



Bethel College Internship Program



February 2008

Introduction

The local church provides an excellent opportunity for individuals who sense a call to ministry to receive practical experience in the ministry as well as experience in developing working relationships with others. It is intended through these mentoring, discipling relationships that individuals can improve in the following four areas: confidence, competence, character, and credibility.

The intent of this manual is to outline Bethel College's internship program and to provide the procedures to assist the intern and his or her internship supervisor. It will explain the purpose for the internship program; the ministry philosophy behind the program, and it will highlight its Biblical foundation. Included are questions for the interview process, an intern training plan, some suggested assignments, and Bethel College's Internship forms. The internship program provides a controlled learning environment where an intern can learn from ministry professionals in the local church context.

Definition and Purpose of the Internship Program

The Bethel College Internship Program is a supervised system of evaluation, training, mentoring, and discipleship, using a practical, "hands-ons" approach offered in a ministry environment of the local church.

The purpose of the Internship Program is to help people who are called into ministry to develop ministry, servant-leadership and inter-personal relationship skills. It also helps the intern understand today's culture in light of scriptures and a worldview of the Great Commission.

Entry into the internship program should be based upon a mutual agreement among the intern, the intern supervisor, and the Dean of Students, as reflected in the Internship Learning Contract. The internship should provide a learning environment where a mentoring-discipling relationship can be established, fostered, and developed and a meaningful project or product will be accomplished demonstrating the praxis of ministry.

Ministry is based upon one's own intimate relationship with the Lord Jesus Christ and is nourished by personal daily devotions. Ministry is based upon one's spiritual gifts, a passion for God and people as demonstrated to others through one's personality, spiritual character and natural abilities. Ministry and service are intimately related and cannot be separated: a minister is a servant of the Lord and to the people of God.

Opportunities in Internship Program

It is expected that each intern will have the following four opportunities during their internship:

Opportunity to Develop Leadership. The opportunity will exist to function as a leader or assist a leader in recommending decisions for approval, lead or assist in planning in an area of responsibility, as well as assist and lead in helping to enlist, train, and motivate people for ministry.

Opportunity to Relate to Other People. Most ministry happens in relationships, while most problems in ministry grow out of relational problems. Learning about the ways we relate to others is an indispensable part of growth in understanding ourselves and others.

Opportunity to Integrate Ministry and Learning. The internship program allows for the intern to be fully involved in ministry and, at the same time, develop skills for ministry. The internship should provide an opportunity for the intern to enhance his/her identity as a minister and also to reflect and evaluate his/her ministry learning experience.

Biblical Basis for Internship and Mentoring Relationships

Discipleship is the primary process whereby Christians are to spiritually reproduce themselves. Jesus commissioned His disciples to “Therefore, *go and make disciples of all nations...*” (Matthew 28:19). He told the disciples in Acts 1:4, “...do not leave Jerusalem, but wait for the gift my Father promised...”

The process of discipleship in the early church can be identified in Paul’s relationship to Timothy. In II Timothy 2:2, Paul instructed his disciple Timothy to, “...*entrust (what you have learned) to reliable men who will also be qualified to teach others.*” During their years of missionary travels and extended church-planting, Paul found Timothy to be faithful (2 Tim. 3:10) in what he had received. In turn, Timothy was to pass on what he had learned to faithful disciples who would, in turn, be able to train, disciple, and mentor others.

Many people do not realize that more than fifty percent of the Nobel Prize winners were previously mentored by other Nobel Prize winners. Mentoring relationships are important because of the level of commitment and the bonds formed as a result of the relationships. The church establishes disciples by intentionally forming long-term relational bonds between individuals. We have a responsibility to raise up strong people for the Kingdom.

Through mentoring relationships people are connected to one another for the express purpose of having someone speak into their lives. Most people tend to be drawn to people who encourage, speak positively, and build them up rather than tear them down. Proverbs 27:17 says, “As iron sharpens iron, so one man sharpens another.” People need strong Christians who speak into their lives, helping them mold, shape, and transform their essence into what God has called them to be in Him.

There are several examples of mentoring relationships in the Bible. Because of the relational experience of mentoring and the work of the Holy Spirit, God will transform the relationship into what is beautiful and pleasing in His sight.

