Spiritual Formation Mentor's Handbook

acom

learning for life

1. Contact the Australian College of Ministries

Staff email addresses can be found on the ACOM website: To contact the National Office please call 1800 672 692 or email info@acom.edu.au

2. Introduction to Spiritual Formation

ACOM considers Spiritual Formation to be essential and foundational in preparation for Christian Ministry. Nurturing spiritual depth, energy, and excellence is the centrepiece of ACOM's vision for equipping students for lifetime ministry. ACOM has long recognised that attention to one's spiritual formation is the crucial element that enables ministers to thrive in sometimes difficult environments.

Therefore, for ACOM students, formational studies do not sit as an option or supplement to other subjects, rather 'Spiritual Formation' units are required in many awards and are offered as year-long experiences involving practical and academic activities that enhance overall personal and spiritual development. 'Spiritual Formation' units are designed to extend the capabilities of students in the following areas:

- Spiritual maturity
- Emotional maturity
- Self-awareness
- Leadership capacity
- Vocational clarity
- Relational skills
- Personal integrity

'Spiritual Formation' units encompass three integrated activities:
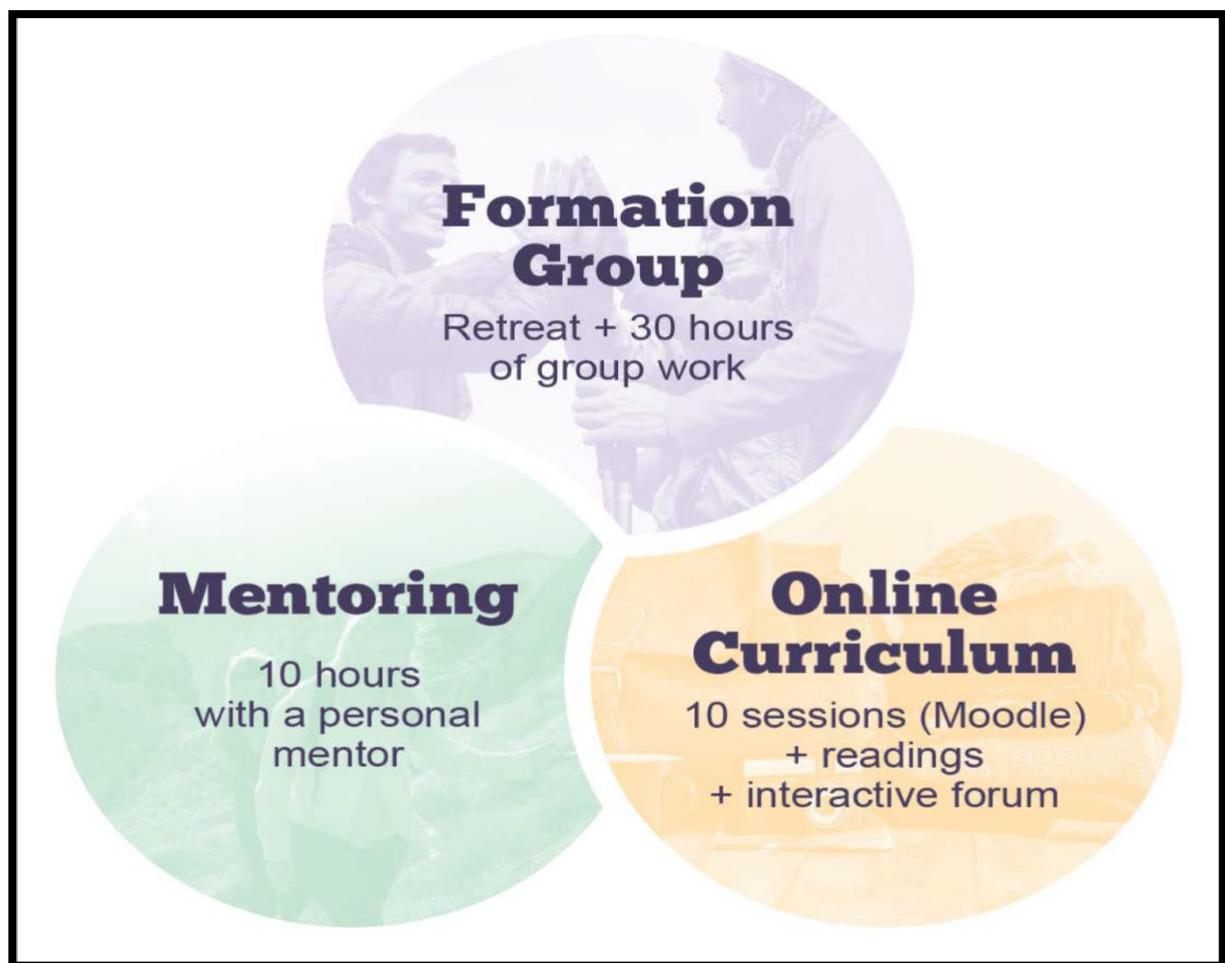
Spiritual Mentoring

3. Welcome to your role as an ACOM Mentor

You have been asked by an ACOM student to take up the vital role of Mentor for this year. ACOM's training for leaders in Christian ministry has a number of facets. Focused study is an essential part of this training. However, ACOM recognises that study alone does not provide an adequate basis for ministry success. In addition, students require an expanding range of life skills, deepening personal awareness, maturing spiritual formation and solid relational skills.

