

MENTOR SKILLS TRAINING



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Building Relationships

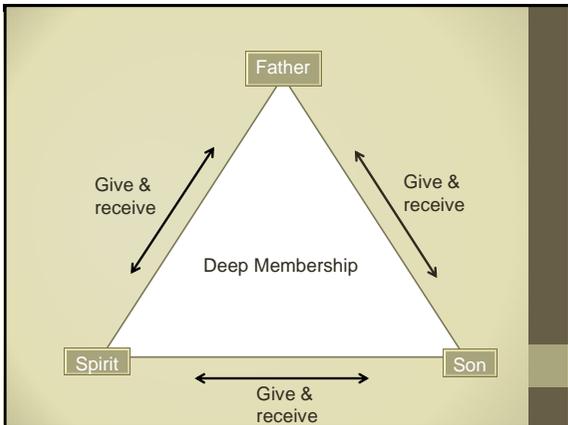


Ephesians 4:16

“From whom the whole body fitly joined together and compacted by that which every joint supplieth, according to the effectual working in the measure of every part, maketh increase of the body unto the edifying of itself in love.”

Romans 12:5

“So we, being many, are one body in Christ, and every one members one of another.”



“Membership” Meaning has Shifted



Meaning continuum



Members have a function. Members are unique. Members are dependent on one another.	Members have common association. Members are homogeneous. Members are independent from each other.
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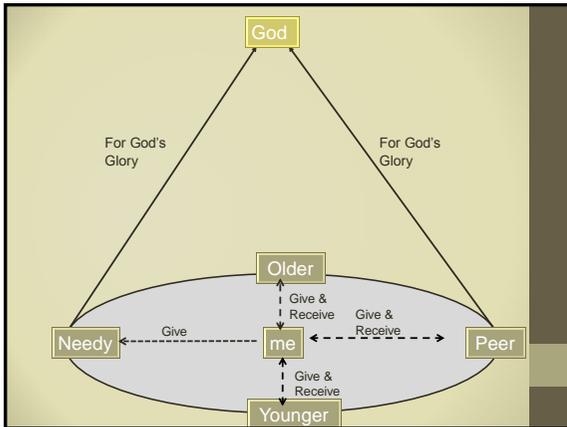
Consequences of this misunderstanding:

- Members can be viewed as not loyal since loyalty focuses on “association” and not “function.”
- Members are not valued for any function they provide above and beyond their “card carrying” support.
- Strength and success of the organization is evaluated solely on membership size.

Therefore... Central to the effort for making connections is a belief each member is valued and needed for the bettering of the Body and glorification of God. (Eph. 4:11-13)

Hebrews 10:24-25

“And let us consider one another to provoke unto love and to good works: Not forsaking the assembling of ourselves together, as the manner of some is; but exhorting one another: and so much the more, as ye see the day approaching.”



Two Definitions of a Mentor

1. One who establishes a relationship with another and helps him or her learn by sharing experiences and God-given resources while they journey through life together.
2. One who practices the art of growing a friendship in which the love shared in the relationship allows for the establishment of effective accountability.

Mentoring Purpose

- To help others achieve personal spiritual growth and enhance relationships.
- To support couples and individuals as they go through the transitions of major life events such as marriage, parenting, baptism and early Christian walk, etc.
- To provide support with general issues such as singleness, marriage, parenting, grief & loss, etc.
- To help those dealing with specific sin issues such as alcohol, pornography, etc.

Types of Mentors

- There are different types of mentoring for different purposes:
 - The Mentor Discippler
 - The Mentor Coach
 - The Mentor Counselor
 - The Mentor Teacher
- Some relationships will be more formal, some more informal... the common, agreed-upon purpose of the relationship between the parties involved is the important thing.



Mentor Myths

- Mentors must be **OLD!**
- Mentors must be **PERFECT!**
- Mentors must have **ALL** the answers!
- Mentors only hold someone accountable!
- Mentoring is only for people with problems!
- Believing these myths can cause us to avoid the opportunities God has given us!



