

MENTORING READER

CREATED FROM THE FRAMEWORK OF THE MAM-PROJECT

AUTHOR: MIRJAM LINK

STAFF TRAINING
AND MENTORING

A THREE NATIONS PROJECT FOR YOUTH EDUCATION



Oberalster zu Hamburg e.V.



Evangelisch-Lutherische Gemeinde
Bozen / Comunità Evangelica
Luterana di Bolzano



Evangelische Jugend
SALZBURG-TIROL

Staff training and mentoring

A project of the
Protestant Youth of Salzburg-Tirol
CVJM Oberalster zu Hamburg e.V.
Protestant Lutheran Church of Bolzano

Created by:

Media owners with addresses:

Protestant Youth Salzburg-Tirol
Rennweg 13, A-6020 Innsbruck
CVJM Oberalster zu Hamburg
Poppenbüttler Markt 2, D-22399 Hamburg
Protestant Lutheran Church of Bolzano
Col di Lana-Straße 11, I-39100 Bolzano

Editorial staff:

Oliver Binder, Kathrin Koetz,
Burkhard vom Schemm, Carla Thuile
Susanne Zippenfenig

Layout:

Joachim Hoffleit

Photo credit:

Grafiken Mirjam Link

First edition

2019 - edition 400 copies
Printed by onlineprinters.at



INTRODUCTIONS, 05-07

CHAPTER 1: WHAT IS MENTORING?, 9

Procedure, 11
Input - What is mentoring, 13
Worksheet, 17

CHAPTER 3 - MENTORING RELATIONSHIP, 49

Procedure, 51
Input - The Mentoring Relationship, 53
Worksheet, 59

CHAPTER 5 - QUESTIONS AND REFLECTIONS, 79

Procedure, 81
Input - Questions and Reflections, 83
Worksheet, 89

CHAPTER 7 - MENTORING IN THE COMMUNITY, 109

Procedure, 111
Input - Mentoring in the Community, 112
Worksheet, 116

CHAPTER 9 - PRINCIPLES FROM THE BIBLE, 143

Procedure, 145
Input - Principles from the Bible, 146
Worksheet, 149

CHAPTER 2 : CONTENT IN MENTORING, 35

Procedure, 37
Input - Content in Mentoring, 40
Worksheet, 44

CHAPTER 4 - MENTORING DIALOGUE, 63

Procedure, 65
Input - Mentoring Dialogue, 67
Worksheet, 73

CHAPTER 6 - SMALL GROUP MENTORING, 93

Procedure, 95
Input - Small Group Mentoring, 97
Worksheet, 103

CHAPTER 8 - PSALM 23, 123

Procedure, 125
Input - Psalm 23, 127
Worksheet, 139

CHAPTER 10 - MY PERSONAL MENTORING STYLE, 153

Procedure, 155
Input - My personal Mentoring style, 156
Worksheet, 160



Mirjam Link

www.mirjam.link

My name is Mirjam Link and I have been involved in youth work for over 25 years. I'm full of new ideas and always looking for solutions that enable local people and their potential.

I'm active in various workplaces (church communities, YW/MCAs, schools) and visit many countries on leisure and trekking tours.

And then I'm with the people themselves. I have already been fortunate enough to accompany many young people on their way into the workforce. I am always very grateful when I can witness how a young person recognizes their gifts, tries new things, and then to see their face light up when they discover a new part of their personality.

I myself had mentors from the beginning. Sometimes I was deliberately encouraged and challenged. Other times I looked for people from whom I could learn.

Since I discovered the concept of mentoring, many pieces of the puzzle in my life have fitted together. Now I can explain what I have always enjoyed doing and am also better able to pass on my experience.

I am currently working as a youth officer in the Protestant parish of Lauffen and am independently involved in the areas of mentoring, personal development and family time in nature.

Introduction

to this reader



This reader has been written for co-workers and others interested in Christian youth work. But those responsible for associations and open youth work can also find suggestions and support to accompany adolescents and young adults and to train them as mentors.

The selection of topics is based on a weekend seminar on mentoring, which took place in Innsbruck in 2019 and was organized by the Evangelische Jugend Salzburg-Tirol (Austria), in Co-operation with the CVJM Oberalster (Hamburg / Germany) and the Protestant Lutheran parish of Bolzano (Italy).

The individual units can be used separately. That is, it is possible to summarize different topics for a seminar or a training evening.

The units each last 90 minutes. The introduction to the topic takes place using a game or an activity. This is followed by knowledge input and in-depth questions. Every participant should understand and reflect on the subject so that they can act as an active mentor in youth work.

The units are fully prepared. They contain all worksheets, knowledge inputs and game instructions.

Most of the knowledge is taken from the following book: Tobias Faix / Anke Wiedekind: Mentoring. Das Praxisbuch, Neukirchener Aussaat 2017. Supplementary references are given at the end of each unit.

I wish all prospective mentors a lot of joy and good support in their work!

I would be very happy to receive any feedback and suggestions.

Mirjam Link
(www.mirjam.link)

All texts, worksheets and graphics are published under the following license:
<https://creativecommons.org/licenses/by-sa/4.0/deed.de>

Introduction

from Tyrol



Mentoring goes back for centuries.

In the Greek heroic saga, Mentor is the friend of Odysseus. As Odysseus leaves for the Trojan war he leaves his young son, Telemachus, in the care of a guardian called Mentor, saying, „Teach him everything you know“.

Today a mentor is regarded as someone who accompanies the development of another, usually younger person.

Mentoring in child and youth work has the primary focus of accompanying youth leaders. The Christian image of man always focuses on the person as a whole. Young people should not only be accompanied in their actions towards others, but in their whole being, with all their doubts and hopes, joys and crises, their visions and illusions, and their personal questions about life, which are not always answered.

The mentor is a role model with their own life plan, a listener or initiator in work with young people, but also in their own personal development. From a Christian perspective, mentoring has a pastoral function.

The state of Tyrol is interested in and supports flourishing child and youth work, hence the training of mentors.

I wish everyone strength in this work, as mentors are, biblically speaking, the good shepherds of child and youth work. This reader will support this important task.

Reinhard Macht

Youth / Society and Labor Department - State of Tyrol

Introduction

from the Editors



We have been training young people to become youth workers for many years, but so far we have not focused on how they then implement what they have learned in their communities, whether they have any difficulties and need support or if everything is running smoothly. We would like to amend this situation and provide the young people with targeted support and encouragement.

However, since we cannot do this ourselves, as course providers, we are trying to provide impulses that can and should be implemented on site. One such impulse is to train more experienced staff to become mentors and support them in this new role.

We have joined forces to better achieve this goal. We, that is the YW/MCA Oberalster / Hamburg (Germany), the Protestant Lutheran Congregation of Bozen, Italy) and the Protestant Youth Salzburg-Tirol (Austria). Our strategic partnership, which is funded by Erasmus + for a period of three years (2017-2020), envisages not only helping to improve our staff training, but also to establish mentoring in our organizations, thus enabling better integration and support of our younger co-workers.

We are happy and grateful that in Mirjam Link we have gained a versatile and open mentoring expert for our project.

We hope that we can not only spread this impulse in our own ranks, but that as many people as possible will be inspired by the idea of mentoring and by the benefits of its huge potential.

The project team

www.mam4you.net

Project Homepage

with

mentoring documents, training units and games

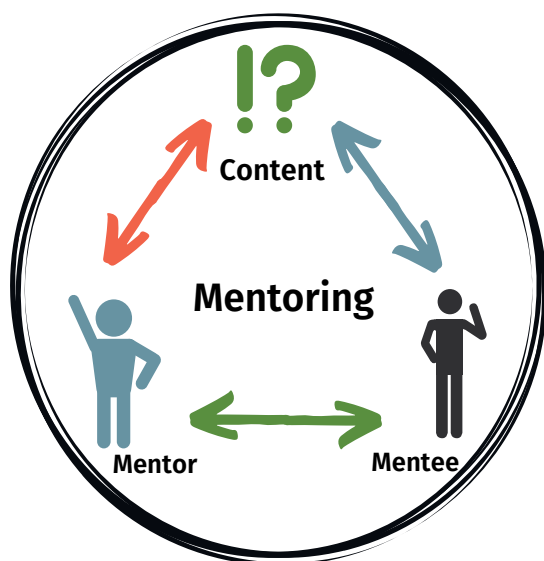


CHAPTER 1
What is Mentoring?

What is Mentoring?

Chapter: 90 min	Age group: from 18 years old	Group size: from 10 people
Room setup: Seminar room, chairs, flipchart	Author: Mirjam Link	Key words: Mentoring, quotes, introduction, defini- tion, scope
Learning objective: To understand the concept of mentoring in youth work		

Sources: Quotation collection, YouTube video,
Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017



Procedure

WHAT IS MENTORING?

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is all about, what its aim is and when the next break is planned.	Overview, orientation of the participants	Talk	Handwritten schedule	Keep it short and to the point, flipchart with graphics that can be left accessible
30	Round of introductions with quotes	The mentoring quotes are placed in the middle of the room. The participants walk around, read the quotes and take the one that appeals to them the most. When everyone is seated again, the round of introductions begins Everyone says their name, reads the quotation and briefly explains why they chose it.	The participants connect with their personal associations on the topic of mentoring. They experience mentoring as a topic that has something to do with their own issues.	Collection of quotes, exchange	Music, a collection of quotes, possibly some rope (to make a circle around the quotes) or a sheet/towel (to lay the quotes on)	Mention that it's a short introduction (1 min. per person). Depending on the group, participants could also say where they live, their church parish etc. However, only if it is helpful for the seminar, otherwise the introduction round will take too long.
20	Input part 1	As an introduction, a short film about Living Bridges is shown - an apt illustration for mentoring. Question to the participants: "What does the film have to do with mentoring?" Short discussion and transition to the graphic (print, flipchart). The graphic explains what mentoring is.	Participants learn the basic definition of mentoring.	Film clip presentation, possible sketches on flipchart	https://www.youtube.com/watch?v=KD_iidGaW-cl , Grafik Input part 1, flipchart, permanent marker (Edding), paper	The graphic is drawn and explained on the flip chart step by step. This helps the participants to start thinking about the topic.
5	Reflection	The participants write down questions that they have had for a long time about mentoring or that have just come up.	The participants should go into more depth about what they've heard and no longer be distracted by their questions.	Individual work	Pens, worksheet	

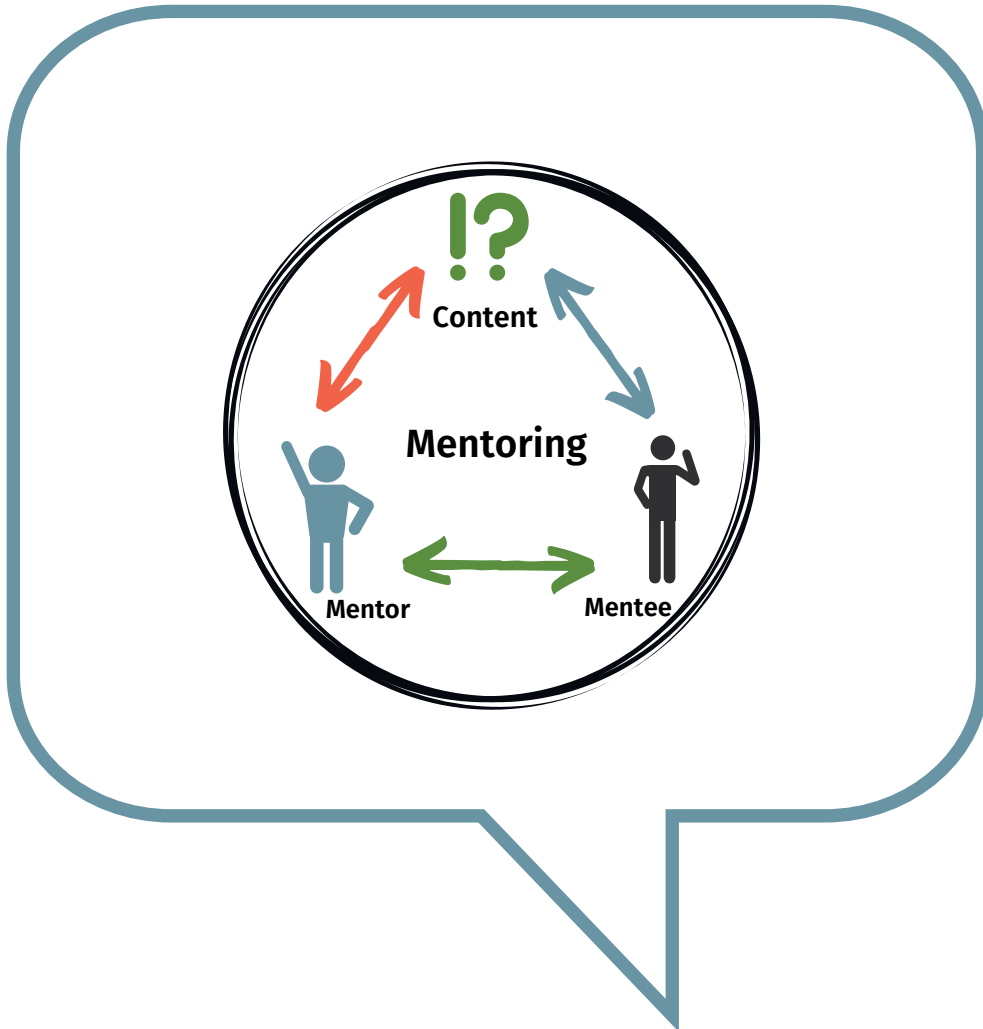
WHAT IS MENTORING?

Time	What	Description	Objective	Method	Materials	Tips
15	Input part 2, outlining and clarification of the term mentoring	At the beginning of the second input, questions are asked: “Who has accompanied you on your life path?” “Who was a kind of mentor for you and passed on their knowledge to you?” All answers are collected in plenum and possibly displayed as a floor diagram. Then input part 2 follows as a talk.	The participants understand the term mentoring and what the basics of it are. The term is differentiated from similar terms (coaching, pastoral care, psychotherapy).	Group discussion Talk input part 2	Input part 2	A floor chart can be made with cards for the individual terms.
10	Small groups	The group is divided into small groups (max. 4 people). Task: „What other questions do you have?“ Short exchange between participants. When everyone has finished, the questions are read out and sorted. (On the floor or on a pin board.)	The course leader learns the group’s key questions and can address them in the following units.	Small group conversations	Possibly pin board, pins	Decide on how to divide groups beforehand or do it by age. Prepare the question for the small groups on a card or write it on the flipchart.
5	Conclusion	In a quick fire round everyone says the most important thing they have learnt in this session. Conclusion and look ahead to the upcoming topics.	Sense the atmosphere and find out the biggest questions, possibly respond briefly. Conclusion.			

Input - What is Mentoring

1. Definition

Keynote talk (10 min.)



Mentoring in Christian youth work provides support for the development of independence. A mentor is a companion on the path of life. More experienced people pass on their knowledge to people with less experience.

An example from Greek mythology is the story of Odysseus. When he enters the Trojan War, he hands over his son Telemachus to Mentor, his best friend. He asks him to help Telemachus with words and deeds. The terms mentor and mentoring derive from this mythological figure.



A mentor is a person who has more experience in an area than the mentee. That is why they can become a mentor. They are ready to pass on their knowledge and experience so that the mentee can become independent in this area. Their basic attitude is shaped by the assumption that the mentee has all the resources they need for self-development and to solve their problems. These resources are treasures that are discovered together in mentoring.

By means of targeted questions and interventions, the mentor helps the mentee to develop.



The mentee is willing to learn new things and wants to further develop in an area so that they become independent. In this they would like to be accompanied by a mentor.



A mentoring relationship is established between the mentor and the mentee. This can be short- or long-term. The basic attitude is characterized by honesty, trust and respect. Intensive mentoring creates a personal relationship between a mentor and mentee over time.



The content of the mentoring is determined by the mentee. It can be an issue of life, voluntary work / management or something else. At the beginning of the mentoring process, the mentor and mentee discuss and agree on when the goal is reached and when this process can be completed.



The mentor has their own 'relationship' with the topic. Through personal experience and knowledge, they can help the mentee and support their development. The mentor 'knows their stuff', but need not be an expert.



The mentee is interested in a specific topic and would like to develop further in this area.




The mentoring which we are talking about here, takes place within the framework of Christian youth work. Usually it is concerned with volunteer work and the problems that co-workers have with it. There are different forms.

The field moves between occasional and intensive mentoring and between a passive and active mentoring relationship.

2. Mentoring (differentiation and understanding)

Keynote talk with group participation (15 min.)



Mentoring is companionship along the road of life, with the aim of supporting a mentee's development towards independence in various aspects of life.

Question to the group:

Who has been a helpful companion in your life?

- Parents / grandparents / family / godparents
- pastor / youth worker
- Pub landlords
- Partners
- Trainers
- Supervisors / more experienced colleagues / trainers / tutors
- Neighbours / fellow club members
- Everyone whose opinion I appreciate and whom I trust
- best friends
- Teachers / professors
- Jesus
- Many more

Talk

When talking about mentoring, other terms also crop up: pastoral care, coach, psychotherapy, friend, companion, etc.

These terms and their interpretations can create uncertainty and inhibitions about accompanying a young person as a mentor.

Here is a brief summary to clarify.

(see Faix, Mentoring, p. 25, 36 ff.)

In **mentoring**, the mentee is supported and promoted in their 'basic life plan'. In the process of mentoring, their goals can change or only become visible later. It is about discovering and promoting talents in the mentee so that they can develop them independently after a time. The focus in mentoring is on promoting personal development.

Pastoral care is mostly about concrete problems. The pastor provides support in solving the problem. This does not require a longer relationship between the person seeking help and the pastor. Pastoral care can occur in one instance, or can be part of a longer process.

A **coach** is very goal-orientated. They ask about the current position and the goal and accompany the person on their way there. We know coaches from the domain of sports, business and universities.

A mentor can also be a pastor or coach at different points. This depends very much on the issues and stage of life of the mentees.

However, a mentor is **never a psychotherapist**. Psychotherapy is needed in various clinical situations. The mentor can encourage the mentee to visit a doctor and support a therapy (after consultation) as a friend and companion. But they can never replace the professional care of an illness.

It is important that the mentor recognises their own limitations and communicates them clearly. Support from a mentor is also very helpful for them. Questions and uncertainties can be reflected here.

There are various definitions of mentoring in literature. This can be seen in the different roles that a mentor can play.

But the **principle** is always that **one person passes on their experience to another in order to support their development positively.**

The prerequisites for working as a mentor are openness to the mentee, the willingness to build a trusting relationship, the opportunity to invest time and the ability to critically question yourself and your own views.

Further training in this area can help the mentor, but it is not essential if you want to act as a mentor.

Sources:

Faix, T./Wiedekind, A.: *Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.*

Worksheet

1. *I have chosen this quote:*



2. *I have had these questions about mentoring for a long time or they have just occurred to me:*

3. *Mentoring terms*

Who has been a good mentor in my life?

4. Small group

These questions / findings concern me:

5. My definition of mentoring

6. State of affairs / other


Master copy of quotations

Basically it is our
connections with people
that give life its purpose.

(Wilhelm von Humboldt)


Paths exist because we
tread them.

(Franz Kafka)



Watching people develop and accompanying them is unbelievable exciting.

(Andreas – a mentor)



For mentoring one doesn't need any special gifts or skills, but most importantly a heart for people.

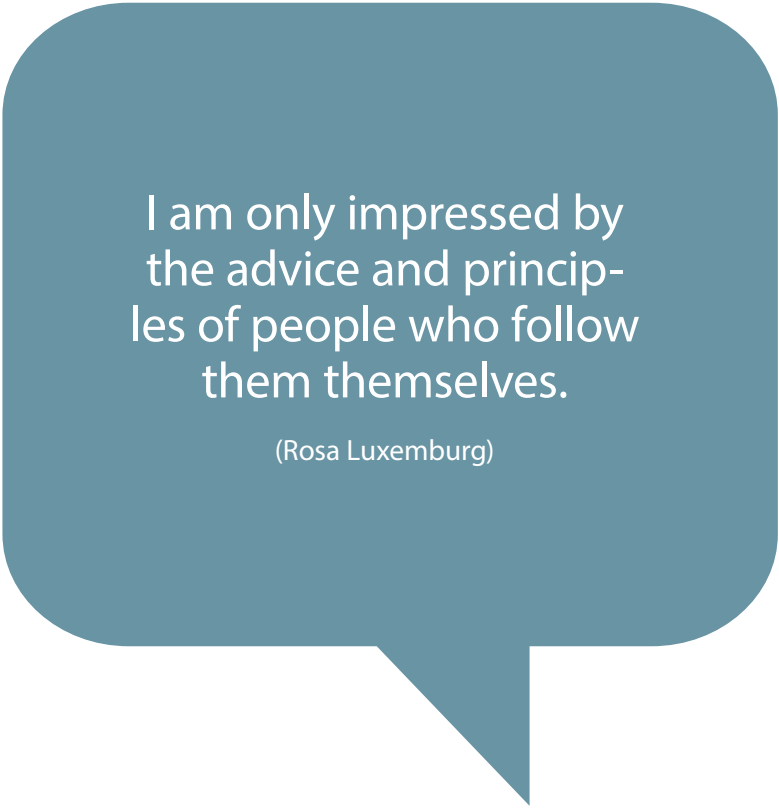
(a mentor)

Those who want to
count for something,
must allow others to
count.

(J. W. von Goethe)

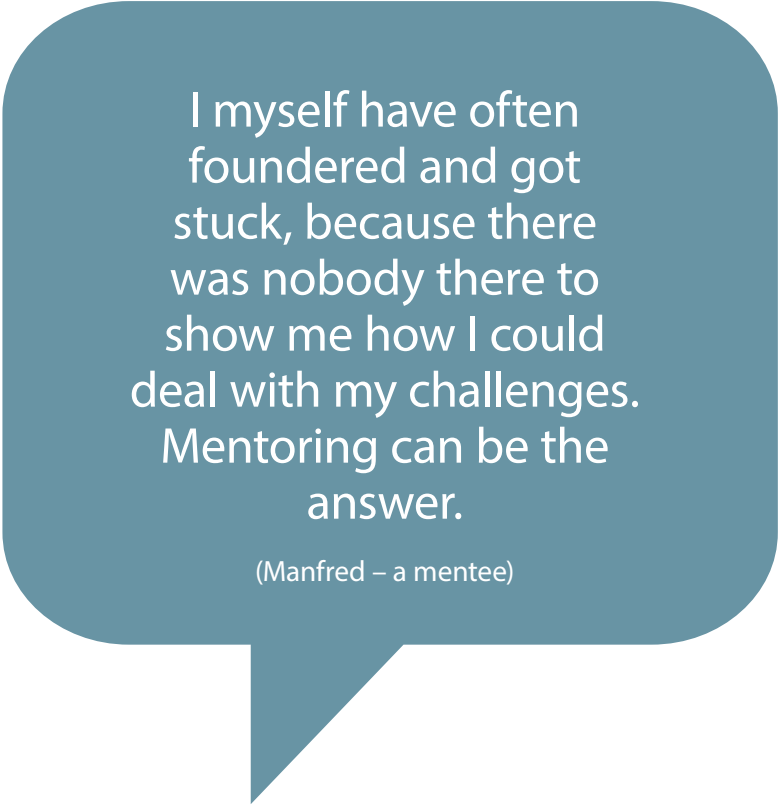
If there is no vision in
life towards which one
strives, for which one
longs, which one wants
to realize, then there is
no motivation to try.

