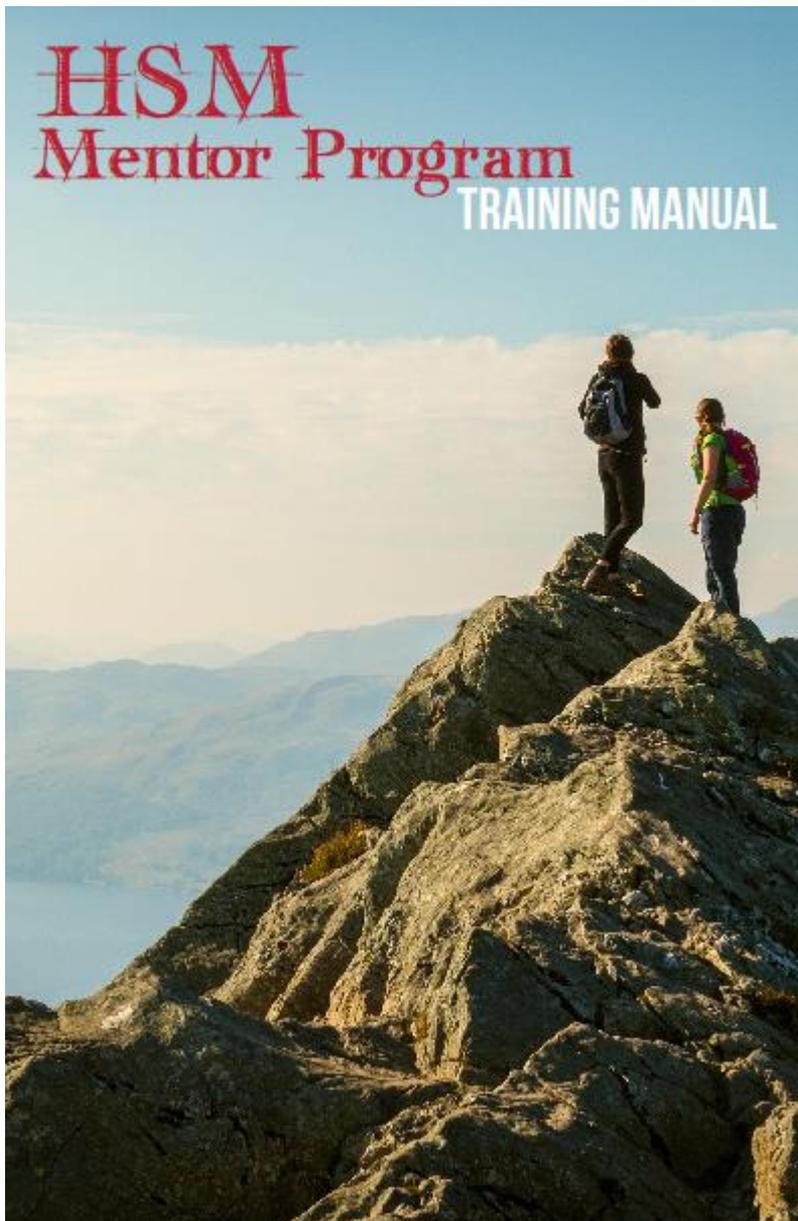


# HSM Mentor Program TRAINING MANUAL



[mentorupdate.blackhawkchurch.org](http://mentorupdate.blackhawkchurch.org)

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## Basics of a Mentoring Relationship

### *What is the Overall Vision?*

The goal for the Blackhawk HSM Mentoring Program is to create healthy relationships based on consistent, deliberate and intentional meetings. The vision is that this will happen through adults coming alongside high school students wherever they're at on their journeys. Each mentoring relationship will be unique, just as each person is unique.

### *What is a Mentor?*

The word "Mentor" comes from the Greek language (Μέντωρ) and means "a wise guide." Mentoring a high school student will present a challenge because the Mentor will need to be both a friend and a role model at a very influential, critical time in a young person's life.

### *What Does a Mentor Do?*

Generally speaking, a Mentor could be described as someone who serves as a friend, motivator, guide, coach, confidant, listener, cheerleader, supporter, and sounding board that can offer a trusted opinion.

### *What is a Mentor Not?*

A Mentor is not a trained counselor, social worker, parent, babysitter, disciplinarian, ATM, taxi service, savior, or miracle worker.

