

## The purpose:

- Guide college students through life's decisions and transitions
- Develop and deepen the identity of a college student as a child of God
- Provide a grounding point of connection between a college student and congregation

## Being a mentor

- What are my main strengths?
- What about me is worth duplicating in someone else?
- How can I communicate and model this?

## The Mentoring Process

- The Journey
  - o Forming. Initial meeting and feeling one another out.
  - o Norming. Setting up patterns and expectations.
  - o Storming. Realizing areas of disagreement.
  - o Transforming. Progress towards the common goal.
- Being the BEST mentor
  - o Believe in them
    - God is working in them, and has a great plan for them. Visualize what they can become.
    - Communicate to them that you believe God will bring them through any situation.
  - o Encourage them
    - Find their strengths. Talk about them.
    - Look for ways they have been improving, and bring it up.
  - o Share with them
    - Gradually be honest with them about your life and history.
    - Strong mentors have weaknesses as well as strengths
  - o Trust them
    - Give them homework for the time in-between meetings.
    - Let them try and fail, and try again.
- Building TRUST

- Time. It doesn't come overnight.
  - Respect. Give them respect and they will return it with trust.
  - Unconditional positive regard. Always accept them as a person.
  - Sensitivity. Do your best to anticipate their feelings and needs.
  - Touch. Give encouragement – and handshake, high five, hug, or pat on the back.
- Help them work towards their goals

### **Practical skills: Active Listening**

- Always be communicating:
  - I am glad you are talking to me.
  - What you are sharing is important.
- Listening:
  - Visibly Tune in: SOLER
    - S: Face the person Squarely
    - O: Have an Open posture
    - L: Lean toward the speaker
    - Eye: Maintain Eye Contact
    - R: Try to behave Relaxed and natural
  - Empathize. Put yourself mentally in their shoes and connect your feelings to their situation. Show them you understand their emotions.
  - Withhold immediately passing judgment.
  - Care about their
    - Experiences
    - Thoughts and patterns of thinking
    - Behaviors and patterns of behavior
    - Feelings and moods
    - Strengths, opportunities, and resources
    - Nonverbal messages
- Probing: getting more information and showing that you care.
  - Statements. "I'm interested in hearing more about x"
  - Requests. "What does that look like?"
  - Direct Questions. "How do you react when your dad yells at you?"

- Single words or phrases. “Move forward to...?”
- Generally probing tips
  - Start with more open-ended questions
  - Use probes to explore and clarify events, points of view, and emotions.
  - Don’t overload the person with questions.
  - After using a probe to which the person responds, respond with empathy to what they said.
- Summarizing
  - Restating the content they have shared.
  - Helps you clarify your understanding.
  - Communicates to them that you hear them and care about what they are sharing.
  - Say it in a way that shows you understand what they say.
  - Avoid simply parroting back their words.
- Listening with three ears.
  - What are my attitudes toward this person?
  - How well am I showing them that I am tuning in to them verbally and non-verbally?
  - Am I attempting to listen to the voice of God as I listen to this person share?
  - Examples
    - “I’m letting the individual get under my skin. God, help me to be loving toward this person.”
    - “My mind has been preoccupied with something else. I need to refocus on what this person is sharing with me.”
    - “God, this person is sharing a lot more with me than I expected. Help me not to feel too overwhelmed and to show them your love.”
- When they get emotional
  - Keep calm
  - Reflect their emotions
  - Stay with them
  - Use appropriate touch (a hand on their shoulder or arm is great)
  - If you feel deep in over your head, ask the person if they would be comfortable bringing the topic up with one of the pastors.

- When to refer to a pastor
  - Significant emotional or spiritual trauma
    - Depression
    - Abnormal grief
    - Intense guilt
    - Abuse
  - Issue that has significant consequences to congregational body
  - Existence of a danger to someone

### **The initial meeting**

- Get to know each other
  - Personal history
  - Overview of family life and significant relationships
  - View of God and spiritual practices
  - Hobbies
  - Give the student a picture of what you were like in college
- Set goals.
  - Personal, emotional, relational, or spiritual.
  - Build significance into the goals.
  - Look for concrete ways to move forward with the goals. “What would that look like for you?”
  - Leave room for goals to adjust over time.
- Establish expectations and boundaries
  - Be consistent with your meeting times.
  - Negotiate with student about expectations regarding availability, phone calls, texting hours, etc. The mentoring program provides monthly meetings, anything more would be a bonus.
  - Don't take the student's issues home with you. God was taking care of them before you met them, and He will continue to do so.
  - If you feel substantial burden from your time meeting with your student, Pastor Richard and Pastor Elliott are available to meet with you to help support your mentoring work.