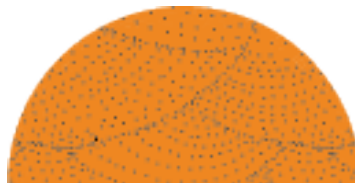
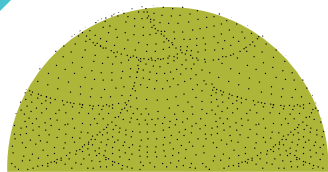
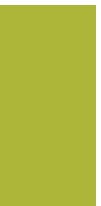
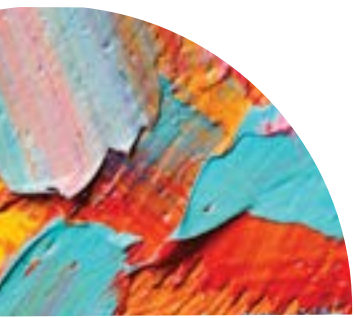




Mentoring Matters



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INITIATIVE

Mentoring Handbook

Connecting Mentors & Young Adults

Toward Whole Life Discipleship

- The sections or chapters of this Handbook need not be read in order.
- Select those sections that will serve mentoring relationships in your context and adapt the information as desired. (As of November 2019 all links are active.)
- As you use the resources, share what you learn about mentoring with others in the Mosaic Young Adult Initiative.

Prepared by Linda Cannell
for the Mosaic Young Adult Initiative



This Handbook focuses primarily on practical helps. The book, *Mentoring: Biblical, Theological, and Practical Perspectives* (2018) is recommended to each church in the Mosaic Initiative because of the importance of understanding biblical examples and theological principles for the practices of mentoring. Copies may be purchased from the publisher or an online bookseller. [Dean Thompson and D. Cameron Murchison (editors). *Mentoring: Biblical, Theological, and Practical Perspectives*. Grand Rapids, MI: William B. Eerdmans Publishing, 2018]

What is Mentoring?

A Brief Overview

Remember: Every January is mentoring month!

Mentoring is a relationship between two or more people that is built on mutual trust and appropriate confidentiality. It provides opportunity for mentors and those being mentored to grow personally, spiritually and vocationally.

Informal mentoring relationships emerge when a third party “nudges” two or more people together; or when someone who desires the benefit of another, typically older, person’s experience and knowledge invites him or her to be a mentor. Formal mentoring relationships result from more or less structured matches in the context of a mentoring program. Leadership typically provides training and support for all participants in the relationship.

Peer mentoring relationships are most often informal. An arrangement develops between age mates, (typically), where one familiarizes the other with a new role, shares knowledge and experience, and provides personal support.

Effective mentoring relationships provide a safe environment for reflection and trying out new ideas, skills, spiritual practices, and vocational options. Effective mentoring relationships promote shared learning, encourage mutual development, and provide support as needed. When young adults are being mentored, most often they take the initiative in determining the purpose of the mentoring relationship and assume responsibility for any decisions or actions that result. The mentor journeys alongside and is focused on assisting the development of the young adult by helping to promote change, clarify perspectives. He or she uses questions and active listening to assist the young adult to sort out problems, and provides support in significant life transitions.

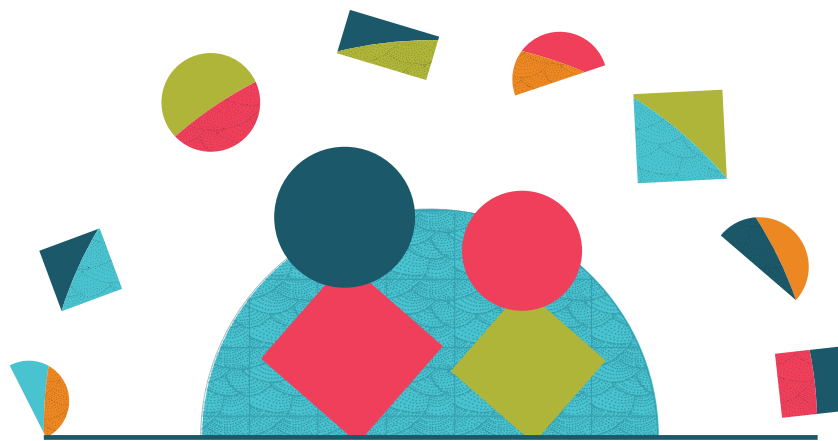
A Final Word

The practice of mentoring has a long history. It crosses cultures, countries, and socio-economic boundaries. It reflects the determination and commitment of one generation to foster the personal, vocational, and spiritual development of emerging generations. Many young adults are concerned about the well-being of the next generation. Many are ready to assume responsibility as mentors. Challenge them and equip them to become involved in the church’s mission of mentoring toward whole discipleship.



Contents

Mentoring: Holistic Discipleship	6
Training Matters	12
Effective Mentor Leaders	35
Mentoring Diverse Communities	39
So . . . You Want to Find a Mentor	48
Developing the Mentoring Relationship	52
Mentoring Activities	57
How Are We Doing?	63
Best Practices for Mentoring Programs	70
Checklist for Starting a Mentoring Program	75
Crisis Intervention	77
Corporate Mentoring: Anything to Adapt?	81
Basic Templates and Sample Forms	85
Background Check Information and Services	93
Reference List	98



Mentoring: Holistic Discipleship

Mentoring relationships are increasingly common in organizational contexts and do benefit the mentoring participants and the organization. In faith communities, mentoring could be seen as discipleship—a fulfillment of Paul’s mandate to Timothy to equip those who will then be able to equip others also (2 Timothy 2:2). As such, mentoring should assume far greater importance in the church. Dallas Willard lamented that, “The leading assumption in the American church is that you can be a Christian but not a

disciple.” He insisted that, “What we want is not just evangelism that makes converts. We want disciples . . .” He defined a disciple as “a person who has decided that the most important thing in their life is to learn how to do what Jesus said to do.”¹

For purposes of this section, let’s consider that mentoring relationships in congregations consist of disciples journeying together—”people

who are constantly revising their affairs to carry through on their decision to follow Jesus”.² As such, mentoring is more than apriority; it is the DNA of faith communities.³ With their commitments to investing in the personal and spiritual development of others, with a core of values based on Scripture, and with a large pool of dedicated volunteers, faith communities should be among the most effective at mentoring.

Richard Krejcir elaborates:

What we want is not just evangelism that makes converts. We want disciples . . .

¹ See “Rethinking Evangelism.” <http://www.dwillard.org/articles/individual/rethinking-evangelism>

² “Rethinking Evangelism”

³ Check out the services available through the Christian Association of Youth Mentoring (CAYM) whose vision is to restore mentoring as the DNA of the church (see www.caym.org).

Why a Mentoring Program?

- God calls us to do this! Matthew 28:16-20, Romans 12, 1 Corinthians 12, Galatians 6:1-10, Mark 1:35 - 2:12. These passages tell us discipleship and mentoring are not an option, but a command. We must follow out of obedience, and mentor in a multigenerational lifestyle, caring for the total person. It will move us from ‘just’ praying to praying with care.
- Maturity rose out of webs of relationships of older people interacting with and discipling the younger (John 1:36-52, Acts 10:10).
- Acts 11-15 tells us leadership is about discipleship as Barnabas was with Paul.
- The Gospels tell us the models Jesus used were mentoring and small groups.
- John 15 tells us discipling and mentoring are lifestyles of personal dedication by our obedience; we see people being taught and equipped to live for Christ physically, mentally, socially, and emotionally, as well as spiritually.⁴

Many young adults care about God and want to serve. They are looking for authentic relationships. But many find that the church doesn’t know what to do with them. And they don’t feel a sense of obligation to attend church. Eddie Pipkin suggests that “One of the most powerful strategies available to existing faith communities in avoiding this unfortunate turn of events is fostering mentor relationships . . .”⁵

However, it is a mistake to think that we are equipping young adults to someday take over when their elders have retired! “The problem with this approach is that once you inspire young people to be passionate about serving Jesus, they are not likely to hang around waiting their turn until the present generation of leaders dies off.”⁶ In a 2015 CNN report, Daniel Burke reviewed research at the time suggesting church involvement and profession of Christian faith were declining generation by generation.⁷ Especially in the “mainline” churches it appears that many Millennials are simply bored. “If it is the case that Millennials are less ‘atheists’ than they are ‘bored,’ then serious engagements with Christian social innovation, and with deep intellectual reflection (and these two things are connected), would offer promising signs of hope.”⁸

A somewhat different result is found in a study of Millennials during 2014-2015 by the Barna Group. They suggested that “open windows” to young adult involvement in the church’s mission do exist. In essence, they asked what do Millennials find positive about the church? “A plurality say they attend church to be closer to God (44%) and more than one-third say they

⁴ Richard Krejcir. “How to Develop a Mentoring Program”.

<http://intothyword.org/apps/articles/default.asp?articleid=42724&columnid=3844>

⁵ Eddie Pipkin. “Millennials and Mentors. Emc3—Excellence in Ministry Coaching.” November 21, 2017.

<https://emc3coaching.com/millennials-and-mentors/>

⁶ Pipkin. 2017

⁷ Daniel Burke. “Millennials Leaving Church in Drove Study Finds.” CNN Report, May 14, 2015

<https://www.cnn.com/2015/05/12/living/pew-religion-study/index.html>

⁸ L. Gregory Jones in CNN Report. 2015

go to learn more about God (37%). . . . [T]o experience transcendence—in worship, in prayer, in teaching—is a key desire for many Millennials when it comes to church.” Two-thirds of young adults describe church as “a place to find answers to live a meaningful life” . . . and that it is “relevant for my life” (54%) . . . Three out of five young adults didn’t agree that the faith and teaching presented by the church is shallow; nor did they agree that the church was not “a safe place to express doubts”. However, the Barna study also reported that “Millenials are skeptical about the role churches play in society. This is the closed door. But their hope for the role churches could play? That’s an open window.”⁹

Daryl Wicker, also drawing on the Barna Group’s report “Making Space for Millenials” agrees that young adults don’t feel obligated to support

the institutional church. However, it is the faith community that can give young adults the mature support and guidance they want.¹⁰ Wicker notes that over half of young adults who stay in a congregation have had a close relationship with an older adult, and “are also twice as likely to have had a mentor other than a pastor or youth minister (28% vs11%)”.

“Mentoring and discipling this next generation is everything,”

The numerous reports seem to come down to this:

(1) the church today has a golden opportunity to equip this generation of young adults who in turn will equip others, and (2) the role of mentoring is to help young adults discover their mission in the world. In this regard, there are questions that mentors can ask that will help:

- How would you describe your own relationship with God?
- How is your sense of a personal mission for your life being clarified? Would you describe this as a “calling” to be about God’s business in the world?
- What do you dream could be your future ministry? Or, an area where you feel you could make a difference?
- In what ways have your skills been tested? What skills do you feel you need to develop in order to be someone who makes a difference?
- In what ways is your character being tested and developed?
- How can I help you?
- What evidence do you have of God’s presence in your life?
- As you assess your personal and spiritual growth, what areas do you want to work on?
- What are some things we could do that would help you become the person you want to be in life and service?

⁹ “Millenials at Church: What Millenials Want When They Visit Church.” Summarized from a report of research, “Making Space for Millenials” (2014). The Barna Group and the Cornerstone Knowledge Network, 2015. <https://www.barna.com/research/what-millennials-want-when-they-visit-church/>

¹⁰ Daryl Wicker. “5 Things Millennials Wish the Church Would Be.” Elevation Church. Exponential. Posted March 29, 2017. <http://darylwicker.com/5-things-millennials-wish-the-church-would-be-exponential/>

- In what ways do past experiences, good or not so good, help prepare you for the ministry you envision for your life?
- In some of those times when things didn't work out as planned, what did you learn?¹¹

“Mentoring and discipling this next generation is everything,” says Aspen Group CEO Ed Bahler, a founding partner of the Cornerstone Knowledge Network (and research partner with the Barna Group). Ultimately, says Bahler, the church's future “rests on our ability to connect the generations. ‘It's not about attracting Millennials to church,’ he says. ‘It's about making a remarkable hand-off. How we do that as Boomers is our legacy.’” And to quote another church leader: “At the end of the day, if you don't have Millennials, you don't have anyone to hand-off the church to.”¹²

Kurt Willems warns that one of the turn-offs for young adults is when mentoring tries to “create clones who create more clones”.¹³ One of the significant challenges of mentoring is helping young adults discover their unique calling. Willems goes on to list five things that young adults want to hear from a mentor:

1. ‘I want to journey with you for the long haul because I believe in you.’ . . . When Jesus called young fishermen to follow him, this meant that he believed in them, as he invited them to believe in him. . . . Imagine the possibilities of mentors, filled with the Spirit of Christ, who believe in the potential of millennials. It could change our world!
2. ‘Don't limit yourself to what seems realistic, but expect to discover new possibilities.’ . . . Mentors that recognize the world as a place of possibilities . . . excite millennials. What we need are mentors who see our potential and help guide it in a constructive direction. When we fail, we need encouragement. When we succeed, we need someone to celebrate with us. When we can't see the way forward, we need someone to help us discern.
3. ‘Let's come up with a mentoring rhythm tailored to your passions and gifts.’ . . . As the mentor models Jesus in a way that connects to the mentee, positive influence will be the natural result. Ultimately, the mentee will grow in their God-given identity fostering their innate abilities as the mentor customizes the process to the individual he or she is discipling.
4. ‘Nothing is off limits. We can talk about anything with an open mind.’ . . . Whether talking about struggles, theology, politics, sex, or any other heated conversation point, a mentor who is willing to hold his or her viewpoints with open hands will create space for mutual transformation. Millennials want to know that they are not going to be rejected or disregarded just because they may have a perspective that is different from the mentor.
5. ‘I can't wait to grow and learn with you! We have so much to learn from each other.’ . . . [Millennials] want to know that their mentors intentionally plan to stick around for the long haul, not for a short season.

¹¹ Adapted from Erik Johnson. “How to be an Effective Mentor.” Christianity Today Online. September 2019 <https://www.christianitytoday.com/pastors/2000/spring/how-to-be-an-effective-mentor.html>

¹² Wicker. 2017. Emphasis in text.

¹³ Kurt Willems. “The Crisis of Millennial Mentorship: What Young Leaders Desperately Need to Hear.” The Patheos Blog. April 29, 2014. <https://www.patheos.com/blogs/thepeangeablog/2014/04/29/millennial-mentorship/>

Mentoring Young Adults

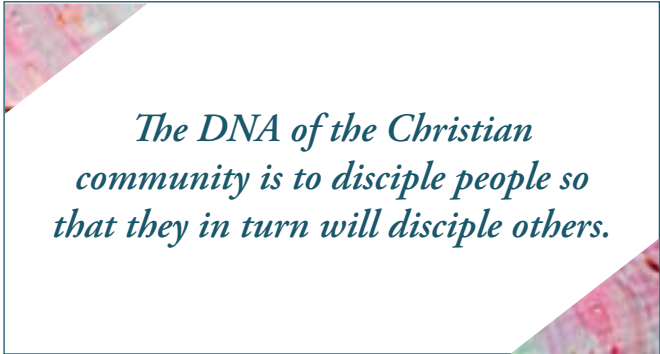
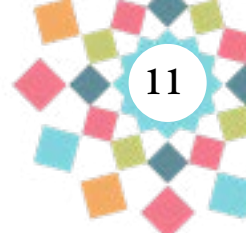
Before moving ahead with a mentoring strategy, consider where you will begin and whether or not mentoring will become a priority. Consider the extent to which you reflect authentic faith as a community, what you will have to modify or add (e.g., space, time, resources, committed prayer), and how you will identify, affirm, and make room for the unique gifts of young adults.

Resources are available—useful information, ideas that can be adapted, and training courses that are available for a fee. For example:

- *Helping new mentoring ministries get started:* <https://liyouthmentoring.com/ministries/helping-new-mentoring-ministries-get-started/>
- *Free resources* at <http://www.johnmallison.com/>
- *Prioritizing Mentor relationships.* Brentwood Baptist Church, Brentwood, TN prioritizes mentoring as part of their emphasis on discipleship (<https://brentwoodbaptist.com>). You will find useful information in the resources they developed for their mentoring ministry. Access them at these links:
 - *The Mentoring eBook*—a guide to the concept of Christian mentoring. <http://adults.journeyonleadership.com/wp-content/uploads/sites/7/2017/01/MentoringEBook.pdf>
 - *Mentor Relationships Brochure*—detail on the mentoring discipleship ministry. Download this brochure at this link: <https://brentwoodbaptist.com/ministries/adults/mentor-relationships>
- *Six reasons why you need a mentor:* <https://www.lifeway.com/en/articles/essential-reasons-why-you-need-a-mentor-mentorship-march>
- *James Lawrence and Simon Heathfield offer a Growing Leaders Mentor Guide* series of courses to churches. Course titles may be adapted as a training outline. See: https://static1.squarespace.com/static/54749293e4b0cda03c71d812/t/54aaa885e4b01e05d9b8b28d/1420470405980/GL_Guide_for_mentors.pdf
- *Why your church needs group mentoring:* <https://www.christianitytoday.com/pastors/2014/october-online-only/why-your-church-needs-group-mentoring.html>
- *How to develop a mentoring program:* <http://intothyword.org/apps/articles/default.asp?articleid=42724&columnid=3844>
- *Growing leaders for growing churches.* www.cpas.org.uk

Congregations have had practice over centuries in leading men and women to examine their lives, confront the claims of Christ on their lives, and support them in their decisions. Often, the church fails at these tasks, but more often they inject spiritual values and moral strength into this world.

The DNA of the Christian community is to disciple people so that they in turn will disciple others. Christian mentoring, grounded in a faith community, seeks personal and spiritual growth. The mentor prays, guides toward good life choices, provides an example, encourages in the midst of spiritual battles, and rejoices when the young adult reaches out to mentor another (2 Timothy 2:2).



The DNA of the Christian community is to disciple people so that they in turn will disciple others.



Training Matters¹⁴

“Although [the word] mentoring’ doesn’t appear in the Bible, Scripture does give us numerous examples of mentoring. Moses was mentored by his father-in-law Jethro, first as son-in-law and then as a leader (Exodus 18). The mentoring relationship between Eli and Samuel prepared Samuel for the tasks and responsibilities that were his after Eli’s death (1 Samuel 1-4)). Jesus mentored His disciples (Luke 9), and both Barnabas and Paul excelled in mentoring” (Acts 9-15).¹⁵

We seek to connect mentors and young adults toward whole life discipleship. Clearly there are many relationships in Scripture where someone—a mentor—is teaching and modeling a lifestyle of discipleship and service. Jesus modeled the values of the kingdom of God. After a time he sent the disciples out to practice what they had been learning—a workshop, if you will. Paul said, “Keep on doing the things that you have learned and received and heard and seen in me . . .” (Philippians 4:9)—the expectation that those who are mentored, mentor others.

Effective mentors are passionate about service and coming alongside others to foster personal and spiritual growth. In addition, there are certain abilities and areas of knowledge that mentors need. Some of these are learned or enhanced through experience; others are learned from one or more mentors. Specific areas of knowledge and skill can be gained and practiced in workshops. This section provides some information on training, but most of it includes sample workshops that have been adapted from different training materials. These, in turn, may be further adapted to suit your particular context.

As you prepare a workshop event, find a space that is comfortable and will

¹⁴ For detailed information on how to be a trainer as well as suggestions for training sessions, see Amy Cannata and Michael Garringer. *Preparing Participants for Mentoring: The US Department of Education, Mentoring Program’s Guide to Initial Training of Volunteers, Youth, and Parents*. Mentoring Resource Center, 2006. The eBook is oriented to youth but does contain material that can be adapted to mentoring ministries with young adults. Access this eBook and other resources at <https://educationnorthwest.org/resources/mentormentee-training-and-relationship-support-resources>

¹⁵ See <https://www.gotquestions.org/Christian-mentoring.html>

make group interaction possible. The room should be large enough to allow people to move around, and be clean and well lit. Avoid setting up the space like a lecture hall. Depending on the number of participants, set up tables (round tables preferred) or arrange the chairs to allow participants to see and speak easily to one another. If small group discussion or work is planned, use a space with separate rooms; or find a space large enough so that the groups can move around each other, and won't distract each other.

