The downfall of many internships is their lack of purpose, or at least a lack of understanding of a meaningful purpose. The purpose of a well-developed internship is to provide intentional field-based education that helps you to:

- Discern, clarify, and confirm your vocational calling and ministry direction
- Develop Christlike identity and character
- Acquire, reinforce, and refine ministry competency

As seen in this purpose statement, a quality internship is multidimensional; focusing on both the personhood of the future servant leader (who you are in calling and character) and the tasks of the future servant leader (what you do in competency). Both personhood and task must be present in a "creative tension." A placement that only focuses on personhood issues is therapy, not an intentionally educational internship. An internship that only focuses on task...
issues is administration, not an intentionally educational internship. Personhood and tasks are “complementary, not irreconcilable opposites.”

Let us briefly examine each of these purposes a little more closely.

**Purpose One: Calling**

Ministry students come to school for a broad assortment of reasons and with a wide spectrum of ministry experience. One can probably change the fictitious names in these illustrations and find all of these students on any seminary campus:

- John is a missionary in his 50’s who is coming to seminary for the first time so that he can retool for the mission field by being able to start a Bible college where he serves.
- Susan is in her early 20’s and just graduated from Bible college. Although she is not clear about her future ministry, she knows that God has called her to seminary and trusts Him for the next steps.
- Frank is a retired career military man who has always dreamed of going to seminary for personal enrichment.
- Ann is in her 40’s and has been a lay leader in her church’s Women’s Ministry for many years. With the last of her kids finally off in college, Ann is able to consider seriously a ministry career.
- Bob and Jane are newlyweds who have a heart for Eastern Europe and are considering going on the mission field upon graduating seminary.
- Mike became a Christian three years ago through his church’s Men’s Ministry. Wanting to learn even more about the Bible, Mike has enrolled in night classes at seminary.

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1 Doran C. McCarty, *Supervision: Developing and Directing People in Ministry* (St. Augustine, FL: McCarty Services, 2001), 9.

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From the variety of backgrounds and interests just illustrated, one can easily see that one size does not fit all when it comes to seminary education in general and to each student’s internship goals in particular. In addition to the variety of backgrounds that each seminary student brings to the campus, there is also a virtual cornucopia of vocational ministry opportunities for students to pursue today. Instead of limiting one’s self to pulpit ministry or foreign missions, the possibilities are endless for ministry in this new millennium. Internet apologetics webmasters, evangelistic rap artists, Christian schoolteachers, and Christian novelists now sit in class side by side with the traditional “preachers” and “missionaries.” Each has come to seminary for very different reasons.

In the opening paragraph of his fantastic book *The Call*, Os Guinness lays out the following challenge: “Are you looking for purpose in life? For a purpose big enough to absorb every ounce of your attention, deep enough to plumb every mystery of your passions, and lasting enough to inspire you to your last breath?”

Guinness goes on to vividly describe the inward longing of finding purpose in life, a purpose “bigger than ourselves.” He concludes that only the call of God can ever fulfill this longing, describing calling as “…the truth that God calls us to himself so decisively that everything we are, everything we do, and everything we have is invested with a special devotion, dynamism, and direction lived out as a response to his summons and service.”

**Primary and Functional Calling**

When someone throws out the term “calling,” there must be an understanding of both our primary and our functional calling. Our primary calling is to a living and dynamic relationship with God. Our primary calling is the umbrella under which we function as believers. We are

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3 Ibid., 3-4, 29.
called first and foremost to God; not to just a role, a career, or a location. Our call to salvation, holiness, and servanthood is paramount to any talk about the specifics of our life. The primary call for all believers is to God. The functional call is how we live that out.

The purpose of this functional call is always to serve the primary call of God, not to find me a career. We are called first to God, not to a particular job or location. My primary call to God is so vast that it is comparatively truly a minor issue of how my functional call plays out.

My primary identity is that I am a “living sacrifice.” It is not, “I am a youth minister or a doctor.” Calling this functional calling a secondary calling, Os Guinness notes, “[Secondary callings] are our personal answer to God’s address, our response to God’s summons. Secondary callings matter, but only because the primary calling matters most.” Too many of us, though, put the cart before the horse.

Never confuse your career choice (how you pay the bills) with your functional calling. For some people, they will have the wonderful opportunity to receive payment for living out their functional calling in the Body of Christ. For the vast majority of the world, though, their functional calling in the Body of Christ lies outside of a ministry paycheck. The city employee, the pastor, the construction worker, the missionary, the farmer, the professor, the artist, the school teacher, the salesperson, the stay at home mom, the utility worker, and the retired person all have functions in the Body of Christ.

Gordon Smith, in his book *Courage and Calling*, illustrates this idea this way,

> ... it is important that we not confuse vocation with career, job, or occupation. Rather it is helpful, if not essential, to maintain a clear distinction. In some situations it makes sense for a calling to be expressed through an occupation. But for many people this fundamental

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4 Smith, *Courage & Calling*, 34-35.
operation is the public confirmation of one’s functional calling, as the community of faith sees you function.\textsuperscript{10}

In discussing this idea, Ray Kesner writes,

Until a body of believers calls you to a specific ministry function, you cannot say with certainty that God has called you to some particular ministry role. This confirmation continues to be validated as you demonstrate over time that you can do the work of ministry. Those who fail to receive ecclesiastical confirmation must be willing to reevaluate their ministry direction.\textsuperscript{11}

Testing One’s Functional Calling

In seminary, you are in the process of confirming or nullifying different aspects of “vocational understanding.” Testing one’s functional call is what you are supposed to be doing during this time in your life. Testing one’s functional call is a “biblical, ecclesiastical, and pragmatic necessity.”\textsuperscript{12} Unfortunately (or maybe fortunately depending on how you look at it) the discovery of calling is not done by taking a test. This discovery of spiritual discernment is both an art and a science.

A great internship can help confirm or nullify different aspects of “vocational understanding.” As I constantly tell students who come into my office, it is much better to discover now what God is calling you to do than to spend thousands of dollars in tuition, move your family to the middle of nowhere, and discover that you hate what you have been trained to do.

