

Ministerial Internship Manual

2015 Edition



For use in the
Australian Union Conference

INTERNSHIP

*A Manual for
Seventh-day Adventist
Ministerial Interns*

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WELCOME TO INTERNSHIP

Welcome to the Ministerial Internship Program. It is hoped that your participation in this program will be an exciting growth experience that will bring rich personal, spiritual and professional rewards. The program is designed to assist the intern to meet the needs of an expanding church in an increasingly complex society that places higher expectations on the church pastor.

To the Intern

Your preparation for ministry has involved you in formal theological education at one of the Seventh-day Adventist Church's theological institutions. Now is the time to build on the formal and practical training that you have already received. Internship should provide the opportunity to learn through observation and practical skill development, and to assimilate into the Adventist ministry. Your internship should be a success, given the guidance of the Holy Spirit, and the coaching of your supervisor, to whom you are accountable. Your commitment to being a teachable intern with eagerness to grow in practical experience is also critical to your development. Internship is about building you for future leadership of the local church, with competency in the primary skills of relational ministry. It is about equipping you to lead people to become committed disciples of Jesus Christ.

Be shepherds of God's flock that is under your care, serving as overseers--not because you must, but because you are willing, as God wants you to be; not greedy for money, but eager to serve; not lording it over those entrusted to you, but being examples to the flock. And when the Chief Shepherd appears, you will receive the crown of glory that will never fade away. Young men, in the same way, be submissive to those who are older. All of you clothe yourselves with humility toward one another, because, "God opposes the proud but gives grace to the humble." Humble yourselves, therefore, under God's mighty hand, that he may lift you up in due time.
1 Peter 5: 2 – 6 (NIV)

"God will have men [and women] who will venture anything and everything to save souls.... There must be workers now who will push ahead in the dark as well as in the light, and who will hold up bravely under discouragements and disappointed hopes and yet work on with faith, with tears, and patient hope, sowing beside all waters, trusting the Lord to bring the increase. God calls for men [and women] of nerve, of hope, faith, and endurance, to work to the point."
E.G. White, Evangelism, p 63.

DEVELOPMENT OF THE INTERNSHIP MANUAL

This Ministerial Internship Manual was formulated in response to the survey of Seventh-day Adventist pastors with up to ten years ministry experience, and the consequent mandate from SPD executive to address the issues raised by the survey. The process involved significant input from numerous pastors, presidents and ministerial association secretaries. It was launched in 2005 and has received wide support throughout the South Pacific Division, with excellent results in lifting the quality of supervised ministry formation. This is a 'live' document which may change in response to current needs.

OVERVIEW OF INTERNSHIP

“Timothy, my son, here are my instructions for you.... May they give you the confidence to fight well in the Lord’s battles...”

1 Timothy 1:18 (NLT)

Vision

God-dependent competent ministers, who know, experience and share their hope in Jesus Christ.

Mission

To provide an environment for holistic discipling of new Seventh-day Adventist ministers through supervised ministry.

Purpose

The main purposes for the Ministerial Internship Program are:

- 1 To provide a balance of practical ministry opportunities for new ministers, particularly those who have graduated from a ministry training course; and
- 2 To provide opportunities for interns to disciple new believers into becoming fully devoted, active disciple makers.

“When souls are converted, set them to work at once. And as they labor according to their ability, they will grow stronger” (*Evangelism*, p.355).

- 3 To provide an opportunity for those who have chosen ministry to test their calling by participation in a wide range of ministry responsibilities with a particular focus on:
 - i. Bible studies and other evangelistic ministry;
 - ii. pastoral and evangelistic visitation; and
 - iii. preaching

Expectations

It is expected that the intern will be Christ centered, and will continue to experience a growing relationship with God, and will be a Seventh-day Adventist in belief and lifestyle. The intern’s personal spiritual formation is core to ministry formation. Without it, ministry becomes a mere profession -- an empty shell.

Your conference/mission has carefully selected your supervisor, whose skills and experience will be of great value to you. Internship involves a process of:

- observing ministry in action,
- internalizing the concepts,
- practicing under supervision, and
- continuing to develop your skills for pastoral evangelism.¹

¹ The Intern Evaluation Forms in Appendixes 2, 2a and 3 detail areas for specific evaluation at various stages of internship. It would be very beneficial for the intern and supervisor to be very aware of the specific evaluation areas.

Competence in core ministry/disciple-making skills is necessary before one can impart those skills to others. Through the internship process, the supervisor models how to train and equip others. The intern will have opportunity to develop these skills in future ministry. In addition, the intern will have opportunity to disciple the ones they have led to Christ:

- 1 to nurture them in their journey with God
- 2 to guide them in discovering and using their spiritual gifts
- 3 to train and encourage them in sharing their faith.

Because the leadership and membership of the church have a right to expect much of those in ministry, the following are to be given the highest priority in the internship process:

- 1 developing excellence in leading people to Jesus and into responsible membership in the Seventh-day Adventist church,
- 2 developing excellence in pastoral visitation and nurture of members, and
- 3 developing excellence in preaching.

Internship is a time to develop these essential skills for a fulfilling and productive lifetime of ministry. Obviously this process of internship will translate to the intern being **stretched – but not broken; challenged – but not overwhelmed.**

It is expected that the skills acquired during internship will be applied and continually developed throughout ministry. Competence in core ministry skills is necessary before one can impart those skills to others. Through the internship process, the intern is enabled to understand by experience how to train and equip others. This will help them to train and equip members throughout their ministry.

The Internship Process and Beyond

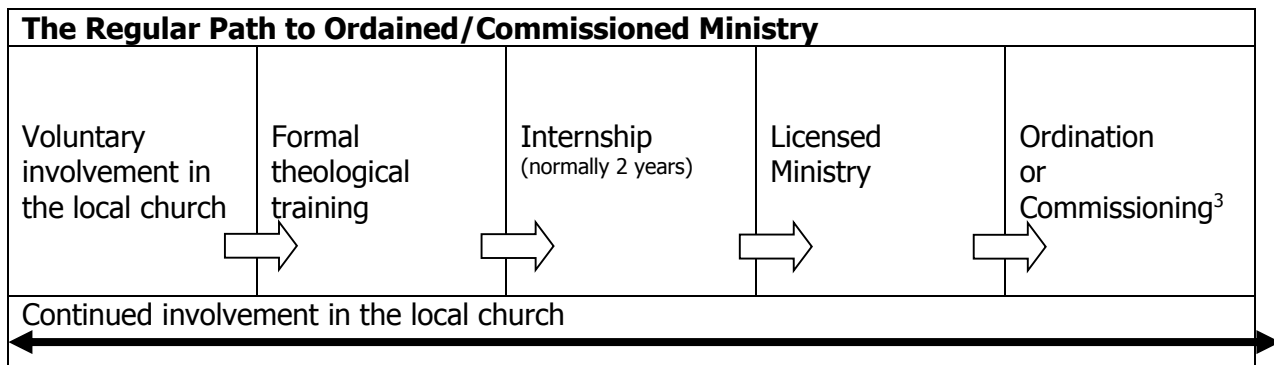
Internship is a probationary period of supervised apprenticeship in ministry, normally after formal theological education and before the issuing of a ministerial license.

Acceptance into internship should not be seen as a guaranteed entry into permanent ministry. The intern shall be appointed for twelve months full-time service, and if judged to have done successful work during that period, shall be re-appointed for a second period of twelve months.² (For the complete Internship Policy, see Appendix 9, SPD Working Policy Min 10.20)

Theological education, together with the initial years of ministry prior to ordination or commissioning should be considered as a part of ministerial training. Ongoing assessment will be made during this time. The intern should conscientiously aim to work harmoniously with their supervisor and acquire all the skills possible from that experience.

After an appropriate period as a licensed minister, the individual will be assessed for ordination. If ordination is to be delayed, the individual will be made aware of the reasons. Following internship, the minister should take responsibility for their own continuing education and professional growth, as negotiated with the conference/mission administration or their designee.

² Internship is normally for two years however, it may be extended to include a third year if required.



Rights and Privileges of an Intern

An intern is authorized by the conference/mission to perform most of the functions of an ordained or commissioned minister within their assigned church(es) or company(ies). For example, an intern may conduct the communion service in the church(es) where they are appointed as an elder.⁴

In harmony with the church manual and accepted procedure within the South Pacific Division, interns are not authorized to:

- ordain local deacons and elders,
- perform wedding services,
- implement church discipline,
- formally organize nor disband churches/new congregations, nor
- baptize converts.

Responsibilities may be further clarified by the supervisor and conference/mission administration or ministerial secretary.

The intern will be issued with a "Ministerial Internship Certificate" which authorizes her/him to work as an assistant pastor.

The Successful Internship Experience

The successful internship depends largely on a cooperative effort of:

- 1 **The Church Organization –**
 - by providing a Ministerial Internship Program,
 - by providing resources and training events for supervisors and interns, and
 - opportunities for interns to liaise and network.
- 2 **The Conference/Mission Administration**
 - by calling the graduate to a ministerial position,
 - by planning and implementing an appropriate ministry opportunity,
 - through ensuring adequate supervision of the intern and the internship team.

³ Following ordination/commissioning, the individual needs to continue to grow and develop in ministry skills.

⁴ The supervisor should ensure that the intern is appointed as an elder, as soon as practicable, to enable the intern to fulfill this task.

- 3 **The Conference/Mission/Union Ministerial Association Secretary**
 - monitoring and evaluating the effectiveness of the internship team, in harmony with the requirements and guidelines of this manual and SPD Working Policy.

- 4 **The Intern Supervisor**
 - committing time and effort into this special ministry as outlined in this manual.

- 5 **The Intern** – who would be wise to make the most of the opportunity of internship -
 - by cooperating with, and capitalizing on, the opportunities provided by the other participants in the program, and
 - conscientiously endeavoring to maximize the ministry experience outlined in this manual.

- 6 **The Local Congregation –**
 - by being patient, tolerant, supportive and affirming
 - in providing a training ground for the intern
 - by acknowledging the supervisor as the trainer
 - by expecting the intern to invest adequate time in Bible studies and other evangelistic activities
 - by recognizing that the supervisor will need to take time to teach and model various aspects of ministry to the intern, and
 - by recognizing that the intern and supervisor will both need time for their families.

An effective internship program should take into consideration:

- Distance – supervisor and intern should be close enough to meet weekly and to provide the supervisor frequent opportunities to model ministry to the intern
- Trained supervisors
- Teachable attitudes
- Adequate financing
- Clear expectations
- Suitable match of personalities -- between supervisors and interns
- Appropriate local church environment for ministry.

It could be that mid-way through the internship period, a change may be required to ensure the ongoing development of the intern. This could involve a change of supervisor, location, or local church in order to provide the opportunity to learn alternative approaches to implementing core disciple-making skills in ministry.

Commitment to Internship

It is recognized that for the future morale, professionalism and effectiveness of our pastors, all who enter pastoral-evangelistic ministry need supervision and field training. The provision of the internship policy confirms this priority.

As a result, every person called into pastoral/evangelistic ministry shall receive individualized training and supervision for two years. Budgetary provision shall be made to ensure that each intern is provided with this opportunity for development. An Intern Development Plan as required in the internship policy (SPD Working Policy MIN 10.20) shall be submitted by the

Conference/Mission to the Union. This Intern Development Plan will describe the supervision and learning opportunities to be provided for each core function of ministry.

It would be short sighted for Executive Committees to fill every pastoral position at the expense of denying interns this basic preparation for pastoral and evangelistic ministry. For these reasons, every intern will be assigned to work under the supervision of an experienced, ordained or commissioned minister.

The intern shall be provided with coaching and supervision covering a broad range of experiences and education for pastoral and evangelistic ministry. This method was employed by Jesus in his training. The early church also used this method, achieving considerable success. Ellen White advocates the following:

"In gaining a preparation for the ministry, young men [and women] should be associated with older ministers. Those who have gained an experience in active service are to take young, inexperienced workers with them into the harvest-field, teaching them how to labor successfully for the conversion of souls. Kindly and affectionately these older workers are to help the younger ones to prepare for the work to which the Lord may call them. And the young men [and women] in training should respect the counsel of their instructors, honoring their devotion, and remembering that their years of labor have given them wisdom.

"Elijah educated the youth of Israel in the schools of the prophets; and young men today are to have a similar training....

"The apostle Paul saw the importance of training younger workers....

"Paul made it a part of his work to educate young men for the gospel ministry. He took them with him on his missionary journeys, and thus they gained an experience that later enabled them to fill positions of responsibility....

"This feature of Paul's work teaches an important lesson to ministers today.... It is God's desire that those who have gained experience in His cause, shall train young men for His service."

E. G. White, Gospel Workers, pp. 101-103)

SUPERVISION IN INTERNSHIP

“He appointed twelve that they might be with Him and that He might send them out to preach. Mark 3:14”

Supervisor – Intern Relationships

The relationship between the supervisor and the intern is a two way street. A healthy working relationship requires a positive, teachable, attitude from both the intern and supervisor. A friendly relationship does not mean the supervisor lacks authority. However, while the supervisor is the leader in the internship process, the intern should be given opportunity to share suggestions and insights. This working relationship will have a significant impact on how much is learned during internship. A positive working relationship will lead to a successful internship program, which will benefit not only the intern and supervisor, but ultimately the churches served throughout their years of ministry.⁵

Obstacles

Both supervisor and intern must be sensitive to the fact that there are many obstacles that can impede their relationship, thus weakening the intern’s progress. Therefore Christian grace must surround their relationship.

Potential obstacles may include:

- Age difference
- Values
- Motivation levels
- Unwillingness
- Education & experience levels
- Un-teachable and unyielding attitudes
- Ability level
- Gender difference
- Personality difference
- Failure to recognize authority
- Abuse of authority
- Ministry preferences
- Task / People orientation differences
- Ethnicity & cultural differences
- Unrealistic expectations

Gender Issues

Where the supervisor and intern are of the opposite gender, the conference/mission ministerial secretary and/or administration will work with the supervisor and intern to ensure that clear boundaries are established, so that the working relationship is within the arena of safety.

⁵ A healthy relationship is one where individuals give each other the right to be wrong. While all will strive for professional excellence, occasional mistakes are the reality. Both supervisors and interns need to be aware of this, but when something goes wrong, there needs to be discussion about what happened and why, and a willingness to learn from it.

Role and Function of the Supervisor

Teaching by Example

It is important that supervisors discuss with their interns how pastoral work is to be done, but it is even more important that they show them how to do it. Supervisors must give quality time to demonstrating the various areas of pastoral and evangelistic ministry.

It would be well for supervisors to have their interns literally shadow them for the first month or two as the internship begins. During that period they should be together from morning till night so the interns get the feel of pastoring and how ministers spend their time. After that initial period, one day of the week should be the intern's day to talk, travel, and work with the supervisor. Of course, some ministry experiences such as funerals, weddings, and anointing will be worked in as they happen.

Time with the intern must receive top priority in the supervisor's weekly planning. Before each skill area is demonstrated, the intern and supervisor should talk about it. After the event, the demonstration ought to be evaluated.

It is important that the intern be an observer. The intern may be tempted to become overly involved in these modeling events. A wise supervisor will involve the intern only in a limited way during initial demonstrations. This will make it easier for the intern to concentrate on what is happening and why. Then at the next Intern Development Meeting, the supervisor will encourage the intern to ask questions and gain new insights.

The role of the supervisor includes:

- modeling a balanced ministry – providing appropriate time for personal devotions, ministry tasks, family and personal needs
- regularly modeling ministry functions to the intern – especially Bible studies, pastoral visitation etc
- periodic modeling of preaching, public/seminar evangelism
- meeting weekly with the intern to:
 - provide pastoral care of the intern
 - discuss core ministry skills with the intern
 - provide regular discussion of ministry functions as outlined in this manual
- supervising, evaluating and giving feedback for the intern as they practice skills that have been taught
- reporting to the conference/mission on the progress of the intern

Supervision

Introduction to Supervision

It is important for supervisors to have a vision for the success of the intern:

- God-dependent competent ministers
- Who know, experience and share their hope in Jesus Christ

It is vital to provide an environment for holistic discipling of new Seventh-day Adventist ministers through supervised ministry. This is largely in the hands of the supervisor. It involves demonstrating and coaching to develop excellence in the core skills required in pastoral ministry.

Through the internship process, the supervisor is discipling the intern. There will be modeling of how to train and equip others. The intern will have opportunity to develop these skills. In addition, the intern will have opportunity to disciple those they have led to Christ:

- to nurture them in their journey with God
- to guide them in discovering and using their spiritual gifts
- to train and encourage them in sharing their faith.

The supervisor's role is to apprentice the intern:

- to teach through modeling
- to observe and coach the intern in the performance of core ministry functions
- to oversee to ensure ministry tasks are completed, and
- to carry out on-going evaluation and assessment.

The conference/mission will work together with the intern's supervisor to design a specific Internship Development Plan that provides opportunities to develop skills across a broad range of ministry situations, with a special emphasis on pastoral evangelism (which includes Bible studies, public evangelism and seminar evangelism), pastoral visitation and preaching. Through a warm, positive working relationship, the supervisor will work to build the intern to become an effective Seventh-day Adventist Minister.

Effective Supervision

The ideal learning situation for internship follows the apprenticeship model.

