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VOCATIONAL MINISTRY TRAINING AT LIBERTY
UNIVERSITY IN LYNCHBURG, VIRGINIA

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Presented to
the Faculty of
The Southern Baptist Theological Seminary

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Doctor of Educational Ministry

by
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APPROVAL SHEET

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To my loving and Christ-honoring wife, Felicia, you have been one of the greatest blessings I have received from Christ and an extraordinary encourager.

To our daughters, Mackenzi and Jordyn, you have been patient and kind, instruments used by the Lord to refine me into who Christ wants me to be. I thank God for you both and your encouragement to me.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF FIGURES	xii
PREFACE	xiv
 Chapter	
1. VOCATIONAL MINISTRY TRAINING AT LIBERTY UNIVERSITY IN LYNCHBURG, VIRGINIA	1
Purpose	1
Goals	1
Ministry Context	3
Rationale	5
Definitions and Limitations/Delimitations	7
Research Methodology	10
2. BIBLICAL AND THEOLOGICAL FOUNDATIONS OF MINISTRY TRAINING	12
Ministry Training in the Old Testament	12
Ministry Training in the New Testament	18
3. THEORETICAL AND SOCIOLOGICAL SUPPORT OF EXPERIENTIAL LEARNING FOR MINISTRY TRAINING	33
Historical Voices on Experiential Learning	33
Other Voices in Experiential Learning	44
Conclusion	55
4. DETAILS OF THE PROJECT	57
Research Methodology	57
Survey Instrument Findings	59

Chapter	Page
Internship Expectations: Undergraduate Student Survey	60
Internship Satisfaction and Feedback Questionnaire	67
Church Ministry Internship Questionnaire	69
Comparative Findings	70
5. EVALUATION OF THE PROJECT	76
Introduction	76
Evaluation of the Project's Purpose	77
Evaluation of the Project's Goals	77
Analysis of the Findings	79
Strengths of the Project	84
Weaknesses of the Project	85
Project Modifications	86
Theological Reflection	87
Personal Reflection	89
Conclusion	90
 Appendix	
1. CHURCH MINISTRY INTERNSHIP QUESTIONNAIRE	91
2. INTERNSHIP EXPECTATIONS: UNDERGRADUATE STUDENT SURVEY	93
3. INTERNSHIP SATISFACTION AND FEEDBACK QUESTIONNAIRE	98
4. CHURCH MINISTRY INTERNSHIP QUESTIONNAIRE: RESULTS ...	102
5. INTERNSHIP EXPECTATIONS: UNDERGRADUATE STUDENT SURVEY: RESULTS	116
6. INTERNSHIP SATISFACTION AND FEEDBACK QUESTIONNAIRE: RESULTS	193
7. MINISTRY EXPERTS	218
BIBLIOGRAPHY	219

LIST OF TABLES

Table	Page
1. Relations between the basic learning styles and five levels of behavior . . .	43
2. Participating churches: Attendance	69
3. Participating churches: Pastors/staff	69
4. Participating churches: Interns/year	70
Church Ministry Internship Questionnaire	
A1. Question 1: I consent to participate in the study	102
A2. Question 2: Please provide the name of the church and its location	102
A3. Question 3: Please provide the name of your senior/lead pastor	103
A4. Question 4: What is the church’s average weekly worship attendance? . . .	103
A5. Question 5: Does your church presently have interns serving in Children’s Ministries, Youth Ministries, or Adult Ministries?	103
A6. Question 6: What type of intern program does your church presently have?	104
A7. Question 7: Approximately how many interns serve at your church in one calendar year?	104
A8. Question 8: Approximately how many full-time pastoral staff does your church currently employ?	104
A9. Question 9: Approximately how many full-time NON-PASTORAL staff does your church employ in Children’s Ministry, Youth Ministry, and Adult Ministry?	105
A10. Question 10: Please rank in order of importance the things necessary for an intern to learn or experience during their time at the church	105
A11. Question 11: Approximately how many times a month is there intentional coaching/mentoring of interns by either a full-time pastoral staff or full-time ministry staff?	106
A12. Question 12a: Please briefly describe Lay Leadership Management (volunteers) as it pertains to your church ministry and its interns	106

