

***African Methodist Episcopal Church
Second Episcopal District***

Women In Ministry

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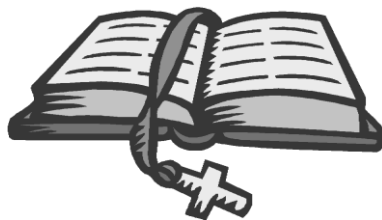
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PRAYER OF A MENTEE

Father, thank you for this chance to learn something new. As I seek to honor You by submitting to the advice of my mentor, help me to approach the learning process with a teachable spirit. Help me to be patient with myself and with my mentor. Give me the courage to be willing to ask questions when things are not clear and not to be afraid to look a little foolish when trying things for the first time. Lord Jesus, help me to keep my pride in check when told things I already know so I can learn what I don't know. As You were obedient when You were under instruction help me to be obedient so that I can grow in wisdom and in my ability to serve You by serving others. In Jesus Name, I pray Amen.

PRAYER OF A MENTOR

Father, I will continue to guide the learning paths of those I have committed to train in ministry. They have made progress; they have found the new work harder than anticipated. Some have voiced frustrations and discouragement with themselves, with me and the whole learning process. Some are over confident and impatient and ready to move forward before they are really ready. Lord, please give me patience and wisdom; help me to remain sensitive to their individual needs. Some will need encouragement, help me to see and praise their progress. May I faithfully teach with skill, integrity, and wisdom. Thank you for this opportunity to grow and develop in my own experience as well as to teach others. I know that in this I am following the way for Christ. In Jesus' Name I pray, Amen.



GREETINGS FROM OUR SED PRESIDENT

We welcome our sisters in ministry of the Second Episcopal District to this valuable resource tool of Ministerial Mentoring for Christian Clergy Women. We are dedicated to encouraging women in their everyday walk with our Savior, Jesus Christ. The SEDWIM Ministerial Mentoring Model will offer and provide encouragement, training, and practical tips for all seasons of clergy women's lives as we model, mold, and make new relationships that matter as we walk through our ministry calling.

It is our belief that God has a plan, purpose and promise for every woman. We believe that Mentoring is a dynamic relationship of trust in which one person enables another to maximize the grace of God in her life and service. By dropping the masks, becoming real, tearing down the walls around our hearts, and allowing the Lord to refresh and renew us, we experience personal revival, always depending on Jesus as the ultimate model.

With sharing pearls of wisdom to stay sane no matter what season of life, our Ministerial Mentoring Model for Clergy Christian Women purposes to be a breath of fresh air, bringing ideas on creating a peaceful ministry, heartfelt testimonies, and Biblical insight for women.

Rev. Dr. Joan L. Wharton
President
Second Episcopal District Women In Ministry

OVERVIEW

God's call to the vocation of ordained ministry is inspiring, gratifying, and eternally rewarding. At times, it can also be confusing, challenging, and daunting. Recognizing the myriad of challenges we face as clergy, coupled with the demands of family, jobs, friends, and *life*, women of all ages – and in all phases of ministry – often need another sister with whom they can laugh, cry, and pray. No one can minister to a woman quite like another woman traveling the same road.

The African Methodist Episcopal Second Episcopal District Women in Ministry (AME/SEDWIM) is pleased to present this Ministerial Mentoring Model. This document represents the collective thought of the following committee members:

Rev. Roslyn Crosby, Chairperson
Rev. Kimberly Barnes
Rev. Melodie Boone
Rev. Robin D. S. Canty

Rev. Anita J. Gould
Rev. Dr. Diane H. Johnson
Rev. Anna E. Mosby
Rev. Jamila J. Woods-Jones

This document is designed to serve as a template and guide, which can be modified and tailored by each Conference to meet its needs and those of our sisters in ministry. It is our prayer that this Ministerial Mentoring Model will encourage women in ministry across the Second Episcopal District (SED) to implement or expand a formalized process for developing and strengthening spiritual and relational growth while providing positive learning opportunities to encourage excellence in ministry.