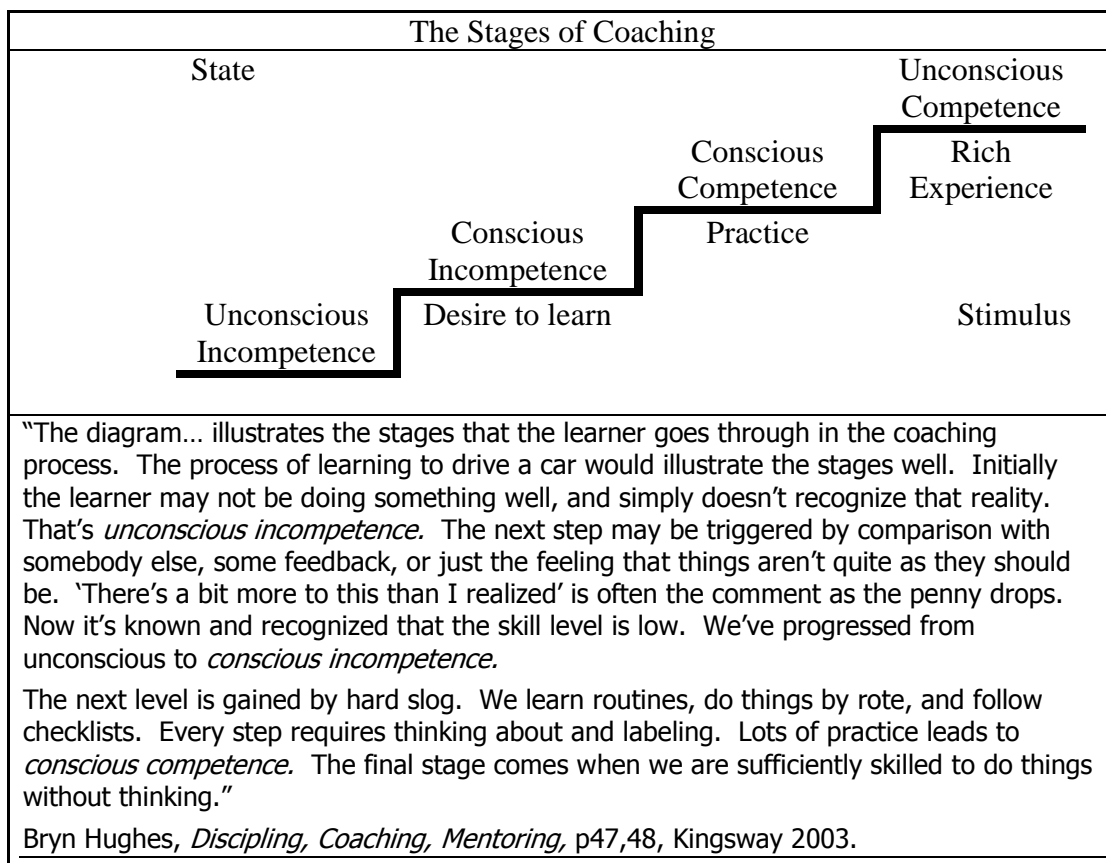
The apprenticeship model has been adopted because it was the method Jesus used in training His disciples to be disciple-makers (Matthew 11:27,28; Mark 3:14; 6:7, 12, 30-31; Acts 4:13). In turn, the apostles used the same approach (Acts 15:36-41; 1 & 2 Timothy; Philippians 4:9). It was also the model advocated by Ellen White for the training of Adventist ministers:

In gaining a preparation for the ministry, young men should be associated with older ministers. Those who have gained an experience in active service are to take young, inexperienced workers with them into the harvest-field, teaching them how to labor successfully for the conversion of souls. **Kindly and affectionately** these older workers are to help the younger ones to prepare for the work to which the Lord may call them. And the young men in training should **respect** the counsel of their instructors, honoring their devotion, and remembering that their years of labor have given them wisdom.

Ev 683, 684 (emphasis added).

It involves the following process:

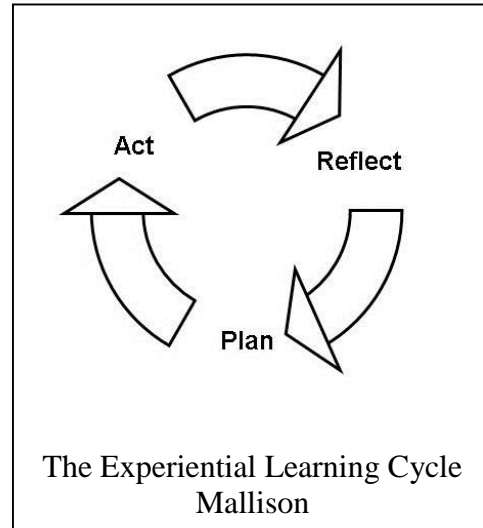
- the supervisor demonstrates core skills to the intern regularly and repeatedly over a period of months
- then the intern practices the core skills under supervision, and later on their own
- debriefing and reflecting on the practical experience in skill development
- planning for further development



The time needed at each stage will be determined by

- the aptitude of the intern,
- the opportunities for the supervisor to demonstrate the core skills,
- the opportunities for the intern to experiment and practice the core skills,
- their confidence and the quality of their performance and
- an assessment by the supervisor regarding the intern's competence in each skill.

Mallison's Experiential Learning Cycle model illustrates the process of acquiring, developing and refining new skills. The on-going process is designed to continue until competence and excellence is achieved. Later, even beyond ordination, the process will still be helpful.



The aim is that the intern should be confident to use the skill on their own in most situations, and should be given opportunity to do so, with ongoing coaching.

SUPERVISOR'S BASIC SKILLS

To achieve the outcomes outlined above, the supervisor should have the following basic skills:

1. Ministerial Competence

Competence in pastoral-evangelistic ministry by a **currently practicing** professional is a prerequisite. The best supervision comes from those who are daily using the core ministry skills. A long tenure in areas other than evangelistic/pastoral ministry normally disqualifies an individual for a supervisor's role.

2. Ability to Teach

In addition to the supervisor having the prerequisite skills, they must also have the ability to effectively transfer these skills to the intern. While it is true that at the commencement of internship, there will be a variance in experience and skill level from one intern to another, it is nevertheless expected that each intern will be led through the following process.

The training process, from the supervisor's perspective, will involve:

- Watch as I do
- See that it works
- Do as I watch (Practice core ministry skills – accompanied by supervisor)
- Debrief, evaluate, reflect & plan – with supervisor
- Practice & refine core ministry skills until excellence is attained.

The various stages of this process will need to be repeated as necessary.

3. Ability to Communicate Clearly

Clear communication between the supervisor and the intern will further facilitate the developing of core ministry skills. This will involve:

- listening attentively with the heart and mind,
- accepting the other's strengths and abilities and
- sharing within a secure working relationship.

4. Able to Evaluate and Provide Helpful Feedback

Evaluation is essential for the intern to progress. Evaluation tells you where you are now in relation to where you need to be. It will require assessment, debriefing, reflection, and analysis. While identifying areas for growth is an important component of the feed-back process, appropriate recognition of strengths is also vital. For the evaluation process to be effective, it must lead to a development plan which addresses areas requiring growth.

5. Able to Care

Recognising the closeness of the working relationship, the supervisor will need to remember that the intern is not just a paid assistant or subordinate, but a person who will require pastoral care.

In effective supervision, the intern will often feel stretched. Supervisors must be:

- sure of their relationship with the Lord,
- secure in their own identity
- and confident in their objective assessment

when the intern's response may be rejection, anger, and frustration.

(Adapted from Ted Engstrom, *The Fine Art of Mentoring, Passing on to Others What God has Given to You*)

"Confrontation is often the caring response in the face of resistance. What counts is the method and purpose of confrontation. Honesty is crucial; to speak the truth in love is a Christian act. Mutuality requires that one hear the truth as well as speak it." (Paul Stevens, in *Experiencing Ministry Supervision, A Field Based Approach*, edited by Pyle & Seals, page 92, Nashville, 1995).

Supervisor's Assessment

The supervisor knows that an intern needs and should expect ongoing evaluation. Supervisors should also expect their own skills and performance to be evaluated regularly by the conference/mission President and Ministerial Association Secretary. The process should not be viewed as a threat, rather as an opportunity for affirmation, improvement, further resourcing and on-going coaching.

Qualities of Effective Supervisors

- Commitment to your intern – Respect your intern as one of your own.
- Belief in an intern's potential – Look for the best in your intern, and work to help them reach their full potential.
- Objectivity and Honesty – In the best interests of the intern, a supervisor must have the courage to objectively say, "This is what I see happening in your ministry."
- Openness and Transparency – In an appropriate manner, allow your intern to see your humanness – some mistakes and failures as well as your successes.
- Model Positive Ministry – Ensure that your morale is high to enable you to build your intern's trust in the church, and positive attitudes towards ministry. Avoid cynicism. Your intern can do without this being modeled to them.
- Credibility – Be the kind of supervisor you would have liked to have had, when you were an intern – work to be successful in what you do in your own ministry.
- Teachable – Be willing to learn from the intern as well as others.
- Team Player – Include the intern wherever possible and appropriate.
- Available – This may not always be convenient, but it will be invaluable and appreciated.
- Reasonable – Don't ask the intern to do anything you wouldn't be prepared to do yourself.

Acceptance of Differences

It is extremely important that supervisors be able to accept differences in ministry styles. Supervisors who possess the ability to recognize, accept, and even appreciate differences will lead interns to their full potential.

On-Going Growth for Supervisors

The ministry experience of supervisors is highly valued by the church. However, it is important for them to continually seek professional development themselves in order that they may impart the best to the intern.

Frequently a young man is sent out to labor with a more experienced minister; and if he is defective in his manner of speaking, the young man is very apt to copy his defects. Therefore, it is important that ministers who have been long in the field should reform, though it cost them much painstaking and the exercise of much patience, that their defects may not be reproduced in young and inexperienced laborers. The young preacher should copy only the admirable traits of character possessed by the more experienced laborer, while at the same time he should see and avoid his errors.

E. G. White, Review and Herald, Feb. 5, 1880.

The true minister of Christ should make continual improvement. The afternoon sun of his life may be more mellow and productive of fruit than the morning sun. It may continue to increase in size and brightness until it drops behind the western hills. My brethren in the ministry, it is better, far better, to die of hard work in some home or foreign mission field, than to rust out with inaction. Be not dismayed at difficulties; be not content to settle down without studying and without making improvement.

E. G. White, Review and Herald, April 6, 1886

Supervisor's Appendix

(The following information is provided for supervisors to use at their discretion, for discussion with their intern in case of differences resulting from generational issues.)

Used with permission, Called to be a Pastor: Handbook for Mentors & Interns, Trans-European Ministerial Association, pp 9 - 11

Understanding and supporting the new generation

Interns are part of a new generation that cannot be categorized. When endeavoring to understand this new generation, it is important that we are careful not to generalize. Therefore, the following points should be simply used as a starting point for discussion.

Discuss some characteristics of the new generation:

- 1 The options generation
They love choices and have been raised on change – and have trouble when there are no options and an unwillingness to adapt.
What are the implications?
What types of churches will really motivate such interns?
What about their potential as church planters?
- 2 Truth is seen as relative
This impacts the learning style of this generation – including many of the new generation of interns.
What are the implications for doctrinal understandings and approaches to evangelism?
How would you relate to an intern who sees truth in different terms to you?
- 3 Individualism versus community
On the one hand there is a desire for meaningful relationships and community – but, on the other hand, a hesitancy to make commitments.
Discuss ways in which this tension may result in the new generation of interns approaching their ministry differently.
- 4 Cynicism and disillusionment
The new generations are particularly cynical of baby boomers who are taking over the church. The baby boomers have always believed that they had the answers.
Unfortunately, they also think they have the answers for the new generation.
Spend time listening to the questions and challenges – and the solutions offered by the intern. They need to know they are being listened to. This generation will rarely protest. They will just leave. This generation of interns need to know that they are being taken seriously. They are on the whole better educated than previous generations and need to be able to feel that they are making a difference.
- 5 Post-Modernism / Anti-Institutionalism and Post-Denominationalism
How do we help our interns stay Adventist and yet build churches that are seen to be relevant to people that accept conflicting ideas as truth and see denominationalism as irrelevant?
- 6 Commitment
People today will commit to causes that they see will impact their lives. What causes does the intern believe will make a difference?

- 7 Technology
What technological skills does the intern have that could make a positive contribution to outreach and church?
- 8 Broken and blended families
What has been the family background of the intern and the supervisor?
What may be some of the challenges and stresses for the intern/supervisor or spouse who has been previously married (maybe with another family).

Further Questions for discussion by interns and supervisors:

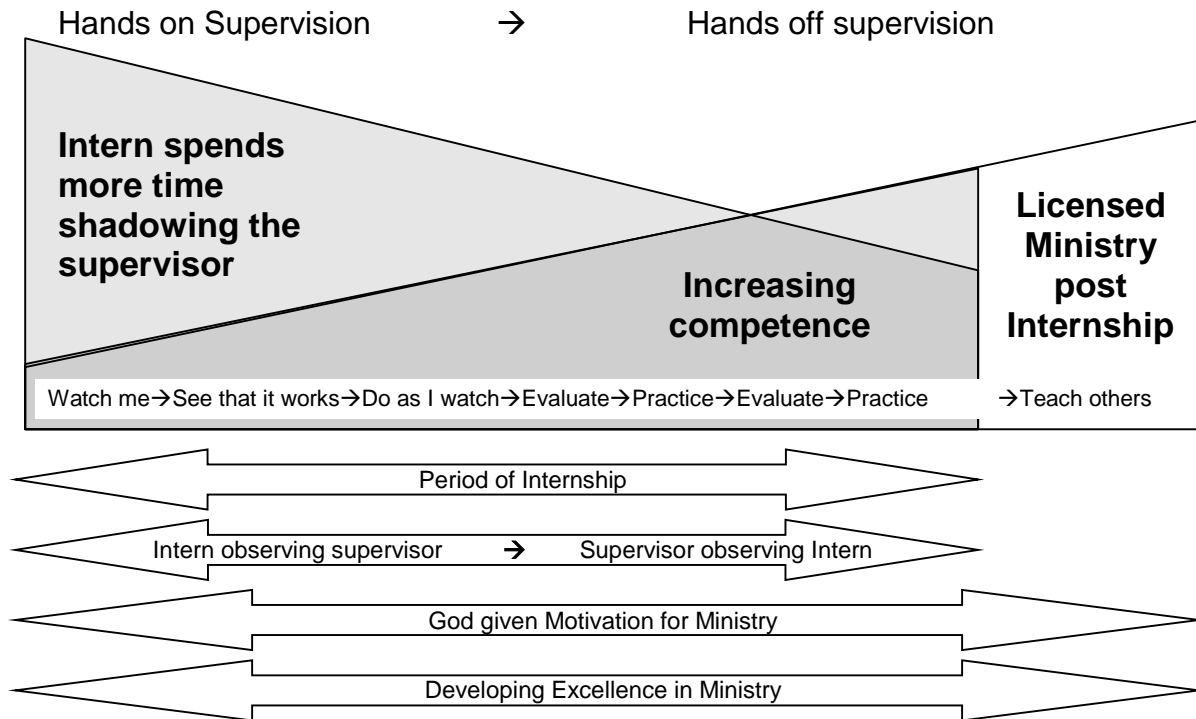
- i. How will supervisors relate to an intern whose spouse also has a career? What issues may need to be addressed with transfers, involvement (rather than simply support) in ministry?
- ii. In that traditional support systems have less appeal to the new generation, what types of support are they saying they would appreciate? (such as Partners in Ministry)
- iii. How do you deal with criticism of your intern husband / wife? In whom can you confide? What sort of support network is there for this without the intern or spouse being seen as weak by administration?
- iv. Discuss the need for skills to cast a vision and provide leadership.
What styles of leadership will generate growth and cooperation?
What skills are needed to be a visionary chairperson?
How do you generate vision in your church?
- v. Most interns of the new generation are very passionate about the local church and it's centrality to the mission of the church.
Discuss the issues of resources, wages and recognition of the local pastor in comparison to other levels of the church?
How can conflict in this area be handled?
- vi. What are the expectations of supervisors and interns for family/personal time and privacy?
What will be the guidelines and boundaries?
- vii. Discuss the issues regarding studies, visits or counseling of the opposite sex.
- viii. Identify appropriate boundaries regarding supervisor and intern of opposite gender.

THE INTERN DEVELOPMENT PATH

The leadership style of the supervisor will change over the months of internship. The rate of change will depend on the attitude, performance, competence of the intern, and the quality of the working relationship.

The diagram reflects the changing roles of both supervisor and intern over the course of internship.

Supervision Styles Continuum



This calls for different levels and types of support and training as appropriate through internship.

For instance, the weekly Intern Development Meeting will need to change. Initially, it will need to be focused on building the working relationship, establishing expectations, clarifying roles, setting the parameters of internship, assigning responsibilities. Later meetings will deal with continued development of skills, debriefing, evaluation and any other situation that requires discussion. The following is the way it could happen.

The First Meeting(s)

- 1 Pray together
- 2 Build the working relationship – supervisor and intern getting to know each other
- 3 Begin learning about the intern's strengths
- 4 Examine the Intern Evaluation Form to clarify what is expected of the intern
- 5 Establish a regular weekly time for the Intern Development Meeting
 - Commence discussion of ministry skills and functions – resources are included in the Internship Manual

- 6 Agree on specific responsibilities of the intern
 - i. Bible Studies⁶ – it is expected that interns will normally build up to ten to fifteen Bible Study events per week, recognising the circumstances of each ministry situation. Internship is a time for refining the core skills for ministry – there’s no substitute for practice. It is good for the morale and development of the intern for them to be aware that the supervisor is conducting their own Bible Studies (independent of the intern), as it is also role modelling the priority of Bibles Studies for experienced Pastors. It is recognised, that the supervisor may not have as high a number of Bible Studies as the intern, but the Supervisor would normally study with the more difficult candidates.
 - ii. Preaching – it is expected that interns will preach frequently, -- in the first six months, at least 1 out of 2 Sabbaths, increasing to 3 out of 4 later in the first year, and 5 Sabbaths out of 6 in the second year. Free Sabbaths will provide the opportunity to listen to and observe the supervisor or another experienced preacher as arranged by the supervisor. If there is only one pulpit immediately available, it may be necessary for the supervisor to arrange for the intern to preach in other churches in the area.
 - Initiate bi-monthly sermon evaluation – using the Sermon Evaluation Form – See Appendix 6. The intern should give the form to 4 or 5 appropriate people in the congregation
 - Ideally, the supervisor will hear the intern preach a minimum of twice in the first year, and once in the second year – more is advisable.⁷
 - iii. Pastoral visitation
 - iv. Evangelistic visitation – leading to Bible studies
 - v. Initial discussion regarding intern’s responsibilities in planning for a public evangelistic program – this could be a full message seminar, eg Prophecy Seminar.
 - vi. In order to allow the intern time to focus on the core ministry skills, it is not expected that the intern will attend, within the first year of internship, local church committees, eg, Board meetings, Elder’s meetings, Worship Committees, other than the quarterly business meeting. (During the weekly Intern Development Meeting, the supervisor should inform the intern of the issues discussed at board meetings, elder’s meetings etc.)
- 7 Plan times for ministry together -- when the core disciple-making skills will be modelled. (It is anticipated that in the early months, this could be most of the time.) The supervisor will assist the intern in getting Bible studies, and in the other core ministry functions.
- 8 Discuss appropriate boundaries in ministry, and in internship including:
 - i. Working with children
 - ii. Relating to the opposite gender
 - iii. Abuse & harassment issues
 - iv. Financial management & boundaries
 - v. Ethical friendships within the congregation (See Appendix 8)
- 9 Plan appropriate support mechanisms for the intern and for the spouse if the intern is married. (See *Personal Support in Ministry* in the resource section of this manual)

⁶ The giving of Bible Studies, leading people to know Jesus, His word, His teachings, disciple new believers and lead them to baptism and membership in the Seventh-day Adventist Church, is the single most important ministry skill that should be acquired during internship. This priority needs to be reflected in your weekly planning and time management.

⁷ Additionally, periodical listening to audio recordings of the intern’s sermons may be helpful.

- 10 Clarify expectations regarding the intern's involvement in conference events – eg participation at camp set up, camp meetings, camp demolition, ADRA appeal and regional days etc.

