



KICKSTART

LAUNCH YOUR LIFE

Mentor's Guide

KICKSTART Mentor's Guide

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Written by: Daniel Craig
Edited by: Annalisa Beroth
Graphic Design: Ray Suzuki, Winslow Robbins

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Chapter 1: Why the Mentor's Guide for Kickstart?

My mentorship experience began very early in life – actually, the day I was born. My first mentors were my dad and mom, and believe me, they took mentorship very seriously. My earliest training involved learning some of life's most important lessons: "Suck, don't bite;" "Cry, don't scream;" "Swallow, don't spit." Before long, I graduated to much higher levels of training and development in the areas of Organizational Hierarchy (obedience to parents), Process Efficiency (diligence), Interpersonal Communication (taming my tongue), and Public Relations ("Hi, my name is Danny, and I'm four and a half years old. How old are you...I mean... how are you?"). I'm not sure I always appreciated this sometimes intense mentorship process, but 20 years later, I realize mentorship is exactly what mom and dad were doing, and I'm extremely grateful.

In time, the Lord brought other mentors into my life – in upholstery, apologetics, sales, theology, and business. At the age of 20, we decided that it was time for me to receive additional musical training in composing, conducting, music theory, and vocal pedagogy. But as we considered our options, the only choice we could wrap our minds around was taking classes locally at Eastern Washington University.

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After testing out of first year music theory, I was able to enroll in a full load of nothing but music classes. Nine months later, I had earned 60 credits between the on-site classes I completed (with a 3.9 GPA) and additional credits I earned through prior learning assessment. I also won the university solo voice performance competition and performed with the university symphony. By all accounts, it was an exceptional learning experience.

Except for the fact that...it really wasn't. As I took time to step back, reflect, and contrast my college learning experience with the more life-integrated mentorship experiences I had enjoyed up to that point, I realized I could have learned far more in a few months of private lessons from a local conductor than I did in a full school year of conducting classes waving my arms at an extremely gifted but frustrated professor, along with 18 other kids who couldn't care less. It's not that I didn't learn anything. It's simply that, at least with several subjects, I probably would have learned far more putting together my own mentorship-based music education program than I did in a classroom setting with little to no life application.

At the outset, we had considered more of a mentorship approach to musical studies, but we simply didn't know how to piece it all together. I didn't really know how to find a mentor (my mentors up to that point had really just landed in my lap), much less know what to do with a mentor once I found one. **I needed a plan – a step-by-step approach that would walk me through the process of mentor-driven, life-integrated skill development.**

And that's why, four years later, I helped create the Kickstart program – an in-depth training program designed to help other students launch into life NOW with clear vision, through one-on-one mentoring relationships and real-life application. With the step-by-step approach I wished I had for my musical studies, the Kickstart program walks students through the process of defining vision and goals for their life, then finding and engaging with mentors in their community who can help them move toward those goals.

Kickstart has been on the market for a brief time, but based on the great response we've already received from parents and young people alike, it seems to be addressing an urgent and important need. We strongly desire students to implement what they learn in Kickstart in a way that will result in significant change in their lives. And in order to achieve this result, **we truly believe that additional accountability and guidance from men like you will be crucial to the success of most students who attempt the Kickstart program.**

At the same time, we've also noticed **that there are many men interested in mentoring and investing in the lives of young people around them, but without a clear path to follow, they are unsure of how to go about the mentoring process.**

And that's why we've created the Mentor's Guide for Kickstart – a basic plan and set of tools to assist you in starting a "Kickstart Study Group" with young people in your area so that you can:

- Provide these young people with the essential guidance, personal insight, and accountability they will need to successfully complete the Kickstart program.
- Make a significant investment in the lives of these young people using the Kickstart program. In addition to providing an easy path to follow, **this curriculum will allow you to give these young people excellent content in an organized format, without requiring you to invest the time and energy to create and organize all the content yourself.**

Just plug and play.

The seed for this model was planted when a caring father and businessman in Tennessee simply sent out an email to his church inviting them to his house on Friday nights to watch and discuss the Kickstart Training Sessions. The response was phenomenal, and within a few weeks, there were approximately 50 young men, young ladies, and parents attending his study group. It's been such a success that he's started a second study group with plans for his third!

Our vision is to see study groups like this one popping up all over the country – whether they are intimate with just a couple people, or as large as 50. So, if you are interested in mentoring young people in your community and would like to use Kickstart as a tool to do that, we believe the Mentor's Guide for Kickstart is the right solution for you.

I'm grateful for the men who've invested in my life, and we look forward to assisting you as you make similar investments in the lives of those around you.