Why training matters

When the mentor comes alongside for a time to provide wisdom and lessons from experience, he or she asks questions rather than gives advice, helps one to see alternate approaches, resists trying to control the relationship—for the young adult is ultimately responsible for his or her own growth. The mentor may share strategies used in the past to address issues as a means to stimulate reflection and conversation. Perhaps most importantly, the mentor is an encourager, one who supports, inspires and challenges.

The mentoring relationship is a journey toward mutual learning and development. As such, the mentor is a facilitator and the young adult assumes responsibility to ask his or her own questions, takes the initiative in conversation and suggests activities they will do together. Their mutual efforts in nurturing the mentoring relationship will have a significant impact on their lives.

Commonly described abilities of a mentor include active listening, ability to inspire trust, to guide in determining goals for the mentoring relationship, to foster personal and spiritual development, and to encourage. While many of these abilities come naturally to those who genuinely care for another's growth, to do them well often requires specific training.

Common topics for training

In the literature on mentor training are several areas of skill development. Occasionally, both mentors and young adults could participate in joint training sessions. Here is a representative list of topics:

- Establishing and maintaining boundaries
- Listening skills
- The art of the question
- Goal setting
- Maintaining confidentiality
- Understanding the role of a mentor

- Evaluating the mentoring relationship
- Selecting and using suitable activities in the mentoring relationship
- Responses in crisis situations, conflict resolution
- Communication
- Cultural competency and diversity
- At risk populations and community support

Ongoing training options for mentors

Online training programs are available at relatively low cost. For example:

- Mentoring Central offers several courses that can be taken by a group (for a group of 10, the cost is \$10 per person). See <http://mentoringcentral.net/mentoring-training/> While the training assumes mentoring of youth (and is not oriented to the corporate sector), the principles can be applied to young adult mentoring relationships. There is an overview for each course that can be downloaded so that potential participants can determine if the course would fit their circumstances
- Mentor for Impact: Start Mentoring offers several online courses that are not exclusively for corporate training. Courses are available at low cost and are described at this link: <https://www.udemy.com/course/mentoring/>

While oriented to business applications, Management Mentors offers Mentoring Complete, online courses for certification of program managers and mentors. The four courses are described at <https://www.mentoringcomplete.com/mentor-training-mentoring-certification>

Sample workshops to Adapt to Your Context

The following training workshop outlines are adapted from *Ongoing Training for Mentors*.¹⁶ They can be further adapted to fit your context.

¹⁶ Amy Cannata (ed). *Ongoing Training for Mentors: 12 Interactive Sessions*. Mentoring Resource Center, 2006. Access eBook (among other resources) at <https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html?id=91>

Sample Workshop #1 On Boundaries

Supplies: Whiteboard, newsprint, or flip chart paper, chart markers, copies of Handouts (see below), 3” x 5” index cards, have pens or pencils available.

Set up round tables for four to five people each

Overview: Learning to set boundaries allows young adults to feel safe, develop a sense of trust and, ultimately, learn how to set boundaries for themselves. This training workshop will help mentors identify which boundaries are essential, as well as provide guidelines for how to protect those boundaries throughout the life of the mentoring relationship.

Instructions:

1. Have the mentors introduce themselves and briefly share an example of a situation when a personal boundary was crossed; or when they set a strong boundary.
2. Copy and distribute Handout 1: “On Boundaries.” Give a different scenario to each group. Ask the participants to volunteer an example from their experience that would illustrate one of the sections in the Handout. Invite questions and comment.
3. Copy and distribute Handout 2: “Boundary Scenarios.” Feel free to adapt the scenarios for your context—or create different scenarios that better reflect your context. Allow time for each group (of 4-5 participants) to discuss and prepare an “improv” – a brief skit that illustrates both the issue and how they would manage it.
4. After all the groups have acted out their “improv” gather in large group. Ask: “What have we learned from the improvisations (skits) about what can happen if boundaries are not set, about what boundaries are appropriate, and how to discuss boundaries with the young adults?” Write the suggestions on the whiteboard or chart paper.
5. Invite the participants to add ideas or ask questions. Summarize key points.
6. Closing. Ask participants to share one insight they gained during the meeting that they found particularly valuable. Give out 3” x 5” index cards and ask participants to write a response to the following questions (collect the cards to help you assess the workshop):
 - o What was most helpful to you in this workshop?
 - o What would you recommend we do differently in the workshop?

Handout #1

On Boundaries

What is a boundary?

For boundaries to be effective they need to be applied on a consistent and ongoing basis. Healthy boundaries benefit our relationships. Boundaries need to work for each person in the mentoring relationship; and as such, setting boundaries provides opportunities for each participant to examine his or her own personal growth. Boundaries show that each person is respected and on the same page with regard to expectations.

How will I know a personal boundary has been crossed?

Feeling angry, used, or feeling that you need to walk away from the relationship, may indicate that your boundaries have been crossed.

How do I safeguard boundaries?

Decide what boundaries are important to you before the mentoring relationship begins. This planning will prevent being caught off guard and help you rehearse a response. Once you have some idea of boundaries that are important to you, be flexible. You might decide to adjust one or more boundaries as the mentoring relationship proceeds. Also, if you are not sure how to respond to a situation, ask for time to think about it. Examples of boundaries include:

- **Money:** How much money am I comfortable spending on each outing? How will I respond if the young adult asks me for money or to buy him or her something?
- **Behavior:** How will I respond if the young adult habitually uses inappropriate language or is disrespectful of others?
- **Self-disclosure:** How will I deal with questions about my previous experiences (e.g., with drugs, personal relationships, alcohol)?
- **Time:** How much time will I spend in meetings? Will I take calls at work? How late is too late or too early to get a call at home?
- **Other?**

Suggested guidelines when confronted with situations that challenge healthy boundaries

When confronted with a potential boundary issue, ask one or more of the following questions:

- How can I respond in a way that protects the mentoring relationship?
- What are possible consequences of my responses to the situation?
- How can I communicate the importance of the boundary without blaming or shaming the young adult?

Handout 2

Boundary Scenarios

Give different scenarios to each group.

Scenario 1

The young adult is persistently late for meetings; or often fails to show up without contacting you. In this instance, the young adult failed to show up at an arranged meeting with the director of a local youth organization with a view to possible short-term volunteer work that you both were interested in doing. What will you do or say when you next meet the young adult?

Scenario 2

You have been meeting in your mentoring relationship for about six months. You are able to share comfortably and are getting to know each other. On this day, the young adult asks you if you had been involved in some personal, potentially sensitive matter when you were a young adult. How will you respond?

Scenario 3

You notice that the young adult often refers to another group in an inappropriate way. To this point you haven't said anything, but now you feel you should. How will you initiate the conversation and what will you do if he or she dismisses or denies the behavior?

Scenario 4

You seem to be getting along with the young adult. Recently, he or she has started to call you several times a day. You are willing to be available but are unsure if you should encourage the frequent calling. You don't want to discourage or drive away the young adult, but you are increasingly uncomfortable getting a number of calls at work and at home. What should you do?

Scenario 5

The young adult uses profane language that you feel is disrespectful and/or inappropriate. Even though you may have commented on it the behavior persists. How will you respond?

Scenario 6

The young adult seems to have developed inappropriate feelings for you and it is clear that he or she wants the relationship to be more than that of mentor/mentee. What should you do?

Sample Workshop #2

On Effective Communication

Supplies: Whiteboard or chart paper, chart markers, 3” x 5” index cards, have pens or pencils available, copies of Handouts (see below)

Set up round tables, or place several semi-circles of chairs facing the “front” of the room. Overview: Communication is always a challenge in any relationship. This workshop presents ways to promote effective communication during the various stages of a mentoring relationship. Participants will have experience with communication skills and have opportunity to raise current challenges.

Instructions:

1. Ask participants to introduce themselves and tell how long they have been in their current mentoring relationship.
2. Distribute Handout I – “Typical Stages in a Mentoring Relationship” and index cards. Give examples from your own experience related to one or more stages; and/or ask participants to give examples.
3. Activity: “Four Corners”. Create a large sign for each of the four stages of a mentoring relationship (see below). Post a sign in each corner (or area) of the room. Ask participants to cluster at a sign that best represents where they are in their mentoring relationship. (If necessary, ask participants to move to another corner if that stage is underrepresented.) *Stage 4 may not have been experienced by any in the group. If so, ask some participants to select that stage and imagine the sort of challenges and strategies that would be important.*
4. Ask participants to make a list on an index card of 4-6 challenges they confront in their mentoring relationship related to the stage. On another index card ask them to list strategies they have or could use to promote more effective communication. Be available to give assistance if needed. Before returning to their places, have groups synthesize their challenges and strategies and print them on the chart paper provided (use chart markers so that the print will not “bleed” through).
5. Each group posts their chart paper lists and participants return to their places. Ask each group to briefly present its challenges and strategies. Invite other groups to make comments or ask questions.
6. Distribute Handout 2: “Communication Tips”. Underscore (a) the need for mentors to recognize challenges and, where possible, work with the young adult to deal with them; (b) the fact that good communication fosters trust; (c) that mentors should not see themselves as telling the young adult how to behave or think; and (d) that mentors need to communicate the boundaries that will work for each person in the mentoring relationship.
7. Closing. Ask participants to share one insight they gained during the meeting that they found particularly valuable. Give out 3x5 index cards and ask participants to write a response to the following questions (collect these to help you assess the workshop):
 - o What was most helpful to you in this workshop?
 - o What would you recommend we do differently in the workshop?

Handout #1

Typical Stages of a Mentoring Relationship

<p>STAGE 1 Getting Started</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Getting to know each other, first impressions are forming • Clarify the purpose and goals of the mentoring relationship • Mentor takes the lead in listening. Possible questions: <ul style="list-style-type: none"> ○ “Any questions or insights from our last meeting?” ○ “What was there about that issue that interested/bothered you?” ○ “Tell me about . . .” ○ “What I understand you saying is . . . Right?”
<p>STAGE 2 Deepening Understanding</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • May challenge one another’s perspectives or expectations • Finally feeling comfortable with each other, testing boundaries • Rethinking first impressions • Difficult feelings or emotions may be expressed • Determining priorities in the mentoring relationship • Identifying mutual areas of interest and personal and spiritual growth. Possible questions: <ul style="list-style-type: none"> ○ “What might be the consequences of...?” ○ “What resources or information do we need here.” ○ “How can I help?” ○ “What is the most important thing for us to learn from this?” ○ “What was the breakthrough you experienced?”
<p>STAGE 3 “Real” Mentoring</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • The relationship begins to feel right, trust is deepening • Growth is observed in various areas for one or both partners • The personal connection is deepening • Options related to action on ideas and interests are explored • The mentoring relationship is reviewed. Possible questions: <ul style="list-style-type: none"> ○ “Now that you/we have decided to do...what do we need to do first?” ○ “What are the pros and cons of. . .” ○ “How can I help you with this?” ○ “What so far have been positive benefits of this relationship? Where could we improve?”
<p>STAGE 4 Ending</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Preparing for closure • The young adult may resist closure and start pulling away • Each needs to reflect on the benefits of the mentoring relationship, and areas of where each has grown personally and spiritually. Possible questions: <ul style="list-style-type: none"> ○ What have been significant learnings through this relationship? ○ How will you/could we apply what you have gained from this relationship? ○ Would you become a mentor to others? Why? Why not?

Handout #2

Communication Tips

<p>STAGE 1 Getting Started</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Ask open-ended questions (avoid “yes” or “no” questions) • Be open in body language • Engage in active listening. Pay attention and ask questions to draw out the young adult. • Demonstrate empathy (show that you are “with” the young adult even if you aren’t there to “fix” their issue) • Avoid “prescriptive” communication—telling the young adult what to do or think • Don’t be afraid of silence
<p>STAGE 2 Deepening Understanding</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Be consistent in your communication • Be respectful of the young adult • Demonstrate problem-solving techniques through open-ended questions • Raise sensitive issues in a context of acceptance • Separate behavior from who the young adult is • Disclose personal feelings and experiences when appropriate—establish and honor boundaries on both sides
<p>STAGE 3 “Real” Mentoring</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Continue with disclosures when appropriate • Avoid giving advice or trying to fix the young adult’s problem • Build on the young adult’s strengths in the mentoring relationship • Give positive feedback and communicate when something has offended or hurt you. Use statements such as “When I hear . . . I feel . . .” or “When you said or did . . . I felt . . .”
<p>STAGE 4 Ending</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Be sure that each of you really understands what the other has said about the mentoring relationship. • Provide feedback that describes growth you have observed

Sample Workshop #3

When Young Adults Experience Crisis

Advance Prep: Read the section in this Mentoring Matters Handbook: “Crisis Intervention”. Have a list of community agencies or personnel available where you refer people when in crisis. Collect samples of church policies and practices concerning confidentiality, mandated reporting, and mentor supervision.

Supplies: Whiteboard or chart paper, chart markers, 3” x 5” index cards, have pens or pencils available, copies of Handouts (see below). An LCD projector is optional but use it to display Handouts if desired.

Set up round tables, or place chairs in several semi-circles facing the “front” of the room

Overview: Many mentors worry that they won’t know what to do if a young adult comes to them in crisis. This workshop will help mentors with resources and procedures to follow in such instances.

Instructions:

1. Ask participants to introduce themselves and share a positive story related to a mentoring relationship.
2. Ask participants to briefly describe, without identifying any involved, a crisis situation they experienced with one or more young adults. Ask them to describe what help they were able to give, what frustrations they experienced, what they learned from the experience that they believe others should know.
3. What qualifies as a crisis? Write the following list on the white board or chart paper and ask participants to add to the list or ask questions about particular items.
 - o Loss of a family member or friend
 - o Divorce
 - o Loss of one’s home due to foreclosure or disaster
 - o Domestic violence
 - o Child abuse
 - o Gun violence
 - o Severe physical or mental illness
 - o Suicide
 - o Drug addiction and other drug related problems
 - o Incarceration
4. Distribute Handout 1: “What Are Some Difficult Issues?” Discuss differences between an issue of concern and a crisis requiring intervention. Suggested responses might include that it depends on the severity of the situation; or on availability of resources to manage the situation; or on the consequences of the actions involved in the situation (e.g., someone in fear of their life, or someone involved in criminal behavior).
5. Display or provide samples of referral resources and church policies concerning confidentiality and mandated reporting. Know the state’s laws concerning what must be shared with a pastor (a mandated reporter), how to report suspected abuse, and what action(s) to take when someone is in crisis.
6. Invite participants to reflect on a personal experience of crisis. Ask them to recall what they did to help

them cope with the situation. Attempt to come up with a list of ideas that are particularly helpful or even necessary during a crisis event. For example:

- What, if anything, helped you to keep calm? If not, what stressful behaviors did you experience and what were their effects?
 - Who helped you in the situation? What did they do that was of most help?
 - What physical surroundings helped protect you?
 - What actions did you take or what decisions did you make that helped you to cope or overcome the crisis (e.g., counseling, music, medical or legal intervention, etc).
7. Distribute Handout 2: “Seven Tips for Talking With a Young Adult about a Crisis Situation” and discuss. Remind participants that a mentor who has been able to build trust in the mentoring relationship is more likely to be one that the young adult confides in concerning a crisis. It is important that the mentor know some things that can be done in such a situation—without attempting to be a social worker, law enforcement officer, parent or guardian, or medical professional! The role of a mentor is to support and to guide the young adult to resources.
 8. Taking care of oneself. Working with others in difficult or crisis situations takes a lot of emotional energy. Ask the mentors to discuss in small groups what they can do to support one another and sustain their own personal and spiritual health.
 9. Closing. Ask participants to share one insight they gained during the meeting that they found particularly valuable. Give out 3x5 index cards and ask participants to write a response to the following questions (collect these to help you assess the workshop):
 - What was most helpful to you in this workshop?
 - What would you recommend we do differently in the workshop?

Handout #1

What are some difficult issues?

For purposes of this workshop, topics discussed between a mentor and young adult are identified as delicate, of concern, and a crisis. In this workshop only the classifications of *Issues of Concern and Crises* are relevant.

Delicate topics may be sensitive or even embarrassing, but in a relationship of trust seldom worrying. Nevertheless, even if the mentor seeks advice on how to deal with the topic, confidentiality must be respected. Typically such topics will be discussed only if initiated by the young adult.

Trust is built when confidentiality is respected. But as you are determining how you will relate to one another, tell the young adult(s) that information they share with you will be kept in confidence; but that there are certain situations that you must report because of their potential to do harm (e.g., abuse, criminal activity, suicidal threats, threats of violence toward others). Talk about how such issues will be shared and with whom. You may elicit their ideas about what to do in such situations.

Issues of Concern may have significant consequences for the young adult, but they are not necessarily serious enough to require intervention. Some reflect ongoing situations requiring support from the mentor—without judgment. The mentor engages the young adult in conversation and asks open-ended questions to stimulate problem solving (e.g., What have you done so far about this? What do you think would help you get through this? What are the common factors that seem to come up time and time again?)

Crises will most likely require intervention of some kind. In such cases, the mentors should never attempt or be expected to deal with the crisis alone. Crises involving abuse or criminal action or threat must be reported to the appropriate authority. Others will require a referral to an agency or individual equipped to deal with the situation.

Handout #2

When Talking With a Young Adult About a Crisis Situation

1. Sit at eye level with the young adult.
2. Do not act surprised or angry or be judgmental when the young adult describes the crisis. Convey that you know it is a serious situation and begin to discuss with the young adult how to deal with it, and what resources are available.
3. Don't ask for more than the young adult is comfortable sharing. Use open-ended questions (questions that aren't simply "yes" or "no" questions) to help the young adult describe the situation to the extent that he or she wishes. For example: What have you done to this point to deal with this? Who do you trust in this situation?
4. If appropriate, reflect back to the young adult what he or she seems to be feeling ("That seems frightening", "If I were in that situation I would be at a loss for what to do".)
5. Affirm the young adult for being willing to take action in the situation.
6. Brainstorm options with the young adult and offer any resources that you know about and believe would be worth considering.
7. Be up front with the young adult if the situation requires you to report abuse or potential/actual criminal behavior or threat.

Sample Workshop #4

Identity and the Mentoring Relationship

Supplies: “We Aren’t All the Same” quote, “Circles of Myself” handout (enlarge as needed), have pens or pencil available, 3” x 5” index cards, whiteboard and chart markers or LCD projector.

Set up round tables, or place chairs in several semi-circles facing the “front” of the room

Overview: This workshop leads participants to think about identity and how it might influence their mentoring relationships.

Instructions:

1. Ask participants to introduce themselves and to give one fun fact that people might not know about them. Read the “We Aren’t All the Same” quote.
2. Distribute the “Circles of Myself” worksheet. Instruct participants to write their name in the center circle and then complete the other circles with some aspects of their identity they consider to be most important.
3. Form groups of 3-4 (depending on number of total participants) to allow participants to discuss why the aspects are significant. Invite them to share stories with one another about times when one or more experiences were positive or negative in their identity development. Finally, invite them to share stereotypes common to the aspects of identity they wrote in their circles—and to talk about why those stereotypes may be harmful.
4. Return to large group and ask for insights from the stories they heard in their small groups. (If they intend to share details of the story, tell the participants to ask permission before doing so.) What did they learn or what stirred an emotional response? Were any preconceptions challenged?
5. Again in small groups (with different participants from the first exercise), have the participants respond to the following questions. Print the questions on the whiteboard or display using an LCD projector. In what ways might one’s sense of identity (the mentor and the young adult) and the pervasive stereotypes affect the mentoring relationship?
 - In what ways might one’s sense of identity (the mentor and the young adult) and the pervasive stereotypes affect the mentoring relationship?
 - In what ways could background similarities and differences enrich the mentoring relationship?
 - Would you do this workshop with the young adults you are mentoring? Why? Why not?
6. Closing. Ask participants to share one insight they gained during the meeting that they found particularly valuable. Give out 3x5 index cards and ask participants to write a response to the following questions (collect these to help you assess the workshop):
 - What was most helpful to you in this workshop?
 - What would you recommend we do differently in the workshop?