In the context of Ministerial Mentoring, the mentor process offers opportunity for a seasoned woman in ministry to connect one-on-one with a “younger” sister and encourage excellence in ministry. In this context, the mentor – mentee relationship is based on experiential age not chronological age and may take several forms, including but not limited to:

- pastor to new pastor
- ordained elder to deacon or licentiate
- ministerial staff person to ministerial staff person

*Teach the older women to be reverent in the way that they live...Then they can train the younger women to love...to be self controlled and pure... so that no one can malign the word of God.
Titus 2:3-4*

This effort is consistent with our Connectional Mission to “... honor the legacy of Jarena Lee and [other] trailblazing women, past and present by defining, enhancing, supporting and expanding the presence of women in ministry in the AME Church.”

GOALS AND OBJECTIVES

- Provide structured one-on-one relational support for women in ministry
- Provide a consistent model for ministerial mentoring throughout the Second Episcopal District
- Equip women in ministry in the up-building of the Kingdom of God

GUIDELINES

Finding a mentor and being mentored can be highly satisfying. Mentors serve as models, encouragers and guides. Mentors inspire, answer questions, prevent their mentee from burning out, and help with ethical issues. A good mentor is an experienced friend who walks alongside the mentee with a view towards nurturing a relationship that empowers and guides.

Ministerial mentors should be seasoned ordained clergy committed to helping the next generation of clergy sisters.

Experience suggests that pairing experienced clergy with a mentee significantly increases the viability of the church. It is hoped that this program will serve as a supportive ministerial resource to help pastors, ministerial staff persons, and ministers-in-training with the challenges of the journey in ministry.

Specific Program Guidelines and Requirements

- Mentoring programs and activities involving licentiates or clergy governed by the Board of Examiners MUST be coordinated and approved through the Chairperson of the Board of Examiners for the applicable Conference
- The formal mentoring relationship is a 12-month period, recognizing that informal friendships may continue indefinitely
- Mentors should commit to successful completion of the approved training program; at least one meeting each month with her assigned mentee; as well as occasional meetings and communication via phone and or email
- The mentor will encourage the balance of ministry responsibilities with family, secular work, and personnel demands
- Mentors operate on a peer-to-peer relationship model, not parent-child or superior-subordinate
- The mentor is a colleague that will provide compassionate, secure and confidential spiritual support

BUILDING AN EFFECTIVE MENTORING RELATIONSHIP ¹

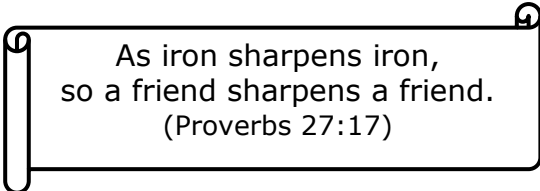
Ensher and Murphy, in their study of effective and less effective mentoring relationships, have identified four building blocks to an effective mentoring relationship. They are:

1. Positive initial contact and connection
The mentor and mentee saw similarities in each other, and were able to bond over something similar in their backgrounds.
2. Frequent interaction
The mentoring relationship became closer as the mentor and mentee did things together and spent time together.
3. Growing closeness and connectedness
The mentor and mentee were able to be candid in personal disclosure, and felt understood and supported.
4. Defining moments
A specific event cemented the trust between the mentor and mentee.

Ensher and Murphy offer some tips to help forge an effective mentoring relationship:

- Develop an understanding of each other's work environment and issues
- Develop mutual admiration
- Treat each other as confidants and not competitors
- Be open to each other's ideas and influences
- Focus on solvable problems and issues
- Develop a relationship that is meaningful for both
- Consider the importance of generational and other dimensions of diversity in the relationship
- Know when to bring others into the mentoring relationship

Each mentoring relationship will be unique. The key is to create a relationship that is mutually beneficial; then both the mentor and mentee will grow in many aspects of their ministry, ultimately blessing the body of Christ.



As iron sharpens iron,
so a friend sharpens a friend.
(Proverbs 27:17)

¹ Adapted from *Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships* by Ellen A. Ensher and Susan Elaine Murphy.

THE MINISTERIAL MENTOR

A Mentor Is ...

- led by the Holy Spirit as a trusted friend, advisor and teacher who shares knowledge, insight, perspective and wisdom to help another sister reach her fullest potential
- a disciple who cares about the growth and development of her mentee
- resourceful, knowledgeable and able to articulate the church's mission and goals in a way that provides insight into church culture and how to function effectively within that cultural context

A Mentor is Not a ...

