

Internship Mentoring HANDBOOK

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*We are indebted to TRUETT THEOLOGICAL SEMINARY at
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MISSION STATEMENT OF Central Valley Baptist Association

Our mission purpose statement has been to do three things:

1. Multiply disciples
2. Multiply churches
3. Strengthen one another as pastors and lay leaders to accomplish

the above

❖ *Revi-Farm System Coordinator* (hereafter “R-FS Coord”)_

❖ *Mentor*

❖ *Lay Committee*

❖ *Director of Missions for CVBA* (hereafter “DOM”)

PRIMARY GOALS OF THE CVBA FARM SYSTEM

The Farm System work is for encouraging our pastors and churches to practice **calling out the called** through sharing understanding of our heritage and more importantly Scripture principles and examples for this work. Formerly a regular part of our sermon invitations as Southern Baptists, we are reviving this work in new ways and expressions—especially through Youth events. We want to talk often that God is calling ones in every church into ministry leadership roles.

Internships, the work here is to identify with our pastors those in their churches who are sensing a call and assist them by arranging opportunities for guided ministry experience in their home church or in a sister churches of the association. This will be done per needs in our churches, giftedness of the one sensing a call, and appropriate mentor coaching support.

Mentor coaching, this is guidance and training support by our pastors and lay leaders to do mentor coaching to the interns they are working with. This encouragement will be given to those in their internships, and after they are selected by churches to formal ministry assignments.

Formal studies training will take place through the seminary extension courses. The courses and instruction given in these courses are by ministry proven teachers. The partnership with Liberty University offers a great opportunity for our interns to earn credits for transfer to the university. All courses are offered to practically prepare students for effective ministry work.

Sending, this work by our pastors and churches is the sending out of their trained interns to serve in ministry leadership roles in sister churches, and to also plant new churches. New churches will involve lay families sent to join with trained interns to help start these churches.

MENTORING SCHEDULE

I. Prior to the start of the internship:

- A. A Mentor must be selected by the Intern and approved by the R-FS Coord. The Criteria for the Selection of Mentors are found in Appendix E (page 28).
- B. The Intern and Mentor will decide together about a plan of work/growth.
- C. The R-FS Coord and DOM receive the plan prior to the internship.

II. The beginning of the internship and mentoring:

The Intern will submit a comprehensive autobiography and call statement (See page 15) to share at the first Lay Committee meeting. This will be given to the Mentor *prior to the internship launching* to be discussed at the first Mentor-Intern session. This autobiography and call statement will also be given to the R-FS Coord at the beginning of the internship.

III. During the internship:

- A. The Intern and Mentor are to meet weekly for a 45-60 minute meeting (every other week can be a virtual meeting). The first session will include discussion of the autobiography and call statement and a signed agreement of the Intern-Mentor Learning Covenant (pp. 17-19 & Appendix C). The Mentor/Intern Covenant can be renegotiated at any time, and it may be wise to renegotiate the covenant after the first quarter.
- B. The Lay Committee will meet with the Intern every other month during the internship to reflect upon Christian growth, the church and/or the Intern's ministry, and the work of the church's leaders and members. At the first Lay Committee meeting, the Intern will be asked to read an autobiography and call statement. Plans for the Lay Committee meetings are included in pp. 10-14 (the actual meetings you practice can use the models on these pages as a template to build off of) and following of this Handbook.
- C. The student is asked to communicate with the R-FS Coord at least once every two weeks (Using virtual and personal meeting) in the manner which is mutually

agreed upon between them, to ensure that the Intern's experience is a valuable one, and that any problems arising are resolved as early as possible. The Intern will ensure that the Mentor and the R-FS are communicating regularly.

- D.** The Intern will fulfill the **reading requirements** as agreed upon with the Mentor. Reflective reports will be submitted to Mentor and R-Fs as agreed upon. These will be discussed in meetings with the Mentor. If the Intern is taking Central Valley Baptist Seminary Extension courses, this work can meet the **reading requirements**.
- E.** The Intern will keep a **weekly ministry journal**, in which the Intern journals on the ministry experiences of the week with serious reflection and evaluation on his growth experience in ministry. This should be 1-2 pages per week.
- F.** A weekly ministry journal, which will include the Intern's activities for the ministry, evangelism, and discipling/leader development experiences

