I have a confession to make. I love watching *The Food Network* on television at night. Do not ask me why because I am not sure the reason. I am not a great chef nor do I pretend to be. Nevertheless, I love watching shows that tell me how my favorite foods are made.

I have also discovered that there are other people who love watching *The Food Network* just like me. I can mention the name of a favorite chef or a favorite show, and members of *The Food Network* clique will know exactly the episode that I am talking about. It is always quite humorous to see the reactions of the other people in the room who have no idea what we are talking about. It is probably like “food Trekies” talking in another language or something.

Last week for example, my family watched a show on how to make pizza dough. Will I ever actually take the time to make my own pizza dough from scratch? Probably not, but I was just fascinated by the on-air personality explaining the science behind pizza dough and the specific ingredients needed for the perfect dough. Besides becoming really hungry, I learned the important reasons why certain ingredients are so imperative.

A common factor in all of the cooking shows is a focus on the right ingredients and the right preparation. I have to admit that ingredients do make a difference. Frozen pizza is just not the same as the real thing. Like any great recipe, the quality of any product at the end depends on the quality of the ingredients at the beginning.

An internship is no different. The ingredients and the preparation make all of the difference. In my experience, great internships start with the following essential ingredients:

1. Proactive Intern
2. Caring Mentoring
3. Clear Covenant and Goals
4. Consistent Mentoring Meetings
5. Theological Reflection
6. Feedback and Evaluation

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1. BEING A PROACTIVE INTERN

This is Your Internship

The biggest emphasis I can make in this packet revolves around the issue of initiative. *THIS IS YOUR INTERNSHIP.* This is not the school’s internship. This is not the church’s or organization’s internship. This is not the mentor’s or supervisor’s internship. *THIS IS YOUR INTERNSHIP.* You must pursue an active role in all aspects of the internship. You should be the core of the learning process and the source for the motivation, ownership, and focus of the mentoring relationships.

Craig Donovan and Jim Garnett, in their deceptively titled book *Internships for Dummies*, clearly put it this way:

The biggest mistake interns can make is to be passive interns. . . . The passive approach leads to no real reflection on goals; a minimal, haphazard search for an internship; a tentative start on the job; lackluster day-to-day performance; limited contacts; and no follow-up opportunities or limited opportunities. . . . Successful interns function actively, not passively. They get the information they need and act. They don’t procrastinate. When something needs doing, they do it. Successful interns are the ones who are flexible, quick to respond to new opportunities and to new problems. In fact, successful interns anticipate problems and try to avoid or minimize problems while anticipating and acting on opportunities.¹

Interns who take the initiative are much more likely to have a fulfilling internship than the more passive intern is. The intern with initiative will be proactive in assessing his or her developmental needs and goals for development. The intern who takes the initiative will be proactive in finding an internship location that will serve his or her needs. The intern who takes the initiative will be able to assimilate quicker in the organization where he or she is serving.

Learner Centered Education

For most students (not just ministry students), super-imposed structures have dictated their entire educational career. As a result, most students have been very passive in their educational development. The educational system tells them what classes to take, what pages to study for the test, how long their book report needs to be, and so on. This “powerlessness of the learner” causes the student to not pursue personal goals, but instead try to jump through the hoops of education only caring about getting a good grade or making the teacher happy.

Sadly, many ministry students approach their internship in the same passive way. By this time in your educational journey, you must take the initiative in deciding your goals. Instead of teacher centered learning or the past, “[wisdom] is not passed from an authoritarian teacher to a

supplicant student, but is discovered in a learning relationship in which both stand to gain a greater understanding of the workplace and the world.” In addition, you must know in advance what the school requires of you for the internship. Simply, you get out of the internship what you put into the internship.

Instead of your school or internship mentor taking you by the hand, you need to take ownership of the learning alliance that is created between you, the school, and the mentor. Your mentor’s job or your school’s job is not to give you all of the answers. Their job is to ask the right questions to help you discover the answers. When you are the primary lead in the relationship, you will generally learn quicker and retain more. When you are discovering the answers rather than having the answers given to you, you are also more likely to follow through on the needed action points because you came up with the steps first.

If you are motivated, ready to learn, and teachable; then there is a great chance that the internship experience will be both enjoyable and educational. You are not doing the internship only to get a good grade or to make the school happy. You are doing an internship to prepare yourself for lifelong ministry. Your mentor is then able to help you articulate your passions and to help you clarify your purpose and goals.  

Your Mentor’s “Dream” Intern

Mentors and teachers want to see a student who is self-motivated and who takes responsibility for his or her own growth and development. The simple fact is that the more eager you are to learn, the more eager the mentor is to teach.

As my colleague Howard Hendricks describes in vivid terms:

I prefer to invest [my time and energy] in people who essentially burn on their own once the match has ignited their kindling. . . . If you’re not eager to learn, there are very few people who are willing to teach you. They just won’t invest the energy that it takes to light a fire under your curiosity and imagination. . . . There is no stopping a man who is curious and teachable. Those who have something to teach you will invariably find a way to let you drink from their wealth of knowledge if you convince them that you are genuinely interested. You will appeal to such men, because they instinctively respond to someone who has an insatiable desire to learn. . . . As a mentor, the last thing I have time to do is to set someone’s agenda for him. I’m more than happy to hold his feet to the fire for the agenda he sets. But I will not be responsible for dictating what he should do with his life, nor will I do it for him. Nor will I make his decisions for him, because I cannot be responsible. It’s his life. He’s got to live it. Ultimately, he is responsible for it. Too

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many men today are walking around holding an emotional umbilical cord in their hand, looking for a place to attach it.\textsuperscript{4}

You and your mentor are “active collaborators” in the internship process. Nevertheless, you ultimately need to be setting the agenda for the internship. Your mentor’s job is not to chase you down. Your mentor’s job is to make sure that the agenda does not get lost in the process.\textsuperscript{5}

\begin{flushright}\textsuperscript{4} Howard G. Hendricks and William D. Hendricks, \textit{As Iron Sharpens Iron: Building Character in a Mentoring Relationship} (Chicago: Moody Press, 1995), 51-56.\end{flushright}

\begin{flushright}\textsuperscript{5} Whitworth, Kimsey-House, and Sandahl, 3-4.\end{flushright}
2. CARING MENTORING

Importance of a Mentor

We have already established the important role that you (as the intern) play in your own development. However, development does not happen in isolation. The direction of a godly mentor is priceless to a promising leader. Just as with a coach or a trainer in athletics, growth and change does not happen without a relationship with someone who is able to provide resources, assessment, motivation, and accountability. Spiritual formation and personal growth happens best in the context of relationship. Mentoring is a partnership, where the mentor “takes on the responsibility of cooperating with the student in the pursuit of ministerial skills, in the development of a ministerial identity, and in bringing book knowledge into dialogue with the life of the community.”

