



Benefits of Mentoring

Themes in This Series:

Book 1: Incorporating Mentoring in Your Youth Ministry

Introduction to the purpose and philosophy of this resource along with a guide for implementing an intentional mentoring program in your school, church, club, workplace or other organisation.

Book 2: The Need for Being Connected

An exploration of current statistics regarding the behaviour crisis facing today's youth and the answers presented to us through empirical evidence.

Book 3: Definitions and Types of Mentoring

An introduction to the history and use of the term "mentoring" and an examination of mentoring applications in today's culture.

Book 4: Benefits of Mentoring

An overview of compelling reasons for being involved in mentoring.

Book 5: Being a Mentor

Basic principles and practical tips for being a mentor. This is considered fundamental information for those involved in any mentoring situation.

Book 6: Being a Mentor Partner

A preparation presentation for those who want to find a mentor for themselves or for those who will be entering a mentoring relationship.

Book 7: Passing On Values

Guidelines and practical tips for assisting the mentor in passing on positive values to a mentor partner.

Book 8: Listening Skills

An interactive tutorial on developing crucial fundamental listening skills for all relationships with information on dealing with crisis situations and mandatory reporting.

The **Bsomebody2someone** Mentor Training Series was originally developed in connection with 'Getting Connected', a project of ADRA Australia. It has been adopted and reshaped by the General Conference Youth Ministries Department to be implemented globally.

Written by: Wayne French and Jerry Unser and updated by Debbonaire Kovacs

With Contributions from: Rachel Humphries, Joanna Darby, Tony Knight, Bronwyn Cherry, Lanelle Cobbin, Bruce Manners, Jonathan Duffy, and Gary Hopkins

Project Management: Maria Manderson and Silvia Sicalo

Editor: Vanessa Correa

Graphic Design: A. Grace Brown/The Write Design, LLC

Published by the General Conference Youth Ministries Department

This work is published for general information only. To the full extent permitted by law, the authors, publisher and copyright holder disclaim any liability arising in connection with this work, including as a result of any action or inaction taken on the basis of any information contained within it. It is not intended as advice on specific matters and readers should obtain appropriate qualified advice or counselling for specific issues that may arise in the context of a mentoring relationship or program.

First edition: ADRA Australia, 2007.
Second edition: ADRA Australia, 2007.
Third edition: General Conference Youth Ministries Department, 2015.

Printed in the United States of America.



Bsomebody2someone

Mentoring Training Series

A Note from the Director

The significance of mentoring in the context of intergenerational youth ministry has been one of the main topics of discussions in credible youth forums and literature recently. Youth professionals have long concluded that what has been characterized as the 'One ear mickey mouse' approach to ministry, where young people are isolated from the rest of the congregation and placed in an environment that is 'supposedly' conducive to their spiritual development, is a fallacy, in spite of all good intents and purposes.

While it is recognized that the 'isolationist' approach was a pragmatic reaction to the many challenges that youth leaders were encountering in an age of unprecedented change, its long-term effects have not proved to be beneficial for the body of Christ. There is a current call to a return to more family and intergenerational-based approach to youth ministry. It calls for the collaboration of youth professionals, volunteers, parents, pastors and the church at large. This might be the longer, more arduous road to travel, but it is the one prescribed in the Scriptures, the one that will prove to pay eternal dividends.

Bsomebody2someone is a valuable tool in your hands to assist in this paradigm shift in youth ministry.

Bsomebody2someone is a series of training presentations designed to enable individuals and groups to intentionally engage in mentoring, both to find a mentor for themselves and to be a mentor for others.

This resource package consists of seven presentations for use in groups to educate, inspire and equip mentors and mentor partners. Each presentation is a discreet topic on its own and is produced as a set of PowerPoint slides with notes for the presenter. Our intention is that anyone interested in mentoring can use this package. No previous training or special knowledge is required to present this material or lead a group in its exploration of mentoring. There are some activities written into the notes. These activities are optional, but they are given with the intention of applying the concepts presented and engaging the group in the learning process.





A Note from the Director *(continued)*

The topics in the series are listed in order of suggested presentation for a complete training package. However, not all topics will be required for all mentoring applications. Examine each presentation and use those that will be most useful to you.

The time required to move a group through each presentation will vary according to the group and the leader. If a presenter uses the activities provided and adds time for discussion and other activities, each program could stretch to one or more hours. Of course, the presentation could be as short as the time it takes to click through the slides. Remember, the more the group processes, discusses and absorbs the information on each slide, the more effective the material will be.