Daniel Craig

Director, LifeLaunch

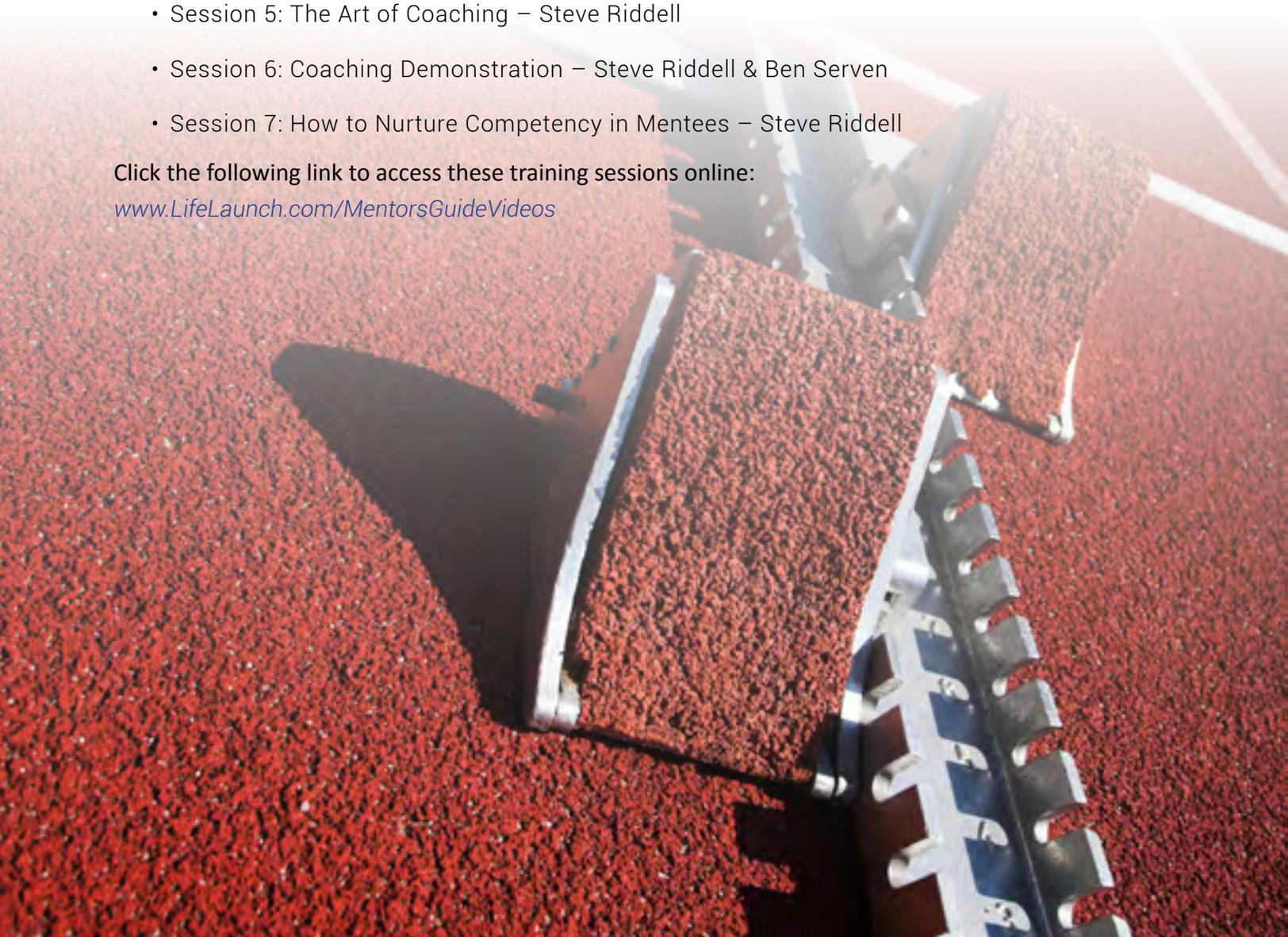
Chapter 2: Mentorship Training Sessions

Mentorship is important, but mentorship isn't easy. As you prepare to launch a Kickstart Study Group, we want to provide you with a big picture vision for mentoring, as well some practical concepts and strategies for making the most of your mentoring opportunities. With this in mind, we are excited to offer seven training sessions on mentoring by Kevin Swanson and Steve Riddell. Please take time to watch these seven videos as you prepare to launch your Kickstart Study Group.

- Session 1: The Vision for Mentorship – Kevin Swanson
- Session 2: Characteristics of a Good Mentor – Kevin Swanson
- Session 3: Tips for Leading a Kickstart Study Group – Kevin Swanson
- Session 4: 7 Habits of Highly Effective Mentors – Steve Riddell
- Session 5: The Art of Coaching – Steve Riddell
- Session 6: Coaching Demonstration – Steve Riddell & Ben Serven
- Session 7: How to Nurture Competency in Mentees – Steve Riddell

Click the following link to access these training sessions online:

www.LifeLaunch.com/MentorsGuideVideos





Chapter 3: Overview of Kickstart

We believe the Kickstart program can play a significant role in launching the lives of the students who embark on this program. For these students, the journey ahead will be exciting, yet difficult, at times. If they are willing to invest time and energy into the thorough study and mastery of the indispensable lessons and skills taught in this program, they will not be disappointed, and their investment will bring a great return for the rest of their lives.

Who Can Use Kickstart

While Kickstart covers a variety of topics, the central theme is well-summarized by Proverbs 13:20, "He who walks with wise men will be wise, but the companion of fools will be destroyed." Essentially, Kickstart is for any young person who wants to learn to walk with wise men and avoid destruction.

As you explore the program, you will find that the concepts covered are essential for the true success of both men and women of any age. In particular, we recommend Kickstart for **young men and women ages 15-25**. In addition, because we believe that the need for young men to grow up and lead is especially urgent in our teetering culture, some of the content and assignments are specific to young men.

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How to Use Kickstart

Companion Guide

The Kickstart Companion Guide will be the starting point of all your group studies. As you might expect, you will simply start at the beginning of the guide with the students in your group, and work your way through. There are 29 session summaries in the guide and 29 corresponding video training sessions in the DVD set.

Video Training Sessions

You will begin each session by watching the video that corresponds to that session. Each session is, on average, 20 minutes in length. Students will be able to enjoy a variety of speaking styles amongst the seven different speakers. Some speakers are polished public presenters, and others are savvy business men that communicate as if they're conducting an important stand-up meeting on the job. The common feature is that each speaker packs a wealth of foundational, breakthrough, and sometimes mind-blowing ideas into each session. So get ready to pay attention!

Fill-in-the-Blanks

Students should also fill in the workbook blanks included in the session summary as you watch the video. Fill-in blanks are marked with the  symbol (Note: some section headings or numbered headings include very obvious blanks as well. These are not marked by the symbol). We have consciously included many blanks in each summary. This is because each session includes so many important concepts that we want students to take the necessary time to carefully digest everything being taught. We fully expect that students may have to review the sessions on their own time in order to fill in every blank. We would recommend that they plan on going through each session at least twice – once with the group and once on their own.

