CHURCH OF THE NAZARENE MESOAMERICA

GRIGGING IN A SHIP

Equipping Session





COACHING TOOLS FOR MENTORSHIP

OBJECTIVES

The general objective of this material is:

To help you to understand how the basic coaching tools can help you to be more effective and efficient in the process of accompanying people spiritually, that is, exercising as a mentor.

The specific objectives are:

- 1. To understand the ultimate purpose of the spiritual accompaniment process.
- 2. To know and understand the two key elements that help in this process: awareness and responsibility.
- 3. To understand how the role of the leader (mentor) must change to make possible what is stated in point 2.
- 4. To become familiar with three basic coaching tools: active listening, powerful questions, and application, and how to apply them in the mentor's work.

PURPOSE

What is the ultimate purpose of the spiritual accompaniment or mentoring process? Why do we do it? Write it down in the space below.

We are going to break into small groups and over a period of five minutes let's come to an agreement about the correct answer to this question. Then we must write it down in the space provided in our manuals.





As I interpret the Scriptures, there is a double purpose. First, to be the best possible version of ourselves; the best possible human being. Undoubtedly, that happens through Jesus being formed in us, that we become more and more like Him, that His way of thinking and acting becomes more and more our way of living. Look at these biblical texts that confirm this. The bold emphasis is mine.

So, Christ Himself gave the apostles, the prophets, the evangelists, the pastors, and teachers, to equip His people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ. (Ephesians 4:11-13)

For those God **foreknew** He also predestined to **be conformed to the image of His Son,** that He might be the firstborn among many brothers and sisters. (Romans 8:29)

My dear children, for whom I am again in the pains of childbirth **until Christ is formed in you.** (Galatians 4:19)

He is the One we proclaim, admonishing and teaching everyone with all wisdom, so that we may present everyone **fully mature in Christ.** To this end I strenuously contend with all the energy Christ so powerfully works in me. (Colossians 1:28-29)

Dear friends, now we are children of God, and what we will be, has not yet been made known. But we know that when Christ appears, **we shall be like Him,** for we shall see Him as He is. All who have this hope in Him purify themselves, just as He is pure. (1 John 3:2-3)



We are the best possible version of ourselves the more we become like Jesus. Because He is the authentic human being, the new Adam. Consequently, to look like Jesus is to become more and more human.

The second purpose is to live for something that transcends us. In our case, the construction of the Kingdom of God through its proclamation and demonstration. Again, let's look at the biblical quotes that reinforce it. The emphasis in bold, as I said above, is mine.

For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God— not by works, so that no one can boast. For we are God's handiwork, **created in Christ Jesus to do good works,** which God prepared in advance for us to do. (Ephesians 2:8-10)

Who gave himself for us to redeem us from all wickedness and to purify for Himself a people that are His very own, eager to do what is good. (Titus 2:14)

Therefore, as we have opportunity, **let us do good to all people,** especially to those who belong to the family of believers. (Galatians 6:10)

Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore, go and **make disciples** of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely, I am with you always, to the very end of the age. (Matthew 28:18-20)

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There are many other quotes that reinforce this dual purpose; however, these are an example of what we want to achieve through mentoring.

TWO REQUIREMENTS

If we want that the people we accompany spiritually to achieve the goal set by the Lord, there are two things that we must help them to develop, two requirements that are essential in the Christian life: awareness and responsibility.

Let's break into small groups again. Together we will try to define what is awareness and what is responsibility. We must write down our answers in the space provided in our manuals.

What do you understand by awareness? Write it in the space provided below.

What do you understand by responsibility? Write it in the space provided below.

So that we can have a common language, I am going to share with you my understanding of conscience and responsibility.

Awareness

The dictionary of the Royal Academy of the Spanish Language defines awareness as follows: clear and reflective knowledge of reality. Webster's Dictionary explains it like this: awareness involves acquiring knowledge of something through reflection, observation, or interpretation of what one sees, hears, feels, etc.



If we want people to be mature in Christ Jesus, that is, the best possible version of themselves, it is necessary that we help them to generate awareness, since we can only respond and act to what we are aware of. If I am not aware of something I cannot do anything about it.