- Moses and Jethro (Ex.18:13-23)
- Moses and Joshua (Num.27:18-23)
- Ruth and Naomi (Ruth 1& 2)
- David and Saul (1 Sam. 17:57;18:2)
- Paul and Timothy (Acts 16:1-3)
- Paul and Silas (Acts 15:40)
- Barnabas and Paul (Acts 11:25-26)
- Jesus and the twelve Apostles (Matt-Acts)
- Elizabeth and Mary (Luke 1:39-44)

Jesus is the most important example of mentoring in the Bible. He poured Himself into the lives of those who were part of His inner circle of influence. Isaiah 54:2, says to us, “Enlarge the place of your tent, stretch your tent curtains wide, do not hold back; lengthen your cords, strengthen your stakes.” This passage is not directly

speaking of discipleship, however, it serves to help us understand our role and responsibility to increase our borders for the Kingdom of God.

Objectives and Ministry Outcomes for the Internship Program

- The intern will primarily serve in an area of ministry, while gaining additional exposure and experience in other areas of the ministry of the church or ministry.
- Each intern will have a personalized Internship Training Plan (ITP) relating to their ministry opportunities, skill, spiritual and character development.
- The intern will meet each week with the internship supervisor for encouragement, guidance, feedback, and evaluation.
- Interns should be in a mentoring relationship that is tracked and documented through daily, weekly and/or monthly assignments, as well as through the internship activities checklist.
- Interns must be evaluated at the mid point and end of their internship.
- The intern will attend all required meetings, (i.e., weekly staff meetings, staff devotions, prayer, and services as stated in Internship Learning Contract (ILC)).
- The minimum number of internship hours is **200 hours** and **no more 250 hours** accomplished with one semester with no less than 10 hours per week and no more than 15 hours per week.
- The internship must successfully complete all pre-agreed items in the Internship Learning Contract to receive a grade of pass for the internship program.

Internship Ministry Outcomes

- **Servant Leadership:** Possesses the heart of a servant and a passion to serve God and others. A servant leader demonstrates Christ-like servanthood in all relationships and Christ-like leadership in ministry -- the leader of all is the servant of all.
- **Loyalty:** A commitment to the Lord and the church's vision and ministry.
- **Faithfulness:** Be consistent in both duties and service.
- **Humility:** Always be willing to be a learner.
- **Obedience:** Follows the direction of the Lord and leadership.
- **Spiritually Alive:** Ability to minister and impart spiritual life and truth to others.

The Developing Character of an Intern

Leaders must become intentional and focused in their character development before they can impact the character of their ministries. Leaders must develop genuine character in order to successfully minister. Some indications of this genuine character involve the following:

- Service to the Lord by participation in Bethel College's Internship Program.
- Respect for and submission to the spiritual authority of church leadership, and an openness to direction and guidance.
- Walk diligently and faithfully, seeking the Lord, studying His Word, and witnessing that Jesus Christ is the Savior and Lord of his/her life.
- Unceasing desire to develop his/her own spiritual life and to serve as a model of submission and service to those to whom he/she ministers.

- Promise to be faithful with all confidences given and received while participating in the ministry and life of the church and ministry.
- Each area of the intern's personal life, such as his/her finances and personal relationships, should be in Godly order.
- A demonstrated spirit of brokenness and humility.

Relationships within the Internship Program

The Intern should always seek to develop:

A relationship with God. It is expected that the intern will sharpen his/her time of devotions with the Lord during the time of involvement in the responsibilities and stresses of ministry. All who minister should experience a strong sense of having received a measure of spiritual strength that can then be imparted to those to whom they minister.

A relationship to one's self. An essential part of learning to minister is to become increasingly aware of one's strengths, weaknesses, and tendencies. To this end, the keeping of a daily devotional journal is required and specific times of evaluation, reflection, and reports will be required.

A relationship with the supervisor. A chief benefit of the Intern Ministry is the opportunity to observe, relate to, and learn from a more experienced minister. As well as providing a model for personal and professional lifestyle, this relationship should include praying together and sharing insights, struggles, and situations in ministry life.

A relationship with the church. The intern should understand and work toward fulfilling Bethel Temple's vision for the church's ministry in its Jerusalem, Judea and Samaria, and the uttermost parts of the earth (Acts 1:8). The intern's development in ministry flows out of the intern's service toward fulfilling the church's God-given and Spirit-breathed vision and mission. To this end, the intern should seek to understand the values, relationships, and administrative and organizational structure of the church.