To meet these requirements, ACOM has designed a process for students to participate in two or three years of Spiritual Formation units. Spiritual Formation units provide students with important personal, character and spiritual growth opportunities through participation in a Formation Group and reflection with a Personal Mentor. These two intentional growth environments – a small group and a one-to-one relationship- provide a support, safety, and confidentiality within which trust is built and authenticity can be practiced, so that students develop as healthy integrated people in mission. The ministry of a personal mentor can have a profound impact on the development of a student, and it is our hope that students will continue through life with the benefit of ongoing mentoring. New students to SF typically require some assistance in choosing mentors and this assistance is provided at the Regional Retreat at the beginning of the year. Continuing students are expected to have their mentoring arrangements in place earlier in the year. Some students may prefer to try three different mentors during their studies or to stay with one mentor. There are advantages to both these options. For the most part, the option pursued is primarily the student's choice and your agreement to fulfil the requirements of mentoring is a renewable yearly agreement.

Thank you for being willing to take up the vital role of Mentor for an ACOM student. ACOM's unique approach to ministry training would not work without our willing, enthusiastic mentor partners. We like to view our Mentors as part of the learning team and very much value them as part of the ACOM team. Further, we believe this student-mentor relationship to be mutually rewarding and expect that you will receive much personal benefit from the experience of nurturing a student in a mentoring relationship.

As you continue reading this handbook, we hope you will gain clarity and confidence that you can indeed positively impact the life of a student. Mentoring is not necessarily difficult, but it does involve intentionality, knowledge of key skills involved in mentoring relationships, some of which you will find outlined in what follows.

3.1 Supportive Personnel

There are a number of people who will interact with you in your role as Mentor throughout this year including your student's Formation Director (FD) and possibly your student's Student Engagement Manager (SEM).

The student's FD is your first port of call if you need support during the year. The relevant Formation Director (FD) will be in contact with you and will offer an orientation in your role as Mentor. The FD will outline the requirements for successful fulfilment of the mentoring component of the Spiritual Formation unit. The FD will also check with you from time to time regarding the effectiveness and value of the mentoring sessions. ACOM will require some feedback as to the willingness of the student entering a mentoring relationship and processes.

A Student Engagement Manager (SEM) has the responsibility to coordinate the students study requirements on a more administrative basis. However, the SEM is always keen to make sure that all students are travelling well on a number of fronts, including their mentoring journey.

Several articles written on the art of mentoring are available on the ACOM learning site, Moodle. Login details allowing you access to this website will be emailed to your nominated email address. Good mentoring is a wonderful experience for both mentoree and mentor. We pray both you and your student will richly be blessed by this ministry.

3.2 Contacting ACOM's Staff

Staff email addresses can be found on the ACOM website: To contact the National Office please call 1800 672 692 or email info@acom.edu.au

4. ACOM Mentoring Explained

The role of mentoring is rapidly gaining validity within society. Mentors who act as an empowering presence in the lives of others are increasingly recognised for their important influence in all realms of life. Mentoring awakens the possibilities, helping people remove the barriers that keep them from being the people they want to be.

Mentoring can be understood as an intentional interpersonal relationship in which the mentor encourages whole of life growth in another person, whose needs, activities and ministry are the mentors primary concern.

ACOM Mentoring involves:

- Guiding a student to greater competence
- Facilitating discussion around the student's dreams
- Promoting change and growth
- Helping the student to reach goals
- Developing leadership qualities
- Developing the student's highest potential
- Stimulating self-belief and God-belief
- Leading the student to greater degrees of holiness
- Deepening conversations that uncover inner truth and enhance freedom
- Intentionally investing in the next generation
- Displaying empathy and immediacy
- Calling the student to account where behaviour is inappropriate or incongruent with their stated goals
- Facilitating the transformation of personality towards wholeness
- Sharing God-given resources

ACOM Mentoring does not involve:

- Leading the conversation with your agenda or program in mind
- Talking more than about 30% of the time
- Giving the student your own solutions to problems and concerns
- Preaching or sermonising from your own experiences of ministry
- Rescuing the student in difficult situations
- Dominating the student
- Giving advice without exploration of the student's options
- Making judgments or ridiculing the student
- Allowing the student to mentor you on your issues
- Asking closed questions (closed questions are answered with a 'yes' or 'no')
- Overloading the student with too many exercises as homework
- A weak or unclarified ending to the mentoring relationship

4.1 Distinctions Between Mentoring and Other Activities

Mentoring is related to but distinct from the following activities.

PASTORAL CARE

Pastoral care involves more frequent contact and sharing life's day to day problems and circumstances. Pastoral care provides ongoing support. Mentoring stands back a bit, and maintains objectivity, focusing on the student's growth in the big areas of their character, life, and ministry.

DISCIPLING

Discipling typically refers to the process of grounding new believers in the faith and teaching them the habits needed to become mature believers. Mentoring is for anyone, at any faith stage, who wants to grow to reach their potential as a well-formed person.

COUNSELLING

Counselling is a specialised field requiring expertise, postgraduate training, registration, and supervision. Mentors are not counsellors, and should not attempt to be so. Mentors may refer students to counselling for specific issues or specialised care. In such cases, the mentor's role is to help evaluate the potential effectiveness of counselling as a strategy towards promoting the student's ongoing growth and settled-ness.

SPIRITUAL DIRECTION

Spiritual Direction is a specialised role requiring training and supervision and focuses on helping the person deepen their intimacy with God and their ability to hear God's voice. Mentoring may focus on spiritual intimacy issues but will normally range more broadly into issues affecting the holistic growth – including relationships, life goals, financial or time management, priorities etc., however, intimacy with God is also a central theme.

