



ISOM

IOWA SCHOOL OF MINISTRY

ADVANCED INTERNSHIP
INFORMATION AND FORMS



IOWA SCHOOL OF MINISTRY

ADVANCED INTERNSHIP INFORMATION AND FORMS

This packet provides information and forms as an overview to assist both the potential student and mentor to have an understanding of the ISOM's Advanced Internship's procedures and requirements.

GENERAL INFORMATION

- Use this Global University/Berean School of the Bible Mentor & Student Manual (with ISOM adjustments as indicated in this packet).
- Mentor's Evaluation of the twelve lessons is worth 240 possible points (40% of the final grade). Refer to pages 12 & 13 of this booklet and record points on page 13 of this booklet.
- Completion of Student Manual is worth a 40 possible points (40% of final grade). Record points on page 13 of this booklet.
- Collateral Reading is worth 20 possible points (20 % of final grade). Record points on page 13 of this booklet.
 1. Mentor decides on a book that best suits the student
 2. Student turns in a one-page typed report to ISOM addressing the content of the book and what was discussed with the mentor about the book.
- There is no exam for the Advanced Internship.
- All correspondence, forms and course requirements should be mailed to the Iowa Ministry Network (c/o ISOM 10525 Buena Vista Court, Urbandale, IA 50322)

PAGE 2

- ISOM's Hands-On Internship Requirements for all three levels of credentials.
- ISOM Contact information.

PAGE 3

- Internship Registration Form
- Mail this completed form and \$80 fee to ISOM for ISOM board approval. Student and mentor will receive a copy back from ISOM.
- The mentor and student manuals will be shipped to the student.

PAGE 4

- Advanced Internship manual table of contents for the twelve lessons

PAGE 5-8

- How to use the Mentor's Manual and mentoring information

PAGE 9-11

- Unit 1, Lesson 1; *Developing the Right Heart*

PAGE 12-13

- Page 12 is a sample of the Lesson Evaluation Form to be filled out by the Mentor at the end of each of the 12 lessons.
- Page 13 is a Final Evaluation Form to be filled out by the Mentor.
- Mentor is to make a copy of the Final Evaluation Form for the Mentor's records and the original should be mailed into the IMN office. Please identify yourself as the mentor with your signature and print the student's name.

PAGE 14-15

- The Student's Role in Mentorship

ISOM GRADING SCALE

| | | | | | | | | | |
|----|--------|----|-------|----|-------|----|-------|---|----------|
| A+ | 97-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | Below 60 |
| A | 93-96 | B | 83-86 | C | 73-76 | D | 63-66 | | |
| A | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 | | |

IOWA SCHOOL OF MINISTRY

INTERNSHIP REQUIREMENTS

LAY MINISTRY/YEAR ONE

- No Internship Requirements

CERTIFIED MINISTER

- Assist in performing sacerdotal functions (funeral, baptism, communion, wedding) under the guidance of a mentor.
- Mentor and disciple a lay leader in a local church.
- Assist or conduct a premarital counseling session under the guidance of a mentor/pastor.
- Lead someone to Christ and see them disciplined in a local church.
- Keep a prayer and devotional journal for six months.

LICENSE

- Observe a church board meeting with a mentor and write a reflection paper on your experience.
- Conduct a counseling session under the guidance of a mentor.
- Prepare and evaluate a personal family budget.
- Develop a report on the benevolence agencies/activity in the community.
- Keep a prayer and devotional journal for six months.

ORDAINED

- Lead a group of leaders through a process to achieve specific objectives.
- Have a preaching coach/mentor critique five preached sermons.
- Develop an annual church budget (actual or sample) to be evaluated by a mentor.
- Assemble a vision team in a local church and lead them through the vision discovery process.
- Produce a vision statement to be evaluated with a mentor.
- Keep a prayer and devotional journal for six months.



