

# Journey Mentoring Handbook

For those who provide support,  
challenge and vision to Journey  
participants

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# Welcome to the Journey!

Dear Friend,

Thank you for agreeing to serve as a mentor in Journey: A Conference-based Leadership Development Program. Your willingness to serve in this capacity is a great gift to your mentee, to the leadership development efforts of our conferences, and to the Mennonite church broadly.

Whether you are a seasoned mentor or have done relatively little mentoring, you likely have some questions about the specific expectations for mentors in the Journey program. You might be wondering, “What should we do during our mentoring sessions? How do I know if I have met expectations? What if the mentoring relationship is not a good fit?”

In the hopes of addressing your concerns and questions, we have developed this *Journey Mentoring Handbook*. We view this handbook as one tool in the toolbox of Journey mentors’ resources. Other tools include a workshop for mentors offered during the fall weekend learning event, a mentor check-in at each spring learning event, resources listed on the Sources Cited page, and conference ministers who oversee the Journey mentoring process.

We hope this booklet will serve as a starting place for clarification and conversation. More importantly, we hope that you will talk with Journey staff about your experience of mentoring in the Journey program. We are interested in hearing both your joys and frustrations as we continually work at improving the Journey experience for all participants.

Again, thank you for joining the Journey program! May God bless, multiply and reward your efforts.

The Journey Staff  
August 2007



## **Table of Contents**

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Learning is the key.....	7
Journey mentoring is a 4-part process...10	
A. Preparing.....	11
B. Negotiating.....	14
C. Enabling.....	15
D. Closure.....	18
Frequently asked questions.....	21
Notes.....	22
Sources cited.....	23
Appendix.....	24



# Learning is the key

The purpose of the mentoring relationship in the Journey program is to facilitate the mentee's learning. While the mentoring relationship may have other valuable by-products (support, friendship, or mentor learning), the mentee's learning is the single goal and focus.

## What is it that we want mentees to learn?

In a recent study of pastoral education, Charles Foster and a team of researchers discovered that seminary professors who are most effective at preparing seminary students for ministry assignments teach with four "intentions for learning" in mind. We believe these four intentions for learning are a framework to consider in all pastoral education, including the education offered through the Journey program. We offer this framework for your consideration:

- We want mentees to learn the skills of *interpretation*. This includes interpretation of texts, situations, and relationships.
- We want mentees to experience *formation*. Formation involves the development of dispositions, habits, skills and knowledge needed to engage others in the mystery of God and the mystery of human existence.
- We want mentees to learn to understand *contexts*. This includes the contexts of texts, events, and practices of the church.
- We want mentees to prepare for *performance*. Pastors regularly engage in public acts that present and represent God to others. Mentees need to understand and prepare for the public nature of their ministry roles.<sup>1</sup>

## How does learning happen?

The Journey program is built on the foundational educational principle that adult learners learn best by reflecting on their own experiences and putting those experiences "in dialogue" with the experiences of others. This reflection and dialogue revolves around inviting new experiences, reading relevant materials, reflecting on readings and experiences, and conversing with others working in the area of learning being pursued.

Similarly, the Journey program assumes that adult learning happens best when participants are actively engaged in shaping their own learning goals. Within the context of the broad framework of the pastoral studies curriculum, *Leading God's People*, Journey participants have the freedom and responsibility to choose particular areas of focus, growth and potential learning.

### The goal

- Skills of interpretation
- Formation for leadership
- Understanding of contexts
- Preparation for performance

## The overall “shape” of Journey learning

Journey consists of three major learning components: study of written materials, bi-weekly mentoring conversations, and weekend learning events each fall and spring.

For most Journey participants the written materials to be used will be the five-unit curriculum, *Leading God’s People*.<sup>2</sup> Each unit contains approximately ten lessons followed by several recommended ministry projects. We ask mentees to complete one lesson prior to each mentoring session, providing written answers to each question, and pursuing at least some of the recommended ministry projects. Written answers are not graded but instead form the basis for conversation in the bi-weekly mentoring sessions.<sup>3</sup>

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*“Journey consists of study of written materials, mentoring conversations, and weekend learning events.”*

Bi-weekly mentoring sessions should include time for prayer, reflection on the lesson, and sharing about and reflection on the ministry experiences of the mentee. While each written lesson is followed by several questions worthy of discussion, these questions should not be used in a rigid way. The mentor and mentee should feel free to spend significant time with some questions and little time with others, depending on the needs and ministry experiences of the mentee.