Keith Anderson and Randy Reese, in their book *Spiritual Mentoring*, give the following reminder:

> Spiritual formation, education of the heart, in other words, requires something more than traditional Western forms of instruction. It requires a mentorship of the heart, a relationship with a teacher of life who is able to convey what was learned from the teacher’s own faithful mentor, a way of life that is formed, not merely instructions that are given. . . . We come to the realization that we need help, that we are not meant to make this journey solo. We learn to listen to the voices of mentors, not as absolute experts with the final authoritative word but more as the shrewd and discerning expressions of those who have traveled this way before.

Qualities of a Mentor

It is only natural for both the mentor and you to enter into a mentoring relationship with a person both of you like, enjoy being with, and want to invest in. Your choice of a ministry mentor at a particular internship site is actually more important that the choice of the actual internship site. A fantastic internship site with a poor mentor is worse than an adequate internship site with a great mentor. The number one complaint of students in my office who had poor internship experiences is the lack of relationship with their mentor. The one-on-one time with a caring mentor is the key to the success or failure of the internship.

So is a student supposed to look for Superman or Wonder Woman in a mentor? Of course not. There is no ideal mentor that has everything. Mentors are as unique as the individual

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relationship. A mentor does not have to be perfect or be an expert to have an impact on your life, but there are some basic qualities that you as a student should look for in a mentor.

**Christlike Character**

First, a mentor must reflect Christlike character. The heart of leadership is the heart. Being (character) always must precede doing (tasks and skills). 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 underpinning of their leadership. Foundational for any mentor is for them to be a person of holiness, spiritual maturity, biblical knowledge, wisdom, credibility, and consistency who models true servant leadership.

**Intern Focused**

Second, a mentor must be student focused. I have already addressed this in the last chapter concerning you being a proactive intern. The purpose of the internship is not for your mentor to get cheap help for the summer on their projects. The role of the mentor is to help you in reaching your God-given potential by creating an environment for growth. You should be the core of the learning process and the source for the motivation, ownership, and focus of the mentoring relationships. Find a mentor that is focused on you.

**Attentive Listener**

Third, a mentor must be an attentive listener. A mentor does not have to have all of the answers to every topic. Many times, the role that a mentor can play is as a sounding board or as a mirror for you. A mentor asks, listens, affirms, and shares with you in a timely manner.

To really be heard by another person is a powerful experience, but it is a rare experience because most people do not listen at a very deep level. Great mentoring “requires masterful listening, attuned and adept, with the ability to maximize the listening interaction. Interaction is the right word, too, because listening is not simply passively hearing. There is action in listening.”

The crux of much of the mentoring relationship is listening, especially the mentor listening to you. The questions that the mentor needs to be asking are:

- Is my intern on the right track with his/her vision?
- Is my intern honoring his/her values?
- Where is my intern going with his/her development?

The mentor needs to be listening for “signs of life,” for the choices that you are making, and how those choices are affecting your growth. The mentor is also listening for “resistance and turbulence in the process.”9 As he or she listens to you, your mentor is able to make changes in

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8 Whitworth, Kimsey-House, and Sandahl, 32.

9 Ibid., 39.
the internship process to fit your needs in the relationship. Sometimes changes need to be made “on the fly” as you and your mentor work through the process. A good listener will be able to pick up the signals of the need for change.

Active Teacher

Fourth, a mentor must actively teach. There is information that you want to learn from your mentor. A mentor is one who has mastered the foundations of ministry and can impart both the “art and science” of ministry in a clear way.

Just remember that sometimes the “superstars” in ministry are not the best teachers of how they do what they do. Of course these leaders are excellent at what they do (preaching, teaching, managing, etc.), but they are not able to articulate their process to you. You need to find a mentor who is able to clearly explain why and how they do what they do.

Act as a Resource

Fifth, a mentor acts as a resource. With the unbelievable amount of information out there in the world, it is impossible for you as a student to be aware of the resources that are available for you in ministry. A mentor is able to bring his or her professional experience and personal network to an internship to connect you to developmental resources and ideas.

What kinds of resources? Consider asking your mentor all of the following questions:

- What are the professional organizations that I need to have membership in?
- What publishing organizations focus on my particular ministry area?
- What are the books, magazines and journals that I need to be reading?
- What are the websites with relevant information devoted to my particular ministry area?
- Who are the local, national, and international leaders that I need to get to know?
- What conferences, retreat centers, and training opportunities do I need to attend?
- What are the “tricks of the trade” that I did not learn at school?

Loves Courageously

Sixth, a mentor loves courageously. A mentor is able to have the perspective to look into your life and ministry and to see where the gaps are and where God is at work. A mentor must be relational, empowering you in a safe but challenging environment. He or she is able to speak lovingly and courageously into your life to correct imbalances in a safe environment. This requires patience, knowing that change does not occur overnight.

Courageous love is the mentor’s initiative, in response to the Holy Spirit’s leading, in relationship to risk personal rejection and address what is holding another person back from experiencing God’s unconditional love. Courageous love involves a relational, intimate, and often confrontational service to others that leads them into closeness with God they would never experience any other way. This kind of love recognizes the flawed foundations of people’s character and the supernatural nature of the task. It takes the initiative, in the Spirit’s power, to enter the messes in people’s lives so they can experience deliverance from sin and participate in God’s purposes for them.

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Environment of Trust

Last, a mentor creates an environment of trust. While this is last in our list here, this idea of an environment of trust is actually foundational to much of the work that will take place in the internship and in the functioning of the mentoring relationship. A good mentor is able to create an environment of trust and held confidence. The mentor must also be vulnerable for trust to form. A mutually committed relationship characterized by trust and hope is necessary for change and growth to take place.

You will be looking for a mentor who has been trustworthy in the past with others but trust is not developed immediately in this new relationship. Trust is developed in the little things over time, as both you and your mentor are able to see this trust played out in real time.