Conclusion of Internship

- A.** At the conclusion of the internship, the Intern will have a debriefing session with the R-FS Coord.
- B.** The mentoring Intern will prepare and present a notebook of ministry competency. This includes his journaling notes, his reflective report and the following:
 - 1) The Covenant Agreement between the Mentor and the student (Appendix G).
 - 2) The fulfillment of all items in the appropriate Ministry Competency Checklist (Appendix D, pp. 25-27). **NOTE:** When an Intern is serving in an area not covered by the checklists included in Appendix D, the student, with the help of the Mentor, the R-FS Coord, and the Director of Missions, will prepare and present for approval an appropriate checklist for the area in which the student is being mentored. This checklist must be approved by the R-FS Coord and the Director of Missions *prior to beginning the mentoring experience*. This approved checklist will then be used for compiling the Mentoring Notebook.
 - 3) A reflection on the meetings with the Lay Committee.

- 4) The mid-term and final evaluations of the intern's mentoring experience done by the Mentor.
 - 5) A written comprehensive reflection and evaluation of the entire mentoring experience.
- D.** At the conclusion of the Mentoring experience, the Mentor, Lay Committee members, R-FS Coord, and the Intern will complete an evaluation of the Mentor/Internship experience.

GUIDELINES FOR MENTORING

The work and goal of mentoring:

Mentoring is for encouragement and evaluation: your goal is to see the Intern grow in character and wisdom for effectiveness in ministry. You want to see their relational skills deepened in Christ and a general competency increased for leading God's people.

Personal Disciplines to practice:

- Pray daily for the Intern and your investment in him/her
- In your meetings, always be a good listener and staying alert to the Holy Spirit and His signals
- Ask questions regarding what they are enjoying most and what is most challenging at this time?
- Follow-through on any promised assistance
- Lovingly and honestly hold Intern accountable for responsibilities not fulfilled: find out why they were not and guide them to an agreed plan of action
- Pray for God's wisdom and grace to communicate consistently and creatively "I believe in you".
- Clearly communicate expectations: Unclear expectations can easily derail mentoring. Chuck Lawless, former dean of The Billy Graham School of Missions, Evangelism and Church Growth at Southern Seminary in Louisville, Kentucky shared, "One of the most common problems in mentoring relationships ... is unmet expectations. In mentoring relationships, talking about expectations at the start can protect the relationship from hurt feelings and awkwardness later."

Our goal is for our CVBA Interns is to prepare qualified, effective leaders for the existing churches and for new church plants in our area.

INTERN MENTORING SYLLABUS

A GUIDE FOR THE INTERN

The Mentoring Syllabus should be a date-by-date plan for carrying out the requirements of the Mentoring experience. The Intern should design a schedule that will include the following:

1. A statement as to the purpose of the Mentoring experience. (What does the Intern desire to accomplish in this Mentoring experience?) If the Intern plans to do her/his mentoring in a current ministry setting, the Intern's mentoring must include events, activities, and/or experiences that are anticipated and are the understood expectations for the internships. Specific competencies the Intern hopes to learn should be included.
2. A careful statement as to why this Mentor was chosen and why this particular ministry is where the Intern wants to be mentored.
3. The calendaring plan the Intern will practice to meet with the Mentor (weekly).
4. The dates the Intern will meet with the Lay Committee (see Lay Committee instructions in this handbook).
6. The scheduled times and ways Intern communicate with the R-FS. *The R-FS establishes the frequency of communications with each Intern that is needed.*
7. The projected dates the Intern will accomplish the specific items in her/his Ministry Competency Checklist (checklists are found in Appendix A).
8. The syllabus will include the agreed readings the Intern will read and report on during her/his Mentoring. The syllabus will give a timetable for the completion of the readings. The Intern will do effective reports on these readings and include in his notebook.
9. Any additional assignments the Mentor thinks necessary should be included.
10. Any additional assignments the R-FS thinks necessary are to be included.
11. The syllabus may include anything the Intern thinks appropriate.

The syllabus should be submitted to the Mentor and R-FS for approval; a copy of this will go to the .