(Erich Fromm)



I am only impressed by
the advice and principles
of people who follow
them themselves.

(Rosa Luxemburg)



I myself have often
foundered and got
stuck, because there
was nobody there to
show me how I could
deal with my challenges.
Mentoring can be the
answer.

(Manfred – a mentee)

Hope is the ability to
hear the music of the
future, faith is the coura-
ge to dance for it in the
present.

(Peter Kuznic)

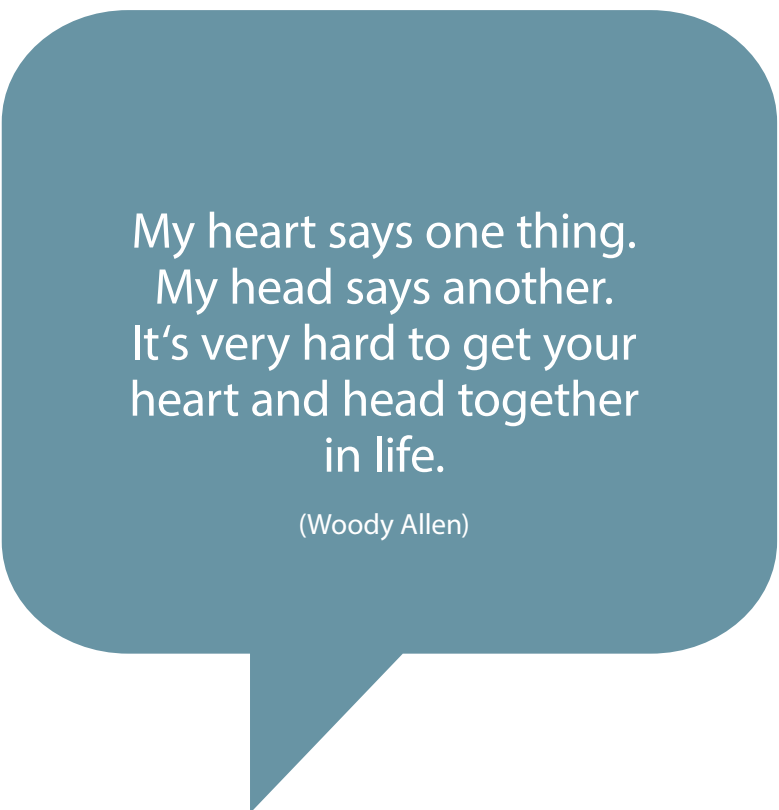
It is dangerous to fool
others, because you end
up fooling yourself.

(Eleonora Duse)



There is magic in every
beginning.

(Hermann Hesse)



My heart says one thing.
My head says another.
It's very hard to get your
heart and head together
in life.


(Woody Allen)

Imitation is the sincerest
form of flattery.

(Oscar Wilde)

The aim of life is self-de-
velopment. To realize
one's nature perfectly -
that is what each of us is
here for

(Oscar Wilde)



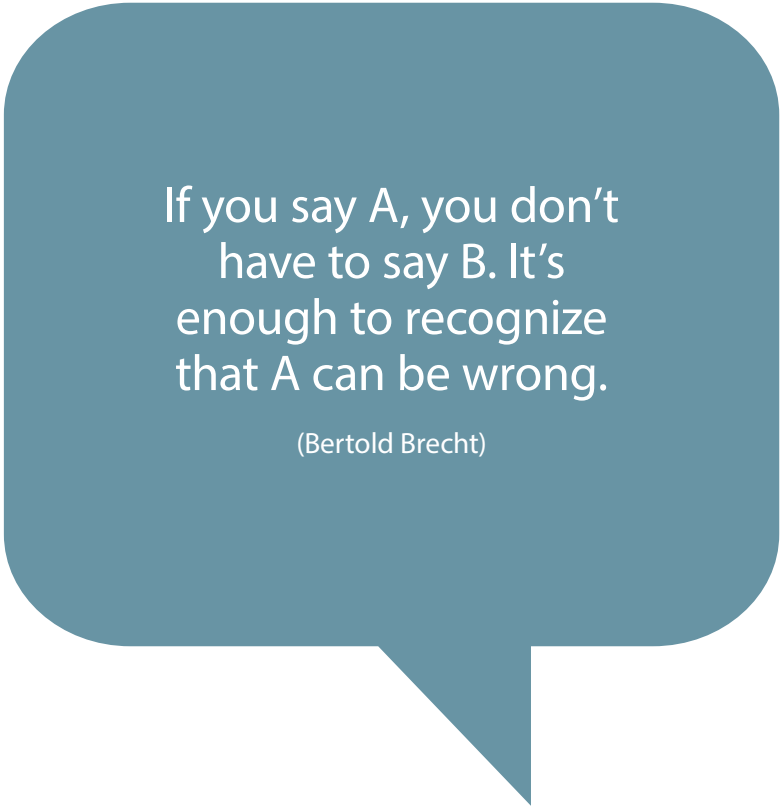
A good conversation is
down to the person you
are talking to.

(Reiner M. Sowa)



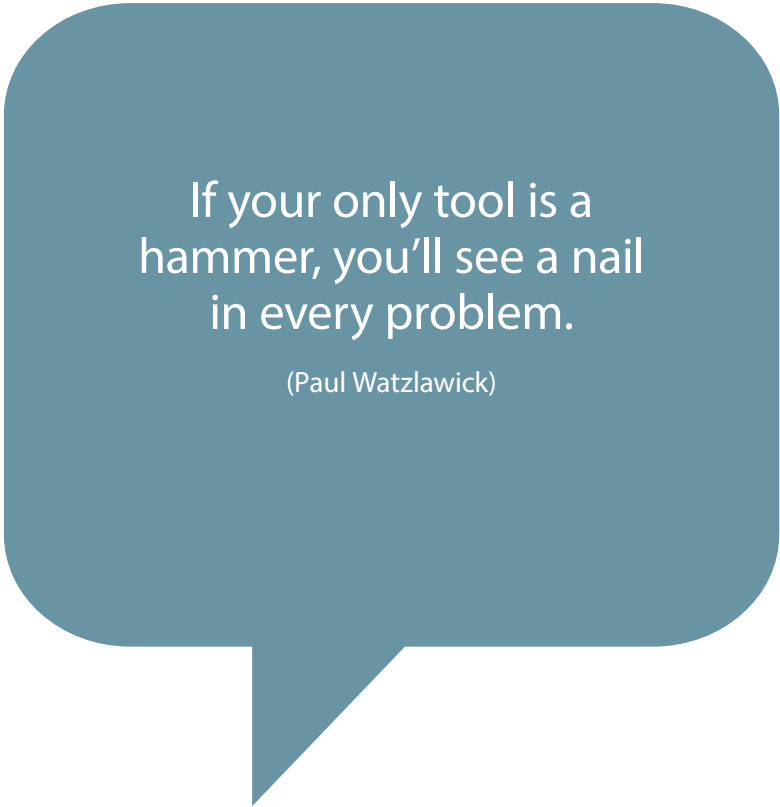
Having lost sight of our
goals, we redouble our
efforts.

(Mark Twain)




If you say A, you don't
have to say B. It's
enough to recognize
that A can be wrong.

(Bertold Brecht)




If your only tool is a
hammer, you'll see a nail
in every problem.

(Paul Watzlawick)



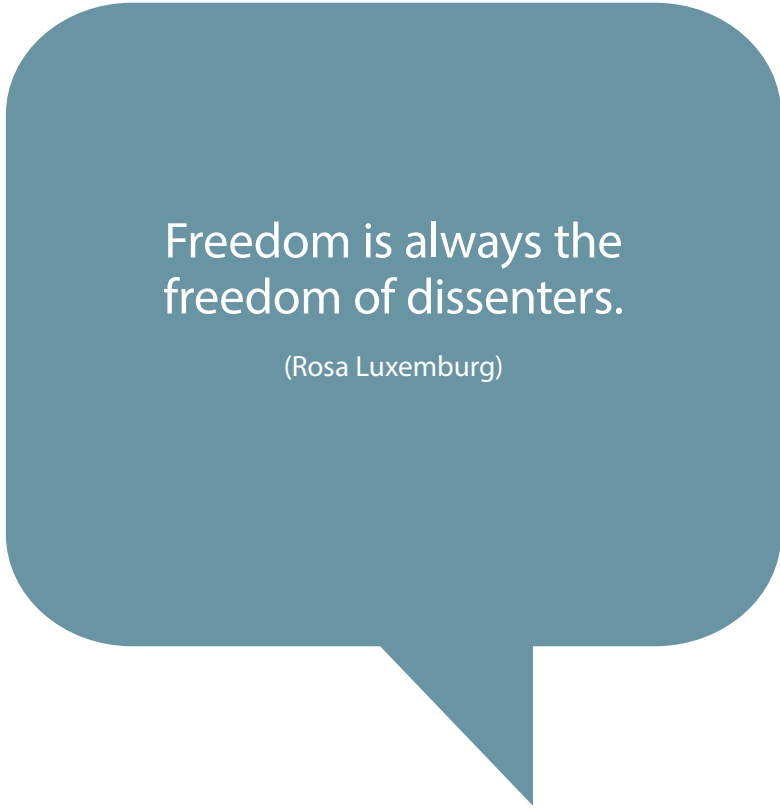
Out of false expectations real disappointments can quickly arise.

(Ernst Ferstl)



Comparing is the end of happiness and the beginning of discontent.

(Sören Kierkegaard)



Freedom is always the
freedom of dissenters.

(Rosa Luxemburg)



Being great does not
come from doing this or
that, it is simply being
yourself.

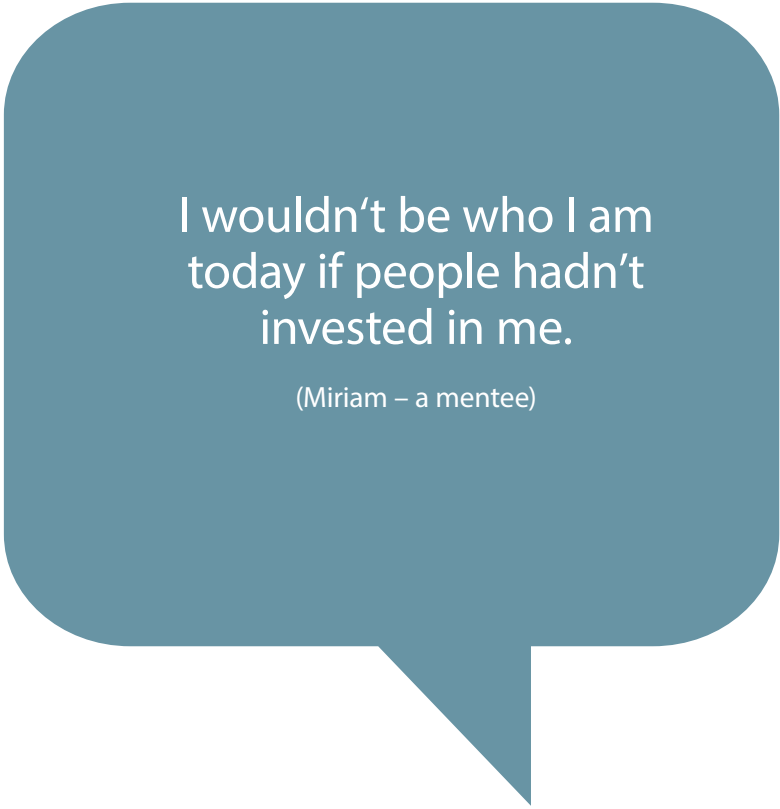
(Søren Kierkegaard)

Thinking is trial and
error.

(Sigmund Freud)

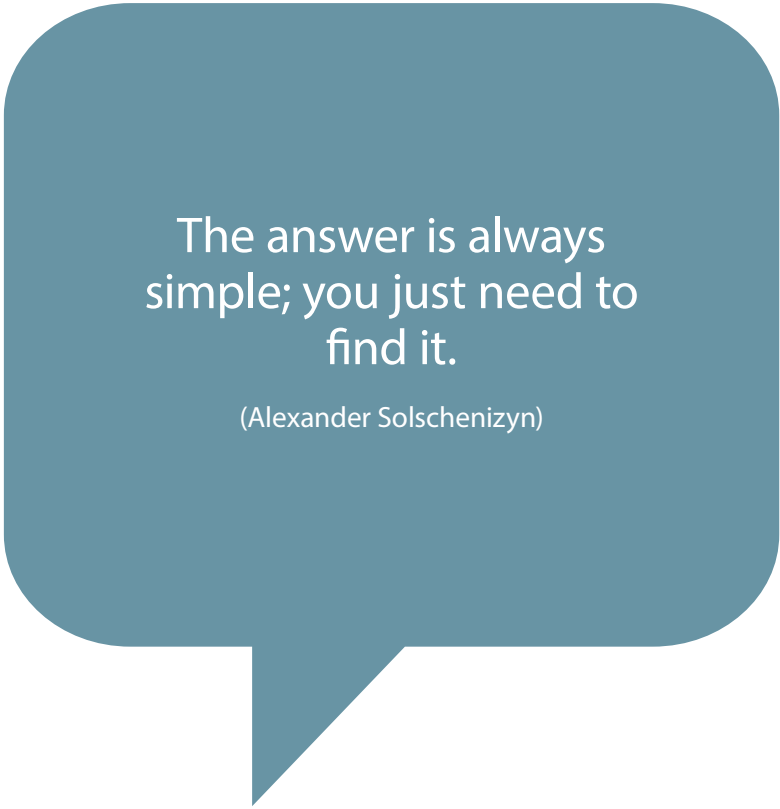
Experience remains the
mistress of life.

(J. W. von Goethe)



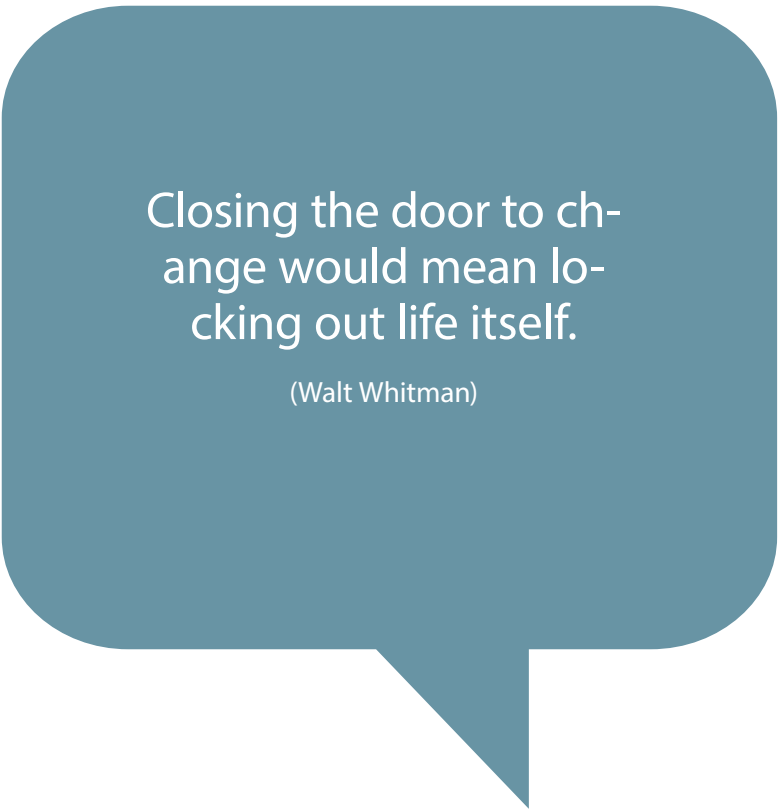
I wouldn't be who I am
today if people hadn't
invested in me.

(Miriam – a mentee)



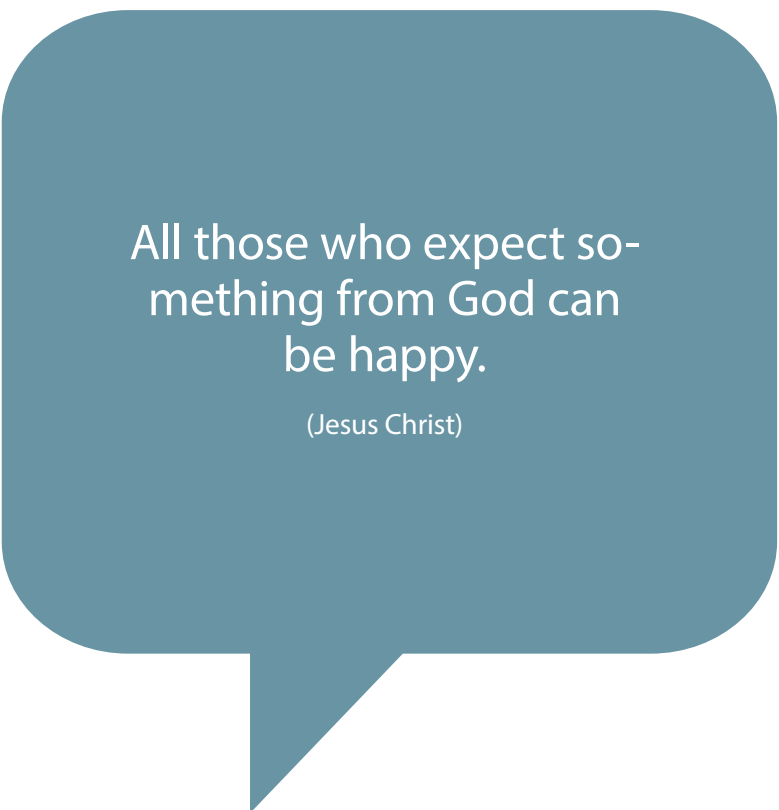
The answer is always
simple; you just need to
find it.

(Alexander Solschenizyn)



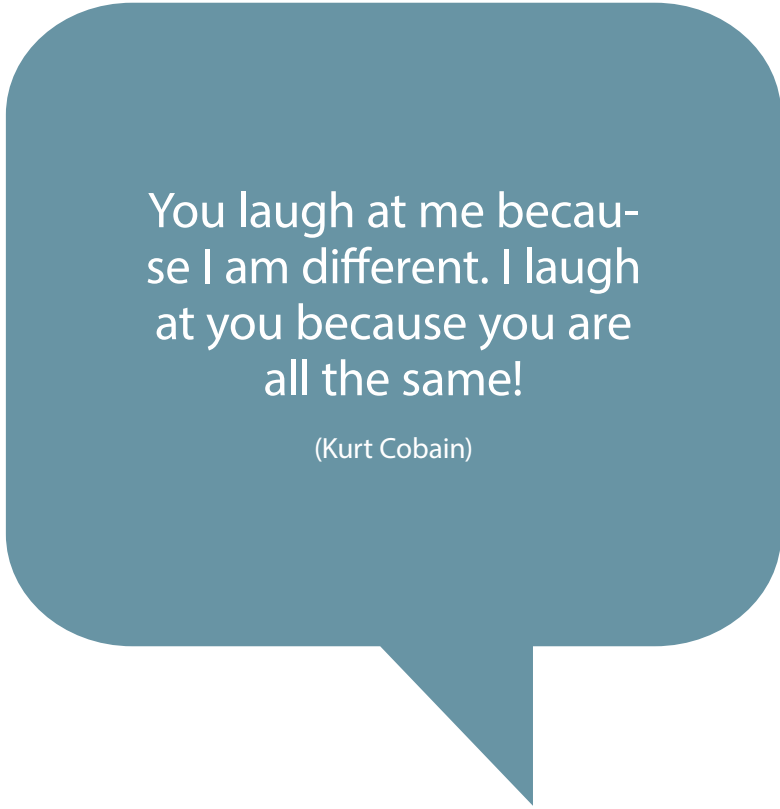
Closing the door to change would mean locking out life itself.

(Walt Whitman)



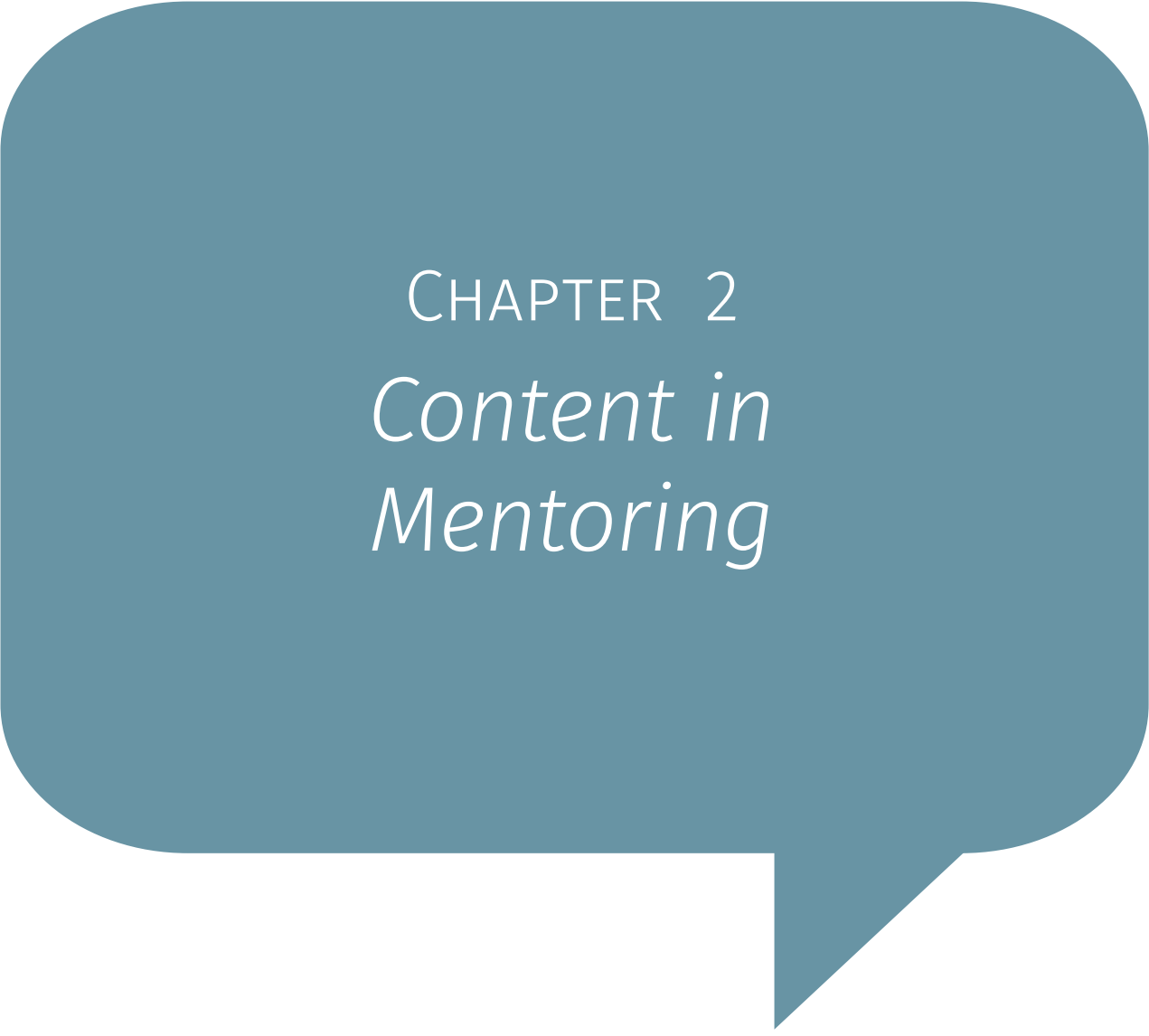
All those who expect something from God can be happy.

