

PARTNERING FOR FORMATION IN MINISTRY: A DESCRIPTIVE SURVEY OF ON-SITE FIELD EDUCATION MENTORING

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Abstract: The purpose of this study was to provide a description of on-site field education mentoring at one non-denominational seminary. The survey included 72 on-site field education mentors who have worked with master-level students at Dallas Theological Seminary from 2003 to 2007. This study reports the responses of these on-site field education mentors to questions on the level of structure in their individual internship programs, the identification of student interns at the mentors' churches or ministry organizations, the ratio of student interns to mentors, the compensation of student interns at the churches or ministry organizations, and the value of student interns to the churches and ministry organizations where the students serve. Implications for on-site field education mentors and professional field educators are discussed.

Introduction

A theological field education internship is not simply busy work for a seminary student or cheap labor for the church or organization where the student intern is ministering. Instead, involvement in a theological field education experience is a fundamental element to the intentional development of a future ministry leader. A great internship opportunity can place a seminary student in an environment where God can work through him or her in the lives of other people. More importantly a great internship can provide an environment where God can work in the seminary student's own life to expand a greater understanding of his or her calling, deepen in his or her Christlike character, and further develop his or her ministerial competencies.

The development of the seminary student during his or her theological field education experience does not happen in isolation, though. The direction of an on-site field education mentor or supervisor is priceless to a promising ministry 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 relationships. Mentoring for ministry formation is an interpersonal partnership, where the on-site field education 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."¹

Senior pastors, associate pastors, ministry directors, and organizational leaders all have the ability to make a lasting impact on the seminary students who complete their theological field education requirement in these leaders' local churches and ministry organizations. It is our contention as professional theological field educators that the on-site field education mentor at the internship site is actually more important than the location of the actual internship site. A fantastic internship site with a poor on-site field education mentor is worse than an adequate internship site with a great on-site field education mentor. Every professional theological field

educator participating in the Association of Theological Field Education (ATFE) relies heavily on these on-site field education mentors in churches and ministry organizations for the ultimate success of the school's formation of students for ministry.² With the vital role that on-site field education mentors play in the theological education picture, it is important to hear from these mentors in regard to their work with seminary students.

The purpose of this descriptive study was to observe current trends in church and ministry organization internships at one non-denominational, evangelical seminary. While the limitation of just looking at one school is recognized, it is hoped that this snapshot will help other professional theological field educators, seminary faculty members, and on-site field education mentors to evaluate trends in their own field education programs.

Method

Participants

The population for this study was based on a list of on-site field education mentors who had worked with masters-level students at Dallas Theological Seminary from 2003 to 2007. The current masters-level enrollment at Dallas Theological Seminary is 1816 students.³ To oversee the masters-level field education program at Dallas Theological Seminary, the school created the Spiritual Formation and Leadership Department in 2003. The authors of this article are either faculty members or staff members in this academic department.

The Spiritual Formation and Leadership Department of Dallas Theological Seminary maintains a database of former and current on-site field education mentors.⁴ At the time of the writing of this article, a total of 236 former and current on-site field education mentors had active information in that database. This database included on-site field education mentors for the main campus of Dallas Theological Seminary in Dallas, Texas, as well as all of the extension sites of Dallas Theological Seminary (Houston, Texas; Austin, Texas; San Antonio, Texas; Atlanta, Georgia; and Tampa, Florida).

For this descriptive study, we utilized an online survey (www.surveymonkey.com) and queried 72 of our most active on-site field education mentors to ask them a variety of questions about their internship programs and their dealings with student interns from Dallas Theological Seminary. While a few of the questions offered potential answers for the respondent to choose from, most questions allowed for the respondent to give open-ended responses. This number of participants represented 30.5% of the total number of on-site field education mentors in the database.

Of these on-site field education mentors who participated in the online survey, 22 of the mentors were senior pastors in a local church setting (30.6% of respondents), 37 of the mentors were associate pastors or ministry directors in a local church setting (51.4% of the respondents), and 13 of the mentors were parachurch leaders (18.1% of the respondents). While most of these on-site field education mentors served at churches and ministry organizations in Texas (63 mentors or 87.5% of respondents), we did have 9 out of state mentors (12.5% of respondents) complete the online survey.