Handout #1

We Aren't All the Same

We aren't all the same beneath our different colored skins.

We aren't identical

But that doesn't mean we don't share important values, experiences, goals and dreams.

It doesn't mean that we pretend that differences don't exist.

Instead, we need to learn about differences—learn to accept them and let ourselves enjoy them.

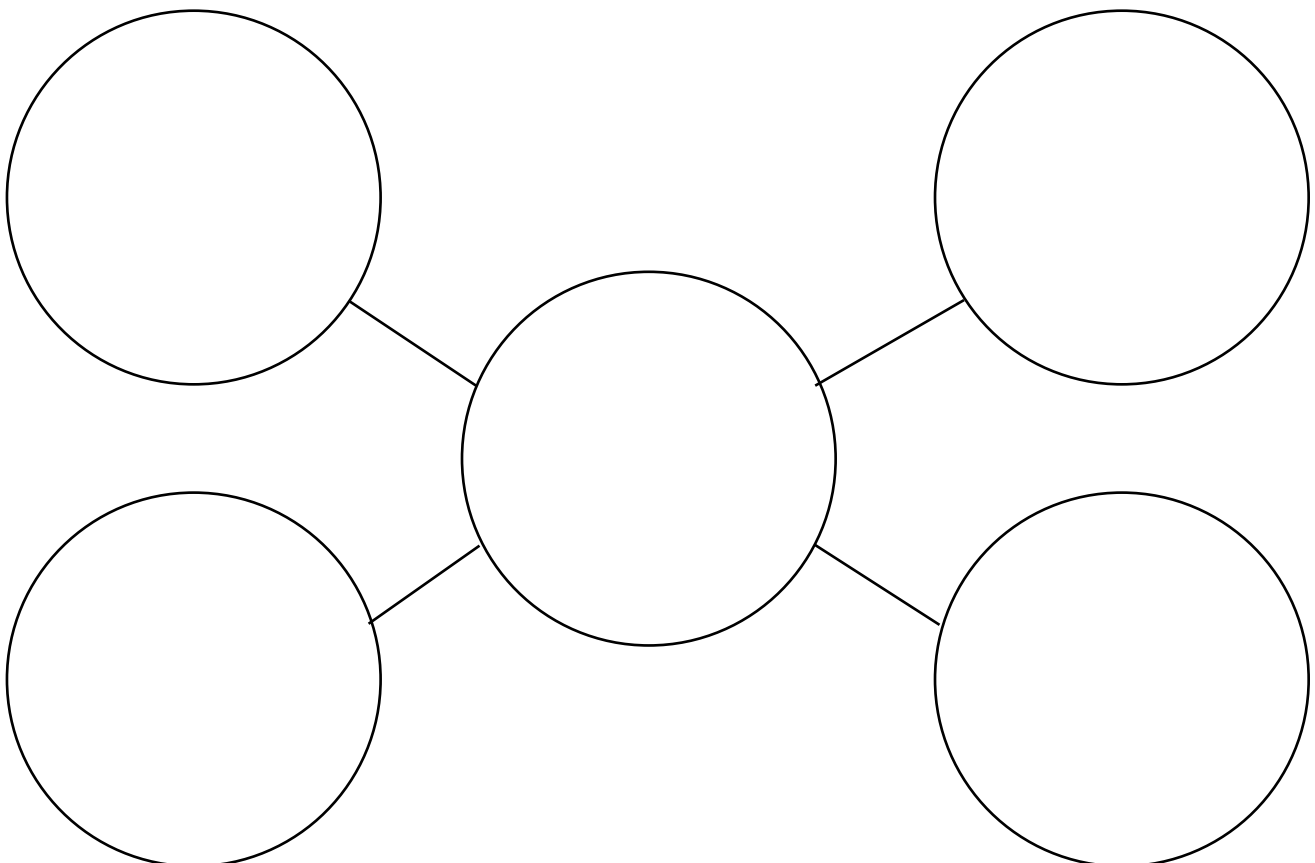
*—adapted from Lynn Duvall, Respecting Our Differences:
A Guide to Getting Along in a Changing World*

Handout #2

Circles of Myself

Make a copy for each person

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles on identifier or descriptor that you feel is important in defining you. This can include: Race, gender, family role, job or career role, religion, country of origin, etc.



Sample Workshop #5

Goal-Setting

Supplies: whiteboard or chart paper, chart markers, handouts, 3” x 5” index cards, have pens or pencils available

Set up round tables, or place chairs in several semi-circles facing the “front” of the room. Overview: Goal-setting is an important part of the mentoring relationship. By gaining awareness of the importance of goal-setting and incorporating this feature into the mentoring relationship, mentors can give young adults more practice in meeting their potential. This session will explore strategies that mentors can use to help youth use their strengths and values to achieve their dreams and hopes.

Instructions:

1. Ask participants to introduce themselves, tell how long they have been in their current mentoring relationship and, if possible, share a goal they have recently achieved.
2. Distribute index cards—a few for each participant. Ask them to write their name on one side of a card. On the other side have them write 2-3 strengths they possess—qualities about themselves that they feel good about.
3. Using strengths to develop goals. Invite small groups of 4-5 participants per group to discuss why knowledge of personal strengths is important in goal setting. In what ways are our abilities (or spiritual gifts) a foundation for our personal and spiritual growth and why should we be intentional about developing those abilities? Could strengths become barriers to our personal and spiritual development? In what ways? What can get in the way of achieving your goals? What steps can we take to overcome potential barriers?
4. Invite participants to work individually or with a partner to complete Handout 1: “Goal- Setting Worksheet.”
5. After returning to large group, ask volunteers to share what they found useful about the activity, what not so helpful, or what they might modify.
6. Distribute Handout 2: “Adapting the Model for Young Adults” and discuss its feasibility as a process to use with young adults. Modify as desired.
7. Closing. Ask participants to share one insight they gained during the meeting that they found particularly valuable. Give out 3x5 index cards and ask participants to write a response to the following questions (collect these to help you assess the workshop):
 - o What was most helpful to you in this workshop?
 - o What would you recommend we do differently in the workshop?

Handout #1

Goal Setting Worksheet

Step 1. Name 3-4 personal strengths or personal resources that will help you in setting goals for your life and work or ministry.

Strength 1:

Strength 2:

Strength 3:

Strength 4:

Step 2. How do you see yourself in 10 or more years? What do you want to be doing in the long term? (use reverse side)

Step 3. Name 3 short-term goals related to your long-term vision for your life and ministry or work.

Goal 1:

Goal 2:

Goal 3:

Step 4. Think of 2-3 activities that will help you achieve your short-term goals. Try to set approximate date/time goals for when these activities will be completed or the goal achieved.

Activity 1	Date
Activity 2	Date
Activity 3	Date



Step 5. What might hinder you from engaging in your activities and/or achieving your goals? What can you do about this?

Barrier 1	Action
Barrier 2	Action
Barrier 3	Action

Step 6. What did you learn? What might you change about how you think about your own personal and spiritual development?

Reflection

Handout #2

Adapting the Model for Young Adults

Obviously, young adults can work through Handout 1 in much the same way you did—and some may already have done similar exercises. Handout 2 presents a slightly different process that you might use with the young adult(s).

Step 1. Have a conversation with the young adult about those qualities that he or she feels are strengths. Add your own description of special qualities you see in him or her.

Step 2. Invite the young adult to create a “life map” of where he or she sees him- or herself in a decade or two. What does the map look like in relation to family, vocation, personal character and spiritual growth, and so on? How will he or she get there? Perhaps ask the young adult to write a “time traveler” letter from the perspective of him- or herself a decade or two in the future.

Step 3. Work with the young adult to name 2-3 short-term goals that will help him or her complete that personal “life map”.

Step 4. Discuss specific activities that will help the young adult achieve his or her short-term goals and try to make some decisions about when to start the activity and to have some idea of an end point. Ask how you might help.

Step 5. Identify potential hindrances to achieving short-term goals. What strategies could the young adult use to deal with potential challenges along the way on his or her “life map”.

Sample Workshop #6

Ending the Mentoring Relationship

Advance Preparation: Read the final paragraphs in the section “Developing the Mentoring Relationship” and Part 7 in “Best Practices for Mentoring Programs” in this Handbook.

Supplies: Whiteboard or chart paper, chart markers, 3” x 5” index cards, handouts, have pens or pencils available.

Set up round tables, or place chairs in several semi-circles facing the “front” of the room. **Overview:** This workshop focuses on processes related to the ending of a mentoring relationship, and the importance of engaging in mutual reflection about the benefits and what they learned, or may learn, from their time as mentors.

Instructions:

1. Welcome participants and ask them to introduce themselves. Invite participants to share experiences about the ending of a relationship. Explore how their stories might be similar to or different from the ending of a mentoring relationship.
2. Distribute the following questions to small groups of 3-5 participants (or display them using the LCD projector). Ask groups to discuss the questions to determine possible responses and activities that would be important at the end of a mentoring relationship.
 - (a) Imagine a mentoring relationship that has been generally positive and ended well. What could you envision happening as that relationship is coming to an end? What questions could you raise that would help you and the young adult assess the benefits, what you have learned together, and what you might do differently next time?
 - (b) (Staying in small groups.) Now imagine a more difficult mentoring relationship coming to an end. What factors might have contributed to the need to end the mentoring relationship? Imagine what might be learned from such a relationship. What could have been done in the early stages of the relationship to reduce the likelihood of such factors developing?
3. Have participants form new small groups, and to try not to be with the same people they were with in the previous small group. Distribute or display the following questions, bringing insights from their previous small group conversations into the discussion.

What indicates that it is the right time to bring a mentoring relationship to closure—no matter whether the relationship has been generally positive or difficult? When might it be necessary for someone to intervene to bring the mentoring relationship to an end? What goals would you have for the experience of bringing a mentoring relationship to a meaningful close?
4. If your church has developed a mentoring program, review the procedures and guidelines for ending a mentoring relationship. Such a review might include,
 - o What to do if the mentor or young adult decides to leave the mentoring relationship earlier than expected.

- What to do when the mentoring relationship is ending as planned.
 - If necessary, suggest guidelines for continued contact between mentor and young adult after the mentoring relationship has ended.
 - Future options for mentoring.
5. Distribute the Handout: “Sample Handouts to Use During Closure” and suggest that both the mentor and the young adult review them near the beginning of their mentoring relationship as they discuss guidelines and activities for eventual closure. They may modify the forms to suit the goals and emerging development of their particular mentoring relationship. (At the time of closure, the mentor and young adult may want to discuss the similarities and differences in their responses on the forms.)
6. Closing. Ask participants to share one insight they gained during the meeting that they found particularly valuable. Give out 3x5 index cards and ask participants to write a response to the following questions (collect these to help you assess the workshop):
- What was most helpful to you in this workshop?
 - What would you recommend we do differently in the workshop?

Handout

Sample Handouts to Use During Closure

Sample evaluation form to be completed by young adult

Name: _____ Date: _____

Name of your mentor: _____

Thank you for your participation. Your feedback will help us learn more about how to maintain quality mentoring relationships.

1. Approximately how often did you and your mentor meet? _____

2. How would you describe your experience in the mentoring relationship?

3. What was most helpful to you in the mentoring relationship?

4. How would you improve future mentoring relationships?

5. What did your mentor bring to the relationship that you valued?

6. What would you now look for in a mentor?

7. Would you consider becoming a mentor? Why? Why not?

Sample evaluation form to be completed by mentor

Name: _____ Date: _____

Thank you for your participation. Your feedback will help us learn more about how to maintain quality mentoring relationships.

1. Approximately how often did you and the young adult meet? _____

2. How would you describe your overall experience in the mentoring relationship?

3. What was most helpful to you in the mentoring relationship?

4. How would you improve future mentoring relationships?

5. What did the young adult bring to the relationship that you valued?

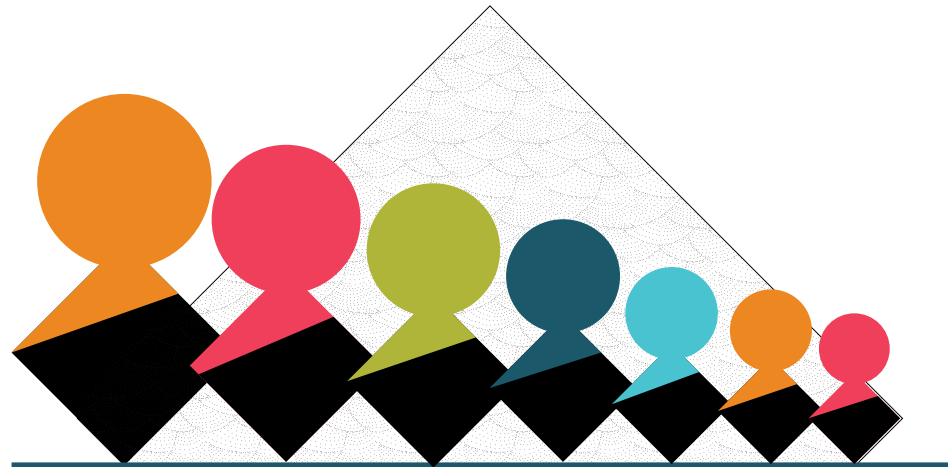
6. What would you now look for in a mentoring relationship with young adults?

7. Would you consider taking on another mentoring relationship? Why? Why not?

Reflecting on what we learned

Use the following sentence prompts to aid your reflection on what you learned through the mentoring relationship. Add more prompts as desired.

1. I realized through the conversations and activities of this mentoring relationship that I . . .
2. I feel that my abilities and strengths were . . .
3. I now want to learn . . .
4. I intend to apply what I gained from this relationship in . . .



Effective Mentor Leaders

A mentor is not a parent, social worker, or counselor. A better description is that of trusted friend who becomes a sounding board, encourager, and guide. “The mentorship relationship is unique in that the mentor doesn’t just ‘give advice,’ but is also part of personal trusted relationship between two people where questions, advice, knowledge and discussion flow back and forth openly.”¹⁷ The more effective mentors see the relationship as one of mutual learning and development.

Differences between coaching and mentoring¹⁸

To be effective mentor leaders, we must do what Jesus taught us to do: We must reach beyond the boundaries that separate us and connect with people who are different from us. – Tony Dungy

For most, coaching is related to the development of specific skills or abilities. “Hard skills” are quantifiable and taught on the job or in training workshops and programs (e.g., computer programming, changing a head gasket, mixing paints for art projects). “Soft skills”, while still specific, are typically subjective, transferable, and learned over time (e.g., creative thinking, working in teams, decision-making). Coaching typically takes place at the workplace and is employer initiated. The manager provides the means to develop the employee’s skills for his or her current role.

Mentoring is holistic, relational, and focuses on personal, vocational, and spiritual development. Mentoring is offered through businesses, schools, churches, and community agencies. Nonprofit agencies offer, by far, the most mentoring programs. A mentoring relationship is typically initiated by mutual invitation, or it may be encouraged by an organization.

¹⁷Amy Erret. “Entrepreneurs Need More Than Guidance.” The Wharton Magazine. January 19, 2011 <http://whartonmagazine.com/blogs/mentoring-why-entrepreneurs-need-more-than-just-operational-guidance/#sthash.sE5IdfRm.dpbs>

¹⁸ See also “Corporate Mentoring Models: One Size Doesn’t Fit All”. A White Paper Report by Management Mentors, 2010. EBook is accessible here: <https://www.management-mentors.com/corporate-mentoring-models-white-paper>

Attitudes and Actions of Effective Mentors

“Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.” The resulting “Developmental Relationships Framework” may be reproduced either in Spanish or English for nonprofit and educational use (see the link below).¹⁹

In general, actions and attitudes of effective mentors include the following:²⁰

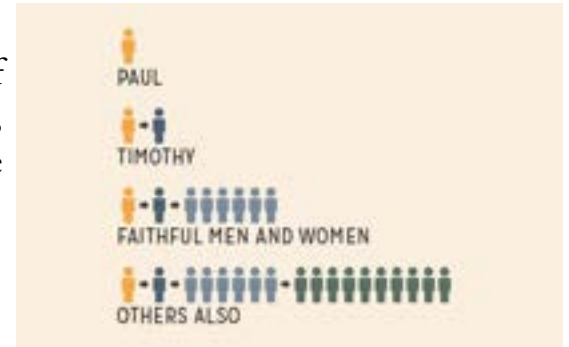
- Participating in mutually planned or chosen activities, which strengthen the mentoring connection.
- Listening with a view to meaningful conversation and idea sharing. The mentor learns the art of skillful questioning.
- Willing to share stories and personal life experiences with the young adult.
- Assisting in goal setting; encourages dreaming together about possibilities for the future.
- Listening and offering practical help at times of difficulty that is non-judgmental.
- Focusing feedback on possible solutions. Rather than giving advice, asks questions that help the young adult reflect on the experience.
- Exploring education or career options together.
- Offering encouragement, reassurance and advice, if appropriate, during times of stress or failure.
- Helping to break down large tasks and/or issues to something more manageable.
- Maintaining an attitude of support without doing too much or smothering.
- Providing practice in decision-making and feedback related to choices.
- Learning from the young adult.
- Taking advantage of teachable moments.
- Experiencing new things together (e.g., new places, different people, various ideas, different belief systems).
- Allowing time for trust to develop. The mentor maintains confidences and is dependable.
- Having realistic expectations about the mentoring experience and outcomes.
- Inquiring into personal or sensitive matters – when invited.
- Learning about one another’s family, social and cultural contexts. The mentor resists any attempt by family to use the mentoring relationship as a way to discipline or control the young adult’s behavior or ideas. The mentor does not criticize the family. If appropriate, the mentor may help the young adult find solutions to problems that arise in connection with family life.

¹⁹ Go to <https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/>

²⁰ See also “Skills for Successful Mentoring” pp. 25-32 in Linda Phillips-Jones. *The Mentor’s Guide: How to be the Kind of Mentor You Once Had—Or Wish You’d Had*. The Coalition of Counseling Centers, The Mentoring Group, 2003. <https://mentoringgroup.com/books/the-mentors-guide.pdf>

Dedicated to the Others' Development

An effective mentor is more than just someone with experience who wants to pass it along. A mentor is committed to the development of another without thought of reward. This sort of commitment takes time and energy, so, as well as being capable, the mentor must be available. Erret argues that mentors provide three great services: they open doors, they give an outside perspective and fresh eyes, and they hold one accountable. It follows then that an effective mentor has three main qualities: candor, competence, and experience.²¹



For the Christian community, an effective mentor seeks to partner with the Holy Spirit in the development of the other, who in turn will be able to develop others (2 Timothy 2:2). In a mentoring relationship shaped by this attitude, both parties are willing to reflect on their experiences and share what they have and are learning. This level of commitment takes time and patience, and the willingness to be involved the relationship for about a year (unless, after some weeks or months, the participants feel they aren't a good fit or feel it is simply time to end it).

A mentor who is committed to a person's development respects the other, allows him or her room to make personal choices, asks questions to prompt reflection about life choices when needed, guides the person to resources and to others who may provide richer experience and wisdom on an issue. Such a mentor resists the tendency to control the mentoring relationship and nurtures within the relationship the desire to seek after God and God's leading in their lives.²²

Mentor Retention

While mentor retention cannot be forced (remember, most if not all mentors will be volunteers), it can be encouraged. Retention is more likely if attention is given to the following:

- Effective training.
- Organizational support (e.g., budget, communication, resources, opportunity to share ideas).
- Fellowship gatherings.
- Encouragement and recognition that what they are doing is making a difference.
- Periodic review of the mentoring experience to determine if expectations are being met.