IOWA MINISTRY NETWORK
10525 BUENA VISTA COURT | URBANDALE, IA 50322
PH: (515)276.5493 | FAX: (515)276.9619 | IMNAG.ORG

IOWA SCHOOL OF MINISTRY

MINISTERIAL INTERNSHIP REGISTRATION

STUDENT INFORMATION

Name: _____ Internship Level: _____

Address: _____ Email Address: _____

City, State, Zip: _____ Phone #: _____

Church Attending: _____ Church Involvement: _____

Occupation: _____

MENTOR INFORMATION

Name: _____

Address: _____

City, State, Zip: _____

Email Address: _____ Phone #: _____

Church Attending: _____ Church Involvement: _____

Occupation: _____

Approved Not Approved

Each mentor is required to have a credential one level above the level of the mentee, with the exception of Ordination. Each mentor must be approved by ISOM officials.

As part of the Assemblies of God educational requirements for candidates seeking ministerial credentials, your evaluation is critical in this student's ministry preparation. A credentialing body may solicit your evaluation of this student's suitability for ministry credentials. By virtue of enrollment in ISOM, the student gives permission for this information to be shared with General Council credentialing bodies. Your signature below authorizes ISOM to share your evaluation with credentialing officers of the Assemblies of God. **Each mentor will determine the collateral material to be read and the student will be required to turn in a one-page summary report for each collateral reading assignment.**

| | |
|--|---|
| Mentor's name (print) | Date |
| Mentor's Signature | Mail completed form to: Iowa School of Ministry 10525 Buena Vista Ct. Urbandale, IA 50322 |
| Mentee's Senior Pastor's signature (if not mentor) | Cost of Class: \$80 Grade Determination: Completion of Manual 40% Mentor Evaluation 40% Collateral Reading 20% |

ADVANCED INTERNSHIP

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HOW TO USE THIS MANUAL

This course provides instructional content and guiding material to assist in creating an effective ministry internship experience. Our fervent desire is that students who complete ISOM training will possess the heart, skills, and experience to fulfill God's call to ministry. ISOM ministerial training curriculum requires students to complete internships under the supervision of experienced ministry mentors.

The internship course is comprised of a Student Manual (with accompanying student packet) and a Mentor Manual. Although these manuals mirror each other in structure, the content is not identical. The Student Manual contains instructional content and activities designed to prepare the student for actual ministry. The Mentor Manual contains the student's learning objectives and interactive questions but has only a summary of the instructional content. The mentor's manual has additional content to assist the mentor to conduct learning sessions with the student.

This course emphasizes doing more than knowing. For example, many of the interactive questions direct the student to complete an activity. The student's course grade will reflect this emphasis. In addition to the objective exam grade and the subjective CRA grade, the student's grade will include a mentor's evaluation. This evaluation will reflect several aspects of the student's performance during the internship relationship. Lesson evaluation forms are provided in the Mentor Manual as well as a final evaluation form the mentor must submit to ISOM.

GENERAL COURSE DESIGN

- Each course is based on course objectives
- Each course is composed of several units
- Each unit is composed of three lessons
- Each lesson contains three lesson objective

COURSE OBJECTIVES

Course objectives represent the concepts, skills, and perspectives the course will teach. Students should review these objectives before study begins to have an idea of this course's focus.

UNIT OVERVIEW

A unit overview previews each unit's content and outlines the unit development.

LESSON CONTENT, LESSON OBJECTIVES, AND NUMBERING SYSTEM

The lesson content is based on lesson objectives. Each lesson is the content for discussion in one session between the mentor and the student.

Lesson objectives present the important concepts, skills, and perspectives to be considered in each session.

Each unit, lesson and objective is uniquely numbered. This numbering system is designed to help you relate the lesson objective to its corresponding content. Units are numbered consecutively throughout the course. Lessons are numbered within each unit with a two-digit decimal number. For example, Lesson 2 in Unit 3 is numbered 3.2. The first number is the unit (3), the second number is the lesson (2) within the

1
UNIT

The Heart of Ministry

Lesson 1.1 Developing the Right Heart
Objectives
1.1.1 Identify the traits of a transparent heart, a joyful heart, and a humble heart.
1.1.2 Cite scriptural examples of a transparent heart, a joyful heart, and a humble heart.
1.1.3 Explain the importance of cultivating a transparent heart, a joyful heart, and a humble heart.