Survey Findings and Discussion

Structured Internship Program

One of the initial questions asked on the online survey was does the on-site field education mentor's church or organization have a structured internship program for college and/or seminary students preparing for vocational ministry? Twenty-six on-site field education mentors (36.1% of respondents) indicated some type of structured internship program (see Table 1). While this indicates that 46 of the on-site field education mentors (63.9% of the respondents) do not have a structured internship program, we were actually quite encouraged that over one-third of our internship sites had some type of formal internship program outside of the internship structure provided by Dallas Theological Seminary. This optimism is in light of the fact that most churches think very little about the strategic development of leadership among their own membership in the first place.⁵

Table 1. Structured Internship Program

<i>Does the on-site field education mentor's church/organization have a structured internship program for college and/or seminary students preparing for vocational ministry?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Yes	26	36.1 %
No	46	63.9 %

What is meant by a “structured internship program”? While the definition of a “structured internship program” was left to the respondents of the survey, some of the common themes that we found in reading the open responses to the survey were the following:

- Having a formal internship application process in place for students to complete
- Stating clearly defined learning objectives for the internship which are separate from the learning objectives provided by the school
- Providing well thought-out educational times for all interns at a given site (such as a weekly or monthly meeting for all of the interns)
- Giving systematic exposure to the various departments with the church/organization
- Including the student interns intentionally in the same leadership development programming as the paid staff of the church/organizations (leadership development conferences, personal development conferences/retreats, outside developmental readings, etc)
- Utilizing professional and personal developmental plans for student interns which are similar to the paid staff's own developmental plans and which are separate from the seminary's field education development plans
- Providing formal evaluation for the student which is separate from the school's field education assessments.

Of course it is easier for a larger church or ministry to have the resources and the critical mass of interns to put the effort into developing a formal internship program. It must be acknowledged that Dallas, Texas is the land of the “mega-church,” with numerous churches in

the area having over 10,000 active members. In fact, many of these large congregations have more paid staff members than the average church in the United States has in total membership. On the other hand, a quick inspection of the above listed items indicates that many of these ideas are within the reach of most church and ministry settings, no matter its size or financial resources.

It is vital to recognize the uniqueness of each church and ministry organization. One size does not fit all. The on-site field educator mentors in our survey represented all sizes and all styles of churches and ministry organizations. Furthermore, each on-site field education mentor is just as unique from one another, even when there are multiple mentors at the same internship location. With the assistance of the professional field educators from the seminary, on-site field education mentors could look for ways to implement some of these suggestions to bring additional internship structure to their mentoring relationships in their own distinctive way.

The bigger issue though is making sure that quality mentoring is taking place in the first place. A major function of professional field educators at seminaries is to equip their on-site field education mentors with the fundamentals of how to mentor those preparing for ministry roles. We constantly hear statements from our on-site field education mentors concerning the ineffectiveness of their own field education experience when they were seminary students. While the art of mentoring is most often “caught” rather than “taught,” it is unfortunate that so many of the on-site field education mentors have never been involved in the receiving end of a healthy mentoring relationship themselves. Now that these on-site field education mentors have the opportunity to create a positive internship experience for the next generation of leaders, the question needs to be asked if these mentors have a tangible knowledge of what a healthy mentoring relationship for ministerial formation looks like.

Identification of Student Interns

With reference specifically to how churches and ministry organizations identify potential student interns in the first place, the survey revealed that it is still very much based on personal interface between the student intern and the on-site field education mentor. According to our survey, the majority of both student interns and on-site field education mentors personally ask the other to be involved in the field education experience. Specifically, 46 of the on-site field education mentors (63.9% of respondents) indicated that they had been personally asked by the seminary student to serve as an intern at the church or ministry organization; and 44 of the on-site field education mentors (61.1% of respondents) indicated that they had personally recruited seminary students to serve as interns at the mentor’s church or organization (see Table 2).

Table 2. Identification of Interns

<i>How are potential student interns identified by the on-site field education mentor and/or church/organization?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Church/organization has formal process	13	18.1 %
Mentor has formal process	11	15.3 %
Mentor recruits students	44	61.1 %
Students proactively ask	46	63.9 %

Note: Respondents could give more than one answer to this question

We are encouraged by the proactivity of both the students and the on-site field education mentors. Having the students be proactive in their internship site discovery is a key aspect that we stress at our school, but it is also found to be crucial in the educational readiness of the student as well. Adults learn best when they have ownership, authority, and self-direction of their own education (diagnosing, planning, implementing, and evaluating) and when they have a readiness and eagerness to learn based on their felt needs.⁶

Mentor Motivation

In regards to the on-site field education mentors actively recruiting student interns, many of these mentors are motivated by immediate needs in their respective ministries. One of the questions asked in the survey was, “Why is the on-site field education mentor personally involved with working with student interns?” (see Table 3). In our study, we found that 37 of the on-site field education mentors (51.4% of respondents) are looking to student interns to meet immediate needs in the mentor’s local church/organization (such as filling the need for youth minister, children’s minister, worship leader, small groups pastor, etc.). This immediate ministry need means that the student intern will be able to have significant ministry immersion in his or her ministry setting with real world experience.