COACHING

Within the ACOM educational model, coaching develops particular ministry skills. In doing so, Coaching may touch upon relationship and personal issues - but these issues are mostly addressed within the context of the student's ministry skill development. Mentoring, on the other hand, may refer to ministry situations but is more focused on the student's personhood in these settings rather than the student's developing ministry skills.

5. The Process of a One Year Mentoring Relationship

ACOM students and their mentors covenant to meet across the year for a total of 10 hours.

Students are encouraged to pick 2-3 objectives from SDC where they feel they need to grow and bring that to mentoring

The Mentor's objective is to support, encourage, challenge, facilitate, nurture "Whole of life growth" but with a particular attention to these objectives.

An outline for the mentoring year based on 7 x 1.5 hour sessions per month (just over 10 hours) might look like this:

Session	Content	Description
Pre-mentoring (20-40 mins)	Informal meeting/conversation	General 'get to know you' discussion between mentor and mentoree, discussion around SDC areas and desired student outcomes for mentoring
1. (90 mins)	Life Stories	Building a relationship of trust, understanding and transparency where both the mentor and mentoree share their stories (1-2 sessions)
2. (90 mins)	Life stories/objectives	What are the students goals for mentoring? In which areas do they want to be stretched and challenged? Where do they need to grow? (Based around 7 areas in SDC)
3. (90 mins) 4. (90 mins) 5. (90 mins)	Support Encouragement Accountability Development Prayer Nurture Challenge Resources/exercises	Process of mentoring based on student objectives and mentors observations
6. (90 mins)		Begin to evaluate/reflect together on what has happened during the year as it draws to a close
7. Final Session (90 mins)	Appropriate reflection and closure – celebration/gift/continue?	Evaluation/reflection on the year and student growth Discussion around SDC Some students and mentors may desire to continue the mentoring relationship, but if not important to bring appropriate closure It may be appropriate for the student to give a small gift or card to express their thanks

An outline of a typical mentoring session (90 mins) might look like this:

Elements of mentoring	Guidelines
Catch up/connection – 15-30 mins	Brief catch up, update on where student is at, what's been happening for them, identify anything that might need to be addressed in this session
Accountabilities – 15+ mins (based around objectives)	Is there anything student was asked to do (reflection/exercise, etc.) for this session? Time for hard questions!
Growth based around – 40+ mins objectives /action points	More hard questions! The 'stuff' of mentoring – working through student objectives
Summary – 5-10 mins	What has happened during this session? Any commitments need to be followed up? How is the student at the end of this session?

5.1 Formalising Your Mentoring Agreement

Your desire to enter into an ACOM mentoring partnership is formalised through a Mentoring Covenant, which is signed by both the Mentor and the Student.

This Mentoring Covenant reflects:

- A commitment to complete the required meetings (10 hours over the year set out in 6-8 meetings)
- A willingness and enthusiasm to complete the role
- An understanding of goal setting processes
- An undertaking to create a safe, listening, supportive and empowering environment for the student
- A commitment to assess the student's personal growth and development using the provided ACOM *Student Development Chart* (SDC). A copy of this can be found in this Handbook under the section 'Shared Appendices' and an electronic copy can be found online on Moodle at http://acm.mrooms.net

5.2 Mentoring Covenant

Please find the Mentoring Covenant in the appendix.

5.3   Determining Strategies

Various strategies can be used in the mentoring process. These strategies include, but are not limited to, those listed below:

- Providing a non-distractive comfortable physical environment that enhances focus and concentration
- Providing an intentional beginning where processes are agreed upon
- Covenanting in written form to ensure clarity of expectations
- Creating a trusting and warm relationship
- Affirming confidentiality
- Allowing the student to establish and lead the agenda each meeting
- Putting aside the mentor's preoccupations, agendas, and favourite remedies
- Encouraging the student to discover their 'true' self
- Being a deeply intuitive listening presence
- Asking empowering questions
- Assisting in goal setting, motivation, and accountability
- Offering affirmation and encouragement
- Confronting incongruence in speech and behaviour
- Building and monitoring a student's self-care strategies
- Envisioning the student's future with them
- Holding the focus in key moments of self-discovery and self-revelation
- Praying for the student in and out of mentoring sessions
- Discerning the work of the Spirit in the student's life journey and identifying fruit and progress
- Celebrating a student's personhood and major moments of success
- Reducing confusion by using clarifying questions and discernment
- Offering and challenging perspectives as necessary
- Engaging in immediacy and reflection on the mentoring relationship
- Suggesting exercises, reading, etc. where suitable
- Offering a referral to a more qualified professional where needed
- Providing a healthy intentional closure to the mentoring relationship

The art of effective mentoring includes being both open and organised with your student. Openness to run with the student's agenda in each session is imperative. If the Mentor pre-arranges material to be covered, thus diverting the student away from sharing their personal journey, mentoring can lose a great amount of energy.

A wise Mentor will first be completely open to receive the student's updating of current life story and details of progress the student is making towards their stated goals. A skilful Mentor will assess what is needed in a session. If a session seems to require extra material, a mentor can utilise backup exercises and stimulating questions.

