

**C.S. Lewis Institute Toronto Mentoring Training**  
**August 21, 2021**  
**Rev. Tom Schwanda, PhD**

**“Making Disciples through Mentoring”**

**Session 1: Introduction to Mentoring**

1. **QUOTE:** “As I am a beginner myself, I will assume that you are also beginners, and we will try to begin together” (Anthony Bloom. *Beginning to Pray* (Paulist Press, 1970), 1). And “We do not want to be beginners. But let us be convinced of the fact that we will never be anything else but beginners all our life” (Thomas Merton, *Contemplative Prayer* (Image Books, 1969, 1971), .37).

. Beware of techniques!

2. **Definition of Mentoring** Tom Schwanda’s generic definition of mentoring: “Coming along side of an individual or group of individuals to learn a skill, develop an ability or deepen some experience of life.”

. Word about language

. Essential to have a mentor before you are a mentor! Need one to be one!

3. **Reflection Exercise:** Read Luke 24:13-35. What do you notice about Jesus’ method of companioning these two disciples?

. Differentiation of terms: spiritual friend, spiritual companion, mentor, spiritual guide, spiritual director.

. Mentoring is not trying to fix people, give advice, solve problems, or therapy.

. If counseling becomes necessary

. Referral

#### 4. Dimensions of Mentoring:

- . Cognitive=knowing, information, belief
  
- . Affective=skills, capability, developing new ways of doing things.
  
- . Behavioral=character, heart, integrity
  
- . Character also relates to identity.

#### Summary observations:

- . Most problems in the church arise
  
- . *We teach and demonstrate* cognitive and affective but we *model* character.

#### 5. Three Keys to Becoming a Mentor:

- A. Depending upon the Holy Spirit
- B. Cultivating attentive listening
- C. Asking good questions

Depending on the Holy Spirit

. **Reflection Exercise:** What helps you and hinders you from paying attention to the Holy Spirit?

## Session 2: Cultivating the Art of Listening

### 1. Cultivating Healthy Skills of Listening

- . Difference between listening and hearing:

- . **QUOTE:** “There is a kind of listening with half an ear that presumes already to know what the other person has to say. It is an impatient, inattentive listening, that despises the brother [or sister] and is only waiting for a chance to speak and thus get rid of the other person” (Dietrich Bonhoeffer, *Life Together*, 98).

- . Complexity of Listening

- . **QUOTE:** “Anyone who thinks that his time is too valuable to spend keeping quiet will eventually have no time for God and his brother, but only for himself and for his own follies.” **AND** “We should listen with the ears of God that we may speak the Word of God” (Dietrich Bonhoeffer, *Life Together*, 98, 99).

#### Reminders:

- . Listening is not
- . Listening is
- . Listening seeks
- . Listening tests our
- . Listening is not afraid of silence

### 2. Cultivating Attentive Listening:

- . Attentive listening communicates

### 3. Learning to Listen Contemplatively. James 1:19

- . Importance of amplifying the sound
- . Hebrew poetry in Ps. 27:1; 95:1; 96:1-2; 138:1-2; etc.
- . Help the mentoree notice and name their experience.

- . **QUOTE:** “We may ignore, but we can nowhere evade, the presence of God. The world is crowded with Him. He walks everywhere incognito. And the incognito is not always hard to penetrate. The real labor is to attend. In fact, to come awake. Still more, to remain awake” (C. S. Lewis, *Letters to Malcolm: Chiefly on Prayer*, 75).

### 4. Bracketing and the Challenge of Focused Listening

- . **Mentoring reminder:** *it all depends.*

. **Each mentoring experience is different.**

. **QUOTE:** “So our first questions are not, What am I going to say to this person? Or, How do I keep from saying the wrong thing? Rather, they are What is God saying? and How can I listen alertly to this person... Our primary role is not to provide answers but to listen in a way that helps us and our friend listen for what God is saying” (Timothy Jones, *Finding a Spiritual Friend: How Friends and Mentors Can Make Your Faith Grow*, Upper Room Books, 1998, p, 122).]