Goals of the Internship Program

- **Relationship with God.** Each intern, as a member of the Body of Christ, must continually focus and pursue the nurture of his/her own personal, intimate relationship with God. Those in ministry quickly learn that the weakening or absence of a deep personal, spiritual relationship with God directly results in an inability to enter into meaningful, relational ministry with those to whom he/she ministers. True effectiveness in ministry comes out of a fresh personal relationship with the living God.
- **Learning in Ministry.** Each intern needs a growing understanding of the life, function, and unique challenges of a pastoral or ministry leader through observation of, exposure to, participation in, evaluation of, and accountability to the ministry of that pastoral leader. The internship program allows for this learning in ministry with supportive mentors and peers.
- **Ministry within the Church Body.**
 - Each intern should be exposed to a peculiar area(s) of ministry for the purpose to facilitate a well-rounded, practical, and diverse ministry experience.
 - Each intern needs to become familiar with the ministry, interpersonal dynamics, and decision-making procedures of the church and ministry.

- Each intern can discover the learning and growth that can occur in personal relationships with many members of the Body. The intern can discover truth and wisdom in the relational context of friendship, support, comfort, and mentorship. These relationships keep each one personally alive to the challenges and joys of living and ministering.
- **Gifting.** Each intern needs to be aware of his/her spiritual giftings and the specific place within the equipping ministry (Eph. 4:11, 12) in which he/she can most effectively minister and function in the local church setting.
 - Each intern needs personal mentoring in practical ministry situations in the development of his/her faith, giftings, character, and relational and ministry skills to prepare for entry into credentialed pastoral ministry.
 - Each intern needs to be regularly affirmed, encouraged, and nurtured in the growth and development of their spiritual, ministry, personal, and educational life.
- **Character.** Each intern needs to prioritize the development of a mature, Christ-honoring and Christ-centered character appropriate for those involved in ministry to hurting people both inside and outside of the Body. Time spent in relationship with the Lord in prayer, times of personal communion and worship, and reflection and study in the Word will all impact the development of character that is in the image of Jesus Christ.

Responsibilities of the Internship Participants:

Intern

- Request an Internship Manual. Read thoroughly and then contact a potential training site and or internship supervisor.
- Arrange appointment with Dean of Students for discussion of internship project.
- Submit Internship Approval sheet.
- Meet internship time requirements (Mid-term evaluation, final evaluation, etc.).
- Document time and work assignment during the internship.
- Turn in the internship project no later than the end of the semester for review by the Dean of Students.
- Contact the Dean of Students if there any changes are made in the internship agreement.

Internship Supervisor

- The recommended intern must be interviewed by the Internship Supervisor before meeting with the Dean of Students:
- Develop a personalized Internship Training Plan (ITP) communicating the ministry opportunities, skill, spiritual, and character development.
- Act as a ministry leader/coach to assist the student in meeting their educational and ministry goals.
- Conduct all paperwork necessary in documenting the internship progress (mid-term, final evaluation, etc.).
- Contact the Dean of Students if there is conflict or problem in accomplishing the internship goals.

Dean of Students

- Meet with the student to discuss the potential internship.
- Approve and assist the student in the selection of their internship.
- Document and facilitate the internship and turn in the grade to the Registrar no later than one week and after the end of the semester.

Steps in the Process

Step 1

- Select your internship site
- Arrange an internship supervisor
- Get Bethel College Internship Approval Sheet
- Review and sign
- Coordinate and develop an Internship Training Plan
- Arrange an appointment with the Dean of Students

Step 2

- Meet with the Dean of Students
- Get your Internship approved on the Bethel College Internship Approval Sheet
- Assemble all your documentation for the internship program (mid, final evaluations, etc)

Step 3

- Document your time and tasks using the Internship Monthly Time and Assignment Timesheet
- Meet weekly or as agreed upon with your internship supervisor
- Accomplish your mid term and final evaluation as agreed upon on your Internship Learning Contract
- Accomplish and document your final project
- Turn in your paperwork and project no later than last day of the semester

Internship Training Plan

The Internship Training Plan (ITP) is an individualized plan of ministry for each intern; it should be created with internship supervisor and the internee together. The purpose of ITP is to highlight the opportunities and the skill development gained during the internship process. The ITP is an integral component along with the Internship Learning Contract, and any other assessment and leadership development surveys and tools. After reviewing the request for the internship objective analysis of the intern's assessment tests, experience, training, and ministry call, the supervisor and the intern should work together in developing the ITP. The outcome of the internship training plan should result in a clearly documented project or product that demonstrates the integration of learning and ministry. This plan is intentional in its development and is used to assist in the development of the intern's character, spiritual life, ministry skills, and experience through participation in the Internship Program.

