



ISOM

IOWA SCHOOL OF MINISTRY

INTERMEDIATE INTERNSHIP  
INFORMATION AND FORMS



# IOWA SCHOOL OF MINISTRY

## INTERMEDIATE 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 Intermediate 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 Beginning 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

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

# INTERMEDIATE 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.

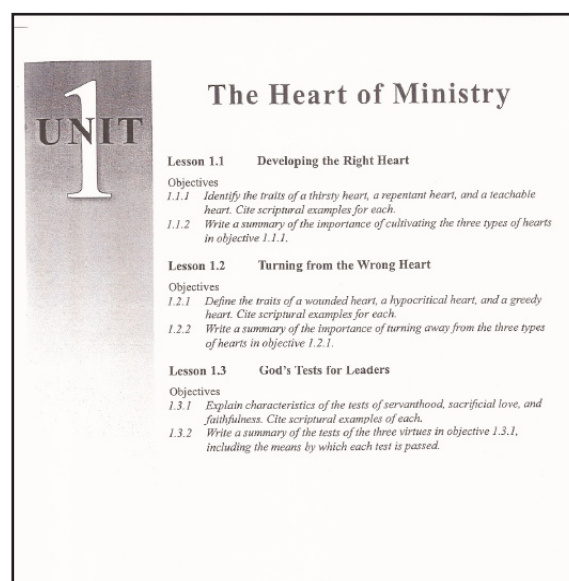
## LESSON CONTENT, LESSON OBJECTIVES, AND NUMBERING SYSTEM

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 unit.

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**

**Thirsty Heart**

Jesus placed enormous significance on the idea of spiritual thirst. He said that those who thirst for righteousness would be filled. But a minister is seldom evaluated based on his or her spiritual thirst. Certainly those who look to a minister for leadership expect him or her to be a spiritual person, but they are more interested in the results of the minister's spiritual pursuit rather than the pursuit itself. Instead, they anticipate that the minister can meet all the task demands of the congregation and still be a spiritual leader.

With the pressures to fulfill endless lists of responsibilities, many ministers abandon their spiritual thirst for more pragmatic efforts. But such a choice will reap a poor harvest. A thirsty heart is one that longs for more of what it does not have. While some will thirst after possessions or earthly ambitions, the minister cannot afford such direction. A minister's thirst must be for that which truly brings satisfaction—a thirst for God. In many ways, a heart thirsty for God protects the minister from other agendas and pursuits, as well as bringing him or her God's power.

Scripture is filled with examples of those who were thirsty for God. David's passion for God demonstrated such thirst. The disciples also showed their thirst as they abandoned their former lives to follow Christ. When we are fully given to the pursuit of God, our thirst is most clearly demonstrated.

A minister must cultivate a thirsty heart for God. First, we know that such a heart places us where God can pour His Spirit on and through us. Secondly, a thirsty heart protects us from unhealthy motivations because a heart that is thirsty for God keeps our direction focused on Him and His will. And, finally, the minister must have a thirsty heart to maintain a right perspective on whose agenda is pursued. When a minister's performance is evaluated by others, that minister can slip into believing he or she serves those who evaluate.

Developing a thirsty heart is no accident or secret. We begin with our need of God and how clearly we sense that need. Then, we separate ourselves from other motivations and pursuits. One simply cannot pursue God and pursue a host of other agendas as well. Next, we learn to communicate our heart to God. The more we articulate our desire, the more our thirst can be expressed and ultimately satisfied. Finally, we make the pursuit of God our lasting priority. Occasional moments of desire can bring beneficial results, but the real difference comes when our desire endures.

**A Repentant Heart**

One of the first lessons a minister will learn in training for ministry is the concept of repentance. The core idea is to turn from former choices. Repentance is most clearly associated with that initial decision to follow Christ. But a repentant heart must endure regardless of the length of service to Christ. The daily choices and the repentance needed when a wrong path is taken keep this core concept in focus throughout a person's life.

There are numerous biblical characters who demonstrate repentant hearts. As each encountered God's righteousness and gained an awareness of his or her own infirmities, repentance was the response. David, Peter, Zacharias, and many more demonstrated their desire to turn from former choices and pursue the next path they had been offered.