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3. CLEAR COVENANT AND GOALS

Learning should be the essential process and chief purpose of any internship. With this focus, you should remember 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.”10 The formal process of drawing up a written covenant will bring intentionality to even the greatest of relationships.

A good covenant will answer the certain questions. First, a covenant will answer the question “Why?” This is a question of the purpose of the internship. From the very beginning, a covenant will help everyone agree on the goals of the internship and to bring intentionality to the relationship.

Second, a covenant will answer the questions “When?” and “Where?” This is a question of the logistics of the internship. The covenant will clarify the relationships, the roles, and the responsibilities of both you and the mentor. Of course, your school will have certain requirements that will need to be discussed and met as a part of the school’s formal internship program. However, the church or organization will have also have requirements of you. The covenant needs to spell all of these out in advance so that there are no unspoken assumptions.

Finally, a covenant will answer the question of “How?” This is a question of the ground rules of the internship. Every relationship and internship must have ground rules. A good covenant will discuss issues such as accountability, confidentiality, evaluation, criteria for success and completion, closure, and terms of termination (if necessary). It is much better to know the ground rules “up front” than to only discover them as you go.

All parties should negotiate and accept the covenant. The covenant 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, 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 fourth and fifth grade in

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10 Hendricks and Hendricks, 105.
school. She is ten right now, so my wife and I figure that we have only eight more summers with her before she goes off to 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).

Because 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. All internships 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.

Again, 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 mid-air, on his way to nowhere, just flying around until he runs out of gas.”

While the school and the mentor can assist, ultimately it is your responsibility to clarify the goals of the internships. Goals should come out of your needs. Where the mentor 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, in her very helpful book *The Mentor’s Guide*, 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 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 [intern] will be satisfied with the learning process, the learning outcome, or the mentoring relationship. . . . When [interns] do not have well-defined goals, goal setting becomes the first priority, and the mentor’s immediate task is to assist the [intern] in

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11 Ibid., 49.
clarifying and defining goals. This must be completed before the work phase of the relationship begins.12

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 school and beyond. After you have mapped out all of your goals, design a strategy with the input of the mentor to accomplish each goal. Once you have designed the strategy, determine how both you and the mentor 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 for which God has designed you. 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 your mentor
- Talking with ministry professionals in your anticipated ministry area to discover the knowledge and skills needed
- Areas discovered during school
- Areas discovered in previous ministry or employment experience
- 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 their 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 their actions on well-worn assumptions and existing strengths, but they may not learn much from these opportunities.”13

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).14

Leadership develops out of 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.


14 Ibid., 8-10.

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You must stretch. You must take opportunities to test yourself against new and difficult tasks. So experience can indeed be the best teacher – if it contains the element of personal challenge."\(^{15}\)

Challenges create tension or disequilibrium, causing people to consider the validity of their skills, values, and approaches. Learning takes place when these challenges force you 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 seventh grade Sunday school for the last five years, one of your goals should not be to teach a seventh grade Sunday school class. You have mastered this experience.

The role of the ministry mentor 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 can also “introduce alternative ways of seeing a situation, point to missed pieces, and connect fragments that seem disparate.”\(^{16}\)

There can be a temptation by the mentor 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 [interns] seek to discover your own answers by meeting the challenge before them.”\(^{17}\) The growth comes as a challenging environment forces you 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 academic studies? Although the internship should challenge you, you will only get frustrated if you have unrealistic 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 advantage for my existing leadership strengths?
- What does the feedback suggest I need to improve?
- What do I feel is important?


\(^{16}\) Coll, 54.

\(^{17}\) Zachary, 25.

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• Are there personal goals that I want to work on but do not want to disclose to others?¹⁸

Just as the mentor has a role in challenging you, the mentor 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 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.¹⁹

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.

Once the goal and the strategy to reach the goal are in place, the obvious next question is “How will you know when you are there?” In this final step, you will along with your mentor, decide the ways to measure progress toward the goal. Most goals and strategies need a target date, so make sure to include this date in the measurement (i.e. “I plan to preach my sermon by January”). Also answer the “by whom” question in the measurements, designating who will hold you accountable to complete your goal.

The internship goals should address both areas of personhood development and task development, remembering that the ultimate objective for any internship is the development of the whole person. Areas of development can include the following: family/marriage, financial, personal growth, physical, professional, social, or spiritual.

One final thing to mention in the whole area of goal development is that the process has a living dynamic. If the goals that were set six months ago are no longer valid, do not continue to go down a path that you have no desire to follow. You and the mentor need always to be open to reevaluate the goals of the internship and make needed adjustments accordingly.

¹⁸ Ting and Hart, 145.

¹⁹ Coll, 73.
Every experience for you in the internship has learning potential. It is in the consistent mentoring time that the ministry experiences become life changing. This consistent meeting with your mentor is the heart of the internship experience and must be a sacred priority for both you and your mentor. These meetings are the backbone of the internship because they provide regular opportunities for communication and instruction. If the prospective mentor is unwilling or unable to make the pledge to meet consistently and to give you undivided attention during these meetings, then you need to find another mentor.

It must be stressed that the mentoring time is different from a staff meeting. If you are serving in any official capacity with the church or organization, you are probably in plenty of staff meetings, department meetings, planning meetings, and so on. What I am taking about with the mentoring meeting is different. The mentoring time is a regularly scheduled event with the focus on your development, not the needs of the organization or the mentor. This time needs to be sacred, with a degree of privacy and lack of interruptions.

Regina Coll describes this type of meeting this way, “A busy office with the phone ringing and people coming in and out is not the best setting. . . . Squeezing in an hour between two important meetings is not the best time. In fairness to the seminarian, the time and place of supervision should suggest the importance of the meeting. Interruptions should be held to a minimum and then only for emergencies. Since supervision is ministry, the supervisory hour deserves as much respect as any ministerial conference.”

The time should be long enough to deal with the issues of your work and your reflection. Remember that your mentor is to help to create an environment where the Holy Spirit can work in your life so that you can focus on your development. Your mentor is to help create a “safe and courageous” environment of confidentiality, trust, safety, and space (to breathe, experiment, and dream). The real listening in mentoring is at a deeper level. It is the listening for the “meaning behind the story, for the underlying process, for the theme that will deepen the learning.” It is listening for the student’s vision, values, and purpose. It is also listening for struggle, trepidation, backtracking, and fleshy sabotage. The influence of mentoring increases as you and your mentor get to know each other better and as your mentor begins to be aware of your strengths, passions, and ministry vision.