If a person has visual or hearing deficiencies, that reduces their ability to perceive reality, to be aware of it. But this can be corrected through devices that alleviate this deficiency. However, with our awareness of ourselves and our reality is not so easy, we cannot go to any store and buy some device that increases our awareness. However, coaching tools can help.

These tools, used in alliance with the Holy Spirit, are of great help so that people can generate more awareness of their walk with the Lord, they can perceive their deficiencies, the areas in which they should change, the obstacles that prevent them or could prevent them from doing so, the allies who can help them in their walk with the Lord. There is a statement in the world of coaching that says: what we are not aware of, controls us. What we are aware of, we can work on and manage it.

Ultimately, there is no maturity without awareness. I cannot act on the things that I do not know; I cannot face what is hidden from me. That is why the psalmist asks the Lord to increase his awareness.

Search me, God, and know my heart; test me and know my anxious thoughts. See if there is any offensive way in me and lead me in the way everlasting. (Psalm 139:23-24)



But who can discern their own errors? Forgive my hidden faults (Psalm 19: 12)

Awareness, then, is the prerequisite for the second...

Responsibility

According to the dictionary, taking responsibility is putting intention, care, and attention in something that we have decided to do. If I become aware that there is an area of my life that needs to change, the chances that I feel responsible for doing something about it increase considerably. But I will hardly take responsibility for something that I do not know, something that I am not aware of.



Withmore, in his book about coaching explains the importance of developing responsibility if we want people to mature (emphasis added):

"If I give you advice and you follow it, but you fail, what will you do? (Especially if you hadn't asked me for advice). Obviously blaming me, which clearly indicates who you believe is responsible for your actions. I have given them my advice in exchange for shouldering their responsibility, which is usually not a good deal. Failure can be attributed as much to your lack of personal responsibility as to my bad advice."



The mentor's work, in my humble opinion, is not to tell the person what to do. On the contrary, it is to ask him (and here we see the value of coaching tools) What he intends to do with the awareness he has acquired of his reality? What he thinks and feels the Lord expects him to do about it? What would be the consequences of not doing it? What would be the benefits of doing it?

In short, we can only help to develop mature people in Jesus if we help them to generate awareness and responsibility for their lives. Otherwise, we will be developing spiritual children, without autonomy, always dependent on the leader, mentor, discipler, etc.

THE ROLE OF THE LEADER MUST CHANGE

The style of leadership must be in line with what we want to achieve. The end does not justify the means, but it totally conditions them.

If the ultimate goal is to generate awareness and responsibility in people, what should the leader do and not do?

Let's take five minutes to, on a personal level, write down our thoughts in the columns that we will find in our manuals.



Stop doing	Do	

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Let's share some of the answers we have written down.

Let's go back to personal work. Follow the instructions in your manual and get tested.

Think about your leadership. Rate from 0 to 10 the extent to which you generate awareness in the people you work with. With 0 being no awareness and 10 being a high degree of awareness.

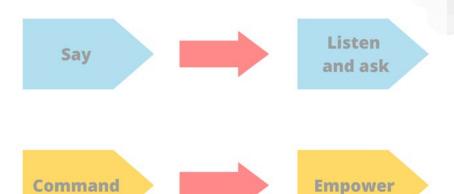
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Think about your leadership. Rate from 0 to 10 the extent to which you generate responsibility in the people you work with. With 0 being no awareness and 10 being a high degree of awareness.

0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

The truth is that if we want to achieve different results, we must necessarily do different things.







We need, therefore, a leadership that switches from commanding to asking and listening. From commanding to empowering.

We are good at saying and commanding. Now we must develop our ability to listen, ask questions, and empower.

For this we will use three basic coaching tools: listen, ask, and encourage the application.

LISTEN

Biblical basis

My dear brothers and sisters, take note of this: Everyone should be quick to **listen**, slow to speak and slow to become angry. (James 1:19)

Hear, O Israel. (Deuteronomy 6:4)

These wicked people, who **refuse to listen** to my words, who follow the stubbornness of their hearts and go after other gods to serve and worship them, will be like this belt—completely useless! (Jeremiah 13:10)

Emphases, as before, have been added.