For example, it is one thing for a ministry student to have grand visions of the “glorious adventure” of being a foreign missionary. It is quite another thing to actually live on the mission field for a semester and discover the reality of missions work once the honeymoon is over. My personal belief is that the student who is truly called to the mission field will find the experience challenging, but confirming and fulfilling. The student who is not called to the mission field will only feel frustrated.

Specifically, an internship can serve students in a different way, as illustrated in the Figure 3.\textsuperscript{13}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figure2.png}
\caption{Internships and Calling}
\end{figure}

For some students with significant ministry experience background and clear vocational vision, an internship will help to confirm their known call and vocational direction. Their internship experience is just a verification of what they already know. For example, a veteran missionary returning to seminary who is switching from a church planting focus to a Bible college teaching/administration focus could complete an internship in a formal classroom teaching setting and discover very quickly if they enjoy developing syllabi and lesson plans for their pupils.

For other students with less ministry experience, an internship will help to clarify their call and vocational direction. At most schools, this is probably the vast majority of the student population. In these cases, an internship serves as a “trial run” to see if there is a fit without a long-term commitment. For instance, a counseling student completing an internship with a women’s shelter will discover quickly if she enjoys the demands of seeing clients and facilitating


\textsuperscript{11} Kesner, 38.

\textsuperscript{12} Ibid., 33-35.

support groups on a daily basis. If this student decides that she does not enjoy intensive counseling because of her internship, it is better to discover that realization now than to graduate with a counseling degree and take a job which she dreads and find frustrating.

Finally, for some students an internship will help to serve as a catalyst for discerning their call and the need for vocational development. Some students show up on campus with no idea of vocational direction. The internship process and the wise words of a site supervisor might be just what is needed.

It is one thing to realize and accept that God desires the involvement of all Christians in ministry. It is another to understand what that involvement entails. Developing your ministry vision can give you that understanding. Ministry vision is where you fit in the Body of Christ. Ministry vision articulates what your ministry will look like in a clear “word picture.” In other words, when you describe to other people your future ministry, what type of “word picture” do you paint?

Unlike a one sentence mission statement which expresses purpose, a ministry vision captures the essence of what it will look like when that purpose is met. For example,

I see myself working with college students on a major state university through a parachurch ministry, such as Campus Crusade for Christ. I am passionate about evangelism, so I see myself on campus engaging students in spiritual conversations and introducing them to a life changing relationship with Jesus Christ. I would love meeting with new believers and discipling them in a one-on-one context, teaching them how to read the Bible for themselves. I would also love to be involved in a true multiplication ministry, where the students that I discipled would be able to share your faith with others and disciple others in the basics of the faith as well. Finally, I would love to introduce college students to a passion for world missions.

**Purpose Two: Christlike Character**

The first purpose of an internship is in the formation of your functional calling. The second purpose of an internship is in the development of Christlike character. Everything in leadership must be grounded in the idea of character and integrity. In both 1 Timothy 3:1-13 and Titus 1:5-9, Paul focuses primarily on character qualifications for spiritual leaders. A leader’s personal spiritual formation and credibility is the foundation of their leadership.

Aubrey Malphurs defines character as “the sum total of a person’s distinct qualities, both good and bad, that reflect who he or she is. Godly character encompasses those qualities that Scripture identifies with the Godhead or that God prescribes. Godly character is the essential ingredient that qualifies Christians to lead others.”

Without character, I am all show but no substance. Without character, I present nothing worth following. Spiritual leadership without Christlike character is utterly fruitless (John 15:1-8).

Paul Stanley and Robert Clinton, from their study of leaders in their influential book *Connecting*, warn,

Almost every leader we studied who did not finish well failed in the inner life. Their integrity broke down, and they made bad choices. Because they were aware of the growing gap between truth and life in the inner self and feared others discovering it, they drew away from the very fellowship they needed . . . and soon from fellowship with Christ.

I hate writing these words, but nothing surprises me anymore when I hear about fallen leaders. Talented pastors have affairs. Eloquent speakers drown in pornography. Loving counselors step over respectable boundaries. Administrators mismanage money. Showcase couples get divorces. High school leaders get pregnant.

Leadership development is about the whole person, not just the “how to’s” of leadership. In reality the “how to” part is much easier than character development. An internship, with a relationship with an insightful site supervisor or ministry mentor, can help to reduce the probability of leadership character failure. This relationship helps to provide accountability.

Hopefully in an internship, spiritual attitudes and values are modeled for the intern by the site supervisor or ministry mentor as well. The intern is forced to examine his/her spiritual life in

14 Malphurs, 18-19.

order to discover their integrity blind spots and to seek to deal with the issue before it becomes a serious problem later.16

I am not interested in developing hollow men and women, who look good on the outside but lack Christlike character on the inside. I am not interested in training administrators for organizations who lack integrity. I am interested in developing godly servant leaders, men and women who will change the world by being useful vessels of the Holy Spirit in their churches and organizations. This growth in spiritual development and personal integrity can be the most important aspect of an internship and a mentoring relationship.

On Table 1 is a tool that we have developed at our school in dealing with character development, based on leadership qualifications of character found in 1 Timothy 3:1-13 and Titus 1:5-9. While this list is in no way exhaustive and I am sure that you could add other character qualities to the list, the list is a great start for self evaluation.17

My colleague Aubrey Malphurs was instrumental in this wording and formatting.

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17 My colleague Aubrey Malphurs was instrumental in this wording and formatting.

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### Table 1. Christlike Character Qualities Checklist