Suggested Agenda Items for Later Meetings:

- 1 Prayer & Bible devotional
- 2 Building rapport – focus on the social dimension in some way
- 3 Monitoring of spiritual growth and development
- 4 Reviewing and assessing of the week's achievements
- 5 Coaching/evaluation for on-going development in core disciple-making skills – eg, Evangelistic Bible studies, preaching & pastoral care and visitation
- 6 Discussion/training in other ministry functions (see the resource section of this manual)
- 7 Planning and assignment of tasks
- 8 Planning for a full message evangelistic program to be implemented in the first year of internship e.g.:
 - Prophecy Seminar
 - Focus on Prophecy Seminar
 - Revelation Seminar etc
- 9 Monitoring of, and caring for the morale of intern and spouse
- 10 Ensure that the intern is aware of the need of, and builds a support network
- 11 Church activities – sharing information as needed (eg Agenda items and issues from Board meetings, Elder's meetings etc.)
- 12 Intern evaluation – the evaluation forms are needed by the conference in the 6th, 10th, 22nd months. However, regularly bearing in mind the areas which will be evaluated will help in the development process of the intern.

Progression in Internship

The initial phase of internship

- Acquiring a reliable motor vehicle
- Find a suitable home & move in
- Establish a home office environment
- Meet with the conference/mission personnel – introduction to ministry
- Visit key leaders in the local church – ideally before the first Sabbath
- Arranging for the intern to be appointed and ordained as an elder of the local church in order to conduct communion at the appropriate time (to be arranged by the supervisor)
- Consider what you will be evaluated on:
 - See Intern Evaluation form – Appendix 2

In the first 6 months

- Secure a Bible based devotional pattern –
 - find a suitable time and place – without interruptions
 - include time to read and meditate on scripture, and pray (as distinct from sermon preparation)
- Be available for a regular weekly time for the Intern Development Meeting with the supervisor
 - participate in discussion of ministry skills and functions as initiated by the supervisor

- Develop the following skills through shadowing the supervisor –
 - finding those searching for God
 - opening homes for Bible Studies
 - leading to decision
 - visitation – pastoral and evangelistic
- Additionally, find your own Bible Studies
 - exercise initiative – get your own studies going
- Develop as a preacher
 - planning the sermonic year with the supervisor
 - planning for sermon preparation time
 - preaching – at least 1 Sabbath out of 2
 - listening to the supervisor or other preachers as arranged by the supervisor
 - participate in discussion of the Sermon Evaluation forms
- Cooperate in planning a full message evangelistic outreach, e.g.:
 - Prophecy Seminar or Focus on Prophecy Seminar, Revelation Seminar etc
- Acquire effective work habits
 - work ethic
 - effectiveness in management of time
- Consider and complete evaluation forms
 - Monthly Minister’s Report – send to conference/mission
 - see Intern Evaluation form – Appendix 2

By the end of the 1st year

- Maintain a Bible based devotional pattern (as distinct from Sermon Preparation)
 - continue to include time to read and meditate on Scripture, and to pray
- Continue to be available for a regular weekly Intern Development Meeting with the supervisor
 - participate in discussion of ministry skills and functions as initiated by the supervisor
- Continue to develop skills in finding those searching for God, opening homes for Bible Studies, and leading to decision -- through
 - shadowing supervisor
 - Bible Studies
 - Visitation – Pastoral and Evangelistic
 - normally, there will be a reduction in shadowing of the supervisor as skills and competence are developed
- Find own Bible Studies
 - exercise initiative – get your own studies going.
 - it is expected that interns will normally build up to at least ten to fifteen Bible Study events per week -- some of which may involve more than one person
 - begin to disciple contacts and those involved in Bible studies

- Observe and be involved in a full message evangelistic outreach, e.g.:
 - Prophecy Seminar or Focus on Prophecy Seminar, Revelation Seminar etc
- Plan, with the supervisor, for the baptism of those who have been prepared
- Continue to develop as a preacher
 - assess the sermonic year with the supervisor
 - evaluate sermon preparation
 - normally, preach 3 Sabbaths out of 4
 - continue to listen to the supervisor or other preachers as arranged by the supervisor
 - participate in discussion of the Sermon Evaluation forms.
- Evaluate work habits with particular emphasis on:
 - work ethic
 - effectiveness in management of time
- Report on ministerial activities
 - weekly to supervisor
 - monthly to conference/mission
 - twice per year to local church business meeting
- Consider evaluation areas on a regular basis and
 - complete evaluation form in the 6th and 10th months
 - see Intern Evaluation form – Appendix 2a

In the 2nd year

- Maintain a meaningful Bible based devotional pattern (as distinct from Sermon Preparation)
 - continue to include time to read and meditate on scripture, and to pray
- Continue to be available for a regular weekly time for the Intern Development Meeting with the supervisor
 - Complete discussions of ministry skills and functions as initiated by the supervisor (see the Resource section of this manual)
 - Understand church structure, and have a working understanding of the Church Manual
 - Build your own support network – a buddy system
- Continue to develop skills in finding those searching for God, opening homes for Bible Studies, and leading to decision through coaching from the supervisor in the following areas
 - Bible Studies
 - Visitation – Pastoral and Evangelistic
 - Work to disciple contacts and those involved in Bible studies
- Find own Bible Studies
 - Conduct Bible Studies without the supervisor present, but receiving ongoing evaluation and coaching from the supervisor.
 - It is expected that interns will normally conduct ten to fifteen Bible Study events per week.

- Plan with the supervisor and conduct a full message evangelistic outreach, e.g.:
 - Public Evangelistic Series, Prophecy Seminar or Focus on Prophecy Seminar, Revelation Seminar etc
- Plan, with the supervisor, for the baptism of those who have been prepared
- Continue to develop as a preacher
 - Plan and assess the sermonic year with the supervisor
 - Evaluate sermon preparation
 - Normally, preach 5 Sabbaths out of 6
 - Participate in discussion of the Sermon Evaluation forms
- Evaluate work habits with particular emphasis on:
 - Work ethic
 - Effectiveness in management of time
- Report on ministerial activities
 - Weekly to supervisor
 - Monthly to conference/mission
 - Twice per year to local church business meeting
- Consider evaluation areas on a regular basis and
 - Complete evaluation form in the 22nd month of internship
 - See Intern Evaluation form – Appendix 3
- Grow skills in administration of the local church:
Participating in, and chairing as appropriate, the following committees:
 - The Church Board
 - Business meeting
 - Elder’s meetings
 - Personal Ministries committee
 - Worship committee
 - Nominating committee

Searching for Excellence throughout Ministry

- 1 Keep close to God
- 2 Keep on developing ‘people skills’
- 3 Maintain a positive attitude towards the church, the membership, the doctrines, the administrators, and Adventism as a whole
- 4 Stay mission focused -- Cultivate the desire to seek and to save the lost
- 5 Work in harmony with, and support conference/mission strategic plans and strategies
- 6 Willingly participate in conference/mission events and programs as required: e.g., Camp meeting – including set up & demolition, ADRA appeal, regional meetings, ministers’ meetings, etc
- 7 Faithfully participate in local church events: e.g., Social events, Prayer meetings, Sabbath School, etc
- 8 Respect appropriate boundaries
- 9 Use your time effectively
- 10 Build your own support network

CORE SKILLS for DISCIPLE-MAKING

“Until I come, devote yourself to the public reading of Scripture, to preaching and to teaching.” 1 Timothy 4:13 (NIV)

The Pastoral Research Survey (2002) of developing Adventist ministers showed that they needed help in leading people to decisions for Christ and in providing adequate pastoral care. Further, recent National Christian Life Surveys have indicated that Adventist preachers need to improve. More significantly, in order to make disciples the New Testament church was involved in public proclamation, teaching from house to house, fellowship and corporate worship.

This has provided a focus for internship on three core ministry disciple-making skills, without neglecting holistic development in other vital ministry areas. The experiential learning cycle will involve planning, action and reflection, then further planning and so on.

Evangelistic Work

“And every day in the temple and from house to house, they continued to teach and preach this message, Jesus is the Messiah.” Acts 5:42

A minister may enjoy sermonizing; for it is the pleasant part of the work, and is comparatively easy; but no minister should be measured by his ability as a speaker. The harder part comes after he leaves the desk, in watering the seed sown. The interest awakened should be followed up by personal labor,--visiting, holding Bible readings, teaching how to search the Scriptures, praying with families and interested ones, seeking to deepen the impression made upon hearts and consciences.

E.G. White, *Evangelism* 437, 438

Connecting with people and leading them to decide for Christ and to be fully disciplined and belong to His church is the key skill for evangelistic work.

This will typically involve:

- evangelistic visitation (finding and following up interests)
- personal evangelistic Bible studies
- pastor’s study classes
- evangelistic small groups (full message)
- full message seminars and public programs

The supervisor should ensure that the intern is able to observe and participate in a wide range of methods for acquiring new interests and establishing Bible Studies, for example:

- Letterboxing
- Signs names
- Evangelistic visitation
- Discovery Centre names
- Leads from church members
- Public evangelism contacts
- Seminar evangelism contacts
- Door to door visitation – surveys etc
- Literature Evangelist contacts
- Church school interests
- Any other source

Evangelistic Visitation

It is important for the supervisor to model Evangelistic Visitation in a wide range of situations. The spectrum of situations will include: from 'cold turkey', potentially hostile to welcoming prospective candidates who are eager to have Bible studies. Since evangelistic visitation is a prime source of potential Bible Studies, such visitation should be given a high priority.

During the initial period of internship, the supervisor ought to lead out in the visit. Later, after observing an adequate number and range of visits, the intern should lead out, accompanied by the supervisor.

Following each visit, debriefing will focus on what the intern saw, heard, experienced, and what was accomplished, with a view to helping the intern develop an effective range of skills in pastoral visitation and evangelistic visitation.

Evangelistic Bible Studies

When the intern discovers their most effective methods of acquiring Bible Studies, they should be encouraged to pursue those methods, and experience the subsequent joy and satisfaction as they continue to develop this area of their ministry.

Additionally, the supervisor is expected to take the intern along for Bible studies. He is expected to demonstrate how to give a study in an actual setting. Again, supervisor and intern need to plan the event together. The goal for the future Bible study, and appeals to be made should be discussed before they are demonstrated.

After the demonstration, there should be discussion between the intern and the supervisor.

- Did we meet our goal for the visit?
- Did the one receiving the study understand the subject?
- Did he or she believe it?
- Was there a call for a decision?
- Was it clear and comprehended?
- What happened that might indicate whether or not the person intends to do anything about it?
- How do you rate the person's interest?
- What did we do to secure next week's appointment?
- How did we appropriately communicate that we really enjoy studying with these people?
- Are the Bible study candidates on our daily prayer list?

Planning, demonstration and debriefing continue to be the ideal way to teach each aspect of how to give a Bible study. In time, the intern should intentionally plan with the supervisor to practice each skill in their own Bible studies, and debrief with the supervisor. This process needs to be repeated throughout internship.

Supervisors must make certain their interns know how to make successful appeals for decision. This is best accomplished when the call for decision is modeled by the supervisor, discussed, then practiced by the intern, followed by a further discussion of the event.

Evangelistic Programs/Evangelistic Small Groups

It is expected that the intern will be involved in a variety of evangelistic methods such as the pastor's study class, full message evangelistic programs or seminars and/or full message evangelistic small groups.

Gaining Decisions

Decisions are sought through many avenues, and each should be demonstrated. Public appeals at the church worship service and in the evangelistic meeting should be modeled. Ideally, calls for decision in a pastor's class, baptismal class, Bible study, and home visit **are expected to be demonstrated**.

Calls for decision should be talked through and planned by the supervisor and intern before the demonstration, whenever possible. The intern learns what specific decision is to be called for at a particular time and why decisions should be progressive. This makes the modeling infinitely more helpful.

Pastoral Care

I never shrank back from telling you what you needed to hear, either publicly or in your homes... Acts 20:20

The pastor should visit from house to house among his flock, teaching, conversing, and praying with each family, and looking out for the welfare of their souls. Those who have manifested a desire to become acquainted with the principles of our faith should not be neglected, but thoroughly instructed in the truth. No opportunity to do good should be lost by the watchful and zealous minister of God.

E.G. White, Gospel Workers p 76

People are easily reached through the avenues of the social circle. But many ministers dread the task of visiting; they have not cultivated social qualities, have not acquired that genial spirit that wins its way to the hearts of the people. It is highly important that a pastor should mingle much with his people, that he may become acquainted with the different phases of human nature, readily understand the workings of the mind, adapt his teachings to the intellect of his people, and learn that grand charity possessed only by those who closely study the nature and needs of men. {GW92 77.2}

There are numerous dimensions of pastoral care. Internship focuses on

- Pastoral visitation
- Preaching (because of the importance of preaching, this will be addressed separately)
- Small groups
- Other aspects of ministry, e.g.,
 - Communion service
 - Baptismal service
 - Baby dedication
 - Anointing services etc

Pastoral Visitation

Pastoral Visitation will include: the home visit, hospital visit, bereavement visit, non-attending members and other types of visits. The goal of each visit should be determined and discussed ahead of time, including details such as where to sit, what to say, and when and how to leave.

The supervisor should demonstrate various types of Pastoral Visitation.

Small Groups

Participating in a small group is important in internship stage 1, and leading a small group is expected of the intern in stage 2. This could be achieved through a Sabbath School class operating as a small group, a youth small group, a community building small group etc.

Other Aspects of Pastoral Care

It is anticipated that during the course of the internship, the intern will be involved in as many other aspects of pastoral care as possible.

Preaching

Preaching was integral to New Testament disciple-making.

Go and preach about the kingdom. Luke 9:60

Jesus went about all the cities and villages teaching in their synagogues and preaching the gospel of the kingdom. Matthew 9:35

Preach the word... 2 Timothy 4:2

Preaching the gospel of Jesus Christ must be considered a high privilege granted to humankind by Christ Himself, because the call comes not from human origin but of divine instigation. "The greatest work, the noblest effort, in which men can engage is to point sinners to the Lamb of God. True ministers are co-laborers with the Lord in the accomplishment of His purposes." E.G. White, *Gospel Workers* p.18.

Internship is a significant part of the journey in the quest for excellence in the art of preaching. All preachers should continually be aiming to improve their preaching abilities. Key areas which regularly need to be considered include:

- Was the congregation inspired by the message?
- Was it relevant to the congregation?
- Did they listen?
- Did it teach Biblical truth?
- Did it draw them closer to God?
- Was it clear?
- Was Christ central to the message?
- Was it an 'Adventist' sermon?
- Did it reach the breadth of the congregation?

The teaching process will normally be largely through feedback from the congregation rather than as a result of the supervisor modeling this skill. (See the Sermon Evaluation Form in Appendix 6.)

Providing Holistic Ministry Opportunities

Where it is not possible for the supervisor to model some aspect of what is required for internship, the supervisor should negotiate with conference leadership regarding providing the necessary experience with another appropriate person/ministry setting.

Related Foundational Skills for Ministry

This manual directly focuses on core disciple-making skills which include: Evangelistic Bible studies, pastoral care, pastoral and evangelistic visitation and preaching. Effectiveness in these areas, and indeed in all aspects of future ministry, will be directly proportional to the relational

skills of the intern - the emerging pastor. People skills are essential when change needs to be introduced, or when there is division in the church, or similar complex issues surface. Therefore, learning good people skills – relating to all types of people and situations - is foundational to effective ministry. This need was clearly identified by Ellen White as she reflected on Jesus' methods in ministry.

“Christ’s method alone will give true success in reaching the people. The Savior mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them ‘Follow Me.’”

Ellen G White, Ministry of Healing, p. 143.

THE EVALUATION PROCESS

“Be diligent in these matters; give yourself wholly to them, so that everyone may see your progress.” 1 Timothy 4:15 (NIV)

Interns may view the evaluation process either as an opportunity for growth, or as a threat. If they regard it as a threat, and if it is conducted in a negative, critical atmosphere, interns will feel defensive and will want to get it over with quickly and superficially. However, if they view the experience as growth-producing, they will desire very accurate information and will seek help to increase their effectiveness in ministry.

The process of evaluation is an important task in the teaching function of supervisors. It is also, in all probability, the most valuable help the interns will receive for their growth and development.

1. Intern Evaluation Forms – See Appendixes 2, 2a & 3

The evaluation instrument in this manual is to be completed by the Intern, the Supervisor, the Senior Elder of the local church(es) and three local church leaders of the intern’s choice as negotiated with the Supervisor. It should be noted that the evaluation instrument to be completed by the intern and supervisor requires a report of ministry functions. The evaluation instrument to be completed by the senior elder(s) and three local church leaders does not require this information.

These evaluation forms need to be returned promptly to the conference/mission President⁸ at the end of the 6th, 9th and 21st months of internship. These completed reports will be copied and forwarded to the Union. The progress of interns is monitored by both conference/mission and union executive committees. Tardiness in completion of these reports may jeopardize the progress of the intern from the 1st to the 2nd stage, or from the 2nd stage of internship to being issued with a ministerial license. It is most important that these forms are completed by the prescribed dates, to enable the year-end Union Executive meeting to consider and vote on the progress of the intern.

2. Weekly Evaluation of Progress – with Supervisor

During the weekly intern development meeting, regular evaluation will occur. The supervisor acts as coach rather than critic as the intern fulfills an assignment. Under the inevitable stress of performing ministry tasks, the intern needs the balm of encouragement in the process of evaluation. The supervisor coaches by inspiring, encouraging, guiding, and helping the intern in every way available, to improve performance.

Coaching can be confused with over-supervising, which does not allow the intern enough freedom of choice on how to achieve results. The key to supervisory coaching is to be readily available to give whatever help will assist the intern in achieving the result they mutually agreed upon earlier.

3. The Weekly Evaluation Process

This evaluation is not a lecture but a conversation. It should begin with the supervisor finding out how their intern feels about the performance of their assignment. If they think they did

⁸ It could be beneficial for the conference/mission ministerial secretary to also receive a copy of the completed evaluation forms.

terribly, they'll need a lot of encouragement. If they think they did perfectly, they'll need an exceptionally careful and sensitive evaluation.

The evaluation discussion should always include positive comments by supervisors as well as challenging ones. Evaluation is often most effective when it includes something positive at the beginning and something positive at the close, with the challenging issue(s) "sandwiched" between.

4. Improvements

Learning what went wrong last time is of little value unless it leads to a specific plan for doing it right next time — a growth plan. The end result of the evaluation conversation should be a plan for the intern's continuing development in the assessed skill area.

The development of reasonable goals is the key to improved performance. Unrealistic goals are demoralizing. A goal should be just high enough to reach—if we stretch!

The plan for improvement should be **mutually** agreed on. Merely telling the intern what changes must be made will have little effect. The appraisal of performance requires the supervisor and intern to think the performance through **together**. Results should be assessed, further assignments planned, and new goals set.

