

Pastoral Internship Manual



Grace Communion International
Church Administration and Development

January 2010

www.gci.org/lit/church/manual/

Table of Contents

| | |
|---|----|
| Introduction | 3 |
| Chapter 1: The intern’s <i>being</i> (character) | 4 |
| Chapter 2: The intern’s <i>doing</i> (competency) | 8 |
| (Note: supplemental material for chapter 2 is posted at http://www.wcg.org/MinDev/growth.htm) | |
| Chart 1: competency in <i>seeking the lost</i> | 9 |
| Chart 2: competency in <i>nurturing believers</i> | 10 |
| 1. <i>Adoration</i> : advancing corporate worship..... | 10 |
| 2. <i>Adoration & Community</i> : advancing small group ministry..... | 11 |
| 3. <i>Community</i> : developing relationships/personal family relations..... | 12 |
| 4. <i>Truth</i> : embracing and teaching The Faith..... | 12 |
| 5. <i>Truth</i> : teaching effectively..... | 16 |
| 6. <i>Serving</i> : encouraging whole-life stewardship..... | 16 |
| Chart 3: competency in <i>equipping workers</i> | 17 |
| 1. Developing others..... | 17 |
| 2. Motivating for mission..... | 18 |
| 3. Building ministry teams..... | 19 |
| 4. Managing time and projects..... | 19 |
| 5. Conducting meetings..... | 20 |
| 6. Resolving conflict and dealing with crisis..... | 20 |
| 7. Engendering accountability..... | 21 |
| Chart 4: competency in <i>multiplying leaders, ministries and churches</i> | 21 |
| 1. Vision-casting..... | 21 |
| 2. Mentoring..... | 22 |
| 3. Church Multiplication..... | 22 |
| 4. Superintending-supporting..... | 23 |
| Appendix 1: Pastoral Internship Tools | 24 |
| Summary of the Internship Process..... | 24 |
| Mentor Assessment..... | 25 |
| Intern Application..... | 26 |
| Life Mission Statement..... | 28 |
| Mentor/Intern Agreement..... | 29 |
| Mentor/Intern Development Plan..... | 30 |
| Mentor/Intern Goal-Setting..... | 31 |
| Intern’s Mid-Term Survey..... | 32 |
| Mentor’s Mid-Term Evaluation..... | 33 |
| Areas of Concentration for Intern..... | 35 |
| Intern’s “Time Matrix”..... | 37 |

Introduction

The purpose of this manual is to guide and resource the *mentors* and *interns* who are participants in the **pastoral internship program** that is coordinated by Church Administration and Development (CAD) within Grace Communion International (GCI) in the United States.

Pastoral Internship Program

This program provides internships for appropriately called, gifted and available men and women, with the intent of preparing them to serve within GCI as senior pastors of existing churches or planters of new churches. The duration of each internship is determined on a case-by-case basis, but typically, internships are for one year. During that time, the intern is assigned by CAD to work with a GCI pastor selected to serve as the intern's *mentor* and *supervisor*. The mentoring pastor uses various processes and tools to help the intern gain pastoral ministry experience and knowledge. This manual defines internship processes and development (character and competency) goals. It also provides a catalogue of tools (resources) for use by mentors and interns in guiding and informing their work together.

By design, this manual gives more information and tools than any one mentor-intern pair are likely to need (so do not be intimidated by the volume of this material). A key program focus is determining character and competency areas where the intern already excels, and others where growth is needed; then selecting and using tools to facilitate capitalizing on strengths and filling competency "gaps" during the internship period and beyond.

Mentors and interns are assisted throughout the program by material in this manual and personal assistance from CAD's pastoral internship program coordinator and coaches. For an overview of the internship process, please refer to the **Mentoring/ Interning Development Plan located** in the appendix. Email questions to Greg Williams at Greg.Williams@gci.org.

Mentoring

Mentoring is the primary process used in this internship program. Rather than a mere "tool," mentoring is seen as a *calling* from God to certain men and women to help prepare an intern to participate in the pastoral ministry that Jesus is now doing, in the Spirit, to fulfill the Father's mission in and through the church. Here are some helpful definitions of mentoring in our contemporary Christian context with the U.S.:

- "A relational experience in which one person empowers another by sharing God-given resources" (Clinton and Stanley in *Connecting*).
- "A dynamic relationship of trust in which one person enables another to maximize the grace of God in his/her life and service" (Mallison in *Mentoring to Develop Disciples and Leaders*).
- "As a mentor I don't want to tell people what God's will is for them; I want them to discover it for themselves. And that happens best, I've noticed, when I affirm what's going right with a person. Express encouragement regularly. Attend to the slow business of building trust. Look for ways to give simple, direct affirmations without the "buts," without having to add anything negative or corrective" (Palmer in *Mentoring That Makes a Difference*).
- "Both Jesus and Paul invested their lives in a few key leaders (using) several refreshingly simple and remarkably profound principles for developing leaders. They both developed their leaders...
 - In the midst of doing ministry
 - In pursuit of an earthshaking mission
 - With a focus on godly character
 - In the context of a small team
 - With time for reflection on ministry experiences
 - Over a long period of time
 - With a greater concern for faithfulness and obedience than for knowledge and skill" (Forman et al in *The Leadership Baton*).

As these definitions suggest, mentoring is a dynamic, *life-on-life process* by which the mentor shares with their intern experiences, resources and lots of encouragement. The goal of the mentoring relationship is the growth of the intern in both the *being* (character) and *doing* (ministry competency) of Jesus Christ, all in the context of pastoral ministry.

Chapter 1: The intern's being (character)

Development for a pastoral intern involves the transformation of their *being* (their character) in Christ and growth in their *doing* (their competency in living and ministering) with and for Christ. Mentoring pastors are called to help interns grow in both areas. This chapter instructs mentors concerning what they can do to facilitate growth in the intern's *being*.

Nurturing environments


As a mentor you are not able *directly* to cause your intern to grow in Christ-like character. Yet you have an essential role in facilitating the growth process. Your role involves your Christ-reflecting personal presence, your intercessory prayer on their behalf, and additional steps you will take to provide for them *nurturing environments* that are conducive to the Spirit's work to transform their lives.

“A great pitfall of ministry is that in a position of leadership, people perceive the leaders as a wise, spiritual presence. This can very much be true of the leader if he/she has been spending time with the Father to develop his/her relationship. However, once this spirituality is perceived, people credit it to the leader, not seeing what is behind the scenes. It is easy for the leader to get wrapped up in the perception and forget from where he/she came from. The mentor has to continually remember that mentorship is about pointing to Jesus.”
(Anna Aven, Fuller Theological Seminary)

Nurturing environments are opportunities and circumstances where the intern is helped to experience the transforming love and life of the triune God. Emphasizing these environments is essential because Christ-like character is more often ‘caught’ than ‘taught.’ Therefore it is helpful to view your mentoring role as that of a *steward* who works to connect your intern into such environments—we refer to them as the “foundations.”

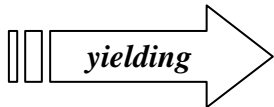
The foundations

The foundations pertain to experiencing God's being and activity, which leads through the work of the Spirit to the development of corresponding attributes of Christ-like character in the intern. This correspondence may be summarized as follows:

| <i>Foundations</i> (presentation of God's being and activity) |  <i>Character</i> (yielding corresponding traits in the intern) |
|--|---|
| God's love | Grace-based |
| God's person | Christ-centered |
| God's story | Word-directed |
| God's will | Spirit-formed |
| God's people | Fellowship-building |
| God's purpose | Disciplemaking |

Character formation in the intern is addressed in the rest of this chapter in the context of these foundations, each subdivided into three parts:

1. **Mentor commitments.** The core commitments that effective mentors both possess and express. As you live out these commitments in the presence of your intern, your life in Christ will ‘rub off’ on them. This is what we mean by ‘life-on-life’ mentoring.
2. **Environmental characteristics.** These are the specific characteristics of the environment that are related to the intern's character formation. One of your jobs as a mentor is to see that these characteristics are consistently presented.
3. **Toolbox.** This section in each category recommends resources that you can share with your intern to help them grow in the noted category of character development. It will often be helpful to share these resources together.

The foundation of *God's love*  ***grace-based interns***

As your intern experiences with and through you an atmosphere expressive of God's love, they will be helped to relate to God on the basis of his grace (acceptance and provision) in Christ. This will help them to grow in a desire for and commitment to ministry relationships based in grace, rather than in human performance or the desire for personal power or gain.