Active listening

Active listening consists of paying attention to the totality of the message that is received, both to what is said and how it is said, to look, to dedicate time, non-verbal and verbal elements, to give the understanding that we consider their opinions. Therefore, it requires effort and concentration, and it helps to empathize.

Silence in this active listening is not being absent. It represents an attentive, open, and relaxed posture, along with a glance that indicates to the person that we are there to listen to them. Silence reflects thoughtful listening. Adapted from: A. Subiela García (2014).

Listening levels



Biological listening is the proper function of the auditory apparatus: the ear. I hear, but I'm not paying attention. Example: While resting under the shade of a tree I hear the singing of birds.

Feigned listening occurs when we pretend that we are listening, but we are not really noticing anything because we are not paying real attention. Scene: John (husband) is on the couch watching a soccer game and Aroa (wife) comes home with a story from work: John, do you know what happened to me today? I was at work when the fire alarm suddenly rang, and we have all been evacuated. You cannot imagine the chaos that has occurred. Nobody knew where to go!

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To which John replies: Wow! Incredible! (while staring to the television screen) and adds: And what time did you say that happened? Of course, he is not listening and Aroa gets angry.

Selective listening happens frequently to us, it occurs when we are being told something that interests us in part and we are slightly distracted with something or remembering things that we have to do later, for example. In coaching, we call this phenomenon, going with the radio on. We select the part of the message that really interests us, and we ignore the rest. It can happen because they have already told us the story before, because we are in a hurry or we are stressed, because the person who tells us does not deserve a good opinion or does not have credibility for us, and an endless number of other reasons. The point is that to really listen, you need to turn off the radio.

Active listening occurs when I intend to pay attention, I am looking at the person, slightly leaning towards him or her, and I am interested in what he or she is telling me. In addition, I return an answer that is related to what he or she have explained to me. In active listening we keep for us the story. In coaching, as in leadership and in meaningful interpersonal relationships, this type of listening is very important, but not enough.

Empathetic listening makes up the highest level of listening. When I listen with empathy, in addition to understanding the message and offering a useful response, related to what has been explained to me, I am paying attention to the emotional charge that accompanies the message. Situation: while a client tells me that, no matter how hard he tries, he has difficulties listening to the members of his team, I am paying attention to the message and also to his gestures, posture, gaze, and all those signs that give me indications of how he feels. In this way I can detect his frustration, his anger, or his fear. I take charge of what happens to him by acknowledging and validating his emotions. I say something like: "I realize how frustrating this is, Michael".

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How to listen better

Listening is a tool. You can learn to listen better. As you will see in this section, there are many ways to listen.

Listen with your mind

- · Pay attention to the person.
- · You try to get into his reference framework, his world.
- · Focus on what is behind your words.
- · Don't let your mind wander.

Listen with your body

- · Show genuine interest.
- · Make eye contact.
- Show interest with your arms, your hands, and your body posture.
- Pay attention to the non-verbal signals that the person gives you.

Listen with your words

- · Paraphrase what the person tells you.
- · Ask questions for clarification, if necessary.
- Do not finish his sentences or give him the words that do not come out.
- Do not give advice or solutions while they are talking to you.
- · Summarize the main points.

Listen with your intuition

- Listen to the meaning behind words, gestures, and body language.
- · What is he not telling you?
- · Validate your intuition through clarifying questions.

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Intuition (from the Latin intuitio, "to look within" or "to contemplate") is a concept of the theory of knowledge also applied in epistemology that describes knowledge that is direct and immediate, without the intervention of deduction or reasoning, being considered as evident.

For psychology, intuition is knowledge that is reached by a path that is not rational; therefore, it cannot be explained, and, at times, it cannot even be verbalized: "Why did I decide to choose that door? I don't know, it was by intuition", "Intuition led me to abandon the car just a minute before it exploded".

Listen with the Holy Spirit

- · Use spiritual discernment.
- If you think the Holy Spirit is saying something to you, ask if and when you should share it with the person.
- Think about how you can share with the person what the Holy Spirit is teaching you in a way that contributes to his discovery process.

Thinking about it...

- · Mark the ways of listening that are most natural to you.
- Mark the ways of listening that you want to work on in this workshop.