Lesson 1.2 Turning from the Wrong Heart
Objectives
1.2.1 Identify the traits of a grumbling heart, an envious heart, and a quitting heart.
1.2.2 Cite scriptural examples of a grumbling heart, an envious heart, and a quitting heart.
1.2.3 Explain the importance of turning away from a grumbling heart, an envious heart, and a quitting heart.

Lesson 1.3 God's Tests for Leaders
Objectives
1.3.1 Describe ways God tests a minister's attitude, compassion, and integrity.
1.3.2 Cite scriptural examples of tests of attitude, compassion, and integrity.
1.3.3 Explain why a minister needs a right attitude, compassion, and integrity.
1.3.4 Identify steps ministers can take to pass tests of attitude, compassion, and integrity.

Lesson objectives are tagged with a three-digit decimal number. For example, Unit 1, Lesson 1, Objective 1 is identified as Objective 1.1.1 Unit 1, Lesson 2, Objective 3 is Objective 1.2.3. The first number is the unit, the second is the lesson, and the third is the objective. The numbering system is to assist you in identifying, locating, and organizing each unit, lesson, and objective.

Developing the Right Heart

A Transparent Heart

The idea of transparency has a unique relationship to the work of ministry. Drawn from the Latin idea of "without wax," *transparency* describes a whole-you-are-it-what-you-get way of living. Ministers must be transparent in their righteousness; they must consistently live what they preach.

Ministers can succumb to the temptation to live differently. In fact, in most of the scenarios in which ministers have stumbled into sin destructively to ministry, they have been discovered living a double life.

A transparent heart is not careless or tactless in approaching people, but sees itself clearly and allows God to deal with its flaws. Peter recognized his sinfulness and demonstrated a transparent heart by allowing Christ to heal his grief at failure. David showed the transparency of his heart by taking a myriad of emotions to God for healing.

A transparent heart is essential for ministry because the minister's own heart is at stake. How sad to lead others in pursuit of God and fail to experience the same. The minister who fails to live transparently becomes a stumbling block to those who follow. God cannot work within the heart that refuses Him honest access.

Growth occurs in the hearts of ministers who make their private lives their greatest focus. They become students of their own hearts and pursue humility at all costs, fully aware that pride can conquer the heart even of a person who preaches God's Word. The minister with a transparent heart is genuine within and without, with himself, with people, and with God.

A Joyful Heart

With the removal of significant responsibility confronting the minister, joy is often a casualty. But a joyful heart is essential for effective ministry. By definition, a joyful heart is one that knows what it possesses. Certainly there will be days when positive emotion seems elusive, but even in these times, thankfulness can spring from knowledge and real joy can grow. A minister's heart must hold fast to the many gifts God has given or those who follow will be reborn of a minister who possesses a joyful heart.

The apostle Paul offers a remarkable picture of the joyful heart. In spite of many experiences with suffering, he is able to focus his heart on God's blessings. Even when his future is uncertain, he is able to see the gain and encourage the believers at Philippi to see it with him. Paul's joy is also evident in his ability to distinguish between what he can change about others' actions and what he must accept. Again, he shows that wisdom and joy are closely related.

Without a joyful heart, the life of ministry can nearly be endured. The sacrifices required of a minister and his or her family can become unbearable when joy is not present to counteract the emotional toll. Without joy, there is little to attract others to God's kingdom. Frankly, a minister without joy contradicts God's message.

Joy is nurtured by the presence of God's Spirit. In addition, our reflection on God's blessings adds to our joy. As Paul told the Philippians, we should set our hearts on things that are true, noble, and of good report (4:8). Such a focus will return our hearts to the brightness of God's kingdom and the joy of being called according to His purposes.

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A Humble Heart

As with a joyful heart, a humble heart is born out of knowledge and brokenness. But instead of the focus being on God's blessings, a humble heart grows from the knowledge of God's greatness and our corresponding unworthiness. Humility, therefore, is not an expression of inferiority. Rather, it is an expression of the knowledge of our heart's true condition. To humble ourselves is to affirm what God has told us is true.

Moses is a picture of humility. Scripture affirms that characteristic, describing him as "more humble than anyone else" (Numbers 12:3). Perhaps his humility stemmed from knowledge of past failures, as was the case with the apostle Paul. Or perhaps Moses' humility was more a product of his awareness of his own weakness and need for God's help. Likely both factors contributed to the humility so evident in this man's heart.