Mentor commitments

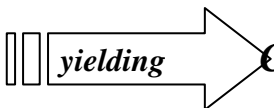
- Great Commandment living that expresses God's compassion, love and grace
- Concern for spiritual health over running programs—*being* over *doing* (though not the the exclusion of doing)
- Influencing through grace and love, not coercive power, unwarranted guilt or arbitrary rules

Environmental characteristics

- An environment within which the intern experiences unconditional acceptance with an emphasis on God's gracious provision in Christ

Toolbox

- Book: *Relational Christianity* by Steve Meeks
- Book: *Holiness by Grace* by Bryan Chapell

The foundation of *God's person*  ***Christ-centered interns***

As your intern experiences your joy and awe in knowing God who is Father, Son and Holy Spirit, they will learn to trust in and live for God through loving allegiance to Christ their Lord.

Mentor commitments


- Commitment to a Christ-centered life: from the Father, in the Son, through the Holy Spirit

Environmental characteristics

- An environment where the intern encounters an accurate picture of God in the person and work of Jesus Christ in the Spirit

Toolbox

- Book: *Hearing God* by Dallas Willard
- Book: *The Call* by Os Guinness

The foundation of *God's story*  ***Word-directed interns***

Through immersion in God's story of creation and redemption, conveyed in the written Word—the Bible—the intern's life is formed by the Spirit in conformance with the living Word, Jesus Christ.

Mentor commitments


- Seeing our story as part of God's story
- Word-directed living

Environmental characteristics

- An environment that is expressive of a Biblical worldview, that emphasizes Scripture focused on the gospel, and that models Word-directed living (being and doing)

Toolbox

- Book: *God's Big Picture: Tracing the story line of the Bible* by Vaughan Roberts

The foundation of *God's will*  ***Spirit-formed interns***

As your intern experiences and shares in your life of walking in the Spirit, they will learn to grow in dependence upon God, out of which flows the fruit of the Spirit rather than the works of the flesh.

Mentor commitments

- Dependence on God's sovereignty
- Faith-filled, Spirit-formed living
- Faithful, moment-by-moment surrender to God

Environmental characteristics

- An environment that is rich with devotion to the spiritual disciplines (prayer in particular) and within which walking in step with the Spirit is modeled

Toolbox

- Book: *Celebration of Discipline: the path to spiritual growth* by Richard Foster
- Book: *Renovation of the Heart: putting on the character of Christ* by Dallas Willard

The foundation of *God's people* *fellowship-building interns*

As your intern experiences your hope-filled and expectant vision for ministry, they will grow in a deep and abiding sense of personal calling to active participation in pastoral ministry. This participation emphasizes mutually accountable relationships with an emphasis on shared and collaborative leadership utilizing ministry teams. This approach to ministry includes Christ-like concern for the well-being and ministry involvement of the intern's spouse and children.

Mentor commitments

- Living in communal authority (willingly accountable)
- The church as Christ's presence in the world—expressing his passion and extending his global mission
- The local church as God's chosen instrument to advance his purpose in the world
- Ministry as a 'team sport' to be lived out through collaborative, shared leadership

Environmental characteristics

- An environment that expresses deep commitment to the local church as God's tool to advance the Kingdom in partnership with the GCI denominational family and the larger body of Christ
- An environment that expresses a deep commitment to being willingly accountable to peers, supervisors and ministry constituents
- An environment that engenders spiritual fellowship (koinonia) through sharing and collaboration

Toolbox

- Book: *The Body* by Charles Colson

The foundation of *God's purpose* *disciple-making interns*

As your intern experiences your passionate commitment to Great Commission living, they will grow in commitment to reaching out to build redemptive relationships through which discipling followers of Jesus of all ages are multiplied.

Mentor commitments

- Great Commission living: extending God's mission through discipling ministry
- Incarnational ministry within and through the body of Christ

Environmental characteristics

- An environment that expresses devotion to Christ's Great Commission for 'making disciples who make disciples'—viewing this mission as a life-style not a mere program

Toolbox

- Book: *Growing a Healthy Church* by Dann Spader and Gary Mayes

Chapter 2: The intern's doing (competency)

This chapter instructs mentors concerning what they can do to facilitate growth in the intern's *doing*—their ministry *competency*. A minister is said to be competent when certain desired ministry outcomes result from the application of knowledge and skill, in ways appropriate to the ministry context within which they serve.

While competency necessarily focuses on a minister's *doing* for Christ, remember that it must be grounded in a minister's *being* in Christ (refer to chapter 1). We must never separate an intern's doing from their being.

Disciplemaking ministry—KRA's

It is GCI's desire that its pastors be competent in "making disciples with Jesus"—which means effectively advancing Jesus' *disciplemaking ministry*¹ within their congregations and related contexts.

Disciplemaking ministry focuses on the following four strategic concerns—*key result areas* (KRA's). These KRA's reflect Jesus' ministry priorities as summarized in the statement of the Great Commission found in Matthew 28:18-20 and as lived out by his disciples in their ministries in and through the early church.

1. Seeking the lost

Through the use of *eternal CPR*:

- **Cultivating** (initiating and developing "place-sharing" relationships where the presence of Jesus is realized)
- **Planting** (sharing with those friends your personal 'faith stories')
- **Reaping** (clearly presenting to those friends the gospel and inviting a response of faith)

¹ The GCI model of disciplemaking ministry is described on the Ministry Development website and is the focus of GCI regional and district training.

2. Nurturing believers

Through the use of *ACTS*:

- **Adoration**: A spirit of worship, expectation and hope coming from a life of prayerful dependence
- **Community**: Developing and maintaining intentional, caring, committed and accountable relationships within the local church
- **Truth**: Devotion to the centrality of God's word which results in a deepened understanding of the triune God.
- **Serving**: An ongoing desire to give attention to the needs of others including churched and unchurched people, and adjusting one's lifestyle to meet those needs

3. Equipping workers

Mentoring and training others for active and skillful participation as workers in disciplemaking ministries focused on seeking the lost and nurturing believers.

4. Multiplying leaders, ministries and churches

A development strategy that includes:

- **Vision-casting**: providing hope and expectancy of a preferred future
- **Mentoring**: equipping through life-on-life coaching and training
- **Appointing**: providing a clear pathway into leadership
- **Supporting-superintending**: providing for ongoing growth and accountability

SPECIAL NOTE: All of these ministry components are equally important, but unless a leader can "gather" people nurturing, equipping and multiplying will not take place.

Ministry competency

Ministry competencies for pastoral interns are addressed in the rest of this chapter in four *competency charts*—one for each of the aforementioned disciplemaking KRA's.

Each chart is subdivided into four parts:

1. **Essential knowledge.** The knowledge that is essential for competency related to the particular KRA.
2. **Essential skills.** The skills that are essential for competency related to the particular KRA.
3. **Toolbox.** Resources that are recommended to inform your work as a mentor and to be shared with your intern as you help them develop competencies related to the particular KRA. There are a number of ways to use these resources including providing outlines for discussion; material for private study by the intern and/or mentor, followed by review with the mentor, etc.

Suggestions for additional resources are appreciated—please send them to Greg Williams at Greg.Williams@gci.org. Note also that additional toolbox resources are provided in the on-line versions of these competency charts—to to <http://www.wcg.org/MinDev/growth.htm>

The competency charts that follow are intended to be used flexibly as you customize your mentoring to fit the gifting and ministry context of your intern. You will need to help them measure progress in developing competency from the perspectives of knowledge and skill acquisition. Don't be afraid to measure, but always do so with mercy and emphasizing encouragement.

Note also that as a mentor, it is not enough to impart knowledge or teach skills in a classroom setting—you will need to **provide ample 'hands on' opportunities** to enable your intern to apply what they are learning.

One mentor will probably not be able to provide all the application opportunities interns need. Note that GCI pastoral internship program coaches are available to assist. If you do not have a coach assisting you, please contact Greg Williams at Greg.Williams@gci.org.

Interns and mentors (ideally together) are encouraged to take advantage of the training provided through GCI MinDev, CMM and GenMin training seminars.