5. Supervisor Evaluation Forms (see Appendixes 4 & 5)

The supervisor evaluation instruments in this manual are to be completed by the Supervisor and the Intern. These evaluation forms will be discussed with the supervisor by the local conference president and the local conference ministerial secretary. (Where the local conference president is also the ministerial secretary, the union ministerial secretary should be involved in the discussion.) This meeting should take place soon after the completion of the form, and will examine the internship training offered by the supervisor.

CONCLUSION

*“I have fought the good fight, I have finished the race, I have kept the faith...”
The Apostle Paul*

To a huge extent, the success of your internship, and your progress in ministry, depends on you...

- your ability to maintain a close relationship with God and family,
- your ability to conform your own life to clear Biblical teaching,
- your attitudes,
- your leadership style and ability,
- your ability to relate to people and to work as a team player,
- your willingness to grow in ministry,
- your eagerness to learn all you can,
- your loyalty as a Seventh-day Adventist, and Christian example,
- your work ethic, and your effective management of time,
- your resilience – to bounce back from inevitable difficulties,
- having a heart for lost people, and for church members,
- a tenacious determination to preserve a vision for ministry and to pursue excellence.

I pray that your love will overflow more and more and that you will continue to grow in knowledge and understanding, for I want you to understand what really matters so that you may live pure and blameless lives until the day of Christ's return. May you always be filled with the fruit of your salvation, the righteous character produced in your life by Jesus Christ, for this will bring much glory and praise to God. Philippians 1: 9-11 NLT.

Enjoy the journey

Something to Consider

Proven ways to

Fail as a Supervisor!

Try any of the following options:

- The Avoider – *"Of course we'll get together but I'm too busy now."*
- The User – *"An intern? I'd love an assistant. My car does need a wash."*
- The Criticizer – *"Your way is wrong! What a stupid thing to do, you idiot."*
- The Cynic – *"The Poison Pastor."*
- The King Pin – *"Work it out for yourself mate. I did!"*
- The Procrastinator –

Adapted from Richard H Tyre

Proven ways to

Fail as an Intern!

Try any of the following options:

- Be an Unwilling Worker – *"Do I have to do this?"*
- Be a Know-all – *"Yeah, I know everything about that already!"*
- Be dissatisfied – *"I wish I was in another conference – or at least had a better supervisor."*
- Be un-teachable – *"I'd do things better than my supervisor!"*
- Be un-cooperative – *"I'd prefer to do things my way."*
- Be too ambitious – *"I'd make a good president."*
- Be disloyal – *betray your supervisor*
- Be negative – *"This won't work."*
- Be pushy – overly demanding – *consistently make sure your supervisor is very aware of your rights*
- Resist and resent evaluation & accountability – *"God called me and has equipped me for ministry – He made me the way I am – tough!"*

Seventh-day Adventist Minister's Code of Ethics

I recognise that a call to the gospel ministry of the Seventh-day Adventist church is not for the purpose of bestowing special privilege or position, but rather for living a life of devotion and to service God, His church, and the world. I affirm that my personal life and professional activities shall be rooted in the word of God, and subject to the Lordship of Christ. I am totally committed to the fundamental beliefs of the Seventh-day Adventist Church.

I am dedicated to the maintenance of high standards of professional conduct and competence in my ministry. I purpose to build relationships based on the principles expressed in the life and teachings of Christ.

I shall, by the grace of God, apply these standards in my life so as to include the following:

1. Maintain a meaningful life for myself and my family.
2. Give full time and attention to the ministry as my only vocation.
3. Commit myself to continuing professional growth.
4. Initiate and maintain supportive professional relationships with fellow ministers.
5. Practice strictest professional confidentiality.
6. Support my employing organisation and the world church.
7. Manage church and personal finances with integrity.
8. Perceive and treat my family as a primary part of my ministry.
9. Practice healthful living.
10. Relate with propriety to those of the opposite sex.
11. Respect the personhood of every individual without bias or prejudice.
12. Love those to whom I minister and commit myself to their spiritual growth.

Internship Policy

MIN.10.20 MINISTERIAL INTERNSHIPS

In order to encourage people to look forward to the gospel ministry as a life-work, and to assist conferences/missions to train and employ candidates for the ministry, the following ministerial internship plan has been devised:

1. **Ministerial Internship**

- a. A ministerial internship, as here used, designates a period of service in practical training in ministerial labour to be entered upon after graduation from an approved ministerial training course at either Avondale College, Pacific Adventist University, Fulton College, Sonoma Adventist College or Mamarapha College. This period is to be served under supervision in the local conference/mission at a stated wage for the purpose of proving the divine call to the ministry.
- b. **Prerequisites.** Prior to taking up an internship the ministerial intern shall have completed the prescribed practical components of a ministerial course as approved by the Board of Ministerial and Theological Education and the relevant training institution.
- c. This policy, at the discretion of the Division executive committee, may be extended to ministerial graduates from other Seventh-day Adventist universities/colleges offering accredited theological degree courses or advanced ministerial diploma courses.

2. **Duration of Appointment**

The intern shall be appointed for an initial twelve months' full-time service, and if judged to have done successful work during that period, shall be re-appointed for a second period of twelve months. On approval of the union executive committee and at the conclusion of internship (subject to MIN.10.20, 7.c., iii.) the intern shall be appointed to ministry in the conference which has provided the internship.

3. **Wages**

The wages of interns shall be set in harmony with the provisions of the applicable denominational wages schedule. Each local conference/mission shall provide for the wages and expenses of ministerial interns in their annual budgets.

4. **Ministerial Interns**

Ministerial interns shall receive a ministerial internship certificate which shall be granted by the local conference/mission employing them.

5. **The Placement of Interns**

Interns will be placed at the discretion of the conference/mission where there is supervision by an appropriate, skilled supervisor and where the local church (es) provides an appropriate training environment for the intern.

6. **Supervision Resources**

The South Pacific Division, in consultation with unions, shall provide a manual for intern supervisors and, where possible, biennial refresher training program for intern supervisors.

7. **Accountability**

a. *Accountability of the Intern*

Acceptance into the internship training program does not guarantee that the individual will be granted the status of a licensed minister. There shall be an evaluation of the progress of the intern's development during the 6th month, 10th month and 22nd month of internship.

A panel set up by the conference/mission consisting of the following personnel shall examine the progress of the intern:

- Local conference/mission president
- Local conference/mission ministerial secretary
- Intern supervisor
- Union ministerial secretary only for the final evaluation
- Other persons as deemed desirable

This panel shall meet with the intern and assess the development of the intern. This assessment will be based on a standard assessment instrument.

If deficiencies in performance or skills continue after being intentionally addressed by the intern and supervisor, and if these deficiencies are of significant magnitude, then the panel will recommend to the union executive committee that the intern not receive the status of Licensed Minister or that the internship be extended for a further year.

An intern who successfully completes the internship is granted Ministerial License.

b. *Accountability of the Supervisor*

A panel consisting of

- Local conference/mission president
- Local conference/mission ministerial secretary, or union ministerial secretary when the same person holds the positions of conference/mission president and ministerial secretary,

shall meet with the supervisor and examine the internship training offered by the supervisor. This assessment will be based on a standard assessment instrument.

c. *Accountability of the Conference/Mission*

In order to be accountable to the wider Church in the supervision and training of its interns, the conference/mission shall:

- i. Supply union administration with a written plan for the supervision and training of the intern during the period of internship before the commencement of the intern's term of service. This plan is to receive formal sign-off by union administration.
- ii. Provide the union executive committee with a formal report on the development of the intern based on the 10-month evaluation of the intern, together with a copy of the original written plan for the supervision and training of the intern, and receive approval from the union executive committee before the intern proceeds to the second year of internship.
- iii. Provide the union executive committee with a formal report on the development of the intern based on the 22-month evaluation of the intern, together with a copy of the original written plan for the supervision and training of the intern, and receive approval from the union executive committee before the intern is granted licensed ministerial status. If such approval is not given, the union executive committee may recommend a third year of internship or cessation of the internship. In this circumstance, union administration will ensure that opportunity is given to the intern for appropriate dialogue.

8. **Eligible Persons Not Placed as Interns**

Persons considered eligible for ministerial work may include, in addition to ministerial graduates, non-graduates from approved ministerial courses with a favourable recommendation. The principle of the Ministerial Internships policy shall apply to such individuals.

INTERNSHIP DEVELOPMENT PROCESS

For Australia and New Zealand

November 2003

THE HISTORY

Both in the years 2001 and 2002, proposals were brought to Presidents' Council that would have seen considerable revision of the manner in which ministerial internship in Australia and New Zealand was structured and managed. After extended discussion, both of those proposals lapsed. However, there was a degree of consensus at the Presidents' Council in November 2002 that there were some aspects of the proposal then under consideration that should be implemented. This paper is a summary of those aspects of earlier proposals upon which there was consensus.

THE ISSUE

It should be kept in mind that this discussion arose in the context of perceived inefficiencies and ineffectiveness in the existing internship program. The comprehensive field research that was conducted for the Division by Doctor Philip Hughes of Christian Research Association confirmed for us that for too many, internship was not providing the needed support systems. Perceptively, he summarised the situation thus:

“A minority of respondents found that the internship experience was a good one. A few had mentors who cared about them, supported them, and gave them much practical advice. In many other cases, the internship was a disappointment. Many mentors had little time for their interns, failed to give them much guided practical experience and in a few cases had little at all to do with their interns. Many interns felt that they were ‘thrown in the deep end’ and left to ‘sink or swim’.” (*Seventh-day Adventist Minister Survey: Pastoral Research Survey*, May 2002).

THE PROPOSAL

The key structural issues are as follows:

1. **The Length of Internship**

The length of internship will be two years as at present. It is anticipated that internship will be preceded by a strengthened Field Ministry component in the courses offered by Avondale.

2. **The Placement of Interns**

Interns will be placed at the discretion of the conference as at present. It is recommended that the intern be placed in a situation where there is direct supervision by an appropriate, skilled supervisor. The results of the Ministry Survey highlighted the failure of supervisors and interns working independently to satisfactorily engage in the process.

3. **The Training of Supervisors**

It is suggested that the South Pacific Division, in consultation with unions, devise a manual for intern supervisors. It is also suggested that the South Pacific Division/unions provide a biennial refresher training program/retreat for intern supervisors.

As well as many other skills and qualities which will vary from person to person, it is expected that supervisors will have the following essential qualities and professional skills:

- A secure, spiritual leader of experience.
- A person who is prepared to invest personally in the professional and personal development of the intern and spouse.

- A pastor/evangelist who is regularly involved in the full range of evangelistic and pastoral endeavour.
- A motivated, caring individual with a robust work ethic.
- A person who has teaching and leadership skills suitable for training interns.

4. **The Training of Interns**

It appears that interns learn best in the context of a close working relationship with their supervisor. Ideally therefore, the initial stages of supervision will take the form of “shadowing”, where the intern will accompany the supervisor in the typical functions of a pastor/evangelist.

These typical activities include conducting Bible Studies, pastoral/evangelistic visitation, attending and appropriately assisting with outreach meetings/activities, visitation of non-attending or estranged members and worship services.

Following each of these activities debriefing and analysis would be beneficial. This would give the intern the opportunity to discuss and learn more of the processes at work in these essential pastoral activities.

Having received this close supervision for an appropriate period, the intern would then be expected to perform some of these pastoral/evangelistic activities functions – at times in the presence of the supervisor.

When the intern has demonstrated proficiency and competence in the activities listed above, there would be opportunity to acquire skills in local church administrative committees, conflict resolution, etc.

Regular [weekly] and structured meetings between the intern and supervisor would be expected where possible and appropriate. These meetings would focus on the intern’s activities and also provide the contact for assigning of responsibilities for the next week.

As the period of internship progresses, and the skills and experience of the intern develop, there would be more opportunity for the intern to operate outside of the “shadowing” relationship that characterised the initial working relationship. This process is essential as the internship gives opportunity for the intern to develop the confidence to effectively operate alone.

In the second year of internship the mentoring role of the supervisor should continue, albeit from a distance if necessary. The supervisor should be available for consultation and counsel to the intern at all times and structured consultations should be conducted at least monthly. These may be conducted by telephone if necessary.

The unions currently offer an intern and spouse training/retreat weekend biennially. These need to continue, offering support and additional training for interns.

During internship it is most important that the intern’s spouse receives appropriate regular support, encouragement and affirmation. It has been recognised that neglect of these spouses has a negative impact upon the effectiveness and morale of the intern as well as jeopardising the length of tenure of the intern.

5. **Retention of Supervisors**

It is anticipated that for a time there will be a shortage of suitable intern supervisors. Study needs to be given as to how each individual conference can have an appropriate number of supervisors within their workforce. Training programs will need to be offered by the unions/Division to provide urgent knowledge and resources for supervisors.

Recognition needs to be given to conferences who invested substantially in the training of supervisors so that this investment is protected in an effective way.

6. **Accountability**

a. **Accountability of the Intern**

A key feature of this proposal is that acceptance into the internship training program does not guarantee future employment with the Seventh-day Adventist Church beyond internship. It is suggested that there be an evaluation of the progress of the intern's development during the 6th month, 10th month and 22nd month of internship.

A panel set up by the conference consisting of the following personnel would examine the progress of the intern:

- Local conference president.
- Local conference ministerial secretary.
- Intern supervisor.
- Union ministerial secretary only for the final evaluation.
- Other persons as deemed desirable.

This panel would meet with the intern, and using a pre-determined assessment instrument together with interview/discussion, the committee would assess the development of the intern.

This would provide the intern [and supervisor] with valuable feedback and affirmation. This would allow areas of deficiency to be addressed so that the intern could satisfactorily progress to the status of being a "Licensed Minister".

However, if deficiencies in performance or skills continued, after being intentionally addressed by the intern and supervisor, and if these deficiencies were of significant magnitude, then the panel would recommend to the appropriate executive authority that the intern be encouraged to find alternative employment without progressing to the status of 'Licensed Minister'.

An intern who successfully completes the internship is granted a Ministerial License. While on a Ministerial License each minister should undergo an annual review through interview and assessment in order to assist in preparation for ordination.

b. **Accountability of the Supervisor**

A critical aspect of this draft working document is the accountability of the supervisor. Unless there is some method of holding the supervisor accountable for the training or lack of training offered to an intern, any effort to improve the internship training process is destined to fail.

It is proposed that a panel consisting of:

- Local conference president
- Local conference ministerial secretary

Meet with the supervisor and examine the internship training offered by the supervisor. This assessment would be based upon an agreed assessment instrument.

c. **Accountability of the Conference**

In order to be accountable to the wider Church in the supervision and training of its interns the conference shall:

- Supply union administration with a written plan for the supervision and training of the intern during the period of internship. This plan is to receive formal sign off by union administration

- Provide the union executive committee with a formal report on the development of the intern based on the 10-month evaluation of the intern and receive approval from the union executive committee before the intern proceeds to the second year of internship
- Provide the union executive committee with a formal report on the development of the intern based on the 22-month evaluation of the intern and receive approval from the union executive committee before the intern is granted a ministerial licence. If approval for a ministerial licence is not forthcoming the union executive committee may recommend a third year of internship or cessation of the internship. In this circumstance, union administration will ensure that opportunity is given to the intern for appropriate dialogue.

CONCLUSION

This proposal maintains internship much as at present. It provides funding from the Division for biannual supervisor training events. It encourages conferences to find ways of providing more support while requiring more accountability for the intern, the supervisor, and the conference.

Internship Resources

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Personal Devotions

This dimension of spirituality is vital for the development of the intern. It will obviously not be possible to cover adequately all of the areas listed for discussion in one session. However, this resource sheet could be reviewed regularly as needed. See the following pages for additional resources on this area – e.g. #2.1.

Areas for Discussion:

1. Prioritizing personal devotions
2. Finding the right place to connect with God
 - a. A secluded place
 - b. A place where you can pray aloud without disturbing others
 - c. Good lighting for reading
 - d. A place where you are comfortable
3. Timing – when you're at your best to connect with God
 - a. Early morning?
 - b. What time works best for you?
 - c. Uninterrupted time
4. Dealing with problems in devotional life
 - a. Discipline
 - b. Dry spells
 - c. Concentration
 - d. Discouragement
5. Attitudes
 - a. Expectancy
 - b. Reverence
 - c. Alertness
 - d. Willingness to obey
6. Devotions & dealing with life and ministry
 - a. Taking the issues of life to the Lord
 - b. Focusing on God & gaining strength from Him
7. Prayer
8. Spiritual Disciplines
9. Devotional time and
 - a. Personality
 - b. Temperament
 - c. Stage of life
 - d. Stages of faith
10. Bible Reading and meditation
11. Opportunities growing out of devotional life
 - a. Giving devotion to God
 - b. Getting direction from God
 - c. Gaining delight in God
 - d. Growing more like God
12. Finding what works for you!
13. Spiritual Retreats
14. Sermon preparation vs. devotional time

Resources:

- Foster, Richard, Celebration of Discipline, London: Hodder & Stoughton, 1999
- Foster, Richard, Prayer: Finding the Heart's True Home, London: Hodder and Stoughton 1992
- Foster, Richard, & Smith, James Bryan, Ed, Devotional Classics, Selected Readings for Individuals & Groups, San Francisco: Harper, 1993

- Foster, Richard J., & Yanni, Kathryn A., Celebrating the Disciplines, a Journal Workbook to Accompany Celebration of Discipline, San Fransisco: Harper, 1992
- Foster, Richard, Prayer: Finding the Heart's True Home. London: Hodder and Stoughton 1992
- Hybels, Bill, Too Busy Not To Pray, IVP, 1998 [ISBN 0 – 8308 – 1971 – 1]
- Warren, Rick, Personal Bible Study Methods, 12 Ways to Study the Bible on Your Own, The Encouraging Word, www.encword.com [ISBN 0–9660895–0–2]
- White, Ellen G., Steps to Christ, Mountain View, CA, Pacific Press
- White, Ellen G., Desire of Ages, Mountain View, California, Pacific Press, 1940.
- White, Ellen G., Thoughts from the Mount of Blessing, Mountain View, CA, Pacific Press

Spiritual Development

"Busyness robs us of spirituality."

Therefore, let us "give our attention to prayer & the ministry of the word." – Acts 6:4

There is time.

Each of us is "wired up" individually, and need to find how we grow best in our relationship with Christ. Some of us are "owls" and some are "fowls." That is, some function better in personal devotions at night, and others function better in the morning.

What is your best time?

What competes with your personal devotions?

- | | | |
|-------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Work | <input type="checkbox"/> Nothing | <input type="checkbox"/> Other..... |
| <input type="checkbox"/> TV | <input type="checkbox"/> Computer/internet | <input type="checkbox"/> Education |

What four things help you most to draw close to God?