Pride is one of the most commonly mentioned sins in Scripture. Indeed, it is at the core of nearly every sinful choice. God has demonstrated His desire to work against those who are proud, and sinners are no exceptions. God will not share His glory with any of His servants, no matter how prominent they may seem.

Humility can certainly grow out of abject failure, but there is a less damaging path. Heart change needs to start with obedience to the crucified life and the transforming work of the Spirit. By renouncing our need for God, we can cultivate our reasons for maintaining a humble heart. Such a heart must also be guarded carefully, for the temptations to pride are significant for the minister. A minister can receive much praise from people while managing to keep periodic failures from public view. A humble heart deals quickly with weaknesses and remains open to God's cleansing.

Summary Principles

- A minister must maintain a heart transparent toward God.
- A minister can be tempted to ignore the condition of his or her heart.
- Joy is a fruit of the Spirit (Galatians 5). Joy is also a product of knowledge of God's gifts to us.
- Joy is cultivated by focusing on what God has given and by viewing the positive effects of serving God as being more significant than the sacrifices.
- Without joy, there is little to attract believers to the promise of abundant life.
- A humble heart is born of the knowledge of God and our need of Him and by coming to the Cross to experience the Spirit's renewal out of our brokenness.
- Humility must be pursued and carefully guarded because ministers are often tempted to become proud.

Lesson 1.1 Review

1. Define a transparent heart and how one cultivates such a heart.
2. How was Simon Peter an illustration of both a transparent heart and of a heart that was not genuine or self-aware?
3. What is the source of joy and what are keys to its growth?
4. Why is a joyful heart essential to the minister and to ministry?
5. Define a humble heart and explain how healthy humility is developed.
6. Why is pride a danger to the minister?

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WHAT TO LOOK FOR IN THE MARGINS

Left margins contain unit numbers and lesson numbers. In addition, margins contain two learning tools - lesson objectives with their respective numbers and interactive questions that focus on key lesson principles and activities.

Interactive questions are related to specific lesson content, which is related to lesson objectives. Interactive questions, along with lesson objectives, will help students learn the important concepts and perspectives - and practice the skills - as they study. Interactive questions are numbered consecutively in each unit. Model responses are in the student packet.

Lesson objectives present the key concepts, skills and perspectives to be learned. These tips on using lesson objectives will help students master the course content.

- Identify the key concept(s), concept perspectives, or skills in the objective.
- Identify and understand what the objective is asking you to do with the key concept(s).
- Think of the objective as an essay test question or activity instructions.
- Read and study the lesson content related to the objective and search for the answer to the "essay test question" - the objective - or search for guidelines to complete the assigned activity.

LESSON TITLES AND SUBHEADS

Lesson titles and subheads identify and organize specific lesson content.

SHARE YOUR STORY

This section appears only in the Mentor Manual and suggests ways the mentor can share personal life illustrations to help the student.

EVALUATION FORM

The mentor's relationship with the student is a key component of this course. Therefore, the Mentor Manual includes an evaluation form for the mentor to use to assess several aspects of the student's performance. The mentor's evaluation will be 40 percent of the student's final grade.

SUGGESTED READING LIST

A suggested reading list offering additional resources for further study is included in the manuals.

THE STUDENT PACKET CONTAINS:

- Interactive Question Model Responses
- Collateral Reading Assignment
- Unit Progress Evaluations (UPEs) and UPE answers

MENTORING FOR MINISTRY

WHY SHOULD I BE A MENTOR?

With the many challenges and diverse training associated with the life of ministry, the benefit of an experienced minister's input is significant. With the responsibilities and expectations of the ministry increasing, a young minister wants to guard against potential mistakes. Future leaders need to establish the right principles and habits early in ministry.

The student is not the only beneficiary in the mentoring relationship. By working with a young minister, the mentor's investment is rewarding, both presently and throughout students' lives and ministries. The established pastor will have the joy of multiplying his or her effectiveness through shaping the student and will better understand his or her own ministry as practices and principles are purposefully modeled.

The need for mentors is heightened by the inescapable gap between academics and practical experiences. Since every ministry setting offers a unique set of challenges, no academic program can provide the necessary training by itself.