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above reproach</td>
<td>I have a good reputation among people in general. I have done nothing that someone could use as an accusation against me.</td>
</tr>
<tr>
<td>Self-controlled</td>
<td>I do not let other people or things run my life, and I am not an extreme or excessive person.</td>
</tr>
<tr>
<td>Sensible</td>
<td>I show good judgment in life and have a proper perspective regarding myself and my abilities (humble).</td>
</tr>
<tr>
<td>Respectable</td>
<td>I conduct my life in an honorable way, and people have and show respect for me.</td>
</tr>
<tr>
<td>Hospitable</td>
<td>I use my residence as a place to serve and minister to Christians and non-Christians alike.</td>
</tr>
<tr>
<td>Able to teach</td>
<td>When I teach the Bible, I show an aptitude for handling the Scriptures with reasonable skill.</td>
</tr>
<tr>
<td>Not given to drunkenness</td>
<td>If I drink alcoholic beverages or indulge in other acceptable but potentially addictive practices, I do so in moderation.</td>
</tr>
<tr>
<td>Gentle</td>
<td>I am under control. I do not lose control to the point that I strike or cause damage to other people or their property.</td>
</tr>
<tr>
<td>Not quarrelsome</td>
<td>I am a peacemaker who avoids hostile situations with people.</td>
</tr>
<tr>
<td>Not a lover of money</td>
<td>I am not in ministry for financial gain, but I seek first his righteousness, knowing that God will supply my needs.</td>
</tr>
<tr>
<td>Manage my family well</td>
<td>If I am married and have a family, my children are believers who obey me with respect. People do not think of or accuse them of being wild or disobedient.</td>
</tr>
<tr>
<td>Not a recent convert</td>
<td>I am not a new Christian who finds myself constantly struggling with pride and conceit.</td>
</tr>
<tr>
<td>Good reputation with outsiders</td>
<td>Though lost people may not agree with my religious convictions, they still respect me as a person.</td>
</tr>
<tr>
<td>Not overbearing</td>
<td>I am not self-willed, stubborn, or arrogant.</td>
</tr>
<tr>
<td>Not quick-tempered</td>
<td>I am not inclined toward anger (an angry person), and I do not lose my temper quickly and easily.</td>
</tr>
<tr>
<td>Not pursuing dishonest gain</td>
<td>I am not fond of nor involved in any wrongful practices that result in fraudulent gain.</td>
</tr>
<tr>
<td>Love what is good</td>
<td>I love the things that honor God.</td>
</tr>
<tr>
<td>Upright and holy</td>
<td>I live in accordance with the laws of God and man.</td>
</tr>
<tr>
<td>Hold firmly to the faith</td>
<td>I understand, hold to, and attempt to conserve God's truth. I also encourage others while refuting those who oppose the truth.</td>
</tr>
<tr>
<td>Not a malicious talker</td>
<td>I do not slander people whether believers or unbelievers.</td>
</tr>
<tr>
<td>Trustworthy in everything</td>
<td>The Lord and people find me to be a faithful person in everything.</td>
</tr>
</tbody>
</table>
Purpose Three: Competence

Following up on the purposes of an internship in calling formation and character development, the final purpose is in the area of competency. The area of competence development is naturally what most people think of when they think of doing an internship. Competence is seen as having the underlying skills, qualities, abilities, knowledge, and work habits that characterize successful individuals in the workplace in a particular field. The idea of competence forces schools to ask what should graduates know, be able to do, and value?¹⁸

An internship is a great learning opportunity in understanding the areas of competence needed for a specific career field and for an assessment of what areas of competence need to be improved upon. An internship is also the best way to develop the transferable transformational leadership skills that are vital to any setting.¹⁹

For example, a student wanting to be a senior pastor of a church needs to know how to do certain pastoral tasks (preach, conduct weddings and funerals, handle budgets, etc.). The same student needs to have a grasp on broader leadership skills as well, such as vision casting and empowering followers. A great internship for a pastoral student would allow a student to have exposure in many of these areas.

The reality is that a great internship will give a student an advantage. An internship can act as a “catalytic converter,” speeding up the learning process by eliminating some of the trial and error in competence building that a graduating student usually faces. And with the growth in competency area, you gain confidence in transitioning into the post-school professional world.²⁰


¹⁹ Banks, 152; Clark and Clark, Choosing to Lead, 110-122; Conger, 29-36; Goleman, Boyatzis, and McKee, 44, 234, 58; Kotter, 81-82; Kouzes and Posner, Leadership Challenge, 2nd ed., 326-329; McCall, Lombardo, and Morrison, 1-13; Walker, 2.


The competencies on this list come from a variety of transformational leadership and emotional intelligence sources.

This list was developed over the years by the input of the faculty of Dallas Theological Seminary.
### Table 2. General Ministry Leadership Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>I am able to communicate effectively with others through verbal and written means.</td>
</tr>
<tr>
<td>Conflict management</td>
<td>I am able to draw out all parties, understand the differing perspectives, and find a common solution.</td>
</tr>
<tr>
<td>Decision making</td>
<td>I am able to consider all of the consequence of a decision and make that decision easily.</td>
</tr>
<tr>
<td>Developing others</td>
<td>I am able to cultivate people’s abilities and am able to offer timely and constructive feedback.</td>
</tr>
<tr>
<td>Emotional self awareness</td>
<td>I am attuned to their emotions and how their emotions affect them and their performance.</td>
</tr>
<tr>
<td>Empathy</td>
<td>I communicate in such a way to show real interest in people as people and not just objects of the ministry.</td>
</tr>
<tr>
<td>Encouragement</td>
<td>I am able to offer encouragement to others in appropriate ways.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>I am flexible in dealing with their own life and the lives of others around them. I can juggle multiple demands.</td>
</tr>
<tr>
<td>Initiative</td>
<td>I look for challenging opportunities to change, grow, and improve.</td>
</tr>
<tr>
<td>Listening</td>
<td>I am able to listen to others with my ears, eyes, and hearts.</td>
</tr>
<tr>
<td>Pastoral care</td>
<td>I am able to provide care for others in a variety of contexts (crisis, hospital, grief, marriage, etc.).</td>
</tr>
<tr>
<td>Personal faith commitment</td>
<td>I have an active and dynamic faith. I am able to share my faith in appropriate ways.</td>
</tr>
<tr>
<td>Personal integrity</td>
<td>I am a person of their word. I live a consistent principle-centered life.</td>
</tr>
<tr>
<td>Planning and organizing</td>
<td>I am able to plan, prioritize, and implement their plans easily.</td>
</tr>
<tr>
<td>Risk taking</td>
<td>I am willing to take risks and learn from the accompanying mistakes.</td>
</tr>
<tr>
<td>Self control</td>
<td>I am able to exercise appropriate control of their emotions, their use of time, money management, etc.</td>
</tr>
<tr>
<td>Serving</td>
<td>I am able to see the needs of others and willing to serve others sacrificially.</td>
</tr>
<tr>
<td>Spiritual discipline</td>
<td>I have an active devotional life, including the use of Scripture, prayer, and meditation.</td>
</tr>
<tr>
<td>Stress management</td>
<td>I am able to react to stress positively and work well under pressure.</td>
</tr>
<tr>
<td>Teamwork and collaboration</td>
<td>I am able to work well with others with respect, helpfulness, and cooperation.</td>
</tr>
<tr>
<td>Transparency</td>
<td>I relate to others in a genuine way and am open to share myself with others in appropriate ways.</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>I am dependable and can be trusted to carry out responsibilities without constant supervision.</td>
</tr>
<tr>
<td>Vision casting</td>
<td>I am able to enlist others to a common vision in the organization.</td>
</tr>
</tbody>
</table>