Twice-yearly weekend learning events gather mentees and mentors from all cohort groups together with conference and seminary staff for worship, teaching sessions, goal-setting, review of progress, and informal encouragement and support. Worship sessions throughout the weekend form a strong foundation for these learning events, drawing participants together to sing, pray, and dwell in the Scripture. Worship also provides opportunities for participants to share musical and other leadership gifts.

### **How does the mentor enable learning?**

Mentors play a crucial role in facilitating mentees' ability to learn from the various components of the Journey program. Mentors share with mentees responsibility for: 1) creating a positive relational environment in which learning can take place; 2) establishing mechanisms for accountability; 3) identifying relevant resources; and 4) establishing and assessing achievement of mentee learning goals.

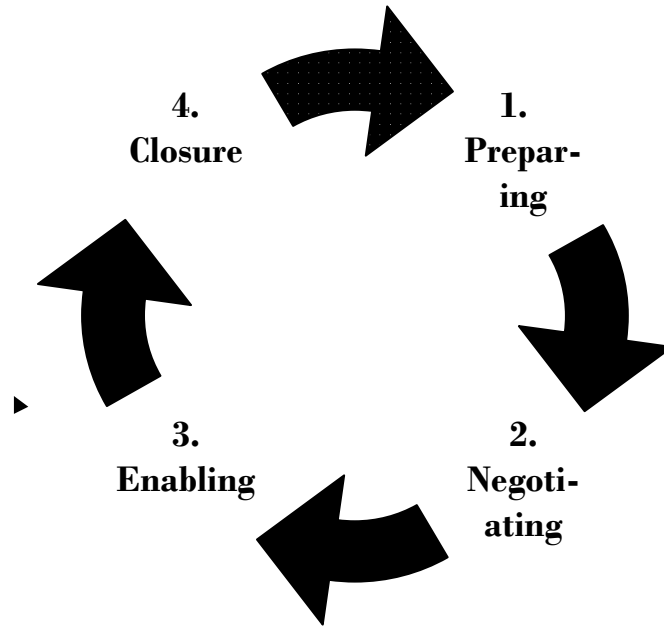
The Journey mentor is a facilitator of the mentee's own learning process, rather than the expert disseminator of wisdom. An apt metaphor for the Journey mentor is the "guide by the side," in contrast to the "sage on the stage."<sup>4</sup>

### **What about the mentor's experience?**

You are in the role of Journey mentor largely because you bring a significant amount of successful experience in the area of ministry that your mentee is pursuing. Without question, your ministry experience is an important resource for your mentee. However, the greatest value of your experience for the mentoring relationship will most likely be in how it helps you to shape questions, encourage reflection and point to relevant resources, rather than in overt teaching or advice-giving. We value your experience and ask you to use it with great care.

# Journey mentoring is a 4-part process<sup>5</sup>

It can be helpful to think of mentoring as a process made up of several phases. In her book, *The Mentor's Guide*, Lois J. Zachary has outlined a useful way of thinking about this process. According to Zachary, mentoring begins with preparing, moves into negotiating, then into enabling, and finally into closure.<sup>6</sup> We believe that indeed each of these phases is crucial to the learning process. How each phase is carried out will have a significant impact, for good or ill, on the mentee's learning experience.



*The Journey mentoring process includes four phases.*

## **Each phase deserves the mentor's careful attention.**

The rest of this handbook is devoted to taking a careful look at these four phases. I invite you to take time to reflect on these phases, to ask yourself what phases you might find most challenging, and to begin to plan now for your movement through these phases in the mentoring relationship you are about to begin.

## **Phase I: Preparing**

### **Preparing yourself**

How does one prepare for a Journey mentoring assignment? Likely you have already given serious thought to your decision to become a mentor, and so at some level you have already begun to prepare. Now we invite you to take time for some additional intentional reflection that will lay the groundwork for a productive and satisfying mentoring relationship.