Chart 1: competency in *seeking the lost*

Competent interns share in Jesus' love for sinners expressed through his priority to 'seek and save what was lost' (Luke 19:10) and his command to "go" beyond the limited confines of Jesus' group and their comfortable locale in order to "make disciples of all nations" (Matthew 28:19). Motivated by Jesus' love for the lost, his ministers take action to develop friendships with non-believers and share with those new friends the love of God in ways that convey Jesus' gospel accurately, clearly and attractively. A mentor assists an intern to grow in this area of competency by providing training, coaching, and "hands-on" experiences related to relational evangelism.

Administering eternal CPR

A competent intern actively shares their faith with non-believers through *eternal CPR* (cultivating, planting and reaping). Mentoring this approach to relational evangelism involves sharing the following.

Essential knowledge

- How to *cultivate* friendships with non-believers using *TLC* (targeting, listening and caring skills) without compromising one's commitment to Christ
- How to *plant* truths about Jesus into the life of this new friend
- How to *reap* a new follower of Christ by clearly presenting the gospel and calling upon the friend to respond in repentance and faith

Essential Skills

- Making contact with and developing friendships with non-believers
- Ability to assess and then 'speak the language' of that friend in accordance with their 'mindset' (culture, worldview, etc.)
- Sharing personal testimony about the positive difference Christ makes in one's life.
- Presenting the gospel clearly, accurately and attractively, and then inviting a response of repentance and faith
- Following up to disciple a new believer
- Interceding in prayer for non-believing friends

Toolbox

- Book: *The Celtic Way of Evangelism* by George Hunter
- Book: *Irresistible Evangelism* by Steve Sjorgren, Dave Ping and Doug Pollock
- Online articles on evangelism www.gci.org/lit/gospel/evang/

Chart 2: competency in *nurturing believers*

Competent interns nurture believers by sharing with them Christ's love and life within Christian community. They do so in large part by providing nurturing ministry environments within which believers share in the community's life of *ACTS: adoration, community, truth and serving*. A mentor helps an intern grow in ability to provide these nurturing qualities by providing focused training and coaching directed toward the following issues.

1. *Adoration: advancing corporate worship*

Believers are nurtured as they gather with the church to worship the Lord. Interns need to learn to contribute to this worship in accordance with their gifting and ministry assignment. Corporate worship occurs in the weekly worship service, in small group gatherings, in youth ministry meetings, and in other formats and locations where believers are gathered to worship. What is common to all these venues is addressed here.

Essential knowledge

- Understanding worship as ministry to the Lord—what we *give*, rather than merely what we *receive*
- Understanding worship as the ministry (priesthood) of all believers that is facilitated by a team of worship leaders/workers
- Understanding the biblical and historic roots of Christian worship
- Understanding of the elements of Christian worship including praise in music and prayer, intercessory prayer, preaching of and listening to the Word, giving of the offering, communion, etc.
- Understands the importance of multi-generational worship

Essentials skills

- Able to contribute actively to corporate worship in accordance with giftedness and ministry assignment
- Able to lead in public prayer
- Able (as appropriate to ministry assignment) to contribute to the design and coordination of corporate worship gatherings

Toolbox

- Book: *Worship, Community & the Triune God of Grace* by James B. Torrance
- Book: *Leadership Handbook of Preaching and Worship*, edited by James Berkley
- Trinitarian Worship blog at <http://trinitarianworship.blogspot.com/>

2. Adoration & Community: advancing small group ministry

Believers are nurtured in small group settings where there is a transformative environment of intimacy and accountability. In such settings, believers gather for worship (adoration in various forms including prayer), for mutual edification and sharing, and the study of Scripture. To assist interns in learning to organize and facilitate small group ministry, mentors will help them focus on the following:

Essential knowledge

- Understanding of the role of small group settings in the ministry of Jesus and the early church
- Understanding of small group organization, relational dynamics and life-cycle issues
- Understanding of small group facilitation/collaborative discussion processes
- Understanding the use of small groups for evangelism, nurturing believers, and task accomplishment in the local church
- Understanding of small group accountability processes, including the accountability of small group leaders to pastoral supervisors

Essential skills

- Able to launch a small group
- Able to organize a small group leadership team
- Able to facilitate small group meetings
- Able to be accountable within the small group leadership structure
- Able to multiply one small group into two groups

Toolbox

- Book: *How to Build a Small Groups Ministry* by Neal McBride
- Online small group studies on spiritual formation www.gci.org/lit/spiritual/group/default.htm
- Online article: *From Dream to Reality*
www.christianitytoday.com/smallgroups/articles/fromdreamtoreality.html
- Online article: *Five Essentials for Small Group Health*
www.christianitytoday.com/smallgroups/articles/5essentials.html

3. Community: developing relationships/ personal and family relations

Believers are nurtured through Christ-centered relationships within the body of Christ. Interns need to learn to initiate and develop such relationships by focusing on the following.

Essential knowledge

- Understanding of the essential components of relationship building including the role of the Spirit in building the fellowship (koinonia) of the church
- Understanding of how to engage in relationship initiating and building activities and conversations
- Understanding of how to be sensitive to different types and personalities of people and relational styles and the ability to respond appropriately
- Understanding the need to prioritize relationship with God and family, before effectively serving the Church

Essential skills

- Can provide tangible evidence of applied knowledge on how to build multiple deep, enduring and edifying relationships with believers, regardless of cultural or generational differences
- These relationships are edifying in that the recipient indicates that they not only feel loved, but is helped to grow or develop through the relationship
- Essential relational skills include the following:
 - **Active listening** (reflective listening)
 - **Empathy** (the identification of oneself with another and the resulting capacity to feel or experience sensations, emotions, or thought similar to those being experienced by the other)
 - **Effective interpersonal communication** (able to lead dialogue where both parties feel affirmed and cared for)
- Maintaining healthy boundaries with work and family
- Appropriate inclusion of spouse and children in the life of the church (based on their individual giftedness and availability)

Toolbox

- Book: *Quick-to-Listen Leaders* by Dave Ping and Anne Clippard
- Book: *My Husband Wants to be a Church Planter, So What Will That Make Me?* edited by John Bailey and Sherri Jachelski
- Online listening skills assessment (focused on relationships with partners, but appropriate for any listening skills) www.positive-way.com/listenin.htm
- Online article: *Empathy* www.leadershipproject.net/clientarea/empathyarticle.html

4. Truth: embracing and teaching The Faith

Believers are nurtured by being immersed in God's truth—The Apostolic Faith which is focused on the Kingdom of God present in the person of Christ through the ministry of the Holy Spirit. Interns need to fully embrace this truth for themselves and then learn to faithfully and skillfully teach it to others. Such teaching will occur in various settings including preaching in worship services, teaching in small groups, sharing in informal settings, and the like.

Ability to teach the truth involves understanding the core doctrines of the Christian faith, which are summarized here as they are presented in the *GCI Summary of Our Christian Faith*. Each element of this summary carries with it certain essential issues of knowledge, skill, outcomes and resources which are addressed in this section.

Overview resources. Each of the seven sections below provides a ‘toolbox’ with recommended resources related to an individual doctrine. The following resources are recommended for a systematic overview:

- A Brief Introduction to Trinitarian Theology <http://www.gci.org/lit/booklets/theology.htm>
- Online booklet *GCI Statement of Beliefs* www.gci.org/lit/aboutus/beliefs/
- *Invitation to Theology* by Michael Jinkins
- *Christian Doctrine* by Shirley Guthrie

The Triune God: *We believe in one holy, loving, all-powerful, and gracious Creator God who exists in three Persons: Father, Son and Holy Spirit.*

Essential knowledge

- Can articulate the essential elements of the doctrine of the Trinity (one God who is eternally three persons: Father, Son and Holy Spirit)

Essential skills

- When discussing God, demonstrates evidence of a biblical knowledge of the Trinity
- Refrains from discussions about God as a “family” and other distortions of the doctrine of the Trinity including referring to the Holy Spirit as merely the power of God

Toolbox

- Online articles about God www.gci.org/lit/God/
- Book: *The Christian Doctrine of God: One Being, Three Persons* by Thomas F. Torrance.
- Book: *The Creed* by Timothy Luke Johnson

The Holy Scriptures: We believe that the Bible is the inspired and infallible Word of God, fully authoritative for all matters of faith and practice.