GUIDELINES/RESPONSIBILITIES FOR THE MENTOR

1. The Mentor will need to acquaint himself/herself with CVBA Farm System. The Mentor must also communicate regularly with the R-FS Coord.
2. Prior to the beginning of the Intern's mentorship, and in consultation with the Mentor and the R-FS Coord, the Intern will write a *covenant* outlining dates, tasks, and other expectations for the internship; this will be submitted to the R-FS as well.
3. At the beginning of the mentoring internship, the Mentor and Intern will enter into a signed and agreed to Intern-Mentor Learning Covenant (pp. 17-19 & Appendix C). This should be discussed and signed at the first Mentor-Intern session and can be renegotiated at any time during the mentoring internship. It may be wise to consider renegotiation after the 3 month (mid-term) evaluation.
4. At the end of the first quarter (mid-term) and at the end of the 6 month (final evaluation), the Mentor will evaluate the Intern according to the **GUIDELINES FOR MENTOR'S EVALUATION OF INTERN** included in Appendix B, pp. 22-23. A copy of both the mid-term and final evaluations will be sent to the R-FS Coord. Also, at these times, the Mentor will explore with the Intern the **AREAS FOR EXPLORATION**, also included in Appendix B.
5. The Mentor will spend a minimum of 30-60 minutes weekly in direct contact with the student, discussing and evaluating aspects outlined in the Intern's Learning Covenant. This is a time for reflection, understanding and learning.
6. The Mentor will work with the host pastor to appoint a Lay Committee (pp. 11-14) and meet with that group during its conferences with the Intern.
7. At the conclusion of the Intern's mentoring experience, the Mentor will complete the evaluation found in Appendix B and forward it to the R-FS Coord.
8. **NOTE:** The Criteria for the Selection of Mentors are found in Appendix E.

R-FS Coord Responsibilities

The Intern should approach a R-FS Coord and obtain agreement that the Professor will serve as Professor of Record of Record before submitting the mentoring application. The R-FS Coord's role is to:

- Advise the Intern on syllabus preparation, with particular focus on suggested readings for the mentoring experience.
- Maintain contact with the Mentor to ensure that the work is going well. The Intern is required to communicate with the R-FS Coord no less than once every two weeks in the manner the R-FS Coord desires.
- Receive and grade article reviews and book reports of required reading (as assigned by the R-FS Coord); the Case Study Reflection paper; the Ministry Competency Checklist; and the Mentoring Notebook.
- Maintain guidance of the Intern with Mentor during the mentoring internship.
- Request any reporting deemed helpful.
- Debrief and advise the Intern upon the internship completion.
- Complete the Evaluation Questionnaire found in Appendix B and forward it to the DOM.

LAY COMMITTEE

The working partnership of laity and clergy is essential to the community of faith, and the Central Valley Baptist Farm System, offers its Interns the opportunity to engage in study and dialogue with selected laypersons from the site of the Intern's mentorship. The apostle Paul discusses the gifts of all believers, with the call of each to minister within the church and beyond. The Baptist concept of the priesthood of all believers confirms the value of shared reflection for both the student and the Lay Committee members.

The Lay Committee will facilitate a deepened understanding of the work of the church. The varied perspectives of those from diverse backgrounds will enrich the intern's understanding of those with whom s/he will serve during the course of ministry.

This group will meet every other month during the Intern's mentorship, discussing with the Intern his/her own dreams for the church and ministry, and reflection on the spiritual journey, and challenges to faith and ministerial leadership. Through open and honest discussion this group will assist the Intern in becoming a more effective minister.

Qualities of a good Lay Committee

Committee members should reflect the *diversity* within the congregation. Committee members should be *supportive and nurturing*. At appropriate times it is important to do healthy *confrontation* (materials given all participants to help with this ministry work) and there should be *reflection*. Committee members should be willing to learn and think through issues considering all implications. They should be willing to *share*, both spiritually and personally of their experiences. They must be able to *listen and ask* appropriate questions, and they should be familiar with the Scriptures.

Lay Committee functions

The committee should be *supportive, helpful, and encouraging* to the Intern. The committee is charged with *interpreting the ministry context* for the Intern. The committee members should be ready and willing to *reflect theologically* and ask questions such as, "Where do I see God in this situation?" and "What would God have me do in this situation?" The other responsibility of the Lay Committee is *evaluation*. This evaluation is not something that is done

in a report, but is a natural part of each meeting. Giving affirmation and wisely exposing blind spots are needed by this group.

1. LAY COMMITTEE GUIDELINES

WHILE ACKNOWLEDGING THAT THERE IS NO ONE PREFERRED STYLE OF MINISTRY THE FOLLOWING GUIDELINES ARE PROPOSED FOR THE LAY COMMITTEE.