This internship is part of the Assemblies of God educational requirements to receive ministerial credentials. Not only will the mentor's input be considered in the student's grade, credentialing bodies may review the mentor's evaluation in determining a candidate's readiness for ministry credentials.

WHO SHOULD BE A MENTOR?

To be an effective mentor, one must possess a desire to invest in the ministry of others. Not every minister is able to prioritize this investment. Those who desire and are able to reproduce themselves in the lives of others are best suited to tackle the challenge of mentoring.

An effective mentor should possess significant ministry experience, both in time and range of experience. Those who have yet to gain significant leadership responsibility are not ready for the work of mentoring others. Breadth of experience and an understanding of the multitude of ministry gifts is essential.

A mentor must be able to commit a sizeable amount of time to the student. While the time required for the actual mentoring (teaching and guiding) may be only an hour each week, the mentor should commit additional time to observe the student and prepare for mentor/student discussions. The mentoring relationship is designed to encourage a deep investment in the young minister's development, making the time commitment imperative.

HOW SHOULD I PLAN AND STRUCTURE THE MENTORING SESSION?

The mentoring session is most beneficial when the mentor discusses his or her own experiences with the topic of study. The session is more than a review of the material the student has already studied. (The test of the student manual is provided in the back of the mentor manual, Appendix E). Personal experience adds to the student text by offering personal insights and answering the student's specific questions.

Prepare for each session by reviewing the issues of the lesson and the questions the student must answer. Reinforce the major points of each session, but give most of your time to your own experiences and any additional questions the student may ask.

Additional study questions are provided in Appendix C in the back of the mentor manual. These questions do not appear any other place in the course materials and are provided for your use to supplement the learning experience with the student. Use these supplemental questions as you see fit.

The internship course at each credential level (certified, licensed, ordained) is designed to build upon the previous level. Each course follows the same structure and addresses the same units of study: The Heart of Ministry, The Tasks of Ministry, The Nature of Ministry, and The Life of Ministry.

The Mentor Manual's lesson material for each mentoring session (three in each unit for a total of twelve sessions) provides content and guiding material for the mentor's use in structuring the session. Each lesson addresses three key principles which are then summarized. Review questions to guide the discussion with the student follow. Each lesson concludes

with a Share Your Story component. This is the mentor's reminder to apply personal life-lessons and to identify pitfalls for the student. The Student Manual provides the expanded instructional text, fully explaining the themes and principles of each lesson. The Student Manual serves as the *teacher*, while the Mentor Manual facilitates discussion, reflection and application.

The mentoring session should be interactive with the opportunity for dialogue and questions. Interactive questions are provided in the lesson margins. It is expected that the student answer these questions and review answers with the mentor.

Conclude each session by making specific assignments for the next meeting and scheduling any ministry activities expected of the student.

An evaluation form is provided at the end of each lesson. Complete this form while the session is fresh. A final evaluation form (Appendix D) must be completed and submitted to ISOM within one week of the final mentoring session. This evaluation is 40 percent of the student's final grade. Students' grades will be reduced if the mentor evaluation is not submitted to ISOM.

COURSE DESCRIPTION

This is the third of three internships to be developed for the Ministerial Studies Diploma. Each internship will require the student to work with a local pastor to gain hands-on experience in various ministry activities. This course discusses the importance of a good attitude in ministry as well as many of the challenges of ministry, such as search for new ministry positions, dealing with money, and counseling. It also addresses leading worship, communion services, and water baptismal services.

GUIDELINES FOR MENTOR SELECTION

Each student will need to select a mentor for his or her internship courses according to the guidelines below. The same mentor may serve for one or all three internship courses (certificate level, license level, and ordination level), as the student desires.

1. The mentor will generally be the student's senior pastor or a staff pastor or other person designated by the pastor to serve in the role of mentor. The mentor must be a credentialed minister.
2. If the student is the senior pastor, the student should consult his or her sectional presbyter to assist in the selection of a mentor. In some cases, the presbyter may serve as mentor, or the presbyter may appoint a neighboring pastor to serve in that role.
3. The mentor must not be closely related to the student. This not only promotes objectivity but broadens the student's experience by giving him or her opportunity to learn from someone other than a close relative.
4. The established minister must possess the credential level of the internship he or she agrees to mentor. In other words, a Licensed Minister could not mentor a student working on the Ordination internship, etc.
5. The mentor must commit to the time required in the Mentoring Manual for each course. This will involve weekly meetings with the student for twelve weeks and some additional time for monitoring the student's progress. ISOM recognizes flexibility may be needed in scheduling the twelve sessions.