MP3 Session Audio

The last disc in the DVD case is an MP3 Session Audio CD. Feel free to duplicate this CD and distribute it to the students in your group to aid them in their session review between group meetings. Please do not distribute this CD beyond your study group.

Session Summaries

In addition to the fill-in-the-blank lines, we have included a written summary reviewing the majority of the information in every video. This will give students another way to carefully

digest the video content and will also allow them to quickly reference back to the speaker's main points for future use. We hope they will also use this as an easy way to share what they're learning with their parents.

Assignments

Under the "Assignments" section at the end of every session, you will find two kinds of assignments: "Self Evaluation" and "Life Application." Self-Evaluation questions are designed to help students consider the lessons and draw conclusions on how they are relevant to their lives in particular. As indicated below, these Self Evaluation questions will provide the basis for much of your group interaction. Life Application assignments are designed to help students *take action* on those conclusions and apply what they've learned to real life.

A WARNING TO STUDENTS: As several speakers point out, knowledge without application is useless, and in most cases, it's positively harmful. Our goal is to equip students to live life in a dramatically different way as a result of completing Kickstart. If you find the students in your group have no intention of making radical changes in their life based on what they learn in this process, we recommend you seriously evaluate with the student if this course of study is for them. Chapter 7 discusses this point in greater detail.

One other note on the assignments we have included. They are intended to be a student's servant and not their master. We do not expect students to complete every assignment for every session – not because we expect them to be mediocre, but because we expect them to be so exceptional that they will be able to apply what they learn to their specific situation far better than we could with our generic assignments! As discussed throughout the course, the important point is *mastery* and skill development. If the life application process feels like busywork or drudgery to students, they are probably approaching this program with the wrong mentality. Skill development can and should be challenging, but it should also be the most exhilarating part of the process.

Parental Involvement

We cannot encourage strongly enough the importance of parental involvement throughout this process – for accountability, encouragement, and exhortation. Ideally, students will attend the study group with their parents (or even the entire family) so that they can then discuss the sessions in more detail as a family. Parents will usually be able to identify opportunities for application much better than their student! Plus, the more people students bring into the process, the better their support team, and the more likely they are to succeed.

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What Students Can Get out of Kickstart

As is true with any course of study, what students get out of the process is largely dependent on what they put into it. However, this fact is especially important to point out for this program. Most courses are primarily academic. Kickstart is primarily practical – which means that in order for them to reap any substantial benefit from Kickstart, they will have to get off the couch and make it happen! You cannot do it for them.

That being said, we're absolutely confident that if they commit their ways to the Lord, and by His grace resolve to grow every day in the essential character, knowledge, and skills taught in Kickstart, their life will be transformed! Specifically, we believe that the motivated and diligent student can complete Kickstart with:

- A basic but concrete vision for life with clear steps of immediate action
- 1-3 new mentoring relationships with wise men
- A heightened level of engagement in existing or new opportunities.

Our goal is not for students to achieve unprecedented levels of material or business success by the end of Kickstart. Instead, we want them to carefully plant the **biblical** seeds of success so that they begin to grow into the mighty man or woman God will use to “carry out great exploits” (Daniel 11:32) for the sake of His Kingdom and glory.



Chapter 4: Using *myKickstart*

myKickstart, our proprietary personal launch planner, is one of the most important and valuable features of this program. It is comprised of nine essential Life Application Projects (LAPs) which will help students bring all the “pieces of the puzzle” together into a clear step-by-step pathway to achieving the goal of Kickstart – launching them into life through powerful mentoring relationships and real-life application.

For your information, *myKickstart* is particularly geared toward helping young men prepare to fulfill their duties in the areas of Dominion, Provider, Spiritual Leader, Protector, and Shepherd. And yet, the general process outlined in *myKickstart*, as well as many of the specific points addressed, will also be beneficial to young ladies.

Students should complete the nine LAPs as you progress through the training sessions. LAPs

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are to be completed approximately at the end of sessions 3, 6, 8, 10, 11, 17, 22, and 29. You will find myKickstart near the end of the Companion Guide. Here are several keys to guiding students through myKickstart effectively:

1. Before you ask students to begin working through myKickstart, be sure to provide an overview of myKickstart by walking through each LAP and showing the progression of the planning steps.
2. After you complete the videos leading up to each LAP, you will find it very beneficial to discuss the next LAP as a group before asking students to complete the LAP assignments on their own. We would recommend reading the LAP instructions, assignments, and some or all of the related scripture verses together as a group. We also suggest that you discuss the basic idea behind each question/assignment as a group so that students have clarity on how to execute each assignment.
3. If you discuss and assign each of the LAPs in the myKickstart personal launch planner before the study group concludes, students will be much more likely to complete the planner, and as a result, they will be much more likely to take action on their plan. If they finish Kickstart without a plan, chances are, they will take little to no action on what they learned. In order to complete myKickstart by the end of the study group, students will need to begin early on – which means you will need to explain and assign the LAPs as soon as possible. In an effort to help you stay on track, we've included our recommendation of when to discuss and assign each LAP in the timelines below.

Click the following link to view a PDF of LAP 3: www.LifeLaunch.com/LAP3Sample

Click the following link to listen to a sample Study Group discussion on the thought-provoking Brainstorm Questions in LAP 3: www.LifeLaunch.com/AudioSample1

While the worksheet-based assignments in LAPs 3-8 should be fairly straightforward (though not necessarily easy), the free response assignments in LAPs 1 & 2 might be somewhat less clear to students. Click the following link to view a general outline of the answers we want students to provide in response to the assignments in LAPs 1 & 2:

www.LifeLaunch.com/myKickstartAnswers

IMPORTANT NOTE ON LAPs 3-8: One of the prominent features of myKickstart is the use of step-by-step worksheets. These are designed to help students' thinking process, not hinder or confine it. While we urge students to carefully walk through each of the nine LAPs, we also recommend they do so in a way that allows them the greatest freedom to move forward toward

CHAPTER 4

the primary objective of myKickstart: developing character, knowledge, and skill through powerful mentoring relationship and real-life application. Encourage students to focus on and carry out the intent of each assignment and not get bogged down in steps that they might not find personally helpful or relevant.