- sounding board that a mentee can use to tear down the church, her pastor, or the A.M.E. process
- trainer; it is assumed that the mentee has, or is developing, the appropriate skills for ministry through the organizational structure of the A.M.E. Church (e.g. Board of Examiners, seminary, pastoral instruction and direction)
- coach; coaches are job-focused, helping an individual do and be the best they can within the context of a job
- supervisor; a supervisor is results focused – how to get the most productivity out of an individual
- co-dependent or enabler
- “woe is me” or pity-party participant
- contributor to unproductive use of time

Mentor No-No's ²

Good mentors want good things for their mentees. However, mentors need to be careful that in their eagerness to be helpful, they don't engage in three unproductive behaviors, criticizing, giving advice and rescuing the mentee from self-inflicted pain.

Criticism

No matter how you try to put a positive spin on it, criticism is evaluative and judgmental. In fact, for some people, criticizing leads to nagging which only prolongs the problem. That does not mean that you cannot or should not provide feedback about negative behaviors or performance problems. Such feedback should be done in a Godly manner as the mentor works with her mentee to identify creative and productive ways of addressing negative behaviors and enhancing performance.

Giving Advice

Most people respond to advice with "yes, but ..." Mentees for the most part, do not want advice; they want someone to listen and understand the situation from their perspective. THEN they may be more open to listen as the mentor shares her

² Adapted from *Mentoring* by Gordon F. Shea.

experiences, knowledge and special insights. It is then the mentee's responsibility to reflect and determine the next steps.

Rescuing the Mentee from Self-Inflicted Pain

While a mentor may feel led to point out repeated patterns of ineffective behaviors, she should not rescue the mentee. If the mentor steps in and rescues her mentee, she robs the mentee of an opportunity to learn and grow. Additionally, no matter how similar they may seem, every situation is unique and must be addressed through prayer and guidance by the Holy Spirit.

Mentor Responsibilities

- Be on time for appointments
- Call or e-mail if you need to cancel or reschedule meetings
- Commit to addressing the agreed-upon issues and following through on assignments
- To initiate the mutually agreed upon contact with the mentor
- Be honest about where you are, where you want to go and what your strategy is to get there

Mentees often state that their mentor:

- "Listened and understood me"
- "Challenged me"
- "Built my self-confidence"
- "Was a wise counsel"
- "Taught by example"
- "Was a role model"
- 'Offered encouragement'

THE MINISTERIAL MENTEE

Mentees should have a significant and proactive role in any mentoring relationship. Mentees are responsible for their own growth and development and need to show a degree of initiative in beginning and sustaining a mentoring relationship. Mentees need to demonstrate growth potential and be receptive to positive feedback. The key to being an effective mentee is a commitment to life-long learning.

The A-B-C's of Mentoring

Aware	Help the mentee become aware of a learning opportunity
Tips:	Truthfulness and honesty Clear, understandable feedback from multiple sources Identified behaviors
Build	Help the mentee build on the lessons learned
Tips:	Give good examples of the behavior Coolness under fire, conflict management skills Active listening and reflecting back what you hear
Christ	Help the mentee recognize the value of the spiritual disciplines
Tips:	Pray with and for the mentee Encourage a consistent prayer and devotional life Encourage the mentee to journal and incorporate daily reflection

THE SELECTION PROCESS

The selection and training of mentors, as well as the pairing with mentees, is a critical component to the ultimate success of a Ministerial Mentoring Program. The SED is blessed to have several women who are professionally trained in establishing a mentoring selection and training process that is objective, unbiased, and impartial; formalized sessions will be scheduled to facilitate this training. Each Conference Coordinator is encouraged to contact the SED President to schedule training for her area.

The process should include prayerful selection by a committee comprised of clergy experienced in formal mentoring. This committee also assumes responsibility for reviewing applications and monitoring the progress of the mentor-mentee relationships.

THE TRAINING PROCESS

Mentors and mentees must participate in a training session before entering into a mentoring agreement. Mentors will be assigned at the close of the training session.