2. The Lay Committee is to be selected by the Mentor. The Mentor will appoint one of the Lay Committee members to be the chair.
3. This committee is made up of dedicated lay members of the church and should meet every other month with Mentor and Intern.
4. The committee of four to six persons (exclusive of the intern and the Mentor) shall represent varied church positions and backgrounds, with men and women represented.
5. Meetings will be held in a comfortable setting. Each meeting will be scheduled for one to one-and-a-half hours.
6. All discussions will be conducted in a supportive climate of confidentiality and mutual concern. Each committee member should speak the truth in love while also honoring one another's insights. Each participant commits to the principle "What's shared here, stays here" so confidentiality is honored.
7. The Lay Committee is asked to always remember that the purpose of the Intern's mentoring experience is *to learn and to grow*. While *production* is important to a minister from a church staff viewpoint, *learning* about oneself and the styles of ministry that are workable for oneself, and *growing* as a person and as a minister are the goals of this internship.

MEETING MODELS

LAY COMMITTEE MEETINGS

MODEL – MEETING #1

- Introduction of group (anticipate some tension).
- Explanation of process.
- Read Ephesians 4:1-7 (“Live worthy, one body, one spirit”).
- Mentor introduces everyone, encourage conversation and questions.
- The student will read call statement.
- Group discussion of: *The Intern’s call and intended ministry.*
 Pressures that have been present in the Intern’s life.
 Pressures currently in the Intern’s life.
 How might these affect each other?
- Reach consensus for guidelines of future meetings.
- Adjourn with prayer for guidance, grace, and growth.

MODEL – MEETING #2

Welcome, inclusion.

Read Ephesians 2:17-22 (“Fellow citizens with the saints”).

- Personal histories and theological development of committee members—share these with the entire committee.
- Each member explains why he/she gives time to the church.
- Ask committee to bring to next meeting a list of five qualities he/she thinks every minister should possess, and five skills every minister must have to exercise faithful ministry.
- Read I Corinthians 12:1-12 (“gifts”).
- Adjourn with prayer (standing in circle, holding hands if comfortable).

MODEL – MEETING #3

- Welcome, inclusion.
- Read Acts 13:1-2 & 20:17-28 (“shepherding, church mission, and sending”).
- Brief local church history (to place today’s service in larger context).
- Discussion of committee members’ experiences in the church that spoke powerfully to their lives – were there times when the church seemed irrelevant?
- Group discussion of the church today, its role and effectiveness.
- Discuss five qualities and five skills for ministers (which each member has prepared before this meeting). It is unlikely the lists will be the same for each committee member: allow the group and the intern to draw inferences from this discrepancy.
- Adjourn with prayer.

MODEL – MEETING #4

- Welcome, inclusion.
- Review notes from first meeting relating to the student’s call and pressures.
- What does the group see as areas of current primary involvement (church, family, school, other work)?
- What seem to be the student’s primary values?
- How does the intern’s spiritual nature express itself?
- How does he/she tie together the sacred and the secular?
- What evidence does the committee see of the intern’s likely commitment to continue learning and growing?
- Close by confirming as much as possible the strengths of the intern, allowing him/her to restate his/her commitment to his/her intended work.
- Stand to close with the reading of an appropriate Scripture passage and prayer.

INTERN CALL STATEMENT

A GUIDE FOR THE INTERN

The Intern Call Statement (1-2 pages) should include but is not limited to the following information:

1. Biographical Statement.

2. Marital Status.

If divorced, it would be helpful for you to comment on your circumstances and what you have learned from the situation.

3. Academic and Intellectual Interests.

4. Religious Experiences Outside the Church.

5. Your Call to Ministry understanding.

6. Any Other Information Needed for Clarification.

7. Conversion.

NOTE: This call statement will be given to the Mentor prior to the mentoring “semester” and is to be discussed at the first Mentor-Intern session. It will be presented to the R-FS at the beginning of the mentoring “semester.” It will also be given to the Lay Committee for discussion in the first Lay Committee meeting.

MEETING DATES

MENTOR/INTERN

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | |

LAY COMMITTEE

Chair:

Members:

Meeting Dates AND Places:

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

INTERN-MENTOR LEARNING COVENANT

The task of writing a covenant is a process of (1) deciding where you anticipate going intellectually, experientially, and ministerially during this internship; (2) developing action plans to move toward your destination; and (3) outlining steps to insure that you get there. The learning covenant will let you know where “there” is so you can tell when you have gotten “there.” Your covenant will provide structure for your relationship with your mentor. A dynamic covenant allows for and facilitates growth. This covenant should be negotiated and accepted by the Mentor and Intern.