Table 3. Mentor Involvement in Internships

<i>Why is the on-site field education mentor personally involved with working with student interns?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Meet immediate need in church/organization	37	51.4 %
Identify future staff members	32	44.4 %
Develop leaders for the worldwide Church	57	79.2 %

Note: Respondents could give more than one answer to this question

Moreover to the church’s or organization’s immediate needs, many of the on-site field education mentors are even looking to the student interns as future “hires” at the mentor’s church or ministry organization. In our study, we found that 32 of the on-site field education mentors (44.4% of respondents) are looking to student interns as future staff members. In these cases, both the student intern (as the potential employee) and the on-site field education mentor (as the potential employer) will look to the field education experience with a greater sense of focus and scrutiny.

At this point, a word of warning needs to be given. With many non-denominational, evangelical churches using student interns in pastoral roles in the church, it can create a confusing mix of roles and responsibilities. In these situations (such as the seminary student serving as the church’s youth minister or the church’s small groups pastor), there is always the danger of the lines between the educational growth of the seminary student and ministry employment of the pastor being blurred. For example, will a seminary student in this type of situation have the freedom to explore ministry venues outside of his or her official job description? A student’s employment as a minister does not automatically translate into educational development.⁷ As with providing guidance in the fundamentals of mentoring, the

input of the seminary’s professional theological field educator is vital in developing and maintaining a healthy balance between education and employment for all parties.

Ratio of Interns to Mentor

A fourth area investigated in the survey concerned the ratio of student interns to on-site field education mentors. In this regard, the survey asked, “What does the on-site field education mentor consider to be the ideal number of student interns that the mentor can personally work with at a given time?” Our findings were that 30 of the on-site field education mentors (41.7% of respondents) considered one student intern to be the ideal number to supervise, 34 of the on-site field education mentors (47.2% of respondents) considered two student interns serving at the same time to be the ideal number to supervise, and 8 of the on-site field education mentors (11.1% of respondents) considered three or more student interns serving at the same time to be the ideal number to supervise (see Table 4).

Table 4. Ideal Number of Interns per Mentor

<i>What does the on-site field education mentor consider to be the ideal number of student interns that the mentor can personally work with at a given time?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
One	30	41.7 %
Two	34	47.2 %
Three or more	8	11.1 %

With 64 of the on-site field education mentors saying that one or two student interns is the ideal number to personally work with at a given time (88.9% of respondents), clearly the mentors understand the importance of individual attention to the student interns. True mentoring can only take place where there is a reasonable span of care.⁸ It is interesting to note that even at the churches with the largest intern population (8 to 12 different interns per year), the mentors at these internship sites stressed the importance of low intern-mentor ratios.

As a follow up question to the question about the number of interns, the survey asked “Does the on-site field education mentor meet with his/her student interns one-on-one or in a cohort of student interns?” The survey found that 46 of the on-site field education mentors (63.9% of respondents) preferred to meet individually with their student interns, while 26 of the on-site field education mentors (36.1% of respondents) preferred a combination of individual meetings with their student interns and cohort style meetings with all of their student interns together (see Table 5).

Table 5. Mentor Meetings with Interns

<i>Does the on-site field education mentor meet with his/her student interns one-on-one or in a cohort of student interns?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Individual meetings only	46	63.9 %
Individual meetings and cohort meetings	26	36.1 %

Every experience for the seminary student in the internship has learning potential. It is in the consistent mentoring time that the ministry experiences become life changing. At some schools, this meeting between the student intern and the on-site field education mentor may be called a supervisory conference, reflection meeting, formation meeting, or some other name. Due to the differences in internship structure from one school to another, this meeting can be called by a variety of names. Also depending on the setting, this meeting may also involve other people; such as members of the lay committee or other interns at the same site.