5.4 Setting Goals

'The beginning is the most important part of the work.'
Plato

The process of goal setting can greatly enhance mentoring effectiveness. Using one of the earliest mentoring sessions, discuss with the student some objectives they wish to pursue over the course of the year's mentoring relationship. A goal is 'that for which our energies focus and combine'. SMART goals can be described as:

S - Specific (naming areas and issues to address)
M - Measurable (so that progress can be discerned)
A - Achievable (realistic within the year-long process)
R - Relevant (to the student's development as a missional leader)
T - Time constrained (with a due date for accountability)

Examples of goals may include:

- To deepen self-awareness regarding my communication style with various age groups
- To strengthen my daily walk with God by taking 30min daily prayer walks
- To identify my strengths and weaknesses by making a list for reflection
- To construct a mission statement for present ministry opportunities
- To implement a disciplined approach to study resulting in the ability to meet deadlines for assignments without anxiety
- To be honest about personal struggles and share vulnerabilities with others

Goals contribute towards the content and the process of mentoring and are a chief vehicle for evaluating the effectiveness of mentoring. In the mentoring relationship, the setting of goals needs to be completed in the first few sessions. However, goals may be added, extended, completed or adjusted throughout the year. Mentors together with the student agree on strategies that will help the student achive their goals. Strategies may include: reading, journaling, gaining feedback from others, fulfilling 'practice' activities, etc.

5.5 Use of Life Stories

'God writes the story of our lives to make something known about himself.'
Dan Allender

'My story is important not because it is mine, but because if I tell it anything like right, the chances are you will recognise that in many ways it is also yours. Maybe nothing is more important than that we keep track, you and I, of these stories of who we are and where we have come from… because it is precisely through these stories…that God makes himself known to each of us most powerfully and personally. If this is true, it means that to lose track of our stories is to be profoundly impoverished not only humanly, but also spiritually.'
Frederick Buechner, Telling Secrets.

ACOM encourages both the Mentor and the Student to build a relationship of trust and transparency through the sharing of their life stories. The student will already have had the experience of sharing their story with their Formation Group. Sharing a life story is a profound experience for the Student, both in telling their own stories and hearing the stories of others. Life storytelling may be a new experience for you, so below is a general guideline of what to consider in telling your life story.

We advise in the telling of a life story that you do not interrupt with comments or questions but rather listen to each other without interruption. Storytelling varies in length, but generally, a life story can take

about an hour to narrate. After the story is finished, the listener is free to interact, comment and share what was impacting them in listening to the story.

In your role as Mentor, it is important to listen well to what is shared and not shared, to develop a general appreciation of your Student's spiritual formation.

Points to Remember:

- Avoid reading your story to each other. There is a special dynamic in allowing our stories to arise from within us without prompts.
- It doesn't matter who shares their story first. If the Student wishes to share first, as Mentor you may recognise certain threads in your story that are helpful to share. If you share first, it will give the Student more courage to share theirs.
- Be careful about what you choose to share in your life story. We encourage you to share with transparency and vulnerability, but also use tact and wisdom regarding the age and level of life experience of a younger person.
- Do not use this mentoring relationship to divulge unprocessed personal material. It is better that you obtain your own mentor or counsellor to debrief with, in processing immediate turbulence. We encourage you to share your own tragedy and triumph of life experience in a way that is empowering for the Student.
- A wise Mentor recognises when their own personal issues interfere with mentoring discussions. This interference can jeopardise the whole mentoring process.
- If a Student reveals a level of psychological illness or instability in their lives that needs a level of care beyond what you can offer (E.g. counselling), we recommend that with the Student's permission you refer the Student to a competent counsellor for professional assistance. Do not fall into the trap of acting as a counsellor. It may be appropriate before making a referral to seek the advice of Student's Formation Director with the Student's permission.

5.6 Aspects of Your Life Story

Any of these aspects may be suitable to share in narrating your life story.

1. THE EXTERNAL STORY
    a. Your family of origin and heritage
    b. Where you grew up and went to school
    c. How you found school life and early family life
    d. Your emergence into adulthood
    e. Career choices or jobs, marriage and family
    f. Key events of life.

2. THE INTERNAL STORY
    a. Whether or not you felt loved by your mother, father, and family
    b. Significant others who shaped your sense of self for good and bad
    c. Defining moments of self-discovery, self-acceptance or self-rejection
    d. A sense of who you are in the adult stage of life
    e. Growth/ deterioration of confidence and self-esteem at various points
    f. Turning points in life
    g. Successes and failures

3. THE SPIRITUAL STORY
    a. Early memories, revelations or teaching about God and spiritual things
    b. Your journey of response to God
    c. How God's presence is generally perceived
    d. Times of reaching out to God
    e. Seasons of doubt and restoration

5.7 Resources for Story-Telling

Allender, Dan., To Be Told: Know your Story, Shape your Future, Colorado Springs: Waterbook Press, 2005.

Peace, Richard. Spiritual Storytelling, Colorado Springs: NavPress, 1996.

6. Mentor Observations Using the SDC

ACOM requires each Mentor to assess their Student's overall development by completing a Student Development Chart. Completing the Student Development Chart (SDC) does not compromise your confidentiality in the mentoring relationship. Rather, it gives you an opportunity to assess the student's growth and development in ways that are helpful for the student and for ACOM. By giving honest feedback you are able to both encourage your student and to challenge them in their ongoing development. The Mentor's responses on the SDC should represent an honest overall summary of the Student's development as a person and as a leader.

Each Mentor should submit a completed Student Development Chart to the Student's Formation Director in readiness for ACOM's yearly Student Interview (usually held in October). The Student's Formation Director will also complete a Student Development Chart from their observations of each student in Formation Group meetings. In addition to these two charts, the Student themselves will self-appraise and complete their own personal assessment of their development. The Formation Director's role is to collect and collate the findings from these three evaluations and discuss these evaluations at the Student Interview. Formation Directors also have the task of recording an overall measurement of the student's development on the Assessment Matrix.

