



**CCN LEADERSHIP TRAINING SERIES
LEADERSHIP SEMINARS TUES., MAR. 1, 2001
SEMINAR OUTLINES**

PREVENTIVE LEGAL MAINTENANCE

Dennis R. Kasper
Attorney, Lewis, D'Amato, Brisbois & Brisgaard

**8:30-9:45 Pacific time
9:30-10:45 Mountain time
10:30-11:45 Central time
11:30-12:45 Eastern time**

MENTORING
**Creating Structures for Developmental
Relationships in Your Church**

Dr. Tim Elmore
EQUIP Foundation

**10:00-12:00 PM Pacific time
11:00-1:00 PM Mountain time
12:00-2:00 PM Central time
1:00-3:00 PM Eastern time**



PREVENTIVE LEGAL MAINTENANCE
Dennis R. Kasper
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The Crisis
(see video dramatization)

I. You are the Senior Pastor. What are your concerns?

- Susan
- John
- Cindy
- The four girls
- Other youth leaders
- The program
- The possibility of a church split
- Financial harm
- Long term impact
- Determining a course of action

II. Who in the video dramatization has potential legal exposure?

- JOHN
- Possible criminal exposure
 - Civil exposure

- CHURCH
- β Civil exposure to Susan and her family for
 - Negligent selection and supervision
 - Other civil wrong (tort) theories
 - β Criminal and civil exposure under the Child Abuse Reporting Act
 - β Possible exposure to claims by John if the Church violates employment laws in its dealings with him
 - β Civil exposure for invasion of privacy and libel and slander, depending upon what is said about the parties involved
 - β Exposure for loss from other children and parents in the youth program if Susan is not the only victim

- CINDY & PASTOR LOREN
- Criminal and civil exposure under the Child Abuse Reporting Act in some states
 - Negligence and other civil wrong (tort) theories

The Crisis Response Team

III. A Crisis Response Team can

- move quickly.
- give full attention to the crisis.
- make decisions quickly.
- help protect the privacy of those involved.

IV. The Crisis Response Team should

- be appointed by the Pastor and the Church board.
- have limited authority.
- be free to make ongoing decisions and to act quickly.
- report regularly to the Pastor and the board.

V. Members of the Crisis Response Team should be people who

- are level-headed and mature in their faith.
- are well respected by the Church community.
- know the Church community well.
- can drop everything to dedicate themselves to this process.

VI. The Crisis Response Team should include

- one member from Pastoral Staff.
- one member from Church board.
- someone with very good written and verbal communications skills.
- someone with good pastoral care/mental health skills.
- someone with some legal or investigative training.

VII. The Chairperson of the Crisis Response Team:

- must be someone who has the respect of the Pastor and the board.
- should have good leadership skills.
- needs to be capable of running an efficient meeting.

VIII. Consultants retained should include:

- lawyer experienced in dealing with these types of matters.
- professional with experience in the specific nature of the crisis.

IX. The Crisis Response Team should focus on these constituencies:

- INSIDE CHURCH
- Victim and family
 - Accused and family
 - Witnesses
 - Other potential victims and their families
 - Students and parents in the youth ministries program
 - Church board
 - Church pastoral staff
 - Youth ministries staff and volunteers
 - Church congregation

- OUTSIDE CHURCH
- Governmental authorities
 - Media
 - Church insurance company

X. Initial Steps the Crisis Response Team should take:

- Meet immediately with legal counsel
- Determine if any criminal report is required
- Communicate with the victim and family
- Assign a point person to maintain regular contact and to provide pastoral support to the victim and family.
- Arrange for counseling for the victim and family at Church expense.
- Assign people to meet with the accused and to interview him further.