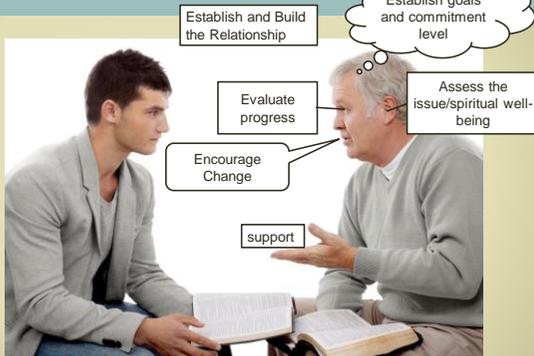
Principles for Mentoring Relationships

- **Commitment**
 - Relationships take time and energy.
- **Clarity**
 - Specific goals and expectations will give purpose.
- **Change**
 - Homework or practice should track progress toward goals.
- Those who are properly mentored will usually want to pass what they have learned to others and make mentoring self-perpetuating.

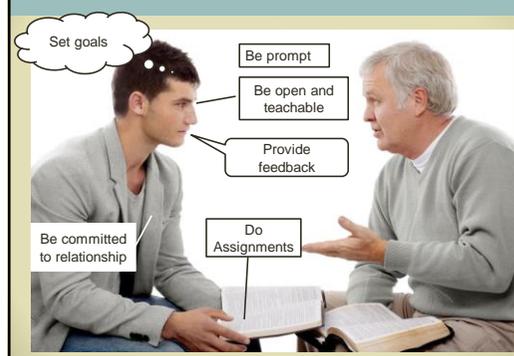
Roles



Mentor Role



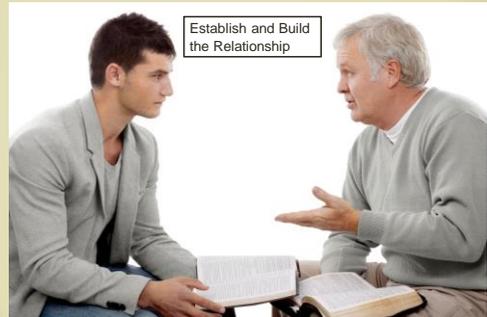
Mentee Role



Skills



Mentor Role



Establish and Build the Relationship

- Who should I have this relationship with?
 - Are they isolated or do they have current supports?
 - Do they have a known need which you have been through in your own life?
 - Do you see untapped potential?
 - Express your willingness to God and ask him for a connection.
- How do I start?
 - Get to know one another – share each other's life stories.
 - Think life skills.
 - Ask one's testimony.

Mentor Role



Establish Goals and Commitment Level



What role is needed in this situation?

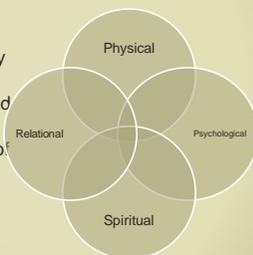
- Should I disciple?
- Should I coach?
- Should I counsel?
- Should I teach?

Mentor Role



Spiritual View of Mental Health

- Complex beings made up of physical, psychological, relational, and spiritual components.
- Each part can be affected by separate factors.
- Needs of each part assessed accordingly.
- May require a combination of medical, emotional, relational, and spiritual interventions.
- Think "Both-And" instead of "Either-Or".



Four Key Areas of Functioning

1. **Spiritual**
 - Sin issues; distortions in viewing God; theological misunderstandings and lack of knowledge about the Bible; issues involving the church, elder, and/or ministers.
2. **Physical**
 - Biological and neurological functioning including physical health, brain function, IQ, family history, genetics, etc.
3. **Psychological**
 - Thinking patterns; mental and emotional struggles (i.e. grief and disorders (i.e. clinical depression); life experiences; personality.
4. **Relational**
 - Difficulties in relating to other people; dysfunctions in families or other groups; accountability; mentoring; social isolation.

Active Listening Is Important

- Active listening is a key skill to understanding each other.

James 1:19-20 "Wherefore, my beloved brethren, let every man be swift to hear, slow to speak, slow to wrath: For the wrath of man worketh not the righteousness of God."



