

## CLM Supervision

The 2016 *Book of Discipline*, ¶ 205.4, says that "When a pastoral charge is not able to be served by an ordained or licensed minister, the bishop, upon recommendation of the cabinet, may assign a qualified and trained layperson, lay minister or lay missionary to do the work of ministry in that charge. **The layperson is accountable to the district superintendent or another ordained or licensed minister appointed to oversee the charge, who will make provision for sacramental ministry.** Upon the bishop's assignment, the layperson will be assigned an additional clergyperson as a guide to provide support in the assignment." The supervising clergyperson/mentor, therefore, is responsible for:

- Overseeing the pastoral charge in which CLM serves
- Equipping for ministry — Participates in training and/or development of CLM or other assigned e.g. lay missionary
- Providing sacramental ministry in the pastoral charge
- Providing support in the assignment through relational partnering

### Role of the CLM Supervising Clergyperson/Mentor

- Participates in forming the covenant for ministry within the congregation with CLM and mutual ministry team
- Ensures a collaborative relationship with D.S. for mission and ministry through the CLM and mutual ministry team
- Helps to ensure that the CLM can function in his/her responsibility
- Helps to develop and shape CLM for mission and ministry in a formative relational process

### Duties of CLM Supervising Clergyperson/Mentor

- Meet regularly with CLM and document meeting — more than a cup of coffee
- Be a resource for problem solving
- Participate in the Mutual Ministry Team
- Respect the call of the CLM as a lay person (not on track for ordination)
- Oversee the charge
- Provide for sacramental ministry
- Provide guidance and support as the CLM develops the knowledge and skills for ministry

The work of the supervising clergyperson/mentor begins with the gathering of the Mutual Ministry Team for the purpose of:

1. Understanding the nature of ministry in The United Methodist Church
2. Identifying the need for ministry in a faith community and the gifts that God has given for meeting those needs, and
3. Developing a covenant for ministry that will respond to the ministry needs of a specific setting

The experience the supervising clergyperson/mentor brings to these tasks will add depth to the understanding of the team and contribute to the analysis of need. The work of this clergy member of the team is critical to the development of a covenant for ministry and to the effectiveness of service that follows.

If participation in the process of building a covenant for ministry is the first task, this is followed by carrying out a carefully defined role in providing sacraments, mentoring the CLM, and assuming other roles and responsibilities as needed. While serving as a CLM mentor, the clergy member is expected to exercise wisdom in helping create a safe place for reflection and growth. CLM mentors should have the maturity of faith and the skills for helping shape a relationship in which reflection about call and the development of knowledge and skills for the fulfillment of vocation can take place.

Trust is one of the fundamental building blocks of a successful mentoring relationship. A key factor in its development is a shared understanding of the degree to which communication between the mentor and the CLM is considered confidential, both by the individuals themselves and by the structures of the annual conference. Both the CLM and the mentor should be aware of the stated expectations and standards of the conference in regard to communication between the CLM and the mentor.

Mentoring is a supportive relationship in which the clergy member of the Mutual Ministry Team guides the CLM in theological reflection. Any everyday event can become the basis for conversation about "who I am, my roles, and my words and actions." The mentoring process is very different from relationships in which events become the agenda for judging clergy or for seeking solutions to problems. While the Mutual Ministry Team and the supervising clergyperson/mentor assigned to the team may at times do problem solving, the primary role of a mentor is to help the CLM reflect about his or her authority, call, and the various roles the ministerial vocation requires.

When the supervising clergyperson of the team and the CLM meet in a mentoring relationship, they are sharing in sacred time. These sessions should be planned carefully and approached prayerfully. Remember that, in addition to the usual greetings and conversation, the purpose of the session is to engage in theological reflection upon a specific topic. The mentor is not the judge and jury. Instead, the mentor invites the CLM to engage in a "holy conference" on a topic, theme, or issue.

At times issues raised by the CLM will guide the conversation. At other times the mentor may suggest the discussion of important issues. In either case it is important to explore a variety of dimensions of the issue. There are usually more issues than there is time to discuss; therefore, defining at the beginning of the time together the major issue to be discussed will help keep the conversation on track.

Both the mentor and the CLM should keep in mind that the primary focus of the meeting is their roles, authority, and relationships in meeting the pastoral needs of the faith community in which they are serving. This is neither a therapy session nor a nuts and bolts, problem-solving session. The mentor is neither exploring the psychological dynamics of the persons involved nor giving "expert" advice about how to fix a problem. Instead, the mentor assists the CLM in clarifying issues and options, helping the CLM to think about what it means to be in ministry. The discussion is not complete until there is theological reflection.

### **Suggested Topics**

- Ministry event
- Life event
- Shared experience

### **Ministry Event**

A ministry event might be a conversation, phone call, meeting, worship service, or experience in prayer. Any part of an event — past or anticipated — in the life of the CLM may provide the basis for theological reflection. A ministry event can be shared in a variety of ways, including stream of consciousness, verbatim, or role playing. The purpose is to discover information that will help both persons to understand what happened in the ministry event. Questions such as the following may help to elicit the information:

- As CLM, what are the issues you see for yourself in this ministry event?
- As mentor, what are the issues you see for the CLM?