Evaluation of the Internship Program

Evaluation is the process of getting and giving feedback in relation to observed behaviors. Evaluation flows naturally from the Internship Learning Contract (ILC) and Internship Training Plan because it assesses progress toward meeting agreed-upon goals. Evaluation standards, as set forth in the Internship Program, specify the observable behavior expected and the date of the evaluation. The purpose of the evaluation is to provide motivation for self-growth, and as such it is part of the learning experience.

An on going evaluation will be held by the supervisor (see Bethel College Evaluation Forms) with a formal evaluation at the **midpoint** of the time of internship as well as at the **end** of the intern's service. These specific evaluations will measure the progress that has been made toward meeting the goals of the internship and will

provide motivation for further personal growth in certain identified areas. Specific evaluation forms will be used at each of these times of evaluation and will be included in the intern's records.

Some of the disciplines and skills that the intern may develop and that will be part of the process of evaluation include:

1. Growth in the skills of ministry in the local church (discipleship, teaching, preaching, pastoral care, leadership, evangelism, etc.).
2. Greater understanding of how to relate the Word of God to the needs of people, both to the saved and to the unsaved.
3. Greater appreciation of the variety of differences in people's personality.
4. Growth in the ability to truly love and accept people as they are.
5. Increasing awareness of one's own heart motivations and attitudes.
6. Greater familiarity and experience with one's own spiritual and ministry gifting.
7. Greater acquaintance with the community in which the church ministers and the church's role and opportunities in the community.
8. Relating to the organizational structures within the church (core groups, committees, boards, etc.) with which the intern will be relating.
9. Becoming fully informed of the policies and programs to which the intern will be relating.
10. Understanding the duties, responsibilities and schedules of pastors in full-time ministry.
11. Participate in regular conferences with the supervisor as stated in the Internship Learning Contract.
12. Becoming informed on what personnel, facilities, equipment, and supplies may be needed for various ministry activities.
13. Learning how to plan short-term and long-term work and projects.
14. Maintaining personal integrity in all kinds of relationships with others.
15. Relating previous and present educational and spiritual experiences with training in ministry experience.



INTERNSHIP APPROVAL SHEET

Student's Name: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Contact Phone Number: _____
 Date of Internship: _____ to _____

The internship program is that part of a student's academic curriculum in which a particular church or organization joins with Bethel College in providing a practical means of service and education for ministry in-the-field under a planned program of "hands-on" ministry, guidance, and supervision.

I. Ministry (Primary Assignment)

A. Goals of the ministry: What do you want to see happen to the people or programs as a result of the internship? List at least three measurable goals.

B. Ministry Responsibilities: How will this be accomplished? List primary assignments that facilitate the goals listed above.

Ministry Assignments Time Involved per Week Total Hours Involved:

Terms of Remuneration (if any):

Evaluation: How will you know if it happened? Describe briefly your method of assessing the progress toward the goals.

II. Supervision: Has a regularly scheduled meeting been agreed by yourself and the internship supervisor?

Yes ____ No ____ Tentative day/time/frequency: _____

III. Learning: What do you hope to gain from this experience? List at least three measurable goals.

Summary of Agreement By submitting this form to the Dean of Students I am acknowledging that: I understand that my purpose in this ministry is to serve and to learn for the purpose of acquiring the best training possible in preparation for effective ministry.

- ❖ I plan to work in accordance with the standards outlined in the internship manual. Also, with the understanding that it may be adjusted from time to time by mutual consent of the field supervisor and myself, and with the approval of the Dean of Students.
- ❖ The Field Supervisor and I will hold regularly scheduled sessions for the purpose of evaluation, reflection, and sharing of concerns and prayer.
- ❖ I understand that should problems arise, the Dean of Students should be contacted immediately.
- ❖ I understand that this agreement may be terminated through mutual consent of the intern and the intern supervisor.

