



Facilitator manual

MENTOR- A TRAINER OF MENTORS

Equipping Session



CHURCH OF  THE NAZARENE
MESOAMERICA

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THE MENTOR AS A MENTOR TRAINER

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Session content

- Introduction - Why train mentors?
- Biblical reflection on the formation of leaders and mentors.
- Guiding principles in a mentorship relationship.
- Skills to develop in the mentor.
- Share the vision on mentorship development.
- Final thoughts.

I. INTRODUCTION WHY TRAIN MENTORS?

"If I could go back in time, when I was just starting out in the ministry, and I could do something different, it would be, to find a mentor."

"I would like to mentor others, but I don't know how not to do it; nobody did it to me. "

"The journey of life does not have to be walked alone. Being a mentor is a rewarding opportunity to share with others what you have learned in your journey and help them move towards the best version of themselves." (Garry Ridge, author of the book Helping People Win at Work).

"Most leaders have followers around them. They believe that the key in leadership is to gain more followers. Some leaders surround themselves with other leaders, but the leaders who bring great value to organizations are those who develop leaders who, in addition to sharing the workload, make the vision to expand." (John Maxwell, Developing Leaders Around you, p.3).

Another key idea is that **mentor training is artisan work, done by hand, and not mass production.** In other words, we recognize that by mentoring others we are building a relationship, and relationships cannot be duplicated like an item being mass produced in a factory or like making photocopies of an original document. The relationship that is generated by accompanying our mentee ministerially is unique, and it demands time and personalized approach.

The nature of a mentorship relationship means that we cannot invest in many people at the same time. The example of Jesus is very clear. He needed to focus His ministry on a 12-person group, and more specifically on a 3-person group. We can generate ideas or resources that apply to large groups, but the mentorship and mentor training relationship needs to be very specific.

II. BIBLICAL REFLECTION ON MENTORS TRAINING

Exodus 2:1-10

1 Now a man of the tribe of Levi married a Levite woman, 2 and she became pregnant and gave birth to a son. When she saw that he was a fine child, she hid him for three months. 3 But when she could hide him no longer, she got a papyrus basket] for him and coated it with tar and pitch. Then she placed the child in it and put it among the reeds along the bank of the Nile. 4 His sister stood at a distance to see what would happen to him. 5 Then Pharaoh's daughter went down to the Nile to bathe, and her attendants were walking along the riverbank. She saw the basket among the reeds and sent her female slave to get it. 6 She opened it and saw the baby. He was crying, and she felt sorry for him.

"This is one of the Hebrew babies," she said.

7 Then his sister asked Pharaoh's daughter, "Shall I go and get one of the Hebrew women to nurse the baby for you?"

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8 "Yes, go," she answered. So, the girl went and got the baby's mother.
9 Pharaoh's daughter said to her, "Take this baby and nurse him for me, and I will pay you."
So, the woman took the baby and nursed him.
10 When the child grew older, she took him to Pharaoh's daughter, and he became her son. She named him Moses saying, "I drew him out of the water."

On the subject of mentorship, this passage brings to mind a vision of optimism, because it reminds me that hand-in-hand with the Lord, tomorrow will always be a better day. Not necessarily because the circumstances around us change but because we have the possibility of knowing the Lord more and more as we walk with Him.

The story of Moses' birth, and how his parents acted, leave us several lessons in the task of training leaders and mentors, and I want to share some of these lessons below

a. It is not so popular to train mentors, but it is worth it.

The reason Pharaoh had the Hebrew boys killed was because he feared that the people of Israel would continue to multiply, and as they grow, they would be a threat to his kingdom.

The Exodus 2 passage has many applications for our day, in discipleship in general, but in relation to the formation of leaders, we can say that it is common to meet people who are concerned about maintaining exclusive access to the leadership platform and do not want others to take on leadership roles. These leaders are concerned about having more followers, and they resist the idea of investing their time, knowledge, skills, and resources in developing new leaders to accompany others on the ministry journey.

In an environment in which the future was dark and not encouraging, Moses' parents rose up with

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courage to defend the life of their son, and although they may not have imagined everything that would happen in Moses' life, surely the expectation about their baby's future was great, so the risk was worth it!