(Jesus Christ)



You laugh at me because I am different. I laugh at you because you are all the same!

(Kurt Cobain)

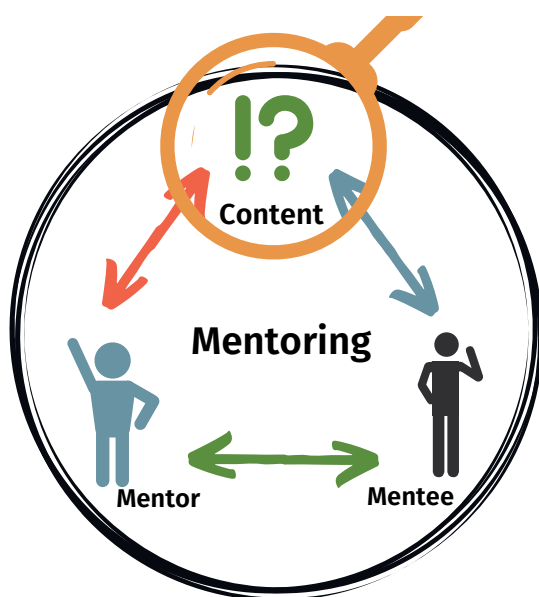


CHAPTER 2
*Content in
Mentoring*

Content in Mentoring

Duration: 90 min	Age group: from 18 years old	Group size: from 10 people
Room setup: Seminar room, chairs, flipchart	Author: Mirjam Link	Key words: Mentoring, learning zone model, mentoring topics
Learning objective: To get to know the topics which are relevant in youth work.		

Sources: Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.
Senniger, T.: Abenteuer leiten – in Abenteuern lernen. Münster 2000.



Procedure

CONTENT IN MENTORING

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants.	Talk	Handwritten schedule	Short and to the point. Flip-chart with graphics that can be left accessible.
15	“Fast Balls” Focus on the content of mentoring	The group plays this game. The group leader then leads a short reflective discussion: “How did it work?” “What worked best?” “What didn’t work well?” “What does this game have to do with mentoring?”	Fun and relaxed introduction to the topic.	Co-operative warmup activity: “Fast Balls”	Instruction: “Fast Balls”	Use different balls (tennis and table tennis balls, massage balls, marbles, soft-balls, bouncy balls, etc.)
5	Input: Learning zone model Floor diagram	To get started a floor diagram is created and explained using ropes and cards (Comfort zone, Learning zone, Panic zone).	Participants become familiar with the learning zone model.	Talk	Input Part 1 cards, ropes for the floor diagram	
15	Learning zone model	The participants position themselves in the floor diagram according to the following questions: 1. “In what zone am I in this activity?” - preparing and carrying out a youth program - cooking for a big group - leading devotions / sermons - ... 2. “In what activity am I in my comfort zone?” Some participants express themselves openly.	This activity shows that everyone experiences problems differently.	Activity	Input Part 2	Choose different activities depending on the group; also include some funny things, such as jumping from a three meter diving board, running through town in fancy dress, eating green jelly.

CONTENT IN MENTORING

Time	What	Description	Objective	Method	Materials	Tips
	3. "In which of these activities am I heading towards the panic zone?" Some participants can talk about this, if they want.					
	4. "What would change, if I had a mentor for this activity?" Individual comments					
10	In which topics/ areas do I want to grow?	All participants answer the questions on the worksheet by themselves.	Self-reflection, finding connections with their own life.	Individual work	Worksheets, pens	Play quiet music in the background. Do not let participants leave the room or the activity can take too long.
10	Pairwork	Participants work in pairs and exchange information about their topics. This can just be reported or they can agree on supporting each other.	Become more concrete and work on own learning issues.	Pairwork		Calm music in the background; write questions for the pairwork discussion on a flipchart
5	„How do mentors actually help?"	Participants find out more about the role of the mentor in youth work.		Talk	Input Part 3	
10	Small group discussion: Contents of youth work	In groups of 3 or 4 the participants brainstorm ideas relevant to mentoring in youth work. They write these ideas as keywords on separate cards.	Deepening of the topic and practical relevance	Small group work	Cards, pens	Post-its can be useful.

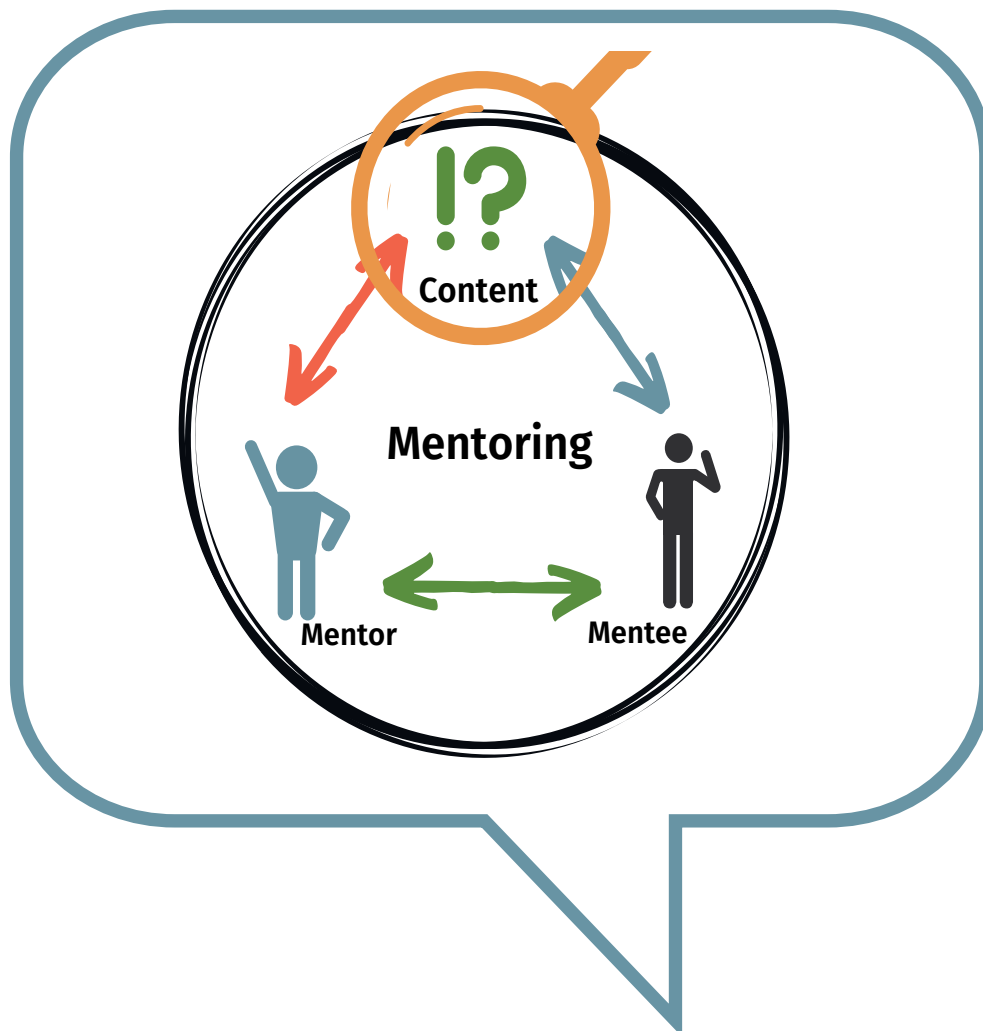
CONTENT IN MENTORING

Time	What	Description	Objective	Method	Materials	Tips
10	Feedback plenum	The cards of each group are read out and grouped. This can lead to a discussion about which content is often/easy/ difficult/ suitable for mentoring in youth work.	Classification of the topics relevant to youth work.	Reflection in plenum	Pinboard, pins, smooth wall and sellotape	The cards can also be laid out on the floor.
5	Conclusion	Two flash rounds: 1. I want to improve in this area. 2. I could be a mentor in this area. Conclusion and outlook to the coming topics.	Note the atmosphere and the most important questions; perhaps briefly respond Conclusion			Collect the offers for mentoring. This gives a good overview of the capabilities within the group.

Input: Content in Mentoring

1. Definition

Keynote talk (10 min.)



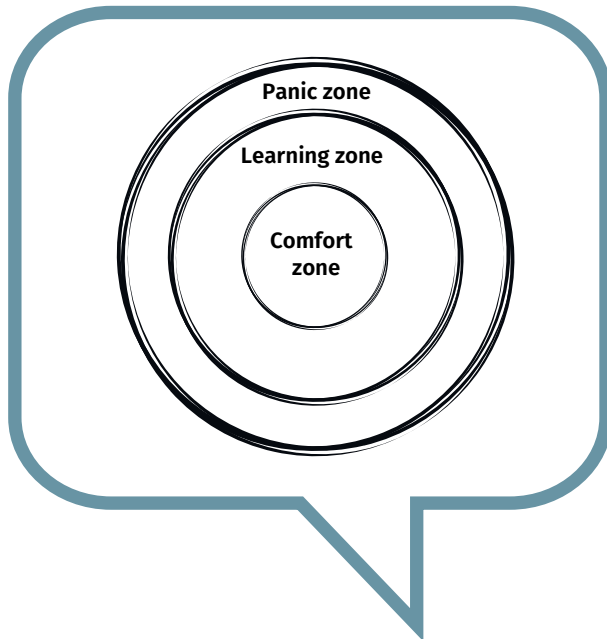
Mentoring always has a particular focus, an area with which the mentor is familiar and the mentee wants to develop further.

This unit is about the content needed for mentoring in Christian youth work.

Ideally, mentoring always focuses on one issue at a time. The points should be processed one after the other. The game “Fast Balls” shows clearly how quickly too many issues (“balls”) can create confusion.

2. The Learning zone model

Keynote talk (5 min.)



The learning zone model helps us understand why people learn differently in different situations, some with ease and others with more difficulty.

In the middle is the comfort zone. (Make a circle with a rope and put a card with the words „comfort zone“ inside.) This is the area where things are fun, easy to do and not frightening. Here we are relaxed and contented. Here activities in which we have already had a lot of practice or that have never been difficult for us have their place.

The learning zone begins around it. (Lay the next rope circle around the first and place a card with the words „learning zone“ in that circle.) Here we find the topics that we are not yet so familiar with and where we lack experience. Learning means going beyond your comfort zone to acquire new skills. This takes courage and determination. Sometimes sympathetic, appreciative and empowering support from other people can be of great help.

The outer circle is the panic zone. (Lay a larger rope circle around the inner ones and put a card reading “panic zone” in it.) The topics in this zone scare us and we don’t know how to deal with them. Blockages, serious fears and feelings of failure prevent us from learning something new.

3. Floor diagram

Activity (15 min.)

After the diagram has been laid out on the floor and explained, the group exercise begins.

All participants stand in a circle around the diagram (it must be big enough for everyone to stand inside) the group leader asks the following questions:

1. „In which zone am I in this activity?“

- preparing and carrying out a youth program
- cooking for a big group
- leading devotions / sermons
-
-

2. „In what activity am I in my comfort zone?“

Some participants express themselves openly.

3. „In which of these activities am I heading towards the panic zone?“

Some participants can talk about this, if they want.

4. „What would change, if I had a mentor for this activity?“

Individual comments

This exercise can be followed with a discussion about which members of the group are looking for mentors or could already be mentors in their own special fields.

4. Floor diagram

Activity (15 min.)

According to the definition of mentoring, mentors create a protective space for development towards independence. The mentee wants to learn and grow in a chosen area. If they, for example, decide to work as a volunteer, then they would like to learn about this area and become independent. The mentor has the right to address difficulties, problems and details that are concerned with the topic of volunteer work

The mentee wants to learn. This is a basic requirement for successful learning. Mentors provide support on the way from the comfort zone to the learning zone and on the path through the learning zone.

A mentor can give support in the following ways:

1. Mentors help us to get knowledge about our topic. They can provide literature, helpful seminars, lectures and contacts to other experts.
2. Mentors motivate us to stick with our topic and process of development, even if it gets difficult. They believe in us.
3. They help us to stay focused until our goal is reached and not to evade it.
4. In discussions we can determine priorities so as to follow the learning path step by step and not get bogged down.
5. Mentors support us in all possible ways. If, for example, we are planning a new event, they can give us feedback before and after.

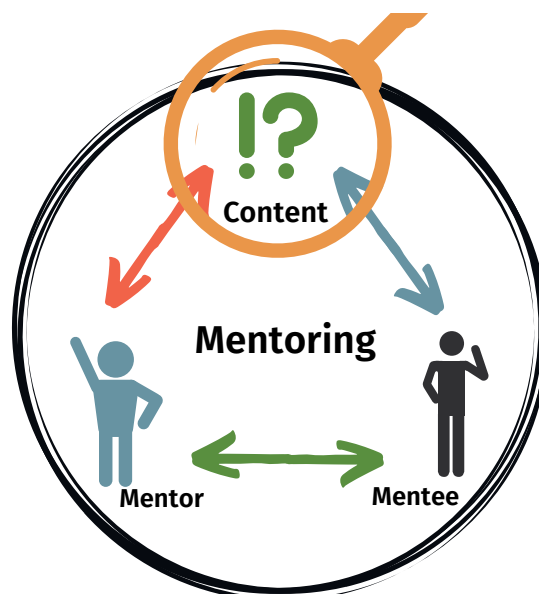
In summary, mentoring in youth work deals with the following areas:

- Practical problems when working in youth work
- Life questions of the mentee
- Spiritual development of the mentee
- Relationships of the mentee (God, other people, nature, self)

Sources:

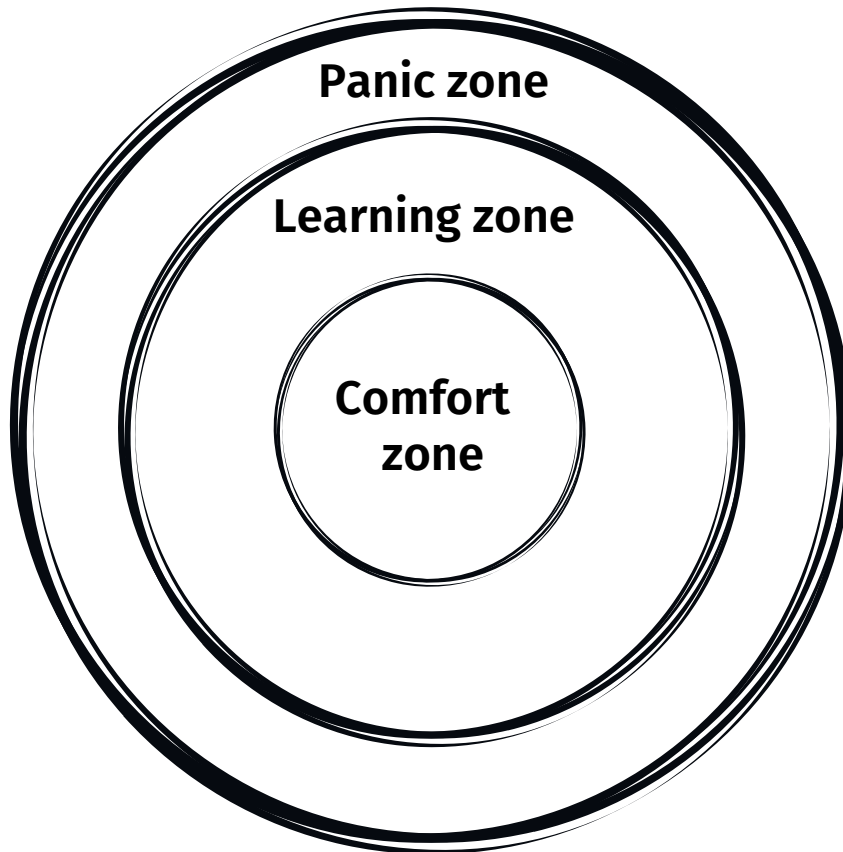
Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.

Senniger, T.: Abenteuer leiten – in Abenteuern lernen. Münster 2000.



Worksheet

Learning zone model



Write a few of your activities or focus areas in each zone.

What would change if you had a mentor for the issues in the learning or panic zone?

Self-reflection

In which areas do I want to grow in the next six months?

Who could help me in this?

My next step:

Discussion in Pairs

Findings from the pairwork discussion:

How do mentors actually give support?

Small group discussion

Issues from youth work that are suitable for mentoring:

-
-
-
-

Being a mentor

I could be a mentor for others in the following areas:

-
-
-
-

Fast Balls

Summary: The participants stand in a circle and have to throw and catch as many balls as possible.

Category:

Location: Inside or outside

Author: Mirjam Link

Number of players:
6–20

Duration: 10–15 min.

Materials:
at least 10 balls

Recommended age:
from 12 years old

Tip: Use a variety of balls

Description:

The group stands in a circle together with the group leader. The group leader has a box with many different balls in it. He/She throws the first ball to someone in the circle. This person throws it to someone else. This continues until each person has had the ball once and it has arrived back with the group leader. The name of the person can be called when the ball is thrown. It's best when the ball is thrown back and forth across the circle. The resulting throwing order holds until the end of the game.

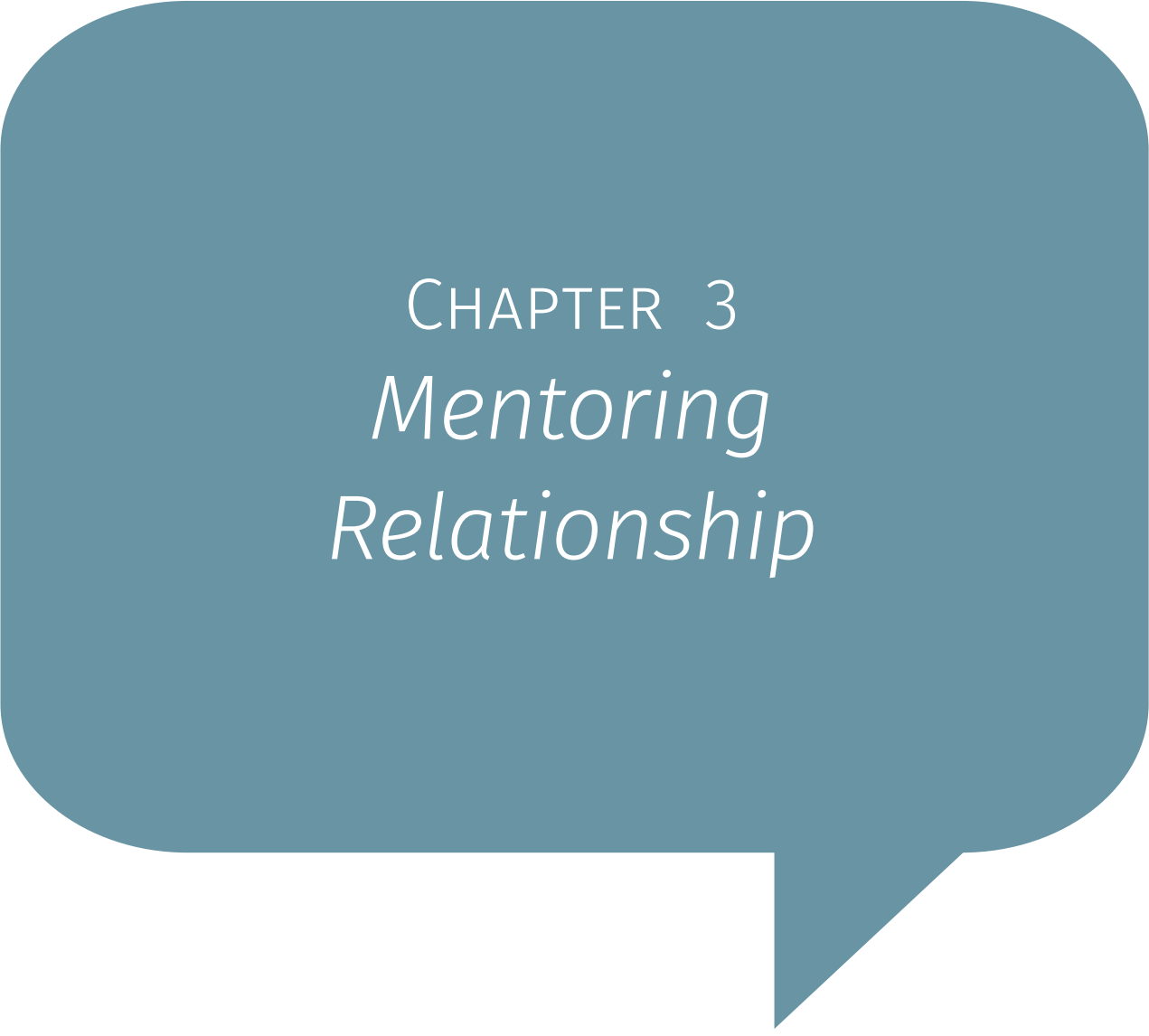
Everyone remembers from whom they got the ball and who they threw it to. Now the game moves into the second stage. The group leader throws the first ball to the first person. Shortly after, she/he throws the second ball from the box, then the third, etc. This continues until the box is empty and the balls come back to him/her. The game soon becomes fast, complex and noisy. After the game, the topics of concentration, many balls (tasks, issues) and connections between the throwers, etc. are discussed.

Variation:

1. The group has only three different balls and they see how long it takes until all the balls are back in the box. The group can discuss and try again.
2. The group is not allowed to speak

Source:

Giltsdorf, R./Kistner, G.: *Kooperative Abenteuerspiele 2*. Kallmeyer 2001; S. 106.