Sincerely,

Gilbert R. Cangy, Director
General Conference Youth Ministries Department

Note for leaders: *There is no required supplementary material. All that is required is the projection of the PowerPoint show, note taking paper and a pen.*

Topics

■ Reasons for the Importance of Mentoring

Mentoring has been a part of human development since time began. However we have lost much of the 'intentional' approach to mentoring that has existed in the past, or in other cultures. This presentation outlines some of the key benefits for being involved in intentional mentoring.



“Every young person needs at least one adult who is irrationally committed to their well-being. Millions of children grow up virtually alone — disconnected from adults. No love. No supervision. No positive role models. Yet these people must still find their way - they still grow up to become adults. Children can endure the most miserable conditions — even thrive in the midst of them — if they have at least one loving adult committed to their success.”

Wayne Rice, Chap. Clark. *New Directions for Youth Ministry*

Commitment

This quotation highlights the need for everyone to have someone who cares about them. As our culture encourages individuals to become increasingly isolated, there is an increasing need for younger people to have an adult be significant in their lives.

ACTIVITY: Find someone to pair up with in the group. If you can, find someone you haven't met yet and learn their name. Then share with each other what benefits have you received from having someone in your life 'mentoring' you?



Youth Who Have Mentors

Are:

- 46-70% less likely to do drugs
- 27% less likely to initiate alcohol use
- 53% less likely to skip class
- 30% less likely to commit assault

Gary Hopkins *We can Keep Them in the Church*, p115

Youth Who Have Mentors

Youth need mentors. Research shows that youth who are mentored are:

- 46–70 percent less likely to do drugs,
- 27 percent less likely to initiate alcohol use,
- 53 percent less likely to skip class,
- 30 percent less likely to hit somebody,
- and more confident in their school work.

A survey in California showed that when young people had mentors, other than family members,

- 98 percent of them stayed in school,
- 85 percent did not do drugs, and
- 97 percent didn't become teen parents.



Predictor of Resilience

Emmy E Werner's landmark conclusions showed that the strongest predictor of resilience (of children who grow up in abusive situations and then go on to live productive lives) was "an adult mentor outside the immediate family who gave them a sense of being loved and important."

Dean, Kenda Creasy, Chap Clark, and Dave Rahn. *Starting Right: Thinking Theologically About Youth Ministry*.

Predictor of Resilience

Emmy E Werner's landmark conclusions showed that the strongest predictor of resilience (of children who grow up in abusive situations and then go on to live productive lives) was "an adult mentor outside the immediate family who gave them a sense of being loved and important."

Dean, Kenda Creasy, Chap Clark, and Dave Rahn. *Starting Right: Thinking Theologically About Youth Ministry*.



Reasons for Mentoring

Reasons for Mentoring

What are the main reasons for mentoring? Why is it a responsibility that each person should embrace? How do our actions and attitudes impact on the future of our society? The following slides set out 8 key reasons why your behaviours and actions, whether consciously or not, affect those who come in contact with you and in particular those who look up to you.



Mentoring Instils Positive Values

- Mentoring is an intentional passing on of values
- We learn through example; they get a chance to see values in action

Mentoring Instils Positive Values

It is surprising the number of children who grow up in homes where parents do not intentionally choose specific values to share with their children and are unaware of effective methods in passing them on.

Definition of Values: "The worth of the thing, something regarded as desirable or worthy. Having a specific worth." (Webster's Dictionary)

Mentoring can help adolescents learn values from another adult's perspective. The partner chooses the mentor because they are attracted to the character/values of that person.

Values are caught not taught. Each young person can see how your values are played out in life.

See more information in the "Passing On Values" presentation of this series.

Mentoring Develops Individual Potential

- Recognising potential creates awareness in the partner
- A mentor may recognise positive attributes that parents and close family members may discount or not even notice
- Another adult can give a new focus or new possibilities in thinking by recognising gifts and talents and suggesting opportunities for growth

Mentoring Develops Individual Potential

Too many people have come from critical, negative, "You can't do anything" parents who are afraid of what they're doing. All they hear is, "You shouldn't be smoking, you shouldn't be staying out, your grades are bad, you shouldn't be this, you shouldn't be that."

A mentor from outside of the family unit can often recognise the potential of an individual that parents may not have the chance to observe in the home environment. To be given that fresh perspective can be a source of renewed awareness and encouragement.