### **Life Event**

A life event is a personal experience outside of the CLM ministry role, i.e., family issue, health concern, etc.

### **Shared Experience**

This may include times of joint participation in a variety of settings, i.e., a retreat, continuing education event, book study, movie, etc.

## **REFLECTION PROCESS**

### **Step One** *(for the CLM):*

- Describe an event (ministry, life, or shared experience) that you want to share with your mentor in order to gain deeper theological understanding, insight, and wisdom.
- Write or type your description on the left-hand side of the sheet(s) of paper, allowing space for your mentor to respond with comments. You may choose one of two approaches:
  - narrative, free-flowing "stream-of-consciousness" style
  - "verbatim" style

**Step Two** *(for the CLM and the mentor):* Reflect on the event using one of the following models.

#### **Model 1**

The reflective questions in this model are based on events and relationships in Jesus's ministry. These questions should serve as aids in the reflection process and should not be used as a way to "test" the CLM. (This model was prepared by the Rev. Sylvia Russell of the Ministry Preparation Resource Team, and is used by permission.)

#### **Loving Others Based on the Model of Jesus**

- What are the needs, as you understand them, of each person and/or group in the situation?
- How well did you listen to what was being communicated both verbally and nonverbally?
- In what way(s) did your response in the event reflect the way Jesus loved others?
- In light of the way Jesus loved others, are there other ways in which you might have responded in love to the others in this event?
- What did you learn about yourself and about loving others from this event?

### **Loving Self Based on the Model of Jesus**

- Describe the emotions you experienced during this event.
- Did your response to this event relate to a predominant theme in your life?
- What need in your life were you hoping this event would meet? Was this need met?
- How did you take care of yourself through this event?
- What did you learn about loving yourself from this event?

### **Love Based on the Model of Jesus, in the Context of this Situation**

- What part did culture, gender, race, sexuality, and economics play in this event?
- How were the dynamics of power and authority expressed in this event?
- Were money issues involved in the event? If so, name them.
- Name justice issues that were important in this event.
- What did you learn about yourself and about love in the context of this situation?

### **Reflections to Share During the Mentoring Time**

- In what way(s) did you act out Jesus' love towards one another during this time together?
- Share affirmations and statements of gratitude.
- Complete the statement: "Today I learned \_\_\_\_\_."
- Complete the statements: "I feel \_\_\_\_\_. I still need you to \_\_\_\_\_."
- In what ways did the persons involved make use of scripture, tradition, experience, and reason?
- How did this experience relate to your call, vocation, spiritual discipline, and authority?

### **Model 2**

The format and content of the four perspectives below are taken from material developed by the Intern Program of Perkins School of Theology, and are used by permission. Reflect on your event using the perspectives listed below in the order in which they appear. These questions are intended to serve as aids in the reflection process and should not be used as a way to "test" the CLM.

#### **Pastoral Questions for Reflection**

- How well did you identify and respond to the needs of the person(s) involved in the event?
- Were you able to listen and hear what they were saying to you both verbally and nonverbally?
- In what ways were you helpful?
- Can you explain why you did what you did?
- What did you learn from the event about your own pastoral identity and authority?

#### **Personal Questions for Reflection**

- How and why was this event significant for you personally?
- How did you find yourself reacting on rational and emotional levels?
- Did you find the event boring? exciting? frustrating?
- What did you learn about yourself during the event?

### **Social Questions for Reflection**

- How did your identity (culture, gender, race, ethnicity, class) affect this event?
- What cultural issues emerged during the event?
- What gender and/or racial-ethnic issues were involved?
- What class or economic issues were involved?
- What were the power dynamics in this event?
- How aware were you of the emerging social context of the event?
- What role did your own social location play in your behavior?
- What social institutions or agencies were implicated in this event?

### **Theological Questions for Reflection**

- What faith issues were involved in the event, both for you and for the other persons(s)?
- In what ways did you witness to your understanding of the gospel in the event?
- What use did you make of scripture, the tradition of the church, your own experience and that of others in the Christian tradition, and your powers of reason?
- How was God revealed in this event, both for you and for the other person(s) involved?
- How does this ministry relate to your theological understanding of ministry as expressed in your learning covenant?
- In what ways is/was God's presence and activity evident in this event?

### **Step Three:**

The CLM provides the mentor with a copy of the reflection at least one week prior to their next meeting.

### **Step Four:**

The mentor reads the reflection and makes notes on the right-hand side of the paper.

### **Step Five:**

In the meeting, the mentor and CLM review the reflection together. Then, the CLM listens as the mentor responds. The CLM writes the mentor's comments on his or her copy.

### **Step Six:**

In ongoing dialogue, the mentor facilitates deeper reflection on the part of the CLM, focusing on the theological perspective.

### **Closing Sacred Time**

Before ending the time together as CLM and mentor, share with each other how you have experienced the session. Quality time together includes:

- Affirming each other
- Acknowledging unfinished business,
- Confirming the schedule for the next meeting, and
- Praying for each other.