As necessary, students are welcome to copy any of the worksheets in myKickstart for their personal use only. We will be releasing a detailed video explanation and overview of myKickstart during the summer of 2014 and we'll be posting it to this webpage.

www.LifeLaunch.com/myKickstartHelp



Chapter 5: Getting Started

As you prepare to launch a local Kickstart Study Group, here are a few items to consider for getting started.

Study Group Promotion

Promotion of your Kickstart Study Group shouldn't be that difficult or complicated. To keep it as simple as possible for you, we've included a promotional flyer/email template below which you may customize as you see fit. You can download the template as a Word document here: www.LifeLaunch.com/KSGPromoText

Consider sending this announcement out through your:

- Church
- Network of friends/contacts
- Facebook account
- Homeschool Co-op or Support Group (if your family is part of a homeschool co-op or support group, they might even be interested in you offering Kickstart as a co-op class).

If you know specific families or young people you think would benefit from the program, it may be helpful to contact them directly with a personal invitation to join.

Target Audience

As mentioned above, Kickstart is designed for young people, ages 15-25, and many of the assignments and self-evaluation questions are specifically geared toward this audience. However, to our surprise, we've also had grown men and women attending our Kickstart Study Groups in search of vision and direction for their lives who have benefitted from the content. So if you do have adults attending your study group, don't assume they are only there for the sake of their children.

In addition to the benefit adults can personally receive from Kickstart, young people will also benefit tremendously from the insight, application and additional accountability their parents provide if they digest the content together. With these factors in mind, we recommend that you target entire families for your study group.

Meeting Timelines

Obviously, you are welcome to go through the program with your study group as quickly or as slowly as you like. However, to avoid the extremes of going so quickly you overwhelm them with content, or going so slowly that they lose interest, we recommend that you take between 11-15 weeks to get through the 29 video training sessions (plus four bonus interviews). Watching 3 sessions/week will allow you to finish the program in 11 weeks. Watching two sessions/week will allow you to finish the program in 15 weeks.

On average, we recommend allowing one hour of meeting time to watch and discuss each training session. If you prefer a shorter, 11-week duration for your study group, plan on meeting for three hours every week. If you prefer shorter, two-hour weekly meetings, plan on taking 15 weeks to complete the program.

In an effort to help you track your progress through Kickstart, we've provided both a 10-week and 15-week timeline for your reference at the end of this chapter.

Final Startup Checklist

- **Workbooks:** You can either have students purchase their own workbooks individually for \$40 (www.LifeLaunch.com/Workbook), or you can order them at a bulk price of \$30 for quantities of 8 or more. Call the Generations with Vision office at 888-839-6132 for bulk orders.
- **TV Screen or Projector/Speakers:** Be sure your DVD playback setup will accommodate the size of your group.

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- **Snacks!** Maybe I'm prejudiced, but a little coffee and cookies just about doubles my enjoyment of pretty much any community event! Plus, if I was on the fence about attending your study group, the anticipation of a few treats would definitely put me over the edge!

11-Week Timeline

Week 1: Meeting Date _____

- Session 1: Character Is Preeminent – Kevin Swanson
- Session 2: Relationships and Life Integration – Kevin Swanson
- myKickstart: Provide an overview of myKickstart

Week 2: Meeting Date _____

- Session 3: A Vision for Your Life – Kevin Swanson
- Session 4: Boys vs. Girls – Kevin Swanson
- Session 5: Getting Started! – Steve Riddell
- myKickstart: Discuss and assign LAP 1

Week 3: Meeting Date _____

- Session 6: Defining and Reaching Success – Erik Weir
- Session 7: Setting and Achieving Your Goals – Erik Weir
- Session 8: Maximizing Your Impact – Erik Weir
- myKickstart: Discuss and assign LAP 2

Week 4: Meeting Date _____

- Session 9: The 10,000 Ft. View – Kevin Swanson
- Session 10: Four Stages of Learning – Steve Riddell
- Session 11: Mentorship 101 – Steve Riddell:
- myKickstart: Discuss and assign LAP 3

Week 5: Meeting Date _____

- Session 12: Networking – Steve Riddell
- Session 13: Finding Your Mentor – Dave Tucker
- Session 14: Persistence – Dave Tucker
- myKickstart: Discuss and assign LAP 4

Week 6: Meeting Date _____

- Session 15: Making a Good First Impression – Erik Weir
- Session 16: Asking Questions – Steve Riddell
- Session 17: The 7 Steps of Your First Meeting – Woody Robertson
- myKickstart: Discuss and assign LAP 5

Week 7: Meeting Date _____

- Session 18: How to Be a Great Mentee – Erik Weir
- Session 19: Good Fences – Establishing Mutual Understanding – Geoffrey Botkin
- Session 20: Bringing Value to Your Mentor – Steve Riddell
- myKickstart: Discuss and assign LAP 6

Week 8: Meeting Date _____

- Session 21: Accepting Criticism – Dave Tucker
- Session 22: Act Like You Want It! – Dave Tucker
- Session 23: Finding the Perfect Opportunity – Gary Powers
- myKickstart: Discuss and assign LAP 7

Week 9: Meeting Date _____

- Session 24: The Power of Excellence – Gary Powers
- Session 25: Motivation, Discipline, and Direction – Steve Riddell
- Session 26: No One Owes You a Job – Dave Tucker

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Week 10: Meeting Date _____

- Session 27: How to Sell Yourself – Steve Riddell
- Session 28: What It Takes to Be an Entrepreneur – Dave Tucker
- Session 29: Are You Ready to Lead? – Erik Weir
- myKickstart: Discuss and assign LAP 8