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b. Let's see with the eyes of faith

We also learn from Moses' parents that if we are going to think about mentorship, we have to do with the eyes of faith.

- **They saw more than a newborn baby.** For this couple, Moses was more than a statistic about the next dead child. They saw that the boy was beautiful, and they decided to take care of him! They decided to protect their baby, even though this meant disobeying Pharaoh's order and risking their own lives. They, seeing with the eyes of faith, hoped that God had a purpose for their baby, so they hid him. The question for us is, are we seeing our mentees as lifelong learners who will always depend on us or as leaders whose ministry, gifts, and talents we value, and who we believe, in the power of the Spirit, will be used for the extension of the kingdom of God?
- **They were intentional to create an environment that would protect the newborn.** It is one thing to get excited about something or someone, and another thing to show in a practical way the commitment to take care of someone.

Moses' parents had to risk hiding and caring for Moses during the first months of his life. And then they were intentional in developing a strategy for Moses to stay alive: they prepared a basket in which they placed him on the riverbank, they identified the time that Egyptian women bathed in the river, and they put the sister of Moses to take care of him from a distance. Here's another key idea, mentoring others does not make us the sole mentor or owner of the mentee. In fact, if we know that someone else can come join our mentees to help them, let's make this happen!

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- **They understood that Moses had a unique purpose from God.** As a pastor and mentor, it makes me understand that I cannot apply formulas in mentorship. Nor can I limit the advancement of the kingdom of God -or limit my participation- on the premise of focusing on training my successor in a particular ministerial position. We invest in people but how and where they serve does not necessarily depend on us.

Moses' parents knew that they had to give their baby to someone else who could help him continue to grow. In this case, she was the daughter of Pharaoh. Similarly, we need humility and discernment to deliver or share our mentees with someone else who can help them continue their growth.

Questions to reflect on:

- Considering the characteristics of a servant leader, how would you describe the beauty of the people of those you are mentoring?
- How do I work with leaders who have a different leadership style than mine, and who push me out of my comfort zone? Can I see the beauty of God's image in them and their potential in Jesus Christ? Can I see them as leaders that God is calling me to mentor and not as a threat to my leadership?

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there is a mutual commitment to respect independence. And the mentor should use common sense and spiritual discernment to avoid crossing the line that separates manipulation from counseling, modeling by example, and prayerful encouragement. As mentors we can identify someone in whom we want to invest and develop his ministerial potential in Christ, but the decision to grow and advance is only up to the mentee.

3. Responsibility

It is important not to nurture an emotional attachment of the mentor that is based on the mentee putting into practice (or not) what the mentor advises.

As mentors, we need to stop thinking that the success of our work depends on the mentee executing every detail of the advice we give.

Of course, we celebrate the successes and progress of our mentees, but our focus should be, first of all, on the process (accompany), and then on the results. If our focus is on the process, even when our mentee may fail in some task or challenge, we will not give up the relationship, because our purpose is to accompany him on his journey.

The only way to end a relationship is when the voluntary commitment of both parties no longer exists.

4. Quantitative and qualitative measurement

What can be expressed in quantifiable terms helps us to evaluate, and what can be evaluated can be improved. However, some elements of mentee development cannot be easily measured or quantified. This does not mean that those results are less important, it just means that we may be less aware of them, and for that reason it is important to be intentional to identify the progress that is being made in certain areas that cannot be easily quantified.

For example, a mentor can measure how many meetings or conversations a month he had with his mentee, but that is not enough to define whether there has been progress. Then it will be necessary to ask yourself: How has the quality of these conversations been? With what confidence or freedom

is the mentee sharing about his life? How does the mentee react when I show him an area in which he needs to improve? etc.

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IV. SKILLS TO DEVELOP IN A MENTOR

Based on the book *The Mentoring Manual*, written by Julie Starr

In fact, it is difficult to create a list of all the skills that a mentor needs to develop in order to be effective in his task, however, the following list of skills can serve as a launching platform that propels the mentor on his task:

1. Connect through effective listening

- a. The connection refers to a relationship in which there is a personal sense of affinity, and one is aware that there is a personal investment of the mentor in the life of the mentee. This relationship has clear limits in which friendship can be fostered, but not friendship as a synonym for complicity, but a genuine interest in the well-being of the mentee.