- | | | |
|--|---|---|
| <input type="checkbox"/> Music appreciation | <input type="checkbox"/> In depth Bible study | <input type="checkbox"/> Meditation |
| <input type="checkbox"/> Bible reading | <input type="checkbox"/> Memorizing scripture | <input type="checkbox"/> Journaling |
| <input type="checkbox"/> Reading other books | <input type="checkbox"/> Personal prayer | <input type="checkbox"/> Prayer partnership |
| <input type="checkbox"/> Message preparation | <input type="checkbox"/> Prayer walking | <input type="checkbox"/> Other |

G.R.O.W.

Goals

Reality

Options.....

Will to act.....

ENJOY GOD – He enjoys you! Colossians 3:16-17, Zephaniah 3:17

Call and Commitment to Ministry

Discussion of this important topic can happen on more than one occasion, and in varied settings:

- During the first Intern Development Meeting. The discussion could be initiated with a simple invitation: "Tell me about your call to ministry."
- In the car on the way to a Bible Study appointment.
- Over a game of golf.
- Etc

Areas for Discussion:

- Attitudes towards church organization and church leadership
- Biblical perspective of the call
- Self evaluation – giftedness, strengths and weaknesses
- Calling vs. Profession
- Attitude to distasteful assignments
- Temperament
- Passion for ministry

Ministry Expectations

The Supervisor and the Intern will need to get to know each other – to build a supportive, professional, working relationship. The sample questions below could be used to lead through a process of clarifying expectations – which will be essential at this point.

The Key – Ask Good Questions:

<p>Tell me about yourself</p> <ul style="list-style-type: none"> • When did you first sense God was calling you into ministry? • What motivates you?
<p>Tell me about your family and friends</p> <ul style="list-style-type: none"> • Tell me about your spouse and children (if appropriate) • Your best friend?
<p>Tell me about your connection with God</p> <ul style="list-style-type: none"> • A time when you knew God was very close to you • How do you plan to stay close to God even though as a minister, you will be very busy?
<p>How do you understand the way we will work together?</p>
<p>Tell me about your passion for ministry</p> <ul style="list-style-type: none"> • How would you describe your vision? • What do you get really excited about in ministry? • What would be the challenge areas? • How are you feeling about formally entering ministry?
<p>Tell me about who you are and what you do well in a ministry setting.</p> <ul style="list-style-type: none"> • What do you see as your strengths? <ul style="list-style-type: none"> ○ Invite the intern to complete the "Ministry Skills Appraisal" form. • What are some areas where you want to grow in the future?
<p>Clarifying Expectations</p> <ul style="list-style-type: none"> • Are you aware of what the church expects of an intern? <ul style="list-style-type: none"> ○ See 'Ministry Expectations' and also the 'Intern Evaluation' (Appendix #2) ○ Identify the 3 main focus areas • How are we going to ensure that the expectations are met? • What do we need to focus on right now? • How will you plan your work? Diary, Managing time, priorities? • Let's organise when we will get started on evangelistic visitation? • What Bible Studies will we attend together? Times? Places? • What are your Preaching commitments? • Are there other responsibilities you have?
<p>Any other questions? -- When do we meet together again?</p> <p>The learning process:</p> <ol style="list-style-type: none"> 1. Explain and demonstrate – e.g. Bible Studies – take the intern along 2. Reflect on learning 3. Practice (let the intern try) 4. Review Progress 5. Plan to practice again – and repeat the cycle throughout the internship

Initial Ministry Skills Appraisal

For Intern Development -- SPD

During the first 2 years of ministry, the intern will be expected to demonstrate well developed skills in ministry. Evaluation will focus on these skills, but will also include several other factors.

Please indicate what you consider to be your strengths, as well as the areas you consider growth opportunities -- internship is all about facilitating growth in 'general practice' practical ministry skills!

Core Ministry Skills please tick to indicate your answer		This is a new area for me	I know the theory	I'm fairly confident	I'm really good at this	This is my passion!
Intern's Name: _____		1	2	3	4	
1 Personal Evangelism						
1.1	Evangelistic visits					
1.2	Establishing Bible Studies					
1.3	Conducting Bible Studies					
1.4	Leading to decision					
1.5	Gaining decisions for Christ					
1.6	Gaining decisions to join the SDA church					
2 Seminar Evangelism (e.g. a Seminar to lead to decisions)						
2.1	Organising an evangelistic seminar					
2.2	Advertising – getting a group together					
2.3	Presenting the seminar					
2.4	Leading to decisions in a seminar setting					
3 Pastoral Care						
3.1	Pastoral Visitation					
3.2	Hospital Visitation					
3.3	School Chaplaincy					
3.4	Other – please specify					
4 Preaching						
4.1	Expository preaching					
4.2	Evangelistic Preaching					
4.3	To a specific age group _____					
5 Underlying core values						
5.1	Personal Spirituality					
5.2	Work Ethic					
5.3	Relationships					
5.4	Willingness to grow and learn					
5.5	Denominational loyalty					
6 Other Areas you would like to consider						
6.1						
6.2						

Many thanks for completing this form. It will help in structuring your internship to help you grow in ministry.

Signed (by Intern): _____ Date: _____

Role Expectations

This resource sheet focuses on personal appearance, ministerial image and expectations.

Areas for discussion:

1. The church expectation on dress
 - principles and applications
2. Appropriateness in dressing for the occasion
 - Sabbath
 - Week days
 - Leisure
 - Special occasions – weddings, funerals etc
3. The image of a leader
 - Implications for how to dress
4. Building confidence
 - Image and presentation
5. Are wives good counsellors on dress?
6. Cost, practicality, and appropriateness
7. Controlling one's weight

Resources:

- Section 1 in Seventh-day Adventist Minister's Handbook, Ministerial Association, General Conference of Seventh-day Adventists, 1997

Ministerial Ethics

To assist in this discussion, please refer to the Ministerial Code of Ethics in Appendix 8 of this Internship Manual. Read it together and use it as a basis for discussion.

Areas for Discussion:

1. Ethics and personal effectiveness in ministry
2. Personal moral worth
3. Ethical treatment of fellow pastors:
 - a. Visiting a former pastorate or former members
 - *Don't!*
 - b. A Funeral in another's pastorate
 - With permission from the other pastor
 - c. A Wedding in another's pastorate
 - With permission from the other pastor
 - d. When leaving your area – let your supervisor and your president know.
 - e. Questionable membership transfers
4. Employee – employer ethics
5. Moonlighting
6. Ethical treatment of parishioners
 - a. Confiding in parishioners
 - b. Membership problems and confidentiality
 - c. Business dealings with members
7. Appropriate boundaries in ministry
 - a. With the opposite sex
 - b. With same sex people
 - c. Issues of harassment and abuse

Personal Support in Ministry

Area for discussion:

1. Crisis points in ministry
 - What are some typical crisis points in ministry?
 - Those that grow out of ministry – yet require personal support
 - Personal Crisis points
 - How can they be handled best?

2. When a minister needs support in ministry, where can they turn?
 - To God
 - To their spouse or other family members
 - To a mentor
 - To the Conference/Mission Ministerial Secretary
 - And if need be to the Union or Division Ministerial Secretary
 - To Administration
 - It is worth building an open and trusting relationship with your president early
 - To others in ministry
 - Ministers need friends – and often those who have experienced the challenges of ministry make an excellent support group.
 - It is worth establishing your own 'buddy' system of support
 - To a counsellor
 - how to find help if it is needed
 - what financial help is available from the conference and how that may be accessed

3. Confidentiality
 - What is appropriate or inappropriate to share
 - With church members
 - With one's spouse
 - With others in ministry

Spouse's Relation to Ministry

Suggestion:

This resource sheet does not seek to become prescriptive. This important issue is that the intern and spouse have come to a mutual understanding of their relationship in ministry, and the nature and extent of the spouse's influence on and involvement in the intern's ministry.

Method:

Mainly discussion

Discussion:

1. Spouse as a partner in ministry
2. Spouse as a confidant to yourself [and members]
3. Applying your spouse's spiritual gifts and God given talents to best advantage
4. Time for yourselves and personal space
5. Ministering to your spouse and family
6. Managing expectations of:
 - Church members
 - Intern
 - Intern supervisor
 - Children [if applicable]
 - Self
 - Others
7. Managing the:
 - Telephone
 - In the home
 - The mobile
 - Computer
 - Email
 - www
8. Close friends
9. The professional/career spouse

Resources:

- Lorna Dobson, *I'm More Than a Pastor's Wife, Authentic Living in a Fishbowl World*, Zondervan, Grand Rapids, 2003. [ISBN: 0-310-24728-4]
- Elizabeth George, *A Woman's High Calling*, Harvest House Publishers, Eugene, Oregon, 2001. [ISBN: 0-7363-0327-5]
- Diane Langberg, *Counsel For Pastors' Wives*, Zondervan Publishing House, Grand Rapids, 1988. [ISBN: 0-310-37621-1]
- H.B. London & N.B Wiseman; *Married to a Pastor: How to Stay Happily Married in the Ministry*, Regal Books, Ventura, 1999. [ISBN: 0-8307-2505-9]
- Gloria L. Trotman, *By Her Side: A Pastor's Guide to Supporting His Wife*, Published by Gloria Trotman (Calligrafix Ltd.), Trinidad & Tabago, 2003. [ISBN: 976-8193-19-0]

Personal Evangelism

Ministerial Function:

Visitation to non-members and people receiving Bible studies.

Method:

The teaching of this significant skill should involve:

1. discussion,
2. the supervisor modelling the skill to the intern in a variety of settings,
3. debriefing,
4. the intern 'doing' the skill (being observed by the supervisor),
5. debriefing,
6. evaluation,
7. the intern further experimenting with this skill (whilst being observed by the supervisor),
8. further debriefing and
9. evaluation.

This core ministry function needs to be prioritised and repeated until the intern is competent with this skill in a variety of settings.

Areas for Discussion:

1. Breaking the ice
2. Building rapport – establishing a pastoral relationship
3. Transitioning from secular to spiritual
4. Being authentic and natural
5. Frequency, length and time of day
6. Negotiating the next appointment
7. Classification of the interest and record keeping
8. Sequence of study topics
9. Making the study relevant
10. The art of calling for the appropriate decisions at each Bible study
11. Bible marking, notes, tracts etc.
12. Follow-up and nurture

Resources:

- Robert E. Coleman, The Master's Way of Personal Evangelism, Crossway Books, Wheaton, Illinois, 1997. [ISBN 0 - 89107 - 912 - 2]
- Mark Finley, Persuasion: How to Help People Decide for Jesus, Ministerial Association General Conference of Seventh-day Adventists, Silver Spring, 1994. [ISBN: not applicable]
- Michael Green, Evangelism through the Local Church, Hodder & Stoughton, London, 1990. [ISBN 0 - 3405 - 6126 - 2]
- Michael Green, Sharing Your Faith with a Friend: Simple Steps to Introducing Jesus, Inter-Varsity Press, Manchester, 2002. [ISBN 0 - 85111 - 278 - 1]
- Nick Pollard, Evangelism Made Slightly Less Difficult, Inter-Varsity Press, Leicester, 1997. [ISBN 0 - 85111 - 181 - 5]
- Louis R. Torres, Gaining Decisions for Christ: A How-to Manual, Review and Herald Publishing Association, Hagerstown, 2001. [ISBN: 0-8280-1633-X]

Radio/TV Names Follow Up

Leading to Decisions

Ministerial Function:

The focus of this resource sheet is the skill of leading people to decisions and the process of decision making.

Method:

The teaching of this significant skill should involve:

1. discussion,
2. the supervisor modelling the skill to the intern in a variety of settings,
3. debriefing,
4. the intern calling for decisions in a variety of settings (being observed by the supervisor),
5. debriefing,
6. evaluation,
7. the intern further experimenting with this skill (whilst being observed by the supervisor),
8. further debriefing and
9. evaluation

This core ministry function needs to be prioritised and repeated until the intern is competent with this skill in a variety of settings.

Areas for Discussion:

1. Developing interests
2. Leading people to make personal decisions [the progressive approach]
3. Types of public calls
4. Types of baptismal classes
 - Scheduling and location
 - Choosing appropriate material
 - Class participation, interaction
5. Appeals in church services
6. Follow-up and nurture

Resources:

- Mark Finley, Persuasion: How to Help People Decide for Jesus, Ministerial Association General Conference of Seventh-day Adventists, Silver Spring, 1994. [ISBN: not applicable]
- Michael Green, Evangelism through the Local Church, Hodder & Stoughton, London, 1990. [ISBN 0 - 3405 - 6126 - 2]
- Louis R. Torres, Gaining Decisions for Christ: A How-to Manual, Review and Herald Publishing Association, Hagerstown, 2001. [ISBN: 0-8280-1633-X]

Preaching

Ministry Function:

The ability to prepare a balanced sermonic year, and the ability to prepare and deliver a Bible topic in such a way that the congregation will listen, learn and make lifestyle changes.

Areas for discussion:

1. Long-range sermon planning
2. Topical sermons, textual sermons, expository sermons
3. Preparation time
4. Notes vs. manuscript
5. Delivery styles
6. Illustrations
7. Narrative preaching
8. Sermon series
9. Old Sermons
10. Publishing sermons
11. Recorded sermons – audio tape or CD, video or DVD
12. Critique of sermons
13. Drama

Resources:

- Johnston, Graham, Preaching to a Postmodern World, Grand Rapids: Baker, 2001
- Robinson, Haddon W., Making a Difference in Preaching, Grand Rapids: Baker, 1999
- Wiersbe, Warren, W., Preaching and Teaching With Imagination: The Quest for Biblical Ministry, Grand Rapids: Baker, 1994

General Pastoral Visitation

Pastoral Visitation is an intentional ministry with a purpose and goal in mind – much more than a social call. The passing on of this skill will rely heavily on the ability of the supervisor to model, coach and lead the intern through the process of connecting with people and moving to discuss spiritual things in a natural way.

Areas for discussion:

1. Member visitation
 - a. Why?
 - b. How?
 - c. Asking if any friends or family members would like to have Bible Studies
 - d. Asking if there are family or friends who have attended church in the past and would like a visit
2. Planning an intentional visitation program
3. Telephone visitation
 - a. Limitations
 - b. Appropriateness and inappropriateness
4. Hospital visitation
 - a. The patient
 - b. The hospital
5. Visiting specific age groups
 - a. Aged
 - b. Young people
 - c. Parents of teenage children
 - d. Etc
6. Achieving the purpose
 - a. Connecting – socializing
 - b. Discussing more serious matters
 - c. Moving to the spiritual dimension

Resources:

- Chapter 26 in the Seventh-day Adventist Minister's Handbook, General Conference of Seventh-day Adventists, 1997

Pastoral Visitation

Background

This intentional ministry obviously has a *pastoral* purpose.

While the aim of the visit may vary according to the situation, it will usually fall within the following:

- get to know the people – build relationships
- lead people spiritually
 - open the Bible with them
 - find relevant information from the scriptures re their situation
 - lead them to build a closer relationship with God
 - pray with them
- ask if they have friends or family who
 - would like to have Bible studies
 - have attended church in the past, and may like to attend in the future
 - would appreciate a pastoral or evangelistic visit

Discussion – Sample questions:

1. The Intern's Previous Experience
 - What was one of your best experiences in Pastoral Visitation?
 - What did you learn from your course at Avondale re Pastoral Visitation?
 - What experience have you (the intern) had in Pastoral Visitation?
2. Achieving the Purpose of Pastoral Visitation
 - What do you see as the main purpose for Pastoral Visitation?
 - What aims should a pastor have for visitation?
 - How often should people be visited etc?
 - How much time should be devoted to general Pastoral Visitation?
 - How much Pastoral Visitation should be done by elders or others?
 - Not just a social visit –
 - Setting goals for a visit – what will I aim to achieve?
 - How will I ensure this visit has a spiritual dimension?
3. The Circumstances of Pastoral Visitation
 - Telephone visitation – when is this appropriate? Or inappropriate?
 - Responding to Circumstances
 - Sickness
 - Hospital visitation
 - Anointing – meaning, process -- preparation, application, follow-up
 - Aged – their interests, problems, etc
 - Crisis – accident, death, loss of employment, separation, etc

The Learning Process

- What opportunities will the intern be given to observe the Senior Pastor doing Pastoral Visitation? And how often would those opportunities be given?
- Who is the intern expected to visit? When? How often? For what purpose?
- How often will the Senior Pastor accompany the intern for Pastoral Visitation? – To observe how they are going with this area of ministry, and to give feedback.
- What is the expectation of the local church, and the conference?

Ministry to New Members

Ministerial Function:

The ability to lead established members to be open and accepting of new members; and be effective in disciplining new members, so they feel accepted and valued; and be involved in the ministry and life of the local church.

Method:

The teaching of this significant skill should involve discussion, the supervisor modelling the skills to the intern, debriefing, the intern further experimenting with this skill (whilst being observed by the supervisor), further debriefing and evaluation.

Discussion:

1. Value of 'disciplining' – training
2. Biblical examples – acceptance, affirmation, fellowship
3. The week after baptism
4. Post baptismal pastoral care
5. Dealing with 'screening'
6. Quality vs. Quantity
7. Materials available
8. Keeping attendance records
9. Pairing: new members with established members
10. Seminars for new members
11. Small groups involvement

Resources:

- James A. Cress, You Can Keep Them If You Care: Helping New Members Stay on Board, Maracle Press, Oshawa, Ontario, 2000. [Available through Ministerial Association, ISBN N/A]
- Gary McIntosh & Glen Martin, Finding Them, Keeping Them: Effective Strategies for Evangelism and Assimilation in the Local Church, Broadman Press, Nashville, 1992. [ISBN 0-8054-6051-9]
- Roy M. Oswald & Speed B. Leas, The Inviting Church, A Study of New Member Assimilation, The Alban Institute, New York, 1993. [USBN 1-56699-020-3]
- Lyle E. Schaller, Assimilating New Members, Abingdon Press, Nashville, 1992. [ISBN 0-687-01938-9]

Ministry to Former & Inactive Members

Ministry Skill:

The ability to revitalize and reclaim inactive members is an extremely important and valuable skill.

Method:

The teaching of this valuable skill should involve:

1. Discussion;
2. The supervisor modelling the skill to the intern in a variety of settings
3. Debriefing;
4. The intern implementing this skill in a variety of settings, whilst being observed by the supervisor;
5. Debriefing;
6. Evaluation;
7. The intern further experimenting with this skill (whilst being observed by the supervisor or solo application);
8. Further debriefing; and
9. Evaluation.

Areas for discussion and coaching:

- Listening skills
- Non-defensive empathy
- Encouragement and demonstration genuine concern
- Awareness of:
 - The 'Drop-out track'
 - Anxiety provoking events
- Prayer and Bible readings – encouragement, promises etc.
- Plan of action for visitation
- Invitation to attend church:
 - Planning for the return of former / inactive member(s)
 - Preparation of self
 - Local church
 - Former or inactive member
- Value of weekly attendance records

Resources:

- Fordyce W. Detamore, Seeking His Lost Sheep, Review and Herald Publishing Association, Hagerstown, 1965. [ISBN: 0-8280-0438-2]

Time Management

This aspect of ministry is closely related to organizational skills. The focus of discussion here is the ability to prioritize and use time to the best advantage – professionally, personally and in family life.