### Table 3. Specific Ministry Skill Competencies

#### Understanding Ministry Audiences
- I have worked with children
- I have worked with junior high or high school youth
- I have worked with college or young adults
- I have worked with married couples
- I have worked with single adults
- I have worked with senior adults

#### Ministry Leadership
- I have developed a mission/vision statement for a ministry
- I have developed a strategy for a ministry
- I have trained teachers and small group leaders
- I have directed a children program or event
- I have directed a youth program or event
- I have directed an adult program or event
- I have directed a camp or retreat
- I have trained leadership teams
- I have been a part of a church plant

#### Administration
- I have developed and managed a budget
- I have directed a fund raising program
- I have directed leadership development
- I have delegated responsibilities to others
- I have worked with other staff members
- I have worked with an elder or deacon board
- I have produced publicity for an event or ministry
- I have an understanding of facilities management
- I have worked with an administrative assistant
- I have good time management skills

©George Milton Hillman, Jr., 2005
<table>
<thead>
<tr>
<th>Teaching and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have selected teaching curriculum</td>
</tr>
<tr>
<td>- I have written teaching curriculum</td>
</tr>
<tr>
<td>- I have taught a Bible study in a small group context</td>
</tr>
<tr>
<td>- I have taught a Bible study in a large group context</td>
</tr>
<tr>
<td>- I have used different teaching methodologies</td>
</tr>
<tr>
<td>- I have developed and used audio visual materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evangelism and Discipleship</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have preached an evangelistic sermon</td>
</tr>
<tr>
<td>- I have taught an evangelistic Bible study</td>
</tr>
<tr>
<td>- I have presented the Gospel within a relationship</td>
</tr>
<tr>
<td>- I have presented the Gospel with a stranger</td>
</tr>
<tr>
<td>- I have discipled a new believer in the Christian basics</td>
</tr>
<tr>
<td>- I have mentored a believer in a one-on-one context</td>
</tr>
<tr>
<td>- I have taught evangelism training</td>
</tr>
<tr>
<td>- I have directed a visitation or evangelism ministry</td>
</tr>
<tr>
<td>- I have developed a discipleship program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corporate Worship Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have made announcements in corporate worship</td>
</tr>
<tr>
<td>- I have led in prayer in corporate worship</td>
</tr>
<tr>
<td>- I have led music in corporate worship</td>
</tr>
<tr>
<td>- I have preached or taught in corporate worship</td>
</tr>
<tr>
<td>- I have developed a sermon series</td>
</tr>
<tr>
<td>- I have led communion in corporate worship</td>
</tr>
<tr>
<td>- I have planned and conducted a baptismal service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Cultural Ministry</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have participated in a local cross cultural ministry</td>
</tr>
<tr>
<td>- I have directed a local cross cultural ministry</td>
</tr>
<tr>
<td>- I have participated in a cross cultural mission trip</td>
</tr>
<tr>
<td>- I have led a cross cultural mission trip</td>
</tr>
<tr>
<td>- I have traveled outside of my own country</td>
</tr>
<tr>
<td>- I have researched a people group</td>
</tr>
<tr>
<td>- I have taught or preached in a cross cultural context</td>
</tr>
<tr>
<td>- I have shared the Gospel in a cross cultural context</td>
</tr>
<tr>
<td>- I have taught an English as a second language class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pastoral Care and Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have counseled on marital problems or divorce</td>
</tr>
<tr>
<td>- I have counseled on parenting problems</td>
</tr>
<tr>
<td>- I have counseled on ethical or sexual problems</td>
</tr>
<tr>
<td>- I have counseled on doctrinal or spiritual problems</td>
</tr>
<tr>
<td>- I have counseled on emotional or mental problems</td>
</tr>
<tr>
<td>- I have counseled on health problems</td>
</tr>
<tr>
<td>- I have conducted premarital counseling</td>
</tr>
<tr>
<td>- I have conducted a wedding</td>
</tr>
<tr>
<td>- I have counseled a bereaved family members</td>
</tr>
<tr>
<td>- I have conducted a funeral/graveside service</td>
</tr>
<tr>
<td>- I have visited a person in the hospital</td>
</tr>
<tr>
<td>- I have visited a person in prison or jail</td>
</tr>
<tr>
<td>- I have visited a person in a retirement home</td>
</tr>
<tr>
<td>- I have facilitated support group</td>
</tr>
</tbody>
</table>
CLEAR COVENANT AND GOALS

Learning should be the essential process and chief purpose of any internship. With this focus, it must be remembered that “good intentions” are not enough to guarantee a quality learning experience. Two very critical components to any successful internship are a written covenant and clearly defined goals.

Covenant

A covenant is very simply an agreement between two parties. The purpose of the covenant in the internship is to put all the essential information about the internship on paper so that everybody involved knows what they are to do and what the other people involved are doing. If the learning process is not established and maintained, the internship will be a frustrating experience for everyone involved. The covenant helps to objectify the internship.

Howard Hendricks reminds us, “The clearer you are about where you are going and how you are going to get there, the faster you will tend to arrive at your goals and the fewer problems you will tend to encounter on the way.” The formal process of drawing up a written covenant will bring intentionality to even the greatest of relationships.