²¹ Erret. The Wharton Magazine.

²² For additional ideas about ways to foster discussion between mentor and young adult(s), see "L.E.A.D. Mentor/Mentee Discussion Templates & Activities". https://www.uvu.edu/leadershipcenter/docs/mentor_mentee_discussion_templates_activities.pdf

- Clear communication of mentoring goals and procedures
- Realistic messages about mentoring and the young adults served

It is important to provide adequate supports, such as those listed above. But more importantly, the mentor who lasts understands that . . .

Building a life of significance, and creating a legacy of real value, means being willing to get your hands dirty. It means being willing to step out in your life and onto the platforms of influence you've been given and touch the lives of people in need. . . . [I]f you want to make a difference in the lives of the people you lead, you must be willing to walk alongside them, to lift and encourage them, to share moments of understanding with them, and to spend time with them . . .

– Tony Dungy



Mentoring Diverse Communities

Four populations of young adults are represented in this section. While there are certain factors about mentoring that are common to all young adults from diverse backgrounds, each group has unique challenges and opportunities. Given that I am white, I cannot pretend to fully understand these challenges and opportunities. Therefore, this section will be mostly a presentation of resources following some general observations from these sources about mentoring people from racially diverse backgrounds. Sources were selected that seemed to be of most use to the Mosaic Initiative.

General Observations

It is difficult to locate resources that focus particularly on young adult women and men in the Mosaic Initiative's target age range. Also relatively few resources exist that are specific to congregations and faith-based nonprofits. However, many of the approaches to mentoring could be adapted; and especially for elementary age and adolescents, young adults could themselves train to become mentors.

- Most of the sources related to mentoring focus on the need to mentor boys and girls and adolescents. In many cases, it is young adults who are giving leadership in these mentoring relationships.
- The sources demonstrate urgency about mentoring men—mostly in those related to Latino and African American populations.
- Most of the sources related to Asian men and women are concerned with how mentors provide support while adjusting to a new culture, and how mentors help Asian populations build professional networks.
- Mentoring resources for Native American populations focus primarily on educational initiatives and secondarily on professional advancement. Associations and networks that provide mentoring opportunities seem to be increasing.

- While minority populations in higher education are increasing (as mentoring programs in higher education for minority students are increasing), the achievement gap after graduation remains wide.
- In all populations, associations and networks exist to help women find a way in the corporate world, politics, and other areas where women have been underrepresented if not discriminated against.
- Vivian Giang writes, “Most people will tell you that you should have various mentors to fill different roles in your professional and personal life. But if you are a minority woman, you need at least one minority woman mentoring you. . . . Here’s why: A lot of people simply don’t feel comfortable giving feedback to others who aren’t like them because they don’t know what to expect. For example, if there is an issue with your ‘executive presence,’ it may be difficult for your white male mentor to tell you that if you’re a black woman . . . Of course, it’s harder for minority women to find other minority women as mentors because there aren’t enough of them in leadership positions.”²³
- Corporate leaders affirm that decision-making is improved when women and people from racially diverse backgrounds are in leadership roles. And mentoring is described as a proven way to increase such diversity in leadership. However, Ave Rio writes “Many leaders feel that ‘mentoring relationships just don’t last when they are seemingly forced via a formal matchmaking process . . .’ In addition, in the best mentoring relationships the goal is not sponsorship or help in climbing the corporate ladder. While such sponsorship may occur, mentees most often are looking for experienced men or women who will share advice and wisdom in how to be a leader.”²⁴
- Not surprisingly, a healthy ethnic identity is found to contribute to . . . positive academic, psychological, and social outcomes . . . this finding suggests that a critical emphasis for the mentoring of minority youth is to encourage or celebrate the development of a healthy ethnic identity. In fact, a stronger ethnic identity is found more often among minority youth when they can identify a person in their life that is a role model . . . [T]he mentoring model is not usually a one-on-one mentoring strategy; the focus is more deliberately on pointing the youth toward a more positive and productive future rather than simply on being a ‘buddy’; and there is more attention to the training and preparation of mentors so that they are more culturally competent.²⁵
- While most of the available sources are not faith-based, mentoring approaches can be adapted to congregational contexts. A few faith-based and congregational initiatives were found and are listed.
- When the mentor and young adult are from different cultural backgrounds, it may be necessary for the mentoring relationship to continue for more than the typical 6 months to a year to allow trust to have a more firm footing.
- There is consensus that it is important to establish a mentoring culture in the church or other organization.

²³ Vivian Giang. “Why It’s So Difficult For Minority Women To Find Mentors.” Fast Company, January 2015 <https://www.fastcompany.com/3040341/why-its-so-difficult-for-minority-women-to-find-mentors>

²⁴ See “Mentoring Matters, Especially for Women and Minorities”. <https://www.clomedia.com/2018/02/08/guide-improving-mentoring-opportunities-women-minorities/>

²⁵ G. Roger Jarjoura. “Effective Strategies for Mentoring African American Boys”. American Institutes for Research, 2013. <https://www.air.org/resource/effective-strategies-mentoring-african-american-boys>

Representative Mentoring Initiatives Within African American Communities

Talking Mentorship in the Church with Natasha Sistrunk Robinson

<https://thefrontporch.org/2016/03/talking-mentorship-in-the-church-with-natasha-sistrunk-robinson/>

Man Up: Recruiting and Training African American Male Mentors

http://www.yapinc.org/Portals/0/Documents/Resources/AfricanAmericanMalePerspectivesOnMentoring_08.pdf

Why Mentors Need to Stop Trying to Fix Black and Brown Students

<https://hechingerreport.org/why-mentors-need-to-stop-trying-to-fix-black-and-brown-students/>

The Impact of Mentoring on African American Males' Ability to Overcome "Perceived Effects Of" Stereotype Threat [Doctor of Education dissertation—the researcher developed a “tool-kit” of strategies to assist leaders in the development of more effective mentoring programs in face of stereotype threats.] https://etd.ohiolink.edu!etd.send_file?accession=bgsu1523025807148075&disposition=inline

Why Is It So Hard For Black Women To Find Mentors?

<https://www.girlboss.com/work/2018-2-20-find-a-mentor-women-of-color>

Black Career Women's Network (BCWN)

<https://bcwnetwork.com/>

Mentoring Women and Minorities: Tips and Best Practices

<https://www.nccer.org/news-research/newsroom/blogpost/breaking-ground-the-nccer-blog/2018/03/01/mentoring-women-minorities-tips-best-practices>

Impact of Same-Race Mentoring on Adult Female African-American Students Enrolled at a Regional State College, Doctor of Education Dissertation

<http://dune.une.edu/theses/151>

10 Black Women-Owned Organizations That Empower Black Girls (includes international) <http://www.forharriet.com/2015/10/10-black-women-owned-organizations-that.html>

Million Women Mentors: Advancing Women and Girls in STEM Careers Through Mentoring

<https://www.millionwomenmentors.com/about>

'Exceptionally Me' Mentoring Program [women mentoring girls]

<https://ncbwdc.org/exceptionallyme/>

Man-Up: Recruiting and Retaining African American Male Mentors

(Handbook) http://www.yapinc.org/Portals/0/Documents/Resources/AfricanAmericanMalePerspectivesOnMentoring_08.pdf

Guide to Recruiting Black Men as Mentors for Black Boys (eBook) <https://www.mentoring.org/new-site/wp-content/uploads/2016/02/Black-Male-Mentoring-Handbook.pdf>

Developing Intentional Ecclesiastical Mentors for Women in Ministry [African Methodist Episcopal (AME) Church Women in Ministry] <https://scholarblogs.emory.edu/candlerdmin/2018/04/09/mentors-for-women-in-ministry/>

Representative Mentoring Initiatives Within Asian American Communities

Asian American Youth Leadership, Empowerment and Development
<http://www.aalead.org/what-we-do/programs/mentoring/>

AALEAD: College and Career Mentoring Program-A Mentee's Perspective
<http://www.aalead.org/college-and-career-mentoring-program-a-mentees-perspective/>

Mentoring—Asian American Professional Association
<https://aapamentoring.com/>

Mentoring Asian American Professionals (MAAP)
<https://www.oanational.org/maap-1>

Pan-Pacific American Leaders and Mentors
<https://www.ppalm.org/>

Mentoring Asian American Scholars: Stereotypes and Cultural Values
<https://psycnet.apa.org/doiLanding?doi=10.1037%2Fort0000411>

Fuller Theological Seminary: Formation Groups and Mentoring Asian American Students
<https://www.fuller.edu/asian-american-center/>

Asian American Mentor Program: Asian American Resources and Cultural Center, Chicago
<https://aarcc.uic.edu/programs/asian-american-mentor-program/>

Asian Americans Hope to Build a Movement of Mentorship in Churches and Society
<http://www.christianitydaily.com/articles/957/20141112/asian-americans-hope-build-movement-mentorship-churches-society.htm>

Benjamin Shin: Defining Mentorship [20 minute video—speaking at the Asian American Ministry Conference, November 8, 2014]
<http://aace.link/benjamin-shin-defining-mentorship/>

Representative Mentoring Initiatives Within Latino/a Communities

ASPIRA in Action: Mentoring, Empowering and Investing in Latino Youth

<https://www.mentoring.org/2017/10/aspira-action-mentoring-empowering-investing-latino-youth/>

Audio file and transcript: A mentoring program that aims to keep Latino males in school

<https://www.pbs.org/newshour/show/mentoring-program-aims-keep-latino-males-school>

Hispanic-Latinx Peer Mentoring Program

<https://multicultural.virginia.edu/hispanic-latinx-peer-mentoring-program>

Internship and Mentor Programs for Hispanic Students

<https://www.fastweb.com/career-planning/articles/internship-and-mentor-programs-for-hispanic-students>

Latino Professional Mentorship Program

<https://www.cbu.edu/latino-mentors>

Mentoring an HSC Scholar [Hispanic Scholarship Consortium]

<https://www.hispanicscholar.org/be-a-mentor>

Hispanic Students Look for Mentors to Counsel Them

<https://www.orlandosentinel.com/news/os-xpm-2002-11-17-0211160119-story.html>

Hispanic/Latino Community at Elon [sample of a higher education initiative]

<https://www.elon.edu/u/crede/alanam-initiatives/hispanic-latino-community-resources/>

Mentoring Hispanic Students: A Literature Review

https://www.researchgate.net/publication/316602584_Mentoring_Hispanic_Students_A_Literature_Review

Latino/as' Perception of Peer: Mentors as Social Capital. The Chronicle of Evidence Based Mentoring, July 9, 2019. <https://www.evidencebasedmentoring.org/latino-as-perception-of-peer-mentors-as-social-capital/> Summarized by Ariel Ervin from R.V. Moschetti, S. Plunkett, R. Efrat, and D. Yomtov, 2018. "Peer Mentoring as Social Capital for Latina/o College Students at a Hispanic-serving Institution." *Journal of Hispanic Higher Education*, 17 (4), 375–392.

Developing a Latino Mentoring Program: Project MALES (Mentoring to Achieve Latino Educational Success)

<http://diversity.utexas.edu/projectmales/wp-content/uploads/2015/12/Developing-a-Latino-Mentoring-Program-Project-MALES-S%C3%A1enz-Ponjuan-Segovia-Del-Real-Viramontes-2015.pdf>

C.L.A.S.E. (Chicano, Latino, Access, Success and Empowerment) Transfer Mentor Program

<https://www.saddleback.edu/transfer/CLASE-Transfer-Mentor-Program>

Mentoring Group Fills Void for [Young Adult] Hispanic Women

<https://www.chicagobusiness.com/article/20120623/ISSUE03/306239986/hispanic-women-get-help-from-mentoring-group>

Delivering Culturally Competent Mentoring Services to Low-Income Latino Youth

https://educationnorthwest.org/sites/default/files/resources/luz_study.pdf

Mentors: Hispanic Theological Initiative

<http://hti.ptsem.edu/resources/mentors/>

Latino Ministry Outreach: Mission Adelante

<http://www.missionadelante.org/latino>

15 Hispanic Faith Leaders You Should Know

<http://www.dreamofdestiny.com/2015/05/15-hispanic-faith-leaders-you-should-know/>

Representative Mentoring Initiatives Within Native American Communities

Impact of Mentors on Well Being of American Indian Children

<https://www.apa.org/pi/families/resources/newsletter/2017/12/american-indian-mentors>

Mentoring for American Indian and Alaska Native Youth

<https://nationalmentoringresourcecenter.org/index.php/component/k2/item/560-mentoring-for-american-indian-and-alaska-native-youth.html>

Indigenous Knowledge Realized: Understanding the Role of Service Learning at the Intersection of Being a Mentor and a College-Going American Indian

https://www.coe.arizona.edu/sites/coe/files/HED/Indigenous_Knowledge_Realized_Understand.pdf

Delivering Quality Mentoring Services in Rural and Tribal Settings: A Case Study of the North Dakota Tribal Rural Mentoring Partnership

https://educationnorthwest.org/sites/default/files/resources/rural_tribal_study.pdf

Positive Paths for Boys and Young Men

<https://www.firstnations.org/projects/positive-paths-for-boys-young-men/>

Strengthening Native Community Commitment Through Mentoring Guidebook

http://www.mentorconsultinggroup.com/pub/native_mentoring.pdf

Mentorship Program Presents Native Culture to Youth

<https://www.potawatomi.org/mentorship-program-presents-native-culture-to-youth/>

Meet Five Native American Youth Changing Their Communities

<https://www.aspeninstitute.org/blog-posts/announcing-2018-champions-change/>

Cook Native American Ministries Foundation

<https://cooknam.org/funding/grants/>

Like Two Different Worlds: American Indian Perspectives on College-going in South Dakota

<https://www.sdbor.edu/mediapubs/documents/americanindiancollegegoingstudybor1213.pdf>

For stories of people affected by the mentoring initiative described above go to https://rapidcityjournal.com/news/local/new-program-seeks-to-help-more-native-americans-attend-south/article_eab6fc31-0a42-5231-945d-14b3229e8b98.html

Soar Beyond Youth Mentor Association Allows [Native American] Young People to Embrace Their Heritage

<https://www.dallasobserver.com/arts/fashion-designer-anne-damgaard-chooses-dallas-for-her-first-us-exhibition-giving-the-city-another-fashion-first-11753798>

Covenant Youth of Alaska Mentoring Initiative [Native American]

<https://www.cyak.org/mentoring-initiative.html>

Proud Heritage: Mentors Teach Native Students about Their Pasts

<https://www.nbcnews.com/news/education/proud-heritage-mentors-teach-native-students-about-their-pasts-n184271>

General Resources and Descriptions of Mentoring Initiatives Among People from Racially Diverse Backgrounds

Mentoring Event for Leaders of Color Gathers at Zephyr Point

<https://www.presbyterianmission.org/story/mentoring-event-for-leaders-of-color-gathers-at-zephyr-point/>

4 Ways to be an Effective Mentor

<https://thriveglobal.com/stories/how-to-be-an-effective-mentor/>

Resources about Empowering Women from Racially Diverse Backgrounds

1. From Catalyst: Workplaces that Work for Women

“Tool: Optimizing Mentoring Programs for Women of Color”. Catalyst, 2012. This assessment form is primarily for organizations seeking to improve their mentoring initiatives for women of color. It is designed to be completed online—but only for those who sign up (for a fee) as “supporters”. Supporters can sign up and download the tool at this link:

<https://www.catalyst.org/research/optimizing-mentoring-programs-for-women-of-color/>

It is, however, available as a “read only” document which shows the items that are assessed. Access at <https://www.yumpu.com/en/document/read/42495397/optimizing-mentoring-programs-for-women-of-color-catalyst>

The preamble to “Tool: Optimizing Mentoring Programs for Women of Color” gives the following observations: The experiences of women of color are unique from Caucasian women and men of color. They experience a greater level of negative stereotyping that hinders their career advancement; while at the same time career development programs often do not take their unique experiences into account. “For example, more than half of organizations in a recent survey reported that they did not specifically target women of color in their mentoring programs”. The research does show that more women of color in business contexts, especially, have mentors (from one-third of women in the 1990’s to about half in 2009). “. . . one difference between diverse women and white women is that diverse women are much more likely to have mentors who lack power”.

Numerous research reports are available on gender, race, and ethnicity in workplaces. Go to

<https://www.catalyst.org/?s=gender%2C+race%2C+and+ethnicity>

See also “Rising to the Top: The Importance of Resources for Women of Color” at <https://www.catalyst.org/2015/10/15/rising-to-the-top-the-importance-of-resources-for-women-of-color/>

See “Catalyst’s Women of Color Summit: A New Course of Action” (2015) at <https://www.catalyst.org/2015/04/20/catalysts-women-of-color-summit-a-new-course-of-action/>

2. RISE: A National Mentorship Network for Women from Racially Diverse Backgrounds in Ministry

<https://utsnyc.edu/life/institutes/rise-together/>

3. “The We and the Us”—Mentoring African American Women in Higher Education Administration [free sign up to read online option]

https://www.jstor.org/stable/40027321?read-now=1&seq=13#page_scan_tab_contents

4. Ave Rio. “Mentoring Matters, Especially for Women and Minorities”. Chief Learning Officer, February 8, 2018. Access this article and other resources at:

<https://www.clomedia.com/2018/02/08/guide-improving-mentoring-opportunities-women-minorities/>

5. Walker’s Legacy—a growing, global, women in business collective founded to establish networks of empowerment and access for

women from racially diverse backgrounds in business. Go to <https://www.walkerslegacy.com/> See also information about Walker's Legacy Foundation, whose purpose is to encourage the empowerment of economically challenged women and girls from racially diverse backgrounds. See <https://www.walkerslegacy.org/>

6. Vivian Giang. "Why It's So Difficult For Minority Women To Find Mentors." Fast Company, January 2015. <https://www.fastcompany.com/3040341/why-its-so-difficult-for-minority-women-to-find-mentors>

Resources about Empowering Boys and Young Men from Racially Diverse Backgrounds

G. Roger Jarjoura. "Effective Strategies for Mentoring African American Boys". American Institutes for Research, 2013. <https://www.air.org/resource/effective-strategies-mentoring-african-american-boys>

Guide to Mentoring Boys and Young Men of Color. My Brother's Keeper Alliance and MENTOR: The National Mentoring Partnership, 2016. Download at this link: <https://www.mentoring.org/2016/06/mentor-releases-guide-to-mentoring-boys-and-young-men-of-color/>

Devlin Hanson. Mentoring May Help Young Men of Color Achieve Academic Success. Urban Institute, August 2016. <https://www.urban.org/urban-wire/mentoring-may-help-young-men-color-achieve-academic-success>



So . . .You Want to Find a Mentor

Only the most unaware feel they can get through life without a wise counselor or worthy example. Stories of mentor-like relationships abound in Scripture and throughout the long history of the church. The history of humanity demonstrates time and time again the value of wise relationships. One could have several mentors in a lifetime, each making a different contribution, and each walking alongside for part of the way. How might a wise counselor-friend assist one to develop and work toward life goals? What is asked of a mentor? What does the mentor expect?

...even after the relationship has ended, both will have gained a friend, possibly for life.

Mentoring relationships take several forms—long term, short term, formal, informal, or peer. Hundreds of ideas are accessible for mentoring activities. But at the end of the day, an effective mentoring relationship should make one's personal and spiritual life richer and vocational goals more realistic if not achievable. One's values, beliefs, and commitments—and the capacity to make a difference, likely will be strengthened. Since the mentoring relationship should result in mutual benefit, even after the relationship has ended, both will have gained a friend, possibly for life.