- b. The ability to listen effectively does not necessarily refer to being silent while the mentee speaks, but it refers to a combination of being attentive and intentional:
 - Asking questions that help to better understand the context (not just out of curiosity).
 - Identifying key points of the conversation.
 - Providing feedback that allows the mentee to confirm that they are being heard and that they are communicating clearly.

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- Helping the mentee to stay focused on the main topic of the conversation, avoiding distractions that delay arriving at an action plan - when it is implemented.
- Paying attention to what his physical posture is communicating (both ways).
- Showing empathy by hearing about the mentee's feelings and values.
- Creating a warm atmosphere of interaction.

2. Build a relationship of commitment and trust

- a. It is necessary that the mentor builds a platform of positive influence in the relationship with his mentee, that is, that the mentee is motivated to learn from the mentor and trusts him/her.
- b. It is vital to establish a confidentiality agreement at the beginning, and the nature of the content that will be discussed in the meetings that they have.
- c. Show integrity at all times, in words, actions, and attitudes.
- d. Be willing to share information with the mentee. For example, family, ministry projects, hobbies, favorite foods, etc.
- e. Be transparent and vulnerable with the mentee, making it clear that there is no perfect mentor. However, it is important for the mentor to use discernment when sharing life experiences, because the purpose is to inspire confidence and encourage the mentee to face challenges and conflicts in the ministry journey.

3. Keep a specific and effective focus

- a. Training a mentor does not happen in a vacuum, it happens in a daily relationship, but this must always be an intentional relationship. That is, the conversations and time together need a specific purpose.
- b. Any conversation and time together require that expectations or desired outcomes be communicated in advance.
- c. It is the mentor's responsibility to help the mentee maintain the correct focus and motivation.

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- d. By working in a particular area, the mentor helps the mentee to identify the priorities and concrete actions that will help him to progress in the goals of that area.
- e. In each meeting they have, the mentor, with prior agreement, can help the mentee to be accountable, with the purpose of valuing and celebrating the mentee's effort as well as identifying possible distractions that are not allowing them to move forward.

4. Help the mentee to identify and overcome barriers to progress

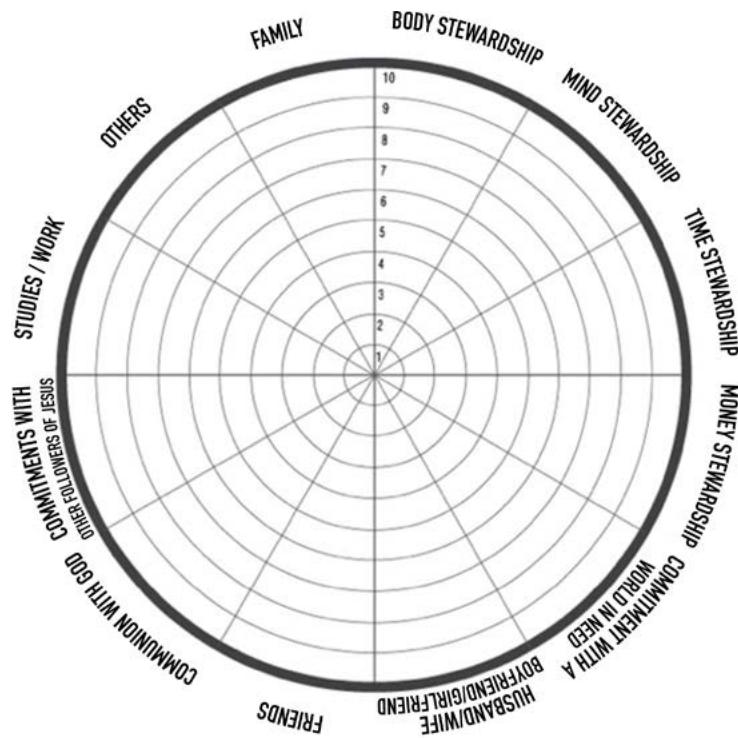
- a. The principle of collaboration comes into play here, and the responsibility of the mentor is often to prepare the mentee for future challenges, refine leadership skills, and share life experiences. Preventive rather than corrective approach.
- b. In the case of the mentee, it is important for him to show vulnerability and transparency to share the details of the challenges he is facing.
- c. The mentor can help, and even carry certain burdens along with the mentee, but there are some burdens that he/she cannot bear for him/her.
- d. Frequently, the help that the mentor provides, from outside, helps the mentee to eliminate blind spots, which we all have; but it is important that once the mentee sees the problem, he recognizes it as such and assumes the commitment to face it. The mentor cannot face the challenge for the mentee, his role will be limited to equipping him, empowering him, and reminding him of the goals and the action plan.
- e. Perhaps the most important task of the Christian mentor is prayer. How am I praying for the person I mentor? What do I know about his life, his family, his ministry, that I can carry in prayer? How much time do we spend in prayer in our mentorship meetings?
- f. A mentor can help his mentee to see challenges as opportunities to grow, and once those challenges are overcome, help identify and value the lessons learned.