COURSE OBJECTIVES

After completion of this course, the student will be able to:

1. Demonstrate understanding of and establish a strategy for developing three attributes of the heart of ministry.
2. Identify characteristics to be avoided and tests that must be passed in the life of the minister.
3. Effectively lead a celebration of the Lord's Supper and an entire worship service.
4. Identify and explain the five primary areas of pastoral counseling.
5. Outline a strategy for developing leaders within the congregation.
6. Demonstrate knowledge of money management principles and interviewing skills for ministry.

1 UNIT

The Heart of Ministry

Lesson 1.1 Developing the Right Heart

Objectives

- 1.1.1 *Identify the traits of a transparent heart, a joyful heart, and a humble heart.*
- 1.1.2 *Cite scriptural examples of a transparent heart, a joyful heart, and a humble heart.*
- 1.1.3 *Explain the importance of cultivating a transparent heart, a joyful heart, and a humble heart.*

Lesson 1.2 Turning from the Wrong Heart

Objectives

- 1.2.1 *Identify the traits of a grumbling heart, an envious heart, and a quitting heart.*
- 1.2.2 *Cite scriptural examples of a grumbling heart, an envious heart, and a quitting heart.*
- 1.2.3 *Explain the importance of turning away from a grumbling heart, an envious heart, and a quitting heart.*

Lesson 1.3 God's Tests for Leaders

Objectives

- 1.3.1 *Describe ways God tests a minister's attitude, compassion, and integrity.*
- 1.3.2 *Cite scriptural examples of tests of attitude, compassion, and integrity.*
- 1.3.3 *Explain why a minister needs a right attitude, compassion, and integrity.*
- 1.3.4 *Identify steps ministers can take to pass tests of attitude, compassion, and integrity.*

1 LESSON 1.1

1.1.1 OBJECTIVE

Identify the traits of a transparent heart, a joyful heart, and a humble heart.

1.1.2 OBJECTIVE

Cite scriptural examples of a transparent heart, a joyful heart, and a humble heart.

1.1.3 OBJECTIVE

Explain the importance of cultivating a transparent heart, a joyful heart, and a humble heart.

- 1 How would you describe a minister with a transparent heart?
- 2 How has a minister you know made a difference because of having a transparent heart?
- 3 How does Peter's response to Jesus' giving him a miraculous catch of fish reveal a transparent heart?
- 4 In what ways has God spoken to you about flaws in your life?
- 5 Why is a transparent heart critical to life in the ministry?
- 6 What four principles are involved in cultivating a transparent heart?
- 7 How have you made yourself accountable to someone for maintaining a transparent heart?

Developing the Right Heart

A Transparent Heart

The idea of transparency has a unique relationship to the work of ministry. Drawn from the Latin idea of "without wax," *sincerity* or *transparency* describes a *what-you-see-is-what-you-get* way of living. Ministers must be transparent in their righteousness; they must consistently live what they preach.

Ministers can succumb to the temptation to live differently. In fact, in most of the scenarios in which ministers have stumbled into sin destructive to ministry, they have been discovered living a double life.

A transparent heart is not careless or tactless in approaching people, but sees itself clearly and allows God to deal with its flaws. Peter recognized his sinfulness and demonstrated a transparent heart by allowing Christ to heal his grief at failure. David showed the transparency of his heart by taking a myriad of emotions to God for healing.

A transparent heart is essential for ministry because the minister's own heart is at stake. How sad to lead others in pursuit of God and fail to experience the same. The minister who fails to live transparently becomes a stumbling block to those who follow. God cannot work within the heart that refuses Him honest access.

Growth occurs in the hearts of ministers who make their private lives their greatest focus. They become students of their own hearts and pursue humility at all costs, fully aware that pride can conquer the heart even of a person who preaches God's Word. The minister with a transparent heart is genuine within and without, with himself, with people, and with God.