A good covenant will answer the following questions:  

21 Hunter, 22; Zachary, xv.
22 Hendricks and Hendricks, As Iron Sharpens Iron, 105.
23 Anderson and Reese, Spiritual Mentoring, 70-73; Patrick Lenioni, The Five Temptations of a CEO (San Francisco: Jossey-Bass, 1998), 51; McCarty, Supervision: Developing and Directing, 71; Pearson, 53; Zachary, 97, 109.
Table 8. Marks of a Good Covenant

<table>
<thead>
<tr>
<th>Question</th>
<th>Definition</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td>Purpose</td>
<td>From the very beginning, a covenant will help everyone agree on the goals of the internship and to bring intentionality to the relationship.</td>
</tr>
<tr>
<td>When?</td>
<td>Logistics</td>
<td>Clarifies relationships, roles, and responsibilities</td>
</tr>
<tr>
<td>Where?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| How?     | Ground rules | Every relationship and every internship must have ground rules. A good covenant will discuss issues such as:  
- Accountability  
- Confidentiality  
- Evaluation – criteria for success and completion  
- Closure  
- Termination – Decide how to come to closure if the relationship terminates by mutual consent |

A covenant should be mutually negotiated and accepted by all of the parties involved. A covenant that is mutually agreed upon becomes binding because both parties have agreed to the expectations spelled out in the covenant. For you, the covenant helps to clarify expectations. For the mentor/supervisor, the covenant helps to express assurances. For the church or organization, the covenant provides a greater likelihood of quality ministry.

Goals

There is a joke in our family about “The Map” whenever we starting talking about our Summer plans. As I write this, it is the Summer between my daughter’s third and fourth grade in school. She is nine right now, so my wife and I figure that we have only nine more summers with her before she goes off the college. To our shock, we have realized that we are half way to becoming “empty nesters.”

My wife and I have such fond memories of family driving vacations where we would load up the station wagon (I am not even sure my daughter even knows what a station wagon is), get up at four in the morning, and head off on a marathon drive across the United States. So we now have a family “mythical quest” to take our daughter to one American iconic vacation spot each Summer for the next nine Summers, as a sort of a twenty-first century version of our own growing up years (minus the station wagon).

As a result of this “mythical quest,” we have a highlighted Rand McNally road atlas at our home with our destinations highlights: the Grand Canyon, Yellowstone National Park, Mount Rushmore, New York City, Southern California, San Francisco, New England, Hawaii, and Orlando. Whenever the topic of Summer is brought up, the map comes out and plans are made.

Imagine that you were planning a vacation with your family. The first step in planning that vacation would probably be asking, “Where do we want to go this year?” New York City, Cancun, Los Angeles, Orlando, Honolulu, or grandma’s house. Every trip must have a destination. It sounds obvious, but one has to know where he or she is going to figure out how to get there.

The same is true with an internship. Every internship must have some type of strategic planning process for personal and ministry growth that serves as the guide and basis for the planning and evaluation of the internship. The goals of an internship serve as the “destinations” for the internship. Goals are important. It is through goal setting that intentionality enters into the internship.

Howard Hendricks stresses, “Show me a man with a set of well-defined goals, and I’ll show you a man on his way to achieving results. Conversely, show me a man with fuzzy goals – or worse, no goals – and I’ll show you a man with both feet planted firmly in midair, on his way to nowhere, just flying around until he runs out of gas.”

While the school and the mentor/supervisor can assist, ultimately it is your responsibility to clarify the goals of the internships. Goals should come out of your needs. Where the mentor/supervisor can be a huge help to you are in the area of bring specificity and developmental focus to the goals.

On this topic, Lois Zachary writes,

It is hard to achieve a goal if it has not been defined. Without well-defined goals, the relationship runs the risk of losing its focus . . . . Specificity is an important part of clarity. Many mentoring relationship never get beyond a broad goal definition . . . . Goal setting is an evolutionary process that takes time. The process usually begins as a fairly

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broad statement of intent – from the general (in the preparing phase) to the more specific (in the negotiating phase). If goals are left too broad, chances are that neither the mentor nor the mentee will be satisfied with the learning process, the learning outcome, or the mentoring relationship. . . . When mentees do not have well-defined goals, goal setting becomes the first priority, and the mentor’s immediate task is to assist the mentee in clarifying and defining goals. This must be completed before the work phase of the relationship begins.27

Since most schools will require you to have some type of development goals for the internship, the school will probably give you a format to use. These goals can be stated as part of the covenant for the internship, or they can be developed in a separate document like a development plan or learning agenda. Formal goals will provide the structure for your relationships and experiences during the internship, answering the question “How do I best prepare for my ministry or range of ministries?”

Remember that the reason for designing goals is ultimately to enhance your growth and preparation for the ministry that you believe God has designed you to fulfill while here at seminary and beyond. After you have laid out all of your goals, design a strategy with the input of the mentor/supervisor to accomplish each goal. Once you have designed the strategy, determine how both you and the mentor/supervisor will measure each one, supplying such things as dates, times, etc., as needed.

The question is what you need in your professional and spiritual development to fulfill the ministry role God has designed you for. So how do you determine what your goals should be? The sources for your goals can come from:

- Using character and ministry area audits
- Talking with the mentor/supervisor
- Talking with ministry professionals in your anticipated ministry area to discover the knowledge and skills needed
- Areas discovered during seminary
- Areas discovered in previous ministry or employment experience

27 Zachary, 96.

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- Input from family and friends

Challenging Goals

A reality of life is that we must be stretched in order to grow. Writing for the Center for Creative Leadership, Ellen Van Velsor and Cynthia McCauley note,

People tend to go about your work using comfortable and habitual ways of thinking and acting. As long as conditions do not change, people usually feel no need to move beyond your comfort zone to develop new ways of thinking and acting. In a comfortable assignment, people base your actions on well-worn assumptions and existing strengths, but they may not learn much from these opportunities.28

Specifically, the Center for Creative Leadership talks about four different sources of challenge in leadership development: novelty (new skills and new ways of doing things), difficult goals, conflict, and hardship (loss, failure, or disappointment).29

Figure 3. Challenge and Leadership Development

Leadership is developed in the challenges of life. In discussing leadership development, James Kouzes and Barry Posner in The Leadership Challenge stress,

Boring, routine jobs don’t help you improve your skills and abilities, and they don’t help you move forward in your career. You must stretch. You must take opportunities to test


29 Ibid., 8-10.
yourself against new and difficult tasks. So experience can indeed be the best teacher – if it contains the element of personal challenge.30

Challenges create tension or “disequilibrium,” causing people to consider the validity of your skills, values, and approaches.31 Learning takes place when you are forced to reconcile the differences and when you have to evaluate your old ways of thinking.

