in person) about if they would like the mentoring relationship to continue as well.
 - c. The mentor brings a renewal mentoring commitment form to be signed by the mentor, mentee and parent/guardian. (mentor.bloominglechurch.org/mentor)

Selection of mentees for the program

There are typically three ways mentees find a mentor:

1. A parent/guardian who would like their student to be mentored signs them up at tmp.bloominglechurch.org/mentee.
2. A student who would like to be mentored talks to their parent/guardian about being mentored and their parent/guardian signs them up at tmp.bloominglechurch.org/mentee.
3. A potential mentor reaches out to a potential mentee (including their parents/guardian) and sees if there is interest in forming a mentoring relationship.

Mentor Support: Mentor Coaches

To ensure success of new mentors making a match with a mentee, TMP leadership (Youth Staff) will suggest a "mentor coach" for new mentors (as available). *A Mentor Coach is typically a mentor who is currently mentoring (and therefore has helpful insights to share.)*

The mentor coach reaches out to the new mentor, sharing advice and encouragement.

The mentor coach keeps in contact with TMP leadership to assist in determining a potential mentoring match.

The mentor coach advises/encourages the mentor on how to have a successful launch to their mentoring relationship (typically at least 6 months).

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Mentoring in a group setting takes some of the pressure off the mentor by allowing him/her to also participate in activities set up for the entire community of mentors/mentees. Group activities may be planned for mentor/mentees.

BLOOMINGDALE CHURCH PROGRAM-BASED MENTORING



Many adults who volunteer in children's programming have expressed an interest in also mentoring a teen. Recognizing that people's schedules are full, we hope to maximize their time if they desire to be both a volunteer to kids and mentor to a teen.

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Meet NextGen volunteer (same) requirements

Mentoring is modeling - be an active Christ-follower:

- Read/apply the Bible regularly (Psalm 119:9-11, 2 Timothy 2:15)
- Connect with Christ daily (Colossians 4:2, 1 Thessalonians 5:17)
- Participate in weekly community worship and discipleship (Hebrews 10:24-25)
- Serve out of love for God and people (Matthew 22:37-39, Galatians 5:13)
- Are able to articulate the Gospel (Matthew 28:18-19, 1 Peter 3:15)
- Demonstrate Christ-like character (Galatians 5:22-23, Ephesians 5:1)

Be intentional about caring for and contacting mentee:

- Mentor-mentees are intentionally scheduled/placed (by program point leader) to serve together at least twice a month (i.e.: Awana Leader & Teen LIT serving "Sparks green team" together)
- Care contact mentee at least twice a month outside of the onsite program time together (i.e.: text/online message, call, do something fun together, meet at church)
- Regularly pray for mentee (i.e.: ask for prayer requests; let them know you are praying)

- Make a "one school year" commitment

Application Process Checklist

Express interest via:

- Marking "Program-Based Mentor" position on NextGen application
- Filling out "Program-Based mentor" interest form or other promotional
- Contacting mentor@bloominglechurch.org

Attend "Intro to Mentoring" Training." FYI:

People who have attended this training are typically more proactive in actively beginning a mentoring relationship

Training is offered once a quarter. Details/sign-up: mentor.bloominglechurch.org

Complete Bloomingdale Church Program-Based Mentoring application

Matching process: An adult (mentor) or teen (mentee) express interest in a mentoring relationship with a specific person. If no specific person, NextGen staff/point-leaders will assist with matches.

Mentor, mentee, and mentee's parent/guardian sign "one school year" commitment.

QUESTION & ANSWER | APPENDIX A

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- “Mentors need to realize that it really takes some time to get a good relationship going between the mentor and mentee. It may take a while for the mentee's parent(s) to have a trusting relationship with the mentor. It will all workout with time.” Dom, mentor
 - Take a look at the expectations you had for the relationship.
 - Is your mentee pushing on you to see if you would stay around?
 - Have you asked the mentoring community for feedback?
 - Mentors need to remember that it is usually not about whether or not your mentee likes you. Mentees are often protecting themselves from disappointment.
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- In the early stages, mentors may discover:
- Missed appointments or inconsistency from mentee
 - A lack of responsiveness
 - Unreasonable requests
 - Angry or outlandish behavior

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- You will not agree with all of his/her choices. If you shame your mentee because of his/her choices, you could damage the relationship.
- Ask “How did that choice work out for you?” rather than, “Why would you do something like that?” (Use “choice/consequences” language.)

