

TYNDALE THEOLOGICAL SEMINARY

SPIRITUAL FORMATION

AND

STUDENT MENTORING MANUAL

Revised: 11 September 2019

TYNDALE SPIRITUAL FORMATION AND MENTORING PROGRAM

STUDENT INFORMATION

Why does Tyndale have a Spiritual Formation program?

1. It is good education. Spiritual Formation is an excellent means of education, possibly the most effective educational tool, for it is holistic in nature (impacting the student in their knowledge, behavior, attitudes, skills, spiritual and emotional life, etc.). Spiritual Formation and Mentoring correspond well with the educational approach employed by a number of important biblical figures in Scripture, particularly Jesus and Paul.
2. Ministry involves not only what we do, but who we are, so preparation for ministry must address and encourage spiritual formation.
3. It meets the needs of many students as it has been requested by many for the last several years.

What is Spiritual Formation?

Spiritual Formation is about:

- A nurturing and relational experience with a mentor.
- Helping and promoting the student's development in relation to their walk with God, Christian character, and/or ministry skills.
- Guided experiences which help build and shape Christian character.
- The mentor sharing their God-given resources (knowledge, skills, wisdom, insight and experience of the mentor) with the student.
- Providing a role model, instruction, advice, and challenges to the student.
- Help and encourage the student to grow in their relationship with God and to see that relationship integrated in every part of their lives.
- Spiritual formation is the process whereby an individual within a community of believers moves toward the goal of great conformity to the image of Christ through appropriate means.

How can this Spiritual Formation process be described at Tyndale?

- Holistic—all aspects of the student's life are of concern: personal, family, academic, ministry and work.
- Intentional—provides active steps to help the student pursue what is necessary to strengthen their ministry skills and develop their spiritual life.

- Personal—the student is the focus of Spiritual Formation, regarding their personal needs, strengths, limitations, goals, etc.
- Growth-oriented—students will be expected to explore new experiences regarding their spiritual formation as part of building lifelong skills in personal spiritual formation.

What are the Spiritual Formation course requirements?

CERTIFICATE/MDIV STUDENTS	MET STUDENTS
Certificate of Theological Studies or Divinity <ul style="list-style-type: none"> • Mentoring PM 505A (1 ECTS) • Mentoring PM 505B (1 ECTS) 	
MDIV I <ul style="list-style-type: none"> • Mentoring PM 505A (1 ECTS) • Mentoring PM 505B (1 ECTS) 	
MDIV II <ul style="list-style-type: none"> • Mentoring PM 505C (1 ECTS) • Mentoring PM 505D (1 ECTS) 	MET I <ul style="list-style-type: none"> • Mentoring PM 505C (1 ECTS) • Mentoring PM 505D (1 ECTS)
MDIV III <ul style="list-style-type: none"> • Mentoring PM 505E (1 ECTS) • Mentoring PM 505F (1 ECTS) 	MET II <ul style="list-style-type: none"> • Mentoring PM 505E (1 ECTS) • Mentoring PM 505F (1 ECTS)

1 ECTS = 28 hours of assignments

What occurs in the Spiritual Formation process?

Personal mentoring features an experiential process guided by a personal mentor. Each student enrolled in a degree program is assigned a personal mentor who walks along side, prays with, guides, and challenges the student to develop their walk with the Lord, Christian character, and/or ministry skills so that they may become more conformed to the image of Christ and more effectively lead people for the advancement of the kingdom of God.

Who are the personal mentors?

Tyndale faculty and staff members will serve as mentors, men with men and women with women. If necessary, other qualified, mature Christian individuals

may serve as well. Part of the mentoring process will take place in small groups of approximately four students meeting with the mentor, while the other part of the process will consist in individual meetings between the student and the mentor.

Additionally, the student will have a faculty/staff member who will monitor, mentor and evaluate the student on his/her community duties. The evaluation will go to the Spiritual Formation mentor and be considered as a grading component for the class.

What are the responsibilities of the student in relation to the personal mentor and community?