A copy of the Student Development Chart can be obtained online from Moodle at http://acm.mrooms.net or from the helpdesk at info@acom.edu.au.

Areas covered in the Student Development Chart include:

- SPIRITUAL MATURITY: deepening intimacy with God through a range of spiritual disciplines resulting in an extension of spiritual virtues.
- EMOTIONAL MATURITY: mastering and extending emotional intelligence, by increasing emotional recognition, expression, and regulation.
- SELF-AWARENESS: distilling increasing self-knowledge into wisdom making.
- LEADERSHIP CAPACITY: broadening influence and spiritual authority through the development of key spiritual qualities that result in resilience in leadership.
- VOCATIONAL CLARITY: discerning and affirming purpose, calling, capacities and life direction.
- RELATIONAL SKILLS: extending skill-sets that enhance depth of presence attunement and resonance with others
- PERSONAL INTEGRITY: bringing clarity and purity into one's heart and motives and personal transparency

At the beginning of the mentoring relationship, students can nominate general and/or specific areas from the Student Development Chart for development during the mentoring relationship. Students should be encouraged to set specific goals relating to these areas. The Student Development Chart will also be useful as a prompt during the year to identify areas requiring an additional or renewed growth focus.

7.   Closure of the Mentoring Relationship

Healthy closure of mentoring relationships involves preparing both Mentor and Student to relinquish the mentoring relationship. This preparation may consist of:

- taking time to reflect on the whole mentoring relationship
- reflecting on the highs and lows of relating as Mentor and Student
- valuing the Student and the growth that has been achieved
- expressing appreciation and affirmation
- releasing the Student from the structure and expectations of the mentoring relationship

Specific strategies for concluding the mentoring relationship can include:

1. Discussing and making plans for closure of the relationship during the second last mentoring session. Agree together on how the final session will take place. The student may or may not wish to undertake another year of mentoring with you.
2. Sharing the highlights of your mentoring experience together.
3. The Mentor sharing the growth points observed.
4. Acknowledging that the relationship will alter after closure.
5. Acknowledging the joy and grief of closing a relationship.
6. The Mentor writing an affirmative letter or note to the student and reading it in their presence.
7. A celebration event in a creative way e.g., through a shared meal, a small gift or a memento.

7.1   Mentoring Checklist

- ❑ Agree on suitable time structure that distributes the 10 required hours of mentoring as evenly as possible throughout the year.
- ❑ Complete the Mentor Covenant with your student and keep a copy.
- ❑ Make sure contact has been made with the Student's Formation Director who will orientate you and supervise you in the process of Mentoring.
- ❑ Set a schedule for sharing life stories and setting of goals with the Student.
- ❑ Become familiar with the *Student Development Chart* so that you can begin observing the various aspects of development throughout the year.
- ❑ Devise a system for keeping track of mentoring progress (you may utilise the *Student Development Chart* for this purpose).
- ❑ Prepare the *Student Development Chart* to be collected by the Student's Formation Director.
- ❑ Bring the last session of mentoring to a good closure, celebrating the growth that has occurred.
- ❑ Your Student's Formation Director will set up a time to debrief you as a mentor, gaining your perceptions of your mentoring experience(s).

Thank you again, for taking on this opportunity of building into the life of a student who seeks to build the kingdom of God. Your efforts will plant seeds into their lives that will be invaluable for their development and the future effectiveness of God's kingdom.

7.2   Mentoring Readings on Moodle

Several helpful readings on mentoring have been made available on Moodle http://acm.mrooms.net

Note: These resources may make use of differing terminology when discussing mentoring and mentoring-related activities. Some authors use the word 'coaching', while others use 'spiritual direction' and others 'mentoring'. Varying terminologies, however, do not lessen the applicability of the readings to the mentoring task.

The available readings are:

- Rochelle Meander, 'Use Listening Tools' in A Generous Presence: Spiritual Leadership and the Art of Coaching, Virginia: The Alban Institute, 2006.
- Tony Horsfall, 'The Scenic Route Developing Spiritual Awareness' in Mentoring For Spiritual Growth: Sharing the Journey of Faith, United Kingdom: The Bible Reading Fellowship, 2008.
- Rick Lewis, 'Giving your Best to Mentoring' in Mentoring Matters, United Kingdom: The Bible Reading Fellowship, 2008.
- W. Brad Johnson and Charles Ridley, 'Welcoming Change and Saying Goodbye' in The Elements of Mentoring, New York: Palgrave MacMillan, 2008.
- Thomas Hart, 'Pitfalls' in The Art of Christian Listening, New York: Paulist Press, 1980.
- David Parkin, 'A Coaching Philosophy' in Coaching Update, Vol. 15, No. 3, November 2002, found online at http://aflcommunityclub.com.au/index.php?id=325, 22/1/2012.
- Keith Anderson and Randy Reese, 'A Storied Way' in Deep Mentoring, Downers Grove: Intervarsity Press, 1999.

7.3   Sample Mentoring Log

The following format can be used to document the process and outcomes of your mentoring relationship.

MENTORING GOALS

1.

2.

3.

4.

SESSION	SESSION
Issues arising	Issues arising
Goal Progress	Goal Progress
Exercises Set	Exercises Set
Accountability for next session	Accountability for next session
Overall Evaluation of Session	Overall Evaluation of Session

8. Shared Appendices

Please see attached for the following appendices.