So what do you talk about at the weekly or bi-weekly meeting? Usually the issues in this time revolve around four areas. First, the two of you want to discuss the area of professional skills. This answers the question “How can I do it?” Second, the two of you want to discuss the area of personal identity. This answers the question “Who am I?” Third, the two of you want to discuss the area vocational identity. This answers the question “Is this for me?” Finally, the two of you want to discuss the area of theological reflection. This answers the question “Where is God in all of this?”

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20 Ibid., 76.

5. CHRISTIAN THEOLOGICAL REFLECTION

The Need for Reflection in Development

Experience without reflection is not education. Robert Banks, in *The Tyranny of Time*, believes, “Those who are caught up in the busy life have neither the time nor quiet to come to understand themselves and their goals. Since the opportunity for inward attention hardly ever comes, many people have not heard from themselves for a long, long time. Those who are always ‘on the run’ never meet anyone anymore, not even themselves.”

It is only when you take the time to reflect on why you do what you do that you are able to discover areas of growth and development.

Most leaders now realize the importance of some type of reflective thinking. For example, in their study of leadership development among business executives, Morgan McCall, Michael Lombardo, and Ann Morrison discovered the following:

When faced with your own failure, executives who learned from it did not reflect only on externalities. Instead, they turned inward and took a hard look at themselves. As research has shown, the recognition and acceptance of limitations, followed by an effort to redirect oneself, are characteristics of successful people in general. For many executives it seemed that only hardships, especially a wrenching trauma, could force them to ask whether their professional and personal lives were as they should be, or if they could really cope with tough situations. Only the shovel-in-the-face kinds of events created a need for deep self-examination, and even then there were no guarantees.

Defining Christian Theological Reflection

While the idea of reflective thinking is a part of any experiential learning opportunity, Christian theological reflection is unique to theological education. In the discipline of field education, the process of reflecting theologically goes by many names -- theological reflection, experiential theology, phenomenological theologizing, pastoral theology, functional theology, and the theological interpretation of experience. Probably your school has a particular term or a particular model that they will introduce to you in helping you to reflect biblically, theologically, historically, and culturally. Nevertheless, no matter the title of the process,
reflecting as a Christian helps you to link your current human and social reality with the timeless truths of God.

Part of your growth as a believer and as a leader is to examine your Christian faith by reflecting critically on your beliefs and lifestyle and the beliefs and lifestyles of others. This type of reflection is “using our minds to organize our thoughts and beliefs, bring them into coherence with one another by attempting to identify and expunge blatant contradictions, and make sure that there are good reasons for interpreting Christian faith in the way we do. . . . Theology’s critical task is to examine beliefs and teachings about God, ourselves and the world in light of Christian sources, especially the primary norm of the biblical message.”

By this, we are able to no longer be, as the Apostle Paul puts it, “. . . children, tossed to and fro by the waves and carried about by every wind of doctrine, by human cunning, by craftiness in deceitful schemes.” (Ephesians 4:14, ESV)

The big questions asked in Christian theological reflection are “What is your experience teaching you about God, yourself, your theology, your assumptions, and your ministry to others?” Christian theological reflection is asking the question of meaning, asking the “so what” question behind the activity. It is in Christian theological reflection that you are able to integrate your theology training with your ministry setting.

**Christian Theological Reflection and Calling**

Our theology comes out of our sense of calling. We have already addressed this idea of calling at the first of the book. Our primary calling is to a living and dynamic relationship with God. Throughout Scripture, the chief concern is always with God calling His children to Himself and calling His children to a life of holiness. Our primary calling is the umbrella under which we function as believers. We are called first and foremost to God; not to just a role, a career, or a location. The primary call for all believers is to God. The functional call is how we live our primary calling out in loving relationships to others.

We must never lose focus of our daily call to love the Lord and love our neighbor, no matter what the context. As Jesus tells us,

> You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. On these two commandments depend all the Law and the Prophets. (Matthew 22:37-40, ESV)

The relationships, duties, and daily work that God has you in are where you live your calling out. The tasks are not sacred in and of themselves, but they become sacred because they come from God.

Reflecting on a proper understanding of calling or vocation, Douglas Schuuman writes, “If Christians are to become faithful participants in the purposes and processes of creation and redemption, it is essential that they hold together both the ‘sacred’ and the ‘secular,’ the ‘religious’ and ‘non-religious’ aspects of experience, and that they do so in a way that affirms the

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importance and integrity of each. The unity of life under God’s reign is brought about by a vital sense of life as vocation.”

The Need for Christian Theological Reflection

Grenz and Olson remind us, “Theology is any reflection on the ultimate questions of life that point toward God. . . . No one who reflects on life’s ultimate questions can escape theology. And anyone who reflects on life’s ultimate questions – including questions about God and our relationship with God – is a theologian.”

All ministry is overflowing with theology, and theology permeates ministry. All of our relational spheres in life have religious significance as places of service to God and to our neighbor. While you can operate at a very idealistic level in the isolation of theory, in reality your actions reveal your theology and your assumptions. We are all theologians. This happens at both the conscious and the unconscious level on a daily basis. All of us can have some type of disconnect between our “formal theology” (what we way we believe) and our “functional theology” (how we live).

It is when we reflect on our actions that the disconnect comes to light. In the process of testing our beliefs, you may discover that things that you assumed were true are not. At that point, we have to decide to either to continue to live with this incongruence or to seek a solution. The exciting thing is that in the process, our faith can actually grow stronger as we seek to live out truth in our daily life.

Long time theological field educator George Hunter warns,

The minister who is unable or unwilling to engage in this kind of theological reflection will, inevitably, experience a ministry that flounders, fades, and fails. The minister needs to maintain an alive contact with his/her roots – with the person of Christ, with the story of God and of God’s people as that has been recorded in Holy Scripture, with the history, tradition and theology of Christ’s Church, with the realities of a spirit-filled world – and to relate those roots, dialectically, with the here and now events and occasions for ministry.

Our actions reveal our theology. The question every student (and every minister for that matter) must continually ask is how does his or her theology affect how he or she does ministry in the context where he or she serves? It is in the context of Christian theological reflection in the midst of ministry where the classroom and the real world meet. This is truly the heart of the internship.