### *What Should the Mentor Expect at the Start?*

To develop a connection between Mentor and Mentee, the Mentor will most likely have to take the initiative early on in the relationship. The Mentee may be quiet at first, so the Mentor must be patient. Small talk can lead to big talk as trust in the relationship increases. The Mentor will have to balance caring for their Mentee and sharing about their own life experiences while the Mentee begins to open up.

## Types of Mentoring Relationships

A Mentor can take on different roles or a combination of roles. It is very important that the Mentor talks to the Mentee to figure out exactly what the Mentee is looking for in the mentoring relationship. The Mentor needs to ask good questions to help the Mentee think out and communicate their

expectations. The relationship may change as time goes on or be altogether different than what you expected. The Mentor can come back to original expectations and these can be adjusted. Please be flexible! For a better understanding of the types of mentoring relationships, some basic types are defined below:

- Friend – Be the student’s buddy, someone they can talk to and feel comfortable with.
- Listener – Be a friend, but also actively listen to the student and seek to truly understand them.
- Encourager – Cheer the student on. Point out positive character traits. Build the student up. Help them discover their gifts.
- Counselor – Give timely advice and perspective to the student for viewing life.
- Guide – Come alongside the student to take an active role in helping them shape their beliefs. Help the student with decision-making skills.
- Coach – Get to know the student while taking an even more active role in teaching and imparting knowledge and motivating them to use that knowledge.
- Spiritual Guide – Come alongside the student to help the student develop a biblical belief system and live out their faith. Help the student discover their spiritual gifts.
- Discippler – Help the student grow in their daily relationship with Jesus Christ; encourage them in their walk and in prayer, scripture reading, and journaling. Help the student think biblically.

## Mentor Requirements

For a mentoring program to succeed, Mentors need to understand what is expected from them. Here is a list of requirements:

- The Mentor is a believer and follower of Jesus Christ.
- The Mentor regularly attends church and is involved in other regular fellowship with other believers.
- The Mentor will fill out a Next Generation Ministries Volunteer Application and Mentor application.
- *Meet with the student at least twice a month, on a weekly or bi-weekly basis during a regular, consistent meeting time. After each meeting fill out your update at [mentorupdate.blackhawkchurch.org](http://mentorupdate.blackhawkchurch.org). The reason for this is so 1) Blackhawk can know when mentors are*

*spending time with students 1:1 and 2) we can better support and pray for your mentor relationship.*

- Mentors will meet with a member of the Blackhawk HSM Mentoring Team to follow up on the application process before they can begin mentoring.
- Attend all regular HSM Leader trainings and Retreats.
- Meet the parents within the first month of mentoring.
- Arrange times to meet with your student.
- Maintain weekly contact even if it's just a call or email.
- Look for ways to help your Mentee in their daily lives.
- Maintain a safe environment during all activities (i.e. meet in public places).
- Establish a relationship with parents and support their role in your Mentee's life.
- Contact the Blackhawk HSM Mentoring Team if there are any problems or if you need to be reassigned.
- The Mentor should strongly consider being mentored by someone else. Ideally all Mentors would be mentored or have an accountability partner that can serve a similar role as pouring into the student.

## **Mentoring Guidelines**

For a Mentor to be successful, they need to think and consider how to best be there for their Mentee. Here are some tips for successful mentoring:

- Be patient and compassionate no matter the circumstance. It will take time for your Mentee to become honest and open.
- Respect your Mentee's feelings and opinions.
- Avoid imposing your expectations of success on your Mentee.
- Be quick to listen and slow to give advice.
- Be sensitive and give advice at the right times.
- Help your Mentee take responsibility for their actions.
- Help your Mentee solve their own problems with biblical thinking and principles.

- Listen to what is *not* being said or for what your Mentee is really *trying to say* or *afraid to say*.
- Look for ways to help build your Mentee's self-confidence.
- Share in your Mentee's excitement.
- Earn your Mentee's trust by keeping appointments, being on time, keeping their confidence and promises.
- Lead by example-your actions are more important than your words.
- Look for ways to encourage your Mentee.
- Look for new experiences to introduce your Mentee to.
- Look for basic life skills to teach.
- Share your life experiences to help them deal with their problems.

## Code of Conduct

Below are answers to some common questions about appropriate behavior and creating a safe mentoring environment with the student.