The Covenant allows you to take charge of your own learning.

Covenanting recognizes that you know yourself. By the time you reach this stage in the calling process, you have the ability to decide what you need to learn. This helps you select your own learning goals. There are seven benefits of doing this:

- Self-commitment: you will be committed to make your goals become a reality because you have a major voice in setting your goals.
- Self-motivation: you will strive harder to reach your own goals.
- Self-direction: you can direct yourself in working toward fulfillment of your goals when you know the desired results and have developed a plan for reaching them.
- Self-discipline: you can use observations and feedback to make corrections.
- Self-management: you have more freedom to manage your time, energy and other available resources.
- Self-rewards: you can recognize meaningful results and increased competency.
- Self-esteem: you can build your own self-esteem in this process.

Precovenant work

This can be difficult because it requires an in-depth look at what you know, what you can do, and even who you are. Finding out where you are starting from is an act of maturity and wisdom. Make use of assessment instruments and don't assume anything. Then make lists (your talents, skills, experiences, likes and dislikes):

- What are you comfortable doing?
- What makes you uncomfortable?
- What do you avoid or try to ignore about yourself?
- What relational abilities do you have?
- Which abilities do you wish you had?
- What are your relational needs?
- What do people say about you?
- What are your strengths that are affirmed by others?
- What weaknesses do others recognize in you?
- What do your critics say about you?
- How do you usually sabotage yourself?

Designing the Learning Covenant

Appendix G gives some guidelines for designing your unique learning covenant. *You are responsible for taking the initiative.* It is your covenant. You and your Mentor should work on it, negotiate, and agree to it. Both of you should understand where you're going, how you plan to get there, and your responsibilities in getting there. It should include the following:

- Agreement on goals: it should involve a mutual decision as to where you want to go.

- Job description: this is not a typical job description, but should outline the work to be done, lines of reporting within the church, time commitment of the ministry work expected, and financial arrangements between CVBA and the church for stipend.
- Definition of responsibilities: clarify as many items as possible.
- Discuss intentionality: don't assume anything, discuss intentionally each item.
- Accountability: how this will be handled.
- Safety valve: what will be done when things don't work out between the Mentor and the student.

See Appendix D for further guidance in writing your learning covenant.

APPENDIX B

INTERN EVALUATIONS

GUIDELINES FOR MENTOR'S EVALUATIONS OF INTERN

The Mentor will write out the evaluations in full, not on this page, but using these guidelines in the evaluation. This evaluation will be shared, one to one, with the Intern. Copies of both the three month and six month evaluations must be forwarded to the R-FS Coord and the DOM as soon as possible after the one to one meeting with the student.

- ❑ Evaluation of work done by the Intern in the mentoring setting.
- ❑ The Intern's relationships with people in the mentoring setting.
- ❑ The Intern's relationship with the Mentor.
- ❑ The Intern's ability to integrate biblical and theological concepts into ministry practice. The Intern should give evidence of being able to take the concepts from previous learning and translate them into practice. Please relate incidents that illustrate your evaluations.
- ❑ Evaluation of the Intern's ministry identity. Evaluate the Intern's perception of his/her role identity as a minister and his/her ability to fulfill that role with integrity.
- ❑ Evaluation of the Intern's personal identity. Evaluate the Intern's perception of who he/she is as well as his/her ego strength.
- ❑ Evaluation of the Intern's ability to deal with stress.
- ❑ Evaluation of how the Intern fulfilled his/her covenant and goals.
- ❑ Relate your goals for this Intern during the mentoring period. Were these goals fulfilled?

AREAS FOR EXPLORATION

INTERN / MENTOR / R-FS Coord

- How are you growing in the Christians faith?
- How do you feel about your ministry at this time, and/or in the future?
- What are the primary social and theological issues for you?
- Are your seminary and mentoring expectations being fulfilled? *AND* what would you do differently?
- Are you able to withstand subtle and overt pressures?
- Are you open to insight and guidance from others?
- How do you set ethical and financial boundaries?
- How does your family feel about your plans for ministry?
- What is you understanding of “ministerial leadership?”
- How do you indicate value of others, the dignity of human beings?
- Reflect on particular mentoring experiences, allowing for the development of an ability to learn from both good and bad experiences.