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- Belief that a mentor needs to be super-human in order to have an impact.
- Losing interest when relationship is not rewarding.
- Feeling a tremendous amount of pressure, wondering if you are meeting expectations.
- Not taking the time to also build the relationship with a mentee's parent/guardian.

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- Once you are a “seasoned mentor”, you can become a “Mentor Coach” to new mentors.
- You can join our TMP Council.” We meet 4-6 times/year (usually Sundays 9:45am).
Our goals include:
 - Developing TMP partnerships
 - Reaching new mentors. Being a Mentor Coach to a new mentor.
 - Discerning/overseeing potential mentoring matches at Bloomingdale Church
 - Planning community mentor outings`

MENTORING RESOURCES | APPENDIX B

Mentoring Books

Mentor Field Guide, The Mentoring Project

[Fatherless Generation](#), Sowers

- What happens when givers of life give a lifetime of tears? The story of fatherlessness is written into the heart of our generation. But fatherlessness is more than a personal tragedy. It is a growing epidemic.

[My Mentor & Me - The Middle School Years](#), Weinberger]

[My Mentor & Me - The High School School Years](#), Weinberger]

- Susan Weinberger ("Dr. Mentor") travels along mentoring's greatest milestones and encounters the dedicated people who helped nurture this powerful movement.

[The Lost Art of Listening](#), Nichols

Learn how to be an active listener, a vital skill in mentoring.

Gender-Based Books

- [V@P^| zUæ@QÁ^æ&@ Á@Á æ & |ã ^Á^æc](#) Sowers

- An experiential, rites of passage guide for men who are seeking the wild masculine, for women to help them understand men, and for moms who are raising boys.

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[Real Boys : Rescuing Our Sons from the Myths of Boyhood](#), Pollack

- Based on groundbreaking research over two decades, explores why many boys are sad, lonely, and confused although they may appear tough, cheerful, and confident.

Faith-Based Books

- [Ö | . . Ö Ö äæ](#), Dean

- Based on the National Survey on Youth & Religion, this research book asks hard questions and shares helpful insights about the current youth generation.

[Wild at Heart](#), Eldredge

A young man's guide to discovering what it means to be a man

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- [Center for Parent and Youth Understanding \(www.cpyu.org\)](#)

- Pop culture update. Song, video, movie, and television show review. Suggested resources. College Transition Initiative. Articles on youth culture topics

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- [www.thementoringproject.org/mentor-collective](#)
- Mentors are eligible to receive exclusive mentor resources and event invitations from The Mentoring Project. Each quarter, be offered an opt-in opportunity to receive a book or resource to further each mentor's skills and



advocacy relating to mentoring.

MENTORING TOOLS EXPANDED | APPENDIX C

There are three basic principles that make a mentor successful: *Show Up, Live Out, Speak in*

The three tools are in sequential order, always beginning with building trust.

Start by demonstrating love, showing up and giving faithfully

Continue to build trust, building integrity and sincerity

We will hopefully be given the place to “speak into” a mentee’s life

“If you are faithfully loving, modeling, and coaching, your impact might not be immediately measurable; however, you are making a profound difference.” (TMP)

GOAL: 'I DO'

“The goal of this command is love, which comes from a pure heart and a good conscience and a sincere faith.” (1 Tim 1:5)

“Dear children, let us not love with words or speech but with actions and truth.” (1 John 3:18)

SHOWING UP

Showing up is the first and most important step for the mentoring relationship.

Mentees care much more about presence than what activities we do with them.

Great mentoring moments can happen while eating tacos, going Sam’s Club or washing a car.

“For a generation that has been defined by rejections, faithful and unconditional presence says, ‘I am here. I accept you. And I am with you.’” (TMP)

God communicates His presence throughout the Bible:

“the LORD was with Joseph” (Genesis 39:23)

“My Presence will go with you, and I will give you rest.” (Exodus 33:14-15)

“Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.” (Joshua 1:9)

“‘I am with you and will save you,’ declares the LORD.” (Jeremiah 30:11)

“Do not fear, for I have redeemed you; I have summoned you by name; you are mine.” (Isaiah 43:1)

“‘And surely I am with you always, to the very end of the age.’” (Matthew 28:20)

Who was a person who has shown up faithfully in your life? What difference did it make?