However no matter the name or the structure, the primary concern is for the student intern to have consistent interaction with the on-site field education mentor for supervision and reflection. This consistent meeting between the student intern and the on-site field education mentor is the heart of the internship experience and needs to be a sacred priority for both parties. These meetings are the backbone of the internship because they provide regular opportunities for communication and instruction. Whether the meeting is done exclusively on a one-on-one basis or in a combination individual/cohort meeting is more of a preference of the on-site field education mentor. The important thing is for the on-site field education mentor to create an environment where the Holy Spirit can work in the life of the student intern so that the student can focus on his or her own spiritual and professional development. No matter the setting, great mentors are able to help craft a safe and courageous environment of confidentiality, trust, safety, and space (to breathe, experiment, and dream).

Compensation for Interns

The major area of discussion in internship trends deals with the specifics of compensation for student interns. One of the questions that our office hears the most from church and ministry organization leaders is “How much should I pay my intern?” To discover compensation ranges, we asked a series of questions in the survey. One question was “Approximately how many hours a week does the typical student intern work at the on-site field education mentor’s church/organization?” A second question was “Approximately how much does the church/organization pay student interns and in what way (i.e. hourly, weekly, biweekly, etc.)?” A related question was “What are the other benefits student interns receive from the church/organization (tuition assistance, book assistance, conference expenses, travel expenses, etc.)?” Finally, the survey asked “How long is the typical internship at the on-site field education mentor’s church/organization?”

In regards to the question of what the expectation was for hours of service per week, our findings were very evenly divided across the options provided. In particular, 17 of the on-site field education mentors (23.6% of respondents) indicated that their interns served 5-10 hours a week, 26 of the on-site field education mentors (36.1% of respondents) indicated that their interns served 10-15 hours a week, 20 of the on-site field education mentors (27.8% of respondents) indicated that their interns served 15-20 hours a week, and 9 of the on-site field education mentors (12.5% of respondents) indicated that their interns served 20 or more hours a week (see Table 6).

Table 6. Hours per Week

<i>Approximately how many hours a week does the typical student intern work at the on-site field education mentor's church/organization?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
5-10 hours per week	17	23.6 %
10-15 hours per week	26	36.1 %
15-20 hours per week	20	27.8 %
20 or more hours per week	9	12.5 %

With compensation, our findings were that 26 of the on-site field education mentors (36.1% of respondents) stated that their student interns served in a volunteer (unpaid) role, 13 of the on-site field education mentors (18.1% of respondents) stated that their student interns were paid on an hourly basis (ranging from \$8 to \$15 an hour), 22 of the on-site field education mentors (30.6% of respondents) stated that their student interns were paid on a monthly basis (ranging from \$400 to \$1250 a month), and 11 of the on-site field education mentors (15.3% of respondents) stated that their student interns were paid each semester in a one time payment (ranging from \$1000 to \$1500 a semester) (see Table 7).

Table 7. Intern Monetary Compensation

<i>Approximately how much does the church/organization pay student interns and in what way (i.e. hourly, weekly, biweekly, etc.)?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Volunteer	26	36.1 %
Hourly	13	18.1 %
Monthly	22	30.6 %
Semester gift	11	15.3 %

In addition to monetary compensation, on-site field education mentors reported other benefits student interns received for their service at the church or ministry organization. By far the most widely reported (23 of the on-site field education mentors) non-monetary benefit was paying for a student intern to attend a training conference (such as conferences organized by the Willow Creek Association, Leadership Network, or Dallas Theological Seminary's Center for Christian Leadership) with the church's or ministry organization's staff. Other benefits mentioned by the on-site field education mentors included seminary tuition assistance paid directly to the seminary (7 of the on-site field education mentors) in the name of the student intern, purchase of the student intern's seminary textbooks for the semester (4 of the on-site field education mentors), providing on-site housing for the student intern in an apartment at the church or ministry organization site (4 of the on-site field education mentors), and providing medical insurance for the student intern (1 of the on-site field education mentors).

When asked how long the typical internship lasts, it was very interesting that over half of the on-site field education mentors (40 of the respondents or 55.6% of respondents) indicated that their internships were open-ended (see Table 8). So what does this mean that over half of the internships are considered "open-ended"? Well, it depends. We know that some of our on-site field education mentors actually run a two year internship for students in their program, so

perhaps these on-site field education mentors indicated “open-ended” instead of “a school year or calendar year.” We also know of numerous occasions where a great internship just naturally morphed into more full-time employment for the student with the church or organization. And in other cases, the church or organization is utilizing the student in more of a formal “pastoral” role such a church’s youth minister or music minister. Thus, the church or organization wants to maintain consistency in that position if they have found a quality candidate to fill that particular role.