### **Your life's experiences**

You bring to this mentoring relationship a lifetime of experiences, all of them contributing to making you the leader you are today. As you begin this mentoring relationship we invite you to take stock of your journey to this point. Your awareness of particular experiences that have shaped you, times of significant learning, and the roles of others who have walked with you will play an important part in providing you with needed perspective in this new mentoring relationship. Reflecting on your story will help to remind you of your own learning experiences and will allow you to make important distinctions between your story and the life story of your mentee. In addition, your capacity to be self-aware, to understand factors related to your own growth, and to openly learn from life's experiences will serve as an important learning model for your mentee.

### **Your timeline**

During the fall learning event you will be invited to create a personal timeline to share with your mentee, and your mentee will create a timeline to share with you. This aspect of the learning weekend will be most productive if you give some thought to your life journey prior to the event. Several ideas for possible items to include on a timeline are listed below.<sup>7</sup> You may want to make brief notes on some of these experiences and bring them with you to the learning weekend.

- Your conversion experience
- A difficult or confusing time in your life
- A “breakthrough” in your life
- A significant person

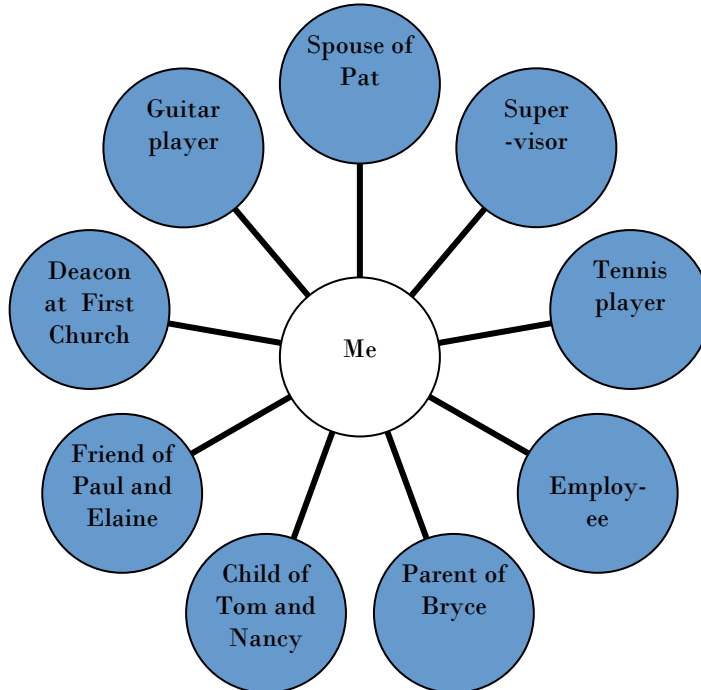
### Your “ecology”

As Zachary points out, each of us is part of a web of relationships that affect who we are, how we lead, and how we mentor. Like a biological ecosystem, this web of relationships is the context in which many different forces pull and push us in various directions. The mentor’s awareness of her or his own “ecology”—that is, the varied roles and relationships that directly or indirectly affect him or her—helps the mentor to understand his or her behavior more clearly. This self-understanding prepares the way for authentic relationship with the mentee. Says Zachary, “If mentors are to facilitate learning of their mentees, they can best begin by being in touch with the forces in their own lives.”<sup>8</sup>

In preparation for the Journey learning weekend, we invite you to draw two simple diagrams—one that shows your *current* web of significant relationships and one that shows your *past* web of significant roles and relationships. In both cases try to represent these roles as fully as you can.

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***“Like a biological ecosystem, this web of relationships is the context in which many different forces pull and push us in various directions.”***



*This diagram shows one mentor’s current “ecology” or web of significant relationships.*

## **Preparing the relationship**

Prior to attending the first Journey learning weekend you will have the opportunity to take a few simple steps to establish a good working relationship with your mentee. The processes of making logistical arrangements for attending the event, traveling to the event, and in some cases rooming together at the event can become opportunities to prepare the relationship.

Two goals of the preparation phase include taking time to get to know each other and talking about mentoring. You will receive from your mentee's conference minister a copy of the mentee's Journey application; please be sure to read this before heading off to the learning weekend. As you spend informal time together make a priority of learning to know more about your mentee's family, background, interests, experiences, and hopes for the future. Says Laurent Daloz, an educator specializing in mentoring, "The first business of a guide is to listen to the dreams of the pilgrim."<sup>9</sup> He suggests that mentors pay attention to how mentees tell their own stories. Toward what is your mentee reaching? It is also important to make a point of finding out whether or not your mentee has been involved in a mentoring relationship in the past, and if so, what the mentee learned from the experience.