Finding a Mentor

The following is adapted from "Finding Mentors Finding Success"²⁶

Finding a mentor requires some effort. Assess your life right now. What are your strengths and limitations? Where do you need a heavy dose of maturity—personally and spiritually? Are you ready to admit that you can't go it alone? If so, begin your search by thinking of the sort of person who

²⁶ See <http://youthbuildmentoringalliance.org/resources>

exemplifies the values, beliefs, and acts that make a positive difference. Ask someone who knows you well to suggest a person who might be willing to talk with you about a possible mentoring relationship. It is possible that a mentor could be someone with whom you never meet, but is someone you could work alongside and observe in action—perhaps meeting occasionally for short periods to discuss a strategy or the reasons for a particular action.

Be clear about what you bring to the mentoring relationship. It may just be a lot of questions at first; but ultimately you need to show that you are willing to take on new tasks, explore new territory, learn new and sometimes difficult things about yourself, and assume responsibility. You will enhance the mentoring relationship and your own development to the degree that you participate with your mentor in setting the purpose and goals for the relationship, are willing to ask for help and feedback, are open to new ideas, and assume responsibility for helping to make your meetings worthwhile.

In time, you will look for ways to enrich the life of your mentor (any effective mentor will seek out what he or she can learn from you). The mentoring relationship, to be useful, must be a two way street and both must seek to strengthen it. In your lifetime you may have several mentors, and become a mentor to others. By demonstrating that you know how to make a mentoring relationship work, you will attract prospective mentors and become someone others seek out for guidance.

A number of men and women in your church or other organization may have volunteered to serve as mentors. While most feel honored to be asked to serve as a mentor, don't assume that a person will say, "yes" to your invitation just because you ask. (If the person says "no" thank them for their consideration. If appropriate, ask if they would be interested in keeping in touch with a view to reconsidering sometime in the future; or, if they could recommend someone from their own network who might be a good mentor.) You might also consider who in your networks could help you to find a potential mentor.

Some mentors may look for certain characteristics in a person, and/or may have specific goals that will shape the mentoring relationship. On your part, before you invite someone to be your mentor, think carefully about the characteristics you desire in a mentor. What would make a person a good fit for you? Here are sample worksheets that may help as you explore mentor possibilities:

Worksheet: “So . . . You Want to Find a Mentor”

List your responses after each question and then summarize in the chart:

- At this point in my life/career what qualities do I need in a mentor?
- What do I expect my mentor to contribute to my personal, spiritual and vocational development?
- What will I bring to the mentoring relationship?
- What connections could I make that will help me find a potential mentor?

Top 5 Qualities of the Mentor	Most Important Contributions of the Mentor	My Contributions to the Mentoring Relationship	Most Promising Connections for a Mentor
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Worksheet: What Parts of My Life Could Use Input from a Mentor?

“Use the worksheet below to figure out the areas of your life where you could use some support or where a mentor’s advice could be most beneficial.” The worksheet is taken from the eBook, *Finding Mentors, Finding Success*. YouthBuild USA National Mentoring Alliance, p. 4. A copy of the eBook is accessible at this link:

http://youthbuildmentoringalliance.org/webfm_send/723

Life area	I’m feeling confident about...	I’m feeling nervous about....	I have these opportunities...	a mentor might help with...
Career				
Family/home life				
Education				
Health and wellbeing				
Money and Finances				
My Community				
My Friends				
Other				
Top 5 things i think a mentor could help with are.....				



Getting the Most out of a Mentoring Relationship

Meeting with a mentor is a relational and social experience; but it's not just that. You are, by mutual agreement, learning from each other. Before you meet, prepare questions pertinent to your interests, your work, your faith or whatever else is important to you. Think about how you might request feedback from your mentor. Make your questions and requests concrete. For example, a question such as "Do you believe that God is with us?" is too unfocused. Ask something like "What assurances have you had in your lifetime that God is personal?" Similarly a question such as, "How did you choose your vocation?" is too broad. It would be more helpful to ask, "What steps did you take to determine a suitable career?" Or, "What contributed to your decision-making about whether or not to take a particular degree program?" The more specific your questions, or requests, the more helpful will be the mentor's responses. Be prepared and follow-through—two sure ways to a mentor's heart!

As you proceed, decide together how you will coordinate and plan your next meetings (e.g., text, phone, email), and who will take most responsibility for arranging the time and place of meetings. It would be helpful to make a list in advance of various places, and types of places, where you could meet. As you decide these matters, discuss the best ways for you to communicate with each other. Also, respond to your mentor's emails or texts or voice messages, promptly.

It is important to discern the limits of your mentoring relationship. For example, a mentor may not feel comfortable responding to your personal problems or sensitive issues in your life. Another mentor may prefer to invest in you personally but is not comfortable helping you work through school or career matters. From the start, be clear about the purpose and goals of the particular mentoring relationship. Knowing these, as well as your mutual preferences for the relationship, will open the way for your mentor to connect you to other networks of support and encouragement.

Finally, pay attention to how your mentor does things and interacts with people. Observe how he or she manages confrontation, makes decisions, addresses issues of justice and so on. You may never talk about such things with one another but you can learn a great deal about important values, goal setting, respect of others, and how to deal with personal crises just through observation.



What I've found about it is that there are some folks you can talk to until you're blue in the face—they're never going to get it and they're never going to change. But every once in a while, you'll run into someone who is eager to listen, eager to learn, and willing to try new things. Those are the people we need to reach. We have a responsibility as parents, older people, teachers, people in the neighborhood to recognize that.

— Tyler Perry



Developing the Mentoring Relationship

Basic Qualities of the Mentor

A mentor's capabilities will develop through the experiences of the mentoring relationship; however, certain basic qualities are vital:

- The mentor, while not a parent, is a teacher and guide. He or she enters the relationship with a commitment to the other's development.
- The mentor is willing to share experiences at the right time and in an appropriate manner.
- He or she is able to ask open-ended questions (not simply 'yes' or 'no' questions) and willing to listen to responses without the sort of judgment that stifles interaction.
- The mentor provides feedback in appropriate ways, at the request of the young adult or when the situation is serious enough to require it.

Basic Qualities of the Young Adult Mentee

A mentoring relationship built on mutual trust allows for possibilities in change and development. Fortunately, most young adults want the input of someone they consider more experienced, wiser in certain areas, personable, and available. Once committed to the mentoring relationship, the young adult's capacities will develop; however, certain basic qualities of the young adult are vital:

- Wants to increase abilities, refine attitudes, develop personally and professionally, and grow spiritually.
- Assumes shared responsibility for goal setting, determining the purpose of meetings, and planning for mentoring activities.
- Contributes to a relationship that is mutually responsible and accountable.
- Understands and accepts that cultivating a mentoring relationship takes time and is

willing to partner in making it effective.

- Communicates with the mentor promptly and is clear about what he or she desires from the mentoring relationship.
- Able to be vulnerable, willing to explore alternatives, and is receptive to new learning.
- Accepts constructive feedback—and acts upon it.
- Demonstrates productive growth.

The Mentoring Relationship²⁷

A mentoring relationship is a mutual effort and it takes time. In its simplest terms, mentors invest time in relationship building, are trustworthy, and do what is needed to maintain that trust. The quality of the relationship will be enhanced as both parties commit at the beginning to a few basic decisions—how often to meet (weekly, once a month, over lunch, more or less regularly), for how long (15 minutes, an hour, half a day) and where, how to communicate (each committing to reasonably prompt response times), what to share and what to keep in confidence, boundaries, who gives feedback and when, mutual accountability, the purpose of the relationship, and other matters that each considers important at the start of the relationship.²⁸

You will have your own style as you begin connecting with a young adult as a mentor: engage in small talk for a while, ask for an update on what's happened since your last meeting, and so on. As your conversations proceed, and when it seems appropriate, you might share your own life or career story indicating the changes, successes and failures along the way. You might describe significant learning experiences and important markers along your spiritual journey.

The role of the mentor is not to parent or “fix” the young adult.

Invite the young adult to share learning experiences and important events with you. Talk about the questions you each have had about spirituality, faith, and so on. Establish goals together in a variety of areas: spirituality, fitness, learning, behavior, attitudes. The role of the mentor is not to parent or “fix” the young adult. In mentoring, the skills of a spiritual director are more appropriate: listen, ask questions to stimulate reflection, help develop solutions, come alongside in times of difficulty, model how you confront issues in your own life, mutually seek God. You might also encourage the development of a small team of peers to whom the young adult will be accountable.²⁹

²⁷ For more helpful ideas go to “Strategies for Strengthening Mentoring Partnerships” pp. 51-52 in Linda Phillips- Jones. *The Mentor’s Guide: How to be the Kind of Mentor You Once Had—Or Wish You’d Had*. The Coalition of Counseling Centers, The Mentoring Group, 2003. <https://mentoringgroup.com/books/the-mentors-guide.pdf>

²⁸ For ideas to strengthen early stages of a mentoring relationship see “Overcoming Relationship Pitfalls” at educationnorthwest.org/sites/default/files/factsheet10.pdf

²⁹ See “Four Phases of Mentorship.” Guidelines and interactive questions are given that can be adapted to your situation. The article is accessible here: <https://www.studentlife.utoronto.ca/mpp/four-phases#node-1762> See also “A 3-Stage Model of the Mentoring Process”. Keele University, Staffordshire, UK. This and numerous other mentoring resources may be accessed at this link: <https://www.keele.ac.uk/organisationaldevelopment/resources/mentoringresources/>

You will find the right openings to encourage the young adult about the importance of taking responsibility for his or her development—personally, spiritually, and vocationally. Ask questions that encourage responsibility and initiative. For example,

- How would you assess the pros and cons in that situation?
- What steps will you take to achieve your goals in that area?
- If you are being blocked in that situation, what alternative strategies could you use?
- What solutions do you see for that problem/issue?
- What additional information do you need and how will you get it?
- What would be the most useful resources for you in this situation? How can I help?
- What skills do you want to develop this year? Where do you intend to use these skills?
- What would like to learn more about this year?
- Who could help you with that? How could I help?

Don't just stop with the question. Listen carefully to responses to discern additional questions to ask. The best teachers—and mentors—ask more questions and give fewer answers!

However, learning about another culture is not the same as being part of that culture.

Invite the young adult to share personal dreams about where and how he or she would like to make a difference. As trust is developing, ask the young adult to talk about his or her cultural and family background. Meanwhile, read up on the history of the particular race or ethnicity as it applies to the young adult. *However, learning about another culture is not the same as being part of that culture.* A culture is formed through values, norms, rituals, family traditions, communication styles, mannerisms, ways of dressing, response to authority,

to name a few. Trying to over-identify with someone from another background or culture generally comes across as false or even condescending. Ask questions that help you learn from the other. Begin statements with “I have a sense that . . .” rather than with “I know . . .” In short, diversity is needed to help us become better humans—as we learn to connect and relate across differences.

Have a meal or coffee together and talk about anything of interest. Share your respective expertise, backgrounds, personal values, expectations, and begin to identify specific and mutual goals. Talk about the young adult's desired goals.³⁰ If you think he or she needs to reflect on one or more goals, ask questions open-ended questions rather than give advice. Offer some practical

³⁰ See Michael Garringer and Linda Jucovy. *Building Relationships: A Guide for New Mentors*. Hamilton Fish Institute and National Mentoring Center, 2007 for a list of “20 Ways to Say You're Great”, p. 16. The eBook can be downloaded at this link: <https://nationalmentoringresourcecenter.org/index.php/16-resources/268-building-relationships-a-guide-for-new-mentors.html>

helps toward achieving the goals. Suggest that perhaps you could work on a particular skill together— even taking a workshop or a short-term course together. Each may suggest learning experiences that may become part of the mentoring relationship. These experiences are based typically on interest and goals for personal and spiritual development.

Make a list of activities of mutual interest and benefit, and that contribute to the purpose and goals of the mentoring relationship. Engaging in activities together provides opportunities for trust building, and fosters a sense of mutual comfort with each other. (A section on “Mentoring Activities” is elsewhere in this Handbook.)

Always remember that mentoring is a shared job. You aren't solely responsible for creating a successful mentoring relationship. The person being mentored needs to be flexible, honest, open and receptive to feedback and insight. He or she needs to be willing and able to take action in pursuit of goals, to invest in learning and to take steps toward needed change. The mentee also needs to be willing to give you feedback and talk about what is or isn't working well in the relationship.

As you work together, you'll make course corrections, the relationship will deepen, and you'll discover that being a mentor is no longer an unnecessary, expendable task. Instead it will be a rewarding one for you that has a profound impact on others.³¹

When it is Time to End the Mentoring Partnership

Most mentoring relationships have a beginning and an agreed upon end. There may be other reasons for a mentoring relationship to end but, more often, the participants agree on an end point at the beginning (typically a year more or less) with periodic pauses for evaluation along the way. As the time gets closer, reflect back on what you have learned and talk about what the future might hold for each of you. Think together about what you might still want to do before the partnership ends. The following incomplete sentences could be used to stimulate your reflection:

- Through this mentoring relationship I have come to recognize strengths such as . . .
- I have learned that . . .
- I realize that there is more to learn about . . .
- I intend to apply what I have learned from this mentoring relationship by . . .

It might be helpful to write a journal entry or a letter about what has been gained through your time together. Or, even though the friendship can continue indefinitely, you might discuss whether or not you want certain aspects of the mentoring relationship to continue for an agreed upon time

³¹ Wayne Hart. “Seven Ways To Be An Effective Mentor.” ForbesOnline. June 30, 2010. <https://www.forbes.com/2010/06/30/mentor-coach-executive-training-leadership-managing-ccl.html#6b238eeb3fd3>

period. Discuss possibilities for a new mentor if appropriate; or perhaps invite the young adult to consider becoming a mentor. Finally, as a way to celebrate what God has done through your time together, join other mentoring partnerships for a closing event.³²

A lot of people have gone further than they thought they could because someone else thought they could.

—Anonymous

³² For more help on ending the mentoring relationship in a positive way see “Preparing for Close” pp. 59-62 in Linda Phillips-Jones. *The Mentor’s Guide: How to be the Kind of Mentor You Once Had—Or Wish You’d Had*. The Coalition of Counseling Centers, The Mentoring Group, 2003. <https://mentoringgroup.com/books/the-mentors-guide.pdf>



Mentoring Activities

Here are a number of mentoring activities and behaviors related to relationship building, personal and spiritual development, community service, vocation building, and professional and skill development. Select those that suit your personalities, culture, context, and the purposes you envision for the mentoring relationship. Activities you do together can stimulate meaningful conversation and help you get to know one another better.

Relationship Building Activities and Behaviors

- Return phone calls and e-mails within 48 hours whenever possible. If you are delayed email or text a message such as, “I got your message, will get back to you soon.”
- Show interest in what the young adult (YA) is saying, and reflect back important aspects of what he or she has said to show that you’ve understood.
- Make eye contact and other body language signals that show you are paying attention to what the YA is saying.
- Give the YA one-on-one sincere, specific praise.
- Avoid discussing your own experiences until after the YA has explained his or her issue, question, or concern. Rather than giving advice ask questions that lead the YA to reflect on his or her response.
- Ask the YA’s advice about a project or problem you’re working on.
- Send the YA a card or note on their birthday or other milestone. Perhaps include a suitable Scripture verse, or a quote from someone, or share a book you value.
- Create an inclusive environment that says in essence, “I believe in you.”
- Ask questions about the YA’s views, activities, and backgrounds—and listen with respect.
- Occasionally, call unexpectedly just to check in.

- Link up with other mentors and YAs for lunch or other activity.
- Plan a meal and make it together or with a group.
- Serve meals to the homeless
- Go out for lunch or supper together or with a group.
- Attend a concert, sports event, or movie together.
- Discuss a movie or video.
- Mow a senior's or shut-in's lawn.
- Design and build something together.
- Keep a journal of your times together complete with pictures.
- Participate in World Vision's 40 Hour Fast.
- Plan and implement a fitness strategy together.
- Participate in a 5K run or walk together.
- Refuse all calls and other interruptions during mentoring sessions.
- On rare occasions, if asked, intervene as an advocate for YAs during difficult times with people and/or situations.
- Check with the YA occasionally on the quality of your mentoring relationship. Ask what has been helpful and how things could be improved.
- If appropriate and mutually agreeable, ask to meet key members of the YA's family to gain a deeper appreciation of their history and context.
- Travel somewhere reasonably local and affordable—perhaps somewhere you have never been.
- If appropriate and mutually agreeable, introduce the YA to your family and perhaps vice versa.
- Exercise with one another and/or go on a walk with each other.

Personal and Spiritual Development Activities

- Photograph people and places that have special meaning.
- Picture what you imagine would be a perfect week: Where are you living? What are you doing? What do you look like? What have you surrounded yourself with? Who are you with?
- Imagine it is 20 years from now and you are with your or someone's else's grandchild. You are at a party. Who are the guests? Where is it? How are they describing their life/time with you?
- Share your respective journeys of faith—without judgment.
- Select a book or section of the Bible to read together and discuss insights.
- Pray together.
- Study the Bible together.
- Discuss undergraduate or graduate school options and if desired, visit one or more

campuses with the YA. Talk to faculty and students—especially students from racially diverse backgrounds about their perceptions of the school. Learn more about the local nonprofit, “Waukegan to College” and the ways they mentor young adult men and women toward educational opportunities.³³

- Discuss course work and/or projects with the YA.
- Share your personal vision or those of other leaders. Encourage the YA to develop a spiritual vision or mission statement.
- Describe experiences, mistakes, and progress you or others have encountered on your spiritual journey.
- Talk about people and events that have inspired and motivated you.
- Introduce him or her to your colleagues who could be useful contacts or inspiring models.
- spiritual journey.
- Talk about people and events that have inspired and motivated you.
- Introduce him or her to your colleagues who could be useful contacts or inspiring models.
- If an opportunity comes up to travel to another country and finances are accessible, take it. Discuss whatever ground rules deemed necessary before the trip.
- Discuss personal finances, how to use credit wisely, how to plan for retirement, how to explore where money is being invested and how that might impact their decisions about investing. Introduce the YA to a competent banker and/or investment counselor.
- If inclined and able, play basketball or other sport with the YA.
- Find a faith-based service project of mutual interest and spend a determined amount of time working on that project.
- Mutually develop a personal “mission statement” reflective of your skills, interests, passions, and personalities.
- Discuss a news event in your community, the state, the nation, and/or the world and share your mutual perspectives.
- Discuss how polarizing events and perspectives can be discussed civilly.
- Write down a list of 5-10 things you’ve always wanted to know. Talk about why you want to know these things, research, and share your findings.

Community Service Activities

- Plant a community garden, remove graffiti, collect food and deliver it to families in need or to the homeless.
- Plant and maintain a community garden with local residents.
- Do “friendly visiting” with residents in nursing homes. (Most residential facilities will require “friendly visitors” to complete a brief workshop or “briefing session”. Do it together.)

³³ Emily K. Coleman. Waukegan Nonprofit Adds Peer Mentorship for First-Generation, Minority College Students [Waukegan to College]. Chicago Tribune News-Sun, Jan 07, 2018

<https://www.chicagotribune.com/suburbs/lake-county-news-sun/ct-Ins-waukegan-college-mentor-st-0108-20180107-story.html>

- Do chores for people with limited mobility.
- Bring a pet for pet therapy in nursing homes or children's hospitals that encourage it.
- Read for the blind. Connect with an Institute for the Blind in your area to set this up.
- Help in daycare centers after school. (All day care facilities will require background checks and an interview. Do it together.)
- Pack and distribute food for a food pantry
- Collect and distribute clothes.
- Collect books, toys, and clothes for victims of natural disasters
- Help to develop an online newsletter for a local community center—that doesn't already have one.
- Help to deliver Meals on Wheels. (Locate a local agency that performs this service.)
- Volunteer for Habitat for Humanity or other similar agency in your local area.
- Participate in the Martin Luther King Day of Service in January.