RESOURCES

Mentor Competencies

Mentor Functional Competencies

1. Opener of doors - gives access to others
2. Networker - belongs to a chain of interconnected persons
3. Political role- has status or influence
4. Positive role model - worthy of imitation
5. Career developer - helps growth of career
6. Sponsor - is responsible for mentee/lends support
7. Draws on own experience
8. Gives direction - guides mentee
9. Collaborates - works jointly with mentee
10. Balances own job with mentoring
11. Supporter - encourages mentee
12. Assessor - estimates value or quality of work
13. Protector - defends mentee
14. Takes planned approach
15. Adviser - offers advice, gives opinions
16. Guides mentee - shows the way
17. Mentors - trains, gives hints, primes with facts
18. Is knowledgeable on own subject
19. Brings different perspective
20. Facilitates learning, growth and development
21. Helps mentee realize potential
22. Acts as sounding boards - listens to ideas
23. Monitors progress - listens and reports back to mentee
24. Provides feedback - responds about results
25. Counsels - advises mentee
26. Develops relationships
27. Managers relationships
28. Invests time
29. Builds mentee interest
30. Helps build confidence
31. Encourages reflection

Mentor Personal Competencies

1. Critical friend - remarks on faults
2. Succinct - briefly expresses comments
3. Caring listener - listens with concern and interest
4. Show concern and interest in mentee
5. Persuasive induces mentee into action
6. Has strategic vision
7. Assertive - positive, insists on own rights/opinions
8. Influential - powerful

9. Empathetic - understands mentee
10. Energetic
11. Achievement-oriented - works towards accomplishment
12. Team builder
13. Takes/shows initiative - takes action without prompting
14. Tolerant - allows mentee to exist without interference
15. Adaptable - adjusts to mentee's needs
16. Independent - doesn't depend on others
17. Demonstrates integrity - shows uprightness and honesty
18. Resilient - springs back, recovers
19. Tenacious - resolute, holds on to principles
20. Methodological - brings order to activity
21. Precise - accurate and definite
22. Individually focused - concentrates on mentee
23. Sense of humor
24. Patient
25. Self-confident
26. Self-aware - conscious of self
27. Challenges - invites to discuss
28. Encourages - urges, stimulates
29. Shows genuine interest
30. Non-judgmental
31. Values others
32. Trustworthy – reliable

Communication Competencies

1. **Actively Listening:** open body language, good eye contact, listening to understand not listening to respond. Paraphrase what you think you have heard to check for understanding. Remember, we speak far slower than our capacity to listen so draw your attention back to what the speaker is saying when you find your attention wandering.
2. **Allowing for silence:** silence allows the other person with the chance to think and respond thoughtfully to what you have said. Resist having to fill all of the air time up with conversation.
3. **Observing the non-verbal behaviors, paying attention to tone:** Most of what we communicate is in our body language and our tone of voice. Use these cues to recognize what is not being said.
4. **Providing Feedback:** Effective feedback is behavioral feedback; what a person was saying or doing. Attitudinal feedback needs to be uncrated into the specific behaviors that made up what you perceived as "attitude." An effective feedback model is SBI:
Situation: when and where you observed the behavior to provide context
Behavior: what the person doing and/or saying
Impact: of the behavior on you or others

Once you have stated your message, wait and listen carefully to the response. If you encounter defensiveness, restate your feedback message to insure the other person understands.

5. **Asking Good Questions:** Questions that can be answered with "yes" or "no" rarely provide a rich source of information. Ask probing questions of your Mentor or Mentee that require additional thought and can result in richer dialogue and information. Mentors, encourage your Mentee to discover how best to achieve his or her goals through effective questioning.
6. **Identifying Feelings:** Facts don't speak for themselves. The capacity to detect feelings is critical to a successful mentoring relationship. There are four basic feelings that have wide ranges of intensity: fear, anger, grief, and joy. Your skills at asking good questions can help identify those feelings that can help or hinder a mentoring relationship.

The Learning Journal

Ministers learn from the variety of experiences they have ... more so than from formal coursework or reading. For this learning to be valuable, ministers need to intentionally reflect on their experiences. A Learning Journal is a formal strategy for collecting and organizing those experiences and can be a mechanism for the savvy learner to chart her progress.

A simple way to organize a Learning Journal is to focus on three elements:

- Description of the experience (what happened in as behavioral terms as possible)
- Your reaction to the experience (what you thought, felt, did)
- What you learned by reflecting upon how you reacted to what happened.

Example:

Experience	<ul style="list-style-type: none">• A colleague's comment• What happened during a meeting or service?• What new idea was revealed?
Reaction	<ul style="list-style-type: none">• What were my thoughts and feelings (internal)• What was the reaction of others (external)
Reflection	<ul style="list-style-type: none">• What worked well?• What did not work as well?• What would I do differently in a similar situation?• What things do I think could be changed?• How effective is/was my reaction?