Spiritual Formation
Student Development Chart

Year of SF: ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ PG (Year 4/5)

Form filled in by: ☐ Student ☐ Mentor ☐ FD

Name of person who filled in form:

Purpose:

To assist assessment in the areas of Spiritual Formation, two measuring tools have been provided:

1. The *Student Development Chart* (SDC) – completed by the Student, Mentor and Formation Director (FD)
2. The *Assessment Matrix* – a summary of the three Student Development Charts, compiled by the Formation Director

A students' development will be assessed: (1) in their formation group by their Formation Director; and (2) by their Mentor. Progress and development of each student is observed and recorded in seven areas:

1. Spiritual Maturity
2. Emotional Maturity
3. Self-Awareness
4. Leadership Capacity
5. Vocational Clarity
6. Relational Skills
7. Personal Integrity

The Student Development Chart explained:

The seven assessable areas are listed as headings down the left hand side of the document. Under each heading is a more detailed range of criteria to be observed as supporting evidence of a general assessment in each area. Along the top of the chart are a number of levels under which the assessor will select an evaluation, spanning from elementary levels through to exceptional capacities.

Who fills out this chart?

This chart will be filled out by the Student, Mentor and the Formation Director during the year and further utilised by the FD during the end of year Student Interview.

The Student:

- At the beginning of the SF unit of study, as a student it would be wise to study these tools and be fully aware of the specific areas that their FD and Mentor will be observing and evaluating them on over the course of the SF Program.
- The student might select from a number of these criteria and set specific goals for growth.

- Just prior to the Student Interview held in October the student fills out the chart making their own self-assessment and emails it to their FD.
- At the Student Interview all the charts filled in by the Student, Mentor and FD will be compared and contrasted by the Formation Director and the student together, noting the selection of up to four areas of strength to be affirmed as well as up to four areas of minimal development that require further attention and focus for personal and/or spiritual growth and development.
- During the Student Interview the *Assessment Matrix* will be finalized by the FD in the presence of the student so they are aware of the overall rating of development. A copy of which will be submitted on Moodle by the FD and kept on record by ACOM.

The Mentor:
- At the commencement of the Mentoring Agreement, the Mentor to download a copy of the *Student Development Chart*, (an electronic copy can be found on Moodle or can be requested from info@acom.edu.au).
- The Mentor will begin making preliminary observations in each of the seven outlined areas.
- Together with the Student, the Mentor may discuss any desire to set goals in these areas, and as the mentoring sessions progress the Mentor will continue to observe and evaluate.
- The Mentor will share their observations and evaluations with the Student prior to the end of year Student Interview.
- In preparation for the Student Interview, the Mentor will email the FD their completed SDC, also selecting up to four areas of affirmation and including four areas needing further development and focus.

The Formation Director
- Before the Regional Retreat at the start of the year, the FD will make a copy of the SDC to record preliminary observations on each student at retreat.
- The FD will reflect on each student's group interactions throughout the year and make evaluations in these seven areas.
- Immediately prior to the Student Interview, a final evaluation will be made, selecting four criteria noteworthy of affirmation as well as four individual areas needing further development by the student.
- The FD will take into consideration the Mentor's evaluation of the student as well.
- During the Student Interview the FD will share with the student their final conclusions, which are recorded in the *Assessment Matrix* of the student's development that is submitted on Moodle by the FD and kept on record by ACOM.

Instructions:

Filling out the form: This form is a *Microsoft Word* Form Document. If you only have a paper or PDF copy, you can obtain a Word version at the online learning website – Moodle. Please fill in this form using Microsoft Word (mark the grey boxes), and save it to your computer.

Students: Please complete this form and email it to your Formation Director prior to your Student Interview (electronic copy on online learning website - Moodle)

Mentors: Please complete this form and email it to your Formation Director by September (electronic copy on online learning website - Moodle)

Formation Directors: Please complete this Form and file it with the forms submitted by the Student and the Mentor. Use ALL THREE FORMS for the Student Interview. You may wish to print a copy this Form for use during the Student Interview, but please ensure to complete the Form electronically as well.

Observed Behaviours	Beginning	Developing	Competent	Excellent	N/A or Not Observed
	The student displays this behaviour **minimally or inconsistently**	The student displays this behaviour with **general consistency**	The student displays this behaviour in a **consistent manner**	The student displays this behaviour in a highly **consistent manner**	Not every behaviour below must necessarily be observed. Cross only the behaviours that apply.
Spiritual Maturity					
Expresses a desire for intimacy with God	☒	☒	☐	☐	☐
Responds to identified movements of God's Spirit in their lives	☐	☐	☐	☐	☐
Acts with mercy, gentleness, and loving-kindness towards others	☐	☐	☐	☐	☐
Displays a peaceful trust in God in both ordinary and stressful circumstances	☐	☐	☐	☐	☐
Demonstrates wisdom and discernment in decisions and actions	☐	☐	☐	☐	☐
Practices spiritual disciplines	☐	☐	☐	☐	☐
Takes responsibility for their personal spiritual growth	☐	☐	☐	☐	☐
Overall Spiritual Maturity	☐	☐	☐	☐	☐
Emotional Maturity					
Regulates/controls emotions and emotional reactions	☐	☐	☐	☐	☐
Expresses a wide range of feelings and emotions	☐	☐	☐	☐	☐
Expresses emotions with sensitivity to others	☐	☐	☐	☐	☐
Names 'surface' feelings	☐	☐	☐	☐	☐