CHAPTER 3
*Mentoring
Relationship*

Mentoring relationship

Duration: 90 min

Age group:
from 18 years

Group size:
from 10 people

Room setup:
seminar room, chairs,
flipchart

Author:
Mirjam Link

Keywords:
mentoring,
relationship

Learning objectives: Become familiar with the development quadrangle and different forms of mentoring

Source: Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.
Breen, M./Kallestadt, W.: Leidenschaftlich glauben – Jüngerschaft vertiefen.
8 Impulse zum geistlichen Wachstum. Marburg 2007



Procedure

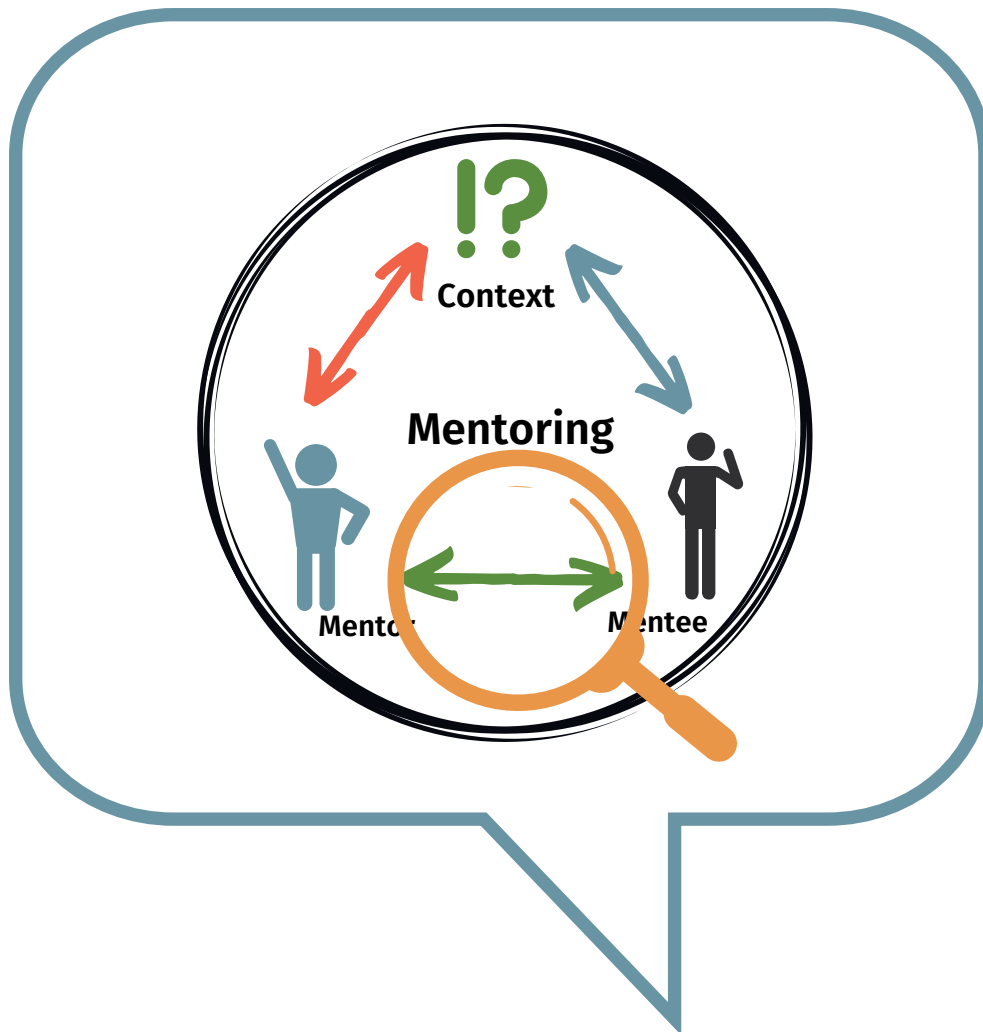
THE MENTORING RELATIONSHIP

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible
10	Activity	Everyone runs around the room. The group leader names various adjectives that can describe encounters between people: - unknown - friendly - polite - in love - aggressive - ...	Moving into the topic: how differently relationships between people occur.	Group activity		Variable: A short group discussion could follow; discuss realizations and feelings from the activity.
10	Input: foundations and forms of mentoring	The various forms of mentoring are explained using graphics (flipchart / projector / floor diagram).	The participants learn about the different forms of mentoring.	Talk	Input Parts 1 and 2; flipchart, projector, floor diagram	
10	Who have been my mentors?	Who have been my mentors?	The participants become aware of the mentors in their lives.	Individual exercise	Worksheet	
5	Reflection	Everyone sits in a circle and shares a realization from the Individual exercise.	The group recognizes how different mentors can be.	Plenum		
15	Input: the development quadrangle	The development quadrangle is explained using a graphic (flipchart / projector / floor diagram). Then the group leader poses questions from real life.	The participants learn about the development quadrangle and its practical applications.	Talk and question time	Input Part 3	

THE MENTORING RELATIONSHIP

Time	What	Description	Objective	Method	Materials	Tips
20	Small groups	In small groups reflect on what was said. "What have I heard?" "What does that mean for me?"	Deepening of the insights gained for personal application	Small groups	Write questions on a flipchart	
10	Presentation	All sit in a circle and each share a realization from the groupwork exercise.	Important insights of the group become apparent.	Pairwork		
5	Personal reflection Conclusion	Everyone makes a note of their next step.	Orientation Conclusion	Talk		

Input: Mentoring Relationship



A mentoring relationship develops between the mentor and mentee.

This relationship can take many different forms and can be of different intensities.

This chapter deals with the forms, tasks and bases of the mentoring relationship.

1. Basis of the mentoring relationship

Keynote talk (5 min.)

Mentoring is a living relationship. This relationship requires care, time and often also reconciliation. A friendship can develop from a mentoring relationship, but doesn't have to. A clear demarcation of the intensive mentoring timeframe can help to avoid misunderstandings and disappointments.

Mentoring is a safe place in which the mentee can simply be human and allow their personality to develop. In this space we can stand still and patiently await the next growth spurt. Here there is no pressure, no expectation of achievement, just motivation and sympathetic support.

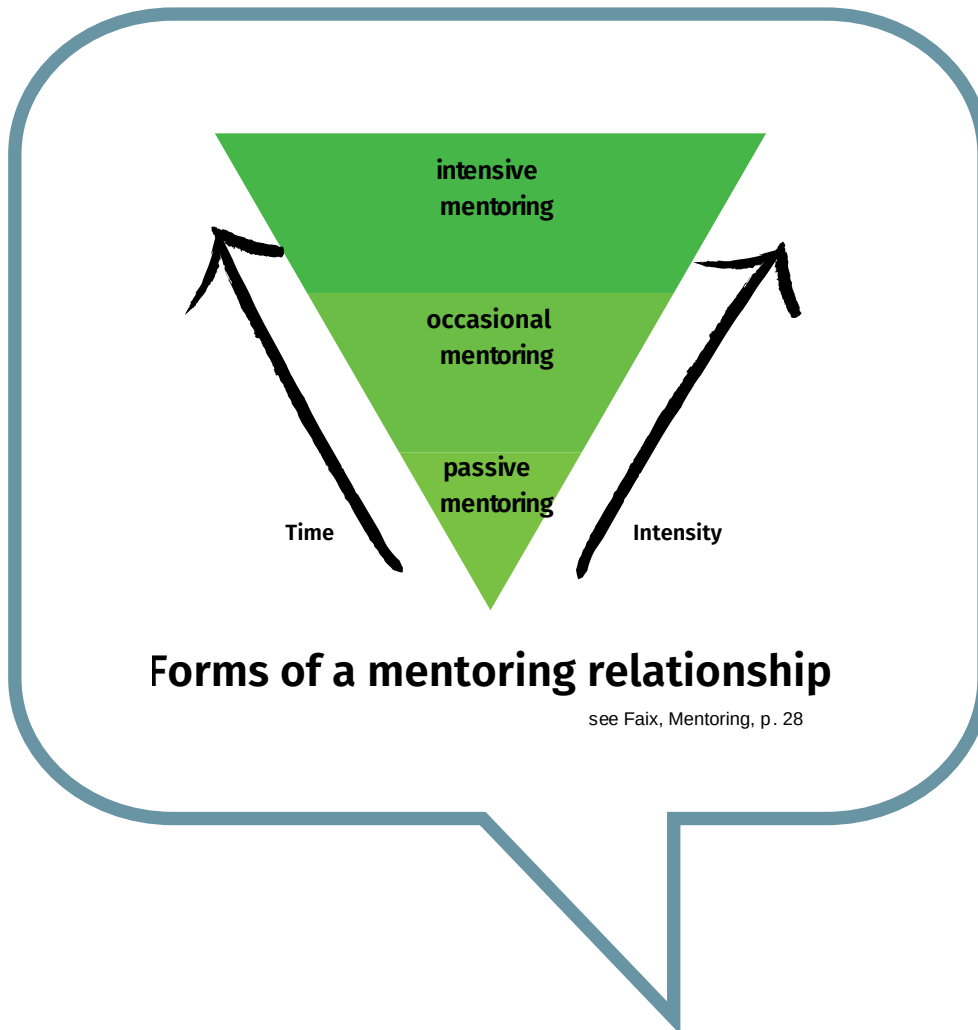
The basic premises are:

1. The mentor's job is to accompany the mentee in the discovery of their own personality, to encourage and, if necessary, to caution.
2. The focus is on healthy growth and not speed.
3. The mentee has the ability to complete their tasks themselves, to solve problems and make decisions.
4. The mentee knows what is right for them and can make their own decisions
5. The basis of mentoring is trust and mutual respect.
6. The goal of mentoring is the independence of the mentees.

(see . Faix, Mentoring, p.39–44)

2. Forms of a mentoring relationship

Keynote talk (5 min.)



Passives Mentoring

Passive mentors are people who impress and thus influence us. Mostly these are historical personalities whose biography or works inspire us. With passive mentoring, people whom we have never met and are unlikely to meet, but who still have a great influence on our lives, become role models and teachers.

Contemporary passive mentors can encourage us through lectures, videos or events that we have seen, that is, through their life story, to examine and question our own life issues.

There are also subconscious mentors. These are people who have influenced us without us being aware of it at the time. This influence, which we may only recognize and understand retrospectively, can ideally be very positive and beneficial.

Occasional mentoring

Occasional mentors are people we meet again and again and whose support we actively seek. We have no intensive mentoring relationship. Such mentors may include group leaders, teachers, professors, pastors, spiritual guides, or people in similar roles. We ask them for advice in decision making and crisis situations and seek their specific support.

Intensive Mentoring

Intensive mentoring takes time and trust and requires space for development. It may be concerned with spiritual guidance, personal development, or other life issues or tasks in voluntary cooperation. These mentors accompany us regularly and continuously.

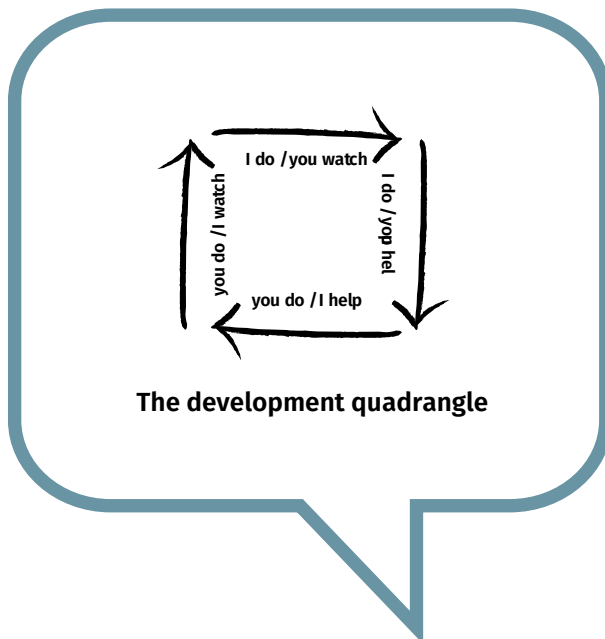
Mentoring relationships can be of different durations. They take place with Individuals or small groups.

(see Faix, Mentoring, p. 28–35)

3. The Development Quadrangle

Keynote talk and questions (10 min.)

Development takes place in steps. A goal is not reached in a single jump, but in many small steps. The development quadrangle helps us understand what kind of Instructions and support a mentee needs. The model is illustrated here using the example of a mentee being accompanied by a volunteer.



I do – you watch

The first phase is characterized by **great enthusiasm** on the part of the mentees, but with little experience. They want to learn something and plunge into the subject. So that experience and competence can grow out of this enthusiasm supporting the mentee is very important. At the beginning of a mentoring process, it is helpful if the mentors take the lead. They indicate the direction and the course of the meetings. They are confident that the goal will be achieved and give direction. They act as a role model and do not yet discuss their approach. There may also be some major uncertainties in this phase. The mentee is not yet confident to try anything out, but is very intrigued. Therefore, it is best if they can simply be present in activities. There they can observe, be integrated and be given some initial simple tasks. In the group phases this stage is also called the **forming phase**.

I do – you help

In the second phase, the mentee's enthusiasm for their work declines. The actual extent of the issue and **its difficulties** become visible. The mentee feels incompetent and would like to go back to their initial enthusiasm. But they will grow and progress to a state of real self-reliance if they are accompanied by a mentor through this and the following phase. It is good if the mentor plans in a lot of time to address the questions and concerns of the mentee. The mentor continues to give direction, but also needs to be prepared for a lot of discussion. The mentee is given clear tasks and can test themselves. In a group, this phase is the **storming phase**. Without these disagreements and points of friction the mentee cannot move on. Simply

returning to the initial state of enthusiasm is not helpful in the long run. They have to go through this phase.

You do – I help

The quality of the relationship between mentor and mentee changes in the third phase. Friendships can begin here. Both have passed together through the lows of the second phase and now the **growth of the mentee towards independence** can be actively promoted. The experience and competence of the mentee grows through new tasks. The mentor can now stand alongside the mentee as a companion and discussion partner. At this point, in a voluntary mentoring context, the mentee is given their first self-responsible projects or group sessions. The mentor can now build a very close relationship with the mentee and at the same time make it clear that they are still not best friends. In group work this phase is called the **norming phase**.

You do – I watch

The mentee is now **visibly independent**. The mentor becomes a **selective companion**. Through a lot of experience and practice the mentee has now become competently self-reliant. Their enthusiasm is no longer out of control, but it has got a stable foundation. The mentoring relationship is about to end. This can happen consciously and without regret. The mentor can give much advice for 'the time after' and give the mentee access to their knowledge. Now they are no longer a role model, but the encourager and enabler of a new self-sufficient co-worker. In group work this is the phase of **performing and saying goodbye**.

(see Breen, Leidenschaftlich glauben, p. 111–126)

After the lecture it is helpful to exemplify the way through the development quadrangle by giving one or more examples:

- co-workers of a youth group
- co-workers on a weekend camp
- co-workers in the kitchen team
- etc.

Sources:

Faix, T./Wiedekind, A.: *Mentoring. Das Praxisbuch*. Neukirchen-Vluyn 2017.

Breen, M./Kallestadt, W.: *Leidenschaftlich glauben – Jüngerschaft vertiefen. 8 Impulse zum geistlichen Wachstum*. Marburg 2007.

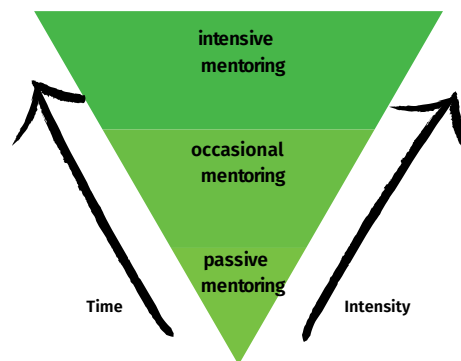
Worksheet



Basis of a Mentoring Relationship

This has become important to me:

Forms of a Mentoring Relationship



Forms of a mentoring relationship

see Faix, Mentoring, p. 28

Personal Reflection: My Mentors

Passive Mentoring:

Which historical and current mentors have influenced me?

What have I learnt from them?

Occasional Mentoring:

To which teachers/spiritual guides am I most grateful?

What have I learnt from them?

Have I ever been a mentor?

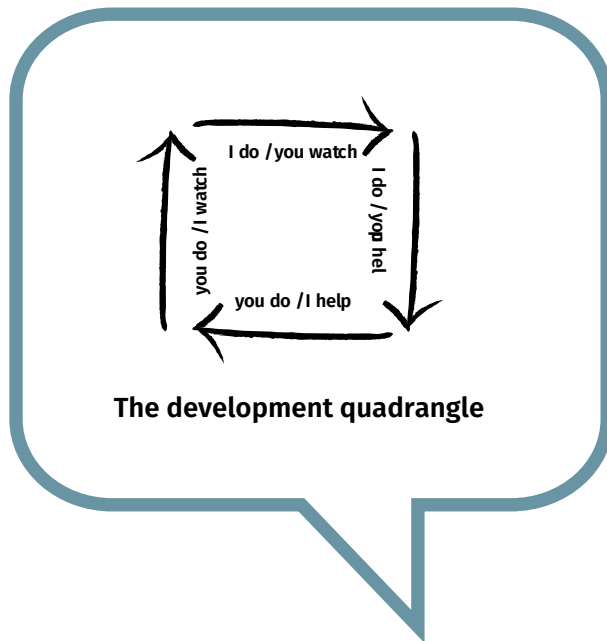
What did I experience?

How could I make contact with a mentor if I don't have one (yet)?

What do I want to learn? Which topics are important to me?

The Development Quadrangle

Practical example (application of the development rectangle):



Small group discussions:

What have I heard?

What does that mean for me?

My next step:



CHAPTER 4
Mentoring Dialogue

Mentoring Dialogue

Duration: 90 min

Age group:
from 18 years

Group size:
from 10 people

Room setup:
seminar room, chairs,
flipchart

Author:
Mirjam Link

Keywords:
Mentoring dialogue,
goals, COACH Model

Learning objectives: Become familiar with the methods and procedures of the mentoring dialogue

Sources: Faix,T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.
Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.
Webb, K.: The Coach Model for Christian Leaders. Active Results LLC US 2019.
Breen, M./Kallestadt, W.: Leidenschaftlich glauben – Jüngerschaft vertiefen.
8 Impulse zum geistlichen Wachstum. Marburg 2007.
Senniger, T.: Abenteuer leiten – in Abenteuern lernen. Münster 2000.



Procedure

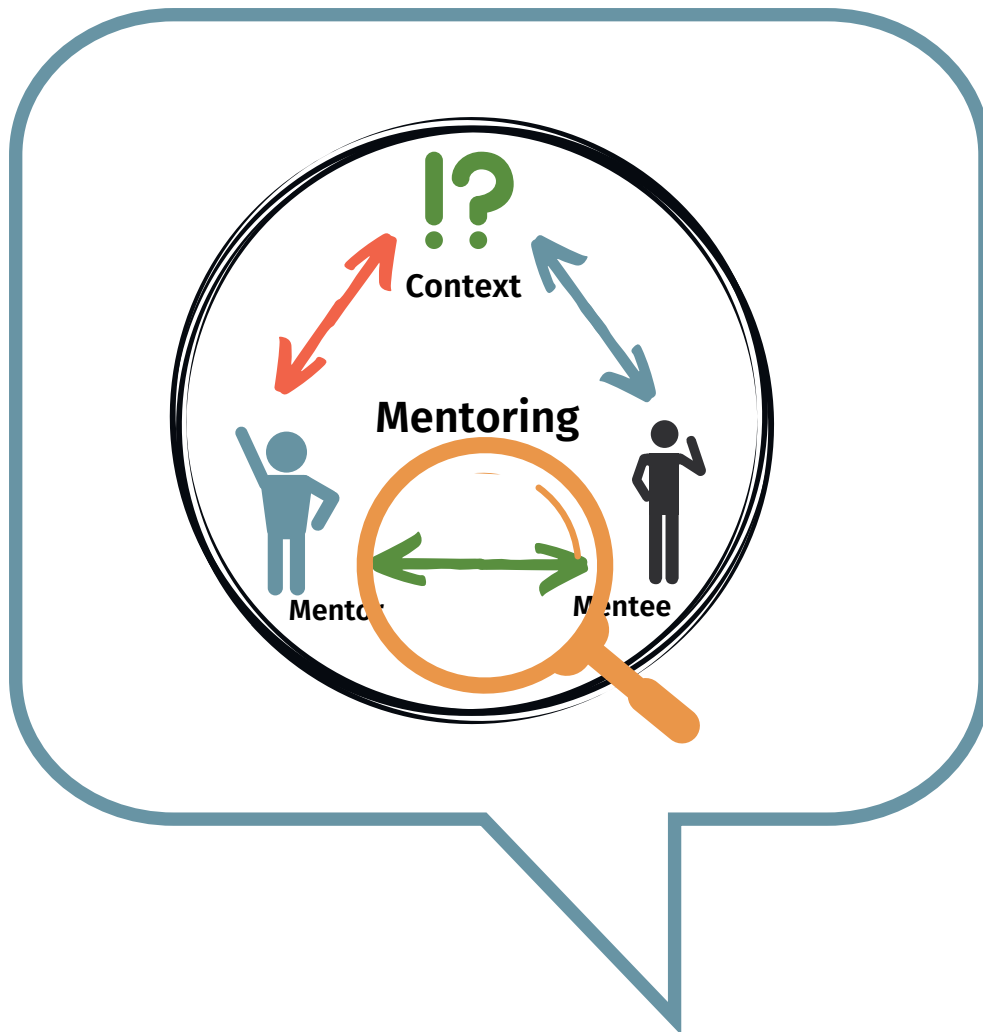
MENTORING DIALOGUE

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible
5	„Look who’s sitting there“	A name game	The participants relax, learn each other’s names and play a game where they can laugh together.	Group game	Instructions	
5	Procedure of a mentoring process	With the help of graphics, the group leader explains the procedure of a mentoring process.	The participants gain an overview of a complete mentoring process in intensive mentoring.	Talk	Input Part 1	Write individual stages of the mentoring process on cards and lay them on the ground.
5	Set goals	Setting goals is part of the mentoring process. The group leader explains the SMART principles, which can help to set achievable goals.	The participants become aware of the mentors in their lives.	Talk	Input Part 2	At the end the group formulates some examples of goals.
5	What are my goals?	The participants formulate targets for particular areas of their lives.	The participants practice their ability to formulate goals.	Talk		Allow things to develop. Do not let the participants out of the room or too much time is wasted with constant comings and goings.
10	Mentoring dialogue	With the help of graphics, the group leader outlines the individual stages of the mentoring dialogue.	Participants are shown what the various stages of the mentoring dialogue look like.	Input with group participation	Input Part 3	Leave questions to the group till the end, if there is still time.