27 Grenz and Olson, 13.


29 Hunter, 85.

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Christian theological reflection is a dynamic relationship that is both an art and a science. Both you and your mentor have responsibilities in Christian theological reflection, but the role of your mentor is to make sure that this level of conversation takes place. Your mentor seeks to assist you in seeing God at work in the normality of daily life. This is why it is important to have a mentor who is theologically grounded and who is perceptive in the workings of God in both your life and in the ministry setting where you are working.

On this idea in their book *Spiritual Mentoring*, Anderson and Reese again stress,

[The] success of effectiveness of spiritual mentoring may be directly related to the ability of mentor and mentoree to move beneath the surface into the depths of treasures within the mentoree. Anything that we bring to the surface has the potential to turn out to be silver or gold hidden in the rough, angular and random shapes of the earthy rock containers that carry these unique treasures. The patient, sometimes tedious work of mining for the rich treasures within seemingly worthless rocks is the work of spiritual mentoring . . . . The deepest truth of spirituality is always autobiographical. It is incarnational, lived in the grit of life on Monday and Tuesday and all the days of the week. The extraordinary events of epiphany or revelation are few and rare, but the gentle or firm probing of a mentor’s questions draw us back to the central action of spirituality: to pay attention for the presence of God in everything.

Intentional Reflection

This level of reflection does not come easy. Russ Moxley and Mary Lynn Pulley of the Center for Creative Leadership note,

Most Western cultures – especially in North America – have a bias toward the external and active and a tendency to ignore the internal and reflective. Many people become busy with so many tasks that they do not stop to consider whether or why those tasks are important. Or if they have been through a painful experience, they avoid returning to it to consider the lessons for fear of reliving the pain. Yet without reflection, people get caught in an endless cycle of repetition, relying on the habits they developed yesterday to deal with the challenges they face today and will face tomorrow. With reflection and appropriate support, individuals can develop new levels of self-clarity from hardship – and this, our research and experience have shown, is a key attribute of effective leaders.

Both you and your mentor must be intentional in making sure Christian theological reflection takes place. If your mentor does not make sure to schedule time to talk about Christian theological reflection, it probably will not happen due to the busyness of the ministry schedule. Your mentor cannot force reflection and change. Rather your mentor creates the environment where change becomes desirable and where the Holy Spirit can work. Mentoring is

30 Anderson and Reese, 39-40.


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simply participating in what God is already doing in your life. Anderson and Reese illustrate this
concept with the analogy of an optometrist, “whose task is simply to adjust the intensity of light
through a series of lenses in order for the patient to have better vision. The optometrist does not
invent the light or create the patient’s eyes; rather he or she helps focus the patient’s attention on
the light that is already present.” 32

32 Anderson and Reese, 46.
6. FEEDBACK AND EVALUATION

The final ingredient of any healthy internship educational experience is feedback and evaluation. A major goal of the internship is to help you evaluate your design, your direction, and your development in ministry. You have invested significant time and resources into your theological education. The questions that you should be asking are:

- “Am I on the right track? Is God still directing me in this particular ministry area?”
- “Do I really have the God-given design for this ministry area?”
- “Do I really enjoy this ministry area?”
- “What do I still need to learn in this ministry area?”

Too many students leave school without ever asking the tough questions of life. With self-evaluation, informal feedback from others, and formal evaluation, it is important for you to wrestle with these questions. Feedback and evaluation are a part of being intentional in your own personal development. This process of feedback and evaluation in an internship is crucial in order for you to learn and grow because of the ministry experience. The ultimate goal is to teach you the needed skills for self-assessment, so that self-evaluation becomes a natural part of your life.

Feedback Versus Evaluation

So, what is the difference between feedback and evaluation? Feedback is the ongoing informal “mirroring” that occurs with other people during the course of ministry. It can be a casual conversation here or a well-timed word there. Evaluation, on the other hand, is more formalized feedback that occurs periodically such as the midpoint of an internship or at the conclusion of an internship. What a formal evaluation does is to paint a more composite picture of the feedback in a form that is understandable.³³

Power of Feedback

Although unfortunately avoided by most people, feedback is one of the most powerful tools in your development. Outside feedback is critical to get a reality check. We all have blind spots. Having a formal, structured means of feedback allows you the opportunity to pause and to assess your effectiveness. Feedback and evaluation also brings in some form of accountability for growth.

This is why James Kouses and Barry Posner, in their book *The Leadership Challenge*, note, “People need to know if they’re making progress toward the goal or simply marking time. Standards help to serve that function. But standards and goals are not enough. People’s motivation to increase their productivity on a task increases only when they have a challenging goal and receive feedback on their progress. . . . With clear goals and detailed feedback, people


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can become self-correcting and can more easily understand their place in the big picture. With feedback they can also determine what help they need from others and who might be able to benefit from their assistance. Under these conditions they will be willing to put forth more productive effort.”

**Why Do We Avoid Feedback?**

If feedback is so beneficial in a person’s development, why are people so “feedback starved?”

**Busyness**

First, people are too busy. People are too busy in the daily operations to pick up cues from other people. I spoke earlier about the need to slow down to be able to hear what God is doing in our lives. The problem is that we move too fast in life doing our own thing to slow down to really listen to God or to other people. We are only able to hear the heartbeat of God and the wisdom of others in our lives when we slow down, quiet ourselves, and invite feedback and reflection into our lives.

**Lack of Ownership**

Second is the lack of ownership. Feedback cannot be forced on you. You, as an adult learner, must be willing to receive the feedback that is given. People who “invite feedback” are more likely to make the changed needed for growth than people who have feedback forced upon them. The role of your mentor is to create an environment of readiness and expectation where you will can the initiative in the process. Your mentor’s challenge is to provide “thoughtful, candid, and constructive feedback in a manner that supports individual learning and development while encouraging [your] authorship and expression in meeting new challenges.”

**Fear**

Finally, feedback is threatening. It is very risking to allow other people to speak grace and truth on our lives. Again, Cloud and Townsend note, “Truth is often hurtful and uncomfortable. Like the surgeon’s knife, its healing power comes with pain. One of the most valuable tasks for anyone in spiritual growth is to learn to tolerate the discomfort of the truth, in light of its great power to help us.”

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35 Zachary, 130, 132.

36 Ibid., 130.

It is only normal of you to want to hear nothing but applause from other people. Moreover, it is only natural for most mentors to only give you praise. However, if all you ever hear is the good and never hear where are the areas of improvement, does it really do you any good in the end.