What an internship can do is serve as the gym for the “ministerial muscles” to be built. You will only develop when you are challenged outside of your comfort zone. Do not set goals too low. For example, if you have been teaching 7th Grade Sunday School for the last five years, one of your goals should not be to teach a 7th Grade Sunday School class. You have “mastered” this experience.

The role of the ministry mentor/supervisor is to create an environment for this growth to take place. This type of environment does not just “happen by accident.” This is to be an environment where you can be stretched in your ministry experiences, but not beyond your abilities. The mentor/supervisor can also “introduce alternative ways of seeing a situation, point to missed pieces, connect fragments that seem disparate.”32

There can be a temptation by the mentor/supervisor to “jump in” too soon to “solve” the situation. Lois Zachary warns, “When mentors shortcut the learning cycle by providing answers, they shortchange the process that takes place as mentees seek to discover your own answers by meeting the challenge before them.”33 The growth comes as you are placed in a challenging environment and is forced to reconcile that situation with what you bring to the situation.

Realistic Goals

You might come away from this development stage with literally dozens of potential goals. You should not try to tackle too many goals, but instead prioritize on the most crucial

areas of focus. For example, is the goal realistic with the resources of time, money, etc. during your seminary studies? Although you want to be challenged in the internship, you will only get frustrated if you have unrealistic goals.

Figure 4. Tension of Challenging and Realistic Goals

How can a student whittle down the number of goals to a reasonable amount? Sharon Ting and Wayne Hart offer the following questions for a person to ask when appraising your developmental goals:

- What am I motivated to work on?
- How much challenge can I add to my plate?
- What can I afford not to address?
- What goals will offer the greatest leverage for my existing leadership strengths?
- What does the feedback suggest I need to improve?
- What do I feel is important?
- Are there personal goals that I want to work on but don’t want to disclose to others?34

Just as the mentor/supervisor has a role in challenging you, the mentor/supervisor also has a role of bringing the balance of realism. Concerning this, Regina Coll writes,

My experience with ministry students impels me to advise all supervisors to be a ‘brake’ of sorts to the goals that students set for themselves. Seminarians are idealistic, full of energy and expectation. They want to save the world, eliminate pain and suffering, and have it all done by Sunday. They are often too demanding and taste failure unnecessarily. Focusing aims and setting realistic goals is one of the first contributions a supervisor can

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31 Hendricks and Hendricks, As Iron Sharpens Iron, 50; Jackson, 13; Ting and Hart, 125, 148; Van Velsor and McCauley, 7-9; Zachary, 25.
32 Coll, 54.
33 Zachary, 25.
34 Ting and Hart, 145.
make. I have never had to advise a student that your goals were too easy; I have never had to suggest that perhaps they were being lazy or inattentive. My job and the job of any supervisor is to help the students set realistic, attainable goals so that your energy may be well spent.  

**Strategies and Measures**

Once you have a goal in mind, the next step is to develop specific strategies (game plans) for reaching that goal. A goal with no plan for how to reach the goal is ultimately useless. Think of the goal as the destination on the map, while the strategy is the route you plan to use to get to your destination.

Write out steps you can take to reach your goals. Decide if there is an order that you need to follow. Put the actions into a logical sequence, answering “who,” “what,” and “when.” For your sake, thoroughness vs. skimpiness is better.

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Coll, 73.
go down a path that you have no desire to follow. You and the mentor/supervisor need always to be open to reevaluate the goals of the internship and make needed adjustments accordingly.36

**Lifelong Leadership Development Plan**

Each school will probably have some specific goal format. At our school, we have adopted a four-fold focus of goal development: character (being), ministry knowledge (knowing), task skills (doing), and relational skills (relating). We call this a Lifelong Leadership Development Plan because we believe that every leader needs to always be growing in each of these four areas.

![Figure 6. Lifelong Leadership Development Plan (LLDP)](image)

**Character Goals**

An authentic development plan must begin with your character. You must begin with the character question: *Who do I need to be?* Being (character) always must proceed doing (tasks and skills). This is why the scriptural qualifications for leadership found in 1 Timothy 3 and Titus

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36 Ting and Hart, 147; Zachary, 97.

I focus so heavily on the leader’s character, not the leader’s skills or abilities. A leader’s character must be above reproach.

The action that ought to follow salvation is a movement of the heart toward dependence on God, or what is called “walking in the Spirit.” Galatians 5:22-23 tells us

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.” (NASB)

It must be remembered that the fruit of the Spirit is a harmonious unit that is multifaceted. During their internships, we want our students to choose as a goal one character quality that they have never consistently exercised or one character quality that they desire to develop in a greater sense in the power of the Holy Spirit.

**Table 9. Character Goal Worksheet**

<table>
<thead>
<tr>
<th>Character Goal</th>
<th>Character Goal Strategy (be specific)</th>
<th>Character Goal Measurement (include dates)</th>
</tr>
</thead>
</table>

Related to the character goals, we ask our students to also present a one spiritual disciplines goal for their internship. The following is the list that we give our students:

- Scripture – reading, memorizing, meditating on verses
- Prayer – praying silently, taking prayer walks, reading written prayers and liturgies
- Fasting – abstaining from food to focus on God and prayer
- Journaling – Writing to God, tracking growth, expressing thoughts and feelings
- Silence and Solitude – Taking time to be alone in absolute silence before God

©George Milton Hillman, Jr., 2005
- Stewardship – Managing your resources according to godly principles
- Service – Finding opportunities to do acts of service for the benefit of others
- Confession – Confessing sin individually and in a group
- Simplicity – limiting your lifestyle in order to free yourself for God
- Worship – Partaking in corporate and individual worship
- Meditation – Contemplating biblical truth in order to better understand the character of God and its relevance to one’s own life
- Fellowship – Developing a partnership with other believers as an encouragement in personal holiness and corporate witness for Christ

The path of sanctification must avoid the two pitfalls of legalism (making sanctification a list of dos and don’ts) and passivity (using “personal laziness” as an excuse). We recognize that practicing any of these spiritual disciplines is not a formula for sanctification; however, exercising a new spiritual discipline can be a great way to refocus your attention on God and others.