Vocation Building Activities

- Invite the YA to discuss several career paths of interest and together determine ways to gain knowledge and experience related to key interests.
- Introduce the YA to at least three of your contacts who would be helpful in his or her career choices or vocation building. Before the meetings, think together about questions to ask or issues to raise with the contact. Review the conversations afterwards.
- If it's a factor, discuss how culture has affected your adjustment to a vocation or ministry role.
- Consult a mock interview for a job; discuss how to dress for an interview; fill out a sample job application.
- Invite the YA to one or more of your staff or other organizational meetings. Prepare him or her beforehand, and debrief afterward.
- Provide specific suggestions and examples for his or her résumé.
- Work on employment applications.
- Let the YA listen as appropriate to vocationally related conference calls. Be certain your callers are informed and agree.
- Go with the YA to events (e.g., conferences, cultural events) important to him or her—and to his or her vocational goals.
- Have the YA observe you in your vocational role. Prepare beforehand and debrief afterward.
- Become a "consultant" when needed related to a YA's project or job-related activity.
- Provide visibility for the YA in a vocational area they are exploring.
- Suggest that the YA interview at least five people satisfied with their particular

- vocational decisions, and five who have experienced difficulties as a result of their decisions. Ask the YA to present the results of the interviews in a suitable context.
- Have fruitful discussions related to vocational goals while driving in your car to and from meetings and other events.
 - Help the YA develop a business plan.
 - Explain some of the unwritten practices you've learned in your own vocation.
 - Talk about practices that affect gender and racial identity.
 - Tell how you used the YA's advice in solving a problem or in completing a project in your own vocation.

Professional and Skill Development Activities

- Encourage the YAs to set up a small team to which they'll hold themselves accountable for their development. This team might meet as a group or simply offer one-on-one support.
- Suggest a community setting in which the YA could develop specific skills.
- Practice situations the YA will face. For example, role-play an important meeting—how to prepare for it, how to craft an agenda, how to keep the dialogue moving, how to summarize main points, and so on.
- Discuss your respective cultural values and practices; identify those that are of particular importance to you.
- The YA may want to talk about risks, difficulties, interpersonal conflict, misunderstanding, or stress that she or he has experienced or expects to face in the near future. Plan together how these might be minimized and/or used as a learning opportunity.
- Email potentially useful links to articles or other resources to the YA.
- Read a book together (e.g., biography of an effective leader, history of a culture not your own).
- Offer to edit or comment on a letter, proposal, or other document that the YA has written.
- Ask the YA for specific feedback on something you wrote or on an action taken.
- Co-author a short article with the YA. If it is something that you publish, give credit.
- Suggest a presentation the YA could make to a group.
- Have the YA complete specific tasks on one of your projects. Be certain that these tasks will be of benefit to the YA and not just free labor!
- Have the YA observe you (or someone else) doing something challenging and difficult in a vocation.
- Be a “shadow consultant” on parts of projects the YA is doing. Discuss the steps, decisions, strategies, and feelings. Have him or her explain how decisions were made and note any patterns and inconsistencies that need work. Ask thought-provoking, open-ended questions that help the YA think in new ways—questions such as “What

if that didn't happen?" "Imagine this scenario . . . What would you do?"

- Have the YA teach you something.
- Observe (or videotape) a YA presentation. Get permission to give feedback—privately.
- Send the YA to represent you at a meeting or conference. Prepare him or her for the event.
- Attend a leadership or professional conference together.
- Engage in team building, or leadership development activities.
- Take a course or workshop with the YA.
- Do volunteer work together. Serve on a committee or provide physical labor for causes that you and the YA support.
- Communicate your belief in the YA's capacity to grow personally and professionally.
- Respond to the YA's frustrations and challenges with words of support, understanding, and encouragement.

Activities you do together can stimulate meaningful conversation and help you get to know one another better.



How Are We Doing?

Essentially, evaluation is asking three questions: What is working—why? What isn't working—why? What could we do differently?

The following material has been adapted from several sources for the periodic review of your mentoring relationship. A personal, conversational review is recommended and some of the questions may be used for that purpose.

However, a program leader may wish to use a survey form periodically to help identify areas of improvement, difficulty, and achievement. If your program is designed around specific goals, develop questions to determine the extent to which those goals are being met.

Sample Questions

After 2-4 months, the mentoring partners should take time to mutually reflect on their mentoring relationship—its benefits, next steps, resources needed, areas to improve, and so on. Some of the following questions may be adapted for this purpose.

- How would you describe our mentoring relationship?
- What goals were achieved as a result of our mentoring relationship? What goals need to be modified? What goals should be added?
- What has made the time and energy we have invested in this mentoring relationship worthwhile? What could we do better?
- Did we meet often enough? Too often? In what ways have the meetings helped establish our mentoring relationship?
- In what areas has the mentoring relationship been most effective?
- What skills or new abilities were gained or improved as a result of our mentoring

relationship?

- How specifically could we improve the mentoring relationship?
- What specifically makes this mentoring relationship effective?
- What activities have been most beneficial?
- What learning experiences or additional resources would be useful at this point in our mentoring relationship?
- Would you participate in another mentoring relationship? Why? Why not?

There are tensions and difficulties in any relationship, including a mentoring relationship. Ask each other what specifically creates tension or difficulties in the mentoring relationship? For example,

- Lack of trust
- Failure to show respect for difference (e.g., culture, economic status, social background, education)
- Betrayal of confidentiality
- Mentoring meetings seldom take priority
- Unclear purpose for the mentoring relationship
- Unrealistic expectations
- Lack of organizational support
- Difficulty in getting together
- Inadequate communication

If too many of these difficulties are present, seek help from a program coordinator or advisor. However, there are steps that can be taken to improve a relationship. Ask each other what could be done to improve it.

There are tensions and difficulties in any relationship, including a mentoring relationship.

Sample Forms

The above questions may be inserted into the forms below; and the forms may be adapted for your context. See also Mentoring Evaluation Form Examples at <https://ictr.wisc.edu/mentoring/mentor-evaluation-form-examples/>

Sample Evaluation Form #1

Mentoring Relationship Review

A review every few months helps to focus both benefits and areas that need improvement. As the mentoring relationship proceeds, such questions become more natural and useful. Unless otherwise specified, each question is to be answered by both mentor and young adult(s).

Name: _____

Date: _____

1. At what point, or after what experiences in the mentoring relationship did you begin to feel that you were colleagues? That you had an equal stake in building the relationship?

2. In what ways has the mentoring relationship benefitted you?

3. What areas do you feel could be improved?

4. For the mentor: In what ways were you prepared for the role of mentor? In what areas could you use some support or training? What additional resources do you need to fulfill your role adequately?



5. For the mentor: What suggests to you that you and the young adult(s) have established a productive mentoring relationship?

6. Please share any additional comments that would benefit the program and/or the mentoring relationship:

7. For the young adult: In what ways has this mentoring relationship met your expectations? How might you have been better prepared for the mentoring relationship?

8. For the young adult: I could use more guidance from my mentor in the following areas:

9. Please share any additional comments:

Sample Evaluation Form #2

Mentoring Relationship Final Review

A review of this sort is recommended just before or just after the mentoring relationship ends. The questions may be used in a questionnaire format, or as a guide for a face-to-face review. Unless specified, each question is to be answered by both mentor and young adult(s).

Name: _____

Date: _____

1. What were some of the highlights of your mentoring relationship?

2. In what ways did the mentoring relationship contribute to your mutual personal and spiritual development?

3. For the young adult: How did the mentoring relationship help you achieve the goals you listed at the beginning of the mentoring relationship? What aspects of the mentoring relationship were not as helpful, or could have been improved?

4. For the mentor: On the basis of this experience, would you take on another mentoring role? Why? Why not?



5. For the young adult: On the basis of this experience, do you believe you could become a mentor? Why? Why not? What specific aspects of the mentoring relationship were most meaningful?

6. Please share any additional comments:

The following was developed and made available through the mentoring program at Keele University, Staffordshire, UK. It has been modified slightly. This Checklist and other mentoring resources are accessible at this link:

<https://www.keele.ac.uk/organisationaldevelopment/resources/mentoringresources/>

Mentoring Phases Checklist

This is a useful checklist for the mentor and mentee to use periodically in order to step back and look at how the mentoring relationship is working and what stage it has reached. It is particularly useful if the mentor and mentee share their views and openly discuss areas of difference.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Building Rapport				
I believe we have established a good understanding of each other				
I feel relaxed in our meetings				
I believe we understand and respect each other's views and feelings.				
I feel confidences are protected in the relationship.				
Direction Setting				
Clear goals were established for the relationship.				
A way to achieve goals was planned and is reviewed periodically to determine progress.				
Differences are worked through constructively.				
I believe we are comfortable challenging each other.				
Progress making				
I believe we each share in setting the agenda for our meetings.				
I feel that the mentoring relationship is positive and supportive.				
I believe we are each more confident in coping with new or demanding situations than when our relationship began.				
Winding up/moving on				
I believe we have largely achieved all the goals we set for our relationship.				
This mentoring relationship has made me (young adult) want to take on a mentoring role.				
This mentoring relationship has made me (mentor) want to take on another mentoring role.				



Best Practices for Mentoring Programs

The following represent “Research-informed and practitioner-approved best practices for creating and sustaining impactful mentoring relationships and strong program services.”³⁴ The items in each section could be adapted as a checklist when evaluating established or developing mentoring programs.³⁵

1. Best Practices for Recruitment

- Recruitment strategies are realistic about the benefits, practices, supports, and challenges of the mentoring ministry.
- Selection requirements exist for mentors and young adults in the mentoring program.
- Recruitment strategies build positive attitudes about mentoring.
 - Multiple strategies are used to recruit mentors and young adults (e.g., direct ask, social media, mass communication, presentation, referrals).
 - The background, skills, and motivations of prospective mentors are consistent with the purposes of the mentoring ministry.
 - Mentors and young adults are encouraged to assist with recruitment efforts by suggesting others they know who meet the selection criteria of the ministry.
 - Young adults are encouraged to identify and recruit mentors for themselves when appropriate.
 - Young adults are recruited whose needs and potential are consistent with the purposes of the mentoring ministry.
- Mentees are encouraged to recruit peers to be mentees whose needs and potential are consistent with the purposes of the mentoring ministry.

Recruitment strategies build positive attitudes about mentoring.

³⁴ Adapted from Michael Garringer, Janis Kupersmidt, Jean Rhodes, Rebecca Salter, and Tammy Tai. Elements of Effective Practice for Mentoring (4th ed.) MENTOR: The National Mentoring Partnership, 2015, pp. 11, 25-26, 35-38, 55, 61-62, 71- 72. eBook available at https://www.mentoring.org/images/uploads/Final_Elements_Publication_Fourth.pdf

³⁵ PowerPoint presentations on “best practices” in implementing mentoring programs are at this link: <https://www.slideshare.net/RenePettrin/9-best-practices-slide-share-45342823> Download requires that you have or sign up for a free LinkedIn account. Adapt PowerPoint slides as desired.

2. Best Practices for Screening Potential Participants in Mentoring Relationships

- Mentor applicants or potential mentors give evidence of personal and spiritual maturity.
- Suitable screening tools and practices are used to identify those whose attitudes and beliefs support safe and effective mentoring relationships.
- Criteria exist for accepting mentors and mentees into the program, as well as criteria that will disqualify applicants.
- Prospective mentors complete an application to help assess their suitability. (See section in this Handbook, “Mentoring Programs: Templates & Sample Forms” for forms that can be adapted for your use.)
- Each prospective mentor and young adult is interviewed at least once to help assess their suitability for a mentoring relationship. Representative questions include:
 - What is motivating you to become a mentor?
 - Why do you think you would be a good mentor to a young adult?
 - What strengths would you bring to a mentoring relationship?
 - In what ways might a mentoring experience contribute to your development?
 - Have you had other experiences as a mentor or mentee? Tell me about them?
 - What do you do currently? What do you find most challenging, or most rewarding about your current situation?
 - Do you have any hobbies? Other interests? Tell me about them.
 - How do you respond to situations that may be outside your comfort zone? For example, relating across cultural, economic, or social lines. Tell me a story of an occasion where you interacted with a person(s) from a racially diverse background.
 - What situations cause you the most stress?
 - What situations bring you the greatest satisfaction?
- Criminal background checks are required for prospective adult mentors and include a search of a national criminal records database, sex offender and child abuse registries and, when relevant, driving records.
- Reference check interviews are conducted in person or by telephone with multiple adults who know the prospective mentor.
- Typically, prospective mentors and young adults agree to at least a one year commitment for the mentoring relationship, understanding that there may be incompatibilities that will lead to earlier closure of the mentoring relationship.
- Typically, prospective mentors and young adults agree to meet at minimum once a week, typically face-to-face, averaging about four hours per month.
- Mentors and young adults typically are asked to sign a statement indicating their agreement to participate in the program.

3. Best Practices for Training

- A minimum of two hours of mentor training is provided. Similar training may be provided for young adults; or mentor and young adult may be involved together in one or more training sessions. Topics and skills such as the following may be included in workshops: ³⁶
 - Protocols: duration of meetings, how to deal sporadic meeting attendance, establishing goals and expectations, obligations and appropriate roles, financial policies, evaluation options, procedures for effective closure of the mentoring relationship.
 - Ideas for the mentoring relationship: initiating the relationship, ideas for mentoring activities, available resources and support, mentoring specific populations of young adults.
 - Risk management: appropriate physical contact and other safeguards when meeting, ethics and safety issues, contact information in case of emergency or crisis, mandatory report requirements (e.g., suspected abuse or neglect, suicidal or homicidal suspicions), confidentiality, understanding confidentiality restrictions in health and medical care, social media use (including appropriate photo and image use), overnight visits, out of town travel, transportation policies, substance abuse, firearms and other weapons, including others in mentoring meetings and activities, grievance procedures. (See below on monitoring and techniques for troubleshooting and early identification of problems. ³⁷)
- Additional training may be provided in such areas as the following:
 - Effects of developmental characteristics of young adults on the mentoring relationship.
 - The ways in which culture, gender, race and ethnicity, socio-economic status, and religion may affect the mentoring relationship.
 - Dealing with conflict and differences in the mentoring relationship.
 - Topics tailored to the needs and characteristics of the mentees.

A mentor shares experiences and lessons learned. These are used as examples rather than as a blueprint...

4. Best Practices in Matching Mentors and Young Adults

- Characteristics such as interests, availability, age, gender, race and ethnicity, personality, personal expectations, among others are considered when making matches.
- Ministry leaders may arrange and may be present during an initial meeting between the mentor and young adult to deal with questions or explain support helps.
- Mentor and young adult may sign a commitment agreement that includes specific aspects of the mentoring relationship such as frequency and duration of meetings, contact information, roles of each person, confidentiality, and relevant risk management issues.

³⁶ See also Sue Baker and Alan Jensen. "A Mentoring Skills Workshop". Stellenbosch University: The Coaching Centre, November 2013. Available among other resources from this link: <http://www.sun.ac.za/english/search/pages/results.aspx?k=a%20mentoring%20skills%20workshop>

³⁷ Useful information about ways to prevent questionable or harmful situations from arising is found in "Managing Risk After the Match is Made" at <https://educationnorthwest.org/sites/default/files/resources/factsheet11.pdf>

5. Best Practices for Mentors³⁸

- A mentor is a “learning facilitator” rather than the person with all the answers.
- A mentor will guide the young adult to other resources when additional wisdom and experience is needed.
- The mentor asks effective questions that encourage the young adult to think more broadly and deeply. For example, if he or she talks only about facts, ask about feelings. If he or she focuses on feelings, ask him or her to review the facts. If he or she seems stuck in an immediate crisis, help him or her see the big picture, or to think through how to get help.
- A mentor shares experiences and lessons learned. These are used as examples rather than as a blueprint for solving the young adult’s problems. The mentor helps the young adult see alternative interpretations and approaches.
- A mentor helps the young adult reflect on successful strategies he or she has used in the past that could apply to new challenges.
- The mentor resists the temptation to control the relationship and steer its outcomes; the young adult is responsible for his or her own growth.
- The mentor builds confidence through supportive feedback—encouraging, inspiring and challenging the young adult to achieve his or her goals.
- The mentor is open to feedback about the quality of the mentoring relationship and works with the young adult to improve.
- The mentor knows that a mentoring relationship benefits both the mentor and the young adult.

6. Best Practices for Troubleshooting and Support

- Techniques for troubleshooting and early identification of problems have been developed in the mentoring ministry.
- Ministry leaders contact mentors and young adults about once a month during the first few months of the mentoring relationship and occasionally after that until the mentoring relationship comes to close.
- Ministry leaders pay attention to matters such as the value of activities, quality of the relationship, outcomes and other matters of importance to the continued effectiveness of the mentoring relationship.
- Ministry leaders, mentor and young adult, and if necessary an external advisor should assess factors that allow participants to determine whether or not the mentoring relationship should close or continue. (See #7 below and the section in this Handbook, “Mentoring Programs: Templates & Sample Forms” for forms that can be adapted for your use).
- Mentors are made aware of relevant resources (e.g., experts, publications, digital resources, social services, other mentors) to help them deal with challenges.
- About once a year, training opportunities are offered.
- Group meetings are organized to provide conversation and sharing of resources across the mentoring relationships.

³⁸ This section is adapted from Mentoring Guide for Mentors. Center for Health Leadership and Practice, A Center of the Public Health Institute, Oakland, CA., 2003. <https://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf> –See Appendix 1 in the document)

7. Best Practices for Effective Closure of the Mentoring Relationship

- Procedures are in place to manage anticipated and unanticipated closures—including situations where one member of the match is unwilling to engage the closure process.
- Procedures include an exit interview for participants in the mentoring relationship. Topics discussed during the interview may include such matters as feelings concerning the closure, reasons for the closure if relevant, benefits of the mentoring relationship, advisability of post-closure contact, creation of a plan for post-closure contact if relevant, opportunities for another mentoring relationship.
- Procedures include policies for establishing new mentoring relationships.
- The ministry may provide training as to how young adults can identify and connect with the natural mentors in their lives.
- The ministry hosts a final celebration gathering for mentors and young adults.



Checklist for Starting a Mentoring Program

Mentoring may be the informal, individually planned relationships between a mentor and one or more young adults; or, given the number of available resources and knowing the far-reaching impact of mentoring in the lives of young adults, the congregation may develop a more formal mentoring ministry. The various sections in this Handbook will be useful in developing a program.

When establishing a mentoring program, first enlist a person or small team to champion the initiative. The person or team may recruit others from the congregation or from among the young adults to take on or help with specific tasks such as the following:

- Describe the purpose of a mentoring initiative.
- Identify guiding principles (e.g., confidentiality, boundaries).
- Find out how many young adults would welcome a mentoring relationship.
- Establish a process for how mentors will be recruited and selected.
- Enlist people with ability and knowledge in needed areas to create (and possibly lead) basic training workshops for mentors and young adults.
- Sort through resources and make them available to the mentoring teams.
- Inform mentors and young adults of communication channels for information or troubleshooting.
- Create three levels of evaluation: (1) using resources in this Handbook, prepare about a half page of questions that mentoring teams may choose from to reflect on their mentoring relationships (typically after 3-4 months); (2) using resources in this Handbook, prepare questions, a form, or interview guideline for mentoring teams who have been together for about a year; and (3) prepare a short list of reflection questions for mentoring teams to select from when the mentoring relationship is coming to a close.