5. Help the mentee to grow

- a. One of the main functions of the mentor is to help someone grow. This means that, through this accompaniment relationship, the mentee can increase his knowledge, wisdom, awareness of reality, consistency in actions and habits, as well as the ease of setting goals throughout the ministerial journey.
- b. In some way, the ability or skill to help someone grow is the result of the good use or development of the 4 previous skills.
- c. It is important to remember that there are elements that the mentor cannot control. This has to do with the contribution that the mentee offers in this collaboration agreement, but also with the environment that surrounds the mentoring relationship. What the mentor can assure is that there are the right intentions or motivations, and that there was responsibility on both the mentor and the mentee to plan the action plan.
- d. There are different tools that the mentor can use to help the mentee to identify areas of growth, develop action plans, and measure growth itself. One of these tools is the “Wheel of Life”, created by Elisabeth Klüber-Ross, which helps to identify vital areas of a person, to evaluate satisfaction in each area, to visualize how these areas are balanced in daily life, and to focus specific energies or actions to prioritize and progress in each area.

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V. SHARE VISION ON MENTORSHIP DEVELOPMENT

1. **Start with your close team.**
 - a. Model the role of mentor
 - b. Invite them to implement peer mentoring in small groups.
2. **Learn together about the fundamentals and practices of mentorship.**
 - a. Look for reading material, or some other audio-visual resource.
 - b. If there is an opportunity for a conference, seminar, or workshop, encourage your team or mentees to participate.

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3. Set accompaniment goals.

- a. Share your personal interests and goals.
- b. Identify those goals in which you would like to receive help. That they are specific goals, challenging but realistic, and that can be measured in a certain time.
- c. Also share what you can offer as a mentor partner.

4. Establish a process that participants agree on.

- a. As they implement what they have learned, and once the goals of each team member have been identified, establish work and interaction rhythms that the participants can meet.
- b. Create an agenda that includes the dates you will meet, and who will facilitate each meeting. It is necessary to rotate the role of facilitator so that everyone participates as 'equals'.

5. Review progress and renew your commitment.

- a. One of the keys to a long-term mentorship relationship is establishing key moments when progress is evaluated.
- b. During these evaluation times, adjustments are made, triumphs are celebrated, and individual time is taken to process the original purpose of the mentorship relationship.
- c. Based on this review, the decision is made to renew the commitment (or not), determining what the nature of the mentorship relationship will be.

VI. FINAL THOUGHTS

Returning to the initial idea I shared about training mentors while mentoring, I want to encourage you that the motivation you have to mentor and train mentors is always connected to the blessing found in serving others. Yes, training mentors is making the experience, knowledge, skills, and abilities that you have acquired throughout your ministry journey available to others. It does not matter that it started many years ago or recently, there is always a way to serve our neighbor.

Another very important thing, in addition to making sure that the motivation of the heart is correct, I encourage you to be the best possible steward of this role (mentor) that you have embraced. That is, that you strive to organize, package, and deliver your knowledge, skills, and experience in such a way that can be a gift that will be appreciated by those who receive it. And that, as you prepare this gift, you can see with the eyes of faith, imagining what God can do in the life of the leaders in whom you are investing, and trusting that their contribution will be very important in the kingdom of God.

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