6. What temptations does a minister face, and how does a repentant heart help overcome them?

7. What are the important steps to maintaining a repentant heart?

8. Who provides accountability for your life? In what ways are you honest about your feelings?

9. In what way does a teachable heart reflect a humble heart?

10. In what way does the ministry attract those who are unteachable?

11. How does a teachable heart work against pride?

12. How might the influence of a mentor keep one from being open to the teaching of others?

13. What steps can you take to develop and maintain a teachable heart?

Repentance is absolutely necessary for the achievement of life-change. We can confess and demonstrate our ongoing remorse for our choices and their consequences, but repentance opens the way for deeper healing. Ministers must maintain a healthy habit of repentance in their own lives. They will face numerous temptations, many of which take the form of pride. Ministers can shift their focus to their own efforts and the kingdom they are building and lose track of their central calling. Only through a heart made tender to the need of repentance can the minister turn from the wrong path before the struggle results unfold.

A repentant heart is maintained first by returning to our essential need of God. When a person loses a sense of unworthiness and a need for God's righteousness alone, that individual will quickly flounder. The minister will advance in many areas of spiritual development, but the minister cannot afford to move past that sense of unworthiness, for it is a condition that does not change. The minister ought know his or her own heart. He or she can see how pride begins to shape attitudes and expectations. If leaders maintain an honest heart, they can protect themselves from the dangerous path of pride.

**A Teachable Heart**

Sadly, many ministers who have served in their roles of ministry for a length of time have a great difficulty maintaining a teachable spirit. Of course, a teachable spirit is one that can be taught. But many, through pride and insecurity, find it difficult to submit to the thought that they need instruction.

A teachable heart is a humble heart. Simon Peter may not evoke us as a humble man, and indeed his pride did get the best of him on more than a few occasions. But as Peter waited for his perch on the rooftop in Joppa, God had something to teach this impetuous servant. By day's end, Peter was on his way to open the door of the gospel to Gentiles, something he could not have imagined as that day had dawned.

Just like Peter, each of us has a great deal to learn from our Master. And His methods for teaching us can come in many forms. Certainly great leaders can instruct us, and we are typically open to learning from them. But children can teach us, too. Lessons can even come from those we feel oppose our ministry efforts. God can be very creative with His selection of teachers for our benefit. The question is whether or not we will be too proud to be taught what we desperately need to learn. Amazingly, a career in ministry can be attractive to those who only have interest in making others learn.

A teachable heart grows from a humble heart. It also emerges from a heart that truly wants to learn. When we stop learning, we will soon be unteachable. Fear and insecurity block the path to a teachable spirit too. Usually our resistance to being taught stems from our emotional inability to receive from others. Of course, teaching can help. Once we experience unteachable attitudes in others, we can be more effective at spotting such attitudes in ourselves.

**Summary Principles**

- A minister must prioritize his or her development of a heart that is thirsty for God. Rarely will those a minister serves initiate such a priority for him or her.
- A thirsty heart for God keeps the minister from becoming enmeshed in a heart thirsty for something destructive.

## 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 to 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 first 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 functions of ministry such as weddings and funerals. It also emphasizes servant leadership and the minister's devotional life.

## 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 perform a teaching session and sermon, as well as lead an effective meeting.
4. Explain the role of the evangelist and develop strategies for fulfilling the work of an evangelist and the task of discipleship.
5. Implement effective personal health, growth and time management plans.

# 1 UNIT

## The Heart of Ministry

### Lesson 1.1      Developing the Right Heart

#### Objectives

- 1.1.1 *Identify the traits of a thirsty heart, a repentant heart, and a teachable heart. Cite scriptural examples for each.*
- 1.1.2 *Write a summary of the importance of cultivating the three types of hearts in objective 1.1.1.*

### Lesson 1.2      Turning from the Wrong Heart

#### Objectives

- 1.2.1 *Define the traits of a wounded heart, a hypocritical heart, and a greedy heart. Cite scriptural examples for each.*
- 1.2.2 *Write a summary of the importance of turning away from the three types of hearts in objective 1.2.1.*

### Lesson 1.3      God's Tests for Leaders

#### Objectives

- 1.3.1 *Explain characteristics of the tests of servanthood, sacrificial love, and faithfulness. Cite scriptural examples of each.*
- 1.3.2 *Write a summary of the tests of the three virtues in objective 1.3.1, including the means by which each test is passed.*

# 1 LESSON

## 1.1.1 OBJECTIVE

*Identify the traits of a thirsty heart, a repentant heart, and a teachable heart. Cite scriptural examples of each.*

## 1.1.2 OBJECTIVE

*Write a summary of the importance of cultivating the three types of hearts in objective 1.1.1.*

- 1 How would you define a thirsty heart?
- 2 What things get in the way of a minister cultivating a thirsty heart?
- 3 How does a thirsty heart help the minister maintain right perspective on whom he or she is serving?
- 4 What are the four steps mentioned for the development of a thirsty heart?
- 5 Why must a minister maintain a repentant heart?