Table 10. Spiritual Discipline Goal Worksheet

<table>
<thead>
<tr>
<th>Spiritual Discipline Goal</th>
<th>Spiritual Discipline Goal Strategy (be specific)</th>
<th>Spiritual Discipline Goal Measurement (include dates)</th>
</tr>
</thead>
</table>

One of the main reasons you are attending seminary is probably to expand your knowledge in the Bible and theology. It is also important to expand your knowledge base in the context of ministry as well. One of our students’ goals in their development plan will be in the area of expanding an area of ministry knowledge that relates to their vocational goals.

This is a matter of cognitive content as it relates to ministry, not necessarily action based learning. A ministry knowledge goal is something that you need to “know” for your vocational calling but is something that you probably will not get a chance to actually “do” during the internship.

The main difference between a ministry knowledge goal and a ministry task skill goal can be illustrated in the following examples:

- A pastoral student might determine that he needs to know how to work with a church’s elder board. While this student will probably not get an opportunity to actually lead (task goal) an elder board meeting during the scope internship, this student can have a ministry knowledge goal of attending an elder board meeting, interviewing an elder at the church, or reading a book dealing with working with boards.

- An academic teaching student might determine that she needs to know how to publish a scholarly journal article. While this student will probably not get an opportunity to actually write and publish (task goal) a journal article during the scope of the internship, this student can have a ministry knowledge goal of interviewing an editor of a scholarly journal, assisting her professor in writing a book review, or reviewing journal articles for her professor.

- A Christian education student might determine that she needs to know how to plan a church budget. While this student will probably not get an opportunity to plan (task goal) an entire church’s budget, this student can have a ministry knowledge goal of sitting in on a church budget meeting or interviewing the church’s executive pastor to discuss budget planning.

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A pastoral student might determine that he needs to know how to conduct a funeral. While this student will probably not get an opportunity to actually conduct (task goal) a funeral, this student can have a ministry knowledge goal of observing your ministry mentor conduct a funeral or interviewing a funeral home director.

Table 11. Ministry Knowledge Goal Worksheet

<table>
<thead>
<tr>
<th>Ministry Knowledge Goal</th>
<th>Ministry Knowledge Goal Strategy (be specific)</th>
<th>Ministry Knowledge Goal Measurement (include dates)</th>
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</table>

Task Skills Goal

Of all of the goals in the internship, task skill goals are usually the ones that come to mind when one thinks about setting goals. For each vocational track at seminary, there are certain tasks that are a part of that ministry area. This area focuses on the professional question of “How do I do the work?” The purpose of this goal is for the student to stretch himself or herself to learn how to do at least one new task during his or her internship. We want our students to do something during their internship that they have never done before. Examples include the following:

- Organizing a church’s leadership retreat
- Developing a visitor follow-up program for a church
- Learning how to grade academic papers for a professor
- Planning a budget
- Developing a vision statement for a ministry

Learning how to work with a board of elders at a church
- Organizing a publicity plan for a ministry
- Performing a wedding
- Performing a baptism
- Making hospital visits
- Learning how to work with PowerPoint
- Writing a book review for a scholarly journal
- Working with a mission agency

Table 12. Task Skill Goal Worksheet

<table>
<thead>
<tr>
<th>Task Skill Goal</th>
<th>Task Skill Goal Strategy (be specific)</th>
<th>Task Skill Goal Measurement (include dates)</th>
</tr>
</thead>
</table>

Relational Skills Goal

By its very nature, leadership is relational. A leader is not a leader unless there are other people involved. A leader cannot lead in a “people vacuum.” This area focuses on the professional question of “How do I work with people?” For most students, this area of development is found to be some of the most rewarding during his or her internship.
Relational skill goals can be in any of the following areas:

- Listening skills
- Encouraging
- Networking
- Resolving Conflict
- Risk Taking
- Problem Solving
- Confronting
- Trust Building
- Team or Community Building
- Inspiring/Motivating
- Consensus Building
- Recruiting
- Mentoring/Modeling
- Counseling
- Hiring/Firing
- Conducting Meetings
- Delegating

Table 13. Relational Skill Goal Worksheet

<table>
<thead>
<tr>
<th>Relational Skill Goal</th>
<th>Relational Skill Goal Strategy (be specific)</th>
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</table>
**APPENDIX -- SAMPLE GOALS**

<table>
<thead>
<tr>
<th>Sample Goal</th>
<th>Sample Goal Strategy (be specific)</th>
<th>Sample Goal Measurement (include dates)</th>
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</thead>
</table>
| I need to deepen my personal worship time in my devotion to God | - Establish a consistent daily time for personal devotion (prayer and Bible study)  
- Focus my personal devotional reading time on the attributes of God, particularly the Psalms  
- Increase Scripture memorization, focusing on verses that reveal God’s character and attributes  
- Read John Ortberg’s *The Life You’ve Always Wanted* | - Have a consistent personal devotion time of 30 uninterrupted minutes at least 4 days a week  
- Memorize one verse per month that focuses on the attributes of God and say it from memory to one person a week  
- Ask my Ministry Mentor to hold me accountable to my personal devotional time on a weekly basis  
- Read *The Life You’ve Always Wanted* by January 1 and discuss the insights from that book with my Ministry Mentor |

| I need to show more tangible signs of love to my spouse | - Discover my spouse’s “love language” to show tangible signs of love  
- Become more intentional in praying with my spouse and praying for my spouse  
- Spend more quality time with my spouse on a weekly basis  
- Attend a Marriage Retreat with my spouse | - Spend an entire evening with my spouse to discuss your “love language” and ways to show them tangible signs of love by May  
- Have a consistent prayer time of at least 10 uninterrupted minutes with my spouse at least 4 days a week  
- Have a weekly “date night” with just my spouse on Friday nights  
- Attend our church’s Marriage Retreat with my spouse in February of this year |

| I need to develop Christ-like patience in my relationships | - Discuss with my Ministry Mentor situations where I find it hard to be patient and develop a plan of development and accountability  
- To seek input from my family and those under my leadership areas of impatience in my life  
- To expose myself to Scripture that deals directly with patience | - Include discussions on patience in my weekly meetings with Ministry Mentor  
- Ask those under my leadership to hold me accountable in my development of patience on a weekly basis  
- Memorize 3 verses that deal with the area of patience by June |