Priorities for Internship:

1. Personal Devotions
2. Evangelistic and Pastoral Visitation
3. Bible Studies
4. Sermon Preparation and Preaching
5. Sabbath commitments
6. Intern Development Meeting
7. Conference Minister's Meetings

Areas for Discussion:

1. Family Time & Work Time
 - a. Boundaries
 - b. 'Seasons' in ministry – busy times, yet somewhat flexible
 - c. Setting priorities
2. Saving Time
3. Time Wasters
4. Recreation
5. Time off
 - a. Day off
 - b. Public Holidays
 - c. Annual Vacation
6. Effective planning
 - a. Using a diary effectively
 - b. Coordinating – between departments in the church, and with conference events (e.g., Camp)
 - c. Communicating your plan
 - i. With your supervisor
 - ii. With your family
 - iii. With your church
 - iv. With your president

Resources:

- Covey, Stephen R., *The 7 Habits of Highly Effective People*, McPherson's Printing Group, Australia, 1989

Time Management In Ministry

“Work as a son, rather than a hired servant”

Some Key Concepts & questions

1. Roles -- what are your major roles in ministry? What do people want you to do, but it isn't really your role as an intern?
2. Expectations – What is expected of you by others? By yourself? What is the match between Roles, Expectations, and my Spiritual Gifts and abilities?
3. Priorities – What are my main priorities? On what will I be evaluated?
4. Effectiveness – not the same as busy-ness. In what areas am I most effective – and where are the areas I don't use my time well? What would it take to improve in those areas?
5. First things first -- What is most important? -- ask this as you plan for the year, week or day
6. The important vs. the urgent. What are the 'important' aspects of ministry that I cannot afford to allow to be crowded out by the 'urgent'?
7. Communicate (report) – with whom should I communicate on a regular basis? E.g. – in the church, at the conference, etc
8. Identify
 - a. Most effective times - When am I -- most creative, focused, caring or productive?
 - b. Time wasters – how can my time wasters? (Computers, junk mail, some people...)
 - c. Areas of ineffectiveness -- Why am I ineffective? Where do I need to improve my skill level? Is this a priority for internship? Who can I ask about this?
9. Coordinate – calendar/diary – write dates in you planner when you hear them – e.g., conference (regional meetings, minister's meetings, camps etc) & Church events, Birthdays, holidays & days off etc This will help you avoid double booking yourself.
10. Put limits in place – because 'the job expands to fit the time available'

How do I know when I'm doing enough? – Or too much?

Some indicators

Give yourself a rating – '1' means 'needing improvement' & '6' means 'couldn't be better!'

Ask – “How am I going with...?”	1	2	3	4	5	6
1 God?						
2 my spouse? (if applicable)						
3 my Children (if applicable – separate score for each one – use over the page if you need more room)						
4 meeting goals for Bible Studies						
5 meeting goals for pastoral visitation						
6 meeting other ministry related goals						
7 meeting the expectations of significant others						
8 my conference leadership						
9 my church leadership						
10 my church members						
11 my emotional well-being						
12 my health						
Other areas you consider important						

Time Management Matrix

“Things which matter most must never be at the mercy of things which matter least.” Goethe

Stephen Covey’s Time Management Matrix provides a framework for understanding how we use our time – in one of four ways. This model has significant value, since ministry can be stressful, and ministers are often at risk of burnout. Additionally, ministers often feel pressure to set their work priorities according to the expectations of others.

	Urgent – Requires immediate action	Not Urgent
Important – to do with results mission, vision, and high priority goals	Quadrant 1 ACTIVITIES Crises Pressing problems Dead-line driven projects	Quadrant 2 ACTIVITIES Prevention Activities that increase production capability Recognizing new opportunities Planning Recreation
Not Important -- not important in achieving work related goals	Quadrant 3 ACTIVITIES Interruptions – some calls Some mail & emails, Some reports Some meetings Pressing matters Popular activities	Quadrant 4 ACTIVITIES Trivia – busy work Some mail, and emails Some phone calls Time wasters Pleasant activities

Those most effective in ministry do most of their work in Quadrant 2 – dealing with what is truly important.

Results of working too much in Quadrant 1:

Quadrant I -- Results in:	II
<ul style="list-style-type: none"> Stress Burnout Crisis Management Always putting out fires 	IV
III	

Results of working too much in Quadrant 3:

I	II
Quadrant 3 Results in: Short term focus Crisis management Sees goals as worthless Feels victimized and out of control Shallow or broken relationships	IV

As can be seen from the diagram below, people who spend almost all of their time working in Quadrants 3 and 4 lead basically irresponsible lives and are most likely to lose their jobs.

Quadrant I	Quadrant II
Quadrant III	Quadrant IV
Results: <ul style="list-style-type: none"> Total irresponsibility Fired from jobs Dependent on others for the basics 	

Time Management for Interns:

<p>Quadrant I</p> <p>What are some things that are really important that get left to the last minutes?</p> <ul style="list-style-type: none"> • • • • • • • • • • 	<p>Quadrant II</p> <p>Work related ACTIVITIES</p> <ul style="list-style-type: none"> • Evangelistic Visitation • Bible Studies • Pastoral Visitation • Preaching & preparation for preaching • Reporting • Other – as outlined by supervisor <p>Spiritual ACTIVITIES</p> <ul style="list-style-type: none"> • Personal Devotions • Family Devotions • Prayer <p>Personal ACTIVITIES:</p> <ul style="list-style-type: none"> • Caring for family needs • Physical Exercise • Etc
<p>Quadrant III</p> <ul style="list-style-type: none"> • Short term focus – e.g., avoiding planning sermons in advance • Procrastinating rather than planning -- using a diary • Sees goals as worthless e.g.—I'll leave it up to the Holy Spirit to set the Bible Study goal • Feels victimized and out of control – unwilling to respect authority of leaders • Shallow or broken relationships 	<p>Quadrant IV</p> <ul style="list-style-type: none"> • Playing computer games • Surfing the net • Some administrative work • Family errands • Allowing a task to fill the available time • Failing to let work time <i>be work time</i> • Excessive TV

Public Evangelism

Ministerial Function:

A public evangelistic program, in this manual, is a series of at least six consecutive advertised lecture / preaching meetings for the public, with the purpose of leading the public to accept Jesus as their Saviour, place their confidence in the Bible, follow the teachings of the Bible and eventually join the membership of the Seventh-day Adventist Church.

Method:

The teaching of this significant skill should involve discussion, the supervisor (or public evangelist) modelling the skills to the intern, debriefing, the intern 'doing' the skill (being observed by the supervisor), debrief and evaluation, the intern further experimenting with this skill (whilst being observed by the supervisor), further debriefing and evaluation.

Discussion:

1. Aims and objectives of Public Evangelism and this particular series
2. The 'lostness' of humanity without Jesus Christ
3. Planning [It should include, but not be limited to: Conference support & approval, local church (es) support & ownership, steering committee formation, budget, advertising, demographics, etc.]
4. Style of program & introductory topics
5. Length of series
6. Selection of speaker(s)
7. Visitation
8. Attendance incentives, resumes
9. Sequence of topics
10. Venue selection, frequency of meetings, time of meetings etc.
11. Special features within the meetings e.g. children's programs, displays etc.
12. Building bridges to home Bible studies
13. Follow-up and nurture
14. Opportunities and resources provided by the Institute of Public Evangelism

Resources:

- The Institute of Public Evangelism, South Pacific Division.
- Lon Allison & Mark Anderson, Going Public with the Gospel: Reviving Evangelistic Proclamation, InterVarsity Press, Downers Grove, Illinois, 2003. [ISBN 0 - 8308 - 1365 - 9]
- Mark Finley, Persuasion: How to Help People Decide for Jesus, Ministerial Association General Conference of Seventh-day Adventists, Silver Spring, 1994. [ISBN: not applicable]
- Michael Green, Evangelism through the Local Church, Hodder & Stoughton, London, 1990. [ISBN 0 - 3405 - 6126 - 2]
- Nick Pollard, Evangelism Made Slightly Less Difficult, Inter-Varsity Press, Leicester, 1997. [ISBN 0 - 85111 - 181 - 5]
- Louis R. Torres, Gaining Decisions for Christ: A How-to Manual, Review and Herald Publishing Association, Hagerstown, 2001. [ISBN: 0-8280-1633-X]
- Lyle E. Schaller, Assimilating New Members, Abingdon Press, Nashville, 1992. [ISBN 0 - 687 - 01938 - 9]

Seminar Evangelism

Ministerial Function:

The seminar may be a 'stand alone' public outreach, or it may be in preparation for, or follow-up to a public evangelistic series.

Method:

The teaching of this significant skill should involve discussion, the supervisor (or appropriately skilled presenter) modelling the skills to the intern, debriefing, the intern 'doing' the skill (being observed by the supervisor), debrief and evaluation, the intern further experimenting with this skill (whilst being observed by the supervisor), further debriefing and evaluation.

Discussion:

1. Aims, objectives and opportunities of Seminar Evangelism
 - Dynamics of seminar meetings
 - Advantages of seminar style meetings
 - Relation to public evangelism
2. The 'lostness' of humanity without Jesus Christ
3. Planning [It should include, but not be limited to: Conference support & Approval, local church (es) support & ownership, steering committee formation, budget, advertising, demographics, etc.]
4. Choice of seminar and felt needs
5. Length of seminar
6. Visitation
7. Venue selections, frequency of meetings, time of seminar etc.
8. Special features within the seminar
9. The presenter personalizing the seminar and presentations
10. Building bridges to home Bible studies
11. Follow-up and nurture

Resources:

- Mark Finley, Persuasion: How to Help People Decide for Jesus, Ministerial Association General Conference of Seventh-day Adventist, Silver Spring, 1994. [ISBN: N/A]
- Michael Green, Evangelism through the Local Church, Hodder & Stoughton, London, 1990. [ISBN 0-3405-6126-2]
- David Pearce, Personal Evangelism, Signs Publishing Company, Warburton, 1997. [ISBN N/A]
- Nick Pollard, Evangelism made Slightly Less Difficult, Inter-Varsity Press, Leicester, 1997. [ISBN 0-85111-181-5]
- Louis R. Torres, Gaining Decisions for Christ: A How-to Manual, Review and Herald Publishing Association, Hagerstown, 2001. [ISBN 0-8280-1633-X]
- Lyle E. Schaller, Assimilating New Members, Abingdon Press, Nashville, 1992. [ISBN 0-687-01938-9]

Relationships

Ephesians 4:31, 32 'Do not be bitter or angry or mad. Never shout angrily or say things to hurt others. Never do anything evil.³² Be kind and loving to each other, and forgive each other just as God forgave you in Christ.' (NCV)

The good news is that relationship skills can be learned!

Areas for Discussion:

Successful ministry depends on the ability of the minister to develop and maintain effective relationships with:

- God
- Family
- Friends
- Other ministers
- Conference administration
- Church leaders
- Church members – across the age groups, ethnic and economic mix
- Evangelistic contacts and those having Bible Studies
- Community people

Openness and teach-ability are major qualities needed for building good relationships.

Foundations

The ability to relate is based largely on communication skills – including conflict resolution skills.

Learning to listen is vital – to hear the information as well as the message behind the message.

Other factors:

- Temperament
- Background/habits – what has been learned from family and others
- Commitment to relational effectiveness
- Emotional Intelligence
- Patience
- The ability to express appreciation to others
- One's ability to cope with stress
- Self Acceptance and the acceptance of others
- Shared Values

Four Negative Patterns in Communication – often two or more are used together!

1. Escalation – when small disagreements turn ugly – this can involve:

- The way things are said
 - Hearing something that doesn't sound good, then
 - Giving a response that will make things worse rather than better – then
 - Keeping a negative spiral going – negative—negative – negative – negative
- What is felt – emotions typically rise in intensity
- The content of what is said – typically the discussion is over relatively trivial things – but moves on to major issues – like quitting from ministry, or leaving the church etc.

Question: Have you ever seen this happen?

Proverbs 12:18 *'Reckless words pierce like a sword, but the tongue of the wise brings healing.'* (NIV)

2. Invalidation - when one puts the other down. We all tend to be really good at this!

- It can involve thoughts, feelings, character etc
- It can be subtle or direct

Question: Can you think of an example?

E.g. "Well what would you expect from a..."

"Here we are at church for another boring sermon."

Ephesians 4:29, 30 When you talk, do not say harmful things, but say what people need—words that will help others become stronger. Then what you say will do good to those who listen to you. And do not make the Holy Spirit sad. (NCV)

3. Negative interpretations - This involves:

- hearing things more negatively than intended
- believing the worst instead of the best
- seeing what we expect to see
 - people often live up to our expectations

e.g. "Sounds about right -- I knew he'd mess that up."

4. Withdrawal: Avoiding Conflict

- unwillingness to deal with important discussions e.g. leaving the room, turning off/shutting down
- going quiet, agreeing too quickly – with no real intention of following through.

The Preference of the person who has this style is: Don't discuss it at all!

For Discussion: Researchers have found this to be a negative pattern of communication; however, it sounds like being a peacemaker – avoiding conflict. Why do you think this is a negative pattern?

For Discussion: Are there any of the negative patterns that you, or anyone you know, sometimes use?

Ephesians 4:25, 26 'Tell each other the truth, because we all belong to each other in the same body. When you are angry, do not sin, and be sure to stop being angry before the end of the day.' (NCV)

Two Basic Skills of Relating:

Listening:

- Reflective Listening
- Listening for different levels of communication:
 - Cliché
 - Facts – information
 - Ideas
 - Feelings

Conflict Resolution – See Internship Resource #19.1

Recommendation: Attend a basic counselling skills workshop.

Resources:

- Olson, David & DeFrain, John & Olson, Amy, Building Relationships, Developing Skills for Life, Life Innovations Inc, Minneapolis, 1999 [ISBN 98 – 067811]

- Stanley, S, Trathen, D, McCain, S & Bryan, M, A Lasting Promise, A Christian Guide to Fighting for Your Marriage, Jossey-Bass Publishers, San Fransisco, 1998 [ISBN 0 – 7879 – 3983 – 8]

Ministry to Erring Members

Function:

The ability to administer church discipline as a redemptive ministry is a necessary pastoral skill.

This ministry is to members on the church roll who are involved in unethical practice, deviant behaviour or who have rejected the core doctrines of the church.

Method:

Should include discussion and where appropriate/possible observation.

Discussion:

1. Defining Christian discipline, emphasizing its redemptive nature.
2. Understanding Matthew 18:15-20.
3. Common objections to church discipline.
4. Types of discipline in the Seventh-day Adventist Church.
 - a. Censure
 - b. Disfellowship
5. Identifying the categories that require discipline.
6. Resignation and reinstatement.
7. Visitation strategies

Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN: 0-8280-1598-8]
- Adams, Jay E., Handbook of Church Discipline, Zondervan, 1986.
- Fowler, John, Adventist Pastoral Ministry, Pacific Press, 1990. (See pages 118-1320.
- Gage, K & J, Restoring Fellowship: Judgment and Church Discipline, Chicago Moody Press, 1984.
- White J. & Blue, K., Healing the Wounded, IVP.
- Wray, D. E., Biblical Church Discipline, Edinburgh Banner of Truth Trust, 1978

Ministry to Hurting Members

This ministry function focuses on the application of counselling skills to improve family life, and to understand and facilitate lifestyle changes and deal with personal problems.

Please note, while pastors may have knowledge of some of the issues, they should remember that unless formally qualified, they should not present themselves as counsellors. (In some countries, breaching this ethic may have legal ramifications.)

Areas for discussion:

1. Principles of counselling:
 - a. Biblical Basis
 - b. Dynamics of referrals
 - c. Accepting people without accepting their actions
2. Family counselling
3. Grief counselling
4. Chemical abuse intervention
5. Counselling sexual deviants
- 6. Knowing when to refer**
7. Developing a list of Christian counsellors in the area
8. Boundaries in counselling

Recommended: Attending a Basic Counselling Skills workshop. (Contact the South Pacific Division Family Life Director.)

Finance – Personal & Church

This resource sheet could be discussed with the intern by the conference ministerial secretary. The Chief Financial Officer of the conference/mission could be involved in explaining church finance.

Areas for discussion:

1. Conference Finance
 - Reading a balance sheet
 - Operating & specials
2. Local Church Finance
 - The treasurer
 - The treasury books
 - Departmental expenses
 - Budgeting
 - Fund raising
 - Auditors
 - Insurance
3. Personal Finance
 - Family budget
 - Living within a budget
 - Credit traps
 - Car purchasing
 - Purchasing a house
 - When the spouse works outside of the home
 - Conference subsidies
4. Preaching on stewardship & tithing

Leadership Ability

Suggestions:

Leadership is an important unit of pastoral ministry and the supervisor needs to be aware how to develop leadership skills in the intern. How does one recognize leadership characteristics? How can pastors develop leadership skills? Share time with the intern in discussion.

Discussion:

1. Definition of leadership
2. Identifying leaders, what people look for and admire in their leaders? Consider the following leadership characteristics: honest, forward-looking, competent, inspiring
3. Development of character
4. Servanthood idea of leadership and different styles of leadership
5. How challenges and problems such as crisis and conflict contribute to the growth of character.
6. Different levels of leadership development; Level One: Doing and Serving; Level Two: Supervision; Level Three: Leadership of System; Level Four: Strategic Planning; Level Five: The Big Picture.
7. Experience of maturity in ministry and how it impacts leadership
8. Growth in personal leadership

Evaluation:

Evaluate the intern leadership performance from the "Key Staff and Leadership Evaluation" Profile by Ian Jagelman. (See Resource 19.1)

Resources:

- Clinton, Rober, J. *The Making of a Leader*, Navpress, 1988
- Jagelman, Ian, *Identifying and Developing Christian Leaders*, Openbook, 2002.
- Barna, George, *A Fish Out of Water*, Integrity, 2002
- Hybels, Bill, *Courageous Leadership*, Zondervan, 2002
- Covey, Stephen R. *The 7 Habits of Highly Effective People*, Simon & Shuster, 1989

Basis for Key Staff and Leadership Evaluation

Resource developed by Ian Jagelman, Identifying and Developing Leaders (Adelaide, South Australia; Openbook Publishers), 99-107.