5. Attentive Listening Exercise: Begin a conversation with your group partner. Spend 6-7 minutes talking about a hobby or something you enjoy doing. Seek to practice the principles of attentive listening. Once one person has spoken, reverse the roles. Once both persons have spoken reflect on your experience. *What did the other person do that was helpful in listening to you? What else would you have found helpful?*

### **Session 3: The Gift of Questions**

#### **1. Jesus’ Means of teaching**

. Jesus used questions to assess the needs of people (Mk 10:51). He used them to reveal the inner motivations of those who tested him (Mt 15:3). He employed them to invite people to grow deeper in their faith (Jn 3:10). He used them to challenge and renew the faith of those closest to him (Jn 21:15).

Jesus’ Use of Questions. Examples:

- . “What do you want me to do for you” (Mk 10:51)?
- . “Who do you say I am” (Mt 16:15)?
- . “Why do you break the command of God for the sake of your tradition” (Mt 15:30)?
- . “Where is your faith” (Lk 8:25)?
- . “Do you love me more than these” (Jn 21:15)?

#### **2. The Gift of Questions:**

1. Questions enlarge our ability to listen to God, others, and our self.
2. Questions place the mentor in the role of learner.
3. Questions encourage dialogue.
4. Questions are not as threatening as statements.
5. Questions continue to work after the conversation has ended. **QUOTE:** “An unanswered question is a fine traveling companion. It sharpens your eyes for the road” (Rachel Naomi Romer, *Kitchen Table Wisdom*).
6. Questions are a helpful way of determining need and interest.

7. Questions create dreams and motivate us to grow deeper.

### 3. Proper Use of Questions:

. Importance of timing

. Recognize the importance of mystery. **QUOTE:** C.S. Lewis speaking of the Lord's Supper once said; "Take and eat; not take and understand" (C.S. Lewis, *Letters to Malcolm: Chiefly on Prayer* (Harcourt Brace Jovanovich, 1964, p. 104). This is not an invitation to laziness but recognition of the limits of our minds and the depth of God.

### 4. Learning How to Develop Good Questions:

. Ask open-ended questions. Avoid the simple yes or no questions. E.g. Ask What do you like about living in Toronto rather than do you like living in Toronto?

. Ask easy questions at the beginning of a new relationship or when you are in a social setting. E.g. How do you like to relax? Who was your favorite teacher in high school and why? What would you like to do with your life in the next ten years?

. Ask more challenging questions as your relationship grows. Jesus rarely asked recall or fact type questions. Instead he asked "what do you think" type questions.

. Ask questions that are clear. Avoid those that are confusing. No one ever asked Jesus what he meant by his questions.

. Ask questions that are specific and brief. Those that are general or too broad usually don't serve a very helpful purpose. The more focused the question the better. E.g. Ask "What are the challenges of being a disciple at your workplace?" rather than "Do you think it is hard to be a disciple in today's world?"

. Ask a variety of questions. Avoid using the same types. Jesus used questions that were appropriate for the context and listener(s).

. Ask questions with an attitude of acceptance and respect. Avoid questions that embarrass or ridicule another person. Affirm whenever possible.

. Ask about things that really interest you. This will increase your desire and ability to listen carefully.

. Ask if a question is appropriate. If you are not sure, say "Would you mind if I ask you ...?" Or after asking a question if they look dazed say "You can pass on that if you like."

. Asking why questions can be threatening. Instead of asking, "Why do you feel that way?" say, "Would you tell me more about how you feel?"

. Don't manipulate or pry. Be sensitive not to ask the question to get a desired answer. E.g. What kind of problems are you having with a close friend? I only want to know to pray for you. Again seek the Spirit's guidance to ask questions in a contemplative manner. Be very intentional about how you to listen before you speak or ask a question.

. Seek to combine: What/how do you *think* about that? What/how do you *feel* about that?

5. Sample Questions for Mentoring (Walt Wright, *Mentoring: The Promise of Relational Leadership*. Milton Keynes: Paternoster Press, 2004.), 110-126):

- . Who are you and who do you intend to be?
- . What is important here? What is at stake? Are there more choices?
- . What do you fear? Where do you need to grow? What does failure teach? What does trust look like?
- . Why? Who cares? How do creativity and constraint serve each other?
- . What might change? How deeply are you invested personally? Why should people trust you?
- . How are you communicating? Where are you communicating? How transparent is your leadership (or life)? Where does insecurity constrain you?
- . Where do you experience conflict? How do you manage conflict? When did you last change? What does flexibility mean?
- . What does stewardship mean? Why do you stay in (your ministry or respective area of passion or interest)?
- . What is important to you? How healthy are your relationships? What are you teaching (those around you)? What are you learning? What gives you energy?
- . What legacy are you leaving? What does integrity mean? (What do you feel those who follow you around are learning from you?).