Week 11: Meeting Date _____

- Bonus Interviews 1-4
- Wrap-up Discussion
- myKickstart: Discuss and assign LAP 9

15-Week Timeline

Week 1: Meeting Date _____

- Session 1: Character Is Preeminent – Kevin Swanson
- Session 2: Relationships and Life Integration – Kevin Swanson
- myKickstart: Provide an overview of myKickstart

Week 2: Meeting Date _____

- Session 3: A Vision for Your Life – Kevin Swanson
- Session 4: Boys vs. Girls – Kevin Swanson
- myKickstart: Discuss and assign LAP 1

Week 3: Meeting Date _____

- Session 5: Getting Started! – Steve Riddell
- Session 6: Defining and Reaching Success – Erik Weir
- myKickstart: Discuss and assign LAP 2

Week 4: Meeting Date _____

- Session 7: Setting and Achieving Your Goals – Erik Weir

- Session 8: Maximizing Your Impact – Erik Weir

Week 5: Meeting Date _____

- Session 9: The 10,000 Ft. View – Kevin Swanson
- Session 10: Four Stages of Learning – Steve Riddell
- myKickstart: Discuss and assign LAP 3

Week 6: Meeting Date _____

- Session 11: Mentorship 101 – Steve Riddell
- Session 12: Networking – Steve Riddell

Week 7: Meeting Date _____

- Session 13: Finding Your Mentor – Dave Tucker
- Session 14: Persistence – Dave Tucker
- myKickstart: Discuss and assign LAP 4

Week 8: Meeting Date _____

- Session 15: Making a Good First Impression – Erik Weir
- Session 16: Asking Questions – Steve Riddell

Week 9: Meeting Date _____

- Session 17: The 7 Steps of Your First Meeting – Woody Robertson
- Session 18: How to Be a Great Mentee – Erik Weir
- myKickstart: Discuss and assign LAP 5

Week 10: Meeting Date _____

- Session 19: Good Fences – Establishing Mutual Understanding – Geoffrey Botkin
- Session 20: Bringing Value to Your Mentor – Steve Riddell
- myKickstart: Discuss and assign LAP 6

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Week 11: Meeting Date _____

- Session 21: Accepting Criticism – Dave Tucker
- Session 22: Act Like You Want It! – Dave Tucker
- myKickstart: Discuss and assign LAP 7

Week 12: Meeting Date _____

- Session 23: Finding the Perfect Opportunity – Gary Powers
- Session 24: The Power of Excellence – Gary Powers

Week 13: Meeting Date _____

- Session 25: Motivation, Discipline, and Direction – Steve Riddell
- Session 26: No One Owes You a Job – Dave Tucker

Week 14: Meeting Date _____

- Session 27: How to Sell Yourself – Steve Riddell
- Session 28: What It Takes to Be an Entrepreneur – Dave Tucker
- Session 29: Are You Ready to Lead? – Erik Weir
- myKickstart: Discuss and assign LAP 8

Week 15: Meeting Date _____

- Bonus Interviews 1-4
- Wrap-up Discussion
- myKickstart: Discuss and assign LAP 9

Chapter 6: Running the Meeting

As we mentioned in chapter 1, we truly believe that additional accountability and guidance from men like you will be crucial to the success of most students who attempt the Kickstart program. The Kickstart Study Group meetings are intended to facilitate this guidance and accountability. Every training video in the program is like a treasure box, full of rare and valuable jewels. Students can hold the treasure box in their hands – even admire its ornate design – but without a key to unlock the box, they'll never be able to appreciate or benefit from the jewels inside.

Your experience, wisdom, and accountability is that key. You don't have to be a polished presenter (that's why we have the videos), but if you can simply help students grasp the key concepts, vouch for their significance, and help them apply these concepts to real life with examples from your personal experience, you will unlock a world of understanding they would not likely have discovered on their own.



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Meeting Prep

1. Prepare examples and illustrations

Since the primary content is already prepared in video format, we don't anticipate each meeting requiring a significant amount of preparation on your part. However, we would suggest that you watch that week's sessions in advance so you can **familiarize yourself with the content and prepare several illustrations or personal examples for every session to reinforce the lessons being taught.** Alternatively, you could simply read the session summary in the workbook to get a sense of the key points.

2. Prepare group discussion questions for self-evaluation and personal application

Under the "Self Evaluation" heading at the end of every session summary in the workbook, we've listed several questions for self-evaluation based on the key points of that session. These questions will provide a good starting point for your group discussion following each session. We would suggest reading through these in advance and selecting the question(s) you think would be most relevant for your group or jotting down any questions of your own which might be more relevant.

3. Prepare homework assignments for application between meetings

Students should always complete LAPs from myKickstart at the recommended points throughout the program as the minimum level of application. However, under the "Life Application" heading at the end of every session summary in the workbook, we've also provided assignments specifically related to that session to help students take action on what they're learning session by session. It would be very easy for your students to make it all the way through the program and do absolutely nothing with it. So in addition to the myKickstart assignments, we highly recommend that you assign students one or more of the session-based assignments we've provided, or create an assignment of your own.

While certain assignments may primarily entail planning and writing, we recommend that you emphasize assignments that require the students to actually DO something with what they learned – not just writing about doing something, or talking about doing something, but actually doing it! This becomes increasingly important as students progress through the program.

Meeting Outline

1. Prayer and Worship

One of the primary goals of Kickstart is to help young people grow in wisdom and knowledge. And since the fear of the Lord is the beginning of both wisdom and knowledge, we would encourage you to integrate a high degree of worship into your meetings. We're not suggesting anything complicated: simply open with prayer, sing a hymn together, and share a relevant passage of scripture. Remember, Kickstart is a spiritual program designed to help students reach spiritual goals. This time of worship will help students direct their focus to God, and learn to depend on Him for the grace they need to become all that God has called them to be.