Proverbs 29:20 "Seest thou a man that is hasty in his words? There is more hope of a fool than of him."

Open Ended Questioning

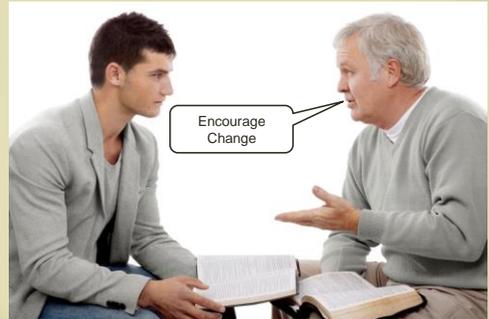
- Questions that generate a response beyond a one word answer is considered "open ended."
- Words and phrases that generate "open ended" responses are:
 - Why?
 - Tell me about...
 - Explain...
 - In what ways?
 - How?

Basic Questioning Technique: Think broad and then narrow in

- Initiating the relationship/building rapport
 - Inquire about the person, seek to understand who they are, find commonalities.
 - "Tell me a little about yourself." (family, schooling, interests, spouse, etc.).
- Discovering the goals and issues
 - Listen/use open ended questions to probe gently.
 - "What has been going on in your life?"
 - "What would you like to change in your life?"
 - "What issues cause you the most concern?"
- Dig a little deeper when necessary
 - Ask follow-up questions on areas which seem to stand out.
 - "What has been going on for the past few days?"
 - "What has changed in the last few months from what you remember from before?"



Mentor Role

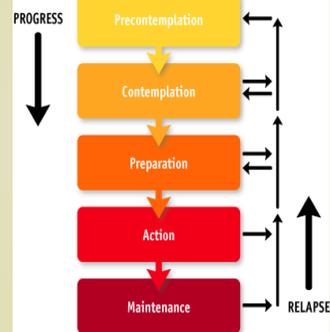


Stages Of Change

Matching Interventions to Personal Readiness



Stages of Change



From Prochaska & DiClemente

1. Pre-Contemplation

Characteristics of this Stage

- Lack of motivation to change.
- Low self-efficacy (i.e., the person may not believe that they can actually change).
- Lack of information
- Contentment with the "status quo."

- Example – *"This isn't even on my radar."*

Helpers can...

1. Establish rapport and build trust.
2. Offer factual information about the problem.
3. Explore pros/cons of continuing on the road they are on.
4. Express concern and keep the door open.

From Prochaska & DiClemente

2. Contemplation

Characteristics of this Stage

- Active consideration to change.
- Ambivalence.
- External motivation.
- Person starts considering the pros/cons or risks/benefits of changing.

- Example – *"I know I need to change someday..."*

Helpers can...

1. Educate at this phase.
2. Encourage the person that feeling ambivalent is normal.
3. Emphasize the person's free choice, responsibility, and ability to change.
4. Help the person "tip the scale" toward change by helping the client focus on his/her own true values and goals.

From Prochaska & DiClemente

3. Preparation

Characteristics of this Stage

- There is a commitment to act.
- The person is seeking a window of opportunity to do it and how.
- Internal motivation.
- Person is willing to take a risk and try something.

- Example – *"I will change when I have the opportunity...and I will try to create this opportunity."*

Helpers can...

1. Help the person clarify their own goals and strategies for change.
2. Offer a menu of options of ways to begin.
3. Help person enlist social support.
4. Consider the barriers to change and help the person lower them (finances, child care, transportation, work, etc.).

From Prochaska & DiClemente

4. Action

Characteristics of this Stage

- Active change is occurring, but the person hasn't reached a stable state yet.
- Behavior is goal directed.
- Willingness to experiment and learn new skills, responds to challenges.

- Example – *"I will adapt and overcome any challenges to making my change."*

Helpers can...

1. Assist the person by focusing on reinforcing positive change.
2. Support a realistic view of change through small steps.
3. Acknowledge the difficulties of beginning a change.
4. Help person identify high-risk situations and plan for them.