Information in this Handbook may be adapted as you work through your checklist. Additional information is available at these links:

- “How to Build a Mentoring Program: A Mentoring Program Toolkit” (Leadership Development Program, 2010) <https://ndcrc.org/resource/how-to-build-a-mentoring-program-a-toolkit-uspto/>
- How to Build an Effective Mentoring Program Using the Elements of Effective Practice: A Step-by-Step Tool Kit for Program Managers.” eBook. MENTOR/National Mentoring Partnership, 2005.³⁹ https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf
- “How to Start a High Impact Mentoring Program.” Chronus Resources. <https://chronus.com/how-to-start-a-mentoring-program>
- For an example of a congregation’s mentoring ministry see Prioritizing Mentor relationships. Brentwood Baptist Church, Brentwood, TN (<https://brentwoodbaptist.com>). You will find useful helps in the resources they developed for their mentoring ministry. Access them at these links:
 - *The Mentoring Book*—a guide to the concept of Christian mentoring. <http://adults.journeyonleadership.com/wp-content/uploads/sites/7/2017/01/MentoringEBook.pdf>
 - *Mentor Relationships Brochure*—detail on the mentoring discipleship ministry. Download this brochure at this link: <https://brentwoodbaptist.com/ministries/adults/mentor-relationships>

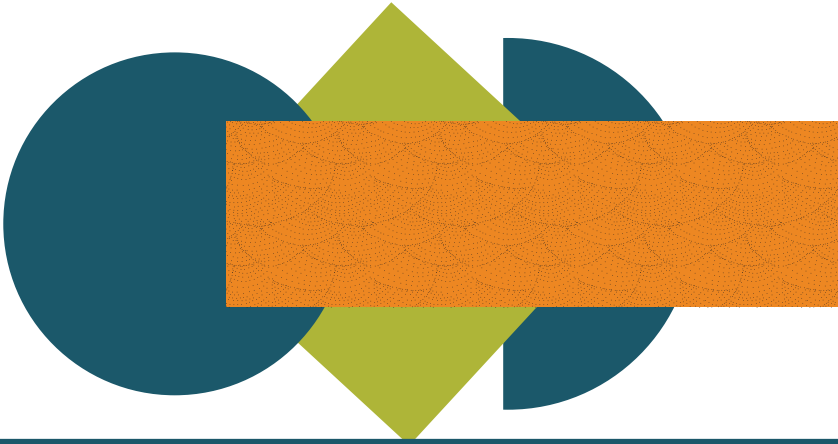
A final word . . .

There is no shortage of “how to” information—as you will see from the resources above. If you are tempted to use the information to create a massively structured design and enormously detailed manual, RESIST!

Outline the basic elements of your mentoring ministry with a sentence or two of description for each. Your board or leadership team will appreciate a proposal of about 3-5 pages! Then as the ministry unfolds, draw on available resources (this Handbook, the links above, and others you find) for the necessary detail. Focus more on active implementation than producing lengthy descriptions of what you should or will do.

“It doesn’t matter if you’re the smartest person in the room: If you’re not someone who people want to be around, you won’t get far. Likewise for helping those in line behind you. I take seriously my role as a mentor to young female filmmakers--I make sure my time is tithed.” -Melissa Rosenberg

³⁹ The “elements of effective mentoring” are given in this eBook. Michael Garringer, Janis Kupersmidt, Jean Rhodes, Rebecca Salter, and Tammy Tai. *Elements of Effective Practice for Mentoring* (4th ed.) (MENTOR: The National Mentoring Partnership, 2015). https://www.mentoring.org/images/uploads/Final_Elements_Publication_Fourth.pdf



Crisis Intervention

Mandatory Reporting Information

The laws concerning abuse and neglect of children do not identify volunteers as mandatory reporters. However, they are “encouraged to report suspected child abuse and neglect”. Since clergy are among those listed as mandatory reporters and since simply reporting a suspected case of abuse to one’s clergy “does not satisfy your mandated reporter requirement that you call the hotline”, it seems that more than “encouragement” is indicated.⁴⁰

Each state has laws concerning mandatory reporting. See these links concerning mandatory reporting in Illinois:

- Scroll for information about who is a mandatory reporter and to access (in English and Spanish) the Illinois 2019 Manual for Mandated Reporters: <https://www2.illinois.gov/dcf/safekids/reporting/Pages/index.aspx>
- The Illinois 2019 Manual for Mandated Reporters can also be accessed at this link: https://www2.illinois.gov/dcf/safekids/reporting/Documents/CFS_1050-21_Mandated_Reporter_Manual.pdf

For information about what to do if a person older than 18 years says he or she was abused as a child see “Care Enough to Call” at https://www2.illinois.gov/dcf/safekids/reporting/Documents/Care_Enough_to_Call.pdf

With regard to mentoring relationships with young adults, there are certain things that mentors should never be expected to handle without support. Young adults may require intervention in areas such as harassment, addiction, criminal involvement, abuse or neglect, suicidal behavior or threat of suicide,

⁴⁰ See the document, “Care enough to Call” at https://www2.illinois.gov/dcf/safekids/reporting/Documents/Care_Enough_to_Call.pdf

and mental illness (see information at <https://www.samhsa.gov/> – the Substance Abuse and Mental Health Services Administration). In such cases, the church and/or mentoring program should provide a clear path and resources for the mentor to follow in reporting and/or referral. If you haven't already done so, it is wise to compile a referral list of agencies and personnel; and to develop policies concerning mandating reporting and confidentiality.

Confidentiality and trust go together. But when the safety of the young adult, or others affected by the young adult is an issue, confidentiality cannot be maintained. You might tell the young adult(s) that information they share with you will be kept in confidence; but advise them that there are certain

Confidentiality and trust go together. But when the safety of the young adult, or others affected ... confidentiality cannot be maintained

situations you must report because of their potential to do harm to them or others. For example, abuse, involvement in illegal activity, potential harm to oneself (e.g., suicidal threats), violence toward others, drug or alcohol dependency. Be clear that resources and help are available and that an issue will be shared with appropriate personnel and dealt with in an appropriate manner. Early in the mentoring relationship you might discuss with the young adult(s) what should be or could be done if such issues come to light, and what resources are available.

In some cases, the young adult will live in a situation where they see abuse, mental illness, or violence frequently. If you discover that this is the case, you might discuss ways to stay safe or where to go for help if he or she needs to intervene or is in danger.

Often it is difficult for a mentor to determine what should be reported and what requires support. The Mentoring Plus Workshop Series, “Responsible Mentoring: Talking About Drugs, Sex and Other Difficult Issues” distinguishes among issues that are “delicate”, those that are “of concern” and “crises requiring intervention”.⁴¹

“Delicate” Issues are identified as sex, peer pressure, hygiene, self-image and insecurities, and cultural identity. The mentor is advised to handle such issues with sensitivity and, typically, to discuss them when the mentee initiates such a conversation.

“Issues of Concern” are identified as unsafe sex, fighting, delinquent behavior, gang involvement, drug and alcohol use [including vaping]. The mentor is

⁴¹ See p. 1, <http://emt.org/userfiles/RespMentoringBooklet.pdf>

advised to discuss such matters with the relevant leadership. These issues may not require direct intervention; but they may be persisting conditions that young adults face. Mentors may need training in how to support the young adult without judging him or her—and without trying to force behavior change. Over time, with appropriate personal and spiritual support, they may be able to help the young adult deal with the problems.

“Crises Requiring Intervention” are identified as serious abuse and neglect, drug and alcohol addiction, severe violence, criminal behavior, depression and/or threat to commit suicide, debilitating mental illness. These are serious issues and most require immediate intervention or reporting to the appropriate authority—and the mentor should never have to manage such crises alone.

In matters that affect them the need for young adults to make their own decisions, or at least engage in responsible discussion of the issue, should be respected. Part of the role of a mentor is to assist the young adult to learn necessary skills, clarify values and beliefs, reflect on his or her behavior, and to learn to make wise choices. The following tips for mentors are from the Mentoring Plus Workshop Series manual:⁴²

- Focus on his/her feelings and needs rather than jumping to problem-solving.
- When the issue has been talked about, ask, ‘What do you think you would like to do about this situation,’ and ‘How would you like for me to help?’
- If you are not comfortable with what (s)he wants to do, ask yourself why before you decide whether to say so.
- If what (s)he wants to do is not possible, explain gently and apologize.
- Ask what alternative solutions would make him/her comfortable.
- Encourage critical thinking through questions and reflections.
- Use the words, ‘I don’t know — what do you think?’

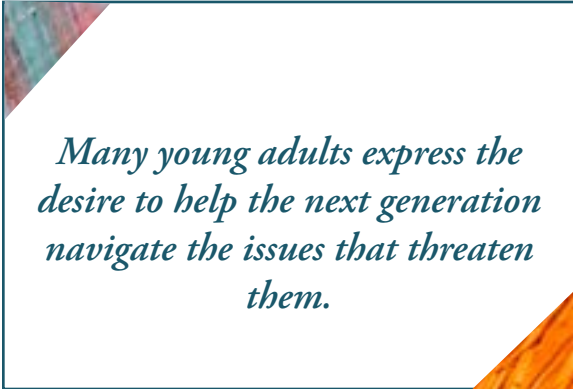
Violence, Racial Profiling, Injustice

Mentors may help young adults process the trauma resulting from persisting inequality, prejudice, racism, police profiling and violence, and so on. While oriented to youth, “Supporting Young People in the Wake of Violence and Trauma” provides resources that may be adapted to mentoring relationships with young adults.⁴³ The document includes links to a number of sites that offer resources, ideas, and support; along with the encouragement to discuss the violence that affects families and agencies within local communities. The mentoring relationship becomes a safe place where mentors and young

⁴² See p. 30, <http://emt.org/userfiles/RespMentoringBooklet.pdf>

⁴³ See “Supporting Young People in the Wake of Violence and Trauma.” MENTOR: The National Mentoring Partnership (MENTOR) in collaboration with the Mental Health Association (MHA) of New York. This paper and other resources may be accessed at this link: <https://nationalmentoringresourcecenter.org/index.php/component/k2/item/418-supporting-young-people-in-the-wake-of-violence-and-trauma.html> (As of September 2019 all the links in the paper were active.)

adults can explore and consider possible responses to discrimination related to race, gender, class, sexuality, and so on. The mentor may ask such questions as, “How can I help?” “What do you think are ways to positively address this issue or situation?” If the young adult is faced with the need to report a situation, provide contact information to suitable agencies; and if desired, accompany him or her to the agency. Many young adults express the desire to help the next generation navigate the issues that threaten them. Consider adapting ideas and information from the links in “Supporting Young People in the Wake of Violence and Trauma” that suit your context to create resources and strategies that will help young adults mentor the next generation.



Many young adults express the desire to help the next generation navigate the issues that threaten them.

Mentoring has also become increasingly urgent in prison populations and among those newly released. “Research has consistently demonstrated the importance of adequate social support for those attempting to reenter society. Positive social connections can boost the likelihood of a whole range of beneficial outcomes . . . Not all of those who are reentering society as former offenders have a significant number of positive social relationships, however, and recent efforts have attempted to supplement that shortfall by utilizing a mentoring model”. While the disproportionate number of young men from racially diverse backgrounds who are incarcerated is disturbing, women also are at “heightened risk of substance abuse, experiencing physical abuse, and suffering from mental ill-health both pre and post-incarceration relative to their male peers. While their risks are daunting, women in the criminal justice system have also been shown to be receptive to the opportunity to develop the kind of positive relationships that mentoring can offer”.⁴⁴

⁴⁴ “Mentors Serve as ‘Facilitators of Change’ for Ex-Offenders’. The Chronicle of Evidence Based Mentoring. March 15, 2016 <https://www.evidencebasedmentoring.org/mentors-serve-as-facilitators-of-change-for-ex-offenders/>



Corporate Mentoring: Anything Congregations Can Use or Adapt?

In 2017 it was reported that 70% of Fortune 500 companies and about 25% of smaller companies have mentoring programs.⁴⁵ The benefits, one would think, are obvious: mentoring supports future leadership, increases retention—thus reducing the significant costs of recruiting and training new employees—and increases diversity when women, generational differences, and people from racially diverse backgrounds are taken seriously. However, some companies report problems with mentoring: little to no executive commitment and the formulaic procedures which many employees find unhelpful and impersonal.

Also, some mentoring programs are established by people who have never been mentored, and who base the program on older corporate models where employees stayed at one job or with one company while advancing gradually through the ranks. This model presumes that one-on-one mentoring programs where an older (typically white male) meets more or less regularly and informally with a younger (typically white male) are the norm. Further, the pressures of the global marketplace often strain profit margins and mentoring initiatives are therefore underfunded—or cut altogether.

Successful programs in the corporate sector are funded appropriately and have the short-term services of a competent consultant who trains a mentoring director and ensures that necessary skills are developed (e.g., listening and how to get feedback, budgeting, use of communication technology and software needed to enable mentoring participants to meet electronically when necessary or desired).

⁴⁵ Mel Jones. “Why Can’t Companies Get Mentorship Programs Right?” The Atlantic. Jun 2, 2017. Access at <https://www.theatlantic.com/business/archive/2017/06/corporate-mentorship-programs/528927/>

Mentoring programs in business tend to be more structured because mentoring teams also deal with specific matters related to employment, advancement, professional as well as personal development, corporate skills, occasional engagement with corporate executives, and so on. Mentoring programs will benefit a corporation; but if done poorly they can lead to stories such as this: “. . . it’s hard to fix mentoring programs if employers don’t ask for feedback and employees don’t tell them what’s wrong. . . . When I reached out to a group of elite, professional women about their experiences with workplace-based mentoring, hardly anyone volunteered to share stories on the record, for fear of professional blowback. One woman simply wrote, ‘Try to avoid formal programs at all costs. Torture’”.⁴⁶

It should also be noted that there is a shortage of mentors for women in corporate contexts. Now, with rightful resistance to harassment in the workplace many men are reluctant to mentor women. Wendy Murphy has offered advice for men who see the importance of mentors for women but who are nervous to assume that role. In essence she says be intentional in seeking out women, be transparent, listen and identify opportunities, acknowledge gender issues, and help women make connections.⁴⁷

Mentoring Models

Basic models focused on recruiting, training, and overseeing the mentoring process include the following:

...be intentional in seeking out women, be transparent, listen...

- **One-on-one mentoring** where someone typically older and more experienced, mentors a typically younger and less experienced person is most common.
- **Group mentoring** reflects the typical corporate team structure and involves one mentor meeting more or less regularly with a small group.
- In **peer mentoring**, men and/or women of similar experience and work role meet one-on-one or in small groups for support and to share knowledge and skills.
- Occasionally a junior person will mentor a more senior person for specific learning or support. This so-called **reverse mentoring** typically results in mutual learning.
- **Training-based mentoring** focuses on the development of specific skills or areas of knowledge pertinent to one’s role in a company. It is typically short-term with low priority given to relationship building.
- **Executive mentoring**, while more demanding of those who lead the organization, “may be the most effective way to create a mentoring culture and cultivate skills and knowledge throughout an organization. It is also an effective succession-planning tool, because it prevents the knowledge ‘brain drain’ that would otherwise take place when senior management retires.”⁴⁸

⁴⁶ Ibid.

⁴⁷ Wendy Murphy. “Advice for Men Who Are Nervous About Mentoring Women.” The Harvard Business Review, March 15, 2019. Access at <https://hbr.org/2019/03/advice-for-men-who-are-nervous-about-mentoring-women>

⁴⁸ “Do You Know the 5 Types of Business Mentoring Models?” Mentoring Complete. Access at: <https://www.get.mentoringcomplete.com/blog/bid/30129/Different-Types-Of-Business-Mentoring-Models>

- **E-mentoring.** Given the fluid nature of the workplace, e-mentoring allows mentoring relationships to function even at a distance.

Mentors and mentees may be matched through a managed interview process; or, those desiring a mentor may choose a mentor who has volunteered his or her availability. Corporate mentoring typically matches mentors and mentees through a formal mentoring program in order to ensure the “right fit” for the job. While mentoring is not uncommon in corporate settings, often it is less than effective due to lack of executive involvement, minimal financial support, and inadequate mentor training. Mentor support groups are recommended to allow mentors to share experiences and ideas, encourage one another, and discuss problems. Mentees are encouraged to develop a “personal board of directors—a diverse group of mentors and advocates with different areas and levels of specialization . . .”⁴⁹

The apparent ill-preparedness of high school and college graduates in areas of ethics and capacity to lead is a further concern for corporate leaders. Sheppardson argues that the need to find a paying job, the lack of suitable mentors, and being stuck in an “I” generation when their inner selves are by nature looking for a “we” society, is fostering a generation of young adults ill-prepared for a world of work and accountability. “Companies invest great amounts in to developing technical skills but maybe there is a greater need to develop the mindset of people, their approach and their understanding of their role within the community”.⁵⁰

Lester Wright, director of the award winning Mentoring Matters program at the Goddard Space Flight Center, NASA, maintains that mentoring will show positive results if used properly.

According to Wright, much of the problem with corporate mentorship programs is that they miss an opportunity to create a formal, structured path for mentors and mentees. Outside of work, there are plenty of informal mentorship opportunities, but companies have the opportunity to facilitate more directly impactful relationships—and they often squander it. This becomes a more pressing issue as more and more workers age into retirement, since companies risk losing a wealth of data and information as millions of people exit the workforce without passing much of it on.⁵¹

Businesses committed to ethnic and gender diversity may use mentoring to build relationships across barriers, to encourage mutual understanding, to develop working teams, and so on.

⁴⁹ Kandia Johnson. “5 Mentorship Misconceptions That May Be Holding You Back”. Black Enterprise Magazine, April 1, 2018. <https://www.blackenterprise.com/top-misconceptions-mentorship/>

⁵⁰ Chris Sheppardson. “Personal Development: Why Today’s Young Leaders Need Individual Coaching and Mentoring”. TrainingZone. October 26, 2018. Access at <https://www.trainingzone.co.uk/develop/talent/personal-development-why-todays-young-leaders-need-individual-coaching-and-mentoring>

⁵¹ Mel Jones. “Why Can’t Companies Get Mentorship Programs Right?” The Atlantic. Jun 2, 2017 <https://www.theatlantic.com/business/archive/2017/06/corporate-mentorship-programs/528927/>

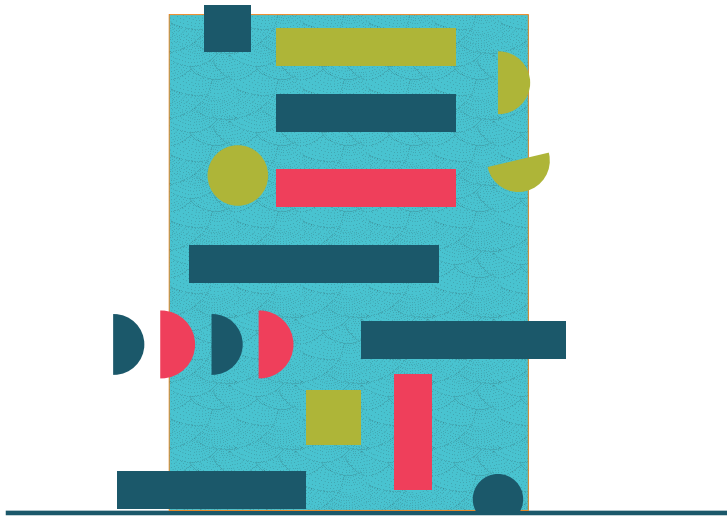
Important in these efforts are authentic commitment at the executive levels, inclusiveness (among mentors and mentees), and diverse elements in program design and training to reflect various cultural and personal backgrounds.

As more workplaces embrace cutting-edge communications technologies, mentoring is no longer being viewed as a one-size-fits-all proposition, especially [in] a technical organization such as NASA. Today's modern mentoring is about having open, flexible learning relationships in which anyone can take part, anyone can share information and insights, and anyone can be a learner.⁵²

Mentoring brings us together . . . in a manner that forces us to acknowledge our interdependence, to appreciate, in Martin Luther King, Jr.'s words, that 'we are caught in an inescapable network of mutuality, tied to a single garment of destiny.' In this way, mentoring enables us to participate in the essential but unfinished drama of reinventing community . . .

– Marc Freedman

⁵² Lester Wright. "Mentoring Matters at NASA". Association for Talent Development. March 29, 2017.
<https://www.td.org/insights/mentoring-matters-at-nasa>



Basic Templates and Sample Forms

Basic templates and sample forms adapted from several sources are included in this section. If you adapt any of these forms, select items and a format that are appropriate in your context.