Essential knowledge

- Has a thorough grasp of the Bible and of the Christian doctrine of the Holy Scriptures including the veracity of the Bible and the primacy in Scripture of the Gospel of grace
- Can defend against myths and errors associated with this doctrine

Essential skills

- Evidence that the Word of God is the compass that guides the intern’s life
- Working knowledge of the entire Bible’s use in the spiritual formation of believers
- Ability to understand and teach Scripture using sound exegetical and expository principles that avoid ‘proof-texting’ and related pitfalls
- Ability to use Scripture in ways that are Christ-centered and gospel-focused

Toolbox

- Book: *Truth & Power: The place of Scripture in the Christian Life* by J.I. Packer
- Book: *How to Read the Bible for all Its Worth* by Gordon Fee & Douglas Stuart

- Online articles on the Bible at www.gci.org/lit/bible/default.htm

Jesus Christ: *We believe that Jesus Christ, born of the Virgin Mary, fully God and fully human, is both Lord and Savior. That he suffered and died on the cross for human sin, that he was raised bodily on the third day, and that he ascended to heaven and sits at the right hand of God the Father. That he will come again to judge the living and the dead and to reign over all things.*

Essential knowledge

- Knowledge of the nature of Jesus as both fully God and fully human—the God-man who is the representative and substitute for all humanity (the doctrine of the vicarious humanity of Jesus)
- Knowledge of Jesus as Lord and Savior
- Knowledge that Jesus suffered and died for human sin
- Knowledge that he was resurrected on the third day, that he ascended to heaven and sits at the right hand of the Father
- Knowledge that Jesus will come again in glory to judge the living and the dead, and will reign over all things

Essential skills

- Can articulate in a biblically accurate way the above mentioned aspects of essential knowledge concerning Jesus

Toolbox

- Book: *The Mediation of Christ* by Thomas F. Torrance
- Book: *The Cross of Christ* by John Stott
- Online articles about Jesus Christ: www.gci.org/lit/jesus/

Holy Spirit: *We believe in the Holy Spirit, who brings sinners to repentance, who gives eternal life to believers, and who lives in them to conform them to the image of Jesus Christ.*

Essential knowledge

- Knowledge that the Holy Spirit is the third person of the Godhead
- Knowledge that the Holy Spirit brings sinners to repentance: convicting them concerning sin and righteousness
- Knowledge that the Holy Spirit gives eternal life by regenerating believers
- Knowledge that the Holy Spirit lives in believers for the purpose of conforming them to the image of Jesus Christ, providing counsel and comfort

Essential skills

- Can articulate in a biblically accurate way the above mentioned aspects of essential knowledge concerning the Holy Spirit

Toolbox

- Online scriptures relating to the Holy Spirit www.gci.org/lit/aboutus/beliefs/spirit.htm
- Online article: *The Deity of the Holy Spirit* www.gci.org/lit/God/deityHS.htm
- Book: *I Believe in the Holy Spirit* by Michael Green

The Church and the Christian life: *We believe that Christians should gather in regular fellowship and live lives of faith that make evident the good news that humans enter the kingdom of God by putting their trust in Jesus Christ. We believe in the spiritual unity of all believers in our Lord Jesus Christ.*

Essential knowledge

- Knowledge that the Church involves membership in both the universal church and local church
- Knowledge that the Holy Spirit binds together believers in spiritual union even as they find on-going fellowship and focus on mission through active membership in a local congregation and affiliation with a regional/national/global denomination
- Knowledge that active involvement in a local church is of great importance to the mission of the universal church and to the believers who constitute the body of Christ
- Knowledge that God places the believer in the body of Christ, within a local congregation in accordance with his purpose and will
- Knowledge that believers are those who have turned to Jesus in repentance and faith, accepting him as their Savior and seeking to serve him as their Lord
- Knowledge that believers should live lives of faith that give evidence of the truth of the gospel and of the present reality of the Kingdom in their lives
- Knowledge that the Christian life is a stewardship of God's grace in its many forms
- Knowledge that gifts are given to the believer for the benefit of the body

Essential skills

- Can articulate in a biblically accurate way the above mentioned aspects of essential knowledge concerning the Church and the Christian life

Toolbox

- Book: *Body Life* by Ray Stedman (<http://pbc.org/dp/stedman/bodylife/index.html>)
- Online articles about the church and serving in the church: www.gci.org/lit/church/ministry/
- Online articles about the gospel: www.gci.org/lit/gospel/default.htm
- Online scriptures concerning Christian conduct www.gci.org/lit/aboutus/beliefs/conduct.htm

Salvation by grace: *We believe that salvation comes not by works, but only by God's grace through faith in Jesus Christ.*

Essential knowledge

- Knowledge that repentance, faith in Jesus Christ as Savior and Lord is sufficient for salvation
- Knowledge that works are a by-product of salvation (grace), not a cause or means to maintain it
- Knowledge of the breadth and depth of the grace extended to us by our Savior which includes all aspects of our salvation: justification, sanctification and glorification

Essential skills

- Can teach doctrinal/Biblical topics in ways that are grace-based and gospel-focused (rather than legalistic)
- Can skillfully and scripturally defend the fundamental belief that we are saved by grace alone through faith in Christ alone
- Can appropriately teach concerning the role of works in a Christian's life...not as a means to salvation, but an appropriate result of and response to the grace extended to us

Toolbox

- Online articles concerning the gospel: www.wcg.org/lit/gospel/
- Online article: *Salvation* www.wcg.org/lit/disc/disc6a.htm
- Book: *What's So Amazing About Grace* by Philip Yancey

The life to come: *We believe in the resurrection of the dead and the life of the world to come.*

Essential knowledge

- Knowledge of the future general resurrection of the dead
- Knowledge of life following glorification of the body in the resurrection
- Knowledge of the major eschatological views accepted within orthodox Christianity

Essential skills

- Can skillfully and scripturally defend fundamental beliefs concerning the resurrection of the dead and the life in glory beyond
- Can explain the major eschatological views accepted within orthodox Christianity

Toolbox

- Online article: *Our Resurrection with Christ* www.gci.org/lit/spiritual/resurrec.htm
- Online article: *The Resurrection of the Body and Why it Matters* www.gci.org/lit/prophecy/resbody.htm
- Book: *Jesus Ascended* by Gerrit Dawson

5. **Truth: teaching effectively**

For believers to be nurtured in God's truth, it is vital that ministers be effective in teaching that truth to believers and non-believers alike. Thus interns need to become competent teachers. That competency involves the following issues which a mentor will help their intern address.

Essential knowledge

- Knowledge of how to prepare a presentation/teaching lesson including knowledge of the elements of an effective presentation: introduction, thesis statement, body and conclusion
- Knowledge of principles of audience analysis—what does this particular audience need from this presentation?
- Knowledge of mechanics of an effective oral presentation: eye contact, vocal variety, use of gestures, cadence or pacing, volume variation, use of multi-media aids, etc.

Essential skills

- Can provide tangible evidence of applied knowledge on how to deliver an effective presentation
- Can effectively present God's Word: the Apostolic testimony to the Living Word Jesus which is the central focus of Scripture

Toolbox

- Online article: *So You Wanna Deliver an Effective Public Speech* www.soyouwanna.com/site/syws/speaking/speaking.html
- Book: *Christ Centered Preaching* by Bryan Chappel
- Website with links to articles on teaching <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

6. Serving: encouraging whole-life stewardship

Believers grow as they become faithful and consistent stewards of their entire lives, including their time, talent (natural and spiritual gifts) and treasure (financial resources). Interns need to be equipped to model and teach others whole-life stewardship. In that equipping process the following issues are essential.

Essential knowledge

- All of our resources belong to God—he is the provider and owner and we are the stewards
- The foundation of Christian stewardship in the grace of God—faithful and generous stewardship is our grateful response to God’s underserved gifts: *Generous God; generous people*
- Stewardship involves being stewards of God’s grace in *all* of its forms
- Able to accurately identify spiritual gifts and understand how they are given for the building up of the church, not for personal gratification

Essential skills

- Able to budget time, talent and treasure so that the person has ‘margin’ sufficient for planned and spontaneous generosity
- Able to model and teach whole-life stewardship to other believers
- Able to minister out of spiritual giftedness while also serving in other areas of need—able to help other believers minister in the same way
- Able to be resilient—living the life of a steward in good times and in bad, moving forward in faith in God’s provision, despite obstacles such as lack of time, or other resources

Toolbox:

- Book: *A Christian View of Money* by Mark Vincent
- Online articles on stewardship and money management
<http://www.gci.org/lit/booklets/money/default.htm>
- Online article: *Principles of Biblical Stewardship*
www.xenos.org/teachings/topical/sermonmount/gary/sermon6-5.htm

Chart 3: competency in equipping workers

Competent ministers recruit and equip willing believers to ‘go deeper’ into active and skillful participation as workers in Jesus’ disciplemaking ministry. That work involves both nurturing believers and seeking the lost. A mentor assists an intern to grow in their ability to equip workers by providing training and coaching related to the following issues.