APPENDIX C

GUIDELINES FOR THE MENTORING COVENANT BETWEEN THE MENTOR AND THE INTERN

1. The purpose of the Mentoring Covenant between the Mentor and the Intern is to provide for the best mentoring relationship possible during the mentoring semester. It gives the Mentor and the Intern the opportunity to outline desired results of the mentoring experience.
2. What does the Intern desire to receive and achieve during the mentoring experience? This could be a paragraph or more stating real expectations.
3. What does the Mentor expect from the Intern? Any desired actions, responsibilities, relationships, etc., should be included here.
4. The Mentor and the Intern both commit to maintain communication and contact with the R-FS Coord so he is aware of how the mentoring experience is progressing.
5. Commitment to weekly one-on-one meetings between the Mentor and the Intern. What plan and schedule will be followed with these meetings? This will include the opportunity of reporting and reflecting on ministry assignments.
6. Commitment to Lay Committee meetings by both Mentor and Intern. Schedules and plans for these meetings are outlined in the Mentoring Handbook.
7. Other ministry items the Mentor considers important (these must be approved by the R-FS Coord).
8. Other ministry items desired by the Intern (these must be approved by the R-FS Coord)
9. Reports and reflections, including questions and problems, with books/articles read as part of the reading requirement.
12. How the Mentor and Intern will deal with problems and differences between themselves.

NOTE: This is a guide. Each Intern and Mentor should agree to their own personal covenant. It can include these items, or other items, or some of these items.

ALSO: It is possible—sometimes advisable—to renegotiate this covenant after the three month evaluation, and/or at other times during the mentoring experience.

APPENDIX D

CVBA Pastoral Internships (*this information comes from Dale Pederson*)

The Purpose of the Internship

The CVBA is a 4-way partnership between the association, the intern, and the supervising pastor and host congregation. The vision is that within the churches of the CVBA people with a sense of calling from God and a desire to serve in pastoral ministry, typically in churches that are part of the association, are able to gain field experience, along with constructive feedback and mentoring by a seasoned supervising pastor, also from within the association. The internship is designed to supplement academic preparation for ministry by providing field experience, accompanied by positive and constructive feedback and mentoring, in matters that cannot be fully learned any other way.

The primary purpose of the internship is to provide the intern with the opportunity to gain meaningful experience in all matters that pertain to pastoral ministry. For these experiences to have maximum value, the supervising/mentoring pastor should provide meaningful and constructive feedback to the intern throughout the internship in general and following specific ministry experiences in particular.

The purpose of the internship is NOT to provide the supervising pastor or congregation with “free labor”, or someone to do the unpleasant tasks the pastor would rather not deal with. While there is a clear sense of mutuality (providing benefits for the intern, the supervising pastor, and the congregation), the internship is primarily FOR the intern. It is a ministry TO the intern BY the supervising pastor and the congregation.

The supervising pastor needs to be one who will invest meaningful time with the intern as a mentor who will help the intern develop and mature in the skills and practices of pastoral ministry. The congregation where the internship takes place also needs to agree to their role in allowing the less experienced intern the opportunity to grow and develop in a positive and safe setting of a loving congregation, all to the glory of God and the sake of His kingdom.

Requirements for a Pastoral Intern

Requirements for an eligible intern are articulated in the acronym “**FAITH**”.

Faithful: The intern has demonstrated a consistent pattern of faithfulness in attendance and participation in church life and in following through on commitments and responsibilities in all areas of life: church, home, work, etc.

Available: The intern has the available time and mental and emotional energy to engage in the internship.

Interested: The intern is seriously interested in pastoral ministry, sensing a call from God to serve as a pastor, or at least seeking confirmation of such a call.

Teachable: The intern is open to learning, not only skills and techniques, but insights into personal character and areas where social, emotional, or spiritual growth is required. More than just “willing”, the intern is eager to go through this process of gaining maturity in pastoral ministry skills and practices.

Healthy: The intern is emotionally stable and healthy enough to learn from mistakes, accept correction, and attempt actions that may be far out of his/her comfort zone. Furthermore, the intern demonstrates spiritual stability and a commitment to be growing in the knowledge of God and into Christ-likeness.