MENTORING DIALOGUE

	What	Description	Objective	Method	Materials	Tips
40	Pairwork	Participants work in pairs and practise a mentoring dialogue using their stated goals and the dialogue procedure. Halfway through they change roles.	Participants practice leading a conversation.	Teamwork	Worksheet	
10	Share insights	Participants share what they have learnt and write down the most important questions.	Reflection on the pairwork	Plenum	Cards, pens	Perhaps just collect the questions and respond to them at a later stage.
5	Personal reflection Conclusion	Participants note down important insights or action points. The group leader can respond to individual questions and refer to the next topic.	Completion of the unit and outlook	Talk	Maybe flipchart	

Input - Mentoring Dialogue








The mentor and mentee are in intensive dialogue for as long as the mentoring relationship continues.

The chosen topic is the content of the conversation. The mentor's attitude as a companion, encourager and facilitator determines the basis of the dialogue.

1. Procedure of a mentoring process

Keynote talk (5 min.)

Demand is perceived		!?
First contact between mentor and mentee		
Decision for the mentoring process		
Agreements - duration, frequency of meetings - expectations, fears - topic, goal		!?
Repetition As often as necessary	Preparation of the meetings	
	Mentoring meetings	
	Follow-up of the meetings	
End of the mentoring process		

The beginning and end of the mentoring process for intensive mentoring (see Chapter 2) are clearly established. This process is illustrated in the table.

First there must be a clear **need**. Either the mentee is looking for someone to help them with a particular problem - they want to learn - or it is a young co-worker, who is going through a fixed program in which new staff perform their new tasks accompanied by a mentor. **Contact** is established via these two paths: the mentee is looking for a mentor or the mentor offers concrete mentoring to a co-worker. The mentorship will be appropriate if the mentor sees a lot of potential in the person.

In an intensive mentoring relationship, both sides should **consciously** agree on the process and the related meetings.

The frequency and duration of the meetings are clarified in discussion. Fears, expectations, ideas, topics and reticences are clarified. The **goal** of the mentoring process is clarified.

The mentor then prepares the first meeting when the mentoring really starts. The mentoring relationship is then established through regular meetings. The mentor always has the task of preparing and following up these meetings. This includes **self-reflection** and the appropriate selection of methods to be able to work well on the mentee's chosen topic.

After a while, the original **target is reassessed**. At this point a confirmation or realignment can occur.

The process comes to a **natural conclusion** at the end of a task or after a specified time (e.g. one year). This ending can be duly celebrated. Now both are once again 'free' of this task and can end the contact or move the relationship into another form.

(see. Faix, Mentoring, p. 57–65)

2. Setting Goals

There are **clear goals** at the beginning of the mentoring process. These goals should motivate and help to keep the process on track. In the mentoring interview small, feasible or achievable steps, based on the goals, are worked out.

Josef W. Seifert's **SMART criteria** help formulate the goals:

Specific

Measurable

Action oriented

Realistic

Terminated

If the goals of the mentees are established using this method, they can easily be checked and adjusted over time.

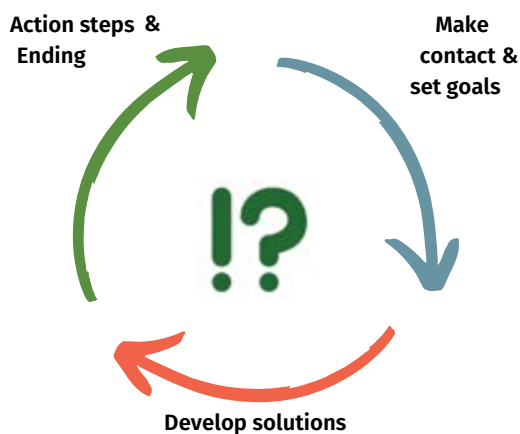
The goals of the employees can be set at a very practical level:

- Over the next six months I would twice like to cook a simple dinner for a group of 15 – 20 people.
- I would like to explain and play a game in the children's group three times in three months.
- I would once like to lead the ten-minute morning service for co-workers at the youth camp (Jungscharfreizeit).

(see Faix, Mentoring. p. 23)

3. The Mentoring Dialogue

Keynote speech and questions (10 min.)



The Mentoring Dialogue

1. Establish contact

The first phase of the dialogue is about establishing contact and trust. Relaxed openness and a sense of security can also arise from the choice of the meeting place. The willingness to get involved in the mentoring is 'checked' again at this point. Co-operation in the process is only possible when both the mentor and mentee are ready.

If the mentee has been in mentoring for a while, you can ask questions about the previous meeting. For example, how they fared when implementing the last steps.

- Questions to the group:

How can a good atmosphere develop?

What joint activities can help build trust?

Where could you meet?

2. Topic and goal

The mentor uses questions to encourage the mentee to describe their situation and their issue. What is it about? What is their goal? What do they want to have achieved by when? What expectations do they have of the mentoring process?

The SMART criteria can be applied and revised here.

- Questions to the group:

What issues can occur in mentoring?

Give a few examples of helpful goals.

3. Developing solutions

Often you don't find solutions just by thinking; they are the result of creative, experimental and playful processes. In this phase the mentor can use different methods to look for solutions.

The main thing is to support the mentee in their process of discovery through active listening and good questions.

- Questions to the group:

Which methods / procedures can help you find new solutions?

Are good ideas enough?

4. Action steps

The conversation does not end after good ideas or insights have been found, otherwise the process of development would not progress. Now concrete steps have to be worked out. The mentor can help the mentee through reflective questioning to define 2–5 action points that he wants to implement by the next meeting.

- Questions to the group:

How can you remember the action points you have set yourself?

How high should the score be on a scale of 1 to 10 (10 is high) in order to implement the plan? What do you think?

When should the mentee revise the plan again?

5. Conclusion

At the end of the mentoring interview, the mentor reflects on the dialogue. Thus the mentee gets feedback from their mentor. The mentee says what new insights they have gained and what they found particularly helpful.

- Questions to the group:

How would you bring a mentoring dialogue to a close?

What forms do you know and which have helped you?

(See Faix, Mentoring, p. 122 ff.; COACH model according to Keith E. Webb)

Source:

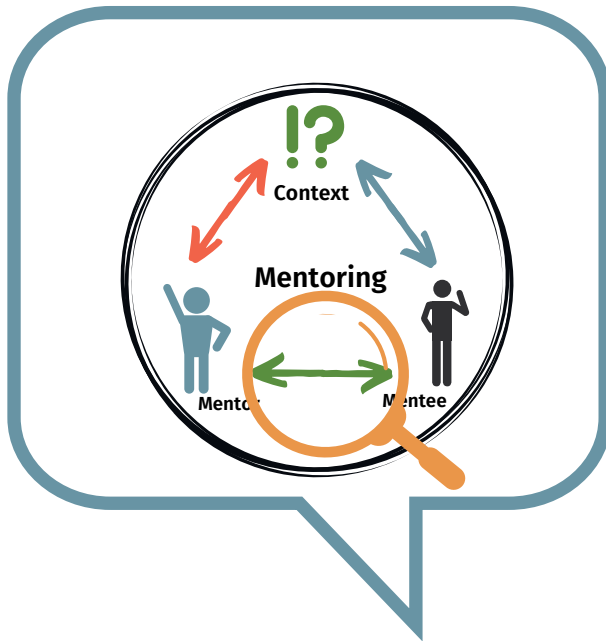
Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.

Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.

Webb, K.: The Coach Model for Christian Leaders. Active Result LLC US 2019.

Breen, M./Kallestadt, W.: Leidenschaftlich glauben – Jüngerschaft vertiefen. 8 Impulse zum geistlichen Wachstum. Marburg 2007.

Worksheet



Procedure of a mentoring process

What is important to me:

Formulate goals

S-
M-
A-
R-
T-

Individual exercise – What are my goals at the moment?

(Write 3-5 goals from different areas of your life using the SMART method.)

1.

2.

3.

4.

5.

The Mentoring Dialogue



1. Make contact
2. Determine issue and goals
3. Develop solutions
4. Action steps
5. Conclusion

Partner Exercise

Decide who is the mentor and who the mentee. Have a conversation using the procedure explained above. You could use one of your goals from the individual exercise. Make sure that you come to a conclusion in 20 minutes. Then switch roles.

Look who's sitting there

Brief description: The group plays a name game in two teams

Category:

Location: inside or
outside

Author: Mirjam Link

Number of players:
10–30

Duration:
5–10 min.

Materials:
blanket / large cloth

Age recommendation:
from 12 years

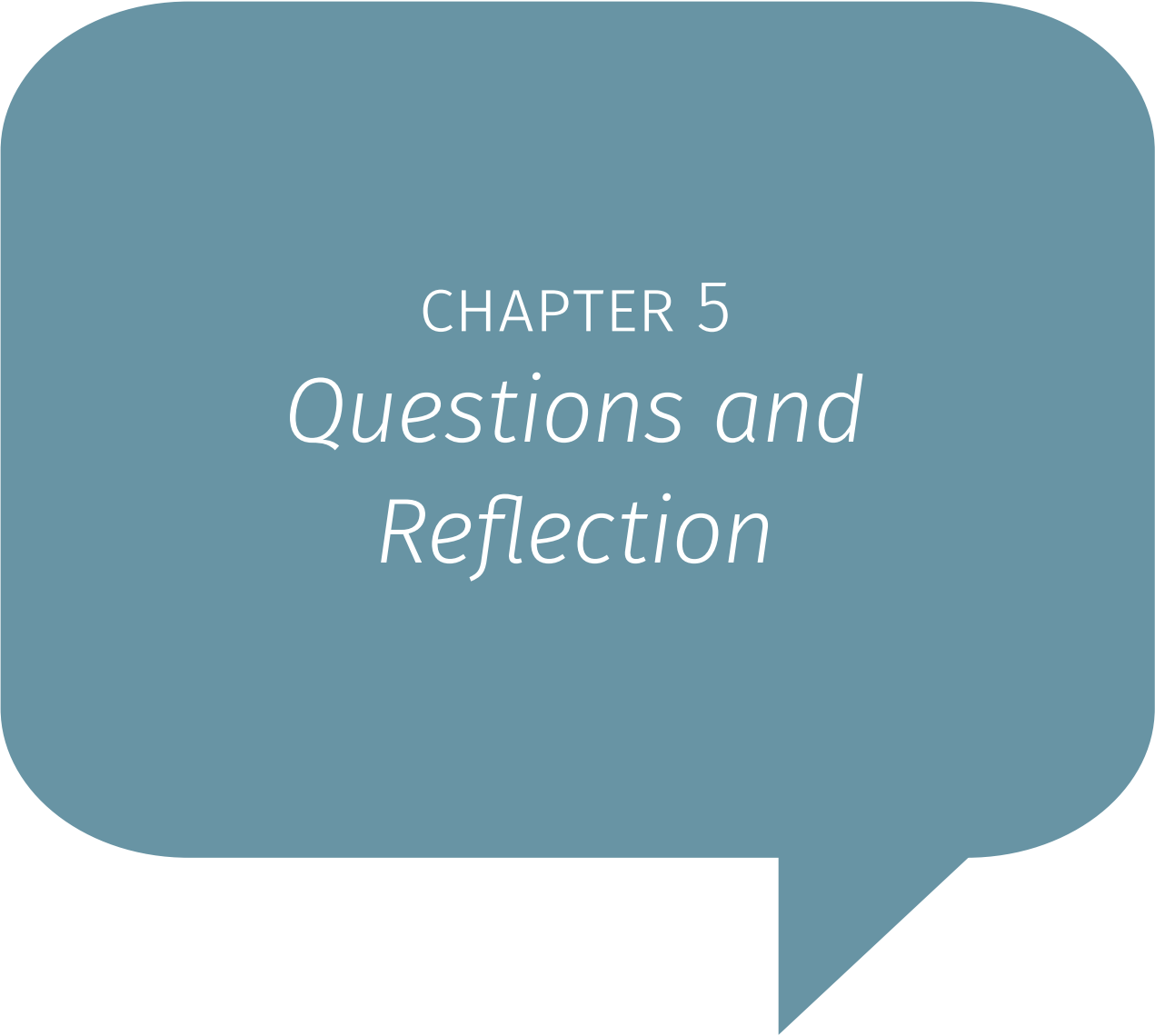
Insider tip:

Description:

The group divides into two small groups and participants sit close together. Two co-workers stretch a cloth as a border between the two groups. Two participants, the 'namers', sit down directly behind the cloth. The group leader counts to three and drops the cloth. The namers must quickly call each others' names. The group of the one who is fastest wins. The loser goes to the winning group. After several rounds the game is over. Ideally, each participant has a turn.

Source:

Senniger, T.: Abenteuer leiten. Münster 2000.



CHAPTER 5
*Questions and
Reflection*

Questioning technique and reflection

Duration: 90 min

Age group:
from 18 years

Group size:
from 10 people

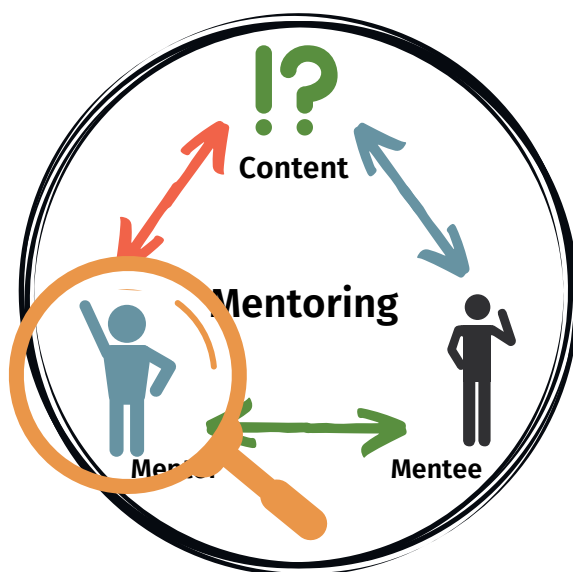
Room setup:
seminar room, chairs,
flipchart

Author:
Mirjam Link

Keywords:
Mentoring, asking
questions, reflection,
feedback

Learning objectives: The participants get to know different types of questions and how to ask helpful and solution-oriented questions.

Sources: Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.
Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.
Friebe, J.: Reflexion im Training. Bonn 2010.
Seidel, I.: Schulungsunterlagen zur Weiterbildung Perspektiventwickler. In:
Private Unterlagen von Mirjam Link. Stuttgart Oktober 2018.
Systemische Fragen für Führungskräfte. www.trainer-akademie.de
(Zugriff am 10. 07. 2019).



Procedure

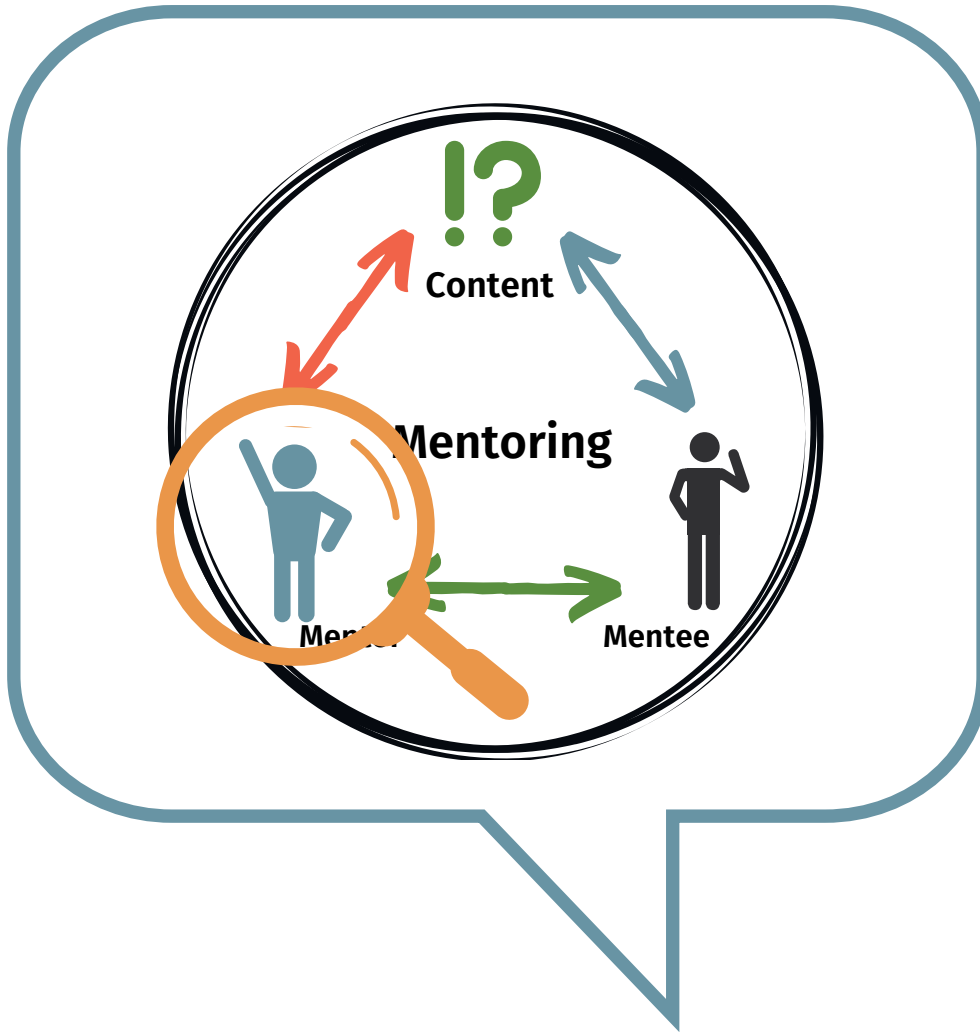
QUESTIONS AND REFLECTION

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible
10	Question/answer game	All participants sit in a circle. A slip of paper is stuck under each chair. Question/answer pairs are written on the slips of paper before the game starts. The participant with "Question 1" on their slip of paper asks a (funny) question of their choosing to the participant with "Answer 1" on their slip of paper. Next the participant with "Question 2" goes, and so on until all participants have had their turn.	Energising group game to kick off the topic "Asking questions"; different question types come up	Group game	Cards, pens, sticky tape	Attach the slips of paper before the group comes into the room. If there is still time, participants with the answer cards can ask a question to those with question cards.
5	Asking good questions	The group leader explains the importance of good questions and active listening as a mentoring method.	The participants learn the basics of the method of listening and asking questions in mentoring.	Talk	Input Part 1	
15	Types of questions	The participants work on one type of question in small groups (3-4 people). For this they can use the input documents. After the work phase, they should present their type of questions in plenum and give example questions.	Self-development of knowledge about questions	Small group task	Cards, pens, Input Part 2	The input documents can be printed out for all the groups.
20	Share insights	The results from the small groups are presented in plenum. Questions that come up are answered.	Participants deepen their knowledge on issues that are helpful in mentoring.	Plenum		

QUESTIONS AND REFLECTION

Time	What	Description	Objective	Method	Materials	Tips
5	Reflection	<p>The group leader gives a brief introduction to the method of reflection and its objectives. Then he asks the group about positive experiences of reflection.</p> <p>“Which reflective discussion in the past was helpful to your learning process?”</p> <p>“Why was that?”</p> <p>Some students can recount their experiences.</p>	<p>The participants combine their previous experiences from their own reflective discussions with the knowledge of the benefits of reflection methods in mentoring.</p>	Talk, group discussion	Input Part 3, page with explanations on the method of “hand questions”	Write down general criteria for helpful reflection.
25	Method “hand questions”	<p>The participants fill out the sheet with the “hand questions” for an event of their choice. Experiences from youth work lend themselves well to this (free time, events, a year with a team, ...). Then they share their insights with another participant.</p>	<p>The participants practice the method of “hand questions” based on their own experiences.</p>	Individual exercise (max. 10 min.) Pairs: dialogue (15 min.)	Worksheet with the “hand questions”	Signal when it’s time to change to the dialogue phase so that each participant gets a turn.
5	Application of the “hand question” method, conclusion	<p>In the group discussion, various situations are collected in which the “hand question” method can be used.</p> <p>The unit is then completed and the participants get a preview of the next topic.</p>	Completion of the unit and preview.	Group discussion, talk	Maybe flipchart	

Input - Questions and Reflection



Tools

In mentoring, good and intelligent questions are the most important tool for a helpful conversation. This chapter deals with the art of asking good questions and different types of questions. It is particularly important for mentors to be able to listen actively, ask intelligent questions and be reflective.



active listening



intelligent questions



**appreciative
reflection**



Tools

1. Asking good questions

Keynote speech (5 min.)

In order to be able to ask good questions, we first have to listen, and not to ourselves, but to the mentee. This works best when you stop talking.

Active listening

- with mind
- with body
- with intuition
- with words
- in connection with the Holy Spirit

The group can work out together what active listening looks like.

Example:

What does it mean to listen with your mind?

- I plan conversations.
- I recognize what distracts me and I make a note of it.

-

-

...

Asking good questions

Good and intelligent questions often come from active listening. They are easy to understand and can be answered briefly. Intelligent questions make the mentee think and allow them to learn about themselves. They lead them down the path of reflection and to the adjustment of their actions.

Good questions contribute:

- to focus
(which area of the major issue do you want to focus on?)
- to expansion of consciousness
(what's going on in the background?)
- to clarification of a topic
(what exactly do you mean by that?)
- to confirmation of a decision
(Can you repeat your concern again?)

Questions in mentoring should bring to the surface what is already there in the mentee. You shouldn't flaunt their ignorance. Change often begins with questions!

(See Seidel, further training as perspective developer, seminar documents)

2. Asking good questions

Group task (15 min.)

Each small group prepares a type of question, formulates sample questions and presents them to the group in plenum. The groups can use pens and paper for the presentation.

Open questions

Open questions start with W-words. They help the mentee to open up their own thought processes.

What/which/who/where/when/how

Open questions cannot be answered with **yes** or **no**, otherwise they would be closed questions. Closed questions do not help in mentoring. The question word „why“ should also be avoided. This frequently results in looking for blame and therefore doesn't lead anywhere.

Hypothetical and circular questions

Hypothetical questions encourage the mentee to change their perspective. New ways of thinking are formed. Thus new solutions can also be found in reality.

- What about if, ...?
- If you had three wishes, ...
- Suppose , ...

Circular questions are not direct, but question indirectly and reveal one's own opinion.

- What do you think ... thinks about it?
- If XY were to clearly say what he thinks, what would he say?

Solution-oriented questions

The mentee should find the answers to the issue or problem themselves. **Solution-oriented** questions activate the resources of the mentees and direct them towards a good solution.

- In which situations have you had good experiences with this?
- When / where did the problem not occur?
- What was different there?
- How could you make more of them?

Decision-making questions

In order to arrive at a result, it is sometimes helpful if the mentor makes the mentee take decisions in the form of questions.

- If you had three options, ...

In the book by Tobias Faix on the topic of mentoring there are many helpful questions on a wide variety of mentoring topics from page 126.

3. Appreciative reflection

Reflection is another important foundation of mentoring.

