

ANGLICAN SCHOOL OF MINISTRY-LITTLE ROCK  
MENTORING COVENANT

*Introduction*

The programs of the Anglican School of Ministry-Little Rock (ASM-LR) rely heavily upon mentoring relationships. Each student is a mentoree who must acquire the services of a course mentor, who must be approved by the Dean. The Dean will provide training and guidance to the mentor to help him or her be successful in this critical role.

While normally the mentor should be the mentoree's pastor, but other people of suitable education and experience (such as a retired Anglican minister) may be acceptable. In this event, the mentor must be approved by the Dean with the advice and consent of the student's senior pastor.

*Program Goal*

Provide well-trained, competent, and confident mentors who will facilitate the leadership preparation process for students at the ASM-LR following the H<sup>3</sup> model.

*H<sup>3</sup> Model of Ministry...*

Is ASM-LR's commitment to providing high quality, excellent programs which prepare the Head, Heart, and Hands (hence the H<sup>3</sup> model) for leadership in the church.

Education for the mind (Head): Gaining knowledge and understanding in Bible, theology, and the theory of ministry by a combination of distance learning and short-residency courses.

Formation for the spirit (Heart): Growing in grace and wisdom through spiritual formation under the guidance of a mentor, leading to the development of Christian character and Christ-likeness.

Training in practical skills necessary for ministry (Hands): Acquiring experience and wisdom in a variety of ministry settings through supervised internships.

*Definitions*

Mentoring Relationship: Mentoring is ...

1. A relationship in which a person with greater experience and wisdom guides another person to develop spiritually, personally, and relationally.
2. A development program designed to help each individual reach his or her maximum potential.
3. The relationship between a mentor and his or her mentoree.

Mentoree: A mentoree is ...

1. Someone who is willing to learn and grow from the words and example of another.
2. Someone who ...
  - a. Demonstrates mutual respect, trust, understanding, and empathy with his or her mentor.
  - b. Is willing to seek out the advice and perspective of others.
  - c. Is willing to participate, take risks, and grow from experiences.
  - d. Is open to constructive criticism and observations.
3. A mentoree is NOT a “child,” a “pal,” or the “teacher’s (or preacher’s) pet.”

Mentor: A mentor is ...

1. Someone who makes him or herself available to guide another who seeks guidance and counsel. Direct involvement is the key to this understanding of the mentor’s role. With this understanding, the mentoring relationship may be initiated by the mentoree.
2. Someone who ...
  - a. Demonstrates mutual respect, trust, understanding, and empathy with his or her mentoree.
  - b. Shares life experiences and wisdom as well as technical expertise to advance the intellectual, spiritual, and applicational growth of the mentoree.
  - c. Is a good listener, a good observer, and a good problem solver.

*Priorities in a mentoring relationship*

Respect:

1. The mentoree must respect the mentor’s superior education, experience, knowledge, understanding, and wisdom. No matter how smart the mentoree is, intelligence is never a substitute for the wisdom which comes with experience and reflection.
2. The mentor must respect the talents and abilities of the mentoree. The mentoree may well be more intelligent than the mentor and go on to accomplish great things. Remember the example of Martin Luther’s teacher, who, when the students stood upon his entry into the classroom (the usual custom), took off his hat out of respect

for the future priests, scholars, burgomasters, officers, and wealthy merchants in the room.

Openness: Honesty, integrity, and transparent communication are essentials for successful mentoring.

Commitment: Both the mentor and the mentoree must be committed to making the relationship work. Neither can afford to take a *laissez faire* attitude—the mentor will lose integrity and the mentoree will lose invaluable help.

Accountability: Knowledge without action is folly. Mutual accountability is necessary to ensure both the mentor and the mentoree benefit from the relationship

Kingdom Focus: The mentoring process is not an end in and of itself, nor even are the outcomes of this process as regards the mentor or the mentoree. The final goal is always the glorification of the Triune God and the expansion of His kingdom.

#### *Challenges of mentoring*

Clear motivations versus confusion: What are the goals and objectives of this relationship? Are the mentor's and the mentoree's expectations clearly defined. Are they in accord with what are the AMSM program's requirements?

Shaping versus cutting and welding: The mentor is to help the mentoree become the person God intends him or her to be, not who the mentor thinks he or she should be.

Needs versus ego: Again, this is not ultimately about either the mentor or the mentoree. It is instead about what needs to be formed within the mentoree in order to assist his or her development into being an effective leader for the kingdom of God.

#### *The actions of mentoring*

Suggestion: Suggest sources of information (e.g., books, articles, contacts, websites, etc.), but do not give any information which the mentoree can, with effort, find out on his or her own.

Teaching: Teach techniques, skills, or methods. These cannot be learned simply by reading.

#### Push the mentoree:

1. Play the "devil's advocate," even if you agree with the mentoree.
2. Observe and critique. Point out problems, but don't give answers immediately.
3. Encourage—help the mentoree overcome frustration. Notice and praise positive accomplishments. Show the upside to difficulties, draw-backs, and dead-ends.

Listen. Listen. Listen.

### *Mentoring Delivery Processes*

Weekly Meetings: Mentors provide direction to their mentorees' mainly through weekly face-to-face meetings which are journaled by the mentoree. Copies of these journal entries are sent monthly to the Dean for evaluation. It is important that the mentor review these journal submissions prior to their submission. The weekly meeting agenda should look something like this:

1. Open with prayer
2. Review course task completions since the last meeting.
3. Discuss course materials covered since the last meeting. The mentor should follow a more Socratic approach asking questions, eliciting responses, and pushing the mentoree to “unpack” the material, that is, expand, offer opinions, see connections, synthesize, and so forth.
4. Reflect upon the lessons' impact or implications for personal spiritual development and for the ministry of the Gospel. There are always such implications, not matter how mundane the material may seem—sometimes just brainstorming on how this might be the case will satisfy this requirements.
5. Review assignments and objectives to be completed by the next meeting.
6. Close with prayer.

This meeting should not take more than 60-90 minutes. Should weekly meetings prove impractical, the mentor and mentoree may meet less often (*e.g.*, every other week), but the meetings should total approximately 4 hours per month of face-to-face time.

### Local Colloquia:

If there is a sufficient number of students within a given area, the Dean may approve the formation of a local colloquium under the direction of a senior mentor who will coordinate the activities of the area mentors and arrange for lectures and discussion sessions. While not replacing the regular, weekly mentoring sessions, these colloquia can provide an important adjunct service in the learning process.

### *Conclusion*

Ben Franklin said, “The doors of wisdom are never shut.” Mentors will gain new perspective into their own development as leaders by working with mentorees, making them stronger in areas of both giftedness and challenges. Mentoring is a win-win relationship.

*Covenant Agreement:* We the undersigned agree to enter in to a mentoring relationship as described in this document.

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Mentor's signature and date

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Mentoree's signature and date