1. Developing others

The essence of ministry is relating to and developing people. And thus an intern needs to be helped to develop the ability to develop others. That ability is directly related to the following.

Essential knowledge

- Understands that leaders are given to the church in order to equip willing believers for their work of ministry in building up the body of Christ
- Can explain the process of developing other workers and/or leaders
- Can explain what empowerment in the church is
- Describes the process of mentoring

Essential skills

- Evidence that there is a cadre within the congregation who are being invested in and who are growing into effective workers as a result of the intentional and developmental activities of the intern
- Evidence that the minister has a clear sense of who is being groomed to ‘step up’ as a ministry worker, and that those who are identified by the minister would corroborate the intentionality of the relationship that is leading to additional worker opportunities

Toolbox:

- Book: *Building Leaders* by Aubrey Malphurs. See excerpts of book at www.gospelpublishing.com/store/AGPH/Downloads/item_content/building_leaders.pdf
- Book: *The Leadership Baton* by Rowland Foreman, Jeff Jones and Bruce Miller
- Online article: *Training the Core Workers (the gateway is personal relationship)* www.christianitytoday.com/bcl/areas/teamdevelopment/articles/082405.html
- Online articles on developing individuals: www.teal.org.uk/coaching/leaders.htm

2. Motivating for mission

Workers are equipped as they gain focus regarding the church’s call to active participation in Jesus’ Great Commission. Interns need to learn to help others focus on this mission by learning to lead a congregation in developing a clear sense of mission as reflected in a mission statement. Discovering mission and leading others to participate in it involves the following.

Essential knowledge

- Knowledge of what the local congregational mission is
- Knowledge of how the local congregational mission is tied to the Great Commission
- Knowledge of how congregational members can contribute to the fulfillment of the congregational mission

Essential skills

- Can explain to others the purpose of the local congregation with respect to mission and how it ties to the Great Commission
- Able to demonstrate that the specific ministry he or she is involved in is having its intended effect in furthering the fulfillment of the congregational mission
- Demonstrates, through personal ministry, alignment with the congregational mission

Toolbox

- GCI Disciplemaking ministry model found online at <http://www.wcg.org/mindev/>
- Online article: *Six Functions of the Church* www.gci.org/lit/church/ministry/functions.htm
- Online article: *Upward, Inward and Outward in Word and Deed* www.gci.org/lit/church/ministry/worddeed.htm
- Book: *Ministry Nuts and Bolts* by Aubrey Malphurs
- Online article: **12 Key Strategic Steps for Leading Your Church** by Aubrey Malphurs http://www.sermoncentral.com/article.asp?article=a-Aubrey_Malphurs1_1_07

3. Building ministry teams

Workers are to be equipped to work together in visionary, missional ministry teams (rather than in mere ministry ‘task forces’). An effective minister is able to facilitate the transition of a group of individuals into a cohesive team, galvanized around shared values, mission, vision and strategies. Interns learn to contribute to team building as they understand the following.

Essential knowledge

- Knowledge of the difference between a Spirit-composed and Spirit-led ministry team and a group of individuals merely forming a work task-force
- Knowledge of the key factors required to build a team into a cohesive unit
- Knowledge of the key factors that tend to create disharmony within ministry teams and what is required to address those issues to restore team cohesion and unity

Essential skills

- Can explain how good teams function
- Can explain what factors impede team orientation and progress
- Demonstrates, through personal leadership, how to build a cohesive team
- Is able to demonstrate team building skills in such a way that a group of individuals migrates, under his or her leadership, from a focus on personal and individual goal fulfillment to fulfillment of team related goals
- Understands nature of voluntary service; working with volunteers

Toolbox

- Online article: *The Basics of Team Building* www.teamtechnology.co.uk/tt/t-articl/tb-basic.htm
- Book: *Leading the Team-Based Church*, George Cladis
- Online articles on team-building: www.teambuildingusa.com/teambuilding-articles.asp
- Online links to sites that deal with the topic of teamwork
<http://reviewing.co.uk/toolbox/teams-and-teamwork.htm>

4. Managing time and projects

Workers need to be equipped to manage their time well so that they maximize their availability (and thus their effectiveness) in ministry work. Interns need to be taught time management skills so that they can then teach others in accordance with the following.

Essential knowledge

- Can articulate the essential elements of time management, the enemies of effective time management, and key strategies that lead to using time in a productive way

Essential skills

- Priorities
- Harmonizing family and ministry in accordance with Christ’s directives and guidance
- Harmonizing job and ministry in accordance with Christ’s directives and guidance
- Scheduling-efficiency
- Ability to teach time management and planning principles

Toolbox

- Book: *Margin: restoring emotional, physical, financial, and time reserves to overloaded lives* by Richard Swenson, M.D.
- Book: *Help for the Small Church Pastor* by Steve R. Bierly
- Online article: *Time Management for Pastors*
www.christianitytoday.com/yc/2005/005/5.64.html
- Online article: *Too Busy? Try These Practical Time-Management Tips*
www.christianitytoday.com/workplace/articles/issue9-timemanagement.html

5. Conducting meetings

Equipped workers understand how to conduct effective ministry meetings. Interns need to be taught how to conduct ministry meetings in accordance with the following.

Essential knowledge

- Building consensus, solving problems and making decisions in a group setting

Essential skills

- Collaborative process
- Preparing and working from an agenda

Toolbox

- Book: *How to Make Meetings Work* by Michael Doyle and David Straus
- Book: *How to Make Collaboration Work* by David Straus
- Online article: *Presentation Skills* www.teal.org.uk/v1/v12bibt.htm

6. Resolving conflict and dealing with crises

Active participation in Christ's work inevitably brings a minister into the realm of conflict and crisis. An equipped worker understands how to address both with grace and skill. The mentoring of an intern in these important areas will involve the following.

Essential knowledge

- Understands the biblical model for dealing with conflict in the church (see, for example, Jesus' instructions in Matthew 18: 15-20 (see also chapter 8 in the Church Administration Manual)
- Can articulate primary causal factors for interpersonal conflict, and proven methods (including biblical approaches) for resolving it
- Can articulate the classic cycle of response/recovery in a crisis situation and understand how to meaningfully assist in each stage
- Knowledge of what typically causes interpersonal conflict
- Knowledge of key strategies for resolving interpersonal conflict and mechanisms (including biblical approaches) that lead to reconciliation

Essential skills

- Demonstrates how to effectively resolve interpersonal conflict and intervene to provide support in a crisis
- Able to effectively lead a group through a conflict resolution process

Toolbox

- Online article: United States Air Force Auxiliary training materials on conflict resolution: http://level2.cap.gov/Prof_Dev_Modules/cap_lesson_16/lesson16_html/instruct16.htm
- Online article: *Conflict resolution* www.crnhq.org
- Online article: *Conflict resolution* www.teal.org.uk/conflict/resolution.htm
- Book: *Crisis Counseling* by Norman Wright

7. Engendering accountability

Equipped workers understand the importance of accountability to Christ, to the church's disciple-making mission, to supervisors and to co-workers. Interns need to fully embrace this value for themselves and engender it in co-workers.

Essential knowledge

- Members of the church are 'individually members one of another' (Romans 12:5 NASB) and are thus to be mutually accountable—submitting to one another in love “out of reverence for Christ” (Ephesians 5:21)
- The accountability of workers and leaders in the body of Christ is administered through the congregation's governance system—which in the WCG is direct accountability to the ministry supervisor and to the congregation's senior pastor

Essential skills

- Able to both yield to and to administer accountability systems in accordance with WCG polity
- Able to adhere to and to teach required reporting protocols
- Able to administer WCG disciplinary system when needed

Toolbox

- Book: *Pastors of Promise: Pointing to character and hope as the keys to fruitful shepherding* by Jack Hayford
- Online article: *The Power of an Accountability Group* www.christianitytoday.com/workplace/articles/issue14-poweraccountability.html
- *GCI Church Administration Manual* (available online at www.wcg.org/lit/church/manual/)
- Book: *It Only Hurts on Monday* by Gary McIntosh and Robert Edmondson

Chart 4: competency in *multiplying leaders and ministries*

Ministers who serve in leadership roles (ministry leaders and pastoral leaders) must be competent in providing pathways for ministry workers to grow into ministry leaders. This involves developing, commissioning and supervising teams of multiple leaders. As appropriate to context, it includes starting (“planting”) new ministry segments and congregations. Mentors help interns grow in this area of competency by training and coaching them with regard to the following issues.