2. Provide accountability and coaching on the previous week's assignments

The beginning of each meeting will be an ideal place to provide students with vital accountability by asking them how they put the previous week's training into practice through the assignment you gave them. After they explain how they executed (or failed to execute) the assignment, follow up with Steve Riddell's four coaching questions:

Coaching Question 1: "What did you do well?"

- "Why was that important?"
- "Why did it work that way?"
- "What benefits will result?"

Coaching Question 2: "Can I share a few things I think you did well?" (Proceed to share them.)

Coaching Question 3: "If you had the chance to do it over again, what would you do differently?"

- "Why did it work that way?"
- "What was your response?"
- "What were the reasons you responded that way?"
- "What happens when you respond that way?"
- "What was the objective?"
- "What would you do differently if you could go back and do it all over again?"

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- "What will happen if you do it that way?"

Coaching Question 4: "What are you going to do as a result of our conversation?"

- "Can you see yourself doing that?"
- "Are you willing to?"
- "Can I count on that?"
- "I'm going to follow up with you next week. Okay?"

If students are failing to follow through on their assignments, try to discover what the barriers are, and help them circumnavigate these. If it's essentially a motivation issue, we recommend you quickly and firmly challenge their thinking using several strategies we outline in the next chapter.

Click the following link for a summary sheet of coaching questions: www.LifeLaunch.com/CoachingQuestions

3. Watch the first video for the meeting

Just before you begin watching each training session, let people know (or remind them) that you'll have everyone share at least one thing they learned after the session. We recommend that you watch one video at a time, discuss it, and then move to the next video.

4. Discuss the session

In addition to the Self Evaluation questions you prepared ahead of time, here is a list of questions to help guide the discussion after every video:

- "What did you learn?" (Have everyone in the room share at least one thing.)
- "Why is that important?"
- "How does that apply to your life?"
- "What is an example of how you've experienced this idea/concept in your own life or observed it in another person's life?"
- "What changes do you need to make in your life based on what you learned?"
- "What's your first step to making that change?"

- “Will you take that step in the next week? Can I count on you?”

Click the following link for a summary sheet of coaching questions: www.LifeLaunch.com/CoachingQuestions

Depending on the group, you may need to call on specific individuals to answer your questions. If your group is extremely hesitant to speak up, simply have everyone write down an answer to your question(s), and then go around the room and have them read their answers. This is a very effective means of generating feedback from quiet groups.

While it is important to engage students in the discussion, they will also benefit tremendously from your commentary on the training session. **One of your jobs is to convince the students of the significance of what they are learning in the videos.** So, the more you can drive the key points home with your own affirmations, explanations, and personal experiences or illustrations, the more the content will begin to sink into their minds. You can also call on other experienced men to share their thoughts and experiences, as well.

Click the following link to listen to a sample discussion time hosted by Anthony Courter, one of our study group leaders: www.LifeLaunch.com/AudioSample2

6. Watch and discuss the other training sessions for that meeting

7. Give and explain the assignment for the next week

Obviously, it is important that students understand how to carry out the assignments you give them. However, even more crucial to their success is, **1) establishing clear expectations for what they are committing to do, and 2) gaining their commitment to a concrete deadline for actually doing it.** Without this commitment you will have little to no recourse for providing the accountability we discuss in the next chapter.

We recommend the following steps for gaining this commitment:

- After going over the assignment, explain that within reason, students can set their own deadline for completing the assignments
- **Ask for a show of hands** of who will commit to completing the assignment. Not all of your study group participants may be able to commit to completing the assignments (this may include parents or students whose schedules simply will not allow them to take on the assignments, but who would like to glean what they can from the program as time allows).

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- Go around the room and **have students suggest a deadline** for completing the assignments. Students may request different deadlines based on their varying schedules, or they may all agree to the same deadline. The next meeting would be an ideal (and easy) deadline for fully completing the assignments you give. If students need more time, have them commit to completing at least a specified portion of the assignments by the next meeting. This will help prevent them from undue procrastination.
- **Gain a final commitment.** Go around the room and have them say, "I will complete this assignment by such-and-such a date."



Chapter 7: Keeping Students Accountable

Accountability is one of the key benefits students will experience in a Kickstart Study Group. While we do not envision you in any way replacing or even competing with the parent's role in each student's life, students can benefit tremendously from receiving additional accountability in their lives from other directions. In fact, many parents may want their children to be part of your study group for that very reason. The good news is that you can provide basic levels of accountability simply by following up with students on their assignments at the beginning of each meeting. For many students, the knowledge that someone is going to check up on them (in front of a group) can provide a significant amount of motivation to follow through.

If students are habitually failing to follow through on assignments they committed to complete due to what is essentially a lack of motivation, it will be in the students' best interests for you to quickly and firmly address this issue. **Keep in mind that students lose motivation and grow apathetic when they lack vision.** The extremely high levels of apathy we find in youth today should not surprise us when we consider the corresponding low levels of biblical life vision offered in the culture around them. As Jeff Myers observes in his excellent book, *Cultivate*, "When vision decreases, apathy increases. But the opposite is also true: when vision increases,

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apathy decreases. Leaders [or mentors] don't conquer apathy directly – they starve it with an inspired vision" (page 140).

With this overall strategy in mind, here are several possible tactics for addressing apathy, low motivation, and lack of follow-through:

1. **Consider skipping ahead to (or reviewing) Session 25: Motivation, Discipline, and Direction.** Discuss with the group how these concepts relate to their motivation around the Kickstart program.
2. **Ask questions to challenge your students to think bigger.** As intelligent creatures, we're always making decisions in terms of risk/reward or upside/downside analyses. "If I do this, what do I stand to gain and what do I stand to lose?" Most often, we make these calculations subconsciously, but we make them none the less. And young people are no different.