We have read the internship manual, discussed and we mutually agree upon this internship:

Intern: _____ Supervisor: _____
Date: ____/____/____ Date: ____/____/____

Approved/Disapproved

Dean of Students: _____



INTERNSHIP TRAINING PLAN

Student's Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Your Contact Phone Number: _____
Internship Supervisor Contact Phone Number: _____
Internship Location: _____
Date of Internship: _____ to _____
Date of Mid-Evaluation _____ Date of Final Evaluation _____

The internship program is a vital part of a student's academic learning through "hands-on" practical on site learning. The purpose of this form is to document the expected learning outcome for the internship period.

A. Goals of the ministry: What will you do during the internship? What do you want to see happen to the people or programs as a result of the internship project? List a measurable ministry outcome or project?

B. Ministry Responsibilities: How will this be accomplished? List primary assignments that facilitate the goal listed above.

C. Project Documentation: How will the ministry project be recorded?

Intern Signature: _____ Supervisor Signature: _____
Date: ____/____/____ Date: ____/____/____

POTENTIAL INTERNSHIP DISCUSSION QUESTIONS

(Can be used during the weekly meeting with the supervisor)

The primary goal of the internship must be determined in the initial interview with a supervisor. The potential intern should be carefully evaluated in every aspect of their learning praxis one way may be to use the suggested questions as a guide for the interview with the potential intern. A Internship Training Plan must be created to document what learning is expected to be accomplished through the internship process. The ultimate goal of the Bethel College Internship Program is to develop, prepare, disciple, and send out equipped ministers and workers of the Gospel.

Use the following questions as discussion starters. These questions can also be used to cover or points of discussion during the weekly meeting with the pastor/internship supervisor. Do not try to go over more than one section per session.

1. THE CALL OF GOD

- a. Explain God's call to you. How did you know?
- b. In view of I Cor. 9:13 – 14, what is your attitude toward secular work for a minister?
- c. Do you believe God's call is just a general call to the ministry, or do you believe that He calls you even to a particular place? At a particular time?
- d. Is an open door part of God's call?
- e. Are God's calls temporary or permanent?
- f. Must a wife be called to the ministry also?

2. SERMON AND LESSON CONSTRUCTION

- a. How do you get your ideas for sermons?
- b. What is your source of material?
- c. Do you have certain days scheduled each week for sermon preparation? How much actual time do you spend?
- d. What are some of the most helpful hints you could give a young minister in the delivery of a sermon?
 1. What, in your opinion, makes an introduction effective?
 2. What do you think is the best length for a sermon?
 3. What makes the "close" of a message effective?
 4. What makes an altar call effective?
 5. What place does faith have in the preparation and delivery of a message?
 - a. How do you deal with the sick?
 - b. Describe an effective service where people receive the baptism in the Holy Spirit.
- e. How is teaching different from preaching?
- d. Is the preparation for a sermon more difficult than preparing to teach a Sunday school class?
- e. Is teaching or preaching more important?

3. PLANNING THE SERVICE

- a. How much time do you give to planning the service before it begins? Who participates in the planning?
- b. Do the participants walk onto the platform in an orderly manner at the starting time? Why/why not?
- c. To what extent do you personally plan the worship service and the musical part of the program?
- d. How much time should be given to singing, prayer, testimony, etc., before the minister begins to preach?
- e. Do you write out your announcements? Why/why not?
- f. Do you plan your Sunday morning service so that people will be out by 12:00 noon? Why/why not?
- g. Do you always plan a time for an altar service on Sunday mornings and/or evenings? Why/why not?
- h. How do you promote your services? Does promotion for a Sunday night differ from a Sunday morning service or a mid-week service?
- i. How do you deal with indiscreet, inappropriate or out of order manifestations during the service?
- j. Discuss the importance of praise, worship and prayer in the service.
- k. Recall at what different points during the service there has been prayer for the sick.

4. PERSONAL EXAMPLE TO THE CONGREGATION AND COMMUNITY

What is your philosophy on the following:

- a. Attitudes displayed in public. Should discouragement, anger, or a competitive spirit ever show?
- b. Discipline in the pastor's home.
- c. Devotions in the pastor's life.
- d. Personal hygiene.
- e. Personal stewardship.
- f. What kind of role model should the spouse be?
- g. Should more (or should anything) be expected of the minister's spouse than any other lay person in the church?
- h. Should a minister handle church funds?
- i. Discuss tithing and the minister. What are your district's requirements?
- j. Discuss at length the role of the minister and his credit (include loans, credit cards and bank practices). Give helpful advice.