Table	Page
A13. Question 12b: Please briefly describe Ministry Experience as it pertains to your church ministry and its interns	107
A14. Question 12c: Please briefly describe Ministry Leadership as it pertains to your church ministry and its interns	108
A15. Question 12d: Please briefly describe Oral Communications as it pertains to your church ministry and its interns	109
A16. Please briefly describe Organizational Leadership (within church staff) as it pertains to your church ministry and its interns	110
A17. Question 12f: Please briefly describe Outreach (Campus or Community) as it pertains to your church ministry and its interns	111
A18. Question 12g: Please briefly describe Personal Leadership as it pertains to your church ministry and its interns	112
A19. Question 12h: Please briefly describe Personal Spiritual Development as it pertains to your church ministry and its interns	113
A20. Question 12i: Please briefly describe Platform Leadership as it pertains to your church ministry and its interns	114
A21. Question 12j: Please briefly describe Programming (calendar, developing, organizing, and executing ministry programs) as it pertains to your church ministry and its interns	115
 Internship Expectations: Undergraduate Student Survey	
A22. Do you consent to participate in this study?	116
A23. Question 1: What is your gender?	117
A24. Question 2: What is your age?	118
A25. Question 3: What is your academic classification?	120
A26. Question 4: What is your Church Ministry concentration?	121
A27. Question 5: At what age did you become a follower of Christ?	122
A28. Question 6: At what age did you acknowledge a calling into vocational gospel ministry?	123
A29. Question 7: What denominational affiliation best describes your home church?	126
A30. Question 8: Which best describes your home environment in regards to church life?	127

Table	Page
A31. Question 9: Which of these best describe your home church environment?	128
A32. Question 11: Which of these best describe your home church involvement as an attender?	129
A33. Question 12: Which of these best describe your current church involvement as an attender?	130
A34. Question 13: Have you served as a lay leader or volunteer in your home church?	131
A35. Question 14: Have you served as a lay leader or volunteer in a church other than your home church?	132
A36. Question 18: Approximately how many interns serve at your home church in one calendar year?	133
A37. Question 15: What role have you served as a lay leader in either your home church or another church? (Please select all that apply)	136
A38. Question 16: Does your home church presently have interns serving in Children’s Ministries, Youth Ministries, and/or Adult Ministries	137
A39. Question 17: What type of intern program does your home church presently have?	138
A40. Question 19: Approximately how many full-time pastoral staff does your home church currently employ?	139
A41. Question 20: Approximately how many full-time non-pastoral staff does your home church employ in Children’s Ministry, Youth Ministry, and Adult Ministry?	142
A42. Question 21: Please rank in order of importance the following ten things you feel are necessary for an intern to learn or experience during their time as an intern at the church	145
A43. Question 22: Please rank by numbering 1-5 the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1	146
A44. Question 23: Approximately how many times a month do you think an Intentional coaching/mentoring of interns should be done by either a full-time pastoral staff or full-time ministry staff?	147
A45. Question 24: What expectations do you have of a host site for an internship and what do you hope to gain from your internship experience?	150

Table	Page
A46. Question 25a: From your perspective, briefly describe what you hope to learn in the area of Lay Leadership Management (volunteers) when serving as an intern	157
A47. Question 25b: From your perspective, briefly describe what you hope to learn in the area of Ministry Experience when serving as an intern	161
A48. Question 25d: From your perspective, briefly describe what you hope to learn in the area of Oral Communications when serving as an intern.	165
A49. Question 25e: From your perspective, briefly describe what you hope to learn in the area of Organizational Leadership (within church staff) when serving as an intern	169
A50. Question 25f: From your perspective, briefly describe what you hope to learn in the area of Outreach (Campus or Community) when serving as an intern	173
A51. Question 25g: From your perspective, briefly describe what you hope to learn in the area of Personal Leadership when serving as an intern	177
A52. Question 25h: From your perspective, briefly describe what you hope to learn in the area of Personal Spiritual Development when serving as an intern	181
A53. Question 25i: From your perspective, briefly describe what you hope to learn in the area of Platform Leadership (Speaking or Master Teacher) when serving as an intern	185
A54. Question 25j: From your perspective, briefly describe what you hope to learn in the area of Programming (calendar, developing, organizing, and executing ministry programs) when serving as an intern	189
 Internship Satisfaction and Feedback Questionnaire	
A55. Question 1: What is your current ministry role?	193
A56. Question 2: How long have you served in full-time vocational ministry?	194
A57. Question 3: Please provide the name of the church and its location in which you completed your internship	194
A58. Question 4: Please provide the name of the senior/lead pastor	195
A59. Question 5: What best describes the role of your immediate supervisor for your internship?	195