How did they shape who you are today?

GIVING

Giving requires sensitivity. “Rejoice with those who rejoice, mourn with those who mourn.” (Romans 12:15).

Giving is living for others. “In humility, consider others better than yourselves.” (Philippians 2:3)

GIVING IS LISTENING

Giving is offering our ear to actively listen. “*Be quick to listen and slow to speak.*” (James 1:19)

Usually mentees are not looking for advice, but affirmation. They want someone to listen to them, value them, care for them, and be proud of them.

Most boys converse better side-by-side instead of face to face: throwing a baseball while talking instead of sitting down to talk

Most girls converse face-to-face: sitting at a coffee shop across a table

It is important to keep open lines of communication with mentee’s parents/guardians about school, extracurricular activities, home life, social life, friends, and anything else that is going on in their life to know what things to ask about.

CHECK-IN

Are you giving your full, undistracted attention?

Do you talk more or listen more?

When you are listening, are you thinking about what you are going to say next?

Are you open to what he/she are saying, or thinking about how to correct or judge it?

Struggles/Mistakes

Inconsistency. Not showing up faithfully.

Becoming discouraged if your mentee does not show up. (We need to keep pursuing them like God pursues us.)

Showing up, but not being fully present. Being distracted.

Not being a giver, not being “other-centered.”

Not being a good listener.

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GOAL: Model Christ-likeness.

“Imitate me, as I imitate Christ.” (1 Corinthians 11:1)
We become whatever we set our hearts or affections on. “Fix your eyes on Christ.”
(Colossians 3:1, Hebrews 12:2).

“We are all modeling something, our lives are telling a story.” (TMP)

INTEGRITY

Integrity is aligning our words and deeds. “A righteous man keeps his oath, even when it hurts.” (Psalms 15:4)

Integrity is a building term, referring to a sound and unimpaired condition. In the same way, integrity is the foundation of our mentoring relationship.

Christ modeled perfect integrity. He did exactly what He said He would do.

Integrity is “caught” rather than “taught.”

SINCERITY

Sincerity is having a spotless character

“Sincera” (Latin - “without wax”). Dishonest pottery dealers would fill the cracks with wax and then sell the pots as if they did not have cracks.

When a person is sincere and lives honestly, he or she models manhood/womanhood.

When we make mistakes, we need to show our mentee the humility of apologizing.

When you disclose information, keep your responses general and brief.

Living honestly is being vulnerable and open. It says, “I am like you.” Mentees will be glad to know that you also struggled with a bully or math or relationships.

Sharing with sincerity happens after the relationship is in place.

INTEGRITY & SINCERITY CHECK-IN

Who in your life modeled integrity to you?

How do you line up as a person of integrity?

What do you do when you get extra change back from a cashier?

How do you respond when a referee makes a bad call?

Who has lived honestly in front of you? What kind of relationship dynamic did his/her honest living create for you?

Struggles/Mistakes

When our words and actions do not align.

Inconsistent reactions different from our words and actions.

Making false promises.

Pretending to be perfect. Failing to be honest or to admit our mistakes.

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Coaching can only happen after we show up faithfully, give sacrificially, and model integrity and sincerity. It is usually the gift given to us by our mentees.

Christ was the perfect Coach. He spoke with grace and truth (John 1:14). He regularly used teachable moments. He called his followers to greatness.

Coaching with Grace and Truth

Speaking into a mentee's life is a sacred trust. We must be extra cautious! We need to understand that our correction or direction may feel like rejection to them.

Jesus never shrank back from the truth, but also never used it as a weapon.

Coaches use Teachable Moments

Jesus used teachable moments continually: trees, birds, relationships, farming, animals, stories, clothing, and wine to name a few.

When you use a practical life example, especially one that fits into the context, life, or major concerns of the mentee, he/she is able to personally relate and personally apply the principle.

Teachable moments are great opportunities to apply bite-sized truths to a situation that our mentee can understand. We need to be on the lookout for teachable moments, and by knowing our mentee's interests and desires, we can take advantage of these moments with grace and truth.