Through reflection:

- Experiences of the mentees (outside of mentoring) can be processed
- Learning progress in the mentoring process can be seen and identified
- Interim evaluations of the mentoring process can be made

Reflection is first and foremost about your own perception. This is followed by the interpretation of one's own feelings and the description of the possible consequences.

(See Faix, Mentoring, p. 25)

A simple and helpful reflection method is that of 5-finger reflection.

Sources:

Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.

Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.

Friebe, J.: Reflexion im Training. Bonn 2010.

Seidel, I.: Schulungsunterlagen zur Weiterbildung „Qualifizierung zum Perspektiventwickler“.

Private Unterlagen von Mirjam Link. Stuttgart Oktober 2018.

Systemische Fragen für Führungskräfte: www.trainer-akademie.de

4. 5-finger reflection



Thumb: Which activity was really great?

Index finger: What did I learn?

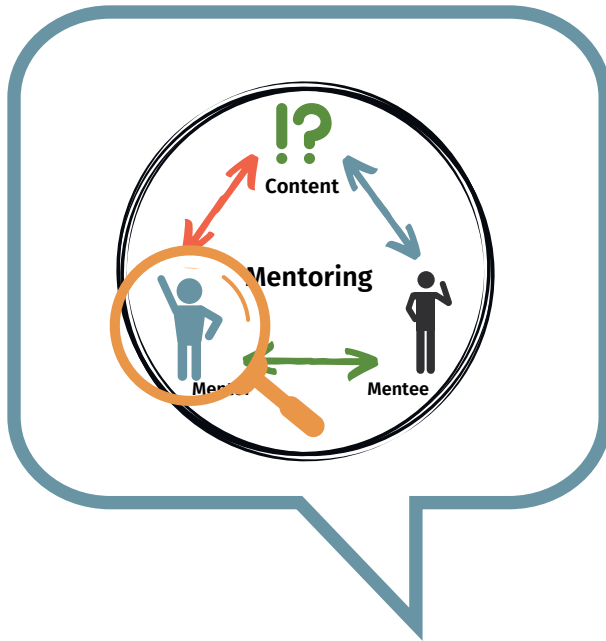
Middle finger: What really annoyed me?

Ring finger: What was the connection to my goal/mind/faith?

Little finger: What was neglected? What did I forget?

Whole hand: What concerns do I have for the near future?

Worksheet



Active listening

Intelligent questions

Types of questions

Develop a question type within your group. Put sample questions together and then present them to the whole group.

Open questions

Hypothetical and circular questions

Solution-oriented questions

Decision-making questions

I like these questions and I would like to use them as a mentor:

Reflection

Use of reflection in mentoring:


-
-
-

Use of the 5-finger reflection method (situations, topics):

-
-
-

Other insights on the topic of reflection:

-
-
-



CHAPTER 6
*Small group
mentoring*

Small group mentoring

Duration: 90 min	Age group: from 18 years	Group size: from 10 people
Room setup: seminar room, chairs, flipchart	Author: Mirjam Link	Keywords: Mentoring, small group, learning circle
Learning objectives: Participants learn the ability to lead mentoring in small groups. You can use the learning group as a method of conducting discussions.		

Sources: Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.
Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.
Schneider, C.: Schulungsunterlagen zur Weiterbildung „Qualifizierung zum Perspektiventwickler“.
Private documents from Mirjam Link. Stuttgart Oktober 2018.
Email contact with Christoph Schneider from 19. Juli 2019.



Procedure

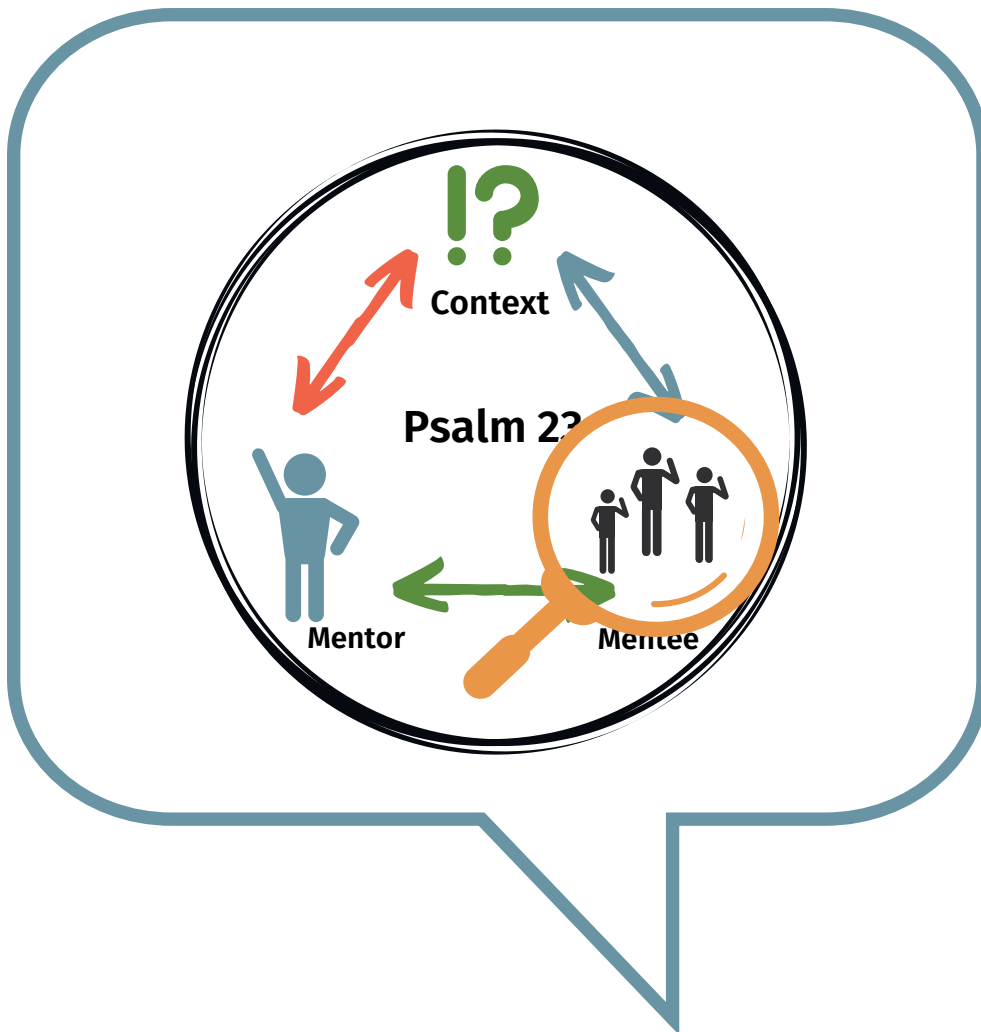
SMALL GROUP MENTORING

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible
10	Four corners game	<p>The group leader poses a question and provides four possible answers, one for each corner. The participants move to a corner according to their answer.</p> <p>Example: The four corners of a room are filled with four answer options.</p> <p>When everyone has found their answer, they can chat briefly in the newly created small groups.</p>	The participants take a position on a topic and get to know the other participants better.	Group game	Prepare five questions that are suitable for the group and are not too deep; ask more fun and informative questions.	At the end of the game, a question can be used to form the small groups for the exercises (see below). Then the group formation has occurred randomly and has already been done.
5	Mentoring in small groups	<p>The mentoring of small groups is described with two objectives.</p> <p>Either as a small group in community building or as an issue-focused small group.</p>	Participants gain insight into the possibilities of mentoring in small groups.	Talk	Input Part 1	The input documents can be printed out for all the groups.
5	Input learning circle	The learning group is a method of leading discussions in small groups constructively.	The participants become familiar with the learning circle and its use in mentoring.	Talk	Input Part 2	The input documents can be printed out for all the groups.
20	Small group mentoring practice	<p>The participants are in small groups of 4–5 people.</p> <p>Each person takes on a role in the small group:</p> <ol style="list-style-type: none"> 1. Mentor 2. Mentee 3. Other participants <p>The mentor opens the round and leads the discussion.</p> <p>In this first practice phase, two participants take turns in the mentor role.</p> <p>They each have 7 minutes for one (preferably simple) question. Then it is time to swap and briefly reflect.</p>	Participants practice leading discussions in small groups with the help of the learning circle.	Learning circle Input 2	<p>The small groups can possibly be divided in advance (saves time in finding a group).</p> <p>If there are experienced co-workers in the groups, this can simplify the discussion at the beginning.</p> <p>No difficult “problem issues” should be selected at the start.</p>	

SMALL GROUP MENTORING

Time	What	Description	Objective	Method	Materials	Tips
10	Reflection and questions	The group meets again in plenum. One person from each small group reports on how the exercise went and the questions that arose.	The participants reflect on the experiences they have had during the exercise and can ask further questions.	Discussion in plenum		
5	Rules of the game and discussion procedure	After the first experiences in conducting a discussion, the “rules of the game” for mentoring processes help to create a helpful atmosphere for discussion.	The participants learn the rules of the game for their role as mentors.	Talk	Inputs 3 and 4	Signal when it’s time to change to the discussion phase so that each participant gets a turn.
25	Small group mentoring practice	<p>The participants continue to practice in the same small groups. Each person takes on a role in the small group (mentor, mentee, participant). These roles change after every discussion.</p> <p>The mentor begins the round and leads the discussion.</p> <p>In this first phase of the exercise, two participants take turns as mentees. They have 7 minutes each for one (preferably simple) question. Then it is time to swap and reflect briefly.</p>	Participants practice leading discussions in small groups with the help of the learning circle.	Kleingruppen-übung	Learning circle Input 2	<p>The small groups can possibly be divided in advance (saves time in finding a group). If there are experienced co-workers in the small groups, this can simplify the discussion at the beginning.</p> <p>No difficult “problem issues” should be selected at the start.</p>
5	Self-reflection conclusion	Each participant has the opportunity to write down their own questions and answers.			Worksheet	

Input - small group mentoring



Mentoring in youth work can take place on a one-to-one basis or in small groups.

The inhibition threshold for participating in a small group is lower. Time is also a factor. An experienced co-worker can take care of several young people at the same time in a simple mentoring process.

1. Small group mentoring

A mentor can normally look after a group of 3-5 mentees. It is very good if they themselves are in a mentoring relationship or in a small group with other mentors. In a small group, the mentees not only learn from the mentor, but also from each other. Group dynamics can result in high energy and speed.

Small groups in community building

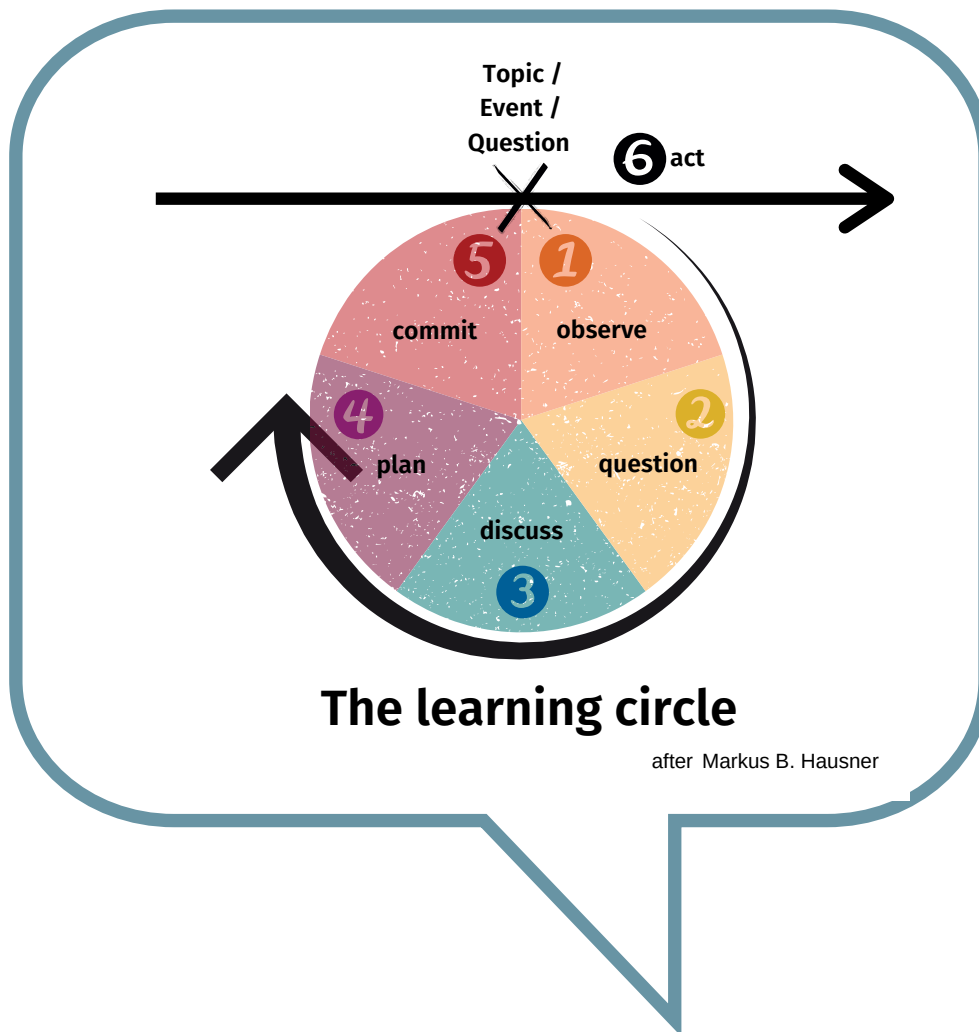
Small groups can be formed within a community or organization. If an entire field of work (e.g. youth work or young adult work) is also made up of small mentoring groups, this has a strongly stabilizing effect on the whole community and the promotion of young people over time. (More on this in Chapter 7: Mentoring in the community and organizational development)

Issue-focused small groups

There are also small groups that meet to discuss certain topics nationwide and non-denominationally. If the participants cannot meet very often or live far away from each other, digital meeting places such as Skype or Zoom are a helpful way to keep the mentoring process going. These small groups can be created through common fields of work, congresses, further training or other networking processes.

(See Faix, Mentoring, p.184 onwards)

2. The learning circle



The learning group (according to Marcus B. Hausner) is a helpful tool for the procedure of mentoring discussions in small groups.

At the beginning of the discussion there is an event in the life of the mentee that raises a question, a question for which they are looking for an answer through talking with others, a question where they would also like to include God's perspective in the answer.

1. Observation

The mentee describes a situation / event in their life that they are dealing with at the moment. They should choose an area in which they want to grow. The mentee talks about their previous reactions and feelings in this situation.

2. Question

The small group participants can now ask questions. Questions that help the mentee to better understand their situation. This gives them a broader, different or new perspective.

3. Discuss

In this phase, the other participants share their insights. They may have their own experiences, spontaneous ideas and tips.

The mentor should moderate this phase very carefully so that the mentee is not bombarded with advice, and the experiences of the other participants don't take up too much time.

The first three steps help the mentee to clarify their own point of view from which to act.

4. Plan

The first plans now follow. The mentee considers the options they have. They collect the various paths and approaches that have opened up to them through the first three steps.

5. Commit

The mentee decides on a solution and announces a concrete next step. They allow the other participants in the small group to ask questions.

The mentor can suggest that one of the participants call or send a message to the mentee in the next few weeks. In this way they receive concrete support.

6. Act

Now it's about the implementation of the plan. The mentee has finished with the discussion and takes this concrete step in their life.

At the end, the mentor or a member of the group can pray for them and their plan, and bless them.

(Source: <https://www.youtube.com/watch?v=wcqdm6WDvqo> aufgerufen am 22. 07. 2019)

3. Rules of the game for small groups

(Input 5 min.)

Trust

We treat each other openly and honestly, in love, acceptance and forgiveness.

We treat what is discussed confidentially.

Responsibility

We take responsibility for our life and actions.

We make a contribution within the limits of our capability.

Obligation

We respect each other by coming to the meetings reliably, on time and prepared.

We set realistic goals for our journey and want to achieve them.

Change

We are ready to question old habits and learn new things.

We are ready to engage with new people in changing groups.

(see. M. Hausner, L.E.B.E.N.)

The procedure (approx. 7 minutes per person)

This serves as a guide to the mentor in the moderation of a small group, trying to deal with the issue of a mentee in 7 minutes.

1. Brief description of the event. What exactly is your question?
2. Questions from the others with the aim of enabling you to clarify the next step.
3. Has this resulted in a possible next step for you?
4. If so, make it as concrete and binding as possible.
5. If not, what can you do next to take action?
6. May we ask how things are going at a subsequent small group meeting?

(from: Email from Christoph Schneider to Mirjam Link from 19. Juli 2019)

Sources:

Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.

Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.

Schneider, C.: Schulungsunterlagen zur Weiterbildung „Qualifizierung zum Perspektiventwickler“ Perspektiventwickler/In. Private Unterlagen von Mirjam Link. Stuttgart Oktober 2018.

Email correspondence with Christoph Schneider from 19th July 2019.

Worksheet

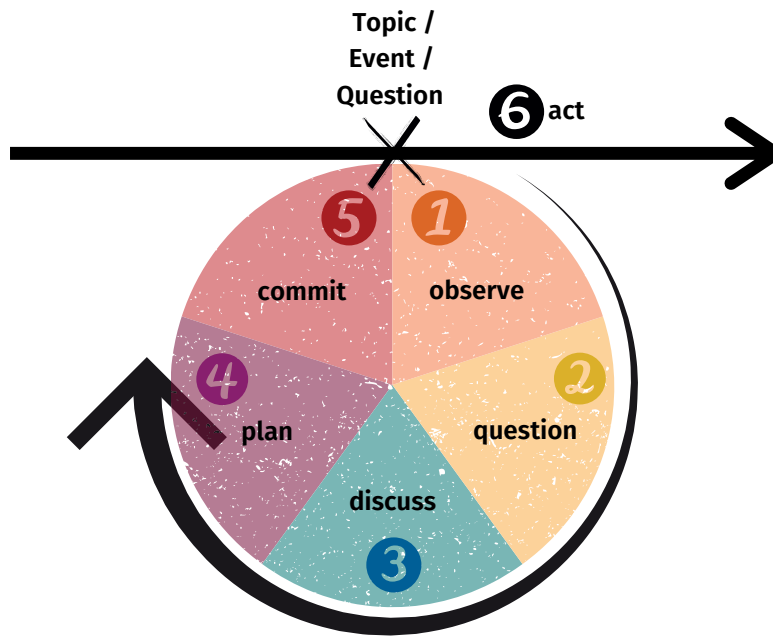


1. Small group mentoring

Small groups in community building

Issue-focused small groups

2. The learning circle



The learning circle

after Markus B. Hausner

Observe

Question

Discuss

Plan

Commit

Act

3. Practice exercise in small groups part 1

Discussion notes:

Reflection on my role (mentor, mentee, participant):

4. Rules of the game and discussion procedure


Rules of the game for a mentoring discussion:

7-minute procedure for small group discussions:

5. Practice exercise in small groups part 2

Discussion notes:

Reflection on my role (mentor, mentee, participant):



CHAPTER 7
*Mentoring in the
Community*

Mentoring in the Community

Duration: 90 min

Age group:
from 18 years

Group size:
from 10 people

Room setup:
seminar room, chairs,
flipchart

Author:
Mirjam Link

Keywords:
Mentoring, Community
Development

Learning objectives: Participants learn about examples of existing mentoring concepts in the community and other organizations concerned with Christian youth work. They work on developing ideas for their own contexts.

Sources: Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.
Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.
Kotter, J. P.: Das Pinguin-Prinzip. Wie Veränderung zum Erfolg führt. München 2006.
Kotter, J. P.: Leading Change. München 2011.

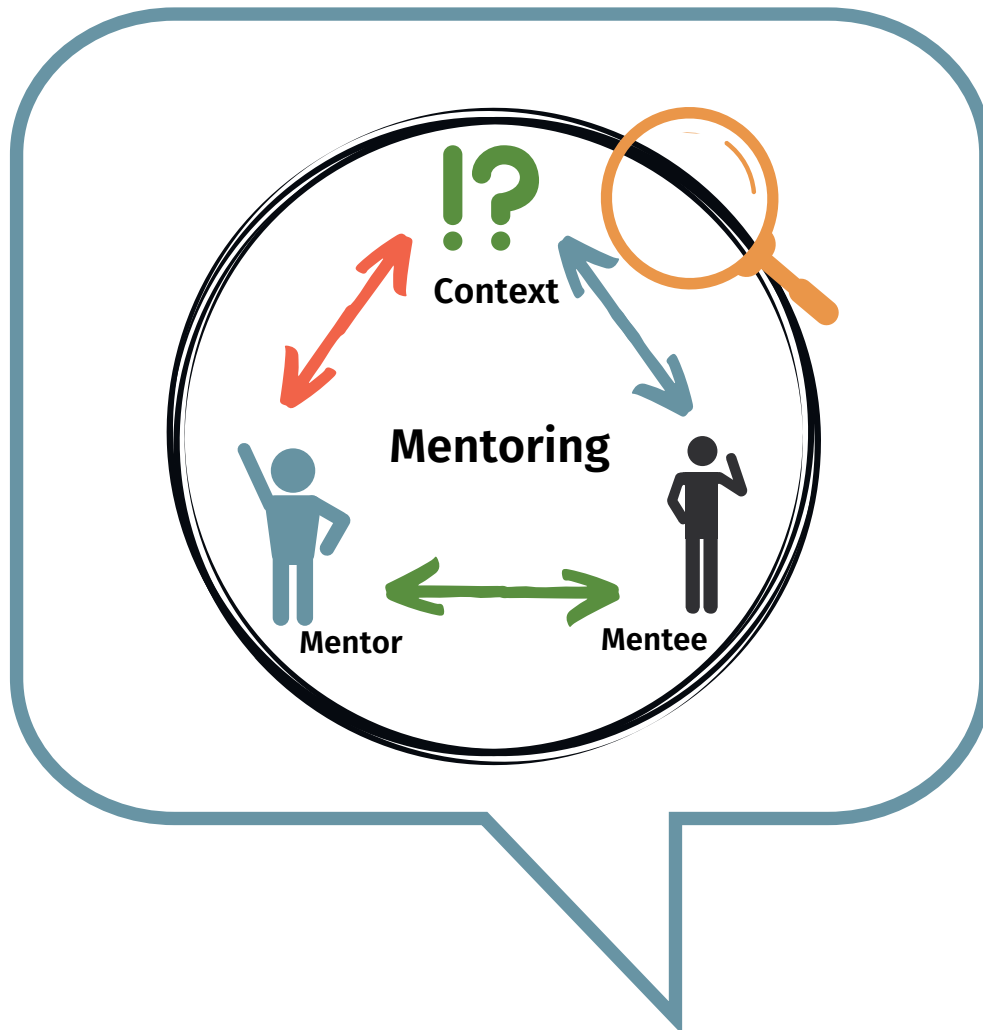


Procedure

MENTORING IN THE COMMUNITY

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible
5	Clothes-peg game	Every participant gets 5 clothes-pegs and attaches them to their clothes. The game begins with a clear start signal. Each round lasts 2 minutes. 1st variation: the participants try to get rid of all their pegs by attaching them to the clothes of the other players. The participant with the least pegs wins. 2nd variation: the participants try to get the pegs of the other players and attach them to their own clothes. The participant with the most pegs wins.	For loosening and warming up; high interaction and great fun in the group	Group game	A lot of clothes-pegs (5 per player), whistle, music, etc. for the start signal	
10	Mentoring in the community	If mentoring is embedded in a solid structure - in church life, co-worker support or youth work - it can greatly support the personal and spiritual growth of the mentees. At the same time, it can also create a good foundation for community development.	Participants learn about examples of existing mentoring concepts in the community and other organizations concerned with Christian youth work.	Talk	Input Part 1-3	Video clips can be shown using the projector.
20	Small groups	What have I heard? What does this mean? Each group should write down three main findings.	The participants think more deeply about what they have heard and consider what is relevant for themselves and for their context.	Group work	Flipchart, paper for each group, marker pens (Edding)	
10	Presentation	Each group presents their findings (with or without flipchart) in the plenum.	The most important insights of the groups are made available to everyone.	Plenum	Pinboards or flipcharts, paper, marker pens, adhesive tape to stick up the group results.	
5	Self-reflection, Conclusion	All participants have the opportunity to ask their own questions and write answers down. Preview of the next unit.			Worksheet	

Input - Mentoring in the Community



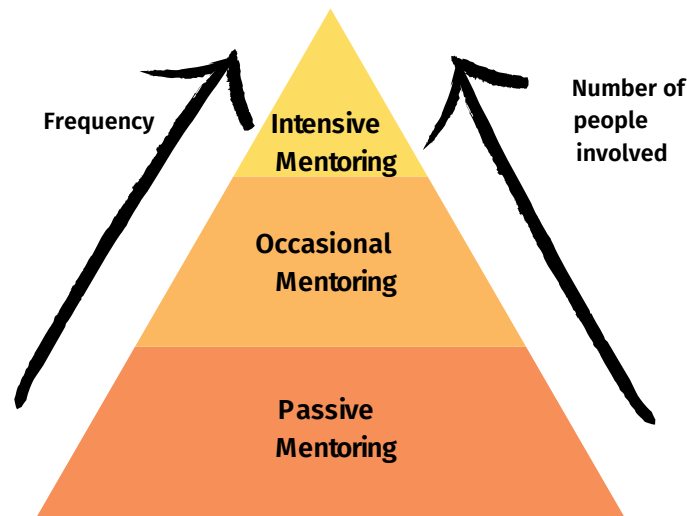
According to the basic definition of mentoring (see Chapter 1), mentoring offers a protective space for development. It can also provide a space for spiritual development within the community.