People have the opportunity to see in their mentoring relationship that there is more to life than just trying to get through every day or surviving a recent problem.



Mentoring Improves Self Confidence

- Mentors are there to build on the positives of their partner's personality and talents
- Our self concept is based on how we think the people who we value perceive us

Mentoring Improves Self Confidence

The mentor looks at Peter like he's a big guy, so Peter feels like a big guy when he's around the mentor.

Self esteem is given to us by others. Mentors can capitalise on this to intentionally build up adolescents' self image. Our self concept is a gift given to us from those whom we value. The people whom we value determine how we view ourselves. If the significant people in our lives criticise, ignore or abuse us — if they tell us through words and actions that we are of little value, then we are likely to believe that. However if those people believe in us, see the best in us, love and value us — then we will tend to view ourselves in the same way. Significant people in our lives shape our perception of who we are and what we can become.

It is a myth that we can change our self image on our own. Regardless of how much we try to look in the mirror and tell ourselves that we are OK, smart, capable and beautiful — it will never work to change our core belief about ourselves. How we view ourselves is a gift, and the way to change it is to first consider the people who are active and important in our lives.

Mentoring Provides Opportunities for 'Sorting Out' Life Issues

- A partner will share information with his mentor that he doesn't feel as comfortable talking to his parents about
- There are circumstances where youth need people who can be objective, choose to be positive and can offer an alternative perspective

Mentoring Provides Opportunities

The fundamental role of a mentor is to be a listener. With a listening mentor, a partner can find the benefit of another adult perspective outside of the family context.

Sorting is different to "giving advice." An advice giver may listen, but then 'tells' the speaker what to do, thus taking away the chance for the person to learn to work out his/her own life choices.

To have someone who will listen by focusing just on me without any personal agendas is one of the greatest luxuries of life.

See the presentation on Listening Skills for more information.



Mentoring Shows a Model of Service to Others

- Mentoring is a servant role
- Partners are encouraged to serve others because they see us serve
- Mentoring makes mentors

Mentoring Decreases Self-Centredness

- Adolescents begin to look outside themselves when someone else is paying attention to them
- They can begin to reach out and share their giftedness with those around them

Mentoring Shows a Model

When people know that you care about them and they see events happening in your life that are productive and positive, they may aspire to become involved in similar projects. The act of mentoring itself is a model of serving another person. So by serving, the mentor encourages the partner to serve others.

Thus mentoring makes mentors.

Mentoring Decreases Self-Centeredness

A core cause for world problems is the self gratification/selfishness that permeates our culture. Increasing consumerism means:

“Get everything you can
Can everything you get
And sit on the lid.”

Survival of Society depends on cooperation and a decrease of selfishness. As you build self-esteem in your partner through mentoring you decrease the need for self-gratification/selfishness.

When a mentor deliberately gives their partner quality time the adolescent doesn't need to work to get that attention anymore (for that short time at least).

This gives them confidence in themselves to reach out and share their talents and abilities with others.

ACTIVITY: Divide into pairs, but this time pair up with someone you know well, if possible. Considering the last few slides about listening, showing a model of service, and being able to reach out and share giftedness because of being valued, think of a way that you now believe, as an adult, you were gifted as a young person, or a way in which you wish someone had listened to you more. Deciding how much you wish to share based on how well you know your partner, take turns playing the role of yourself as a young person (tell the other person the age you were) and sharing this special part of your young self. The other partner takes the role of the mentor in listening, valuing, and encouraging as he/she would have done if he/she had been a mentor at that time. Discuss together and possibly share with the group how this “retroactive mentoring” affects you now.



Mentoring Brings Accountability

- As mentoring develops, a partner may invite a mentor to hold them accountable
- Accountability also gives a sense of security
- Mentoring can create a safe environment for this to happen

Mentoring Brings Accountability

When mentors provide the right atmosphere, their partners will begin to allow and even invite their mentors to hold them accountable for some area(s) in their life. This is something a mentor offers but doesn't force. The mentor may challenge a partner about personal goals, habits or areas of self discipline.

With accountability comes a sense of security. The mentor builds enough within the relationship so the partner can be open and honest. The partner then knows that the mentor will still accept him/her as a person regardless of their behaviour. This aspect of a relationship is a safe haven that mentoring can offer an individual.