From Prochaska & DiClemente

5. Maintenance

Characteristics of this Stage

- The person is working to prevent relapse.
- As time goes on, person becomes less tempted.
- Setting long-term goals
- Continued development of new skills.
- Open to feedback, self-evaluation

- Example – *"How do we make this change sustainable?"*

Helpers can...

1. Help the person identify a new and healthy sense of normal. (i.e., "don't take something away without adding something")
2. Help the person practice new coping strategies.
3. Develop a "fire escape" plan in event of relapse.
4. Maintain supportive contact.
5. The person needs to think about how s/he becomes part of the solution.

From Prochaska & DiClemente

So, what does this mean for helpers?

- Change is not a simple yes or no decision.
- The people you are trying to help are at various points (stages) along a continuum of readiness to change.
- Typically, an individual doesn't skip stages; although the time spent in each stage by different people can vary widely.
- Ways to help an individual are different depending on what stage he or she is in.
 - If someone is in *Pre-Contemplation*, it does no good to ask them to start an *Action* program tomorrow!

Knowledge vs. Skills Deficits

Knowledge Deficits:

1. If someone has lack of knowledge, we provide them with accurate information.
2. Knowledge provides them with the "Why."
3. They have an "Ah-ha! Now I get it" experience.
4. After internalizing this new information, they can then start acting on this new information and improve their situation.

Skills Deficits:

1. Individuals may or may not realize they have a skills deficit.
2. They may know they need to do something differently, but not know how.
3. They may believe they are, in fact, doing what they are supposed to do.
4. Teaching individuals skills gives them the "How."

Turning Knowledge into Skills

Skills are learned through:

1. **Training** – step-by-step teaching and modeling.
2. **Repetition** – practice makes perfect!
3. **In-vivo experience** – using the skills in the "heat of the moment."
4. **Feedback, Tweaking, Retrying** – helping people understand they will need to try, try again, and try yet again!

Examples:

- Ask the person to tell you step-by-step how they would approach a situation. Role-play as needed.
- Identify together the steps involved in doing the skill. Write them out if needed.
- Go through a workbook with others is often very effective.
- Practice, practice, practice.
- Expect setbacks, but don't accept lame excuses.

Knowledge vs. Skills Examples in Marriage

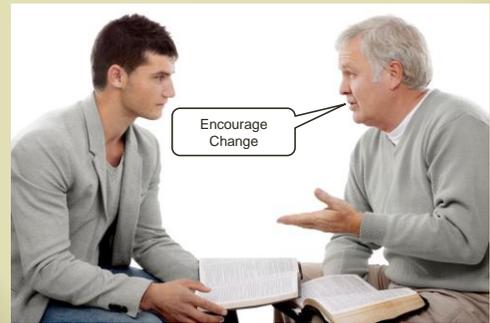
Knowledge

1. Husbands love your wives according to knowledge.
2. Wives respect your husbands.
3. We need to forgive.

Skills

1. The husband is taught active listening skills and to "reflect back" to his wife what she said.
2. The wife asks several wives for ideas about how she can show respect to her husband; she tries three ideas per week.
3. A person dealing with hurt goes through the [Choosing to Forgive Workbook](#) along with a mentor.

Mentor Role



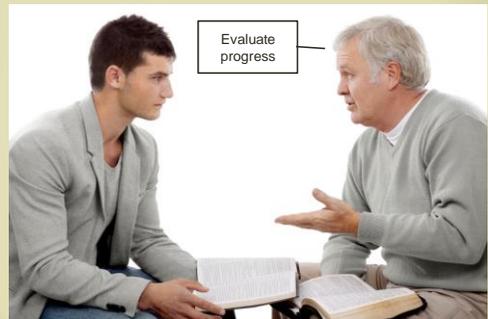
Encourage Change

How to Exhort:

- Affirm and validate
- Confirm love
- Engage the area of need
- Be clear
- Stay Focused (redirect if necessary)
- Discern "events" from "issues"
- Affirm confidence and hope
- In order to exhort, one must see potential in the person: "Jane, I can see God's hand upon you. He is refining you for a great purpose. He is preparing you to be a spiritual pillar who will minister to others by being an unwavering pillar in what surely will be a turbulent world."