The disciples of Jesus probably benefited and learned most from living together with him. In mentoring relationships, more experienced Christians can aid the development of younger people's beliefs.

If this individual or group mentoring in the community is integrated into an overall concept, the Christian faith can become integrated into everyday life and be a blessing for the whole community.

In the following, the community also includes the YMCA, youth organizations or other communal forms of Christian youth work.

1. Mentoring in the Community



Mentoring in the Community

from Faix, Mentoring, p. 179

Three steps are necessary in order to embed mentoring into the community:

1. **Inspiration:** At the level of passive and occasional mentoring, the idea and benefits of mentoring are sown through lectures, sermons and discussions.
2. **Communication:** The concept of mentoring should be communicated well and comprehensively at all levels within a community. The management must act with genuine enthusiasm for mentoring to become embedded into the structure of the community.
3. **Establishment:** This area requires the greatest perseverance and determination. Only when mentoring has a firm structural framework can it systematically support community development. This is only possible through those with responsibility holding all the threads, good training and mentoring support and constant communication with the community.

(see. Faix, Mentoring, p. 179 f.)

2. Practical examples

Small group Mentoring

The methods and areas of application of small group mentoring have already been described in detail in Chapter 6.

There are many different types of small groups in communities.

An **example** of this is the Startkirche Hannover (www.drei16-hannover.de), which supports its mentoring foundation with comprehensive podcasts on various topics Themen (www.wachstumskatalysator.de).

Staff support

The MAM project clearly shows that staff development is not just about training and project planning, but also about continuous support.

Staff can need support in various areas:

- in the task that they have taken on
- when implementing their own ideas that they would like to bring to the community
- for issues concerning their lives with regard to family, school, work or education
- for questions of faith that are currently relevant

Mentors can offer co-workers a safe haven and be there for them and their needs and possibly even speak for them (eg in the community, committees, to parents). If each team of co-workers had just one or two mentors, this would already provide a good level of support. In individual cases there could then also be one-to-one mentoring for limited periods. By regularly (though not excessively) supporting the co-workers, a positive, appreciative and encouraging work culture can be created.

A practical **example** of supporting volunteers can be found at: www.juenger-minden.de/schulungen/mentoring

Leadership Roles

Young leaders can develop their leadership skills and competencies better if they are supported and trained well. The leader of a team is often faced with many questions: questions about their area of responsibility, how to guide the other team members, their management style (which are all strongly influenced by their background and personality) and how their beliefs are integrated into all of these areas.

Such questions can be safely held and addressed through mentoring.

The YMCA University in Kassel has recognized that mentoring should play an important role in the education of future full-time employees and has included it in their program. The basic principles can also easily be transferred to voluntary leaders. (see: www.cvjm-hochschule.de/studium/leben-und-lernen-am-campus/persoenlichkeitsbildung)

Networks

Mentors should never be isolated! The best (and most honest) would be if they themselves had a mentor or participated in a small mentoring group as a mentee.

There are also various networks and training courses that can help them develop their skills and thus also contribute to positive community development:

- www.c-mentoring.net (German-speaking network of Christian mentors)
- www.aktion-zusammen-wachsen.de (mentoring projects in many areas of society - great, inspiring examples!)

3. Building a mentoring structure

In his book "Mentoring" Tobias Faix gives practical help for building up a mentoring structure in a community. (see. Faix, *Mentoring*, p. 207 f.)

- 1. Vision holders:** Mentoring begins with people who are passionate about this topic and want to bring it into their community. Such people should meet and develop common goals.
- 2. Formulation of goals:** In order for these goals to be passed on successfully, they should be written down.
- 3. Resources:** In the initial phase it should be clarified which resources are needed (employees, time, money, rooms ...).
- 4. Involvement of the management:** In addition, those at management level should also be included if they are not already involved. The mentoring concept must suit the concept of the community, because only then can it help the community to grow.
- 5. Steps:** The individual steps and the resulting tasks and responsibilities are listed in the project plan.
- 6. Obstacles:** Obstacles and difficulties are also considered.
- 7. Milestones:** A time to take stock is determined.
- 8. Measurability:** It will be helpful to make periodic re-evaluations to make the end result more meaningful.
- 9. Training:** It should also be clarified what kind of training, support and help the mentors will need.

Sources:

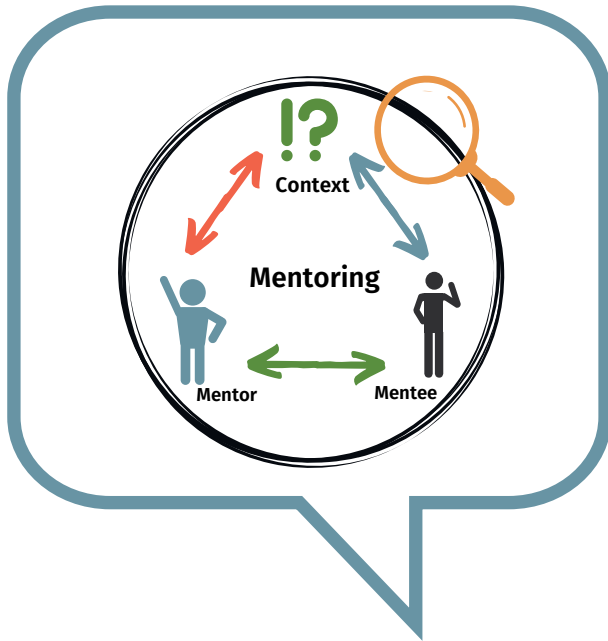
Faix, T./Wiedekind, A.: *Mentoring. Das Praxisbuch. Neukirchen-Vluyn* 2017.

Faix, T.: *Mentoring leben. Menschen durch Begleitung fördern. Berlin* 2015.

Kotter, J. P.: *Das Pinguin-Prinzip. Wie Veränderung zum Erfolg führt. München* 2006.

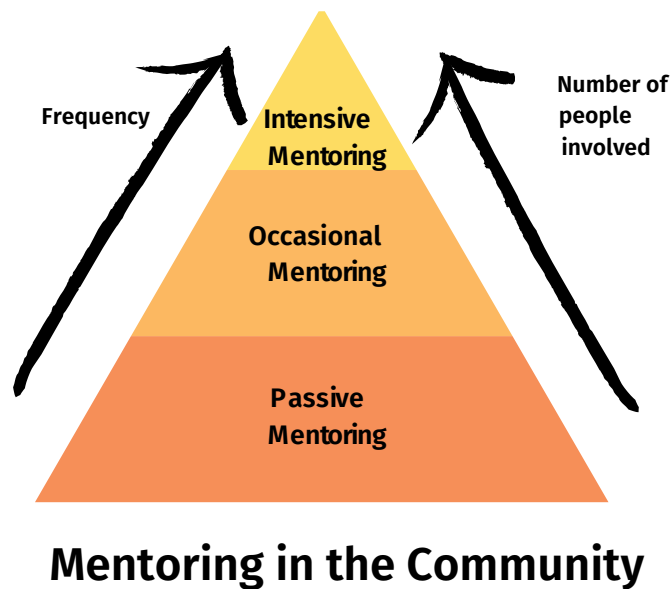
Kotter, J. P.: *Leading Change. München* 2011.

Worksheet



1. Small Group Mentoring

What could the different forms of mentoring in the community* look like:



from Faix, Mentoring, p. 179

* The term community covers parish, youth work, YMCA, EC or other forms of organizations in Christian youth work.

2. Practical examples

Small group mentoring

Staff support

Leadership roles

Networks

3. Building a mentoring structure

Notes on input:

4. Small groups

What have I heard? What does that mean for me and my context?

5. *Small groups according to interest*

Groupwork: Supporting volunteers

Take 5 minutes for the questions and only then move to the group discussion.

There is a mutual exchange of ideas within the group.

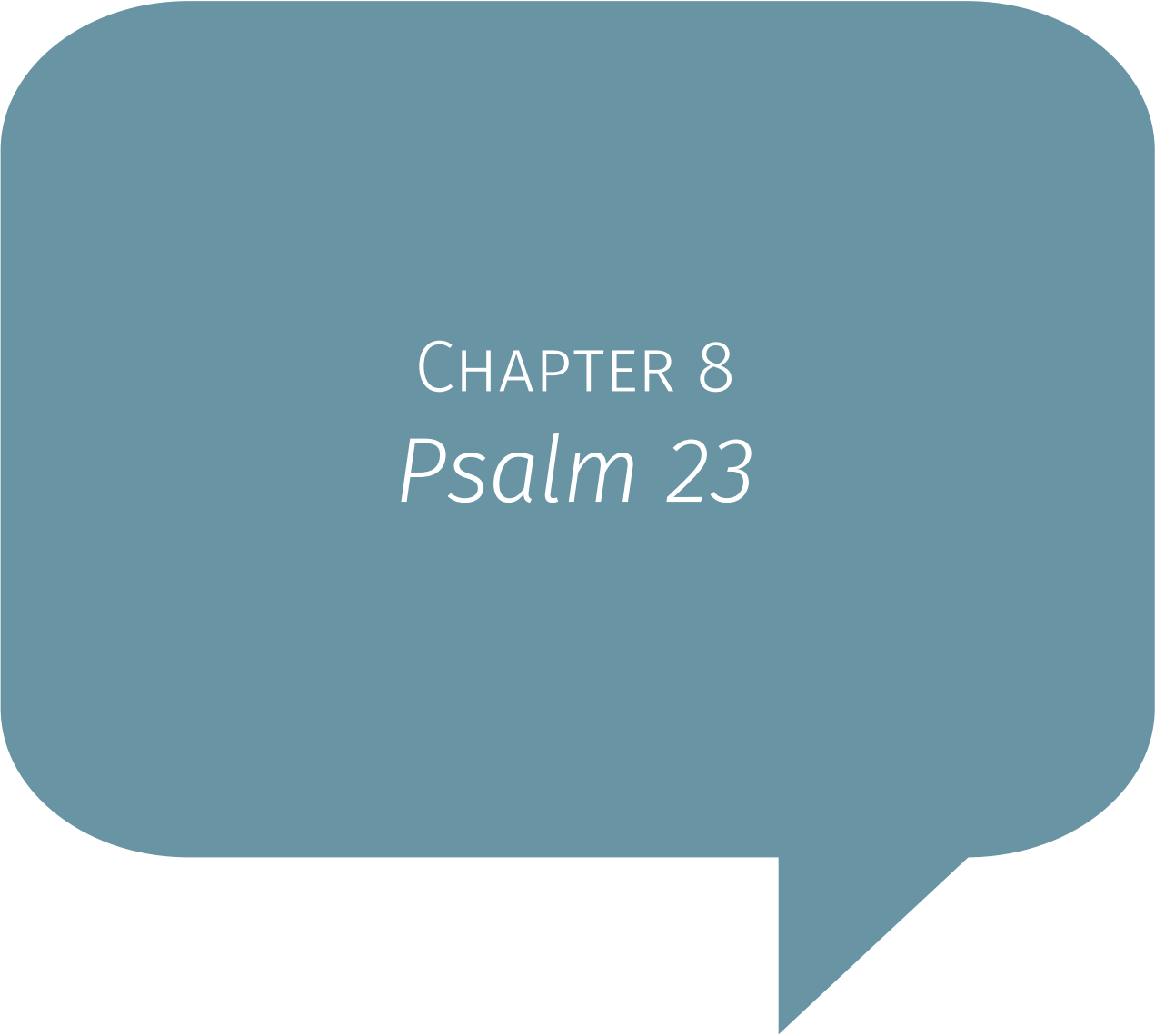
You can also work on an issue of one of the participants in your group and support them in thinking about ways to improve the support they give their co-workers.

- Briefly describe your context (community, association, youth work ...).
- What groups and teams are there?
- **What issues are co-workers likely to have?**
- What do they need?
- Who is also concerned about supporting the co-workers?
- How can mentoring appear in this context?
- What conclusions can you draw from what you have learnt in this unit?
- What questions do you still or now have?

Groupwork: Building up a mentoring structure

You can also work on an issue of one of the participants in your group and support them in thinking about ways to construct a mentoring structure in their community.

- Briefly describe your context (community, association, youth work ...).
- What structures are there? (keep it short)
- Who else is interested in mentoring? Are there already individuals, teams or impulses from the management that are dealing with this?
- **How can mentoring appear in this context?**
- What conclusions can you draw from what you have learnt in this unit?
- **What questions do you still or now have?**
- What can you do next?



CHAPTER 8
Psalm 23

Psalm 23

Duration: 90 min

Age group:
from 18 years

Group size:
from 10 people

Room setup:
seminar room, chairs,
flipchart

Author:
Mirjam Link

Keywords:
Mentoring, Image of
God, Psalm 23

Learning objectives: Participants experience God's perspective on guidance through Psalm 23 and reflect on their own faith and its impact on their role as mentor.

Sources: Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.

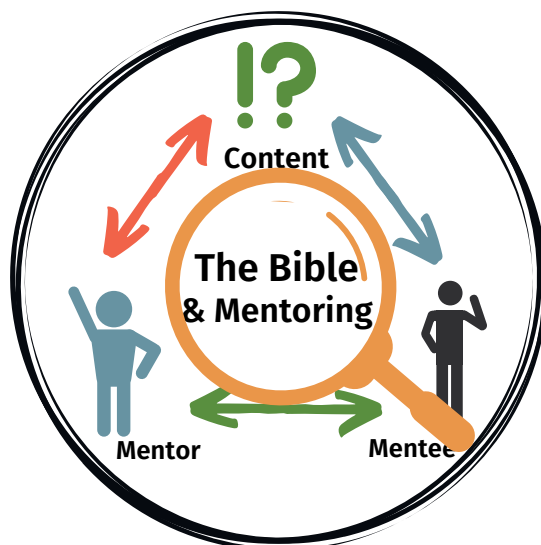
Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.

edition im_puls: Sinn gesucht – Gott erfahren. Erlebnispädagogik im christlichen Kontext. Stuttgart 2005.

Lohrer, J. u. a.: Sinn gesucht – Gott erfahren 2. Erlebnispädagogik im christlichen Kontext. Stuttgart 2012.

Schwaderer U. u. a.: Sinn gesucht – Gott erfahren 3. Erlebnispädagogik in zeitbegrenzten Räumen im christlichen Kontext. Stuttgart 2018.

Aszländer, F./Grün, A.: Spirituell führen. Münsterschwarzach 2006.



Procedure

PSALM 23

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible
40	Psalm 23 – activity	The participants experience Psalm 23 as an experiential activity in pairs.	Understanding Psalm 23 not just through thinking but through direct experience.	Activity	Blindfolds (depending on the number of participants), essential oils, something to eat and drink, glasses, 2-3 sticks, cards with the individual verses of the psalm written on including instructions (printed or handwritten) Input 1	The exercise can take place inside or outside. Calm music in the background has a soothing effect and helps insecure participants to take part.
10	Reflection	The pairs reflect on the activity together.	Integration and deepening of the experience.	Reflection	Reflective questions from Input 1	Write the question on cards or the flipchart.
10	Significance for mentoring	In the plenary answers to the following questions will be collected: 1. „What are the characteristics of good guidance?“ 2. „Are there different guidance styles?“ 3. „When is which style appropriate?“ (reference to the development quadrangle Chapter 2) 4. „What particular insights can be drawn from the activity?“	The experience should be transferred to the role of mentor or mentee.	Plenum	Cards, pens, flipchart	
5	The development of a holistic faith	The group leader briefly describes how the mentoring process can contribute to holistic faith.	The participants recognize the far reaching consequences for the development of faith through the mentoring process.	Talk	Input Part 2	
10	God as my mentor	The participants have some quiet time to focus on themselves and the practice of their faith.	The participants reflect on the practice of their own faith and plan the next step.	Self-reflection	Worksheet	

PSALM 23

Time	What	Description	Objective	Method	Materials	Tips
5	Next step	The participants speak in their pairs about the next step that they are planning.	Determination to put the resolution into practice	Dialogue		
5	Self-reflection Conclusion	Every participant has the opportunity to write down their own questions and answers. Preview of the next unit.			Worksheet	

Input - Psalm 23



This unity is orientated towards the personality and faith of the mentor and the mentees.

The perspective of God from Psalm 23 plays an important role. God is a shepherd who instructs and protects people and “leads [them] beside still waters”.

This image can be of great help in the role of the mentor in mentoring.

It is also about developing a holistic faith.

1. Leading and being led

Info

Psalm 23 is about God leading and caring for us as a shepherd. Our job is to trust and allow ourselves to be led. Not all that easy! In the following activity we can experience and try this out together.

Activity

Form pairs. One of you is blindfolded, the other one is the guide. Please take good care of the blind person. The blind one can hold their hands out in front of them as protection. Now go to the different stations. The guide reads the psalm verse and follows the instructions below. After you have completed the tasks at all the stations change roles.

Experiment with different ways of leading:

- hold their hand
- tap them on the shoulder
- lead with just your voice
- lead with noises
-
-

Reflection

After the activity, reflect on it in pairs.

- What did you experience?
- How did you feel about leading and being led?
- What does this mean for you and your faith?
- What could this mean for your role as a mentor or mentee?

2. Mentoring supports the development of holistic faith

Those who want to accompany other people in the development of their faith will do well to allow themselves to be supported in their own beliefs.

„The best way to learn to lead is to let yourself be led.“
(Green, *Spirituell führen*. p. 34)

Tobias Faix (**see Faix, Mentoring, p. 103**) describes the characteristics of a holistic faith that can be addressed through mentoring processes as follows:

1. Healthy relationships: All levels of relationship (to God / to yourself / to your neighbour / to nature) are part of being human. Mentoring can be used to realize which tasks are currently the most important.
2. Learn from Jesus: Jesus met all these relationships in a balanced way. Mentoring can prevent crises by looking at issues on all levels using the example of Jesus.
3. Grow spiritually: Spiritual growth is evident in people's everyday lives. In all relationships there is space for patience, kindness, loyalty, forbearance and love. (*Galatians 5:22 and 23*)
4. Different phases of life: Each phase of life has its own challenges and crises. The mentor must not allow their own life issues to become mixed up with those of the mentee.
5. Learn to listen to yourself: Your own awareness is a voice that can always help you. This awareness can be developed through good questioning.

Mentoring can support a mentee through crises and in some cases even prevent them. But spiritual growth does not only take place during crises; it can happen at any time in so-called "normal" life.

Sources:

Faix, T./Wiedekind, A.: *Mentoring. Das Praxisbuch*. Neukirchen-Vluyn 2017.

Faix, T.: *Mentoring leben. Menschen durch Begleitung fördern*. Berlin 2015.

edition im_puls: *Sinn gesucht – Gott erfahren. Erlebnispädagogik im christlichen Kontext*. Stuttgart 2005.

Lohrer, J. u.a.: *Sinn gesucht – Gott erfahren 2. Erlebnispädagogik im christlichen Kontext*. Stuttgart 2012.

Schwaderer U. u.a.: *Sinn gesucht – Gott erfahren 3. Erlebnispädagogik in zeitbegrenzten Räumen im christlichen Kontext*. Stuttgart 2018.

Assländer, F./Grün A.: *Spirituell führen*. Münsterschwarzach 2006.

**The Lord is my
shepherd; I shall
not want.**

*(Lead your partner by the
hand.)*

**He makes me lie
down in green
pastures. He leads
me beside still
waters.**

*(Sit down and refresh
yourselves.)*

**He restores my
soul. He leads me
in paths of righ-
teousness for his
name's sake.**

*(Put your hand on your part-
ner's shoulder and lead them.)*

**Even though I walk
through the val-
ley of the shadow
of death, I will fear
no evil.**

*(Go into the room alone and
feel the oppression.)*

**For you are with
me; your rod and
your staff, they
comfort me.**
(Walk with the stick.)

You prepare a table before me in the presence of my enemies.

(Have something to eat and drink.)

**You anoint my
head with oil; my
cup overflows.**
*(Smell different oils. Which
does you good?)*

**Surely goodness
and mercy shall
follow me all the
days of my life.**
(Just lead with your voice.)

**And I shall dwell in
the house of the
Lord forever.**
(Sit down and relax.)

Worksheet



1. Leading and being led

Reflection:

After the activity, think about your experience together:

- What did you experience?