Regarding the program for each semester:

1. Each term of the spiritual formation or mentoring program will have a specific theme and a syllabus.
2. The syllabus will outline the mentoring program for that term, which will usually include things like reading from a textbook, meditating and/or memorizing important passages from the Bible, activities designed to foster spiritual growth, and self-reflection papers.
3. Each semester will be a little different, but there are some common goals:
 - a. To learn more about the importance, the process and the goals of spiritual formation.
 - b. To help the student to better understand themselves and their uniqueness.
 - c. To help the student learn to direct their own spiritual growth.
 - d. To help the student learn about spiritual formation in a small group or community.
 - e. To help the student learn about spiritual disciplines that can aid their spiritual growth.

Regarding the individual meetings with the personal mentor:

1. Be committed to the mentor and mentoring relationship.
2. Seek input and ask questions of the mentor in relation to personal goals and development.
3. Take the initiative to discuss the questions, concerns, or interests of the student with the mentor. This is the opportunity for the student to get their input on these matters on a personal level.
4. Share personal concerns with the mentor.
5. Faithfully complete any assignments given by the mentor and the course syllabus.

Regarding the group meetings:

1. Normally each student will have the opportunity to lead one group meeting each semester.

2. The content and form of these group meetings will be partially determined by the program of that particular term.
3. The student is encouraged to be creative in leading these sessions, but should also look to include:
 - a. A review of the material assigned for that time period,
 - b. Participation from the rest of the group,
 - c. Encouragement to apply what is learned,
 - d. Support and encouragement for each group member, and
 - e. Prayer (as worship, for each other, for the help of the Holy Spirit to be conformed to the image of Christ).
4. The mentor should provide an example of a group meeting during the first group meeting of each term.

Regarding spiritual formation in the community:

1. Spiritual formation takes place all of the time, in class and out. It involves the daily decisions that we make, the attitudes that we have, the values we hold, the things that we learn, the applications that we make, and the actions that we perform.
2. Spiritual formation involves:
 - a. The classroom experience
 - b. The chapel times
 - c. The prayer times
 - d. Personal study time
 - e. Community service duties
 - f. Church attendance
 - g. Personal devotions
 - h. Community life, and
 - i. Personal ministries
3. Spiritual formation, then, is a holistic process. The student is encouraged to:
 - a. Not neglect or ignore the potential of any of these activities to shape their character and life to be conformed to the image of Christ
 - b. To intentionally seek to grow spiritually in all of these aspects
 - c. To do all things, in word and deed, in the name of the Lord Jesus, giving thanks to God the Father through him (Colossians 3:17).

Grading the Mentoring Program

It has been decided that the Mentoring Program will be graded. It is thought that grading the mentoring program can be beneficial for the following reasons:

1. It provides a measure of accountability
2. It discourages apathetic participation
3. It shows that we value spiritual formation as a vital part in the preparation for ministry
4. It encourages students' efforts to complete assignments and their punctuality at scheduled meetings

It was also decided that the grading process should operate as follows:

1. It presumes that the student will start out with a grade of "8."
2. Points can be deducted (.5 of a point; for example, from an 8.0 to a 7.5) for the following reasons:
 - a. Lateness in completing assignments or not being punctual for scheduled meetings
 - b. A lack of effort in preparation for meetings or in assignments
 - c. An evident apathetic attitude in the completion of assignments or in their participation in meetings
 - d. Failure to complete assignments or be present at scheduled meetings
 - e. Professor's discretion – if the professor feels that the student is merely going through the motions (even if completing all the assignments) or is not respectful or serious about the program, the professor can deduct points from the student's grade
 - f. If there is more than one incompleteness, lateness or poor effort in regard to an appointment or assignment, the mentor can deduct further points as they see fit
 - g. Poor evaluations from the Community Duties mentor.
3. Points can be added (.5 of a point) for an exceptionally good session or exceptionally good response paper or project or an exceptionally good evaluation on the performance of Community Duties.
4. This policy applies to reading assignments, writing assignments, memory verses, and scheduled meetings (both group and individual meetings).