Requirements for a Supervising Pastor/Mentor

The supervising pastor must be one who believes in the ministry of mentoring and can commit to the time and energy required to help the intern gain the field experience needed to prepare for a life of pastoral ministry. The pastor needs to see the internship as first and foremost a ministry to the intern, and not an “assistant” to lighten the load of the pastor. The goal is for the supervising pastor to provide close, loving supervision and mentoring for the benefit of the intern. The pastor needs to be prepared to not only instruct, but when necessary, counsel, correct, and guide the intern. There also needs to be an internal freedom to be able to share the pulpit, classes, and other pastoral ministries with the intern.

Requirements of the Host Congregation

The congregation needs to see the value of such an internship for the intern and for the work of God’s kingdom. They need to be supportive of the pastor’s commitment to mentor and guide the intern, and be a loving, nurturing setting for an intern to flourish. Official board and/or congregational approval is necessary before an official internship can take place in any given church within the association.

Essential Experiences for Pastoral Interns

The intern should...

- 1) **Preach** in a regularly scheduled church service at least once each quarter (up to once each month). The supervising pastor should then meet with the intern for constructive feedback following each sermon preached.
- 2) Be given opportunities to **teach/lead Bible studies**, Sunday School classes, or in other settings among adults and, if possible, with teens and children. There should be appropriate feedback sessions with the pastor or other supervising teacher whenever possible.
- 3) Be a full **participant in the planning and leading of special services, such as weddings, funerals, and baptism services** if and when the opportunity arises. If the opportunity does not arise, the supervising pastor should spend time in meaningful conversations with the intern about how to approach such services.

- 4) Be a **full participant in the planning and leading of communion services** when the opportunity arises. Whether this is done alone or alongside the supervising pastor, there should be meaningful feedback conversations between the supervising pastor and the intern following each such communion services.
- 5) Have the opportunity to **participate in various levels of administration as is appropriate for the setting**. This ideally would include organizing and leading in special short-term events, such as a retreat or a VBS, as well as participating in other longer-term administrative tasks. As always, there should be feedback conversations with the supervising pastor or other church leader, as is fitting for the context.
- 6) Be allowed to **sit in and observe as many pastoral counseling sessions** as possible. If and when the setting is appropriate, the opportunity to participate in the counseling session should also be encouraged, followed by quality feedback conversation with the supervising pastor.
- 7) Be allowed to **sit in on board and committee meetings**, and, when appropriate, have opportunity to lead such meetings. Again, constructive feedback should be offered the intern following each meeting.
- 8) Have opportunity to **participate in the planning and leading of worship services**, as is appropriate for the specific context. Constructive feedback conversations for the benefit of the intern should be expected.
- 9) **Participate with the supervising pastor in pastoral care in hospitals, homes, nursing homes**, or wherever the opportunity arises. Meaningful follow-up conversations with the supervising pastor should be expected.
- 10) **Engage in personal evangelism** along with feedback conversations with the supervising pastor.
- 11) Be **familiarized with pastoral matters and church structure, systems, and programs** that encompass matters not articulated in steps 1-10: (outreach, missions, imaging, social media, publicity, assimilation, Sunday School curriculum, leadership development, record-keeping, intentional presence in the community, relationships with other churches and pastors, time management, etc.)
- 12) Expect to **participate in regular conversations with the supervising pastor on all subjects related to pastoral ministry, pastoral care, pastoral leadership, etc.**

APPENDIX E

CRITERIA FOR THE SELECTION OF MENTORS FOR THE MENTORING PROGRAM OF THE CENTRAL VALLEY BAPTIST ASSOCIATION

1. **EXPERIENCE:** The Mentor must have a demonstrated track record of ministry service in his/her church in the ministry field in which s/he is mentoring an Intern.
2. **COMPATIBILITY:** The Mentor must be in stated agreement with the mission goals of the Central Valley Baptist Association.
3. **DOCTRINE:** The Mentor must embrace the authority of Scripture and an earnest commitment to apply all its contents to all of life practices
4. **SPIRITUAL:** The Mentor must have demonstrated a mature and vital walk with Jesus Christ.
5. **TEACHING/MENTORING:** The Mentor must have both a desire and the ability to teach/mentor an Intern in the blessings, rigor, knowledge and experience of ministerial life. The Mentor must be willing to personally demonstrate how ministry is done and spend significant time with the Intern for character and ministerial development.