## **Preparation matters**

The preparation phase does not need to be highly structured, but it is important. The mentor's attention to his or her own development and to learning the mentee's story (from the mentee's perspective) will set the stage for healthy interaction in the next phases of the relationship.

## **Phase 2: Negotiating**

The “negotiating” phase offers the opportunity for straightforward communication about expectations, learning goals, accountability mechanisms, assessment of progress, and closure. An investment in a healthy negotiating process at the beginning of the formal relationship will pay significant dividends in every remaining phase. Negotiating well will greatly increase the likelihood of productivity in the “enabling” phase and will allow for meaningful learning and good closure in the final phase.

Negotiating is made easy through Journey’s *Learning Covenant* process. In the *Learning Covenant* (a sample copy appears in the Appendix) you will find outlined a set of questions to guide your conversation with your mentee. You and your mentee will be invited to work through these questions in a couple of sessions during the first learning weekend. We ask mentors to follow up on this important work by making arrangements for the *Learning Covenant* to be signed by the mentee and mentor in a worship service in the home congregation. This covenant signing is a symbol of your commitment to God and to each other regarding your goals for this mentoring relationship.

Each weekend learning event will provide an opportunity for you and your mentee to review the *Learning Covenant*. This regular check-in serves an essential accountability function for the mentee’s learning goals. Your joint work on and attentiveness to the *Learning Covenant* make the mentor’s presence at learning weekends essential.

### Phase 3: Enabling

The “enabling” phase typically receives the most attention from mentors and mentees. This is the phase where mentors interact regularly with mentees, where conversations about various experiences and readings occur, where frustrations are named and progress is noted. The enabling phase is the “stuff” of what we typically think of as a mentoring relationship. As we have seen, the enabling phase is, in reality, just one of several aspects of a successful mentoring relationship. Nevertheless, it deserves attention. Intentional work at enabling will allow the mentor and mentee to achieve a balance of three important aspects of a successful enabling phase. Daloz identifies these three aspects as support, challenge and vision.<sup>10</sup>

#### Support

Any successful mentoring relationship is rooted in the deep sense that the relationship represents a safe space for both the mentor and mentee. Acceptance, affirmation and trust form the bedrock of this sense of safety. Trust, according to psychologist Erik Erikson, “flows at the source of the entire developmental process. It is the well from which we draw the courage to let go of what we no longer need and to receive what we do....Courage and trust are sister and brother.”<sup>11</sup> The specifics of what a safe, supportive relationship looks like need to be discussed by each mentoring pair but the fundamental need for trust and safety applies across all mentoring relationships.

We ask Journey mentors to take initiative to create the desired atmosphere of support, offering the mentee an interested and empathetic ear and carefully guarding confidentiality. We also ask that the mentor occasionally open conversations with the mentee about how expectations are or are not being met with regard to confidentiality, time commitments, promptness, personal boundaries, and other matters identified in the negotiating phase. Journey mentors will find the *Learning Covenant* a helpful resource in the enabling phase as they check signals on commitments made as part of the *Learning Covenant*. Natural check-in times are available through the fall and spring learning weekends.

#### Three important aspects of a successful enabling phase

- Support
- Challenge
- Vision

## Challenge

In addition to support, challenge is a necessary part of a successful mentoring relationship. As the mentee encounters stretching situations or difficult events, the mentor can facilitate learning by serving as a sounding board and providing feedback through active listening, well-placed questions, and invitations to deeper reflection. Mentors must take care to view mentee's hard situations as learning opportunities rather than problems to be solved. Rather than attempting to provide answers, effective mentors help mentees to arrive at their own answers through the mentor's careful listening, identification of resources, and wise use of questions.

Mentors play a vital role in challenging mentees by providing accountability for learning goals. This accountability does not need to be (in fact should not be) heavy-handed. To the contrary, we have found that regular bi-weekly meetings and attendance by both parties at all learning events quite naturally provides the accountability needed. Your commitment to attending bi-weekly meetings and fall and spring weekend learning events is the single greatest factor in achieving a functional level of accountability for your mentee.

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***“Your commitment to attending bi-weekly meetings and weekend learning events is the single greatest factor in achieving accountability for your mentee.”***

### **What about mentees who don't follow through?**

Some mentors find themselves matched with mentees who have a sense of call, ministry gifts, and passion for spiritual things, but lacking the discipline to read, set up meetings, and follow through on their Journey-related commitments. How should mentors handle such difficult situations?