Observed Behaviours	Beginning	Developing	Competent	Excellent	N/A or Not Observed
Identifies deeper emotions giving rise to surface feelings	☐	☐	☐	☐	☐
Displays empathy towards others	☐	☐	☐	☐	☐
Overall Emotional Maturity	☐	☐	☐	☐	☐
Self-Awareness					
Evaluates self with appropriate insight and objectivity	☐	☐	☐	☐	☐
Demonstrates self-acceptance	☐	☐	☐	☐	☐
Identifies, evaluates and demonstrates acceptance of strengths	☐	☐	☐	☐	☐
Identifies, evaluates and demonstrates acceptance of weaknesses	☐	☐	☐	☐	☐
Sets and pursues achievable goals	☐	☐	☐	☐	☐
Establishes appropriate personal boundaries	☐	☐	☐	☐	☐
Overall Self-Awareness	☐	☐	☐	☐	☐
Leadership Capacity					
Nurtures personal leadership qualities, capacities and limitations	☐	☐	☐	☐	☐
Demonstrates a desire to serve others	☐	☐	☐	☐	☐
Communicates vision and strategy in a way that inspires healthy commitment from others	☐	☐	☐	☐	☐
Handles criticism and opposition appropriately	☐	☐	☐	☐	☐

Observed Behaviours	Beginning	Developing	Competent	Excellent	N/A or Not Observed
Demonstrates resilience following defeat, disappointment or failure	☐	☐	☐	☐	☐
Adapts to changing circumstances utilising a range of problem-solving skills	☐	☐	☐	☐	☐
Overall Leadership Capacity	☐	☐	☐	☐	☐
Vocational Clarity					
Articulates vocation-related purposes, passions and commitments	☐	☐	☐	☐	☐
Establishes vocational goals and strategies	☐	☐	☐	☐	☐
Develop vocation-related skills and capacities	☐	☐	☐	☐	☐
Networks with professional colleagues	☐	☐	☐	☐	☐
Adheres to professional standards and ethics	☐	☐	☐	☐	☐
Utilises professional mentoring/supervision structures and accountability mechanisms	☐	☐	☐	☐	☐
Overall Vocational Clarity	☐	☐	☐	☐	☐
Relational Skills					
Is emotionally 'present' for others	☐	☐	☐	☐	☐
Initiates and nurtures healthy relationships	☐	☐	☐	☐	☐

Observed Behaviours	Beginning	Developing	Competent	Excellent	N/A or Not Observed
Displays a range of relational skills (e.g., assertiveness, affirmation, collaboration, etc.)	☐	☐	☐	☐	☐
Confronts, and is reconciled with, others in emotionally healthy ways	☐	☐	☐	☐	☐
Communicates effectively in a variety of relational settings (e.g. one-to-one, small group, larger group)	☐	☐	☐	☐	☐
Balances intimacy with appropriate space/distance	☐	☐	☐	☐	☐
Overall Relational Skills	☐	☐	☐	☐	☐
Personal Integrity					
Articulates their life story with authentic and appropriate self-disclosure, vulnerability and transparency	☐	☐	☐	☐	☐
Articulates their life story with discernment and insight	☐	☐	☐	☐	☐
Articulates their life story in a way that assists and empowers others	☐	☐	☐	☐	☐
Is reliable and dependable	☐	☐	☐	☐	☐
Balances work and family responsibilities	☐	☐	☐	☐	☐
Exhibits personal honesty and integrity	☐	☐	☐	☐	☐
Overall Personal Integrity	☐	☐	☐	☐	☐

SPIRITUAL FORMATIONSUMMARY OF STUDENT DEVELOPMENT CHART

These items will be discussed during the Student Interview.
Students do not need to complete this summary.

Date:
Student Name:
Year of SF: ☐ Year 1   ☐ Year 2   ☐Year 3   ☐ PG (Year 4/5)
Form filled in by: ☐ Mentor   ☐ FD
Name of person who filled in form:

Select up to four-line items from the Student Development Chart above that represent areas worthy of particular affirmation and/or encouragement for the student.

Item 1:

Comment:

Item 2:

Comment:

Item 3:

Comment:

Item 4:

Comment:

Select up to four-line items from the above Student Development Chart that identify areas requiring further development and focus by the student.

Item 1:

Comment:

Item 2:

Comment:

Item 3:

Comment:

Item 4:
Comment:

Student Development Chart Areas

Spiritual Maturity

Cultivates Desire for God

Practices Spiritual Disciplines

Cultivates Wisdom & Discernment

Emanates Love, Joy, Peace & Hope

Open Posture towards God

Emotional Maturity

Reads & Expresses a Wide Range
of Emotions

Reads Emotional Incongruences
in Self & Others

Displays Healthy Emotions with Freedom

Self-Awareness

Sifts Feedback & Criticism for Truth

Monitors & Deepens Inner World

Accepts & Integrates Flaws

Develops an Enjoyment of Being One's Self

Practices Self Control

Leadership Capacity

Leads with Humility & Meekness

Leads with a God-Given Calling

Communicates Vision Effectively

Promotes & Enables Others

Builds Spiritual Resilience

Vocational Clarity

Identifies Personal Passion/s

Develops a Vocational Vision

Identifies & builds Vocational Gifting & Skills

Seeks Community Affirmation

Relational Skills

Truly Present to Others

Initiates & Deepens Relationships

Confronts & Reconciles Difficulties

Regulates Appropriate Intimacy & Distance

Practices Inclusiveness

Personal Integrity

Expresses Vulnerability

Honesty & Humility

Reliability & Dependability

Purity & Temperance

Demonstrates Life/Work Balance

Australian College of Ministries
info@acom.edu.au
1800 672 692
www.acom.edu.au

Student Development Chart Areas

ACOM SPIRITUAL FORMATION MENTOR COVENANT

Date: …… /…… / ……

Student: …………….