1. Vision-casting

Leaders must be able to provide ministry environments that are characterized by hope and expectancy. They do this by clearly communicating a vivid verbal picture of an expected/preferred future for the ministry that is faithful to and expressive of the church's overall discipling mission.

Essential knowledge

- Strategic planning related to the GCI disciplemaking model of ministry

Essential Skills

- Ability to determine and then communicate a vision in ways that are faithful to the mission and that inspire and motivate others to follow
- Able to lead the change necessary to move forward toward fulfillment of the vision
- Ability to take measured and appropriate risks in order to lead change

Toolbox

- Book: *Transitioning* by Dan Southerland
- Book: *Turn Around Strategies for the Small Church* by Ron Crandall
- Online article: *Vision Forming* www.teal.org.uk/vl/vl4proc.htm
- Online article: *Prayer for Vision* www.teal.org.uk/ep/prayvis.htm

2. Mentoring

Mentoring is a powerful and essential relational tool for ministry multiplication. It involves the life-on-life transference of ministry competency from the mentor to the intern.

Essential knowledge

- Understands the fundamentals of mentoring as a tool for leadership development

Essential Skills

- Ability to recruit interns
- Ability to mentor one or more interns in areas related to the mentor's ministry competency

Toolbox

- Book: *The Making of a Leader* by J. Robert Clinton
- Book: *Developing the Leaders Around You* by John Maxwell
- Online article: *Coaching and Mentoring* www.teal.org.uk/coaching/coaching.htm

3. Church Multiplication

Effective leadership multipliers are able to facilitate the starting of new disciplemaking ministries. In addition they understand the principles and practices for starting new churches and lead their congregations to "parent" or to "partner with" new church plants.

Essential knowledge

- Techniques for working with (recruiting and motivating) volunteers
- Effective strategies for planting new ministries and small groups
- Basic principles and practices for starting new congregations
- Understanding of how to minister cross-culturally and cross-generationally

Essential skills

- Ability to recruit and motivate volunteer leaders
- Ability to assist leaders in growing in ability and responsibility
- Ability to plant and help others plant new ministries and small groups

Toolbox

- Book: *Community of Kindness—A Refreshing New Approach to Planting and Growing a Church* by Steve Sjogren and Rob Lewin
- Book: *Planting Missional Churches* By Ed
- Book: *Church Planting* by Stuart Murray
- *Church Administration Manual: Appendix C, “Church Planting”*

4. Superintending-supporting

Remaining appropriately involved in the lives and ministries of those the leader is appointed to superintend—providing for ongoing growth and accountability in accordance with GCI governance and administrative policies.

Essential knowledge

- GCI financial system policies
- GCI governance system policies including disciplinary systems

Essential Skills

- Ability to lovingly yet directly confront those supervised as and when appropriate
- Ability to nurture those supervised
- Ability to train those supervised

Toolbox

- GCI Church Administration Manual www.gci.org/lit/church/manual/
- GCI Financial Management Manual www.gci.org/online/StaticContent/Manuals/Financial%20Management%20Manual.pdf

Appendix 1: Pastoral Internship Tools

This appendix provides practical tools that define the internship relationship, guide the standard internship process, and provide for measuring progress.

Sources for GCI Pastoral Interns

- Young adults nurtured and mentored into leadership within their GCI congregation
- Young adults outside the GCI who are seeking contact with us because they have been exposed to our website
- Young adults outside the GCI who are enrolled in Bible colleges and seminaries, or attending youth ministry and other conventions, coming to know of us through personal contact, hearing our presentations/lectures, and the like
- Young adults inside and outside the GCI coming to know of us and gaining a sense of personal calling to serve in pastoral ministry via GCI's Grace Communion Seminary
- Recruitment of young people via ministry partners of GCI (e.g. Jeff McSwain and Aaron Root)
- The GenMin Camp and Event network is fertile ground for initial recruitment and potential placement of interns
- The GenMin Leadership Development training series "Journey with the Master" is currently the most productive venue to identify emerging interns

Summary of the internship process

1. A relationship has been established through shared ministry experiences and either party may initiate steps to enter a deeper and more formalized internship process leading toward the intern being equipped for pastoral ministry.
2. Preliminary assessments and applications are filled out by the mentor and intern and then submitted to GCI's pastoral internship program coordinator, Greg Williams (Greg.Williams@gci.org). See forms on pages 30-33.
3. Discussion and agreement about financial compensation, physical living arrangements, other part-time employment, etc. (the mentor will have established commitments from the sponsoring congregation and/or from the district and from CAD for financial support before making a formal offer to the intern candidate)
4. Review this manual and jointly devise a course of action on the priorities of the interning journey, and then fill out a formal agreement (see pages 34-36)
5. Determine the regularity or frequency of interaction (a minimum of a weekly one-to-one meeting is expected)
6. Determine the type of accountability (a time management matrix could be used as an accountability tool, see page 42)
7. The expected life cycle for the interning relationship is dependent on the prior background, experience and education of the intern (one year is a typical duration)
8. A six month evaluation form will be used to monitor progress and make necessary course adjustments. Similar evaluations will be made on a six month cycle for interns that are in an internship that exceeds one year on length (see pages 37-39)
9. During the last six month period of the internship, a formal assessment of the intern will be conducted done by certified GCI assessors to further prepare the intern for pastoral leadership. It is expected that the intern will either be placed in a congregation as a senior pastor or be approved as a church planter to lead a planting team.
10. The mentor brings closure to the internship experience through an ordination/ commissioning ceremony to celebrate the sending of the new pastor into the mission field.

Pastoral Intern Mentor Self-Assessment & Supervisor Assessment

Are you able to be a successful mentor of a pastoral intern? The following self-assessment will help you answer this question. The potential mentor should prayerfully and honestly assess themselves with respect to the following characteristics. Any characteristic scoring 3 or less indicates a need for growth. **It is necessary to have someone in a supervisory role conduct the same assessment on your behalf** and be willing to discuss their evaluation with you. A consensus of the results should be submitted to GCI pastoral intern coordinator Greg Williams (Greg.Williams@gci.org).

| Characteristic | Low | | | High | |
|--|-----|---|---|------|---|
| | 1 | 2 | 3 | 4 | 5 |
| Love God with whole heart, soul, mind | | | | | |
| Passionate about the mission: seeking the lost, nurturing believers, equipping workers, multiplying leaders, ministries and churches | | | | | |
| Credible (fruit is on the tree in personal, professional and family life) | | | | | |
| Ability to teach...and model | | | | | |
| A <i>desire</i> to invest...life-on-life in a pastoral intern (will open up your life, home and resources to this individual) | | | | | |
| Demonstrates good listening skills (asks good questions) | | | | | |
| Ability to allow the intern to try on skills, and fail (able to follow the learning format of the manual) | | | | | |
| Demonstrates ability to advise...as opposed to control or dominate | | | | | |
| Competency and willingness for healthy, appropriate confrontation | | | | | |
| Seeks accountability and aligned with GCI beliefs and administration | | | | | |
| Can be a true confidante to the intern | | | | | |
| Available to spend ample, consistent time with intern | | | | | |
| Vision-casting and leadership skills to fulfill vision | | | | | |
| Superintending-supporting skills | | | | | |
| Support of the host congregation | | | | | |

PASTORAL INTERN APPLICATION GRACE COMMUNION INTERNATIONAL

Name of Candidate:

Name of Candidate's Spouse (if married):

Name/s of Children (if you have children):

Age of candidate:

Are you a citizen of the U.S.?

What is your affiliation with GCI?

Do you have a particular Pastor/Congregation where you desire to intern?

Best Phone Number to reach you:

E-mail address:

Date completed:

Thank you for your passion for pastoral ministry. In order to help you confirm and clarify your calling to this ministry, please answer the following questions to the best of your ability. Use whatever space you need, but be brief and to the point.