The hard truth is that Journey participants who fail to discipline themselves and are unable to keep their Journey commitments are likely to become pastors who fail to discipline themselves and to keep commitments more broadly. While special circumstances may create real obstacles in certain situations, chronic failure to meet the expectations of the program raises major questions about the mentee's suitability for pastoral ministry.

If the mentor sees warning signs of chronic lack of self-discipline in the mentee, he or she should initiate a face-to-face discussion with the mentee as soon as possible. Rather than lowering his or her expectations of the mentee or

graciously overlooking missed meetings and assignments, the mentor should use these experiences as opportunities to open an honest conversation about the high demands of pastoral ministry. The conversation should challenge the mentee to bring his or her behaviors into alignment with his or her hopes, dreams and calling to a pastoral role. The mentee should name some specific, concrete goals for next steps in the program and a timeframe for reaching these goals.

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*“The conversation should challenge the mentee to bring his or her behaviors into alignment with hopes, dreams and calling to a pastoral role.”*

If the mentee’s patterns of poor follow-through persist, we ask the mentor to alert the mentee’s conference minister. Ultimately the conference minister and mentor will need to work together to recommend the mentee’s withdrawal from the Journey program and to bring the mentoring relationship to early closure.

As you will find in the pages that follow, even this kind of closure process, if given careful attention, can provide valuable learning for the mentee. While a situation like this will be painful, it is far more desirable than the pain and havoc wreaked in congregations by a pastor who is unprepared to meet the high demands of pastoral ministry.

## **Vision**

Another gift that effective mentors bring to their mentoring relationships is a “big picture” view of the mentee’s challenges and learning opportunities in the ministry assignment. Personal pastoral experience and previous reflection on that experience allow the mentor to provide a longer-term perspective on issues that emerge in the mentee’s ministry assignment. In addition, the mentor can help the mentee to achieve a greater level of self-awareness in these situations, enlarging the mentee’s “window” into his or her own motivations, attitudes and behaviors. The mentor’s perspective provides another lens through which the mentee can more accurately see himself or herself.

## **More than a friend**

The Journey mentor is more than a friend. He or she seeks to clarify and challenge as well as to support the mentee’s journey. In an environment of trust, the Journey mentor utilizes active listening, wise questions and well-chosen resources to enable his or her mentee to see situations more clearly and to learn from them.

## Phase 4: Closure

With good planning, clear communication and intentional work in previous phases, the closure phase of a Journey mentoring relationship serves a crucial educational function. When viewed as an opportunity for the mentee to reflect on and verbalize learnings of the previous months, closure allows important synthesis and integration of learning to take place. This reflective activity gives the mentee an important learning “marker” by which to identify and internalize learnings.

### 4 steps to good closure:

- Review learning goals
- Invite the mentee to evaluate learning
- Invite the mentee to set new learning goals
- Celebrate the mentoring journey you have shared

### It's not automatic

Bringing any mentoring relationship to closure can be challenging. While the Journey mentoring relationship is designed with a specific end time in view, good closure does not happen automatically. Closure must be planned and attended to. We encourage Journey mentors to embrace the closure process, and to use it to further enable the mentee to reach his or her learning goals.

### Steps to good closure

1. Review learning goals. Together, take time to look back at each year's learning goals. Invite the mentee to reflect on whether or not each goal was met, and if so, in what way. What did the mentee find particularly interesting or enlightening with regard to learning goals?
2. Invite the mentee to consider which aspects of her/his learning goals have not yet been reached. Does the mentee continue to value these goals? Why or why not?
3. Invite the mentee to consider what new learning goals he/ she wants to set. Invite the mentee to consider how he or she will pursue the new learning goals in the next phase of ministry. Help the mentee to consider potential obstacles to reaching new goals and point to resources that could be helpful in the next phase.
4. Celebrate the mentoring journey you have shared, and particularly the learning the mentee has accomplished. A small gift, a note, dinner together or other gesture of congratulations and appreciation will reap great benefits for the mentee. Take time to mark this important occasion in the heart and mind of your mentee.