5. CHURCH ADMINISTRATION

- a. What is the structure of the church board? How are they chosen?
- b. How are the Sunday school officers and teachers selected?
- c. Describe the purpose and nature of staff meetings.
- d. Who decides on Sunday school promotion?
- e. To what extent do you direct the music leaders? (Comment on music selection, both weekly and seasonally.)
- f. To whom is the janitor accountable to?
- g. Explain pastoral scheduling on a daily, weekly, yearly basis; also scheduling for family and leisure.
- h. How do you emphasize church membership to your church?
- i. Discuss relationships in administration between:
 - pastor and board.
 - pastor and staff.
 - pastor and district.

6. VISITATION

- a. Sick calls
 - 1. Do you go alone?
 - 2. How long do you stay?
 - 3. How often do you visit the same person?
 - 4. What do you do?
- b. Hospital calls
 - 1. How often do you visit the hospital?
 - 2. Do you always read the Bible and pray?
 - 3. What is your attitude toward those patients who are sharing the room?
 - 4. Do you pull the curtain around the bed when you pray?
 - 5. How long do you stay?
 - 6. Do you call on others besides your own members?
- c. Does your church participate in a regular visitation program?

7. BOARD MEETINGS

- a. How often do you have board meetings?
- b. How far ahead are they scheduled?
- c. How are they announced?
- d. Do you use a printed agenda for your board meetings? How far in advance is it prepared? Does the board see it prior to the meeting?
- e. Do you have installation services for newly elected officers?
- f. Are individual board members given specific areas of responsibility?
- g. Do you have devotions at board meetings and how are they administered?
- h. Who invites, approves, and underwrites special speakers, revivals, and missionary services?
- i. When innovations come, how are they presented to the board?
- j. How do you keep the board meeting dignified and the attitudes Christ-like?

8. WEDDINGS, BAPTISM, FUNERALS, COMMUNION

- a. Weddings
 - 1. Describe the premarital counseling you use.
 - 2. Do you utilize standard personality tests?
 - 3. On the average, how many times will you meet with a couple before the wedding?
 - 4. What is your stance on the following situations:
 - a. One previously divorced.
 - b. One unsaved, one saved.
 - c. Both unsaved.
 - d. Both previously divorced.
 - e. Interracial relationships.

5. Where do you get your ceremony?
6. Do you permit the couple to have anything they want as far as their wedding and reception is concerned.

b. Water Baptism Services

1. What is the prerequisite for water baptism?
2. How do you and the candidates dress?
3. What do you say during the water baptism?
4. How do you hold the candidate while baptizing?

c. Funerals

1. Do you accept all funerals?
2. Where do you get your sermon material for funerals?
3. What should be said about the deceased?
4. How is a Christian funeral different from a non-Christian funeral?
5. How long should a funeral sermon be?
6. Do you visit the bereaved before and after the service?

d. Communion Services

1. Who is eligible to receive communion?
2. How do you plan your entire service? Is communion always at the end?
3. What form do you use in the communion service itself?

9. PASTORAL COUNSELING

- a. What has been your most beneficial resource to help you in counseling?
- b. How do you counsel the following situations:
 - delinquent youth.
 - unmarried couple that is pregnant.
 - woman who has had an abortion.
 - suicidal individual.
 - divorced prior to salvation.
 - church factions.
 - bereaved family member.
- c. Describe the logistics of your counseling environment. How do you counsel members of the opposite sex?
- d. Discuss the option to refer to professional counselors.

10. CHURCH FINANCES

- a. Do you preach tithing regularly?
- b. Is tithing a prerequisite for church membership?

- c. Do you have a church budget? How is it administered?
- d. Discuss pastor and staff salaries in relation to total church budget.
- e. Discuss building fund, advertising budget and benevolence.
- f. Describe the record keeping system. Who counts money? Who signs checks?
- g. What general advice would you give in this area?