## Developing the Right Heart

### Thirsty Heart

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With the pressures to fulfill endless lists of responsibilities, many ministers abandon their spiritual thirst for more pragmatic efforts. But such a choice will reap a poor harvest. A thirsty heart is one that longs for more of what it does not have. While some will thirst after possessions or earthly ambitions, the minister cannot afford such direction. A minister's thirst must be for that which truly brings satisfaction—a thirst for God. In many ways, a heart thirsty for God protects the minister from other agendas and pursuits, as well as bringing him or her God's power.

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10 In what way does the ministry attract those who are unteachable?

11 How does a teachable heart work against pride?

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A teachable heart is a humble heart. Simon Peter may not strike us as a humble man, and indeed his pride did get the best of him on more than a few occasions. But as Peter waited for his lunch on the rooftop in Joppa, God had something to teach this impetuous servant. By day's end, Peter was on his way to open the door of the gospel to Gentiles, something he could not have imagined as that day had dawned.

Just like Peter, each of us has a great deal to learn from our Master. And His methods for teaching us can come in many forms. Certainly great leaders can instruct us, and we are typically open to learning from them. But children can teach us, too. Lessons can even come from those we feel oppose our ministry efforts. God can be very creative with His selection of teachers for our benefit. The question is whether or not we will be too proud to be taught what we desperately need to learn. Amazingly, a career in ministry can be attractive to those who only have interest in making others learn.

A teachable heart grows from a humble heart. It also emerges from a heart that truly wants to learn. When we stop learning, we will soon be unteachable. Fear and insecurity block the path to a teachable spirit too. Usually our resistance to being taught stems from our emotional inability to receive from others. Of course, teaching can help. Once we experience unteachable attitudes in others, we can be more effective at spotting such attitudes in ourselves.

### **Summary Principles**

- A minister must prioritize his or her development of a heart that is thirsty for God. Rarely will those a minister serves initiate such a priority for him or her.
- A thirsty heart for God keeps the minister from becoming ensnared in a heart thirsty for something destructive.

- While our initial conversion experience with God is brief, repentance is a life-long attitude to be maintained.
- Pride is the greatest blockade to a repentant heart.
- A teachable spirit is critical for the minister as God seeks to teach us His ways with a variety of methods and teachers.
- Fear and insecurity often keep ministers from being open to receive from others. This attitude is possessed of pride as well.

### **Lesson 1.1 Review**

1. Define a thirsty heart and the steps we must take to cultivate such a heart.
2. Explain the concept of a repentant heart and why such a heart continues to be critical throughout our lives in ministry.
3. What steps should we take to maintain a repentant heart?
4. What are the temptations that get in the way of a teachable spirit?
5. What can a minister do to maintain a teachable spirit, and what can happen if he or she fails to do so.

### **Share Your Story**

During the mentoring session, take time to help your student understand how you have addressed these issues in your own life. Share how your thirst for God has affected your life of ministry, both positively and negatively. Explain how you see it to be critical for a minister to maintain a repentant heart and share your own experiences of both teachable and unteachable students. You may want to share your perceptions of your student concerning his or her desire to be taught.

# INTERMEDIATE 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) \_\_\_\_\_

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**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:

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Mentor's Signature

Print Mentor's Name

Print Student's Name

**Complete this page, make a copy of it for your records and e-mail the original with the Collateral Reading Report to:**

Iowa Ministry Network  
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 second 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 functions of ministry such as weddings and funerals. It also emphasizes servant leadership and the minister's devotional life.

## 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 perform a teaching session and sermon, as well as lead an effective meeting.
4. Explain the role of the evangelist and develop strategies for fulfilling the work of an evangelist and the task of discipleship.
5. Implement effective personal health, growth and time management plans.