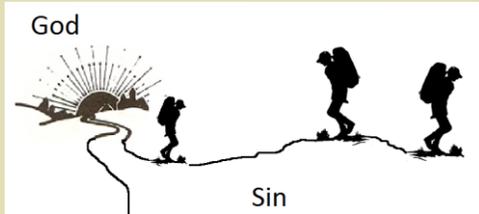
Examples: Paul to *Philemon*
Christ to churches in Revelation – Rev. 2-3

Mentor Role



Evaluate Progress

- Evaluate direction over location.



Are goals and benchmarks being met?

Accountability

- “Give an account of actions or choices”
- Accountability is mentee driven and is not just reporting after the fact.
- It needs to have a proactive element.
- **Specific, Measurable, Attainable, Realistic, and Timely [SMART]**
- Identify areas:
 - Specific questions
 - Specific meaning of responses
 - Specific goals
- Methods of accountability:
 - Type and frequency of reporting (emails, phone calls)
 - Immediate (confession)
 - Self-monitoring

Mentor Role



What to do in Crises...

- Ministry of Presence...be there and listen.
- Communicate with others who may be able to help.
- Encourage to focus on the true issues.
- Encourage action where you can.
- Work towards acceptance of the unchangeable.
- Watch for warning signs of:
 - Depression
 - Anxiety
- Refer when necessary:
 - Refer someone appropriately, not apologetically.
 - “Do you think we maybe need to bring someone else in to help?”

“Crisis-Mode”Versus“Long-Distance Running”

- Churches are very good about helping right after a crisis.
- When the crisis is past, we tend to forget that a struggling person’s issues may continue.
- Many times Satan relies on wearing people down as a tactic to get advantage.
 - Remember Satan doesn’t give a struggling person ANY breaks. He is going to try to kick them when they are down.
- Mentoring relationships can help fill this gap but they need to be viewed as “marathons” not “sprints.”

Offer Support

How to Praise

- Specific, truth, God glorifying & positive.

Examples:

- Priscilla and Aquila (*Rom 16:3-4*)
- Stephanas & Fortunatus and Achaicus (*1 Cor. 16:15-18*)

How to Advocate

- Speak life into your mentee by speaking to others on his/her behalf.
 - To God – prayer
 - To Parents
 - To Leadership
 - To Friends

Examples: Paul advocates for:

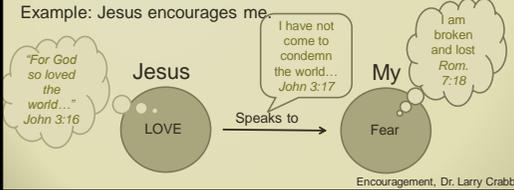
- Timothy (*Phil. 2:19-22*)
- Epaphroditus (*Phil. 2:25*)

Offer Support

How to Encourage

- Encouragement depends less on the words we use than on the motivation behind them.
- Words that encourage are:
 1. Inspired by love.
 2. Directed toward fear.

Example: Jesus encourages me.



Offer Support

How to Comfort

- Actively listen.
- Use appropriate touch.
- Speak truth to the individual.
- Provide context. (wide angle view)
- Use personal experiences.
- Be there for the long term.
- Rally others on their behalf.

Example: Jesus with Mary and Martha (John 11:19-37)

"...the God of all comfort; who comforteth us in all our tribulation, that we may be able to comfort them which are in any trouble, by the comfort wherewith we ourselves are comforted of God..." 2 Cor. 1:4,5

Boundaries



Key Mentor and Mentee Boundaries

Ensure Mentee Retains Ownership of Problems

- It is not the mentor's task to solve the mentee's problems.
- Avoid allowing the mentoring relationship to get to a point where the mentee is overly dependent on the mentor.
- Avoid becoming overly involved in the mentee's problems so that it begins to interfere with your own life in a detrimental way.