Name:

Code: 5 is high, 1 is low. Please circle score

1. Self Perception

a. Emotional Awareness (2 Cor 4-7-12)

1 2 3 4 5

Recognising one's emotions and their effects
People with this competence:

- Know which emotions they are feeling and why.
- Realise the links between their feelings and what they think, do and say
- Recognise how their feelings affect their performance.
- Have a guiding awareness of their values and goals

b. Accurate Self-Assessment (Romans 12:3-8)

1 2 3 4 5

Knowing one's inner resources, abilities and limits
People with this competence are:

- Aware of their strength and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humour and perspective about themselves

c. Self-Confidence (2 Timothy 1:11-12)

1 2 3 4 5

A strong sense of one's self-worth and capabilities
People with this competence:

- Present themselves with self-awareness – have "presence"
- Can voice view that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

2. Self-Government

a. Self-Control (2 Timothy 1:7)

1 2 3 4 5

Keeping disruptive emotions and impulses in check
People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive and unflappable even in trying moments
- Think clearly and stay focused under pressure

b. Trustworthiness (2 Thess 3:7-10)

1 2 3 4 5

Maintaining integrity
People with this competence

- Act ethically and are above reproach
- Build trust through reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough principled stands even if they are unpopular

c. Conscientiousness (2 Cor 1:18-20)

1 2 3 4 5

Taking responsibility for personal performance
People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organised and careful in their work

d. Adaptability (Mark 1:32-38)

1 2 3 4 5

Being flexible in responding to change
People with this competence:

- Smoothly handle multiple demands, shifting priorities and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible

e. Innovation (1 Cor 9:19-23)

1 2 3 4 5

Being open to novel ideas and approaches

People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

3. Purpose Led

a. Achievement Drive (1 Cor 9:24-27)

1 2 3 4 5

Striving to improve or meet a standard of excellence

People with this competence:

- Are result orientated, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

b. Commitment (Phil 1:27; 2:1-4)

1 2 3 4 5

Aligning with the goals of a group or organization

People with this competence:

- Readily make sacrifice to meet larger organisational goals
- Find a sense of purpose in a larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seeks out opportunities to fulfil the group's mission

c. Initiative (Col 4:5-6)

1 2 3 4 5

Displaying proactivity

People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what is required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilise others through unusual enterprising efforts

d. Optimism (Heb 12:2-3)

1 2 3 4 5

Persistence

People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success than fear of failure
- See setbacks as sue to manageable circumstance rather than a personal flow.

4. People Focused

a. Understanding Others ((Jas 1:19)

1 2 3 4 5

Sensing others' feelings and perspectives, and taking and active interest in their concerns.

People with this competence

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on an understanding other people's needs and feelings

b. Developing Others (Ephesians 4:11-12)

1 2 3 4 5

Sensing other's and reward people's strength and accomplishment

People with this competence:

- Acknowledge and reward people's strengths and accomplishments
- Offer useful feedback and identify people's needs for further growth
- Mentor, give timely coaching, and offer assignments that challenge and foster a person's skills

c. Ministry Sensitive

1 2 3 4 5

Anticipating, recognising and meetings visitors and members needs

People with this competence:

- Understand members' needs and match them to ministries provided
- Seek ways to increase members' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a member's perspective

d. Synergy Sensitive (1 Cor 1:26-29)

1 2 3 4 5

Cultivating opportunities through different kinds of people

People with competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to groups differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

e. Power Awareness (1 Kings 12:25-28)

1 2 3 4 5

Understanding personal and position power

People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of members and visitors
- Accurately read organisational and external realities

5. Influence

a. Communication (1 Cor 4:14-15)

1 2 3 4 5

Listening openly and sending messages

People with this competence:

- Effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

b. Conflict Management (Gal 6:15)

1 2 3 4 5

Negotiating and resolving disagreements

People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreement into the open, and help deescalate situations
- Encourage debate and open discussion
- Orchestrate win-win situations

c. Leadership (Phil 2:19-24)

1 2 3 4 5

Inspiring and guiding individuals and groups

People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

d. Change and Transition Management (Gal 2:6-14)

1 2 3 4 5

Initiation or managing change

People with this competence:

- Recognise the need for change and attempt to remove barriers
- Challenge the status quo and acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others'
- Monitor the emotional impact of change

e. Team Building (2 Tim 2:22-24)

1 2 3 4 5

Nurturing instrumental relationships

People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the top
- Make and maintain personal friendships among work associates

f. Networking (Acts 15:36-41)

1 2 3 4 5

Working with others toward shared goals

People with this competence:

- Balance a focus on task with attention to relationship
- Collaborate, sharing plans, information and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

g. Team performance (Matt 10:1-6)

1 2 3 4 5

Creating group synergy in pursuing collective goals

People with this competence:

- Model team qualities like respect, helpfulness and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, spirit de corps and commitment
- Protect the group and its reputation; share credit

Assessment of Current Leadership Qualities

Scale: 1=Never, 2= Seldom, 3=Usually, 4=Always

Please read the name of the person into the blanks for each area:

	Leadership Qualities	1	2	3	4
1	_____ has influence				
2	_____ has self-discipline				
3	_____ has a good track record				
4	_____ has strong people skills				
5	_____ has the ability to solve problems				
6	_____ does not accept the status quo				
7	_____ sees the big picture				
8	_____ has the ability to handle stress				
9	_____ displays a positive spirit				
10	_____ understands people				
11	_____ is free of personal problems				
12	_____ is willing to take responsibility				
13	_____ is free from anger				
14	_____ is willing to make changes				
15	_____ has integrity				
16	_____ has the ability to see what has to be done next				
17	_____ is growing closer to God				
18	_____ is accepted as a leader by others				
19	_____ has the ability and desire to keep learning				
20	_____ has a manner that draws people				
21	_____ has a good self-image				
22	_____ has a willingness to serve others				
23	_____ has the ability to bounce back when problems arise				
24	_____ has the ability to develop other leaders				
25	_____ takes initiative				
	Leadership Quotient = Total of all scores				

Adapted from J Maxwell.

Problem Solving – Conflict Resolution

Inter-personal conflicts can be one of the greatest challenges for the minister. They can be a drain on the pastor's time and nervous energy. Skills are needed in helping opposing parties find reconciliation and unity in Christ.

Areas for Discussion:

1. Identifying Conflict
2. Methods of managing conflict
3. Problem Solving Process – a basic leadership skill
4. Barriers and hindrances to resolution
5. Stages and goals in conflict
6. Managing conflict by collaboration
7. Decision making in problem solving
8. Consensus and non-consensus decisions
9. Listening

- ◇ *It is normal to expect that all ministers will have some problem at some time in their ministry*
- ◇
- ◇ *It is best to handle problems as a team*
- ◇ *Quick solutions are not lasting solutions.*
- ◇ *Discuss problems before trying to solve them (Another Ground Rule)*
- ◇ Problem Discussion
 - *Goal: understand and to be understood.*
 - *Use The Speaker/Listener Technique.*
 - *Create an environment of teamwork!*

⇩ P R A Y E R ⇩

- ◇ Problem Solution
 - Agenda setting
 - Brainstorming
 - Agreement and compromise
 - Follow-up
- ◇ Problem Solution
 - Agenda setting
 - ◇ Decide on the piece of the problem to work on
 - ◇ What do we want to do about _____ this week
 - ◇ Plan to work on other pieces of the problem another time
 - ◇ Focus in and narrow down...
 - Brainstorming
 - ◇ Be creative, don't evaluate

- Agreement and compromise
 - ◇ Discuss, then work towards agreement on what to do
- Follow-up
 - ◇ Agree on solutions to be tried at this time
 - ◇ Summarize

Resources:

- Larry L. McSwain & William C. Treadwell, Conflict Ministry in the Church, Broadman Press, Nashville, 1981. [ISBN: 0-8054-2540-3]

Church Committees

The purpose of this worksheet is to ensure the intern understands the purpose and function of the main church committees.

Areas for discussion:

1. The Conference Executive Committee
2. Church Board
3. Church Business Meeting
4. Selection Committee
5. Nominating Committee
6. Board of Elders
7. Departmental Committees
8. Standing committees and adhoc committees

Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN: 0-8280-1598-8]
- Mack Tennyson, Making Committees Work, Zondervan Publishing House, Grand Rapids, 1992. [ISBN: 0-310-58471-X]

Chairing Committees

The main emphasis in this resource sheet is to master:

- The skills of chairing meetings
- The styles of leadership involved in chairing meetings
- The skill of leading to a decision

Method:

This will involve discussion, modelling, debriefing, intern chairing a meeting(s) with supervisor present, debriefing, and later, and the intern chairing meetings un-supervised.

Areas for discussion:

1. Leadership styles
2. Function of a church board meeting / business meeting
3. Function of an elder's meeting
4. Function of a nominating committee
5. Confidentiality –
 - a. who is authorized to report on committee actions
 - b. which committees are confidential – e.g., nominating committee
 - c. some committees may not be confidential, but quoting people out of committees may well breach confidentiality
6. The agenda – how to prepare
7. The role of the chairperson
8. Evaluating committee effectiveness
9. Planning, goals, and reports
10. Decision making through small group participation
11. Parliamentary procedure
12. Formality vs. informality
13. Minutes: the church clerk
 - How minutes should be written

Resources:

- Seventh-day Adventist Church Manual, 16th edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN 0-8280-1598-8]
- Mack Tennyson, Making Committees Work, Zondervan Publishing House, Grand Rapids, 1992. [ISBN: 0-310-58471-X]

Building Community in the Church

Ministry Function:

The ability to involve and draw all members into warm, caring fellowship by social involvement at church level, and belonging and sharing at the small group level.

Method:

Should include discussion, modelling, application and reporting.

Areas for discussion:

1. Church social committee
2. Social events as evangelistic and pastoral opportunities
3. Sabbath School classes and building community
4. Creating a place to belong – for new attendees and members
5. Pastor's responsibility to social life
6. Secular – social vs. Religious – social
7. Social by age groups
8. Recreation or entertainment
9. Frequency and variety
10. Spontaneous sociability of small groups – and building community
11. Inviting non-members
12. Promotion
13. Small Groups and community life
14. Community and the worship service

Resources:

- Robert & Julia Banks: *The Church Comes Home*, Hendrickson Publishers, Peabody, Massachusetts, 1998. [ISBN: 1-56563-179-X]
- Robert Banks, *Paul's Idea of Community: The Early House Churches in Their Cultural Setting*, Revised Edition, Hendrickson Publishers, Peabody, Massachusetts, 1998. [ISBN: 1-56563-050-5]
- George G. Hunter, *Church for the Un-churched*, Abington Press, Nashville, 1996. [ISBN: 0-687-27732-9]

Small Group Ministry

Healthy churches, according to the latest research, are churches that know how to multiply small groups. Christian Schwarz found in his research that of the eight characteristics of healthy growing churches that only the multiplying of holistic groups could stand alone as a predictor. The reason being that within a holistic group are found all the components of church. If you can multiply groups you will increase not only the number of groups, but leaders and disciples involved in ministry.

When a church is built on a group structure church leaders have a much greater capacity to lead. Their attention is not so much focused on the whole congregation but on the groups and their leaders that make up the congregation. Such a structure creates a realistic system of accountability and leadership nurture that pastors can effectively serve.

Small groups should be seen as the "spiritual families" or the "teams" that have the responsibility for caring for the members while at the same time being a place to bring newcomers into the church. The group is a vital step in the integration of newcomers into the church community. It is within group life that attendees find opportunity to develop their own gifts for ministry.

The challenge for church leaders is to constantly look at ways in which the ministry of the church can be done in a way that takes advantage of the group life. Many ministries of the church will be done more effectively if they are worked through the groups.

Pastors and key leaders not only need to model effective group leadership but be able to train and coach new leaders.

Discussion Questions:

1. How is the pastor modelling to his congregation the importance of group involvement?
2. Who are the key group leaders and how are they being supervised?
3. What activities of the church are promoting group life? Which are working against member's participation?
4. How effectively are groups caring for members and assimilating newcomers into the church community?
5. How holistic are the groups?
6. Which groups have the greatest potential for multiplying?

Resources:

- Beckham, William, The Second Reformation, Touch Publications, 1995. [ISBN 1-880-828-90-1]
- Johnson, Kurt, Small Groups for the End Time, Review and Herald, 1997.
- Comiskey, Joel, Groups Of 12, Touch Publications, 1999 [ISBN 1-880-828-15-4]
- Stockstill, Larry, The Cell Church, Regal Books, 1998. [ISBN 0 -830-721-33-9]
- Cloud, Henry, and Townsend, John, Making Small Groups Work: What Every Small Group Leader Needs to Know, Zondervan, 2003. [ISBN 0-310-250-28-5]

Web Sites:

Australian Union <http://www.aucsda.com>

[Cell Church Manual \(SDA\)](http://www.aucsda.com/australianunion/departement/personalministries/churchcell/handoutcellchurch.PDF): Introduction to Cell Church Seminar Rob Steed
<http://www.aucsda.com/australianunion/departement/personalministries/churchcell/handoutcellchurch.PDF>

Group Leader Skills Manual (SDA): An outline of group facilitation skills Rob Steed
<http://www.aucsda.com/australianunion/departement/personalministries/skills/RevisedhandoutGroupeaders.pdf>

[Ellen White on Groups](http://www.aucsda.com/australianunion/departement/personalministries/churchcell/whitegroups.htm)

<http://www.aucsda.com/australianunion/departement/personalministries/churchcell/whitegroups.htm>

[Small Groups in Peru Bring Large Gains \(SDA\)](http://www.aucsda.com/australianunion/departement/personalministries/churchcell/Perugains.htm): A fascinating report from Peru on how thinking small groups has paid off in a big way for the Church.
<http://www.aucsda.com/australianunion/departement/personalministries/churchcell/Perugains.htm>

[Josh Hunt](http://www.joshhunt.com/), Excellent resource for Transitioning Adult Sabbath School Classes in groups.

<http://www.joshhunt.com/>

The Small Group Network Comprehensive collection of resources:

<http://smallgroups.com/>

Spiritual Gifts Awareness

The intern has probably been through a Spiritual Gifts seminar, and completed an inventory as part of ministry training.

Internship is an opportunity to understand spiritual gifts by inner witness, practical experience, and the church's and the supervisor's affirmation.

Areas for discussion:

1. Biblical passages on Spiritual Gifts
2. Importance of a minister's understanding of their own spiritual gifts
3. Importance of members knowing their spiritual gifts
4. Opportunities to identify, discover, test and develop spiritual gifts during the internship program
5. Fulfilling Ministry Roles outside of the main areas of giftedness
6. The Need for affirmation and positive reinforcement

Resource:

- Connections, available from your local Adventist Book Center.

Motivating and Equipping Members

Ministry Function: The focus of this ministry is the ability to help church members fulfil their appointed function with purpose, confidence and skill, and to help them discover and perform their ministry in the church/community using their spiritual gifts.

Method: Should include discussion, modelling and participation.

Areas for discussion:

1. Spiritual Gifts – every member ministry
2. Intrinsic and extrinsic motivation
3. Obstacles to motivation
4. Job descriptions
5. Planning/training events
6. Training material and resources available
7. Regular meetings – equipping leaders
8. Personal instruction
9. Pastoral encouragement
10. Evaluation
11. Involving new members

Resources:

- Barna, George, The Power of Vision, Ventura, CA: Regal Books, 1992
- Beckham, William, A., The Second Reformation, TOUCH Publication, 1995
- Ogden, Greg, The New Reformation, Zondervan, 1990
- Connections, A Spiritual Gifts Inventory produced by the General Conference, available from the Adventist Book Center

Church Growth – Planning & Strategy

Suggestion:

An examination of a recent demographic study [or Community Profile] of the district, with an analysis of the local church (es), would be a good basis for discussion.

Discussion:

1. Planning: short and long term
2. Visioning with the congregation(s)
3. Opportunities of needs based evangelism
4. Congregational needs for nurture and training programs
5. The eight essential elements for Natural Church Development
6. Evaluation

Resources:

- Institute of Church Ministry, Avondale College, provides Community Profiles
- Christian A. Schwarz, Natural Church Development: A Guide to Eight Essential Qualities of Healthy Churches, Direction Ministry Resources, Mt Gravatt East, QLD, 1996. [ISBN: not applicable]
- Michael Frost & Alan Hirsch, The Shaping of Things to Come: Innovation and Mission for the Twenty-first Century Church, Strand Publishing, Erina, NSW, 2003. [ISBN 1- 8768 – 2587 – 1]
- Michael Green, Evangelism through the Local Church, Hodder & Stoughton, London, 1990. [ISBN 0 - 3405 – 6126 – 2]
- Martin Robinson & Dwight Smith, Invading Secular Space: Strategies for Tomorrow's Churches, Monarch Books, London, 2003. [ISBN 1- 85424 – 640 – 2]

Church Planting

“Upon all who believe, God has placed the burden of rising up churches.”¹
“New churches must be established, new congregations organized. At this time there should be representative in every city and in the remote parts of the earth...Place after place is to be visited, church after church is to be raised up.”²

Discussion:

Church planting is an exciting form of evangelism that many believe is the most effective way of making disciples. Proper evaluation of church planters has been shown to increase the chances of finding suitable church planters and therefore church plants.

There are a number of different forms of evaluation for church planters. Below are some questions that the supervisor and intern may consider to receive an understanding of the demands of church planting?

Church Planter Performances Profile (CPPP):

The CPPP is the result of a job analysis study conducted in 1984 and subsequent field-testing. These thirteen qualities are selected from a larger list of 48 dimensions contained in the CPPP. Although all of the 48 qualities are important, these thirteen qualities are considered critical, if not essential. Since the 1984 study, these dimensions have been used with a very high degree of success in selecting and predicting effective church planters. The main research was done by Dr Charles Ridley.

Questions to evaluate our role as church planter using the 13 qualities:

1. **Vision capacity.** Talk about some times when you have had a vision to do, or for something.
2. **Being intrinsically motivated.** Talk about when you have started a task and seen it through. How self motivated and disciplined are you?
3. **Creates ownership of ministry.** Talk about a time when you cast a vision and others accepted the vision and owned the ministry for themselves.
4. **Relates to the un-churched.** Do you have un-churched friends? Talk about friendship you have made with un-church people (as opposed to church members giving you people to have Bible studies with) and how you brought them through to faith.
5. **Partnership in marriage and ministry.** It is essential that your partner is in agreement with your dreams of church planting. Talk about that. How do you see each other's role in church planting?
6. **Is committed to church growth.** Your motivation for planting a church is crucial. If the motivation for planting a church is worship differences, dissatisfaction with the pastor, church, or any authority etc, then the plant will probably fail. Discuss. Talk about your commitment to mission as your motivation for planting a church.
7. **Is responsive to the community.** Talk about how comfortable you are working with, in, and through your community.
8. **Utilizes the giftedness of others.** Talk about how you have built a team and allowed them to use their gifts to do ministry. Discuss the dangers of doing the entire ministry or the “important” parts of ministry yourself. Are you threatened when others can do things better than you? How have you developed the giftedness of others?

¹ Ellen G. White, Medical Ministry (Mountain View, CA: Pacific Press, 1963), 315.

² Ellen G. White, Testimonies, vol. 6, 24; Testimonies, vol. 7, 20.