EXAMPLE: Peter's mother says that Peter and his mentor have a weekly conversation, which she says involves accountability for his pornography addiction. Peter told his mother, "Jim's going to be checking in with me, and I think it really helps to be able to say what I did and what I didn't do. Even if I messed up and did it, Jim doesn't yell at me or frown at me." So there is personal accountability in the mentoring process.

Mentoring Develops Resilience

Resilience is the capacity to maintain competent functioning in spite of adversity or life stressors.

Gary Hopkins, It Takes a Church

Mentoring Develops Resilience

Resilience is the ability to do well even when things are not going well.

In one particular study it was found that "... resilient youngsters all had at least one person in their lives that accepted them unconditionally, regardless of temperamental idiosyncrasies, physical attractiveness, or intelligence" Brooks, R. (1994). *Children at Risk: Fostering Resilience and Hope*

Children and adults alike need connections with people who believe in them, care for them, and encourage them in their life journey. Mentoring is the natural and historical avenue for that to happen. People who have mentors logically have at least one person outside of immediate family who they know likes them and won't leave them in a difficult situation.

See Presentation on 'The Need for Being Connected'



Acknowledgements

Adapted from: *Nine Reasons to Mentor Kids*
by Jackie Bishop

Acknowledgements

Dave Pelzer Story

Dave Pelzer Story

Below is an optional story that could be shared about a mentoring relationship.

A Child Called "It"

As a small child, Dave Pelzer was not allowed to be a boy or a son. He was an 'It', labelled so by his unstable mother, who emotionally and physically abused the child she now saw as her former son. Dave lived in the same house, but was separated from his family sleeping in the garage, eating scraps from the dog's bowl, wearing rags for clothes and constantly waiting for the next time his violently unpredictable mother would explode, the next time his alcoholic father would look away. Dave's story could have ended there, but through his own perseverance and the help and love of others, Dave escaped the rigorous tortures of his mother, survived an adolescence of hardship spent in foster care, and grew to become a man called Dave, an Air Force hero and an inspiring figure personally commended by three American presidents.

Dave Pelzer's three volumes of memoirs — *A Child Called 'It'*, *The Lost Boy* and *A Man Named Dave* brought this remarkable story of courage and triumph against all odds to the world, becoming global bestsellers. My Story brings these volumes together, following Dave from a childhood spent in fear and terror, his tempestuous teenage years haunted by the spectre of his mother, through to his adulthood, and his great achievement of not only understanding and reconciling the story of his own life, but his dedication to helping others overcome similar adversity.

It is a remarkable story of courage and survival, already embraced by millions and destined to inspire millions more.

Michael Marsh
Mentor



Dave Pelzer Story *(continued)*

One day in 1976, in the quiet, blue-collar California neighbourhood of Menlo Park, I walked out of my garage and was disheartened to view the driveway scene next door. For almost a year now, houses in the neighbourhood that came on the market were being snapped up by opportunistic realtors and turned into rental properties. The house next door was such a house, and its tenants were scruffy-looking people who derived a significant amount of their income from the state of California by being foster parents.

What I was viewing on this day was their latest 'acquisition' - a tall string bean of a kid in a filthy, sleeveless, ribbed T-shirt. He was working on a mini-scooter engine, had a sort of leering grin — as a natural part of his facial features — and had intense eyes that darted about from behind a thick pair of glasses.

Initially I resented him, feeling that my hard work and that of my wife toward purchasing our first home in a decent neighbourhood was being defeated by real estate speculators who were making a buck off importing families into my neighbourhood. But David Pelzer wasn't shy — in fact, he was persistent in his friendliness. As I got to know David a little, I began to see he was bright and had a keen sense of humour, in spite of the fact that he had been kicked around in a dismal childhood and what was looking to be an even drearier adolescence.

At first it was somewhat like housebreaking a pet. As we got more familiar, he was at our house more and more, asking about my Vietnam experiences, pursuing my aviation library and wanting to talk about almost anything. My wife and I began to require things from him — small, essential things like courtesy and consideration. He was to knock before entering the house. Some of his conversational manners were horrid, and his telephone and table manners were nonexistent.

The day came when David left the neighbourhood. His 'foster parents' simply weren't acceptable to him, and I still don't blame him one iota for having the courage to pull up stakes and seek something better. But he stayed in touch and started showing up on weekends, wanting to be with friends he had made in the neighbourhood and wanting to stay at our house. We finally told him that he would be

welcome under most circumstances on most weekends but that he must call in advance, ask and make 'reservations'. This he began to do, and some time passed before there was trouble. Trouble in a nearby park. Trouble with a pellet pistol. Trouble with neighbours who felt David was a bad influence on their children. These things were discussed, and I made it very clear to David that any more trouble, and it was bye-bye to the neighbourhood that he loved to come and visit.