The problem, however, is that young people tend to make these calculations based on a very short-term perspective. Playing five hours of video games every night from seven p.m. to midnight is a no-brainer decision if their only consideration is the amount of fun they will have during those five hours. If, on the other hand, they consider what they could accomplish *over the course of an entire year* by dedicating five hours every night to reaching one important life goal, they'll likely make a much better decision.

In the same way, if students approach their Kickstart assignments with a very short-term perspective, chances are they'll just float through the study group, investing as little energy into the assignments as they possibly can. On the other hand, if you can ask questions to help the students see that the skills they'll develop through the assignments will make or break their ability to reach important life goals, follow-through will improve greatly.

You can engage unmotivated students with these key questions (either as a group, or one-on-one, if necessary):

- "Where do you want to be in life that you are not now?"
- "What does the ideal future look like?"
- "If you could be anywhere in ten years, where would you be?"
- "What (knowledge, skills, or resources) will be required to achieve that goal?"

- “Will it be important to have your objectives and vision clearly defined? Why?”
- “Will it be important to have excellent character? Why?”
- “Will it be important to manage your time well? Why?”
- “Will it be important to be highly motivated? Why?”
- “Will it be important to know how to network with people who know things or how to network with other people that you don’t know? Why?”
- “Will it be important to be an excellent communicator? Why?”
- “So let me ask you a question. If this Kickstart program could help you take great strides toward your goals by developing the skills you’ve said are important, would it be worth your while to really engage wholeheartedly in these assignments?”

After explaining how the program will help them develop the skills they’ve acknowledged are important, consider saying something like the following:

- “I want to see you accomplish the goals you’ve described, and I agree with you on the importance of the skills and abilities we’ve discussed.”
- “Because I truly believe the Kickstart program can help you develop these essential skills, I would love for you to learn and develop these skills as part of our study group – but only if you’re interested in learning and developing as well.”
- “What would you like to do?”

This may seem like really tough love, but giving students more knowledge when they plan on doing nothing with it is not loving at all. In addition, apathy spreads – quickly. And the sooner the rest of the students in your group realize that you are serious about the program, the sooner they will be too.

3. If the problem persists, even after challenging students to think bigger, **you may need to address the issue directly** (with the student and parents, if possible) by sharing some sage advice on what you believe the problem to be, what consequences you foresee if it continues, and what blessings will follow if it is corrected.

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Jeff Myers shares several helpful pointers on how to go about these difficult conversations most effectively (*Cultivate*, pages 190-191):

1. Ask permission. Once others have given you permission to tell them something, they will likely be far less defensive toward, and simultaneously more responsive to, your words. Paul Stanley suggests saying something like this: "I've observed a couple of things. Could I have your permission to just shoot straight with you?"

2. Make an observation. After asking permission, state your observation clearly: "Here's what I've noticed. It seems that..."

3. Inquire before concluding. After asking permission and stating your observation, Paul Stanley recommends following-through with inquisitiveness (rather than stating your own conclusions): "Tell me a little about that." "How do you feel about it?" "How do you see it?" "Have you ever seen it before?" "When does it happen?" "What seems to prompt it?" Tony Stoltzfus gives a whole workshop on confrontation, and his advice was fascinatingly similar: name the issue and then ask about it. Tony suggests saying: "Here's a problem I observe. Talk to me about that." This will cause much less defensiveness than most confrontational strategies, which are often perceived as personal attacks.

4. Speak the truth in love. If you make it all the way through these questions and the mentee still doesn't get it, it's time to lay it on the line: "Can I share something with you in a spirit of love? It seems clear to me that what you're doing is wrong. I wouldn't be sincerely caring for you if I didn't tell you what I saw and try to persuade you to change." After sharing the truth, engage in dialogue about what should be done:

- *"In this situation, how are you acting on what you know to be true – and how are you not?"*
- *"How do you think God intends for you to handle this situation?"*
- *"Who benefits most from this course of action?"*
- *"How does this line up with scripture?"*
- *"Where is this decision going to take you? Is that where you want to go in life?"*

5. Challenge forward. Tony points out that most people focus on the past in an attempt to motivate better behavior: "You did this, it was wrong, and you're bad." Instead, inspire your mentee by focusing on the future: "You could do this great thing – rise up!"



Chapter 8: What's After Kickstart?

We anticipate that hosting a Kickstart Study Group will be a rewarding experience for you and your family. Lord willing, you will observe the seeds you helped to plant begin to sprout, grow, and eventually bear much fruit in the lives of all who participate. At the same time, we would encourage you to keep in mind that mentorship and discipleship are long-term endeavors. Growth and change occur over time – often over years. So if you feel the Lord calling you to continue investing in the young people who attended your group or in additional young people, here are a few ideas for your consideration.

Keep the Group Going

Even though you may watch all the Kickstart training sessions in 11-15 weeks, these videos are really just the starting point of the larger goal behind Kickstart – launching young people into life through powerful mentoring relationships and real-life application. We can guarantee that goal will NOT be achieved in 11-15 weeks. Realistically, students will likely just be starting to pursue possible mentoring relationships by the end of the 11-15 week study group. And for some, that may be a best case scenario.

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With that in mind, we envision it being very beneficial to continue meeting as a group to provide students with ongoing guidance and accountability as they begin to engage with mentors and develop in character, knowledge, and skill objectives they've set in myKickstart. Additional meetings could be scheduled to help students complete their myKickstart planner or to review and discuss any of the videos that might be relevant to challenges that arise as students begin to engage with mentors.