*How will we protect the Mentor and Mentee?*

Safety for the Mentor and Mentee are both to be taken seriously. The Mentor fills out a child protection policy, student ministry application, Mentor application, and meets with the Blackhawk HSM Mentoring Team before getting started. The Mentor will need to attend bi-annual training sessions. Also, *the parents are to meet the Mentor within the first month*, and Mentors are encouraged to build a relationship of advocacy with the parents. The parent will sign the Mentee application form. The program will be explained to the Mentee. The Blackhawk HSM Mentoring Team will contact each Mentee quarterly to see how things are going.

*What are some guidelines for creating a safe mentoring environment?*

Mentors need to contact someone ASAP if they discover that the student is involved with something that could be harmful to themselves or someone else. This is not always a black-and-white determination, but they should contact someone if they have any possible concerns. This is to protect both the Mentor and Mentee. In some instances, you'll need to contact the Blackhawk HSM Mentoring Team. In other instances, you'll need to contact Lief Erickson or Franny Rosing. We will discuss this more in detail later in this section.

*How can the Mentor protect themselves against false accusations?*

The Mentor needs to be protected from things such as false sexual accusations. One protection is to make sure the parents know the general meeting schedule and location and are privy to any plans that deviate from that schedule. Another protection is to meet in public locations and make every attempt to not be alone with the student. Driving in cars alone is OK and practical, but Mentors and Mentees should not be hanging out in either of their homes alone. Clear communication with parents and with the Blackhawk HSM Mentoring Team and wisdom in making decisions on activities and locations can protect Mentors from most false accusations.

*What is not appropriate?*

It's not appropriate for a Mentor to share extremely personal information with their Mentee. The Mentor should not burden their Mentee. Some struggles that you have in common might be relevant and sharing them with discretion could be beneficial. But complaining about a spouse or gossiping about people you each know is not appropriate. It is not appropriate for the Mentor to spend large amounts of money to win the Mentee's favor. A Mentor taking on the role of a parent and not being an advocate of the Mentee's parents is not acceptable. Also, the Mentor must honor God with this relationship. If you talk about theology, make sure your theology is based on scripture. It is inappropriate to push your religious, political, or any other viewpoints on the student.

*What is confidential?*

Most things the Mentee shares can be kept confidential between them and the Mentor. Our policy is if something has the potential to harm the student or the student is doing something that is dangerous to them or someone else **that information should not be kept confidential.**

*When do you know action needs to be taken?*

Again if something has the potential to harm the student or the student is doing something that is dangerous to them or someone else, action needs to be taken. Again, these situations are not always black-and-white. One way to determine what type of action needs to be taken is to think of a given situation being in one of these three categories:

- **Emergency:** If it is an emergency, the Mentor should contact Lief Erickson immediately. An emergency can be defined as something where someone's life is in severe danger in the next 24 hour period. The student mentioning

taking their own life, their friend talking about suicide, or talk of the student taking someone else's life would be emergency situations.

- **Immediate:** For non-emergency situations the Mentor needs to contact the Blackhawk HSM Mentoring Team. An immediate situation would be where the student's life is not in severe danger but for example if the student has fallen into drugs, the student is having unprotected sex, the student is being abused (verbally, physically, or sexually), the student admits to drinking and driving, etc.
- **Delicate:** If the student has mentioned problems with depression, talk to a member of the Blackhawk HSM Mentoring Team to get advice. If a student has started drinking and going to parties, you will need to handle this delicately. Please note the Mentor is not the police nor are they a tattle-tail. Trust in a mentoring relationship is fragile. If a Mentor tells the parent that their son or daughter went to a party and drank for the first time, that mentoring relationship trust is broken. The Mentor needs to walk a fine line between letting the student make their own decisions and supporting and looking out for the student, deciding when the student's well-being is in danger and more immediate action is necessary.

*What other advice can you offer me so I can be better prepared to handle a difficult or complex situation?*

Often a student will tell you something harmful and then ask that you not tell anyone else, or first ask you to promise not to tell anyone something they are about to tell you. A good way to respond to this is to say something like, "I want to respect you by keeping your information private **AND** I need to be sure that you are safe. I love you and your safety matters to me. If I feel that you are in danger or in an unsafe situation then we will need to tell some people. We can talk together about who those people are and we can decide together how to tell those people if we need to." Using the word 'AND' instead of 'but,' communicates that these two concepts (respecting their privacy and keeping them safe) can exist together. It takes them out of the black and white thinking of not telling anyone and helps them to understand that you will need to tell some people, but not everyone. It is then up to them to decide if they are going to tell you or not. If you have a hunch about what it is, you can ask specific questions that can get them started talking. Otherwise, if they choose not to share at this time, let them know that you are available to talk when they are ready and that you will ask them about it again at a different time.