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LISTENING PRACTICE

INSTRUCTIONS FOR THE LISTENING PRACTICE (download instructions on the website)

http://mentoreo.mesoamericaregion.org/

- 1. Break into groups as small as possible.
- 2. One person in the group will share about a challenge he is facing or a decision he has to make. IT MUST BE REAL, NOT FICTITIOUS.
- 3. The person will share for three minutes.
- 4. When the person has finished, each of the people who was listening to him, in strict turns, without interrupting, will give him a one-minute summary of what he has understood. THE PERSON SHOULD NOT INVENT ANYTHING, JUST SUMMARIZE.
- 5. The person who shared will check if the summary is correct or not.

The silence

Silence is a gift, which, together with listening, the coach can give his client at any stage of the coaching process. There is a phrase among coaching professionals that says: "Let the silence do the hard work." Through coaching we want to help the client to increase his conscious perception of his reality, in this way he will be able to understand better and, consequently, make better decisions when the case arises.

The spaces of silence allow the client to process both intellectually and emotionally the information and new perceptions that he is generating. If the coach interrupts him, he can truncate his client's learning process. The coach must learn to manage and maintain silence and feel comfortable with it; many times, he interrupts him because he feels uncomfortable and does not know how to use it. It takes discernment to know when it is appropriate to break it and it is always a good time to generate it or allow it.

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Silence can generate a "sacred space" in which the person can have those "aha" moments in which a new perception is produced that allows our client to advance. Observing one of those moments is truly an exceptional experience.

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ASK

Biblical basis

Once when Jesus was praying in private and His disciples were with Him, He asked them, "Who do the crowds say I am?" They replied, "Some say John the Baptist; others say Elijah; and still others, that one of the prophets of long ago has come back to life." "But what about you?" He asked. "Who do you say I am?" Peter answered, "God's Messiah." (Luke 9:18-20)

But the Lord God called to the man, "Where are you?" (Genesis 3:9)

Then the Lord God said to the woman, "What is this you have done?" (Genesis 3:13)

Then the Lord said to Cain, "Where is your brother Abel?" (Genesis 4:9)

When Jesus saw him lying there and learned that he had been in this condition for a long time, He asked him, "Do you want to get well?" (John 5:6)

He replied, "You of little faith, why are you so afraid?". (Matthew 8:26)



POWERFUL QUESTIONS

Questions have value and meaning to the extent that they help the person to be more aware of his situation and of the need to take responsibility for his life.

We call powerful questions those that generate reflection. The more thoughtful, the more powerful the question is. The questions are not intended to satisfy the curiosity of the mentor, but to help the person we are accompanying spiritually to think.

So, let's ask questions that:

- 1. They are born from our active listening, from what we have been listening that the person has told us.
- 2. Help the person to better understand his situation, his decisions, his challenges, the perspective that the Lord may have on all of it; in short, that they generate, as we have already said, awareness and responsibility.
- 3. Help the person to move forward, to take steps to change. Information without action is meaningless.

Some examples

Compare the following questions.

1. Are you happy with your ministry?

Not very powerful question. It can be answered with a yes or no. It does not generate reflection.

2. How do you feel about the ministry?

Although it is a little more powerful than the previous one, there is a certain advance in depth because it invites the person to investigate his emotions.





3. What is the most rewarding thing about your ministry?

Much more powerful. The person has to do an analysis of his entire ministry and try to identify what, if any, that is rewarding.

4. How is your ministry related to God's calling in your life? For what reason did God lead you to this ministry?

Both are very powerful and lead the person to think in terms of meaning, calling, and purpose.

Open the questions, an exercise

Closed questions - those that can be answered with a yes or no - are among the least powerful of all due to the zero reflection they generate. Therefore, whenever possible it is important to ask open questions, that is, it is not possible to answer them in the way indicated above.

It's easy to convert closed questions to open questions. It is about using the interrogative pronouns what, how, when, where, and who.

Example:

Closed: Are you planning to ask for money to do this?

Open: How do you plan to finance this?

Below you will find 17 closed questions. Make them open!

We will take ten minutes for this and we will do it, as before, in small groups.