11.PERSONAL FINANCES

- a. Detail minister's tax responsibilities (self-employment).
- b. Detail the recommendations for social security.
- c. Review personal financial procedures as discussed in Section 3.
- d. Discuss income tax on the federal and state level.
- e. Discuss issues regarding policies for health, automobile, renters (parsonage) or homeowners and personal life insurance.
- f. Discuss various retirement programs with the intern.

12.THE PASTOR AND HIS COMMUNITY

- a. To what extent is a pastor obligated to a community outside his own local congregation?
- b. To what extent do you participate in the social, political or spiritual life of your community outside your own church?
- c. What is your relationship with the local church ministerial association in the community?
- d. What steps do you use or recommend to reach the community (media, visitation revivals, etc.)?

13.LIBRARY AND RESOURCE MATERIAL

- a. What books would you recommend the intern add to his library?
- b. What periodicals do you personally benefit from reading?
- c. Do you use the local library as a resource?
- d. What should be a minister's policy on borrowing and lending books to others?
- e. On an average, how much time do you spend reading and studying during each week? What percentage is sermon preparation and what percentage is private?

14.MINISTERIAL ETHICS AND ETIQUETTE

- a. How do you determine when you are finished at your present location and need to move on?
- b. How does a pastor resign his church and to whom?
- c. What is the proper attitude toward another man's congregation?
- d. Once a pastor leaves a church, are all relationships severed?
- e. If you are called to another man's church to conduct a wedding or a funeral, what should your attitude be?
- f. What are some of the basic concepts governing ministerial fellowship and relationship?
- g. Give your ideas for good fellowship where there are a number of Assemblies of God churches in one city.

- h. What ministerial ethics are there for the spouse of a minister? What advice would you have for the spouse?
- i. What special item of advice would you give to all young ministers from your perspective of ministry?



Internship Learning Contract (ILC)

General Information

Name: _____

Intern Position: _____

Supervisor Name: _____

Dates of Internship: _____

Internship Mentoring /Discipleship Plan

We, the intern and the supervisor, mutually agree to the following:

- A. The intern will spend at least _____ hours per week in ministry at the church or designated location, including office hours and times of meetings, counseling, visiting, administration, etc.
- B. In order to ensure a well-rounded ministry experience, the Intern will be assigned additional responsibilities in other departments (_____) of the church in addition to the Intern's responsibilities in ministry within the Supervisor's area of ministry.
- C. We (the intern and the supervisor) covenant together to meet each week for a scheduled time of encouragement, guidance and evaluation (at least 30 minutes). Time: _____. After the midpoint of the internship, these meetings may be held every other week if desired.
- D. The intern will be invited to observe a meeting of the church board, subject to the senior pastor's discretion, in order to gain insight into the leadership of the church
- E. We will schedule, as soon as possible, the following times of ministry for the intern in preaching at least _____ times and teaching _____ throughout the year of internship.
- F. The intern will participate in local outreach opportunities such as the ministries at Youth Challenge, Teen Challenge, Peninsula Food Bank, etc.
- G. We agree that the ***midpoint evaluation*** will be held on or before: _____
- H. We agree that the final evaluation will be held on or before: _____

We mutually agree to fulfill the agreed-upon objectives and goals in accordance with the terms and principles put forth in the Internship Program Manual. Additionally, we have read the internship manual and agree to follow the principles and procedures stated within the manual during the course of the internship.

Supervisor: _____ Date: ____/____/____

Intern: _____ Date: ____/____/____



Midterm Internship Evaluation Form

Evaluation is a growth-oriented, cooperative process which takes place between the supervisor and the intern. Based upon the ILC, please discuss the developing strengths and potential growth areas with him or her. Your feedback regarding the ministry skills, spiritual character, and giftings of the intern is a **vital part** of their personal, spiritual, and ministry development and growth.

A. On the basis of the Internship Learning Contract :

1. How is the intern's primary ministry assignment working? Which of the intern's objectives are not currently being fulfilled?
2. How effective are the weekly meetings?
3. Evaluate the relationship between yourself and the Intern. In what ways have you tried to open your life and ministry to the intern, seeking to be as transparent and candid as possible?

B. On the basis of your interaction with the intern, evaluate his/her ability to effectively communicate and relate:

1. About ministry assignments
2. With other people on the church staff and in the congregation
3. His/her vision and ideas for ministry

C. List several areas of ministry strengths which you see in the intern's life and ministry

- 1.
- 2.
- 3.
- 4.