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**Sample Goal** | **Sample Goal Strategy (be specific)** | **Sample Goal Measurement (include dates)**
---|---|---
I need to be more consistent in my own devotional study of God’s Word | - Read John Ortberg’s *The Life You’ve Always Wanted* | - Memorize one verse per month that focuses on the attributes of God and say it from memory to one person a week |

**Sample Goal** | **Sample Goal Strategy (be specific)** | **Sample Goal Measurement (include dates)**
---|---|---
I need to have more self-control in what I watch on television | - Throughout my internship, I will keep a log of my television viewing time and what I watch on television each week | - I will begin keeping my television log on February 1 and will weekly enter my viewing time and what I watch |

**Sample Goal** | **Sample Goal Strategy (be specific)** | **Sample Goal Measurement (include dates)**
---|---|---
I need to learn how to perform a wedding | - Discuss weddings with my Ministry Mentor  
- Observe my Ministry Mentor in a pre-wedding counseling session  
- Observe my Ministry Mentor perform a wedding | - Discuss weddings with my Ministry Mentor by April  
- Observe a counseling session by August  
- Observe a wedding by October |

**Sample Goal** | **Sample Goal Strategy (be specific)** | **Sample Goal Measurement (include dates)**
---|---|---
I need to learn how to develop both a mission & a vision statement for a church (or parachurch organization) | - Discuss with my Ministry Mentor your definition of mission and vision for your organization  
- Collect several mission and vision statements from other churches (or parachurch organizations) to study your similarities and differences.  
- Develop a mission and vision statement for my church setting | - Discuss my Ministry Mentor’s own mission and vision statement by November  
- Interview five pastors to learn your church’s mission and vision statements and understand the process of how your church arrived at your statements by April  
- Include discussions on mission and vision in my weekly meetings with Ministry Mentor |
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| I need to learn about Muslim culture for cross-cultural ministry | - Interview a Muslim religious leader  
- Attend a Muslim religious service  
- Read *Answering Islam* by Norman Geisler and Abdul Saleeb  
- Participate on a short-term mission trip to a Muslim culture | - Interview a Muslim religious leader by January  
- Attend a Muslim religious service by February  
- Read *Answering Islam* and discuss the insights from that book with my Ministry Mentor by April  
- Participate on a short-term mission trip to a Muslim culture in July |
| I need to learn how to select or develop a Bible study curriculum for junior high students on Sunday mornings | - Discuss curriculum development with my Ministry Mentor  
- Review class notes and meet with C.E. faculty to discuss curriculum development  
- Meet with the Youth Pastor at my church to learn how the current curriculum was chosen for your junior high students  
- Investigate what other Youth Ministries in the area are using for curriculum | - Include discussions on curriculum in my weekly meetings with Ministry Mentor  
- Meet with C.E. faculty by October  
- Research five other Youth Ministries and your curriculum by March |
| I need to learn how an Elder Board works in a church | - Read *The Unity Factor* by Larry Osborne  
- Attend an Elder Board meeting at my church each semester  
- Interview the Chairman of the Elder Board at my church  
- Interview the Senior Pastor on issues related to the Elder Board | - Read *The Unity Factor* and discuss the insights from that book with my Ministry mentor by October  
- Attend the Elder Board meeting in October and February  
- Interview the Chairman of the Elder Board by December  
- Interview the Senior Pastor by March |

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</table>
| I need to develop skills in planning a retreat | - Recruit a retreat planning committee  
- Develop a retreat budget and select a retreat location  
- Enlist a retreat speaker and/or worship leader  
- Develop registration and publicity plans | - Have the retreat planning committee in place by October  
- Have the retreat take place in February  
- Include discussions on retreat planning in my weekly meetings with my Ministry Mentor  
- Have my Ministry Mentor evaluate my retreat planning by March |
| I need to learn how to prepare and deliver a sermon | - Interview with other pastors to discuss your sermon preparation habits  
- Discuss sermon preparation and delivery with my Ministry Mentor  
- Deliver a sermon three times during my internship | - Hand in one sermon per month for evaluation to my Ministry Mentor  
- Deliver a sermon three times in my church by May  
- Participate on a short-term mission trip and preach two sermons in July |
| I need to learn how to work with an administrative assistant | - Discuss with my Ministry Mentor your understanding of the role of your administrative assistant  
- Work weekly in the office to learn firsthand about faculty expectations and utilization of administrative assistants  
- Discuss with departmental administrative assistants different ways in which faculty work with them and any suggestions they may have on how to capitalize on your services | - Work in the office every Wednesday from 9-12  
- Set up a bi-weekly time with a different administrative assistant to discuss expectations and suggestions  
- Discuss with my Ministry Mentor your understanding of the role of your administrative assistant by December |
<table>
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</table>
| I will learn to deal with my anger in a productive, God-honoring way | • I will learn to recognize situations where I find anger controlling me  
• I will discuss with my Ministry Mentor those situations where I find anger controlling me and develop a plan of improvement and accountability  
• I will expose myself to Scriptures that deal directly with anger  
• I will read *Make Anger Your Ally* by Neil Clark Warren | • I will ask my Ministry Mentor to hold me accountable for my anger  
• I will complete a Scripture study on anger by November 1 and discuss the insights from that book with my Ministry Mentor  
• I will read *Make Anger Your Ally* by Neil Clark Warren by January and discuss the insights from that book with my Ministry Mentor |
| I need to learn how to encourage my team | • I will have a monthly worker meeting with my Youth Ministry workers  
• I will take all of my Youth Ministry workers out to lunch for a one-on-one time of encouragement  
• I will plan an end of year appreciation dinner for my Youth Ministry workers  
• I will discuss encouragement with my Ministry Mentor | • I will start having a monthly workers meeting starting in September  
• I will have taken all of my leaders out to lunch by May  
• I will have an appreciation dinner in May  
• I will discuss encouragement weekly with my Ministry Mentor |
| In need to improve my small group facilitation skill | • Apply to be a Small Group leader at my church  
• Attend all of the Small Group Leader training  
• Lead a Small Group  
• Discuss small group leadership with my Ministry Mentor | • Complete my Small Group leader application by May  
• Attend the Small Group Leader training in August  
• Attend the weekly Small Group Leader training  
• Discuss small groups weekly with my Ministry mentor |