

MENTORATRAINER OF MENTORS MENTORS Equipping Session



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THE MENTOR AS A MENTOR TRAINER

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).



Questions to reflect on:

• What do the sentences above tell you about the importance of training or developing mentors?

· Are you developing mentors or is your expectation of the leaders you accompany only to see them as mentees?

The first idea I want to share is that ______ It is like the ripple effect that is generated when a stone is thrown into the water, and from there waves are formed.

Similar to leadership development, there is nothing more effective in forming new mentors, nor greater influence in the process, than the relationship that is built between the mentor and the mentee.

Now, we highlight the institutional efforts such as Impact Mentorship, because they speak to us of responsibility, intentionality, and sense of urgency to create a mentorship culture and not just have isolated cases of good mentors.

Our challenge, then is ______ our mentees take responsibility for _____ others and seek for themselves to reach their full _____ as mentors. And we do this as a privilege and with the understanding that we freely give what we freely receive.



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Another key idea is that The mentoring relationship 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.	MENTOR- A TRAINER OF MENTORS
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?" 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."	

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.

The reason Pharaoh had the Hebrew boys killed was because he feared that the people of Israel would continue to multiply, and as they grew, they would become a threat to his kingdom. Nowadays, it is common to meet leaders who are concerned about maintaining exclusive access to the leadership platform and do not want others to take on leadership roles. They feel threatened! In an environment in which the future was dark and not encouraging, Moses' parents rose up with 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. ___

________. 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?

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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It is not possible to apply formulas while training mentors. 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?



III. GUIDING PRINCIPLES IN A MENTORSHIP RELATIONSHIP

It is important to identify principles that serve as guides for action to the mentor's task and help the mentee to begin to envision the way forward.

Although there may be other principles, I would like to share the 4 that have been key in my experience as a mentor/mentee.

Training a mentor is a team effort. The mentor comes alongside the mentee to make available the experience, knowledge, spiritual support, and even opportunities for service that he may have. And the mentee gives his mentor permission to advise him, hold him accountable, and push and correct him when necessary, and commits to implement the action plan.

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	While it is true that although the mentorship rela-
	tionship is a team effort, the ultimate responsibility
	to in their
	ministry journey rests on the mentee.
	The worst-case scenario in a mentorship relation-
	ship is a dependency in which the mentee cannot
	act unless it is with the mentor's permission.

It is important that from the beginning of the relationship 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.

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3.

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.

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.

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.

a.	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.



- 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.
 - 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.

- 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.
- 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.
- It is essential to show integrity at all times, in words, actions, and attitudes.

3. _

- Training a mentor does not happen in a vaccum, it happens in a daily relationship, but this must always be an intentional relationship.
- Any conversation and time together require that expectations or desired outcomes be communicated in advance.
- The mentor helps the mentee to identify the priorities and concrete actions that will help him to progress in his goals.



The mentor 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 _____ and ____ and ____ barriers to progress.

- The responsibility of the mentor is often to prepare the mentee for future challenges, refine leadership skills, and share life experiences.
- In the case of the mentee, it is important for him to show transparency to share the details of the challenges he is facing.
- 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. (Galatians 6:2 and 5)
- The mentor can help 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.
- 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?

5. _

- 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.
- It is important to remember that there are elements that the mentor cannot control. 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.



 One of the tools I recommend in this skill is the "Wheel of Life", created by Elisabeth Klüber-Ross (see appendix 1). This tool 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.

- Model the role of mentor
- Invite them to implement peer mentoring in small groups (see appendix 2).

2

- Look for reading material, or some other audiovisual resource.
- If there is an opportunity for a conference, seminar, or workshop, encourage your team or mentees to participate.

3

- · Share your personal interests and goals.
- 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.
- Also share what you can offer as a mentor partner.

4

- 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.
- 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 _______ and ______your commitment.
 - During these evaluation times, adjustments are made, triumphs are celebrated, and individual time is taken to process the original purpose of the mentorship relationship.
 - Based on this review, the decision is made to renew the commitment (or not), determining what the nature of the mentorship relationship will be.

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VI. FINAL THOUGHTS

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. 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.

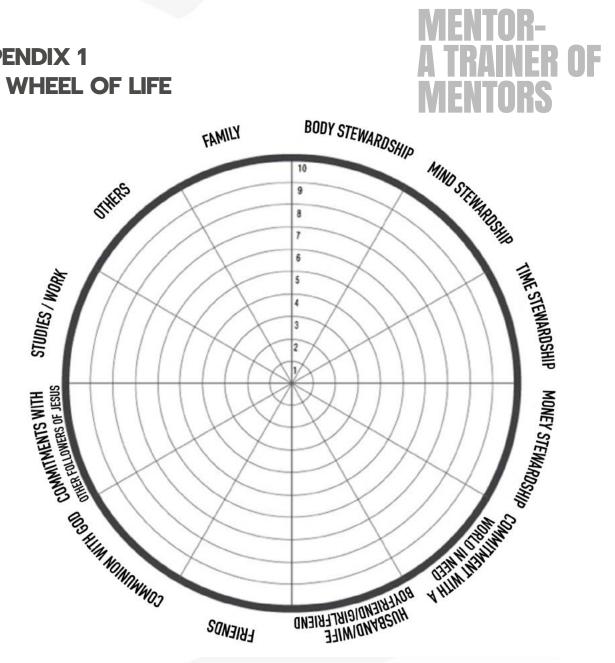
In addition to making sure that the motivation of the heart is correct, I encourage you to be the best possible steward of this role (mentor) that you have embraced. That is, that you strive to organize, package, and deliver your knowledge, skills, and experience in such a way that can be a gift that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

As a mentor-training mentor, I advise you to never stop learning, be humble and grateful in your dealings with others because through training mentors, you are also learning and growing as a mentor.

Remember, the opportunity to be a better mentor can start now!



APPENDIX 1 THE WHEEL OF LIFE





APPENDIX 2 GUIDELINES FOR A PEER MENTORING MEETING

1. Update

- a. Group prayer time.
- b. What progress have we made in developing our wheel of life?

c. All pai	rticipants	share.
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2. Obstacles

a. What obstacles have we found so far?

b. Sharing process at this stage:

- · Each person shares (limit time).
- · Others listen without interrupting.
- When the person has finished sharing, the others ask questions to clarify.
- After the clarification question time, the others can give opinions, advice, and suggestions, always with the focus of helping the person move forward.
- · Everyone can pray for each other.





- 3. Next steps
 - a. What step are we going to take, no matter how small, to move forward in our development?

- Each person shares what they will do. It is advisable to take a note to review it again the next meeting.
- 4. Logistics and practical issues
 - a. Date, time, and place of the next meeting.
 - b. Who will convene the meeting?
 - c. Who will direct it? Just in case it is not the same person.
 - d. Arrange bilateral meetings if necessary.
 - e. Finish in prayer for each other.