1. Over the last six months, describe two ways your call to pastoral ministry has been confirmed by others.

Special Focus Area – Answer this in Detail

2. Are you and your spouse in agreement about being a pastoral family?
If yes, how did you come to that conclusion?
What areas of concern do either of you have?
What impact will this have on your children?

Think about a time in the last year when you worked together as a couple on a ministry project. What roles did each of you play and what were the results?

3. Describe your practice of personal spiritual disciplines within the last seven days including prayer, Bible reading and study, fasting, journaling, etc.
4. Write out your personal mission statement. Add a sentence or two that describe examples of how you have personally lived out this statement within the last 1-3 years (see attached page to help in this exercise).
5. What qualities/abilities do you have that will make you successful as a senior pastor?
6. What is it about you that will provide the biggest challenges to you as a senior pastor?

7. Are you substantially in agreement with the current *Statement of Beliefs of Grace Communion International*? If not, please explain.
8. Are you substantially in agreement with GCI's trinitarian theology (as summarized in "A Brief Introduction to Trinitarian Theology"). If not, please explain.
9. Describe the five most interesting and compelling characteristics the church you desire to pastor will have 3-5 years from now.
10. Think about a time when you were able to translate a personal vision for ministry into reality. Outline the process you followed and describe the team that you built to accomplish your vision.
11. Describe any businesses, ministries or other endeavors you have started from scratch.
12. Give an example of a need in your community outside of the church context where you mobilized people to help meet that need. How did you discover the need and what steps did you take to meet that need?
13. List the first names of people you have personally introduced to faith in Christ within the last two years.
14. Tell about a group effort you spearheaded in which the goal was to help pre-Christians come to a better understanding of who Jesus is.
15. Give an example of someone you were able to help progress from one level of spiritual maturity to the next. Describe what you did in coaching or mentoring that person to help them grow.
16. Describe a time within the last two years when you recruited others for a job, task or ministry including how you helped equip them to be successful.
18. Describe your most successful team-building experience. What have been the results?
19. Describe a time when you were able to form a new group of people and lead them through a multiplication process so that two or more groups were produced.
20. What have you done to develop ministry skills that will enhance your senior pastor ministry?
21. Describe your previous experience(s) in a mentoring relationship with another ministry leader.
22. What is your biggest disappointment in ministry?
23. What is your vision for church renewal? And for church planting?

CONSTRUCTING A LIFE MISSION STATEMENT

1. What is the lifetime NOUN that describes you? (e.g. Friend, Mentor, Writer, Leader, etc./ consider the scriptures that influence you)

2. What are the VERBS of impact that describe your actions? (e.g. Inspire, Teach, Love, Guide, Challenge, Give, Change, Create etc.)

3. Who are the PEOPLE GROUPS that you impact? (e.g. Family, Friends, Neighbors, Co-workers, Youth, Elderly, Homeless, etc.)

4. What is the END PRODUCT of your life's efforts? (e.g. Make more Christ Followers, Serve Others, Create a Foundation, Leave a Legacy of a Faithful Family, Build a Business, Produce Leaders etc.)

Mentoring/Interning Agreement

This formal agreement provides a clear sense of commitment by both parties entering the interning process.

Name of mentor: _____

Name of intern: _____

Expected duration of mentoring relationship: _____

One-to-one meeting arrangement:

Meeting Day/ Time/ Location: _____/_____/_____

Any additional points that may be unique to this particular relationship:

Agreed to by the following individuals:

(GCI pastoral internship coordinator) (Date)

(Mentor) (Date)

(Intern) (Date)

Mentoring/Interning Development Plan

This formal development plan gives clear structure to the mentoring/interning relationship. This agreement will outline the intentional development-oriented plan that points the intern toward healthy pastoral leadership.

| DEVELOPMENT PLAN SPECIALIZED FOCUS FOR SPECIFIC INTERNSHIP | | | |
|---|---|---|---|
| Focus Area | IDENTIFY AREAS OF INEXPERIENCE Rank Needs as: <ul style="list-style-type: none"> • HIGH PRIORITY • PRIORITY • LOW PRIORITY (based on previous experience of Intern) | From “Tool Boxes” - Identify books and articles to read, ACCM or GCS classes (some of the assignments may have to extend beyond the internship) | Identify Church-related experiences that will correspond to Focus Area |
| Competency in seeking the lost (p.9) | | | |
| Competency in nurturing believers 1. <i>Adoration</i> : advancing corporate worship (pp. 10-11) | | | |
| 2. <i>Adoration & Community</i> : advancing small group ministry (p. 11) | | | |
| 3. <i>Community</i> : developing relationships (p. 12) | | | |
| 4. <i>Truth</i> : embracing and teaching the Faith (pp. 12-16) | | | |
| 5. <i>Truth</i> : teaching effectively (pp. 16-17) | | | |
| 6. <i>Serving</i> : encouraging whole-life stewardship (p.17) | | | |
| Competency in equipping workers 1. Developing others (pp. 17-18) | | | |
| 2. Motivating for mission (p. 18) | | | |
| 3. Building ministry teams (p. 19) | | | |
| 4. Managing time and projects (pp. 19-20) | | | |
| 5. Conducting meetings (p. 20) | | | |
| 6. Resolving conflict (pp. 20-21) | | | |
| 7. Engendering accountability (p. 21) | | | |
| Competency in multiplying leaders, ministries and congregations 1. Vision-casting (pp. 21-22) | | | |
| 2. Mentoring (p. 22) | | | |
| 3. Church Multiplication (pp. 22-23) | | | |
| 4. Superintending-supporting (p. 23) | | | |

Mentoring/Interning Goal Setting

To make the most of this mentoring/interning relationship, goal-setting is a must. To that end, the pastor and intern will, together, choose which competency area will be highlighted on a quarterly basis and church-related experiences will flow from this design (e.g. if the Easter season fits into a major focus of seeking the lost, then the intern will be fully immersed in these activities; or if small groups run for a set season then the intern’s schedule will match the season).

| | |
|---|---|
| <p>Focus Areas: (Intensive 90 day emphasis honing in on “one” High Priority Area to enhance exposure and learning)</p> <p>Choose the focus area that best fits the season of ministry being entered along with the congregational activities that are a good match</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeking the lost <input type="checkbox"/> Nurturing Believers <input type="checkbox"/> Equipping Workers <input type="checkbox"/> Multipling Leaders, ministries and churches | Identify specific, measureable, attainable, realistic, tangible goals to be achieved in the 90 day period: (Repeat this process each quarter) |
| | 1. |
| | 2. |
| | 3. |
| | 4. |
| 5. | |

Intern Mid-Program Evaluation

The intern will fill out this survey half way through the duration of the agreed upon mentoring period. Its purpose is for the intern to assess their own progress to date. This will lead to course corrections as needed. (The survey will be done at the 6 month period of 1 year agreements/ and progressively on a 6 month schedule for 2 year agreements)

Name: _____ Date: _____

| | | | | | | |
|---|---|---|---|---|---|---|
| Instructions: Please check the box to the right hand side of the page that best expresses your response to the statement to the left. Please add any comments that you believe will be of value. | Legend: 0 = Don't Know 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree | | | | | |
| Statement: | 0 | 1 | 2 | 3 | 4 | 5 |
| I have developed additional skills and knowledge as a result of this mentoring relationship. | | | | | | |
| We are on schedule to meet the goals of this mentoring agreement. | | | | | | |
| There is a good match between the experience and capabilities of the mentor and the developmental needs of the intern. | | | | | | |
| We communicate effectively with each other. | | | | | | |

Please respond to the following questions:

How effective have you as an intern been at setting quarterly goals? Have your goals been effectively accomplished?

Describe the mentoring activities that you have engaged in thus far.

What results have you noticed from the mentoring relationship to date?

Have you enjoyed any benefits from this relationship outside those identified in the mentoring agreement? If so, what have they been?

What recommendations do you have to improve the mentoring relationship?

As a result of your mentoring experience, what advice would you give others who are considering entering into a mentoring/internship process?

Once you have answered these questions, please return this evaluation to the GCI pastoral internship coordinator, and meet with your mentor to discuss your responses.