This covenant is an agreement between a Mentor and Student and is to be discussed, completed and signed together. This covenant is between the Mentor and the Student and does not need to be submitted to ACOM, but both parties should keep their own- signed copies. Individual copies can be found and downloaded from Moodle at: https://acm.mrooms.net

UNDERSTANDING

Mentoring is a holistic intentional strategy designed to guide a student in meeting their

personal growth objectives. Mentors and students meet together in 6-8 meetings for a total of 10 hours per year. This is a one-year covenant, which includes liaising with the Formation Director of the student. However, no personal material is shared apart from that which is noted in the Duty of Care and Disclosure section of this Covenant.

REQUIRED HOURS

10 hours of face-to-face contact per year

RESPONSIBILITIES

1. Mentor Responsibilities
    (a) Read the ACOM Spiritual Formation Mentoring Handbook and complete theMentor Orientation
    (b) Agree to adhere to the confidentiality guidelines set out in this handbook
    (c) Share your life-story with the Student
    (d) Assist the Student in setting goals
    (e) Attend to the Student, listening to their journey and progress towards goals
    (f) Report the detail of the Student's attendance to the Formation Director whenrequired
    (g) Complete the Student Development Chart and return to the FormationDirector
    (h) Close the Mentoring relationship at the end of the required hours

2. Student Responsibilities
    (a) Begin the mentoring relationship with a willingness to grow and share
    (b) Share your life-story with the Mentor
    (c) Set personal growth goals for the year
    (d) Attend each session, sharing and updating on progress towards goals
    (e) Complete the Student Development chart prior to the Student Interview and email to your Formation Director.

MENTORING ATTENDANCE LOG								
	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7	SESSION 8
Mentoring Times								
Hours of Attendance								

CONFIDENTIALITY, PRIVACY, DUTY OF CARE AND DISCLOSURE POLICIES

It is understood that the mentoring relationship is an opportunity to exercise confidentiality between the Mentor and Student so that an environment of honesty, transparency, vulnerability and growth is promoted. While Mentors are expected to report to the Student's Formation Director concerning the Student's attendance and general progress of the relationship, the Student's Formation Group Director will not be privy to the students personal sharing without thepermission of the Student.

Disclosure by the Mentor may occur if the Mentor has concerns about the Student's progress in mentoring and asks permission to share these concerns with the Student'sFormation Director or the Learning Support Manager. The purpose of such disclosure would be to support the co-ordination of further growth measures for the student.

In some circumstances, keeping information confidential may result in harm to the student or others. At times, keeping of certain information confidential is also unlawful and/or immoral. Formation Directors, Mentors and Learning Support Managers assumeDuty of Care and Disclosure by virtue of their personal work with students. Circumstances in which information supplied by students may be disclosed are outlinedbelow. This list of circumstances is indicative rather than exhaustive.

a)   A Mentor may disclose to the student's Formation Director or Learning Support Manager, without permission from the Student, issues that compromise ACOM'sreputation or the integrity of its training. The Mentor will normally seek to informthe Student of such disclosure before doing so.

b)   If it appears that a crime or breach of regulations has been committed by the Student, the Mentor will take up the matter with the Student with a view to studentself-disclosure. If the Student does not cooperate, then the Mentor will break theconfidentiality of the Student and disclose appropriately to the Formation Director or other appropriate authority.

c)   If it appears that a child is in danger, the Mentor may initially take up the matter with the Student with a view to immediate self-disclosure. If the Student is not open to appropriate action, then the Mentor must break the confidentiality of the Student and disclose appropriately to the Formation Director or other appropriateauthority.

d)   In the case of obvious or suspected psychiatric illness the mentor is expected to consult the Formation Director in order to secure appropriate help for the Student.

e)   It is a Duty of Care on the part of the mentor to ensure proper processes are established in cases of demonstrated or potential:
- Sexual abuse of the student
- Inappropriate sexual behaviour by the student
- Non-clinical depression and similarly serious psychological states
- Significant unresolved conflict in the life of the student likely to lead to harm to the Student and/or others

Note that Mentors do not have to provide care themselves, but should ensure, in consultation with the Formation Director, that the Student has adequate care structuresto manage and solve problems they face. Mentors may suggest counselling, confidantsor other support structures for the student.

AGREEMENT

- We agree to adhere to these responsibilities and requirements.

_____

_____

Signature: Date: /

/

STUDENT

Signature: Date: /

/

MENTOR

9.   Choosing a Mentor

At ACOM, we understand mentoring as an intentional, interpersonal relationship in which the mentor encourages whole of life growth in another person, whose needs, activities and ministry are the mentor's primary concern.

As part of your SF studies, you are required to participate in 10 hours of mentoring.

Here are some questions that can help you think through if the person you identify as a possible mentor is suitable.

- Do you look up to this person?
- What makes you want to be mentored by them?
- Have they ever mentored anyone else?
- What communication skills do they possess?
- Will they hold you accountable?
- Do they have the time, energy and desire to mentor you?

Your mentor should be selected with care and requires consultation with and approval from your Formation Director. Your Formation Director is responsible for ensuring that your mentor selection fits with ACOM's guidelines.

These include:

- That your mentor is not a relative or close friend. Your mentor should be someone who has a level of relational separation from you, who can ask you hard questions and encourage new areas of growth.
- That you mentor is not someone in authority over you, such as a minister or employer.It is difficult to develop the kind of transparency that aids transformation when you arementored by someone who, you might feel, needs to see your best self.
- That your mentor is someone with training or competency in mentoring.
- That your mentor is someone whose spiritual walk and character are central to who they are and who you aspire to be.