- Assign a point person to maintain regular contact and to provide pastoral support to the accused and family.
- Determine what communications are required for each constituent group.
- Develop the communications and assign a point person.
- Develop a media communication to be used if there is a media inquiry.
- Appoint a media spokesperson and provide them with the response
- Appoint a person to handle all communications with the authorities.
- Appoint a person to handle all communications with lawyers.
- Appoint a person to care for Cindy and her family and interview them as well.
- Determine what insurance coverage is applicable and appoint someone to communicate with the insurance companies.
- Assign a point person for communications with the Church board
- Design a plan for further investigation and appoint the people to handle it
- Determine, in consultation with legal counsel, what records should be kept of the crisis response effort and when and how to protect the work of the team under the attorney-client privilege. A person should then be assigned to be the secretary and to maintain the team records.
- Set up counseling for not only Susan and her family but for others in the Youth Program who may need it.

XI. When handling communications, remember:

- Both the victim and the accused have privacy rights.
- Those involved have the right not to have things said about them which are false.
- Stay ahead of the gossip curve.
- Communications should be on a “need to know” basis only.
- The smaller the group and the more intimately affected by the crisis they are, the more information they need.
- Only designated spokespersons should be involved in communications.
- People who are not involved in the crisis response process should not speculate or comment on the events.
- Create a way for people with information or questions to communicate this to the Crisis Response Team

The Investigation

XII. How the team should conduct an investigation:

- Interview the witnesses
- Interview the alleged victim
- Interview the accused
- Interview others who might be witnesses
- Gather and consider whatever other evidence might be available
- Never form conclusions until all of the evidence is in
- Once the evidence is in, evaluate the evidence with the objectives below in mind

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XIII. Objectives of the investigation:

- Determine if there are other victims
- Determine if, based on the evidence, disciplinary action needs to be taken against the accused
- Determine if, based on the evidence, disciplinary action needs to be taken against other employees or volunteers
- Determine if church policies and procedures need to be adjusted to prevent similar events in the future.

DO NOT attempt to determine if the accused is guilty of a crime.

Determining if there are other victims depends on the circumstances. Some things that can be done include the following, but they are not all appropriate in every situation:

- Interview the accused
- Interview other potential witnesses
- Provide an information forum to potential victims
- Provide an information forum to parents of potential victims
- Provide mental health care on a crisis intervention basis for other potential victims and publicize it.

Post-Investigation Procedures

XIV. In consultation with legal counsel, the Crisis Response Team should

- Determine what, if any, disciplinary action should be taken with the accused and make a recommendation to the Church board regarding the same
- Determine what, if any, disciplinary action should be taken with other employees and/or volunteers and make appropriate recommendations to the board or committees or pastoral staff
- Determine, what, if any, remedial efforts should be taken to further protect those involved.
- Continue to monitor all aspects of the crisis.
- Develop additional communications to the constituent groups as needed until the crisis is concluded
- Respond to tertiary crises as they develop

XV. Following the resolution of the crisis, the Crisis Response Team should:

- Meet with legal counsel to review how the crisis was handled and to explore what additional lessons have been learned
- Make recommendations to the Church board for any additional steps which might be put in place to handle a crisis in the future

Should a church have a standing Crisis Response Team?

Churches should have an identified relationship with legal counsel who is trained to handle legal issues related to the operation of the church, including crisis. Most often the lawyers who are members of the congregation will not have this type of training. Church boards and pastors should give thought to the kinds of crisis that might affect the church and should have identified the people who could be appointed to a crisis response team in the event that one is needed. The actual makeup of the team will vary depending upon the crisis and the availability of personnel at the time. If possible, those people should be asked if they would be willing to serve if needed, and they should be provided opportunities for training.

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MENTORING

Creating Structures for Developmental Relationships in Your Church

Dr. Tim Elmore

Mentoring matchups can lead to an effective disciple-making process that multiplies for generations. Jesus’ method for making disciples was mentoring. Let’s return to the original pattern Jesus set—even if it means breaking tradition. We must recover the art of spiritual reproduction!

Two Learning Models

GREEK “Classroom Model”	HEBREW “Coach Model”
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

We must return to the Mentoring model Jesus gave us if the church growth movement is actually going to expand the Kingdom.