1. Are you happy with this decision? 2. Does your supervisor agree? 3. Does the passport expire at the end of the month? 4. Can you think of anything else? 5. Do you learn by reading books or talking to people? 6. Is it time to make a career change? 7. Would you like to say more about this topic? 8. Is Tuesday good for you to talk? 9. Are you living your vision? 10. Does your wife think the same? 11. Are you going to ask her? 12. Does the currency change affect the budget? 13. Could someone from the team help you? 14. Did you get the financial resources? 15. Has your day at school been good? 16. Is your thing to plant new churches? 17. Is the next step to impart vision in the team?

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Types of questions

Closed questions.

These are questions that can be answered with a "yes" or "no".

- · Do you agree with the approach?
- · Is it okay for you to move on to another topic?
- · Are you ready to talk about this?



Open questions.

These are questions that cannot be answered with a "yes" or "no". They require the person to reflect and verbalize his thoughts.

- · What about your job now?
- · What does your wife think about this decision?
- · When do you plan to make a change?

Guiding questions

These are questions that lead the person in a specific direction or to evaluate a specific solution.

- · Which members of your team question your authority?
- · What plan do you have to improve financing?
- When are you going to take specific time to talk to your boss about this issue?

Questions about emotions

Understanding feelings and emotions helps people perceive their behaviors, motivations, and plans.

- · How do you feel entering this new stage of your life?
- · How do you feel in your current position?

Fact Questions

Collect the facts by asking questions like: who, what, when, where, etc.

- · Who is part of the team?
- · What happened?
- · When has it happened?
- · Where did you go after?

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Why

The question "why" is difficult to answer because it can force premature judgments. Also, it is a retrospective question when we want to ask it prospectively. Sometimes it is better to ask other questions.

- · What factors did you consider before starting?
- · How would you summarize the results of this project?
- · What steps have you taken until then?

Permission questions.

They make the current question more open and give the person a choice before you ask the question.

- Do you mind if I ask you a question? It seems to me that there is something else here, do you mind if I ask you a little though question?
- Here it seemed to me to detect a certain pattern of behavior, do you mind if I mention it to you?

Types of questions, an exercise

Think about the types of questions mentioned above. List two advantages and two disadvantages of each type of question.

Asking practice





APPLY

Biblical basis

Do not merely listen to the word, and so deceive yourselves. Do what it says. Anyone who listens to the word but does not do what it says is like someone who looks at his face in a mirror and, after looking at himself, goes away and immediately forgets what he looks like. But whoever looks intently into the perfect law that gives freedom and continues in it—not forgetting what they have heard but doing it—they will be blessed in what they do. (James 1:22-25)

Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. (Matthew 7:24)

"Why do you call me, 'Lord, Lord,' and do not do what I say? (Luke 6:46)

The importance of action

Let's not forget the final purpose of the spiritual accompaniment that has already been mentioned at the beginning of this material: Jesus formed in the life of the person and to be builders of the Kingdom of God.

Therefore, any conversation or meeting between the mentor and the person must end with two key issues that it is important to **never forget**.

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The first is to ask our interlocutor what he takes from our meeting together.

- · What have you learned?
- · What has been meaningful to him?
- · What new perspectives has he acquired?
- · What new awareness has he developed?

Let's think that these, in themselves, are already powerful questions that will make our pupil have to think about everything that has happened in our meeting.

The second is to ask him what practical step, what action, no matter how small, he is going to carry out to grow or to solve the issues that have been brought up in the meeting.

Your answer to this question has to be specific, not vague, or ethereal. Answers of the following types are not valid: I will think, I will consider, I will try, etc.

We should receive action-oriented answers that clarify what the person will do and when.

In fact, when we meet the person again, following up on those actions will be the first thing we'll do.

INSTRUCTIONS FOR THE PRACTICE OF APPLYING (download instructions on the website)

http://mentoreo.mesoamericaregion.org/

- 1. Divide into groups as small as possible.
- 2. On a personal level, each participant writes the answer to these two questions:
 - a. What was the most important thing that I learned today?
 - b. What practical step, no matter how small, am I going to take to apply it?
- 3. Each person will have one minute to share what they have written. The rest listen without making any comment

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