Mentor Mid-Program Evaluation

The mentor will fill out this evaluation halfway through the agreed upon mentoring period to provide a check-up related to determine if what was intended for the interning relationship is what is actually occurring. While the hope is that this will simply confirm that “all is well,” it can also provide the GCI pastoral interning coordinator, as well as the mentor and intern with feedback upon which course corrections can be made.

Mentor’s Name: _____ Date: _____

Intern’s Name: _____

Number of hours spent mentoring since beginning the relationship (time with pastor/ time shared in church-related activities): _____ / _____

Mentor characteristics

Please rank the following characteristics of yours (as a mentor) that you feel were most important in this particular mentoring relationship (1 = most important; 9 = least important)

| | | | |
|--------------------------|-------|-------------|-------|
| Communicates effectively | _____ | Decisive | _____ |
| Helpful | _____ | Encouraging | _____ |
| Able to teach | _____ | Humble | _____ |
| Has up-to-date knowledge | _____ | Prepared | _____ |
| Enthusiastic | _____ | | |

Intern characteristics

Please rank the following intern characteristics in order of importance to this specific mentoring relationship (1 = most important; 5 = least important)

| | | | |
|-----------------|-------|--------------------|-------|
| Commitment | _____ | Patience | _____ |
| Desire to learn | _____ | Readiness to Learn | _____ |
| Enthusiasm | _____ | Other | _____ |

Fulfillment of mentoring goals

List the quarterly mentoring goals that you helped your intern create

Then for each goal rate progress to date according to the following rating system:

- 1 = No progress
- 2 = Slow progress
- 3 = Continuing progress
- 4 = Much progress
- 5 = Goal reached

Then for each goal, answer the following questions:

- What were the problems you faced with regard to this goal?
- How did you solve these problems?

Then address the following general questions/issues concerning the mentoring relationship:

- Determine an informal plan of action to address any unmet goals
- Is the original development plan on track or does it need tweaking? Are the competency areas being addressed in the next half of the relationship on target?
- What are the challenging aspects of working with this intern? Have the tough conversation and talk through this.
- What do you feel are the qualities and techniques you brought to this relationship that have helped to make it successful? In what areas do you struggle?
- Is this intern now ready, in your opinion, to teach similar knowledge, skills and/or behavior to other interns?
- Have you seen evidence of behavioral change in your intern as a result of the mentoring relationship?

Meeting schedule

Check the method that most accurately reflects your mentoring meeting schedule:

- _____ Intensive: Short bursts, 30 minutes as you can and crossing paths in group meetings.
- _____ Consistent: Once per wk 90 minute, focused meetings, and interaction in other settings.
- _____ Sporadic: Infrequent and irregular.
- _____ Unscheduled: Impromptu, “on the spot” assistance as needed or requested.

What changes need to be made to approach the “Consistent” relationship?

Once you have completed this evaluation, please send a copy to the GCI pastoral internship coordinator, and have a meeting to discuss it with your intern.

SPECIAL NOTE:

The evaluation form may be utilized again upon completion of the internship.

Areas of Concentration for Pastoral Interns

(20 hours per week/ make adjustments according to goals from the *Development Plan*)

I. **SEEKING THE LOST TIME** – Evangelistic Outreach/ Relationship building

This should be a lifestyle, but intentionally schedule **3 hours/week**

- A. Playing softball, basketball or any other activity of interest with a regular group of un-churched people can be great “life-on-life” opportunities
- B. Backyard BBQs with neighbors or co-workers or any such gatherings can lead to deeper relationships
- C. Do a survey at the mall, coffee shop or other such places of the “focus group” your host church is intentionally reaching (great contacting exercise for the leadership team to do periodically as a group)
- D. Eat, drink, play and shop at regular spots to continue to grow deeper relationships (host church-related meetings in these public places)
- E. Assist the pastor in training other members to engage people and build “life-on-life” relationships
- F. Participate with the corporate church doing relational, outreach ministry activities
Ministry is done outside the church building and Sunday service!

II. **NURTURING BELIEVERS TIME** – Sermon and Small Group Preparation/ Class Study **5 hours/week**

- A. Sermons need to flow out of the substance of scripture, with personal stories and experiences added (not the reverse)
- B. Work alongside mentor for collegial sermon preparation (progressing through a sermon series of a particular book of the Bible makes this practice doable)
- C. ACCM/GCS studies and any assigned reading pertaining to internship needs to fit within the 4 hr time allotment
Personal dedication to spiritual formation should fit into personal time!

III. **EQUIPPING WORKERS TIME** – Opportunities for interaction with other leaders **3 hours/week**

- A. Attend Pastoral Leadership Team Meetings (well organized meetings that stay within 1 – 1.5 hours/ accompanied by an agenda a few days before the meeting so leaders can be prepared for productive discussion)
- B. Attend other congregational team meetings such as worship team, financial team, youth ministry team, and advisory council for the greater overview of church oversight (the intern may be assigned to help start or organize a particular team that fits his/her gift mix – a special emphasis of the intern acting as a mentor in this situation is ideal)
- C. Attend District and Regional Pastors meetings, and specialized conferences for sharpening of ministry skills
To gain a broad experience and appreciate different leadership styles the intern needs exposure to a variety of church leaders.

IV. Administrative Work **4 hours per week**

- A. Exposure to pastoral reports and planning for leadership meetings
- B. Exposure to financial accounting and budgeting (the intern should spend time with the Church Treasurer)
- C. Attendance to outreach materials, website (spend time with ministry leader in charge of these areas)
- D. Goal-setting, surveys related to internship
- E. Prayerful preparation over “Time matrix”
Strategizing – thoughts will be flowing throughout the week so constantly write down ideas and make time to construct the ideas for logical presentation

V. Ministry/Counseling **2 hours per week**

- A. Be available to accompany pastor on counseling visits (be prepared to refer deeper marital and parenting problems or any mental illness related situation to a qualified professional – research what agencies are available)
- B. Exposure to pre-marital counseling, marriage and family matters, and baptism are crucial to the intern experience

A clear understanding to what pastoral counseling is and is not, along with the opportunity to observe the seasoned pastor at work is crucial to the intern's experience.

VI. One-to-One Time with Pastoral Development Mentor **3 hours per week**

- A. A weekly 90 minute meeting for church business and sermon preparation
- B. A second weekly 90 minute meeting spent in a relaxed setting where the intern can set the agenda for questions and observations

The mentor and intern will overlap in other church settings and should gel as a partnership working toward shared outcomes

PASTORAL INTERN TIME MATRIX

This matrix is to be used to both plan the week ahead and as a “time card” to report on the current week. It is to be filled out by the intern and turned into the mentoring pastor. Be sure to plan next week to provide a balance of discipling experiences. Utilize the back of the page for questions, special observations and notes for creating next week’s matrix..

(Pencil in the “Weekly Appointments” and check off as completed)

| I IMPORTANT/URGENT | II IMPORTANT/NOT URGENT |
|---|--|
| <p>Personal study and reflection Mon-Fri <i>Specific Book of the Bible or topic of study</i></p> <p><u>CHURCH-RELATED</u> Seeking the Lost Activities <i>Time spent seeking the lost</i> <i>Organizing and engaging in corporate out-reach</i></p> <p>Nurturing Believers Activities <i>Small Group or Bible Studies</i> <i>Spending time with church members</i></p> <p>Equipping Workers Activities <i>Attending or leading training sessions</i></p> <p>Team Meetings <i>Any specific church leadership meeting</i></p> <p>Meeting Time with Pastor <i>Regular time and location</i></p> <p>Office <i>Completing Matrix/ Expense forms/ etc.</i> <i>Sermon and Bible Study prep</i> <i>Class work</i></p> | <p>Upcoming Meetings and Events <i>Tracking areas that will eventually move to urgent category</i></p> <p><u>SECONDARY JOB</u> <i>Coordinate work hours with church hours</i> <i>This may be a great outlet for “seeking the lost”</i></p> <p>Personal Rest & Recreation <i>Schedule a minimum of 3 times per wk for exercise</i> <i>Schedule time for prayerful thinking and reflection</i></p> <p><u>FAMILY</u> <i>Date night with spouse</i> <i>Attendance at children’s activities</i></p> |
| III DISTRACTIONS | IV TIME-WASTERS |
| <p>Areas that draw you in and away from ministry focus (e.g. Other people’s emergencies, computer problems, Face Book, etc.)</p> | <p>Areas where you squander large blocks of time (e.g. Excessive television, internet surfing, etc.)</p> |