Remember: **Success without a _____ is _____**

A Definition for Mentoring

This definition was first developed by Paul Stanley and Robert Clinton:

Every great movement of God in history has been sustained through two vehicles:

1. The truths were committed to paper, and
2. The initial leaders, like John Wesley, mentored a second generation of leaders.

The Different Kinds of Mentors

“One perfect mentor” _____.

Why recognize different kinds of mentors?

1. To understand which kind you need at different stages of your life.
2. To understand which kind you could be for someone else.

The seven kinds of mentors

- 1. THE MENTOR _____
Helping with the basics of following Christ.
- 2. THE MENTOR _____
Accountability, direction/insight for maturation.
- 3. THE MENTOR _____
Motivation, skills needed to meet a task or challenge.
- 4. THE MENTOR _____
Timely advice, perspective on self, others, ministry.
- 5. THE MENTOR _____
Knowledge, understanding on a specific subject.
- 6. THE MENTOR _____
Career guidance, protection; network with contacts.
- 7. THE MENTOR _____
A living personal example for life, ministry and career.

The Commitment

- 1. WE MUST BE COMMITTED TO A _____
It must be obvious that we are committed to our mentee as a person—not a project, nor a duty! We must be loyal.
- 2. WE MUST BE COMMITTED TO A _____
There will be ups and downs through the season you meet with your mentee. We must step back and see the process our mentee is in and the steps required, understanding the big picture of our mentee’s life. We must be discerning.
- 3. WE MUST BE COMMITTED TO A _____
In the same way that God will complete the work He has begun in us (*Phil. 1:6*), we as mentors must fulfill our commitment to the “finished product” inside our mentee. We must be diligent.

Speaking With Authority

How have others gained authority in your life?

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How to gain influence with people

I- _____	IN PEOPLE
N- _____	WITH PEOPLE
F- _____	IN PEOPLE
L- _____	TO PEOPLE
U- _____	OF PEOPLE
E- _____	PEOPLE
N- _____	FOR PEOPLE
C- _____	FOR PEOPLE
E- _____	OVER PEOPLE

What Does a Mentor Do?**A good mentor provides**

1. _____

Most people are hard pressed to own truths in such a way as to use them in everyday life. When we summarize truths in a user-friendly fashion, we are giving people “handles” so that they can grab onto truths, own them, and eventually communicate them to others.

2. _____

Road maps help give us direction on our journey. When we provide spiritual road maps, we help our mentee see the right road, and see that road in relation to all other roads. Thus we provide perspective on the whole picture. This generally happens only when we communicate *intentionally*, not *accidentally*.

3. _____

Science classes in college always include a lecture and a laboratory—a safe place to experiment. When we provide our mentee a place to practice the truth we’ve discussed with them and the information we all get in the church, we are offering a laboratory experience. Mentees learn the right questions to ask, the appropriate exercises to practice, an understanding of the issues, and experiential knowledge of a good agenda for life. Good laboratories are measurable and can be evaluated together.

4. _____

We all need foundations to be laid—roots. The foundation we must help to lay in our mentee involves the construction of a *character-based life* versus an *emotion-based life*. Mentees should leave us possessing strong convictions to live by, as well as the self-esteem to stand behind those convictions. The deeper the roots, the taller the tree can grow, and the more durable that tree is during the storm.

5. _____

People who are free to explore the fullness of their own potential in God, people who expect big things from God and themselves—these are people who possess wings. When mentors give wings, we help mentees to soar to new heights in their life. Consequently, it’s as important to teach our mentees how to ask the questions as it is to teach how to obtain the answers.