**Courageous Love in Feedback**

Do you remember the Hans Christian Andersen fairytale *The Emperor’s New Clothes*? The fairytale is about an emperor who loved his royal clothing. One day he heard about two tailors who could make the finest clothes from the most beautiful cloth in the world. These tailors, who were really swindlers, said that their special cloth had the special characteristic that it was invisible to anyone who was either stupid or not fit for his or her position.

Well, not to appear either dim-witted or unfit to be a ruler, the emperor did not say anything when he tried on his new wardrobe of nothing. Moreover, all of the townspeople were too scared or embarrassed to say anything either. No one wanted to speak the truth, but instead lavished lies about how beautiful the emperor’s new clothing of nothing was. Only in the end does a child point out the obvious truth that the emperor has nothing on.

In the end, did it really do the emperor any good for the people to not speak loving truth to him about being naked? Of course not. The same is true for you. Constructive feedback is essential for you if you are to ever develop beyond your existing levels. While praise is nice and can give us satisfaction, constructive feedback is what helps you to know which direction to move for further development.

I would much rather have someone speak loving truth to you now than for you to get fired from your first job after graduation for something that everybody knew about you but were too afraid to say anything. Or worse, nothing was said because no one wanted to hurt your feelings. This is the lack of courageous love.

One of the marks of a good mentor is a man or woman who loves courageously. A mentor is able to have the perspective to look into your life and ministry and to see where the gaps are and where God is at work. A mentor must be relational, empowering you in a safe but challenging environment. He or she is able to speak lovingly and courageously into your life to correct imbalances in a safe environment. This requires patience, knowing that change does not occur overnight.

Courageous love speaks truth into the life of another. However, there is a wide variety of truth that is needed in to produce growth. In their discussion of spiritual growth, Henry Cloud and John Townsend talk about specifically five types of truth that are needed for growth. Cloud and Townsend stress, “Our lives must be honest, and our truth must be for the other person’s best.”

While Cloud and Townsend are specifically talking about spiritual growth, these truths are also needed for leadership development as well. First, there is a need for the truth of illumination, which is the insight and wisdom for our inner lives. Second, there is a need for the

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39 Cloud and Townsend, 321.
truth of comfort, which is the emotional supply from God and others in bearing pain. Third, there is a need for the truth of clarification, which is the understanding of our responsibilities and resources in change. Fourth, there is a need for the truth of guidance, which is direction in growth and life. Finally, there is a need for the truth of correction, which is the confrontation with truth.⁴⁰

Encouragement is a strong mark of biblical community. However, true love is also courageous. Courageous love is the mentor’s initiative, in response to the Holy Spirit’s leading, in relationship to risk personal rejection and address what is holding another person back from experiencing God’s unconditional love. Courageous love involves a relational, intimate, and often confrontational service to others that leads them into closeness with God they would never experience any other way. This kind of love recognizes the flawed foundations of people’s character and the supernatural nature of the task. It takes the initiative, in the Spirit’s power, to enter the messes in people’s lives so they can experience deliverance from sin and participate in God’s purposes for them. Courageous love is central to the identity of the servant leader.

**Marks of Good Feedback and Evaluation**

So what then are the marks of good feedback and evaluation?

**Focused on Your Development**

First, feedback and evaluation must help you grow and develop. Good feedback and evaluation beneficially aims at discoveries and improvements that you can do something about. Good feedback and evaluation in the context of a healthy internship is different from a job review or an efficiency report. Feedback and evaluations in an internship should never be tied into rewards or punishments. The focus of feedback and evaluation in an internship, as the focus in all other areas of the internship, is to help you to learn and grow.⁴¹ Evaluations and feedback should be measured against your stated goals (hopefully as described in your internship covenant), rather than some else’s idealized goals for you.

**Focus on Strengths and Weaknesses**

Second, good feedback and evaluation must affirm your strengths as well as identifying your weaknesses. Feedback and evaluation help you discover your unique God given design for ministry, so it is important to hear a holistic picture of who you are and what is seen in your life. Therefore, make sure that the feedback and evaluation is clear and specific. If there is something that you do not understand or are not clear about, ask for clarification or examples so that you can grow from the comments.

⁴⁰ Ibid., 323-326.

⁴¹ Hunter, 31.
Support

Third, good feedback and evaluation must give you the support needed to deal with what is discovered. Because your internship is a growth experience, it is important for your mentor to give you the resources you need in order to make the needed changes that are being recommended.

Timely

A key to the support aspect of feedback is for feedback to be given in a timely manner, where there is an opportunity to put into practice what is suggested by the feedback. Feedback needs to be continuous instead of only concentrated at the end of the internship. This allows for you to experience the feedback while on the journey rather than waiting until the end of the journey for the formal evaluation.

If timely feedback is practiced throughout the internship, then the written evaluation at the conclusion of the internship should contain no surprises. Instead, the written evaluation is only focusing and summing up what has already been said and experienced during the internship and the mentoring relationship.  

Confidential

Finally, good feedback and evaluation is confidential. Sometimes the goals you want to work on during an internship are sensitive matters that you do not want shared with a wide circle of people. While you have maybe taken a great risk in sharing certain matters with your mentor that you have never shared with anyone before, you probably do not wish for this information to become general knowledge. This commitment to confidentiality allows you to be open and vulnerable to growth experiences, including the freedom to fail.

360-Degree Feedback

The ideal feedback situation is where there is feedback from multiple sources. The more people are speaking truth and grace into your life, the better. This feedback and evaluation can come from a variety of sources, as illustrated in the following diagram. You will need to confirm with your school’s specific requirements of how many formal evaluations are necessary and who needs to be a part of the evaluation process. Each school will have a different process.

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42 Ibid., 30.

43 Ibid., 31.

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Sources of 360-Degree Feedback

Professors

Ministry Participants

Other Ministry Leaders

Fellow Classmates

Mentor

Boss

Peers at Work

Spouse

Extended Family Members

Importance of 360-Feedback

Having multiple people become a part of the feedback process serves two purposes.

Perspective

First, allowing more voices in feedback allows you to see “a panorama of perceptions, presenting a more complete picture than that afforded by any one group.”[^44] A major benefit of your internship is seeing how others perceive you. Sometimes your self-perception and the perception of others can be far apart.