Your Learning Journal can be organized by these three items or you can write your thoughts in a stream of consciousness. The format is unimportant ... a computer-based file or a bound notebook. What is important is that you regularly write in your journal. Over time, you will begin to see themes and patterns emerge from your Journal as you identify the kinds of experiences you tend to reflect upon. And, if the same ineffective or non-productive patterns continue to repeat, you have ample evidence about what you need to learn. You can also use this process to identify issues or ideas that you would like to discuss with your mentor.

The Learning Journal is a tool for you, and you should not expect to need to show what you have written with anyone.

Dialog Prompts

Here are several conversation "prompts" and "deepeners" to help you in your meetings with your mentoring partner. Notice that some are questions and others are statements. Avoid using all questions or your partner will feel as if she is on the witness stand.

On your application, you mentioned _____. I'd like to know more about that.

- *What would make this partnership an excellent experience for you?*
- *What might make it a waste of time?*
- *How should I refer to you and our relationship when I introduce you to others?*
- *Tell me a couple of high points and a couple of challenges in your day/week/month.*
- *(For high points) What skills, knowledge, or attitudes did you use to help make this happen?*
- *(For challenges) What part, if any, did you play? Is this part of a larger challenge you're dealing with?*
- *Are you open to feedback from me? How would you like it? What should I avoid?*
- *Describe how you best like to learn.*
- *I'd love to hear your call story.*
- *Tell me some key experiences in your life. What made _____ so important?*
- *What do people say you do best?*
- *What talents are you most proud of?*
- *What makes you laugh?*
- *Tell me about some personal accomplishments that you're proud of.*
- *What was the best working situation you've ever had?*
- *Describe an ideal day for you.*
- *What, if anything, would you like to be different in your life?*
- *What do you hope your life will look like in one to five years?*
- *Describe some key relationships in your life. How have these influenced you?*
- *Who are your two most trusted friends? Why?*
- *If you could do anything at all and money were no problem, what would you love to do with your life?*
- *What's standing in the way of what you'd like to be or do? Tell me more.*
- *What keeps you up at night?*
- *What did you feel when you _____?*
- *How would your friends/loved ones describe you?*
- *How would your competitors or critics describe you?*
- *What do you hope to accomplish in the remainder of your life?*
- *Tell me about a conflict you had. How did it turn out? What did you do that was effective? What wasn't?*
- *What do you wish you had known or done 10 years ago? Earlier than that?*
- *How did you decide to _____?*
- *May I ask your advice about _____?*
- *How do you balance church and the rest of your life?*
- *What would you like people to say about you on your _____ birthday? What do you hope they'll forget?*

For Developing Mentee/Maintaining Momentum:

- *What part of being a mentee/mentor do you like most? Like least?*
- *What specific goal do you want to set?*
- *How will you know when you reach this goal?*
- *On a scale of 1 to 10, What is the likelihood that you'll do what you agreed to do?*
- *What's the first step?*
- *When will you start?*
- *When will you complete it?*
- *How could I be a better partner in this relationship?*
- *What have I said or done so far that was helpful?*
- *What wasn't particularly helpful?*
- *I notice that you didn't _____. Is it still a priority?*

For a Particular Situation or Dilemma:

- *How did this situation begin? Can you share some of the story behind what you're saying (or feeling, or doing)? Tell me what happened next.*
- *If you _____, what will probably happen? What would you prefer to happen?*
- *What did you feel when you _____?*
- *I'm curious about _____.*
- *Can you tell me more about that? Give me an example.*
- *What if _____ happened?*
- *What does your family think about this?*
- *Are there other ways of looking at this issue?*
- *Are there ways to make the situation different?*
- *What is this situation costing you?*
- *How do other people you admire handle similar situations? What do you think each of your parents would have done?*
- *Where are you now on this?*
- *Tell me what you mean by _____.*
- *What options do you see? (Help identify several without judging.)*
- *What's getting in the way of progress?*
- *What do you think should come next?*
- *At this point, what matters most to you?*
- *Tell me what we can learn from this.*
- *As you read/experienced _____, did particular thoughts cross your mind?*
- *Describe how this is connected to other events.*
- *Is this a pattern of some kind?*