## **What about early closure?**

“Coming to closure represents the greatest challenge for mentoring partners, for many reasons.”<sup>12</sup> Sometimes a Journey mentoring relationship needs to end before the three-year Journey program has been completed. When learning ceases, clarity of call takes the mentee in a different direction, or relational dynamics are such that the goals or commitments of the mentoring relationship are not being accomplished, it is time for a frank conversation about bringing the relationship to closure. This situation is both awkward and painful and can generate feelings of failure and embarrassment on the part of both the mentor and mentee. While it may be easiest to avoid an honest review of the relationship, mentors must bear in mind that a mentoring relationship that is not working can have devastating long-term effects on a mentee.

While we are eager for all Journey mentoring partnerships to last the full three years of the program, we do not want Journey participants to remain in unproductive mentoring relationships. Because the goal of the mentoring relationship is the mentee’s learning, we are committed to ensuring that the desired learning is happening in the context of the mentoring relationship. If you believe your mentoring relationship is not meeting desired outcomes, please speak to your conference minister. Your conference minister can help you assess the situation and walk with you as you take necessary next steps to bring the relationship to closure.

## **The closure process is still essential.**

In the same way that closure is important in three-year relationships, closure provides a crucial learning opportunity for the mentee in a relationship that ends prematurely. We invite any mentor whose mentoring relationship is ending prematurely to initiate with the mentee the closure process outlined above. Engaging this closure process will help the mentee to glean, synthesize and integrate substantial learning. It will also model healthy process and authentic communication, two skills essential to effective pastoring. The mentoring relationship, despite closing prematurely, will have served a vital function for the emerging pastor.

## **On the Journey together**

We look forward to taking this journey together with you and your mentee! We are excited that you have joined the Journey program and look forward to working with you over the next three years. Please know that we as Journey staff want to share this adventure with you and that we are eager to talk with you about any aspect of the program. We look forward to regular check-ins with you at fall and spring learning events and also welcome your calls, e-mails or visits in between. May God accompany us all on this amazing Journey!

# Frequently Asked Questions

**Q. My mentee will be working with another pastor on Journey ministry assignments. What is my role in this situation? What is the other pastor's role?**

**A.** Your role with your mentee in this and all aspects of the Journey program is to provide support, challenge and vision as the mentee embarks on various new learning efforts. The pastor's role is to provide a safe space in which your mentee can practice skills for ministry and "try on" an emerging pastoral identity. Your mentee's conference minister has already communicated directly with your mentee's pastor to solicit support for your mentee's participation in Journey. To ensure ongoing support for your mentee's growth in ministry, it may be helpful to have occasional conversations with your mentee's pastor. If you sense that this would be useful, please take the initiative to be in touch. These conversations may provide an important perspective and help you to shape your questions and comments with a fuller view of the mentee's performance. You and your mentee's pastor serve as essential parts of the mentee's accountability network. Good communication between you will be a real benefit to your mentee.

**Q. When I have questions about the Journey program who do I contact?**

**A.** Because Journey is jointly owned by two conferences and a seminary, there is not one full-service Journey office. Rather, administration of the program is shared among the three organizations. So, in order for you to avoid getting "the runaround" we invite you to follow the guidelines below when contacting Journey staff. Rest assured, however, that if you have trouble knowing where to direct your concern, any of the people listed below can help you find the right person.

**Issue/concern: Your work or relationship with your mentee**

Contact: Your mentee's conference minister

**Issue/concern: Curriculum, learning materials, sequencing of courses**

Contact: AMBS director of leadership programs

**Issue/concern: Lodging, meals and other logistics related to weekend events**

Contact: AMBS Church Leadership Center administrative assistant

**Issue/concern: Payment, financial matters**

Contact: Your mentee's conference office

**Issue/concern: Schedule conflict for a weekend learning event**

Contact: your mentee's conference minister *and* the AMBS Church Leadership Center administrative assistant \*

\*In this case it is essential that you contact both.

# Notes

<sup>1</sup> Foster, et. al, 2006, p. 33.

<sup>2</sup> In conversation with their conference ministers, participants may substitute related seminary classes or classes with similar materials in other languages for *Leading God's People*.

<sup>3</sup> Mentees who seek undergraduate credit for their studies are asked to work with an additional instructor appointed by AMBS, to submit all lessons to the instructor, and to pay additional fees. Mentees enrolled in seminary classes are expected to utilize their seminary classes and reflection on ministry experiences as the basis for mentor-mentee meetings.