Challenge: Seek to be attentive to the questions your mentors ask you? How effective are they? How can this train you in developing and asking questions?

6. Asking Questions Exercise: One person (speaker) begins addressing (6-7 minutes) an aspect of being Jesus' disciple that interests them. The other person (listener) seeks to gently offer inviting questions to guide the speaker into expanding the conversation. Reflect on both the process of asking questions (listener) and also receiving questions (speaker). Trade places and repeat the same activity.

### **Personality Principles for Mentoring**

Realize that Introverts are slower to reveal themselves than Extroverts. When speaking to another person, it is best to speak to their preference and not out of your own. This will greatly increase the likelihood of being heard.

When **EXTROVERTS** speak to Introverts remember:

- . Not to overwhelm them with too much energy or noise.
- . Let them think before expecting a response.
- . Attempt to build up trust over time. They are slower in developing relationships.

When **INTROVERTS** speak to Extroverts remember:

- . Attempt to display enthusiasm (so they take you seriously).
- . Use plenty of words, don't be economical! Remember you do not need to process everything before speaking out loud.
- . Minimize long pauses...they think you have lost interest or shifted gears. Research findings: average response for E's is 2 seconds, for I's 7 seconds.

When **SENSATES** speak to Intuitives remember:

- . Affirm their imagination and creative ideas.
- . Attempt to show how the specific details relate to the big picture.
- . Speculate and wonder as much as you're able about future possibilities.

When **INTUITIVES** speak to Sensates remember:

- . Seek to state the issue simply, clearly, and directly. Follow an orderly sequence in your speaking or explanation.
- . Emphasize that what you are talking about is realistic, practical, and workable.
- . Give specific examples, not just lofty disconnected ideas.
- . Seek to show how any proposed change is really an evolution from an old established pattern and not a major change!

When **THINKERS** speak to Feelers remember:

- . It is important to establish the relationship before getting down to business.
- . Seek to be more emotional. Don't be like Detective Joe Friday; "Just the facts mam!"
- . Stop trying to always prove yourself right.

When **FEELERS** speak to Thinkers remember:

- . Attempt to argue your point objectively and logically.
- . Remain calm. Remember T's depersonalize most problems.
- . Remind them of the feelings of others and translate that into rational terms.

When **JUDGERS** speak to Perceivers remember:

- . Seek to allow room for spontaneity.
- . Attempt to be flexible and allow items to unfold according to the P's schedule.
- . Be open to last minute changes or additions.

When **PERCEIVERS** speak to Judgers remember:

- . Seek to make a decision rather than postpone it. And then stick to it!
- . Be careful and alert the J's if there will be a change in the schedule. Give them as much advance notice as possible.
- . Attempt to reveal some sort of plan or orderly approach so the J's know that you've given it some thought.

### **Challenge and Invitation**

#### **Suggestions for Further Reading:**

Anderson, Keith R. and Randy Reese. *Spiritual Mentoring: A Guide for Seeking and Giving Direction*. Downers Grove, IL: InterVarsity Press, 1999.

\* Anderson, Keith R. *Reading Your Life's Story: An Invitation to Spiritual Mentoring*. Downers Grove, IL: InterVarsity Press, 2016.

\* Horsfall, Tony. *Mentoring for Spiritual Growth: Sharing the Journey*. Abingdon, UK: The Bible Reading Fellowship, 2008.

Johnson, W. Brad and Charles R. Ridley. *The Elements of Mentoring*, rev. ed. New York: Palgrave Macmillan, 2008.

Robinson, Natasha Sistrunk. *Mentor for Life: Finding Purpose through Intentional Discipleship*. Grand Rapids: Zondervan, 2016.

\* Wright, Walter C. *Mentoring: The Promise of Relational Leadership*. Milton Keynes, Buck, England: Paternoster Press, 2004.

Zachary, Lois J. *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco: Jossey-Bass, 2000.