Table 8. Internships Length

<i>How long is the typical internship at the on-site field education mentor’s church/organization?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
A semester or a summer	12	16.7 %
A school year or a calendar year	20	27.8 %
Open-ended	40	55.6 %

Again, it must be recognized that the internship structure at Dallas Theological Seminary and other nondenominational seminaries might not reflect the internship structure at other seminaries, especially denominational seminaries working with their denomination in ministerial or priestly ordination prerequisites. In some seminaries and due to denominational requirements, the student intern may be required to complete a field education placement only in a “full-time” capacity (30-40 hours a week) with a local church or ministry organization. For these seminary students, a “part-time” or concurrent enrollment internship is not an option. Or in various cases, the student intern may not be allowed to receive financial compensation at all for his or her internship service. In other situations, the student intern may receive compensation from the denomination instead of the local church or ministry organization. So we acknowledge that these findings and discussions about compensation may be more relevant for nondenominational or evangelical seminaries.

Value of Interns at Churches/Organizations

A final heartening response came from the question, “How valued are the student interns by the leadership of the on-site field education mentor’s church/organization?” To our great pleasure, 54 of the on-site field education mentors (75.0% of respondents) indicated that student interns were “very valued” by the church or organization. When added to the number of on-site field education mentors who indicated that student interns were “somewhat valued” by the church and organization (16 of the respondents or 22.2% of respondents), a total of 70 of the respondents (97.2% of respondents) expressed that that there was value for the student interns at the church or organization (see Table 9).

Table 9. Value of Interns at the Church/Organization

<i>How valued are the student interns by the leadership of the on-site field education mentor's church/organization?</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Very valued	54	75.0 %
Somewhat valued	16	22.2 %
Somewhat undervalued	2	2.8 %
Very undervalued	0	0.0 %

There is always a danger of the student interns being ignored or unappreciated at their place of service. Most professional field educators know of horror stories of seminary students being undervalued or even traumatized from a poor internship experience. In these cases, it is usually a result of a combination of various factors (role confusion, mixed or unrealistic expectations from one or both parties, poor mentoring skills, lack of communication, abusive environments, or other factors). While the perfect internship situation or intern/mentor relationship cannot be guaranteed, the professional field educators can assist to make sure that the likelihood of a positive experience is promoted.

Implications

While there have already been some discussions on the implications of these findings from the responses from on-site field education mentors, below is a summary of general implications for both on-site field education mentors and professional theological field educators.

Implications for On-Site Field Education Mentors

1. Celebrate the uniqueness of one's church/organization distinctive offerings to student interns. On-site field education mentors can be found at all sizes of churches and ministry organizations, and each mentor and internship setting is unique. Smaller settings have a contribution to student development as much as larger organizations. Those mentors at smaller churches and ministry organizations should not be discouraged, but instead should realize that they can have just as great of an impact on the lives of seminary students and the Kingdom of God as mentors in larger settings.

2. Continue to be on the look out for quality students to invite into the internship process. We found that the process of linking students and mentors is still very much a personal connection. Potential mentors need to continue to place themselves in environments where they can come in contact with potential student interns, including identifying seminary students who may already be involved in serving at the mentor's church or ministry organization.

3. Remember the educational purpose of a student's internship. While the church or ministry organization benefits a great deal by having student interns serve at the particular setting, the ultimate purpose of the internship is for the student intern to develop in his or her understanding of calling, to deepen in Christlike character, and to expand in ministerial competencies. The demands of ministry employment must never cancel the educational needs of the student intern, even if the student is an employee of the church or ministry organization.

4. Consider the bigger picture of student internships in the worldwide mission of the global Church. On-site field education mentors have the opportunity to leave a legacy by

investing in the lives of seminary students who serve at these churches and ministry organizations “for a season.” The student interns who are allowed to serve at these churches and ministry organizations are the future pastors, missionaries, educators, and influencers of the next generation of the Church. When seen in this light, the task of mentoring becomes a very exciting and humbling endeavor.