Craig Chappelow, writing on the topic of 360-degree feedback, discusses, “The 360-degree feedback process forces [participants] to examine the perspectives other people hold of them. For some participants, taking part in such a process is the first opportunity they have had

to examine your strengths and weaknesses. This exposure to other views and the resulting self-examination can create disequilibrium, causing people to question the adequacy of your skills or perspectives.”

Calling

The other crucial purpose in ministry preparation is that this 360-degree feedback can be a tool in the idea of corporate calling. Seeking wise counsel is a strong biblical theme. Because of the ability for self-deception, it is vital for us to seek an outside perspective from others. As was discussed earlier, theologians discuss the idea of both personal/inward calling and corporate/outward calling. I will say again that I believe so strongly that when God calls a person into a functional ministry, the Body of Christ confirms that calling. Again, God’s normal mode of operation is the public confirmation of one’s functional calling, as the community of faith sees you function.

Importance of Non-Professional (Lay) Feedback

As seen by the previous diagram, the potential sources of feedback provides is a mix of professional ministers, peers, family members, and non-professional (“lay”) leaders and members. It is vital for the primary respondents to be those people who have directly experienced your leadership and ministry. Rumors and second hand knowledge are not good sources of healthy feedback. The feedback from non-professional (lay) leaders and members who serve on the front lines of ministry alongside you have a unique and critical perspective of who you are and what you bring to the ministry setting.

George Hunter notes, “Lay people bring a unique perspective to theological education. They see things ‘from the pew.’ They also live out most of their ministry in God’s world, not in the institutional church setting. This is a perspective that neither the most able clergy supervisor nor the most learned faculty member has to offer. Only lay people can.”

Some schools and even some denominations will require you to have a formal lay committee to serve as a sounding board during your internship experience. Other schools will require you to have a less formal but no less important panel of lay evaluators to utilize. At our school, for example, we ask each of our students to have at least four ministry “consultants” who serve in the function of front line participants in the feedback process. Either way, take time to select people who are “comfortable with providing meaningful evaluation, and who will take the time and care to communicate this evaluation to you.”

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45 Ibid.