Coaches Identify and Call Out Abilities

In the Old Testament, calling out abilities is referred to as "the blessing." The blessing says, "I believe in you." God blessed Jesus publicly saying, "This is my Son, whom I love, with Him I am well pleased." (Matthew 3:17)

Sometimes the blessing is longer and deliberate, sometimes it is simply, "Good job, you are really good at that."

Look for the unique and God-given gifts and talents of the mentee and tell him/her.

Our words of blessing can have life-giving power that changes a child forever. "Life and death are in the power of the tongue." (Proverbs 18:21)

Struggles/Mistakes

Trying to coach before a relationship is established.

Coaching without both grace and truth.

Projecting our desires and wishes onto our mentees instead of pulling out their gifts.

Who in your life believed in you?

Who "blessed you?" What did that mean to you and how did it change who you are today?

MASTERPLAN OF MENTORING | APPENDIX D

Notes from Dr. Robert Coleman's bestseller

Big Idea: Jesus modeled how to mentor

1. Selection: People were His method.

The initial objective of Jesus' plan was to enlist people who could bear witness to his life and carry on his work after he returned to the Father.

They were ordinary people (Acts 4:13).

Jesus saw in them the potential to be leaders in the Kingdom.

They were teachable.

- **Who is a teachable person you have worked with?**
- **Why did Jesus choose people like the disciples?**

The wisdom of Jesus' method is that he concentrated on a few (3, 12).

Jesus staked his whole ministry on the apostles; the fringe could fall away, but the close disciples could not miss his purposes or all was lost!

2. Association: He stayed with them.

Mark 3:1: He appointed twelve that they might be with him and that he might send them out to preach

Essence of his training program: just letting his disciples follow him.

- **What does it look like (in a mentoring relationship) to “just let them follow you?”**

Jesus still ministered to the masses, but all the time ministered to his disciples by having them with him. They traveled together, camped together, ate together (apart from the crowds)...

3. Consecration: He required obedience.

They were not required to be smart, but they had to be loyal.

- **Why is loyal better than smart?**

Obedience was interpreted to be the expression of love. If the disciples were to love Jesus, it would be shown in their obedience.

- **Why was obedience so important to Christ?**

Jesus was obedient to the Father:

Is 50:6 “I offered my back to those who beat me, my cheeks to those who pulled out my beard; I did not hide my face from mocking and spitting.”

4. Impartation: He gave himself.

Phil 2:5-11: This Scripture is known as the “Kenosis” (emptying).

- **In what ways did Jesus “empty himself” (or, give himself away)?**

Jesus gave himself to those around him so that through his life they might come to know a similar commitment to the mission for which he had come into the world.

□ How does a request for commitment (after the relationship concludes) relate to mentoring?

5. Demonstration: He showed them how to live.

□ What are some ways Jesus demonstrated how to live?

Jesus often let his disciples see him conversing with the Father in prayer (Mark 1:35-38)
Use of the Holy Scriptures

A demonstration “teaching method”: Tell them how, show them how, do it with them, let them do it with you, let them do it.

Generally speaking, guys like to “do things” together (side-by-side). It is often more natural to mentor guys while “doing life tasks together.” Meanwhile, girls prefer talking “across the table.”

□ What is a gender-specific style you have seen effectively used in being mentored or mentoring?

6. Delegation: He assigned them work.

Jesus was always building up in his ministry to the time when his disciples would have to take over his work and go out into the world (Mt 28:19)

□ Think about a mentor who trusted you with a lot. What did that do for you?

Jesus’ method was to get the disciples into a vital experience with God, and to show them how he worked, before telling them they had to do it on their own.

□ Why was spending time with them before telling them so important?

7. Supervision: He kept check on them.

Luke 10:1-7, 17

□ What did Jesus do? What did the 72 do? What was taking place?

Jesus made it a point to get with his disciples, following their tours of ministry service, to hear their reports.

Jesus’ supervisory effort was to keep the disciples going toward the goal he had set.

8. Reproduction: He expected them to pass it on.

Jesus intended for the disciples to produce his likeness in and through the Church.

□ Why was it absolutely essential for Jesus’ disciples to reproduce themselves?

Mentoring should be a reproducing process

The great commission to the Church is to “make disciples” (Mt 28:18-20)