Maintain Appropriate Boundaries

- Maintain healthy priorities within your life and be aware when these priorities start to slide (remember God and family come first!).
- Be honest about what is sustainable.
- Avoid sessions alone with the opposite gender.
- Respect each other's time limits and commitments.

Knowing When to Help

Galatians 6:2 "Bear ye one another's burdens, and so fulfil the law of Christ."

Galatians 6:5 "For every man shall bear his own burden."

- "**Burdens**" in verse 2 is referring to heavy weights someone cannot carry alone – like a boulder.
- "**Burden**" in verse 5 is referring to cargo or a person's daily load or knapsack – personal responsibility.
- When we take on another person's personal responsibility, we either (1) enable them in an unhealthy way or (2) we become emotionally "on the hook" for their choices, or both!

Unhealthy

1. I fix, protect, rescue, control, and carry their feelings.
2. I feel tired, anxious, and fearful.
3. I am concerned with finding the solution, answers, and being right.
4. I may put my sense of worth in the outcome of the individual.
5. I feel responsible for the other person's behavior and choices.
6. I can't stand to see the other person make a mistake. I can't let go.

Healthy

1. I encourage, show empathy, share, confront, and am sensitive.
2. I feel free and am aware I have choices.
3. I am concerned with relating person-to-person and the person I care for.
4. I am a helper and/or guide and my worth is not dependent on another.
5. I expect the person to be responsible for him/herself and his/her own actions.
6. I encourage and support, but recognize experiences (even mistakes) are often the best teachers.

Boundaries are Critical

- Boundaries are also known as limits.
 - Emotionally, boundaries separate what is your responsibility from what is not.
 - Boundaries are built - they are not inborn.
 - Boundaries are designed to let the good in and keep the bad out.
 - If you do not maintain your boundaries, they will erode.
- Types of Boundaries:
 - Loose Boundaries: Chalk lines.
 - Rigid Boundaries: Concrete block walls.
 - Healthy Boundaries: Fence with a gate door.

Boundaries, Cloud & Townsend.

The Difficulty with Boundaries

Saying "No" to Good things is Hard...

- One of the biggest problems for Christians.
- Burnout, lack of desire, resentment, and other problems can result if we don't limit activities – even good ones!

...However, You Need To Be Realistic

- What *do* you have control over?
- Use this stem:
 - The reality is....

Two kinds of Acceptance:

- To bless.
- To acknowledge reality.

"Come ye yourselves apart..."

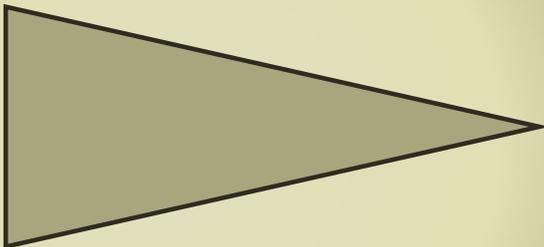
Mark 6:30-32

"And the apostles gathered themselves together unto Jesus, and told him all things, both what they had done, and what they had taught. And he said unto them, Come ye yourselves apart into a desert place, and rest a while: for there were many coming and going, and they had no leisure so much as to eat. And they departed into a desert place by ship privately."

Mark 6:44-46

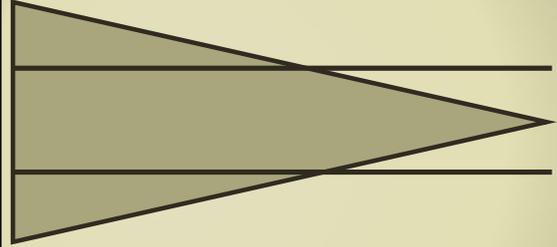
"And they that did eat of the loaves were about five thousand men. And straightway he constrained his disciples to get into the ship, and to go to the other side before unto Bethsaida, while he sent away the people. And when he had sent them away, he departed into a mountain to pray."