46 Hunter, 61.


### APPENDIX -- SAMPLE GOALS

<table>
<thead>
<tr>
<th>Sample Goal</th>
<th>Sample Goal Strategy</th>
<th>Sample Goal Measurement</th>
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<tbody>
<tr>
<td>I need to deepen my personal worship time in my devotion to God</td>
<td>▪ Establish a consistent daily time for personal devotion (prayer and Bible study)</td>
<td>▪ Have a consistent personal devotion time of 30 uninterrupted minutes at least 4 days a week</td>
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<td></td>
<td>▪ Focus my personal devotional reading time on the attributes of God, particularly the Psalms</td>
<td>▪ Memorize one verse per month that focuses on the attributes of God and say it from memory to one person a week</td>
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<td></td>
<td>▪ Increase Scripture memorization, focusing on verses that reveal God’s character and attributes</td>
<td>▪ Ask my Ministry Mentor to hold me accountable to my personal devotional time on a weekly basis</td>
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<tr>
<td></td>
<td>▪ Read John Ortberg’s <em>The Life You’ve Always Wanted</em></td>
<td>▪ Read <em>The Life You’ve Always Wanted</em> by January 1 and discuss the insights from that book with my Ministry Mentor</td>
</tr>
<tr>
<td>I need to show more tangible signs of love to my spouse</td>
<td>▪ Discover my spouse’s “love language” to show tangible signs of love</td>
<td>▪ Spend an entire evening with my spouse to discuss your “love language” and ways to show them tangible signs of love by May</td>
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<tr>
<td></td>
<td>▪ Become more intentional in praying with my spouse and praying for my spouse</td>
<td>▪ Have a consistent prayer time of at least 10 uninterrupted minutes with my spouse at least 4 days a week</td>
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<tr>
<td></td>
<td>▪ Spend more quality time with my spouse on a weekly basis</td>
<td>▪ Have a weekly “date night” with just my spouse on Friday nights</td>
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<td></td>
<td>▪ Attend a Marriage Retreat with my spouse</td>
<td>▪ Attend our church’s Marriage Retreat with my spouse in February of this year</td>
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<tr>
<td>I need to develop Christlike patience in my relationships</td>
<td>▪ Discuss with my Ministry Mentor situations where I find it hard to be patient and develop a plan of development and accountability</td>
<td>▪ Include discussions on patience in my weekly meetings with Ministry Mentor</td>
</tr>
<tr>
<td></td>
<td>▪ To seek input from my family and those under my leadership areas of impatience in my life</td>
<td>▪ Ask those under my leadership to hold me accountable in my development of patience on a weekly basis</td>
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<tr>
<td></td>
<td>▪ To expose myself to Scripture that deals directly with patience</td>
<td>▪ Memorize 3 verses that deal with the area of patience by June</td>
</tr>
<tr>
<td>Sample Goal</td>
<td>Sample Goal Strategy</td>
<td>Sample Goal Measurement</td>
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</tbody>
</table>
| I need to be more consistent in my own devotional study of God’s Word | ▪ I will purchase a *One Year Bible* and will begin using it as my devotional Bible during this internship  
▪ I will have my Ministry Mentor hold me accountable by asking me what I have learned in my devotion time | ▪ Purchase a *One Year Bible* by August and begin using it in my daily devotion time  
▪ Have my Ministry Mentor ask me every week about what I am learning in my devotion time |
| 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 discuss with my Ministry Mentor my struggle with inappropriate television viewing  
▪ I will have my Ministry Mentor hold me accountable by asking me if I have watched anything inappropriate on the television each week. | ▪ I will begin keeping my television log on February 1 and will weekly enter my viewing time and what I watch  
▪ I will discuss my inappropriate television viewing with my Ministry Mentor by April  
▪ I will meet weekly with my Ministry Mentor my television viewing habits |
| 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 |
| 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 |
<table>
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<tr>
<th>Sample Goal</th>
<th>Sample Goal Strategy</th>
<th>Sample Goal Measurement</th>
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</thead>
<tbody>
<tr>
<td>I need to learn about Muslim culture for cross-cultural ministry</td>
<td>- Interview a Muslim religious leader</td>
<td>- Interview a Muslim religious leader by January</td>
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<td></td>
<td>- Attend a Muslim religious service</td>
<td>- Attend a Muslim religious service by February</td>
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<td></td>
<td>- Read <em>Answering Islam</em> by Norman Geisler and Abdul Saleeb</td>
<td>- Read <em>Answering Islam</em> and discuss the insights from that book with my Ministry Mentor</td>
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<td></td>
<td>- Participate on a short-term mission trip to a Muslim culture</td>
<td>by April</td>
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<td></td>
<td></td>
<td>- Participate on a short-term mission trip to a Muslim culture in July</td>
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<tr>
<td>I need to learn how to select or develop a Bible study curriculum for junior high students on Sunday mornings</td>
<td>- Discuss curriculum development with my Ministry Mentor</td>
<td>- Include discussions on curriculum in my weekly meetings with Ministry Mentor</td>
</tr>
<tr>
<td></td>
<td>- Review class notes and meet with C.E. faculty to discuss curriculum development</td>
<td>- Meet with C.E. faculty by October</td>
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<td></td>
<td>- Meet with the Youth Pastor at my church to learn how the current curriculum was chosen for your junior high students</td>
<td>- Interview my Youth Pastor by December</td>
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<td></td>
<td>- Investigate what other Youth Ministries in the area are using for curriculum</td>
<td>- Research five other Youth Ministries and your curriculum by March</td>
</tr>
<tr>
<td>I need to learn how an Elder Board works in a church</td>
<td>- Read <em>The Unity Factor</em> by Larry Osborne</td>
<td>- Read <em>The Unity Factor</em> and discuss the insights from that book with my Ministry mentor</td>
</tr>
<tr>
<td></td>
<td>- Attend an Elder Board meeting at my church each semester</td>
<td>by October</td>
</tr>
<tr>
<td></td>
<td>- Interview the Chairman of the Elder Board at my church</td>
<td>- Attend the Elder Board meeting in October and February</td>
</tr>
<tr>
<td></td>
<td>- Interview the Senior Pastor on issues related to the Elder Board</td>
<td>- Interview the Chairman of the Elder Board by December</td>
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<td></td>
<td></td>
<td>- Interview the Senior Pastor by March</td>
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<tr>
<td>Sample Goal</td>
<td>Sample Goal Strategy</td>
<td>Sample Goal Measurement</td>
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<tr>
<td>I need to develop skills in planning a</td>
<td>▪ Recruit a retreat planning committee</td>
<td>▪ Have the retreat planning committee in place by October</td>
</tr>
<tr>
<td>retreat</td>
<td>▪ Develop a retreat budget and select a retreat location</td>
<td>▪ Have the retreat take place in February</td>
</tr>
<tr>
<td></td>
<td>▪ Enlist a retreat speaker and/or worship leader</td>
<td>▪ Include discussions on retreat planning in my weekly meetings with my Ministry Mentor</td>
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<tr>
<td></td>
<td>▪ Develop registration and publicity plans</td>
<td>▪ Have my Ministry Mentor evaluate my retreat planning by March</td>
</tr>
<tr>
<td>I need to learn how to prepare and</td>
<td>▪ Interview with other pastors to discuss your sermon preparation habits</td>
<td>▪ Schedule 3 pastoral interviews by April</td>
</tr>
<tr>
<td>deliver a sermon</td>
<td>▪ Discuss sermon preparation and delivery with my Ministry Mentor</td>
<td>▪ Hand in one sermon per month for evaluation to my Ministry Mentor</td>
</tr>
<tr>
<td></td>
<td>▪ Deliver a sermon three times during my internship</td>
<td>▪ Deliver a sermon three times in my church by May</td>
</tr>
<tr>
<td>I need to learn how to work with an</td>
<td>▪ Discuss with my Ministry Mentor your understanding of the role of your administrative assistant</td>
<td>▪ Participate on a short-term mission trip and preach two sermons in July</td>
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<td>administrative assistant</td>
<td>▪ Work weekly in the office to learn firsthand about faculty expectations and utilization of administrative assistants</td>
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<td>▪ 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</td>
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<td>▪ Work in the office every Wednesday from 9-12</td>
<td>▪ Discuss with my Ministry Mentor your understanding of the role of your administrative assistant by December</td>
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<td>Sample Goal</td>
<td>Sample Goal Strategy</td>
<td>Sample Goal Measurement</td>
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<td><strong>I will learn to deal with my anger</strong>&lt;br&gt;<strong>in a productive, God-honoring way</strong></td>
<td>▪ I will learn to recognize situations where I find anger controlling me&lt;br&gt;▪ I will discuss with my Ministry Mentor those situations where I find anger controlling me and develop a plan of improvement and accountability&lt;br&gt;▪ I will expose myself to Scriptures that deal directly with anger&lt;br&gt;▪ I will read <em>Make Anger Your Ally</em> by Neil Clark Warren</td>
<td>▪ I will ask my Ministry Mentor to hold me accountable for my anger&lt;br&gt;▪ I will complete a Scripture study on anger by November 1 and discuss the insights from that book with my Ministry Mentor&lt;br&gt;▪ I will read <em>Make Anger Your Ally</em> by Neil Clark Warren by January and discuss the insights from that book with my Ministry Mentor</td>
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<td><strong>I need to learn how to encourage my team</strong></td>
<td>▪ I will have a monthly worker meeting with my Youth Ministry workers&lt;br&gt;▪ I will take all of my Youth Ministry workers out to lunch for a one-on-one time of encouragement&lt;br&gt;▪ I will plan a end of year appreciation dinner for my Youth Ministry workers&lt;br&gt;▪ I will discuss encouragement with my Ministry Mentor</td>
<td>▪ I will start having a monthly workers meeting starting in September&lt;br&gt;▪ I will have taken all of my leaders out to lunch by May&lt;br&gt;▪ I will have an appreciation dinner in May&lt;br&gt;▪ I will discuss encouragement weekly with my Ministry Mentor</td>
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<td><strong>In need to improve my small group facilitation skill</strong></td>
<td>▪ Apply to be a Small Group leader at my church&lt;br&gt;▪ Attend all of the Small Group Leader training&lt;br&gt;▪ Lead a Small Group&lt;br&gt;▪ Discuss small group leadership with my Ministry Mentor</td>
<td>▪ Complete my Small Group leader application by May&lt;br&gt;▪ Attend the Small Group Leader training in August&lt;br&gt;▪ Attend the weekly Small Group Leader training&lt;br&gt;▪ Discuss small groups weekly with my Ministry Mentor</td>
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