Go to <https://www.mentoring.org/images/uploads/MentoringPolicy.pdf> and download the eBook Generic Mentoring Program: Policy and Procedure Manual. It contains many more templates and sample forms that may be adapted for your use.

Sample Application Form #1
We Can Help You Find a Mentor

If you wish to have a mentor, but don't know anyone who could be your mentor, we will help to match you with someone. Please give us the following information so that we can suggest possible mentors. You and the proposed mentor will approve the match before any mentoring relationship is established.

Your Name: _____

Email Address: _____

Mobile Number: _____

1. Why do you want to work with a mentor? Do you prefer your mentor to be of your gender and ethnicity?

2. Describe what you do best. What are you good at?

3. What would like to strengthen through working with a mentor?

4. What are your interests or hobbies?

5. Do you have someone in mind to suggest as a mentor?

Sample Application Form #2

Application to be a Mentor

The mentoring relationship is based on trust, common goals and expectations, and mutual respect. Please share the following information so that we have a basis for suggesting a young adult for you to mentor. You and the proposed young adult will approve the match before any mentoring relationship is established.

Your Name: _____

Email address: _____

Mobile Number: _____

Please respond to the following:

1. Why do you want to be a mentor? Do you prefer to mentor someone of your gender and ethnicity?

2. What are your preferences (check all that apply):

_____ To mentor one on one.

_____ To mentor a small group.

_____ To mentor a young adult who is new to this country and culture.

_____ To mentor a young adult whose interests match my own.

_____ To mentor a young adult who is trying to discern his or her purpose and calling.

_____ To mentor a young adult with disabilities.

_____ Other (please describe) _____

3. Identify your greatest strengths:

4. What are your most satisfying interests or hobbies?

5. What do you believe a young adult(s) could learn from you?

6. How would you want us to support you in this service?



Please list three people as references. They must have known you for at least a year.
Do not list relatives.

1.

Name _____

Address _____

Telephone: _____

How long have you known this person? _____

Your relationship with this person _____

2.

Name _____

Address _____

Telephone: _____

How long have you known this person? _____

Your relationship with this person _____

3.

Name _____

Address _____

Telephone: _____

How long have you known this person? _____

Your relationship with this person _____

Sample Form #4:

Questions to Ask of References

In an interview or as a printed response form

Here is a sampling of questions to ask of those submitted by the potential mentor as references:

- How long have you known _____ and in what capacity?
- What would you identify as _____ strengths as a mentor?
- What would you identify as limitations should _____ become a mentor?
- How well does _____ fulfill responsibilities?
- How well does _____ get along with others?
- Does _____ ever show disrespect to people of other cultural groups, social contexts, gender? Please describe. (Use reverse for comments)
- How would you describe _____ sensitivity toward others?
- To what extent does _____ show good listening skills?
- In your judgment, would this person be a good role model for young adults? Yes___ No___
- What additional information or concerns would you like to share with us? (Use reverse for comments.)

NOTE: Trust is built when confidentiality is respected. But as you are determining how you will relate to one another, tell the young adult(s) that information they share with you will be kept in confidence; but that there are certain situations that you must report because of their potential to do harm (e.g., abuse, criminal activity, suicidal threats, threats of violence toward others). Talk about how such issues will be shared and with whom. You may elicit their ideas about what to do in such situations.

Sample Form #5 Confidentiality Agreement

Personal information is shared in any mentoring relationship. To establish and sustain mutual trust, limits and clear boundaries must be agreed upon at the beginning of the relationship. The following statements may be used or adapted as you create your confidentiality agreement. You may decide on a verbal agreement after discussion; or you may sign an agreement and review it from time to time.

What we discuss stays between us unless we give each other permission or ask that the information be shared with others.

Add other conditions to which you both agree. For example, what will you do if one member of the relationship shares something potentially harmful or criminal?

Mentor signature

Date

Young Adult signature

Date

Sample Form #6 Mentoring Agreement

It may help to make a note of such things as meeting times, number of meetings per month, how you will communicate with one another and so on. The following form serves as a reminder and as a signed agreement.

Mentor: _____

Young Adult(s): _____

These are our preferred meeting days _____

These are preferred meeting times: _____

We will meet (e.g., once a week, every other week) _____

We will meet generally for (how long?): _____

Who will take the lead (mostly) in planning for meetings? _____

What are the most important ground rules for our meetings?

1. _____
2. _____
3. _____
4. _____
5. _____

What three things do we want to work on in the first six months of our mentoring relationship?

1. _____
2. _____
3. _____

Best way to contact mentor _____

Best way to contact young adult(s) _____

Each of us will always contact the other if something comes up that requires that we cancel or change the time/day of our meeting.

Mentor signature

Date

Young Adult signature

Date



Sample Form #7
Planning the Mentoring Meeting

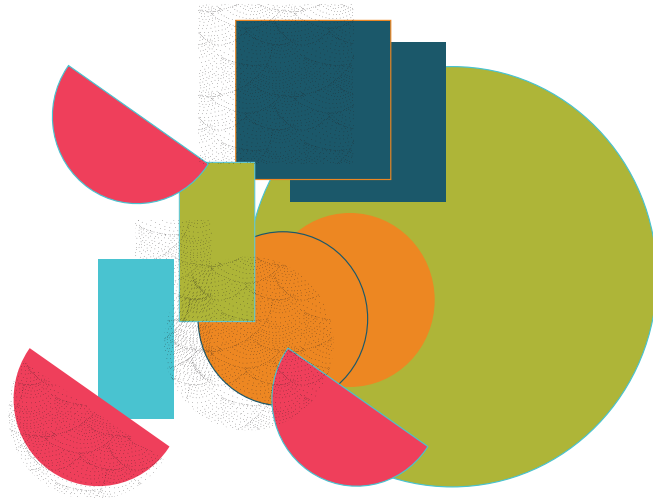
Place and date of meeting: _____

What we hope to achieve at the meeting: _____

Topics we intend to discuss:

Place and date of next meeting: _____

How might we improve our meeting times? (Use reverse if necessary)



Background Check Information and Services

It is sad that a section like this is needed; but, it is. This section focuses on ways to screen for those who should not be mentors, and lists some services that will do background checks for your church.⁵³ While a background check may turn up something that won't necessarily disqualify a person from becoming a mentor, the following circumstances are always cause for rejection of an applicant:

- Prior history of abuse of children, sexual or otherwise.
- Conviction of any other crime in which children were involved.
- History of extreme violence or sexually exploitive behavior.
- Termination from a paid or volunteer position caused by misconduct with a child.⁵⁴

On March 23, 2018, the Child Protection Improvements Act (CPIA) was signed into law. This law “enables organizations serving vulnerable populations, such as children, the elderly, and individuals with disabilities to conduct fast, accurate, and affordable FBI background checks on prospective volunteers and employees”.⁵⁵

Screening is one thing you will do to safeguard people and ministry.

Screening is one thing you will do to safeguard people and ministry. And it is important to limit screening to that which will confirm whether or not a volunteer or applicant for a staff position is suitable for the position. In other

⁵³ For information on background checks see “Eight Popular Background Checks for Volunteer Organizations” at <https://blogs.volunteermatch.org/engagingvolunteers/2018/06/07/eight-popular-background-checks-for-volunteer-organizations/>; “Where to Get a Criminal Background Check” at <https://www.infomart-usa.com/blog/get-criminal-background-check/> and “Background Check in Illinois” at <https://freebackgroundchecks.com/states/illinois/>

⁵⁴ Barbara Oliver. Guide to Screening and Background Checks. eBook. Mentoring Resource Center in cooperation with the U.S. Department of Education, 2006. <https://educationnorthwest.org/sites/default/files/resources/screening.pdf>

⁵⁵ “Child Protection Improvements Act Becomes Law.” American Camping Association, March 26, 2018. <https://www.acacamps.org/news-publications/hot-topic/child-protection-improvements-act-becomes-law>

words, volunteers and applicants for staff positions have the right to have their privacy respected and to be treated fairly. In fact, Oliver cautions that many jurisdictions will exact penalties against organizations that wrongfully use information obtained from background checks. (Contact the Illinois State Police about laws pertaining to background checks in Illinois <http://www.isp.state.il.us/>)⁵⁶

The American Camping Association provides information on background checks and state regulations concerning background checks.⁵⁷ (If the link has been changed, do a search on “Background Checks” or “State Law and Regulations” at the American Camping Association’s web site (www.acacamps.org). Click around the site for additional resources that may be of interest.)

The eBook, *Guide to Screening and Background Checks*, while oriented to children and youth mentoring, provides much helpful information about policies and procedures that can be adapted to your mentoring ministry. Download it at this link: <https://educationnorthwest.org/sites/default/files/resources/screening.pdf>

There are several types of background checks. Not all need to be used, and “fishing expeditions” are not appropriate. Develop a policy to guide which types of searches are necessary for your ministry; then search available sites and registries or pay a company to conduct the search for you (see potential companies below). You should also ask for consent before doing a search. Access the eBook using the link in the box above and go to Appendix A-6, Sample #1, p. A-13 for a sample consent form for background checks.

Child abuse reporting and recognition. Each state provides information on preventing and reporting child abuse. Even if volunteer mentors and mentoring program leaders are not on the list of mandated reporters, see <https://www2.illinois.gov/dcf/Pages/default.aspx> for information. (The landing pages at this site scroll automatically. Click #2 on left side margin, “Protecting Children—It’s the Law in Illinois”. Information about mandating reporters can be accessed from this page.)

Credit checks. This search gives insight into the degree of financial responsibility and limits the possibility of fraud and theft.

Criminal checks. National criminal database searches will search all states for criminal records (search online for a company to do this for you or select one of the services listed later in this document). State background checks (fees

⁵⁶ Barbara Oliver. *Guide to Screening and Background Checks*, p. 10 <https://educationnorthwest.org/sites/default/files/resources/screening.pdf>

⁵⁷ See <https://www.acacamps.org/resource-library/public-policy/criminal-background-checks-issues-resources-camps> and <https://www.acacamps.org/resource-library/state-laws-regulations>

and limitations vary from state to state) include only crimes committed in that state. Criminal history in Illinois can be accessed at www.isp.state.il.us/crimhistory/chri.cfm

Department of Justice sex offender registries. See the National Sex Offender Public website at <https://www.nsopw.gov/>; Illinois Sex Offender Information at <http://www.isp.state.il.us/sor/>

Drug testing. Drug screening will eliminate substance abusers and those who will do potential harm to others from the effects of drugs.

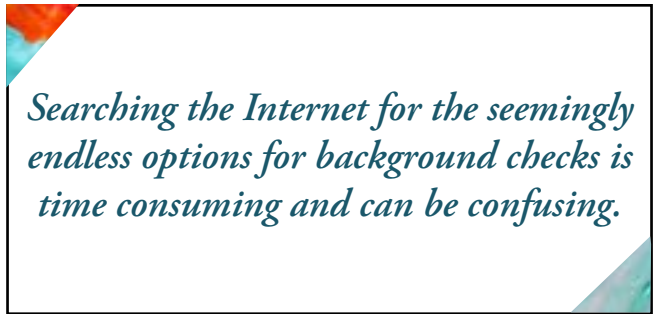
Employment and education verification. The searches contact past employers' human resource departments and contacts educational institutions to confirm educational attainments.

I.D. verification. While a name-based check uses a person's name and social security number (SSN) to match any possible criminal records, the applicant could give you an alias and false SSN. Female applicants, in particular, may have more than one last name. A criminal database may have misspelled a name resulting in a search that pulls up a criminal record belonging to another person. Therefore, more than one sort of background check is advised.

Social media checks are becoming more common especially as social media sites can reveal both positive and negative information.

Organizations Offering Background Check Services

Searching the Internet for the seemingly endless options for background checks is time consuming and can be confusing. Consider using a company that, for a fee, will do comprehensive searches for you. Some of the following allow the applicant to pay the fee for their background check through their software platform—or you can build such checks into your mentoring program budget. (Obviously all these organizations' screening services apply to all organizations; but some focus specifically on churches and other nonprofit religious organizations. Also, check with your local police department. Some will provide free background checks of volunteers for churches.) Here are some examples (all the links are active as of September 2019):



Searching the Internet for the seemingly endless options for background checks is time consuming and can be confusing.

Background Checks.Com

They offer screening services for churches and religious organizations. Volume pricing is available. See <https://www.backgroundchecks.com/solutions/churchesandreligiousorganizations>

Background Checks for Volunteers

<https://backgroundchecksforvolunteers.com/>

They have a specific focus on background checks for religious organizations.

Verified Volunteers (Sterling Volunteers)

<https://www.sterlingvolunteers.com/>

First Advantage

<https://fadv.com/>

Driving record report services will access various driving history records for a fee. Here are some of the services available:

Corra Group provides various screening services. www.corragroup.com For Illinois driving records go to <http://www.corragroup.com/illinois-driving-records.html>

Crimcheck <https://crimcheck.net/services/driving-records/>

National Employment Screening (NES) offers a variety of screening options.

<https://national-employment-screening.com/> For Illinois driving record screening go to at <https://national-employment-screening.com/illinois-driving-records/>

MVR Online offers an automated way to order driver's records online. Fees for searches are listed state by state. See <https://www.mvronline.com> For Illinois driving records go to <https://www.mvronline.com/Illinois-driving-records-mvr.html>

Protect My Ministry offers church background checks for staff and volunteers. <https://protectmyministry.com/background-checks/>

Shepherd's Watch Background Checks

A Division of Group Publishing (they produce curriculum for church programs).

<https://www.group.com/category/ministry-resources/church-safety/shepherds-watch-background-checks.do>

Ministry Safe Background Checks

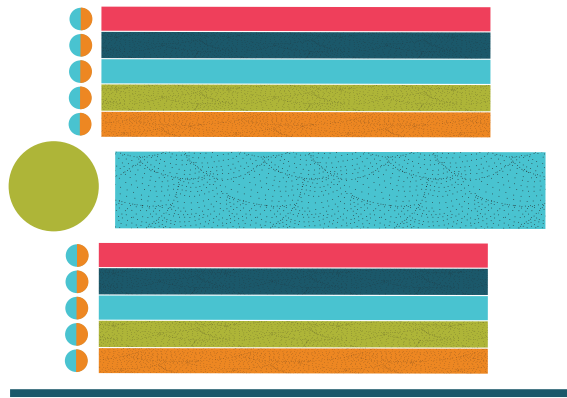
<https://ministrysafe.com/the-safety-system/background-checks/>

Federal Volunteer Protection Act 1997

Federal Volunteer Protection Act 42 USCA Sec. 14501 et seq. was signed into law by President Bill Clinton, June 18, 1997. Likely your church has

liability insurance which is reviewed by legal counsel and your insurance providers on a regular basis. The following articles provide information about the Volunteer Protection Act.

- Don Kramer. Federal Law Protects Nonprofit Volunteers. *Nonprofit Issues*, December 1997 (Found in the Energize online library at <http://www.energizeinc.com/a-z.>) Access the article at <https://www.energizeinc.com/art/federal-law-protects-nonprofit-volunteers>
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Reference List for Mentoring Handbook The Mosaic Initiative 2019-2021

The resources listed below were reviewed in order to summarize and adapt helps and ideas that could benefit the church, especially the churches involved in the Mosaic Initiative. Many of these sources are referred to in various sections, but not all. There are many more resources available about mentoring beyond the Mentoring Matters Handbook!

After you have reviewed the Handbook, you might scan the list of titles below and click on links that are of interest. While the nonprofit sector (including congregations) has, by far, the most mentoring programs, relatively few resources specific to congregations were available.

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“How to Start a High Impact Mentoring Program.” Chronus Resources <https://chronus.com/how-to-start-a-mentoring-program>

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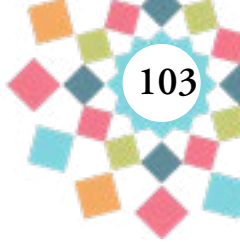
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“Women in Circles are Creating Change”. This article and other articles and resources are available at this link: <https://leanin.org/circles>



Links to Worksheets and Activities

52 Mentor Activities: An Activity for Each Week <https://connecting-generations.org/wp-content/uploads/2016/10/52-Activities-.pdf>

131 Fun Ideas <http://yess.co.nz/mentor/131-fun-ideas/>

Activities for Mentors. Accessible at the InfoCenter/Wartburg College among other resources. <https://info.wartburg.edu/Pathways/Mentoring>

L.E.A.D. Mentor/Mentee Discussion Templates & Activities
https://www.uvu.edu/leadershipcenter/docs/mentor_mentee_discussion_templates_activities.pdf

Mentor and Mentee Monthly Activities. Resources from the Pinellas County School District, Florida. <https://www.pcsb.org/cms/lib/FL01903687/.../Monthly%20Activities%20List.pdf>

YouthBuild USA from the National Mentoring Alliance Community of Practice. (Includes an Interactive Learning Module and several links to worksheets and activities) <http://youthbuildmentoringalliance.org/whats-next-pse>

eBooks

Corporate Mentoring Models: One Size Doesn't Fit All. Management Mentors, 2010 <https://www.management-mentors.com/corporate-mentoring-models-white-paper>

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Mentoring Matters: Three Essential Elements Of Success
<https://www.forbes.com/sites/maryabbajay/2019/01/20/mentoring-matters-three-essential-element-of-success/#649cf2c645a9>

Stages of Mentoring, University of Toronto (with embedded PDF's). <https://www.studentlife.utoronto.ca/mpp/four-phases>

Links to Videos

5 Questions You Should Never Ask Your Mentor (focused on young adults seeking mentorship direction in business)

<https://www.youtube.com/watch?v=YMFIWvBCYUE>

Be a Mr. Jensen

https://www.youtube.com/watch?v=4p5286T_kn0

How Mentoring Can Reshape Our Communities

<https://www.youtube.com/watch?v=l141Mauo74A>

Mentoring Changes Lives. Save Our Youth

<https://www.youtube.com/watch?v=k4sOuYAj2EI>

Mentoring Kings. Short clip from Central City Productions focused on young men and boys of color. <https://vimeo.com/288373961>

Mentoring the Next Generation

<https://www.youtube.com/watch?v=YWyKdKY2HPU>

Mentorship Will Change the World

<https://www.youtube.com/watch?v=0BFQbCVtI2k>

The Power of Mentoring

<https://www.youtube.com/watch?v=Atme26C0I5E>

PowerPoint Presentations

Baker, Sue and Alan Jensen. “A Mentoring Skills Workshop”. Stellenbosch University: The Coaching Centre, November 2013. Available among other resources from this link: <http://www.sun.ac.za/english/search/pages/results.aspx?k=a%20mentoring%20skills%20workshop>

See PowerPoint presentations on “best practices” in implementing mentoring programs at this link: <https://www.slideshare.net/RenePetrin/9-best-practices-slide-share-45342823> Download requires that you have or sign up for a free LinkedIn account.

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Organizations

Faith Based Mentoring Ministries. Faith Based Mentoring Ministries primarily assists ex- offenders in their efforts to become productive members of society and to become disciples of Jesus Christ. <https://faithbasedmentoring.org/>

About the Author



Linda Cannell is adjunct faculty at North Park Theological Seminary (NPTS) in Chicago. From 2008-2011 she served as academic dean at NPTS. From 2006-2008, she was Lois W. Bennett Distinguished Professor of Educational Ministries at Gordon-Conwell Theological Seminary, in South Hamilton, Massachusetts, and for nineteen years before that professor of Educational Ministries and director of the Doctor of Philosophy in Educational Studies program at Trinity Evangelical Divinity School in Chicago. In the 1980s, she directed EEQUIP Ministries for eight years serving as a consultant to churches, denominations, and theological schools in Canada and the United States. From 1997-2013 she directed the CanDoSpirit International Network, a nonprofit initiative designed to connect leaders across organizations and countries, and was managing editor of the Common Ground Journal from 1999-2014. Currently, she is on the leadership team for the Mosaic Young Adult Initiative (<https://www.mosaicministries.org/>).

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