

OVERVIEW OF MENTORING

Mentoring Defined

Church Leadership Center refers to all of its leaders as mentors and takes a mentoring approach to the facilitation of learning, training, and supervision. Our general definition of a mentor is:

Mentoring involves a developmental relationship between a more experienced person (mentor) and a less experienced partner (mentee) or partners (mentees). Through regular interactions (individual, small group, phone, or email), the less experienced partner trusts and applies the mentor's guidance for gaining perspective, skills, information, and experience. Mentoring may take many different forms and degrees of accountability: formal, non-formal, or informal, small group or one-to-one, structured or unstructured, and direct or indirect. It always aims for a servant-leadership perspective that is consistent with the teaching of Jesus. "Not so with you. Instead, whoever wants to become great among you must be your servant." (Mark 10:34)

For functional purposes, Church Leadership Center distinguishes between several kinds of mentors and uses the term mentor in two primary ways: Mentor – Supervisor and Mentor - Facilitator. Mentors may serve in one or both of these roles.

Mentor - Supervisor

Mentor - Supervisors have accountability or administrative responsibility for a participant and his or her training plan. They have regularly-scheduled accountability meetings with participants. Mentor-mentee meetings may be on a weekly, bi-weekly, or monthly basis, depending upon training plan requirements. Mentors chair the candidate's Supervisory Team which meets every six months. Mentors are asked to submit progress reports every six months or at least annually.

A checklist for mentoring is used as guide for supervising participants. Representative examination questions are provided in the areas of Bible and Theology. A report form is available for up-dating the Commissioned Pastor Coordinator on a candidate's progress.

Mentor - Facilitators

Facilitators lead courses and other learning activities. While they are specialists in specific content and competency areas; they bring attentive listening, understanding, and a willingness to share their own experiences and points of view without imposing them. They ask questions, challenge assumptions, offer fresh perspectives, share resources, make requests (including assigning learning activities), and advise related to the degree to which learning goals are being accomplished.

A checklist for leading a course is used to guide facilitators through the preparation, implementation, and closure processes. Guidelines for Class Preparation are also available for participants and facilitators. A Course Completion Report is filed on each candidate at the end of each course.