A Joyful Heart

With the amount of significant responsibility confronting the minister, joy is often a casualty. But a joyful heart is essential for effective ministry. By definition, a joyful heart is one that knows what it possesses. Certainly there will be days when positive emotion seems elusive, but even in these times, thankfulness can spring from knowledge and real joy can grow. A minister's heart must hold fast to the many gifts God has given or those who follow will be robbed of a minister who possesses a joyful heart.

The apostle Paul offers a remarkable picture of the joyful heart. In spite of many experiences with suffering, he is able to focus his heart on God's blessings. Even when his future is uncertain, he is able to see the gain and encourage the believers at Philippi to see it with him. Paul's joy is also evident in his ability to distinguish between what he can change about others' actions and what he must accept. Again, he shows that wisdom and joy are closely related.

Without a joyful heart, the life of ministry can rarely be endured. The sacrifices required of a minister and his or her family can become unbearable when joy is not present to counteract the emotional toll. Without joy, there is little to attract others to God's kingdom. Frankly, a minister without joy contradicts God's message.

Joy is nurtured by the presence of God's Spirit. In addition, our reflection on God's blessings adds to our joy. As Paul told the Philippians, we should set our hearts on things that are true, noble, and of good report (4:8). Such a focus will open our hearts to the brightness of God's kingdom and the joy of being called according to His purposes.

8 How does joy differ from happiness?

9 What evidence can you give that the apostle Paul maintained a joyful heart?

10 Why is joy a necessity of ministry?

11 What does Jesus' conversation with Peter (John 21) reveal about motivation for ministry?

12 What are characteristics of a humble heart?

13 How did remembering his past help the apostle Paul maintain a right spirit (Acts 22)?

14 Which of these traits—transparency, joy, or humility—have you found most difficult to demonstrate?

A Humble Heart

As with a joyful heart, a humble heart is born out of knowledge and brokenness. But instead of the focus being on God's blessings, a humble heart grows from the knowledge of God's greatness and our corresponding unworthiness. Humility, though, is not an expression of inferiority. Rather, it is an expression of the knowledge of our heart's true condition. To humble ourselves is to affirm what God has told us is true.

Moses is a picture of humility. Scripture affirms that characteristic, describing him as "more humble than anyone else" (Numbers 12:3). Perhaps his humility stemmed from knowledge of past failures, as was the case with the apostle Paul. Or perhaps Moses' humility was more a product of his awareness of his own weakness and need for God's help. Likely both factors contributed to the humility so evident in this man's heart.

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- A minister can be tempted to ignore the condition of his or her heart.
- Joy is a fruit of the Spirit (Galatians 5). Joy is also a product of knowledge of God's gifts to us.
- Joy is cultivated by focusing on what God has given and by viewing the positive effects of serving God as being more significant than the sacrifices.
- Without joy, there is little to attract unbelievers to the promise of abundant life.
- A humble heart is born of the knowledge of God and our need of Him and by coming to the Cross to experience the Spirit's renewal out of our brokenness.
- Humility must be pursued and carefully guarded because ministers are often tempted to become proud.

Lesson 1.1 Review

1. Define a transparent heart and how one cultivates such a heart.
2. How was Simon Peter an illustration of both a transparent heart and of a heart that was not genuine or self-aware?
3. What is the source of joy and what are keys to its growth?
4. Why is a joyful heart essential to the minister and to ministry?
5. Define a humble heart and explain how healthy humility is developed.
6. Why is pride a danger to the minister?

ADVANCED INTERNSHIP FINAL EVALUATION FORM

Use this evaluation form to assess the student's fulfillment of this course's requirements and mentoring experience. Your assessment represents forty percent of the student's final grade for this course.

Please submit this completed form within one week of completing all the internship requirements.

