

THREE DAY COURSE

AN INTRODUCTION TO CHRISTIAN MENTORING

The program was used in a 3 day residential in-service course for which 'Mentoring to Develop Disciples and Leaders' was the text. It did not require prior reading of the text.

Fieldwork:

Groups of students interviewed people in the local community who were involved in various forms of mentoring/coaching.

Those interviewed were:

- A senior pastor with a staff of 6
- The coach of a district football team
- A tradesman with an apprentice
- A business person with a staff of 20
- A pastor who mentors emerging leaders
- A pastor being mentored by a more mature pastor

Course Journal

At the conclusion of most sessions, participants were given a few minutes to reflect using the following questions and make notes in their journals:

1. What were the main insights you gained from this session?
2. In what ways, if any, did God get your attention?
3. How would your life and ministry be affected if you acted upon these?

Prayer:

Prayer played a significant role in the learning experience. In pairs students had opportunities to share and pray for each other. The worksheet "My Prayer Partner" was used to record requests for prayer and to make a covenant to pray for each other for thirty days following the Conference. Each signed the other's sheet if they agreed to do this.

PROGRAM

- **DAY 1**
 - 9.30am Start
 - 9.30-9.40am Prayer Bonding
 - Session 1:**
 - 9.40-10.30am
 - **An Overview of Christian Mentoring**
 - **The Need for Mentoring**
 - National Church Life Survey Findings
 - Personal and Ministry Needs
 - 11.00-11.15am Morning Tea
 - Session 2:**
 - 11.15am-12.30pm
 - **A Biblical Basis for Mentoring**
 - Christian Mentoring and Disciple Making
 - The Unique Role of Christian Community
 - 12.30pm Lunch



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- Session 3:**
 - **How Adults Learn** (Workshop)
 - Ministry Case Studies
 - **Mentoring Styles**
- 3.30-4.00pm Afternoon Tea
- Session 4:**
 - **Understanding and Helping Others**
 - **Having a Sane Estimate of Ourselves**
- 6.00pm Dinner, followed by
Free Time
- **DAY 2**
 - 7.15am Breakfast
 - Session 5:**
 - 9.00-10.30am
 - **Peer Mentoring**
 - The Role of the Bible
 - Asking Good Questions
 - 10.30-11.00am Morning Tea
 - Session 6:**
 - 11.00am-12.30pm
 - **Some Guidelines**
 - **Setting Boundaries**
 - 12.30pm Lunch
 - Session 7:**
 - 2.00-3.30pm
 - **Mentoring and Coaching in the Church and with the Community**
 - Field Work in Teams
 - Interviews with Mentors and Coaches
(see *Field Work Assignment pages*)
 - 3.30-4.30pm Reflection in individual teams and
preparation of report for plenary session
 - 4.30-5.30pm
 - **Plenary Session**
 - Team Reports
 - Discussion
 - 5.45pm Dinner, followed by:
Free Time
 - **DAY 3**
 - 7.15am Breakfast
 - Session 8:**
 - 9.00-10.30am
 - **Mentoring New Disciples**
 - **Other Times to Mentor**
 - 10.30-11.00am Morning Tea



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Session 9:

- 11.00am-12.30pm
- **Mentoring Emerging Leaders**
 - **A Design for a Mentoring Session**
- Role Play

12.30pm Lunch

Session 10:

- 1.30-2.45pm
- **Finding a Mentor and/or a Mentoree**
 - **Open Question Time**

2.45-3.15pm Afternoon Tea

Session 11:

- 3.45-4.30pm
- **Overviews of Personal Journals**
 - **Prayer Covenants**
 - **Evaluation**
 - **Conclusion**



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MY PRAYER PARTNER During this learning experience

Name.

Address.

.....

.....

Phone (home)

(office)

(mobile)

Email

My Partner's Prayer Requests:



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30-Day Prayer Covenant:

I will pray for you during the next 30 days and make contact with you at least three times during that period.

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ADDITIONAL GROUP WORK

In most group work sessions, the instructions given in the relevant section of the text book were used. The following additional group work was incorporated.

