

LREDA MENTOR APPLICATION PACKET revised 7/08

Generally, people completing this application have been invited to serve as a LREDA mentor to a candidate for religious education credentialing because they themselves have completed some level of the credentialing program; or because they are a Minister of Religious Education or a Parish Minister with an R.E. portfolio who has an identified interest in helping non-ordained religious professionals achieve credentialing.

The purpose of this application is to help potential LREDA mentors discern their responsibilities and the qualities we expect them to bring to this position. We ask that you read through this application carefully and that you complete parts A and B of section II. Your written answers are used by the LREDA Committee on Mentoring when making matches with credentialing candidates. All members of the LREDA Committee on Mentoring and the training facilitator will be given copies of your application and will consider the application to be confidential.

Please return this application by September 7, 2008 in one of these two manners:

Electronically to jwdlre@comcast.net

By mail to Jean Wiant, Chair, LREDA Committee on Mentoring

141 Red Oak Lane

Philipsburg, PA 16866

We ask for the applications ahead of the training so that the facilitator can review them and tailor the training as necessary to the strengths and concerns of this particular group.

General and specific information about the LREDA Model of Mentoring can be found at <http://www.uua.org/lreda/content/standards.html>, and questions can be directed to the LREDA Committee on Mentoring:

Jean Wiant, Chair jwdlre@comcast.net

Cathy Tauscher Tauscher@whidbey.com

Reverend Eva Ceskava EvaCeskava@aol.com

Kathleen Carpenter kcreuucc@yahoo.com

Section I: Mentor Qualities & Skills Inventory

Section II: The Application – please complete BOTH sections and bring one copy to the mentor training

A. Mentor Motivation Questionnaire

B. The Application Form

Section III: “Why Consider Serving as a LREDA Mentor?”

Section I:

QUALITIES AND SKILLS INVENTORY FOR LREDA MENTORS

Interpersonal Skills: the ability to

- ➤ ➤ establish rapport with others and develop appropriate relationships.
- ➤ ➤ respect and care about others, while reserving judgment.
- ➤ ➤ be able to listen deeply, empathize and provide emotional support.
- ➤ ➤ coach or advise others.
- ➤ ➤ demonstrate support and affirmation of mentee, to be encouraging and helpful.
- ➤ ➤ challenge and provide constructive feedback to the mentee to prompt learning.
- ➤ ➤ collaborate and influence others in positive ways.
- ➤ ➤ expedite and simplify processes for greater understanding and knowledge.
- ➤ ➤ facilitate learning and convey information, while involving the mentee actively in the process.
- ➤ ➤ inspire and motivate others to learn and gain self-knowledge.
- ➤ ➤ exercise appropriate physical and emotional boundaries in relationships.
- ➤ ➤ think critically and reflect
- ➤ ➤ identify and utilize a variety of resources to accomplish goals and objectives.
- ➤ ➤ negotiate the mentoring relationship, goals and learning objectives.
- ➤ ➤ demonstrate effective team or collegial relationships in a professional setting.

Personal Attributes: a LREDA mentor

- ➤ ➤ Understands the nature and value of effective mentoring relationships.
- ➤ ➤ Possesses a sincere interest in serving as a mentor, and the commitment and energy to do so.
- ➤ ➤ Has ethical and moral integrity that builds trust and respect in relationships.
- ➤ ➤ Shows flexibility and openness to change.
- ➤ ➤ Is admired and respected among colleagues, with characteristics that others aspire to.
- ➤ ➤ Shows maturity and wisdom on the personal, interpersonal, and professional levels.
- ➤ ➤ Is authentic and approachable in relationships and interpersonal communication.
- ➤ ➤ Values learning and self-knowledge; engages regularly in learning and self-development activities.
- ➤ ➤ Maintains a positive outlook on life; has an optimistic view of one's own and others' potential.
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Professional Competencies and Qualifications: The Mentor Candidate should

- ➤ ➤ be in good standing with LREDA, the UUA, District, and local congregation.
- ➤ ➤ possess a willingness and ability to make a minimum two-year commitment.
- ➤ ➤ be willing to work with at least two mentees (10 contacts each over a 12 month period).
- ➤ ➤ possess a willingness and ability to work with the Committee on Mentoring.
- ➤ ➤ agree with the mission and purposes of the program.

Section II:

THE APPLICATION DOCUMENTS (sections A and B must both be submitted)

A: MENTOR MOTIVATION QUESTIONNAIRE

Mentor Motivation: There are many “layers” of motivation to explore before identifying the deeper, “core motivation” for engaging in a mentoring relationship as a mentor. It is important to deepen the process for this aspect of self-understanding on the part of the prospective mentor. This self-assessment will be used in the mentor selection process, in determining appropriate mentoring partner matches.

PART ONE Instructions: For each statement below, check “yes” if the reason reflects why mentoring appeals to you. If it does not, check “no.” Following each item, list concrete examples to illustrate your answer.