From the twelve individual lesson evaluation forms, total the points in the following four areas of the evaluation; then the Grand Total.

| | | |
|-----------------------|-------|------------------|
| Initiative | _____ | (0 to 60 points) |
| Attitude | _____ | (0 to 60 points) |
| Participation | _____ | (0 to 60 points) |
| Assignment Completion | _____ | (0 to 60 points) |
| Grand Total | _____ | (0 to 60 points) |

Completion of Student Manual _____ (40 points possible/40% of final grade)

Collateral Reading of Book & Report _____ (20 points possible/20% of final grade)

Student met Internship Requirements (see pg. 2) _____ Yes _____ No (please explain) _____

ISOM Registrar will convert points to percentages and a letter grade.

Use the space below to summarize your observations and overall evaluation of the intern's fulfillment of the course requirements and readiness for ministry credentialing:

Mentor's Signature

Print Mentor's Name

Print Student's Name

Complete this page, make a copy of it for your records and amil the orginial with the Collateral Reading Report to:

Iowa Ministry Networ
Attn: ISOM Registrar
10525 Buena Vista Court
Urbandale, IA 50322

Thank you for your service to the Lord, His kingdom, His church, and most of all to this student who is preparing to answer God's call. We pray God will richly bless you for your investment in eternity.

THE STUDENT'S ROLE IN MENTORSHIP

Jesus stated a principle in Luke 6:40 that is no less true today. The student who subjects to the influence of the teacher will reproduce much of the teacher's life and ministry. Mentoring is an awesome opportunity to reproduce the maturity and wisdom observed in godly leaders.

This is the third of three texts in the ministerial internship series for Assemblies of God credentials. Each credential curriculum level (certified, licensed, and ordained) includes an internship course and a manual such as this.

These manuals consist of twelve lessons, each designed around a meeting with a mentor experience in ministry. It is intended that such meetings occur weekly for approximately one hour each. Each level's internship course is divided into four units of three lessons each; each unit addresses different aspects of these areas of study: The Heart of Ministry, The Task of Ministry, The Life of Ministry. All three internship courses reflect this structure.

Each internship level requires that the student complete a Collateral Reading Assignment. This one-page writing assignment is to be submitted for review and grading. The final component in your course grade is an evaluation that your mentor is to complete and submit. The form is provided in the Mentor Manual. The Mentor Manual also includes the text of this Student Manual.

Who do you want to be like? Select your mentor prayerfully. Consider whose ministry is a reproducible guide for you to fulfill your call.

COURSE DESCRIPTION

This is the third of three internships to be developed for the Ministerial Studies Diploma. Each internship will require the student to work with a local pastor to gain hands-on experience in various ministry activities. This course discusses the importance of a good attitude in ministry as well as many of the challenges of ministry, such as search for new ministry positions, dealing with money, and counseling. It also addresses leading worship, communion services, and water baptismal services.

GUIDELINES FOR MENTOR SELECTION

Each student will need to select a mentor for his or her internship courses according to the guidelines below. The same mentor may serve for one or all three internship courses (certificate level, license level, and ordination level), as the student desires.

1. The mentor will generally be the student's senior pastor or a staff pastor or other person designated by the pastor to serve in the role of mentor. The mentor must be a credentialed minister.
2. If the student is the senior pastor, the student should consult his or her sectional presbyter to assist in the selection of a mentor. In some cases, the presbyter may serve as mentor, or the presbyter may appoint a neighboring pastor to serve in that role.
3. The mentor must not be closely related to the student. This not only promotes objectivity but broadens the student's experience by giving him or her opportunity to learn from someone other than a close relative.
4. The established minister must possess the credential level of the internship he or she agrees to mentor. In other words, a Licensed Minister could not mentor a student working on the Ordination internship, etc.
5. The mentor must commit to the time required in the Mentoring Manual for each course. This will involve weekly meetings with the student for twelve weeks and some additional time for monitoring the student's progress. ISOM recognizes flexibility may be needed in scheduling the twelve sessions.

COURSE OBJECTIVES

After completion of this course, the student will be able to:

1. Demonstrate understanding of and establish a strategy for developing three attributes of the heart of ministry.
2. Identify characteristics to be avoided and tests that must be passed in the life of the minister.
3. Effectively lead a celebration of the Lord's Supper and an entire worship service.
4. Identify and explain the five primary areas of pastoral counseling.
5. Outline a strategy for developing leaders within the congregation.
6. Demonstrate knowledge of money management principles and interviewing skills for ministry.