- 7. Demonstrates the heart of a servant and a passion to serve God and to serve people. _____
- 8. Demonstrates organization and administrative skills appropriate to the needs of the ministry _____
- 9. The appropriateness of the intern's appearance and personal habits to the ministry setting _____
- 10. Shows potential for further development in ministry (in terms of apparent ministry skills and spiritual giftings exhibited) _____

Circle the phrase in each horizontal line that best reflects your evaluation of the intern.

Spiritual Development	Relatively superficial	Grounded but inconsistent	Genuine but mild	Rich and growing
Willingness To Serve	Serves under pressure	Initially reluctant	Usually willing	Eager: a servant
Emotional Stability	Over-emotional or apathetic	Inconsistent	Usually well	Well balanced & mature
Responsiveness to Others' Feelings	Can be insensitive	Slow to sense how others feel	Has fair to good insight	Understanding and empathetic
Teamwork	Prefers to work alone	Cooperates somewhat reluctantly	Usually cooperative	Works well with others in team setting
Leadership Ability	Makes little effort to lead	Tries but lacks ability	Possesses some ability	Strong ability to lead
Physical Condition	Often ill	Below average	Generally good health	Excellent health
Relationships	Avoided by others	Tolerated by others	Liked once known	Liked by others
Intelligence	Below average	Learns & thinks slowly	Good ability	Strong mind
Initiative	Not able to work alone	Needs a lot of supervision	Needs supervision in some areas	Does not usually need supervision
Achievement	Trouble finishing assignments	Does only what is assigned	Meets average expectations	Resourceful & effective

We have read and together discussed this evaluation:

Date: ____/____/____

Intern: _____

Supervisor: _____



Internship Monthly Assignment and Time Sheet

Instructions: At a monthly planning meeting, the supervisor and the intern should agree on specific tasks to be accomplished during each week of the month. These tasks should be recorded on this sheet along with the amount of time used for accomplishment of the task. Copies should be retained by each person and in his/her records and to document the amount of time spent working in the internship.

MONTH: _____

INTERN'S NAME: _____

Week One: Intern Assignments

Date Completed:

Week Two: Intern Assignments

Date Completed:

Week Three: Intern Assignments

Date Completed:

Week Four: Intern Assignments

Date Completed:

Intern's Signature

Date

Supervisor's Signature

Date



Final Internship Evaluation

Student's Name

Date Completed

INSTRUCTIONS TO SUPERVISOR / EVALUATOR: We appreciate your evaluation of the ministry practices of this student during the internship, and will use it to learn how we can assist him/her in becoming more effective in Christian service. Please complete and return this evaluation at the termination of the internship, and feel free to include any additional comments.

Select the number that represents your opinion. 5 means "VERY EFFECTIVE," 3 means "ACCEPTABLY EFFECTIVE BUT WITH ROOM FOR IMPROVEMENT," and 1 means "NOT AT ALL EFFECTIVE."

PERSONAL HABITS	5	4	3	2	1
Dresses appropriately, clean appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cares for personal hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizes use of time well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RELATIONSHIPS	5	4	3	2	1
Shows genuine compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses ideas tactfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers criticism constructively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receives criticism well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respects ideas of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens attentively to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence of emotional maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate interaction with all ages and both genders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TASK PERFORMANCE	5	4	3	2	1
Prompt in appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands what the task is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares well for the task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with other team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resourceful in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates leadership qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps confidences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPIRITUALITY	5	4	3	2	1
Evidences a growing spiritual maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in a genuine worship expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses authenticity in relationship to God and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RELATIONSHIPS	5	4	3	2	1
Serves as a servant leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a greater sense of ministry calling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became competent in ministry skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibited a growing sense of confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your evaluation of:

1. The manner in which the student carried out his/her assigned responsibilities? (Describe fully)

2. The manner in which the student related to you as his/her supervisor/evaluator (attendance at supervisory sessions, teachability, responsible reporting, attitudes, etc.)

3. The student's personal faith and commitment to ministry?

4. The student's potential for ministry (in terms of apparent strengths [gifts] and/or possible weaknesses.)

Do you have any recommendations for the student's further development? Additional comments?

You may wish to share this evaluation with the student, who may also desire to express his/her evaluation of this experience with you.

Field Supervisor/Evaluator