It is also important to not act shocked or overwhelmed when a student is telling you sensitive information. You will most likely feel worried and maybe even panicked inside, but it is important to remain calm. They will

stop sharing information if they think it is overwhelming you. Fake it if you need to.

Ask questions and get as much information about the situation as you can. This will help you to assess if you need to tell anyone or not. For example, if a student is engaging in self harm behavior (like cutting themselves) ask how often, where on their body, how deep the cuts are, when they choose to do it, where they choose to do it, who else knows, if they bleed or not, etc. If a student says they feel like they want to die, you can ask if they have any thoughts about how to make that happen and if they have a way to implement that plan.

If a student is in immediate danger, find out where they are and call 911. If you do not know what to do in a given situation, ask! Proper people to contact for general questions would be your mentor team contacts and for emergencies, Lief Erickson or Franny Rosing. This contact information can be found below.

*Who do you contact if you need help?*

For general questions or if you need immediate assistance contact the Blackhawk HSM Mentoring Team:

Paul Staats

608-216-5566

[staats.paul@gmail.com](mailto:staats.paul@gmail.com)

Tamika Ellefson

608-628-5536

[ellefson2@charter.net](mailto:ellefson2@charter.net)

For emergencies:

Lief Erickson (Director of High School Ministries)

608-828-4204 (work), 608-469-2261 (cell)

[lerickson@blackhawkchurch.org](mailto:lerickson@blackhawkchurch.org)

Franny Rosing (Associate Director of High School Ministries)

608-828-4215 (work), 701-388-8210 (cell)

[frosing@blackhawkchurch.org](mailto:frosing@blackhawkchurch.org)

*What do you do if a Mentee will not return your calls?*

In this situation, it's important to have both the Mentee's home phone number and cell phone number. If you are unable to reach them on their cell, then try calling their house and talking to their parents or at least leaving a message. In this case, if you have concerns, making sure they are OK is the number one priority. If it's because of a disagreement you may have had, take some time and talk to those close to you to get a second opinion on the situation if it involves a topic you can share. Give your Mentee some time and space, and they'll usually come around. However,

it's a good idea to call and leave a message reaffirming that you care about them.

*What do you do if a mentoring situation is not working out?*

If your mentoring relationship is not working out, contact the Blackhawk HSM Mentoring Team. We suggest you give it one or two months of meetings before the Mentor or Mentee decides to end the mentoring relationship. We also suggest, *after the first Mentor-Mentee meeting, that the Mentor asks the student if they would like to continue meeting.* Keep in mind that the Mentor is committing to meet with their student for one year and should do their best to honor that commitment. For example, if the Mentor and student are not clicking in most cases that should be the student's decision and not the Mentor's.

## Questions for the First Meeting

As mentioned previously, the Mentor will probably have to take the initiative to get the relationship going. Here are some questions to ask to break the ice:

1. How are you doing?
2. What is new?
3. Do you have brothers and sisters?
4. Where do you live?
5. What do your parents do for work?
6. What subjects do you like in school?
7. What do you do besides go to class?
8. Are you dating someone?
9. What do you watch on TV?
10. What are your five favorite movies?
11. What is your favorite food?
12. What is your favorite restaurant?
13. What is your favorite ice cream?
14. What is in your mp3 player right now?
15. What types of music do you like?
16. Do you read any books?
17. Do you have any ideas for a career?
18. Where have you been on vacations?
19. Where do you want to go on vacation?
20. Who is your best friend?
21. Do you like sports?

22. Do you play sports?
23. How would your friends describe you?
24. Do you have a job?
25. If you had a ton of money, what would you do with it?
26. What has been the best thing about your week?
27. What has been the worst thing about your week?

## Conversations and Future Meetings

As the mentoring relationship progresses, your friendship will grow deeper. The Mentor will most likely need to steer the conversation and try their best to engage their Mentee in a purposeful conversation. Here are a few tips:

- Certain conversation topics will need to be treated like using the brake and gas pedals when driving a car. The Mentor will need to learn when to continue asking questions and when to ease off. The Mentor will also have to figure out which way to steer the conversation. Remember, it's OK if a Mentee cannot answer a question and needs more time to consider.
- Keep the conversation going by encouraging your Mentee to tell you more. You can do this by asking them to tell you more, asking them more questions, and by reiterating back to them what they are saying to you. Be willing to listen to them giving your full attention, but also be willing to share what you think as well.
- Conversations don't always have to be deep. Some situations will call for serious conversations, but remember that talking about things like current events, new movies, and sports news also can be meaningful interactions because it shows the Mentee and Mentor have common interests.