<sup>4</sup> Zachary, 2000, p. 4.

<sup>5</sup> Zachary, p. 51.

<sup>6</sup> Zachary, p. 51.

<sup>7</sup> Walling and Mayes, 2001, p. 12.

<sup>8</sup> Zachary, p. 19.

<sup>9</sup> Daloz, 2000, p. 21.

<sup>10</sup> Daloz, p. 212.

<sup>11</sup> Daloz, p. 212.

<sup>12</sup> Zachary, p. 145.

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*The Journey Mentoring Handbook* was written by Jewel Gingerich Longenecker,  
© August 2007.

# Appendix

*A Learning Covenant*  
*Between \_\_\_\_\_, (Mentee)*  
*\_\_\_\_\_ (Mentor),*  
*and “Journey” a Conference based leadership Program*

This covenant establishes learning goals and some understandings on how these goals might be achieved. It will be designed and agreed upon by both Mentor and Mentee. It will be registered with the “Journey” program and periodically reviewed by the appropriate Conference Minister.

It is recognized that this document will be changed and shaped as the mentoring relationship grows and more clarity gained. This is a tool to formalize understandings and enhance potential growth

**I Long term goals** (what do you hope to gain through participation in “Journey”?) This may be a statement that grows out of reflection on your spiritual timeline exercise.

For example “To gain clarity regarding God’s call to ministry on my life.” Or “To grow in my assignment as a minister in the setting I am currently in”

**Identify transformation areas in which growth is especially sought**

(The Journey program will attempt to provide opportunities in all of the following areas. However, areas of special concern or interests should be identified and pursued within the mentoring team)

- Spiritual disciplines
- Theological & biblical studies
- Character development
- Mentoring and Community
- Gift development
- Leadership skills

Cite any particular or felt needs

**Particular Skills that are sought**

For example “preaching...teaching... visitation...worship leading...”

**II Short term goals** (Steps anticipated to accomplish long term goals)

Participate in major learning activity (required)  
(Please designate PSDE or other course work)

Participate in “Journey” Retreats (required)

C) Other activities that mentoring team feels would be helpful toward achieving long-term goals (to be evaluated and adjusted frequently)

For example – “preach a sermon with feedback from mentor”  
Or “design a worship service and lead it”

**In this coming year**

**during the 3 years of Journey**

1)

1)

2)

2)

3)

3)

4)

4)

**III The Plan** (This should be the agreement regarding frequency of team meeting and other details to achieve common expectations of mentoring relationship.)

When, where, frequency, and length of interactions

Primary format (Face to face -recommended as much as possible-, Phone, e-mail,... etc)

Planned evaluations (each meeting, each retreat, annual)

It is important to establish ground rules of communication and confidentiality!  
Has this been done?

There are different forms of mentoring. It is helpful to be in agreement as to the type of mentor being sought and provided. Check all those below that apply.

- Spiritual Guide (a mature follower of Christ who shares knowledge and skills related to greater spirituality)
- Coach Knows how to do something well and how to teach the skill
- Counselor Provides counsel and advice at crucial times
- Teacher Provides knowledge and ability to communicate that knowledge. Offers perspective and enhancement to ministry
- Sponsor Has credibility and authority within an “organization” which enables the mentoree to develop and advance within that organization

Is this the common understanding of each party?

<sup>1</sup>We are voluntarily entering into a mentoring relationship that we expect to benefit both of us and the kingdom of God. We want this to be a God-centered, rich, rewarding experience with most of our time spent in substantive development activities.

Our relationship will be marked by the following values

- Honesty -We will speak the truth in Love
- Confidentiality -We will not share issues and concerns outside this relationship without permission except when someone is in danger or is being hurt
- Vulnerability -We will openly share life, ministry and development issues with each other
- Punctuality -We will be prompt for all appointments and calls in respect to each other.
- Preparedness -We will seek to complete assignments and be prepared in advance of each mentoring appointment

**Covenant**

“Before God and each other we commit ourselves to this mentoring relationship”

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Mentoree \_\_\_\_\_ Date \_\_\_\_\_

Conference Minister \_\_\_\_\_ Date \_\_\_\_\_

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<sup>1</sup> We acknowledge Lancaster Conference Mennonite Church for this material in their Leadership development program Empowering Leaders Through Mentoring.