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Resources You Can Give Away: A Guideline

Every good mentor imparts God-given resources to the mentee over time. This list represents seven categories that will provide a guideline, as you think through what “gifts” or resources could and should be exchanged on a regular basis:

Seven gifts a mentor gives

1. ACCOUNTABILITY
... holding mentees to their commitments to God. It may involve bringing a list of tough questions to the meeting and asking the mentee to respond honestly to them.
2. AFFIRMATION
... speaking words of encouragement, love and support; validating a mentee’s strengths, thoughts, ministry, and obedience.
3. ASSESSMENT
... evaluating the mentee’s present state. Giving an objective assessment of what we see enables the mentee to gain perspective from an outside viewpoint.
4. ADVICE
... offering words of wise counsel and giving the mentee options for future decisions; providing direction and navigation for the mentee’s life.
5. ADMONISHMENT
... speaking words of caution and warning about pitfalls that the mentee may not foresee as well as we do. It may mean providing correction.
6. ASSETS
... giving tangible resources and gifts--a book, a tape, a ministry tool, or a personal contact that we can introduce to the mentee.
7. APPLICATION
... pointing the mentee toward places to apply truths learned in the mentoring sessions and elsewhere. We help them find a “laboratory” where they can practice.

Getting Started

As you recommit yourself to obedience to Jesus’ strategy, consider this sequence of steps:

1. Pray for _____ and _____.
2. Select a _____ or group from your circles of relationship to mentor.
3. Spend two _____ to discuss expectations and goals.
4. Cast _____ to them for spiritual _____
(They will mentor someday.)
5. Ask for _____.
6. Determine what _____ or _____ you will go through together.
7. Be prepared and _____ (Lesson Plans).

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8. Meet _____ for a set time.
9. _____ and _____ the principles together.
10. Invest yourself in the _____ and _____.
11. Help them find a potential _____.
12. _____ and _____ them to try it themselves.

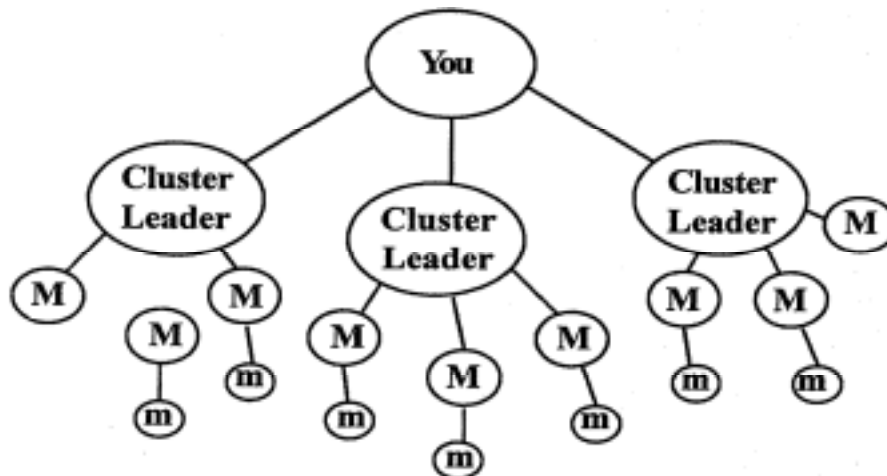
Write the names of three people you could begin to develop:

How Do I Help My Church Begin Mentoring?

Mentoring should usually start at the grass roots level, with one or two mentors investing in one life at a time. As the prophets of old said, God does not despise small beginnings. Start small, but plan some infrastructure for mentoring to continue as new generations of people finish being mentored and go on to mentor someone else themselves! Consider the following list, as a sequence of steps...

1. Define the commitment and plan on paper (short and long term).
2. Seek the blessing of the church leadership.
3. Build and identify your four circles of relationship.
4. Select and invest in your mentee: The person, process and purpose (look for FAITH).
5. Incorporate Jesus' IDEA in your mentoring.
6. Challenge your mentee to reproduce when they finish.
7. Train and release your mentee to challenge their own person.
8. Choose (or become) a "point person" for the mentor ministry.
9. Develop a form for mentor-match ups.
10. Establish a structure for "mentor clusters" (see below).
11. Create a system for interested people to sign up.
12. Find places to communicate the vision to the congregation.

Mentor clusters



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