When pressed about his past or his school, he was always purposefully vague, so we never really knew what was going on in his life. A couple of years went by with intermittent trouble and calls from the Menlo Park police. David was never an angry, rebellious individual — he was just thick headed and had a penchant for finding trouble or letting it find him. Maybe it was from some sort of misguided sense of adventure; I don't know. But there came the day when I asked him how his school was doing, and he said, 'Oh, I quit.' I hit the ceiling and chewed his butt out for an hour. When I asked him what he was going to do, he mentioned he was going to sell cars. I went ballistic again. A skinny, wimpy, pimply-faced kid was selling cars in the Bay Area? Get real, kid. A week or so later he called to say he had the job and was looking forward to being 'Salesman of the Month', which bore the distinctive honour of driving a Corvette for a thirty-day period. Right, Dave . . . something to shoot for, all right.

A couple of months later I received a telephone call from David, who said he wanted to visit. I said, 'No, I have to go up to San Francisco International to pick up my pay check.' 'Great,' he says, 'I'll drive you up there. I want to show you something.' What he wanted to show me was, of course, a black Corvette that he was the owner/operator of for the next month. A few months later David arrives in an El Camino — his company car — with a motorcycle strapped to the back. Dave mentioned that he might try a new job. I asked what he was planning, and he replied, 'Well, I'm going to Hollywood to become a stuntman.' There was what a writer would describe as a pregnant pause, as the impact of his words crashed into my unbelieving psyche. I chastised him, focusing on his lack of athletics and experience, his clumsiness and, of course, the absence of other contacts in L.A. I then ripped into him for another half hour with heavy emphasis on the importance of a high school diploma.



Dave Pelzer Story *(continued)*

Months later, although wounded, David was considering another plan. He wanted to go into the military. So we went to the recruiters and began watching videos of paratroopers and rangers. They, of course, looked good. To the United States Army, however, David didn't. No diploma? Sorry. Perhaps it took that letdown for the importance of a high school diploma to sink into David's concrete-thick head. He called me a few weeks after and said, 'I'm in! The Air Force will take me and get me a G.E.D.' He had pursued it on his own and was finally going out into the world. I was gratified, hopeful and proud of him for getting down to personal pragmatics, so to speak.

Shortly after David joined the Air Force, we moved to Denver, Colorado. David had stayed in touch and ended up training at Lowry Air Force Base in Denver. He was there to visit the first week we were in our new home. He subsequently went to Florida and was unhappy with his assignment — which was cooking. I counselled patience, and he ultimately made the best of an unhappy assignment by finessing his way into cooking for the Ranger School candidates stationed in the jungle/ swamp phase of the Army Ranger program in Florida. Then he finagled a slot in the Army Parachute School, known as the Airborne Course, and on receiving his silver jump wings, became a member of an extraordinarily proud fraternity.

Then once again David persisted and ultimately found a niche: boom operator on an aerial tanker! He landed an assignment 'booming' on the super secret Mach 3 spy plane — the SR-71 Blackbird. He was hooked for years. During this period he became involved in the community around him, on and off base. His awareness of what he had and who he was brought to the surface a drive within him to diminish other people's hurts, to wade in and solve problems, and to contribute some positive payback.

In January 1993 I sat in the Centre for the Performing Arts in Tulsa, Oklahoma, as David received an honour. He was out of the Air Force and had not just moved on, but moved forward. On this evening, which was actually the culmination of a week's festivities, David was being honoured as one of the Ten Outstanding Young Americans in the United States by the National Junior Chamber of Commerce organization. The list of previous recipients reads like a Who's Who of American industry, politics and society.

And there he was, David, the wannabe stuntman, who had pulled off the Big One, and had done it with determination, guts and resolve, and maybe a little luck. I'm proud of who you were, David — that hurt person who refused to 'die'. And I'm more proud of who you've become — a caring, giving, fixing person, the guy with the same sense of humour and that deft, sensitive touch. Good on you, David. I love you.



"I stand on the shoulders of other men before me."

Albert Einstein

Summary

Mentoring is more than just feeling good about helping someone. It is a necessary aspect for human development in many areas.