Session 3:

- Read John 4:4-41. What style of mentoring did Jesus use in his encounter with the Samaritan woman? What can we learn from the way Jesus related in this situation?
- Choose a difficult/challenging situation in the ministry of one of the members of the group which he/she is presently working through. Seeking to act as 'grace givers' more than 'truth tellers', work through the questions on page 127 ('Reflection on Ministry' and 'Thinking it Through'). Prompt each other to ensure the appropriate helping 'style' is maintained.
- Illustrate the difference between 'grace givers' and 'truth tellers' using the creative resources provided.

Session 6:

- Why do some people, especially those who deeply care for others, have problems setting boundaries?
- Read Galatians 6:1-10 (in two or three translations, if possible). Also read the related paragraph on page 117, also 'Don't be a perpetual rescuer' on page 120.
- What are some sorts of burdens people known to you genuinely can't cope with on their own? What are you or others doing, or could do, to support them?

Session 8:

- Read 1 Thessalonians 2, verses 7 and 11. Paul sees himself as playing both a spiritual 'mother' and 'father' role to the immature disciples in the young church at Thessalonica. Note how he fulfilled each of these roles. Who have you observed, and possibly personally experienced, playing these roles (without necessarily knowing they were mentoring in your church or other situation? How did they do this? How did you or others respond?
- Read pages 161 to 163. Consider the life stages mentioned on page 161. What others would you add to this? Which of these were most difficult for you? What help did you receive to help you re-adjust? What further help would you have appreciated?
- Which life stages are most and least evident in your local church? What is being done, if anything, to support each of these groups (including the least evident).

Session 9:

A well-known teacher was once asked, 'Are leaders born or made?' His reply, 'I don't know a leader who wasn't born!! But my simple answer is, both!' Developing good Christian leaders is one of our greatest challenges. Paul was exemplary in the way he prayerfully and intentionally equipped, encouraged and supported emerging leaders. His letters to Timothy, Titus and Philemon are good examples.



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- Paul's second letter to Timothy is 'a personal letter with powerful advice, backed by years of experience.' Read through this letter and list the matters Paul covers with this young leader. Which aspect of Paul's advice especially caught your attention as a leader? With whom could you further explore this?
- Robert Clinton says, '*Effective leaders maintain a balance between **personal development and ministry productivity. Doing and being** must be kept in balance throughout a leader's life. It is clear that Paul saw both as important to Timothy.*' Seek to identify a few illustrations of this in 2 Timothy.



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FIELDWORK ASSIGNMENT

Day 2

The following was provided for the students and those involved in the community.

Aim:

To enable students to gain broad insights into mentoring / coaching from those in these roles in the community.

Process:

In groups of three or four, students will visit one of the resource people, listed over the page, in their homes or workplaces, spending 30 minutes (plus), asking at least the questions below.

After the interview, students will meet in a place of their choosing to compare notes and make a summary of the insights gained on the separate report form, for presentation to the 4.30pm session of the course that same afternoon.

Those to be interviewed:

The resource people will represent those involved in coaching/mentoring in local churches and sporting and business sections of the community.

Questions to be asked:

1. Briefly tell us about your background.
2. In what form of mentoring / coaching are you involved?
3. How important (effective) have you found mentoring / coaching to be?
4. What do you consider to be the main characteristics of an effective coach /mentor?
5. What advice would you give a person about to commence this form of work?
(Guidelines, hints, etc.)

(The students and resource people will receive a copy of this sheet prior to the interview.)

Reports:

Complete the report form provided after the interview and have the office staff make a copy on overhead projector transparencies, or Power Point slides, for use in your presentation.

You can use charts with handprinting if the above facilities are not available, or make copies of your report sheet for distribution.



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FIELD WORK ASSIGNMENT

Persons to be Interviewed

Date:

Time: 2.00pm

The following is a sample of the Field Work Report Sheet

FIELD WORK REPORT (Group No.....)

- **Person Interviewed:**

- **Their Background:**

- **Involvement in Mentoring:**

- **Effectiveness in Mentoring:**

- **Characteristics of an Effective Mentor:**

- **Advice to Prospective Mentors:**