9. **Is flexible and adaptable.** There are a number of key stages in planting a church. Talk about how flexible and adaptable you are to different situations and challenges.
10. **Builds a cohesive church body.** Talk about how you have built teams that have worked well and resolved differences together.
11. **Has resilience.** Talk about how you feel you can put up with serious knocks and setbacks. Give examples.
12. **Exercises faith.** If you do not have an active and growing relationship with Jesus Christ, Then church planting is the last endeavour you should attempt. How comfortable are you in talking about your spiritual life? Share how you maintain an active life with Christ.

On each question both you and your supervisor score you. Do you basically agree?

Poor 1 2 3 4 5 Excellent

So how did you do? Still want be a church planter? Talk to your conference president and he will tell you the next steps to take in your evaluation as a church planter and also what your conferences process for church planting is.

Resources:

- Beckham, William A., The Second Reformation: Reshaping the Church for the 21st Century, Houston, TX: Touch Publications, 1997.
- Burrill, Russell, Rekindling a Lost Passion: Recreating a Church Planting Movement, Fallbrook, CA: Hart Resource Center, 1999.
- Gladden, Ron, Plant the Future: So Many Churches! Why Plant More, Nampa, ID: Pacific Press Publishing Association, 2000.
- Logan, Robert, And Steve Ogne, Church Planters Toolkit, Wheaton, ID: Church mart, 1991.
- Cell Church Planter's Guide, Brighton, QLD: Direction Ministry Resources, 2001
- Malphurs, Aubrey, Planting Growing Churches for the 21st Century, Grand Rapids, MI: Baker Books, 1992.

Conference Departments

This resource sheet could be cared for by the Conference Ministerial Secretary. It could involve a group visit for interns to the conference office.

Areas for discussion:

1. Where to get resources
 - Not all departments are represented at every level of organization
 - Which departments function at our conference
 - Which departments are represented at the Union
 - Which departments function from the SPD

2. The purpose of departments – providing resources and training for the local church – what is available from the personnel in each area?

	Conference/ Mission	Union	SPD
The Ministerial Association		√	√
Personal Ministries		√	√
Sabbath School		√	√
Youth Ministries		√	√
ATSIM		AUC	√
Education		√	√
Publishing			√
Adventist Health			√
Religious Liberty			√
Treasury	√	√	√
Trust Services			
Christian Services for the Blind and the Hearing Impaired			√
ADRA			√
Children's Ministries			√
Women's Ministries			√
Global Mission	√	√	√
Communications Department			√

3. Protocols if you want a departmental person to visit your church
 - Service Requests –
 - When are they needed?
 - How do you go about initiating a service request?

4. Dealing with journalists – protocols – who is responsible to be the spokesperson for the church?

Resources:

- The South Pacific Division Directory
- Year Book (available electronically at SPD Website – www.adventist.org.au)

A World-Wide Church

This area could be covered by the conference ministerial secretary.

The Seventh-day Adventist Church is a world-wide church. Ministers of the church are ordained to serve the world-wide church. Although the pastors' immediate task is to care for their congregation(s), they are also sometimes required to represent the mission of the church-at-large to the local congregation.

Areas for Discussion:

1. The value of a world-wide denomination
2. Benefits to congregations & pastors
3. Conference strategic plans & how they affect the local church
4. Working together as a team – in a wider system
5. Promotional sermons
 - What is appropriate
 - The sermonic year
 - Protecting the pulpit – leading people to God
6. Organization & publicity
7. Evaluating results of promotions
8. Leadership and motivation
9. Conference department promotion

Church Policy

This should have been covered in ministerial training. This discussion can focus on relevant policy applications, and how the church works.

Areas for discussion:

- Organizational Structure
 - How we function as an SDA church
 - What resources are available from each level
- How policy is formed
 - The Church Board compared with The Executive Committee – the governing body at each level of the organization Conference, Union and Division
 - The Church Business meeting – compared with Sessions at each level of the organization
 - Discuss who controls what aspects of policy

Basic Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN: 0-8280-1598-8]
- Seventh-day Adventist Minister's Handbook, The Ministerial Association, The General Conference of Seventh-day Adventist, Silver Spring, 1997 [ISBN: 1-57847-005-6]
- South Pacific Division Policy Book

Multi-Church Pastorates

In many places, the minister is called to pastor two or more churches at the same time. This requires greater skills of organization, delegation, training and the ability to prioritize time, tasks and energy.

Areas for discussion:

1. The concept – pasturing more than one congregation
2. Allocating appropriate time to each congregation
 - The church calendar
 - Where will the Pastor’s family attend?
3. District planning: regular meetings between lay leadership
4. Building lay leadership - delegation
5. Respecting the identity of each church
6. Training programs
7. Inter-congregation relationships
8. District “newsletter”

Resources:

- Melvin J. Steinbron, Can the Pastor do it alone? A model for Preparing Lay People for Lay Pasturing, Regal Books, Ventura, 1987. [ISBN: 0-8307-1171-6]

The Worship Service

Ministry Function:

The ability to plan and lead meaningful worship. The implementation of change alone is no criteria for satisfactory completion of this requirement.

Areas for discussion:

1. The core concept – the corporate experience of worship
2. Planning & the worship committee
3. Worship committee education – going beyond “Well I like...”
4. Ensuring adequate time for preaching
5. Formal vs. informal worship – appropriateness
6. Appropriately introducing change
7. Worship Music -- Balance
8. Pastoral Prayer – involving others
9. The bulletin
10. Improving the participation of the congregation
11. Working with elders to plan worship
12. Missing members
13. Relevance and meaning

Resources:

- Anne Ortlund, Up With Worship, How to Quit Playing Church, Revised Edition, Regal Books, Ventura, 1982. [ISBN: 0-8307-0867-7]
- The Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. {ISBN: 0-8280-1598-8}
- Seventh-day Adventist Minister’s Handbook, The Ministerial Association, The general Conference of Seventh-day Adventist, Silver Spring, 1997. [ISBN: 1-57847-005-6]

Baptism

The intern will be encouraged to focus on preparing people for baptism, and to experience the joy of planning the baptismal worship service with the supervisor.

Areas for discussion:

1. Planning for baptisms – core function of the church
2. Approval by the church board prior to baptism
3. Receiving new members into the fellowship of the church
4. Frequency of baptisms
5. Prerequisites for baptism
6. Re-baptism
7. Profession of faith
8. Organization of the service – creativity
9. Working with deaconesses, deacons and elders in preparing the church for the baptism service
10. How to – practical discussion/modelling how to baptize
11. Baptismal Certificate & reporting of baptisms
12. Who can baptize and why
13. Maximizing evangelistic potential – invite interests and those having Bible studies along
14. Maximizing participation
15. Appeals at baptisms – maximizing effectiveness

Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN 0-8280-1598-8]
- Seventh-day Adventist Minister's Handbook; The Ministerial Association, The General Conference of Seventh-day Adventists, Silver Springs, 1997, [ISBN 1-57847-005-6]

Guidelines:

Interns are not permitted to baptize those they prepare for baptism; however, those who hold a ministerial license (after a successful internship) are permitted to baptize people they have prepared for church membership, in the church in which they serve.

Dedications and Ordinations

Guidelines:

Interns are permitted to dedicate children, but their area of responsibility does not extend to ordaining elders or deacons. However wherever possible, they should be involved in planning for the service, working to create an appropriate atmosphere, and understanding the process.

Areas for discussion:

1. Preparation for the service
2. Preparing participants for the service
3. Holding small babies – crying babies
4. Involving others from the congregation
5. Dedicating children from Non-SDA's homes
6. Flowers
7. Timing
8. What to say
9. Prayer – what to say
10. Certificates

Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN: 0-8280-1598-8]
- Seventh-day Adventist Minister's Handbook, The Ministerial Association, The General Conference of Seventh-day Adventist, Silver Spring, 1997. [ISBN: 1-57847-005-6]

Communion Service

The foot-washing service and the communion service are about the only time we specifically use all five senses in worship. As such, it is potentially a powerful way to experience God's grace.

Areas for discussion:

1. Planning the service – creativity, variety, appropriateness
2. Foot-washing
 - Fellowship atmosphere
 - Finding partners for everyone – making sure none is left on their own
 - Children
 - Singing & prayer
 - What to say – what is appropriate
3. Caring for first time people – those you're studying with
4. Disposal of the left-over bread and wine
5. Setting the atmosphere
6. Shut-ins
7. The handicapped – e.g. amputees – washing hands
8. Where there is no grape juice available

Resources:

- The SDA Church Manual
- The Minister's Handbook (as prepared by the General Conference)

Guidelines:

Interns who have been appointed as an elder at the church (es) in which they serve may conduct the communion service.

Funeral Service

Ministry Function:

The ability to bring a sense of the comforting presence of God to the family and friends. This worksheet calls for discussion, participation and practical experience.

Areas for discussion:

1. Visitation of the terminally ill
2. Informing the family of a death
3. Visitation of the bereaved
4. Providing for practical needs of the bereaved – food, accommodation of friends or family
5. Working with funeral directors
6. Preparing an obituary
7. Preparing the message
8. Difficult situations – e.g. non-SDA's
9. Music
10. Meeting the family
11. Casket – protocol
12. Grave-side services
13. Memorial services
14. Honorarium

Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN: 0-8280-1598-8]
- Seventh-day Adventist Minister's Handbook, The Ministerial Association, The General Conference of Seventh-day Adventist, Silver Spring, 1997. [ISBN: 1-57847-005-6]

Wedding Service

Areas for discussion:

1. Pre-marital counselling – attend a training session
2. Non-SDA weddings
3. Divorced partners – practices and protocols
 - Divorce and re-marriage committee
4. Wedding rehearsals
5. Wedding coordinator
6. What to say – preparing the sermon – appropriateness
7. Vows
 - Flexibility
 - Must include: Total commitment for the whole of life
8. Length of the service
9. Marriage certificate
10. Legal requirements
11. Honorarium
12. Protocols – Weddings outside of your own church -- courtesy to other pastors
13. Booking the church – a courtesy to the church board
14. Music
15. Reporting to the Record

Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN: 0-8280-1598-8]
- Seventh-day Adventist Minister's Handbook, The Ministerial Association, The General Conference of Seventh-day Adventist, Silver Spring, 1997. [ISBN: 1-57847-005-6]
- Bryan Craig, Ed., Beginnings: A Pre-Marital Counselling Resource for Pastors, Unpublished, 2002. [Available from Family Ministries Department, South Pacific Division.]

Guidelines:

Those ordained or commissioned for ministry are given the privilege of conducting wedding services.

Anointing Ministry

Ministry Function:

The skill to lead a person, who has requested anointing, into the spiritual significance of divine healing and to facilitate healing – social, mental, emotional, spiritual, and physical.

Method:

Should include discussion, modelling and participation at least once. (If there is no one from your church (es) who requests anointing, the supervisor should request the local conference ministerial secretary to help find an opportunity where the intern may be included in an anointing service in another pastorate.)

Areas for discussion:

1. When it is requested
2. Biblical Guidance
3. Preparation of Ministry Team, Self
4. Time and place
5. Anointing service
6. Prayers for healing
7. Relation to faith

Resources:

- Seventh-day Adventist Minister's Handbook, Ministerial Association, General Conference of Seventh-day Adventists, Silver Spring 1997.
[ISBN 1 – 57847 – 005 – 6]

Pre - Marriage Counselling

This has to do with the ability to lead a couple, contemplating marriage, through a series of counselling workshops that will prepare them better for married life.

Method:

Describe and discuss Pre-Marriage Counselling. Ensure the intern has an opportunity to be trained in a Pre-Marital Counselling course – e.g. Prepare, or Beginnings. (Modelling Pre-Marital counselling for the intern's benefit is generally inappropriate.)

Areas for discussion:

1. Church Policy regarding pre-marital counselling
 - It is expected that the couple will be led through approximately 12 hours of pre-marital counselling in at least 6 to 8 sessions
2. Timing, place and number of sessions
 - A significant time prior to the wedding, to allow for the couple to deal adequately with issues raised
3. Available training for Pre-marriage Counselling
 - "Beginnings" – available from SPD Family Life Dept
 - "Prepare" – Counselling Course

Resources:

- Seventh-day Adventist Church Manual, 16th Edition, Review & Herald Publishing Association, Hagerstown, 2000. [ISBN: 0-8280-1598-8]
- Seventh-day Adventist Minister's Handbook, The Ministerial Association, The General Conference of Seventh-day Adventist, Silver Spring, 1997. [ISBN: 1-57847-005-6]
- Bryan Craig, Ed., Beginnings: A Pre-Marital Counselling Resource for Pastors, Unpublished, 2002. [Available from Family Ministries Department, South Pacific Division.]

Library and Filing Systems

All that is really needed for this development area is for the supervisor to show the intern how his own filing system and library works. Alternatively, the supervisor could refer the intern to a colleague who has an outstanding filing system and library.

Some areas for discussion as needed:

- Purpose
- Methods
- Problems – consistency
- Computers
- Interest files
- Updating

Resource:

- Pollar, Odette, Organising Your Workspace, a Guide to Personal Productivity, Crisp, Menlo Park, CA, 1999 [ISBN 1 – 56052 – 522 – 3]

The Minister's Health

This resource needs more than a one off discussion. The supervisor should look for evidence of the intern's program of personal health care including the following:

Areas for Discussion and implementation:

1. Importance of health – physical, mental, spiritual
2. Maintaining health
 - a. Exercise
 - b. Rest
 - c. Diet
 - d. Recreation
 - e. Mental attitudes
 - f. Holidays
 - g. Day off
3. Coping with stress/avoiding burnout
4. Dealing with poor health
5. Health insurance
6. Regular Medical Examinations – see SPD Policy EMP 10.35

Advice for Adventist Pastors – from a Medical Doctor

Individuals choosing a career as pastors are usually highly motivated towards success, achieving goals, and have a high level of commitment to service to others. The demands of ministry may overflow into other areas of the pastor's life and family to the detriment of personal health. Consequently it is imperative that the individual manage time and effort so as to give personal and family activities space and time. Daily pastoral duties involve large blocks of study, interpersonal communication, exposure to a variety of foods away from home while on visitation, missed meals, and disturbed sleep patterns, and a sense of always being on call. Each of these activities can interfere with the overall pattern of health experienced by the pastor.

Therefore it is wise to make time each week which is personal time for recreational activities with family or friends, or even individually. Whether it be golf (a great place to make contacts), bushwalking, cycling, tennis, boating, swimming, gardening or any other outdoor activity you personally enjoy, being able to look forward to the weekly break from pastoral duties can provide multiple mini-breaks during the week.

Pastors suffer from the same health complaints as their parishioners. They are just as prone as anyone else to have heart problems, diabetes, obesity, hypertension, depression or anxiety, various forms of cancer, and a variety of other diseases. Like their parishioners they need to have a lifestyle which prevents disease, and be in contact with their own personal physician to detect any problems early.

Here are a few ideas on how to remain healthy.

- a. Get to bed at a regular time each night.
- b. Eat regularly, and avoid skipping meals.
- c. Have a regular meal time with your spouse or family.
- d. Get plenty of fruit and vegetables in your food intake.
- e. Drink plenty of water. Always carry plenty in your vehicle.
- f. Exercise daily by walking, gardening, swimming etc.

- g. Have the regular checkups according to policy – SPD Working Policy EMP 10.35
- h. Know your family medical history, and act sensibly in relation to that history.
- i. Know what the results of these tests are for you from blood tests each year... cholesterol, glucose, haemoglobin, and vitamin B12.
- j. Have the gender specific medical checks applicable to you regularly.....breast, cervix, prostate, testis.
- k. Self-examination of testes / breasts as needed.
- l. Keep your weight under control.
- m. Take regular vacations. Avoid the temptation to use vacation time for study courses or shifting house.
- n. If possible, maintain membership of a Hospital Benefits Fund so that you can receive timely attention for major medical problems which may occur.
- o. If you have a close blood relative who died from heart disease or cancer before 60 years of age, begin your checks with your doctor in your twenties.
- p. Be wary of Multi Level Marketed health products or schemes working on a pyramid system. The sales people have their vision for these products colored by their income from them. Most of these products are untested and useless, but erode your working capital and savings with little if any health benefits.
- q. If you discover a health problem, see your doctor early.
- r. Love your spouse more than just platonically. Sexual relations are good for your relationship and your physical health. But keep it to your spouse.
- s. Have a recreational activity unrelated to your work that you can enjoy.

Above all, cherish your health and your family. They both make your ministry more productive, rewarding and pleasant.

Professional Development in Ministry after Internship

Internship is coming to a close, and the period of supervision is nearly over. You've had formal training at tertiary level for a period of years, and supervised on the job training. Soon you'll be working relatively un-supervised.

Suggested discussion topic:

- Motivation for self-development
- Styles of learning
- Seasons in Ministry

Sample questions for discussion:

1. What needs for continuing professional development in ministry do you anticipate?
2. What options are there for continued professional development?
3. How can you build on your strengths and manage your weaknesses? (Remember the NCD model – the weaknesses hold you back in ministry.) What would you identify as your strengths?

Suggestions for avoiding pitfalls:

1. Find your own mentor with whom you can be very honest and discuss the real issues.
2. "Appoint" a carefully selected person to give you feed-back on your ministry – give them permission to point out when you're going the wrong way – and be willing to listen when they do. This needs to be the sort of person who believes in you, and will use the privilege rarely rather than being on your case all the time.

Professional Growth Possibilities:

1. Attending minister's meetings and other seminars. (Discuss the conference policy on professional development.)
2. Reading – select books in a wide range of ministry topics – it is easy to select books about what you are already good at! Select books re your challenge areas.
3. Ask your ministerial secretary to help set up a tailor made Professional Development Plan.
4. Audio Tapes and CD's – Lending libraries – e.g. Conference and Union
5. Study Tours – Bible Lands Tour, Reformation Tour.
6. Seminar in a Box
7. What other opportunities are there for professional growth in ministry?

Beyond Internship

This resource provides an opportunity to discuss issues related to relocating from one church to another.

Areas for discussion:

- Transition issues
 - to another church
 - for the family, spouse and children
 - moving house
 - new work relationship with the conference
 - different support network

- Do's and don'ts when
 - departing a church
 - leave the issues behind
 - don't meddle with another pastor's parish
 - dealing with the grief of leaving
 - entering another church
 - priorities
 - if possible, spend a few days with the previous pastor visiting Bible study contacts, and interests – then follow them up when you arrive
 - Visitation of church members to get acquainted – visit elders first, and church board members – ideally before the first Sabbath at the church. (You can access the role and officer details from the conference – so you know who's who.)
 - earning the right to introduce change -- wait at least 6 – 12 months
 - take time to understand the structure and culture of the church
 - avoid speaking about your former church -- don't compare the new church with the one you've left
 - Don't entertain criticism of the former pastor (One day you will be the departing pastor.)