5. *Maintain low student/mentor ratios.* Student interns benefit the most from the personal interaction they receive from on-site field education mentors. While most students come with similar educational and training needs, mentors need to be responsive to the individual needs of the student intern through quality personal time. In fact, some areas of spiritual formation (holiness and virtues) can only be addressed in more of a one on one setting. Even in cohorts, student interns will manifest personal issues that require personal responses. On-site field education mentors need to seriously consider the time commitment that is involved in mentoring a seminary student and should not become involved in a mentoring relationship that they are not able to reasonably perform that task.

6. *Provide fair compensation for student interns.* While no one will ever enter pastoral ministry solely for the money, it is only right to give fair compensation to student interns who are serving at a church or ministry organization. On-site field education mentors should work with the school’s professional theological field educator to develop compensations guidelines that are reasonable to the student and in line with local economic situations. As was seen in our study; compensation can include hourly pay, monthly pay, semester pay, and tuition and book assistance, as well as other creative means.

7. *Elevate the value of student interns.* The on-site field education mentor plays a crucial role in developing a culture that values student intern. This includes making sure that student interns are not chained to only administrative office work (although there is great importance in this work), but that every student intern is given opportunities to have ownership and demonstrate leadership of a ministry area.

Implications for Professional Theological Field Educators

1. *Assist on-site field education mentors in developing structures for student interns that complement to school’s provided internship structure.* There is not only one right way to structure internships. In fact, beneficial internships can take place in a wide variety of structures. All sizes of churches and ministry organizations can put into place some structures to help student interns in their development. Having formal internship application processes, stating clearly defined learning objectives, providing well thought-out educational times for all interns, giving systematic exposure to the various departments, including the student interns intentionally in staff leadership development programming, utilizing professional and personal developmental plans, and providing formal evaluations are all things that can be implemented in most church or ministry organization internship settings.

2. *Place an emphasis on training mentors.* Just because a church or a ministry organization has a structured internship program does not necessarily equal a quality internship experience for the student. As was stated earlier in this article, a fantastic internship site with a poor on-site field education mentor is worse than an adequate internship site with a great on-site field education mentor. A priority of all professional theological field educators should be to train on-site field education mentors in mentoring styles and good mentoring techniques.

3. *Encourage students in getting involved in ministry service in local churches and ministry organizations early in their educational cycle.* Students cannot expect local churches and ministry organizations to welcome them with open arms without first demonstrating some form of commitment to the church or ministry organization. On-site field education mentors are not interested in just being used by students to fulfill academic requirements. Professional theological field educators need to communicate to students early in their academic career the importance of serving and developing relationships in potential internship sites.

4. *Stress to mentors the importance of the individual needs of the student intern.* Professional theological field educators need to assist both students and mentors to develop a mentoring plan that meets both the needs of the student and the church/organization. The school's internship planning documents becomes essential in individualizing a student's internship in a particular location. The internship planning document assures personal fidelity and covenant between student intern and on-site field education mentor.

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Endnotes

¹ Regina Coll, *Supervision of Ministry Students* (Collegeville, MN: Liturgical Press, 1992), 16.

² Additional information about the Association of Theological Field Education can be found at www.atfe.org

³ Dallas Theological Seminary, *Dallas Theological Seminary 2008-2009 Catalog* (Dallas: Dallas Theological Seminary, 2008), 210.

⁴ As a word of clarification, at Dallas Theological Seminary the individual seminary student gets to select his or her own internship site and on-site field education mentor based on the student's degree track (pastoral leadership, cross-cultural ministries, educational leadership, women's ministry, media arts and communication, etc.) and vocational intent. We give our seminary students the freedom to "pitch" their internship ideas to our department staff for approval. Nevertheless, because this article is written to a broader audience, we know that other schools have very different methods of matching seminary students with on-site field education mentors and internship sites. But no matter the system, the same mentoring qualities are vital for success.

⁵ Aubrey Malphurs and Will Mancini, *Building Leaders: Blueprints for Developing Leadership at Every Level of Your Church* (Grand Rapids, MI: Baker, 2004), 31-37; Greg L. Hawkins, Cally Parkinson, and Eric Arnson, *Reveal: Where Are You?* (Barrington, IL: Willow Creek Resources, 2007), 47-54.

⁶ Malcolm Knowles, *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (River Grove, IL: Follett, 1980).

⁷ Janet F. Fishburn and Neill Q. Hamilton, "Seminary Education Tested by Praxis," *The Christian Century* 101, no. 1 (1984): 109-10.

⁸ Doran McCarty, *Supervision: Developing and Directing People in Ministry*, 2nd. ed. (St. Augustine, FL: McCarty Services, 2001).