Coach & Mentor Individual Students

We would encourage you to make yourself available to students for one-on-one guidance and advice throughout the duration of the study group. But in addition, you might consider offering to meet one-on-one with each student at the end of the study group to coach them toward completion of their myKickstart plan, and then, more importantly, toward taking immediate action on that plan. If you're worried about wasting time on unmotivated students, it may be wise to wait for students to take you up on your offer, as opposed to setting up the meeting yourself. Use these coaching meetings to help students:

- Dial in their vision and mission statements (myKickstart LAP 2)
- Create their 5-Year goals in the areas of Dominion, Provider, Spiritual Leader, Protector, Shepherd, and their specific vocation. (myKickstart LAP 3)
- Determine what areas of character, knowledge, and skill they need to develop in order to achieve these goals (myKickstart LAP 4 & 5)
- Network to find mentors (including yourself) who can help them develop in these areas (myKickstart LAP 6)
- Meet with and evaluate these potential mentors (myKickstart LAP 7)
- Set one-year objectives for developing in their top-priority areas of knowledge, character, and skill.

We would also encourage you to consider developing your relationships with study group students into longer-term mentoring relationships. As Kevin Swanson pointed out, longevity is essential to biblical discipleship and mentoring. **By working with these students in the study group, you will have the ability to discern which students seem particularly open to wisdom and instruction so that you can focus your time and energy in that direction.**

Remember, you don't have to be mentoring students in a specific trade or vocation in order to have a significant impact on their lives. Regular coaching conversations with an older and

wiser mentor can be tremendously beneficial in helping students define and reach important goals in their lives. To get started, utilize some of the questions Steve Riddell used in his coaching conversation with Ben Serven:

- "What are your goals for the next 5 years?"
- "If the opportunity you desire was open today, would you qualify?"
- "Why or why not?"
- "What knowledge, character, and skill will you need to qualify?"
- "What mentors will you need to develop in those areas?"
- "How are you going to actually apply what you learn from these mentors?"
- "Wouldn't it be nice if you were sought out for an opportunity without you having to apply for it?"
- "What would you have to do to cause that to happen?"
- "What are three things you're going to have to accomplish before you're ready for the next opportunity?"
- "Can you see yourself doing those three things?"
- "Are you willing to take those steps?"
- "Can I count on you?"
- "I'll follow up next time we meet. Okay?"

The G.R.O.W. model is another simple, yet powerful way to organize these coaching conversations. Here is Jeff Myers' summary of the G.R.O.W. model for your personal reference (*Cultivate*, pages 86-87):

G – Goal. Start off by inquiring as to what the ideal situation would be. Questions could include:

- "What would you like your situation to be like?"
- "What is your hope in this area?"
- "Paint me a picture that describes what you would want to see happen."

R – Reality. Next, check into the difference between their idea (the goal) and their present

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reality. Questions could include:

- "What are you currently?"
- "Tell me about your present situation."

O – Options. Now, help them figure out how they can get from the reality of the present to the ideal goal they desire. Questions could include:

- "How could you get from here to there?"
- "What options do you see for moving from where you are now to where you want to be?"
- "What are some ways you could begin to make that goal a reality?"

W – Walk. Finally, support them in turning ideas into action steps and really walking it out. Questions could include:

- "Which of those options sounds the most compelling?"
- "Which idea would you like to act on first?"
- "How could you act on your new insight?"
- "How can you begin putting that into practice this week?"
- "How could you make that goal S.M.A.R.T.er (more specific, measurable, attainable, relevant, and time-sensitive)?"

These questions follow the S.M.A.R.T. goal structure for honing goals and making them more focused, powerful, and realizable.

- **S – Specific.** "How could you make your goal more clear/straight forward?"
- **M – Measureable.** "How will you know you have succeeded?"
- **A – Attainable.** "Is this goal possible/challenging enough?"
- **R – Relevant.** "How compelling/motivating is this to you?"
- **T – Time-sensitive.** "When will you start/finish?"

For further direction and practical guidance on a Christian approach to mentoring and coaching young people, we would highly recommend you pick up a copy of Jeff Myer's fantastic book, *Cultivate: Forming the Emerging Generation through Life-on-Life Mentoring*.

Start Another Study Group

You might be tempted to think that you'll exhaust the number of people interested in the Kickstart program with your first study group. However, as word spreads about the study group you're hosting, chances are that you'll come into contact with other groups of people (friends, homeschool groups or churches) who will be interested in you hosting additional Kickstart Study Groups. As these opportunities arise, we would love to support you, or anyone else who might be interested in initiating additional Kickstart Study Groups. If you're not able to take advantage of these opportunities, but you know of someone else who might be, please put them in touch with us.

Hire Someone!

One of our long-term goals is to connect our pool of Kickstart alumni to a network of Christian businessmen interested in hiring motivated, entrepreneurially-minded young people. If you are a business owner, or you are in a hiring position, consider evaluating the students in your study program for a position in your organization. Also, please let us know if you would be interested in connecting with other Kickstart graduates in addition to those in your study group.

Give Us Feedback

We are incredibly grateful for your interest in investing in the lives of the next generation through the Kickstart program. Please let us know what we can do to support you in this or in any of your other mentoring endeavors. If you do decide to launch a Kickstart Study Group, we would love to hear how it goes and get your feedback on how we can improve the Kickstart program.

Contact Information:

Email: Director@LifeLaunch.com

Website: www.LifeLaunch.com/contact

Help the next generation launch into life NOW with **clear vision** through **powerful mentoring relationships** and **real-life application!**



About the Author

Daniel Craig is the Director of LifeLaunch, and is passionate about home education, discipleship and worldview! As a first generation homeschool graduate, he completed his Bachelor's Degree in Music and has pursued Seminary Studies in Philosophy and Apologetics. With this background, Daniel has a great burden for furthering the home education and discipleship vision in the next generation.

In his capacity with LifeLaunch, a growing ministry with the mission of launching the next generation through powerful mentoring relationships and real-life integration, Daniel seeks to help families and students fully realize their God-given potential as Kingdom-minded servants of Christ.

Daniel enjoys spending time with his family, singing, hiking tall mountains, and baby-sitting his nephews and nieces. He currently resides with his family in Spokane, WA.

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