As the Mentor and Mentee meet, it is extremely important that the Mentor remembers things going on in the Mentee's life so they can follow up and check in with their Mentee. This is critical in showing the Mentee that you care about what is going on in their life. Here are a few topics the Mentor could bring up and keep track of for future meetings:

- General: How are you doing? How is life going? What is new? What has been the best and worst thing that has happened since we last met?
- Schoolwork: How are classes going? Are any classes giving you problems? Do you have a plan to get your grade up? Can you meet with a tutor? Have you talked to your teacher? Can I help you?
- School friends: Do you feel like you are fitting in at school? Are you making friends? Do you have friends who are a positive influence? Do you feel like your friendships are growing stronger? Have you had any problems with friends lately?
- School activities: How is basketball going? How do you like your teammates? Are you excited about the season? How is the drama club going? Are you going to prom this year? Who are you going to ask? Is homecoming coming up? Are you going to play the same sports this year?
- Spiritual journey: Did you hear the sermon last week? What did you think about it? Have you been able to go to the last few SNL and home groups? What are you learning? How are things with God going? Do you have any questions? Have you been able to read the Bible more like you mentioned? Have you been able to journal like you wanted?
- Home life: How are things at home? How is your family doing? Are you getting along with your parents? Are you getting along with your siblings? Is anything bothering you at home? How can you make it better?
- Future: Have you been thinking about going to college or what you might want to do for a job? Are you worried about it at all? How can I help?

## Hang Out Ideas

It means an incredible amount to the Mentee if the Mentor attends their sports events or other school activities. Doing things together and spending time talking is extremely important. Here are some ideas to try:

1. Get coffee
2. Get ice cream
3. Get lunch or dinner
4. See a movie (e.g., budget movie theater)
5. Attend high school events (e.g., sporting events or plays)
6. Go to a concert (e.g., concert on the square, UW union)
7. Volunteer to serve (e.g., soup kitchen, Habitat for Humanity)
8. Help with Mentee's homework
9. Play a sport (e.g., frisbee, basketball, tennis)
10. Go to an indoor gym or rock climbing gym
11. Go hiking at a park (e.g., arboretum, any city parks)
12. Visit a museum or zoo (Vilas zoo)
13. Make a meal
14. Go for a walk
15. Go to church
16. Go to a bookstore
17. Visit the Mentor's workplace
18. Go bowling
19. Shoot pool
20. Go to the mall

## Potential Impact of a Mentor

It's true that a Mentor can come away from this experience feeling as though they've received more than they have given. That is so exciting! Be sure to share that with your Mentee. However, a Mentee may not always give the Mentor a lot of positive feedback. The Mentor needs to understand they can make a huge difference in the Mentee's life. This relationship may not turn out to be exactly what you thought when it began. *We encourage you to stay the course, be patient, and allow your Mentee to open up to you in time.*

Your mentoring relationship is to be taken seriously. Please understand the ability you have to make a positive or negative impact on your Mentee's life. Remember, you have great responsibility. **Be intentional in your relationship and with your actions.** Let the following verses help encourage and spur you on:

Proverbs 16:24 "Pleasant words are a honeycomb, sweet to the soul and healing to the bones."

Hebrews 10:24-25 "And let us consider how we may spur one another on toward love and good deeds. Let us not give up meeting together, as some are in the habit of doing, but let us encourage one another—and all the more as you see the Day approaching."

Blackhawk HSM Mentor Team Contact Info:

Paul Staats: [staats.paul@gmail.com](mailto:staats.paul@gmail.com), 608-216-5566

Tamika Ellefson: [ellefson2@charter.net](mailto:ellefson2@charter.net), 608-628-5536

Franny Rosing: [frosing@blackhawkchurch.org](mailto:frosing@blackhawkchurch.org), 701-388-8210

Lief Erickson: [lerickson@blackhawkchurch.org](mailto:lerickson@blackhawkchurch.org), 608-469-2261

To check in after a mentoring meeting, visit this website or scan the QR code:

[mentorupdate.blackhawkchurch.org](http://mentorupdate.blackhawkchurch.org)