Masses Family Alone

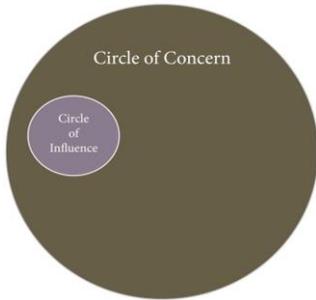


----Where Time is Spent----

Masses Family Alone



The Circle of Concern and Circle of Influence



Circle of Concern represents 100% of the things which concern you in life.

Circle of Influence (~10% of Circle of Concern) represents the portion of your concerns you can actually do something about right now.

From The 7 Habits of Highly Effective People by Steven Covey

Circle of Concern vs. Circle of Influence

- Many people spend 90% of their time in the 90% they cannot control.
- This leads to stress, anxiety, feeling out of control, difficulty letting go.
- The goal is to spend 90% of your time in the 10% you can influence.



Appendix



Biblical Concept and Examples

- **1 Corinthians 3:9** - "For we are labourers together with God..."
- **2 Corinthians 1:4** - God comforts us and then uses us to comfort others.
- **Colossians 1:28** - challenge to help present every man "perfect in Christ Jesus".
- **Titus 2:3-5** - Aged women teaching the younger women.
- **Hebrews 10:24** - "And let us consider one another to provoke unto love and to good works."
- **Exodus 18:13-27** - Jethro counsels Moses to divide responsibility.
- **Acts 9:27** - Barnabas accepts Paul and presents him to the other disciples.
- **Acts 18:26** - Aquila and Priscilla expounding the way of God "more perfectly" to Apollos.
- **2 Timothy 2:1-2** - Paul counseling Timothy and telling him to teach others also.

Biblical Basis in the Gifts of the Body

Ephesians 4:11-12

"And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; for the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ."

Romans 12:8

"Or he that exhorteth, on exhortation..."

1 Corinthians 12:28

"And God hath set some in the church, first apostles, secondarily prophets, thirdly teachers, after that miracles, then gifts of healings, helps, governments, diversities of tongues."

Key Mentor Characteristics

- Personal integrity and biblical soundness combined with Godly wisdom and spiritual maturity. *1 Timothy 3*
- A strong commitment to prayer and self examination.
- A genuine love for people and concern for their welfare, with pure motives (not a curiosity seeker).
- Patience, tolerance, forbearance, and empathy (ability to 'feel with' someone).
- Willingness to give the time needed to invest deeply in the mentee's life.

Key Mentor Qualifications

- Be of the same gender (couples support couples).
- Ability to maintain confidentiality.
- A commitment to give loving and honest feedback in order to hold the mentee accountable.
- Willingness to grow and learn throughout.
- Respect and support for the authority of the Word, the church and its four pillar mission.
- Awareness of church history, culture, and dynamics where necessary.

Confidentiality & Privacy

- Be able to keep names, session dates, and issues in strictest confidence.
- Be willing to share with an elder when necessary.
- It is *necessary* to report or elevate the situation when these issues become apparent:
 - Physical, emotional, or sexual abuse
 - Suicidal thoughts
 - Physical harm to self
 - Threats of bodily harm to another
 - Abuse, neglect, or financial exploitation of the elderly

Mentoring Closure

- Mentoring relationships often have an ending or evolve into a friendship.
- Reasons for ending:
 - Goals are met.
 - Lack of commitment by mentee.
 - Too many different mentors or referred elsewhere.
- How to end:
 - Establish a meeting to review and evaluate progress.
 - Use as a time for prayer and/or encouragement.
 - Where do we go from here?
 - Ongoing friendship, informal meetings for support, etc...
 - Inform elder and/or mentor program coordinator.

Choosing a Counselor

A good counselor will be willing...

- to talk with you about their training, skills, and experience in working with the issues you are facing.
- to communicate with support people (with your written permission) that you choose such as family, physician, elder/minister.
- to be respectful of your religious beliefs and practices and willing to learn about them, as needed.
- to help you identify therapy goals, explain your treatment options, and provide you with feedback on your progress.
- to listen to your questions, requests, and concerns about the counseling process.
- to hold you accountable for doing your therapy homework, being open with him/her in session, and following up on recommendations.