- How did you feel about leading and being led?

- What does this mean for you and your faith?

- What could this mean for your role as a mentor or mentee?

3. *God as my mentor*

How am I doing in the following relationships?

How can God become my mentor?

1. Love of God (person - God)

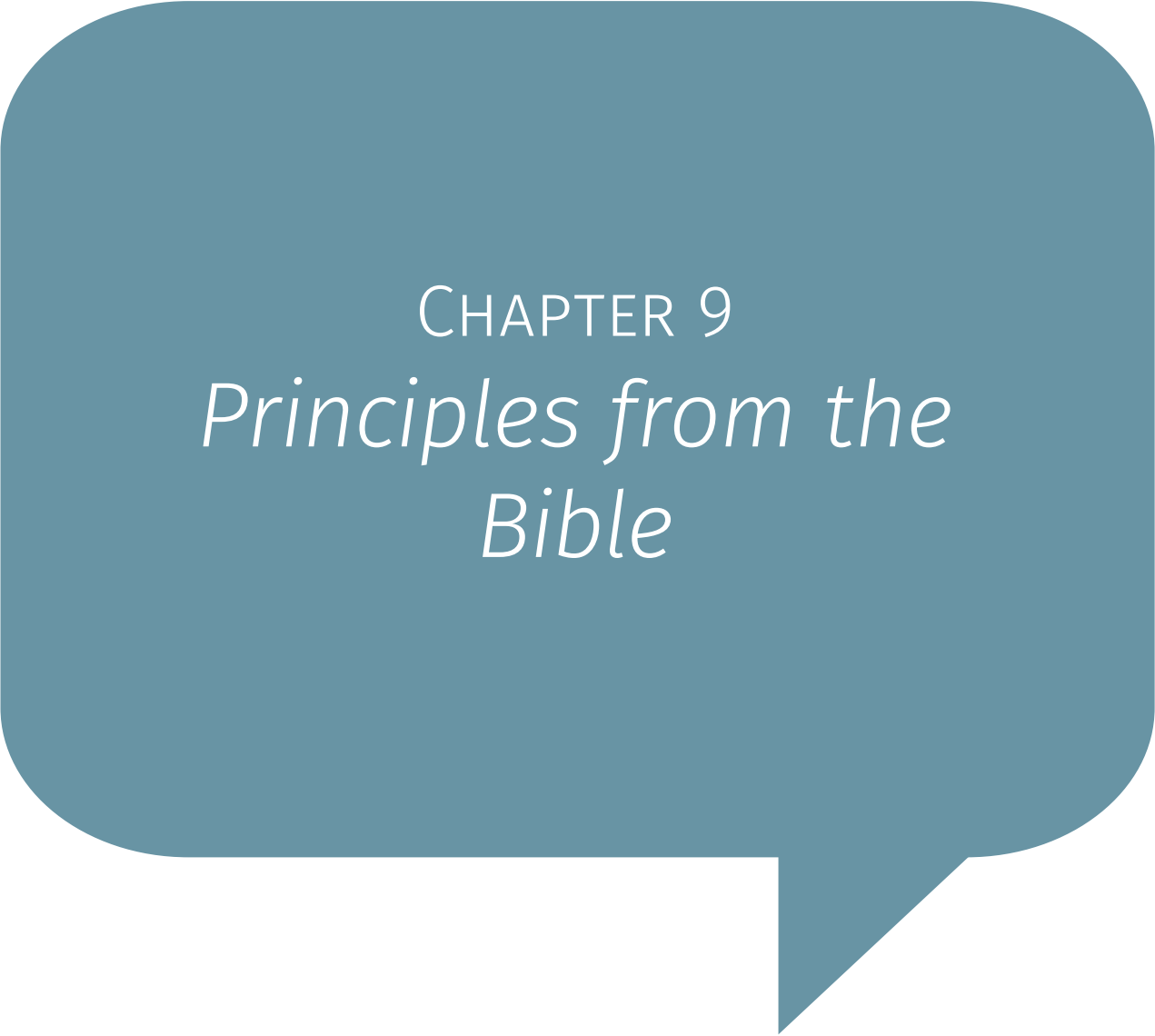
2. Self-love (person- self)

3. Charity (person - neighbour)

4. Creation (person - nature)

In which area do I want to change something to improve this relationship over the next month?

What can the next step be?



CHAPTER 9
*Principles from the
Bible*

Principles from the Bible

Duration: 90 min

Age group:
from 18 years

Group size:
from 10 people

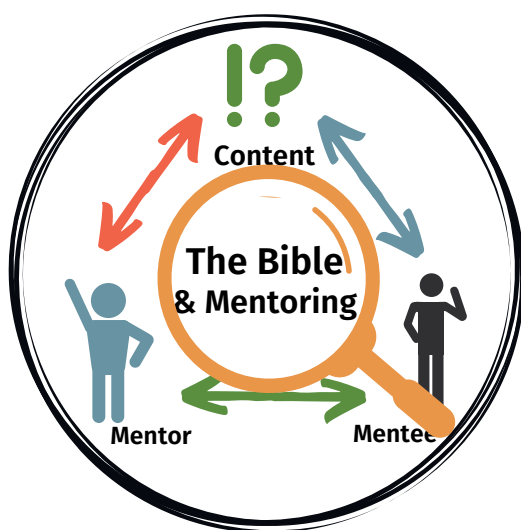
Room setup:
seminar room, chairs,
flipchart

Author:
Mirjam Link

Keywords:
Mentoring, Bible,
Jesus, Word-import

Learning objectives: Participants gain an overview of the biblical principles of mentoring, using the example of Jesus. They use the “word-import” method of Bible reading, and set goals for the next steps in developing their own faith.

Sources: Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.
Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.



Procedure

PRINCIPLES FROM THE BIBLE

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible
10	Mentoring memory	Participants play a memory game by pairing mentoring partnerships from the Bible.	Realize that the mentoring principle appears all through the Bible.	Game	Input 1	
5	Jesus and mentoring	The group leader introduces Jesus into the basic principles of mentoring, forms the small groups and distributes the Bible texts.	The participants gain an initial insight.	Talk	Input 2	
20	Small group activity	The participants read the specified Bible text and answer the questions.	Using the Bible texts the participants explore Jesus's relationship with his disciples.	Small groups	Worksheet	Prepare pens and note paper for the small groups. Copy the Bible texts beforehand using a simple translation (Basic Version).
15	Features of Jesus and mentoring	Each group reports their results and presents the main features of mentoring as seen in the biblical texts in 2-3 minutes.	Collation of all aspects	Plenum	Cards, pens	
15	Word-import	The participants learn about the "word-import" method and how to use it to read the Bible.	The participants read a Bible text quietly and reflect on what it means in their life.	Individual work	Worksheet	Copy the Bible texts beforehand using a simple translation (Basic Version).
	Exchange	Working in pairs (perhaps those that have already formed from earlier activities) participants exchange the findings and questions that have come out of the Bible readings.	Deeper understanding of the reading method for Bible study	Pairwork		Play quiet music in the background.
10	Lightning round Conclusion	Each participant formulates a sentence (either a thought or a question), which has become important for them in this unit.	Short reflection, group leader gauges the mood, conclusion, preview	Plenum	Worksheet	

Input - Principles from the Bible



This unit deals with the biblical foundations of mentoring.

At the beginning mentoring partnerships from the Bible are introduced and the mentoring principles of Jesus are examined more closely.

The second part is about our personal relationship with Jesus and a simple method for reading the Bible.

1. Mentoring partnerships in the Bible

The principle of mentoring appears in the Bible, although it is never named as such: older and more experienced people accompany younger people on their life path and in their spiritual duties.

These different mentoring pairs can be discovered in a memory game.

1. Naomi/Ruth
2. Moses/Joshua
3. Elijah/Elisa
4. Elisha/Prophet's Disciple
5. Barnabas/Saul
6. Jesus/Disciples
7. Paul/Priscilla and Aquilla
8. Paul/Timothy
9. Timothy/Community members in Ephesus

Tobias Faix gives a brief description of these individual mentoring partnerships (*Mentoring*, p. 77 ff.).

After the memory game there may still be time to say something about the individual partnerships.

2. Jesus and mentoring

Jesus can be seen as the ideal mentor. He was with his disciples for three years and had the wish that his students should become like their teacher. (Luke 6.40). Even if today we are not after direct imitation, but are more concerned with the development of the personality and the skills of the mentees, we can learn a lot from the principles that Jesus used.

In the activity, the participants read the Bible texts with the following questions:

- What happens in this extract from the Bible?
- How does Jesus treat his disciples?
- Was können wir daraus für Mentoringbeziehungen lernen?
- What can we learn from this about mentoring relationships?
- What does Jesus want to teach his disciples in each specific situation?
- How does he adapt his methods to his disciples so that they can learn something?
- What else do you find important about this text in terms of mentoring?

The activity uses the following texts: (*selection see Faix, Mentoring, p. 83 f.*)

Matthew 14: 13-21 (feeding the 5000)

Luke 9: 1-6 (sending out the 12 disciples)

Luke 11: 1-4 (Our Father)

Matthew 5-7 (Sermon on the Mount)

Luke 22: 24-30 (conversation with the disciples)

John 20: 24-31 (Thomas)

The main features of a 'Jesus mentoring style' can be put together during the group feedback session. (*For details see Faix, Mentoring, p. 81 ff.*)

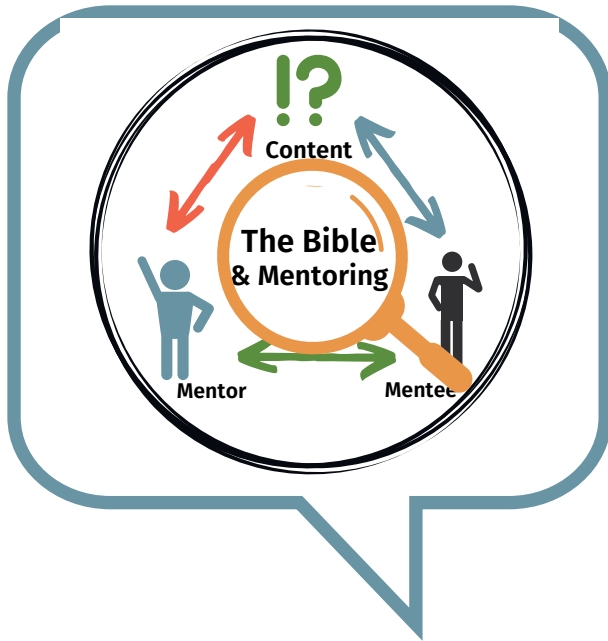
In summary, it can be said that Jesus taught in and through his relationship with his disciples. He had no fixed syllabus and passed on his knowledge orally as they went along. The disciples learned a lot about God and themselves through the life of Jesus and their shared experiences. Jesus always gave his disciples the opportunity to put their latest knowledge into practice and to be corrected by him. He taught them that nothing is possible without divine authorization.

Sources:

Faix, T./Wiedekind, A.: Mentoring. Das Praxisbuch. Neukirchen-Vluyn 2017.

Faix, T.: Mentoring leben. Menschen durch Begleitung fördern. Berlin 2015.

Worksheet



1. Mentoring partnerships in the Bible

I would like to know more about this:

2. *Mentoring partnerships in the Bible*

Matthew 14: 13-21 (feeding the 5000) / Luke 9: 1-6 (sending out the 12 disciples) / Luke 11: 1-4 (Our Father) / Matthew 5-7 (Sermon on the Mount) / Luke 22: 24-30 (conversation with the disciples) / John 20: 24-31 (Thomas)

Read the text in your group and answer the following questions:

- What happens in this extract from the Bible?
- How does Jesus treat his disciples?
- What can we learn from this about mentoring relationships?
- What does Jesus want to teach his disciples in each specific situation?
- How does he adapt his methods to his disciples so that they can learn something?
- What basic attitude of Jesus towards God and humanity is apparent in the text?
- What else do you find important about this text in terms of mentoring?

Present your results to the whole group.

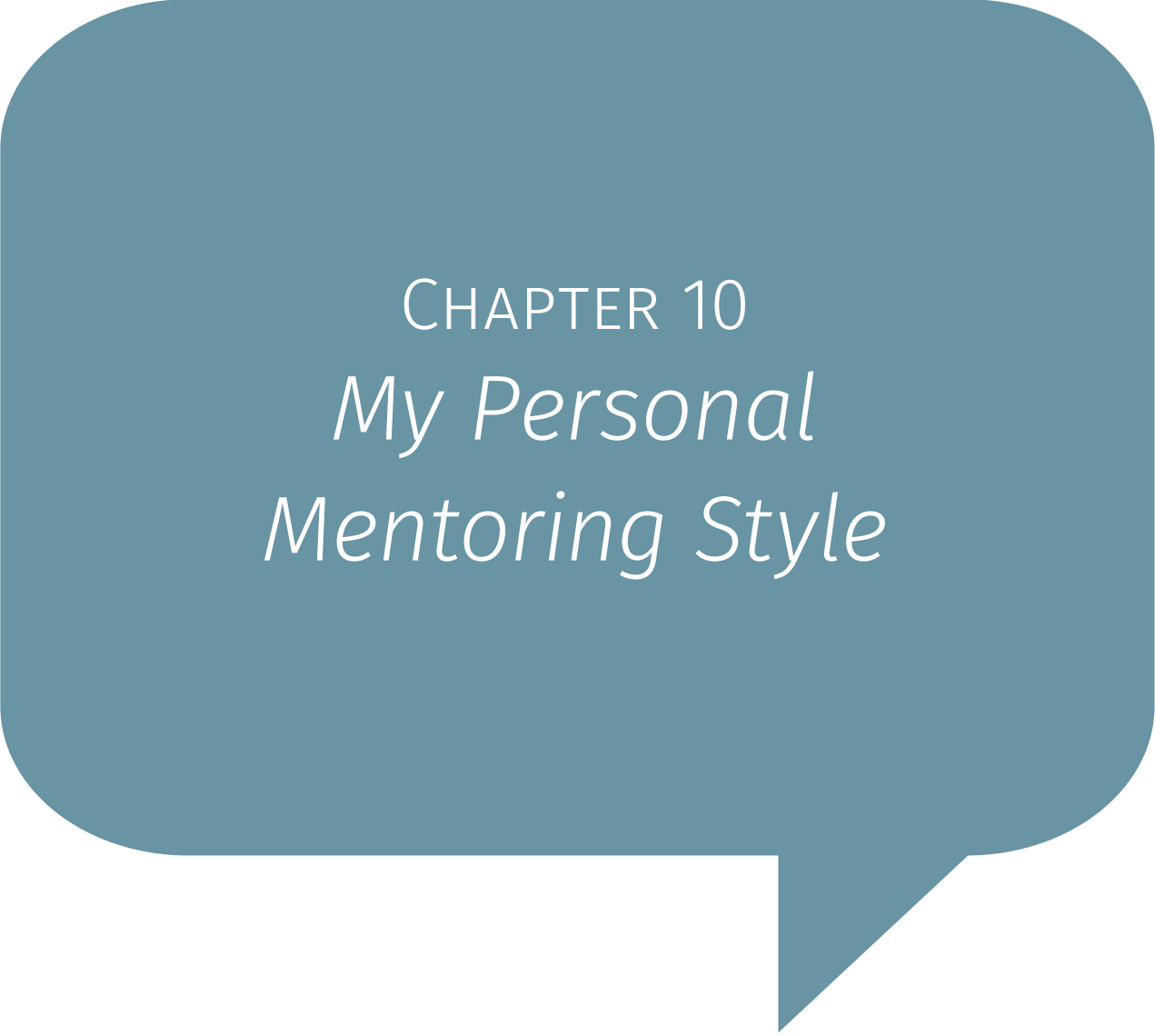
3. Features for mentoring (from all the Bible texts)

4. Word-import – Let God speak

(Faix, Mentoring, p. 108)

1. Pray and invite God in before you start.
2. Read the text. Pay attention to what God is saying to you.
3. Now it's about understanding. What questions do you have about the text and Jesus? Write them down. Ask God to answer your questions.
4. Now you can thank God for every discovery and each idea.
5. What promises did you get from God?
6. What could you change in your life?
7. What is the next step to put your new discoveries into practice?

5. Thoughts on Galatians 5: 22-23 using Word-import



CHAPTER 10
*My Personal
Mentoring Style*

My Personal Mentoring Style

Duration: 90 min

Age group:
from 18 years

Group size:
from 10 people

Room setup:
seminar room, chairs,
flipchart

Author:
Mirjam Link

Keywords:
Mentoring, reflection,
goals, mentoring style

Learning objectives: The participants reflect on what they have learned about mentoring. They decide what is helpful for themselves and for their surroundings. They develop goals and the related steps for the next six months.

Sources: Faix, T./Wiedekind, A.: *Mentoring. Das Praxisbuch. Neukirchen-Vluyn* 2017.
Faix, T.: *Mentoring leben. Menschen durch Begleitung fördern. Berlin* 2015.



Procedure

MY PERSONAL MENTORING STYLE

Time	What	Description	Objective	Method	Materials	Tips
5	Start	The participants learn what this unit is about, what the goal is, and when the next planned break is.	Overview, orientation of the participants	Talk	Handwritten schedule	Short and to the point. Flipchart with graphics that can be left accessible.
20	Quotations Where am I now?	The quotes from the initial exercise in the first chapter are laid out again. Each participant takes a quote that feels important to them now. Everyone reads out their quote and says a couple of sentences about it.	Lead-in to the topic	Plenum	Collection of quotations	Music in the background. Depending on time constraints, this exercise can be omitted to leave more time for the personal reflection.
10	Now let's go!	The group leader encourages the participants to get started on forming their own mentoring style.	Summary of all the information from the course into simple start-tips that give courage to proceed.	Talk	Input Part 1, Flipchart or cards for illustration	
20	Where next?	Each participant now has time to review their notes and write down goals and action points.	Reflection on course, Formulate goal	Individual work	Worksheet	
20	How does it work?	The participants work in pairs or small groups to discuss what they have learnt. The group leader encourages the participants to pick out just one area and develop concrete action steps for that point. A learning circle can be used here for the discussion.	Clarification of intentions	Small groups		Quiet music in the background
5	What's the next step?	Everyone comes together and stands around the rope circle. Each participant names the next step that they intend to make as soon as possible, as they step into the circle.	Confirmation of the next steps	Plenum	Long rope, card in the center, instructions graphic - see input	
5	Blessing	The group leader speaks to all: "God strengthen that which wants to grow inside you and protect what makes you alive. God nurture what you carry forward and preserve that which you leave behind. God bless you on your journey. Amen." (Blessing from Daniel Trostel).	Blessings for their future work as mentors	Plenum		

MY PERSONAL MENTORING STYLE

Time	What	Description	Objective	Method	Materials	Tips
5	Thanks and conclusion	With a word or sentence each participant can now leave the rope circle and the seminar is ended.	Conclusion	Plenum		

Input - My Personal Mentoring Style



The training is coming to an end. This unit is about reflecting what has been learnt and integration of this into life outside of the course.

In short: It is about the development of a personal mentoring style that suits the tasks and the environment of the individual mentor.

1. Now let's go!

Now life as a mentor can begin. It is time to put into **practice** the knowledge and intentions developed during this training or to enrich and deepen your existing experience as a mentor.

To do this it helps if in your role as a mentor you **yourself** have a mentor or are part of a group. In this way you experience the principles of mentoring authentically and also remain a learner. This keeps your own faith alive and you can always see the whole situation from the point of the mentee. This includes meaningful **feedback**. Questionnaires not only help to evaluate the answers of the mentees, but also enable the mentor to continue to **develop their competencies**.

According to Tobias Faix, **self-awareness** is essential in a good dialogue (*see. Faix, Mentoring, p. 221 f.*). That is, the mentor "realizes" their own reactions, thoughts and feelings, because these determine their attitude towards the mentee and also their dialogue.

Certain questions about self-reflection can be asked again and again:

- How am I doing in my relationship with my mentee? Does he/she make me angry or frustrated, or am I happy with him/her?
- Can we meet each other as equals?
- Can I cope with silences in our conversation? Or is that difficult for me?
-
-

2. How does it work?

The knowledge gained from the training can be used in the following questions to make a concrete plan.

What do I want to have achieved by when and why?

By (enter the specific date) _____

I will _____

in order to _____

Priorities:

1.

2.

3.

Plan (my next concrete steps):

Action points for priority 1:

-

-

-

Action points for priority 2:

-
-
-

Action points for priority 3:

-
-
-

3. My next step

The graphic illustrates the group task.



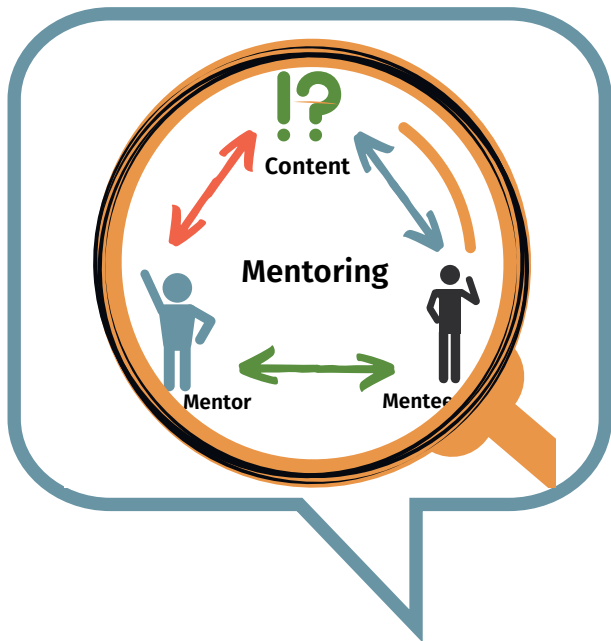
Sources:

Faix, T./Wiedekind, A.: *Mentoring. Das Praxisbuch*. Neukirchen-Vluyn 2017.

Faix, T.: *Mentoring leben. Menschen durch Begleitung fördern*. Berlin 2015.

Assländer, F./Grün A.: *Spirituell führen*. Münsterschwarzach 2006.

Worksheet



1. Now let's go!

2. Where next?

Lessons learned from the training

3. *How does it work?*

What do I want to have achieved by when and why?

10. My personal mentoring style

By (enter the specific date) _____

I will _____

in order to _____

Priorities:

- 1.
- 2.
- 3.

Plan (my next concrete steps):

Action steps for priority 1:

-
-
-

Action steps for priority 2:

-
-
-

Action steps for priority 3:

-
-
-

4. *My next step*

5. *Blessing for the journey*

„God strengthen that which wants to grow inside you
and protect what makes you alive.

God nurture what you carry forward and preserve that which you leave behind.

God bless you on your journey. Amen.“

(Daniel Trostel)

www.mam4you.net

Project homepage

with

mentoring documents, training units and games

sponsored by



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

and