Reasons Why Mentoring Appeals to Me

Yes **No**

1) I like the feeling of having others seek me out for advice or guidance.

Example(s):

2) I find that helping others learn is personally rewarding.

Example(s):

3) I have specific knowledge that I want to pass on to others.

Example(s):

4) I enjoy collaborative learning.

Example(s):

Reasons Why Mentoring Appeals to Me

Yes No

5) I find working with others who are different from me to be energizing.

Example(s):

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6) I look for opportunities to further my own growth.

Example(s):

PART TWO Instructions: Complete each of the following sentences, and identify three reasons for your motivation to mentor, deepening as you think through from one to the next. It may take persistence to undergo the process of looking more deeply at your motivations, but it is important to do so.

My motivation for mentoring is....

~Reason 1-

~Reason 2-

~Reason 3-

~My primary motivation for mentoring is...

B: MENTOR APPLICATION FORM (sections A and B must both be submitted)

NAME:

ROLE/TITLE:

CONGREGATION/ORGANIZATION YOU SERVE:

STREET ADDRESS:

CITY, STATE, ZIP:

EMAIL ADDRESS:

DAYTIME PHONE #

FAX #

EVENING PHONE #

SUMMARY OF YOUR PROFESSIONAL AND/OR ACADEMIC BACKGROUND: (Or attach)

TELL US A LITTLE ABOUT YOURSELF AND YOUR INTERESTS:

WHY ARE YOU INTERESTED IN SERVING AS A LREDA MENTOR?

ARE YOU CURRENTLY ENGAGED IN A MENTORING RELATIONSHIP? If so, please explain the formal or informal nature of this relationship.

**IF YOU HAVE COMPLETED A LEVEL OF THE UUA RE CREDENTIALING PROCESS THAT HAD A MENTORING RELATIONSHIP, PLEASE TELL US
What was the most positive aspect of that mentoring relationship?**

How could that relationship have been more helpful?

WHAT ASSETS, SKILLS, AND EXPERIENCE WOULD YOU BRING TO THIS ROLE?

**DO YOU FORESEE ANY LIMITING FACTORS OR CIRCUMSTANCES THAT MAY IMPACT YOUR ABILITY TO SERVE AS A MENTOR FOR AT LEAST TWO YEARS?
If so, please describe.**

(The commitment is to work with a minimum of two mentees, having at least ten telephone or face-to-face contacts with each over each twelve-month period)

IN REVIEWING THE PACKET OF MENTORING PROGRAM MATERIALS, ARE THERE ANY QUESTIONS OR CONCERNS THAT ARISE FOR YOU? DO YOU NEED MORE INFORMATION BEFORE PROCEEDING WITH THE MENTOR TRAINING AND MATCHING PROCESS? If so, please contact a member of the task force (names and email addresses are elsewhere) immediately.

ANYTHING ELSE YOU THINK WOULD BE HELPFUL TO KNOW ABOUT YOU:

Section III

Why Consider Serving as a LREDA Mentor?

By Helen Bishop, LREDA mentor training facilitator

Mentoring is an integral part of the process of continuing education leading to recognition, certification and credentialing as a professional religious educator. Mentoring involves a disciplined, scheduled, ongoing arrangement in which a mentee establishes a plan for continuing education, and sets goals related to the achievement of the plan. Each person working on certification or credentialing will be matched with a mentor, who may meet with the mentee face to face, or may use phone calls to maintain contact.

Mentors play a critical role in the success of the certification/credentialing process. They know what the requirements for each level are, and can help the mentee stay on track, overcome obstacles, and maneuver effectively through the system. They cheerlead, coach, offer suggestions upon request, and help the mentee celebrate when the goal has been met. So what's in it for the mentor? This process takes time, care and attention, involves a formal application process, and requires training in coaching and mentoring skills. How does the mentor benefit?

In Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process, Margo Murray outlined some key personal and professional motivations for mentors:

*You'll feel better about yourself as you work with someone with less experience in religious education than you have.

*As you perceive things from the mentee's perspective, you have the chance to re-examine things that might have come to seem old hat to you. "A protégé can be a breath of fresh air," Murray said.

*The very process of mentoring may develop into a friendship between mentor and mentee. If you're working with someone whose background and perspectives are very different from your own, this may be a unique opportunity to gain insights and appreciations for someone else's culture, methods and processes, and to develop the kinds of relationships that are key to diversity. Friendships are fun, too!

*Since mentors tend to get as much out of the process as mentees, you'll hone your own skills, which are of tremendous benefit to you as a professional religious educator. As you coach, plan, and provide feedback for the mentee, you're practicing skills you can apply immediately in your work with ministers, musicians, administrators, volunteers, teachers, committee, and board members.

*You have the opportunity to leave a legacy behind. If your temperament leads you to consider how you can shape the future of religious education long after

you've retired or left the field, working with a mentee gives you the chance to pass on your ideas and concepts to the next generation of religious educators.