Table	Page
A60. Question 6: What was the church’s average weekly worship attendance at the time of your internship?	196
A61. Question 7: Did the church have interns serving in Children’s Ministries, Youth Ministries, or Adult Ministries, other than you?	197
A62. Question 8: What type of intern program best describes what you did at the time you interned for the church?	198
A63. Question 9: Approximately how many interns served at the church in one calendar year?	199
A64. Question 10: Approximately how many full-time pastoral staff did the church employ at the time you interned?	199
A65. Question 11: Approximately how many full-time non-pastoral staff did the church employ in Children’s Ministry, Youth Ministry, and Adult Ministry at the time you interned?	200
A66. Question 12: Looking back on your internship experience, please rank in order of importance the following ten things necessary for an intern to have learned or experienced during their time at the church as it relates to future ministry placement	201
A67. Question 13: Looking back on your internship experience, by numbering 1-5 please rank the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1	202
A68. Question 14: Approximately how many times a month was there intentional coaching/mentoring of you as an intern by either a full-time pastoral staff or full-time ministry staff?	203
A69. Question 15a: Please briefly describe each of the area of Lay Leadership Management (volunteers) as it pertains to your church ministry as an intern	204
A70. Question 15b: Please briefly describe each of the area of Ministry Experience as it pertains to your church ministry as an intern	206
A71. Question 15d: Please briefly describe each of the area of Oral Communications as it pertains to your church ministry as an intern	208
A72. Question 15e: Please briefly describe each of the area of Organizational Leadership (within church staff) as it pertains to your church ministry as an intern	210
A73. Question 15f: Please briefly describe each of the area of Outreach (Campus or Community) as it pertains to your church ministry as an intern	211

Table	Page
A74. Question 15g: Please briefly describe each of the area of Personal Leadership as it pertains to your church ministry as an intern	213
A75. Question 15c: Please briefly describe each of the area of Ministry Leadership as it pertains to your church ministry as an intern	214
A76. Question 15h: Please briefly describe each of the area of Personal Spiritual Development as it pertains to your church ministry as an intern	215
A77. Question 15i: Please briefly describe each of the area of Platform Leadership (Speaking or Master Teacher) as it pertains to your church ministry as an intern	216
A78. Question 15j: Please briefly describe each of the area of Programming as it pertains to your church ministry as an intern	217

LIST OF FIGURES

Figure	Page
1. Kolb learning cycle	40
2. Kolb's learning styles	41
3. Age of undergraduate participants	61
4. Undergraduate participants' ministry classifications	61
5. Undergraduate participants' ministry concentrations	62
6. Undergraduate participants' denominational background	62
7. Undergraduate participants' age of conversion	63
8. Spiritual home life of undergraduate participants	64
9. Undergraduate participants' church involvement	65
10. Serving roles of undergraduate participants	66
11. Type of internship program	68
12. Site supervisor role	68
Internship Expectations: Undergraduate Student Survey	
A1. Do you consent to participate in this study?	116
A2. Question 1: What is your gender?	117
A3. Question 3: What is your academic classification?	121
A4. Question 4: What is your Church Ministry concentration?	122
A5. Question 5: At what age did you become a follower of Christ?	122
A6. Question 7: What denominational affiliation best describes your home church?	126
A7. Question 8: Which best describes your home environment in regard to church life?	127
A8. Question 9: Which of these best describe your home church environment?	128

Figure	Page
A9. Question 11: Which of these best describe your home church involvement as an attender?	129
A10. Question 12: Which of these best describe your current church involvement as an attender?	130
A11. Question 13: Have you served as a lay leader or volunteer in your home church?	131
A12. Question 14: Have you served as a lay leader or volunteer in a church other than your home church?	132
A13. Question 15: What role have you served as a lay leader in either your home church or another church?	137
A14. Question 16: Does your home church presently have interns serving in Children’s Ministries, Youth Ministries, and/or Adult Ministries?	137
A15. Question 17: What type of intern program does your home church presently have?	138
 Internship Satisfaction and Feedback Questionnaire	
A16. Question 5: What best describes the role of your immediate supervisor for your internship?	196
A17. Question 7: Did the church have interns serving in Children’s Ministries, Youth Ministries, or Adult Ministries, other than you?	197
A18. Question 8: What type of intern program best describes what you did at the time you interned for the church?	198

PREFACE

This project will be completed only because of the extreme support, love, patience, and encouragement from many people whom God has allowed to invest into my life. First and foremost, I would like to thank the Lord Jesus Christ for my salvation and allowing me to play even a small part in building His kingdom.

My wife, Felicia, has been one of the greatest blessings in my life and one of my biggest encouragers through this writing process. Our daughters, Mackenzi and Jordyn, have followed in their mother's example by also encouraging me along the way even with words like, "Dad, when are you going to be done?" Their love and support has been exceptional, and I am forever grateful for their love, encouragement, and patience.

I would like to express my deepest gratitude to my parents, Vahé and Hazel Geukgeuzian, for their support. I would like to thank them for bringing me up in a godly Christian home and nurturing an environment to love God, His word, His people, and to have a heart for ministry. Thank you to my in-laws, Geary and Marilyn Gadowski, for their support through this process, and thank you for the Godly Christian heritage you have provided for Felicia as well. Both my parents and my in-laws have played a huge role in setting my wife and me on this trajectory of ministry, and we would not be where we are today if it were not for our parents' obedience to the Lord Jesus Christ.

There are four ministries to which I am forever grateful to have learned and experienced ministry through such great leaders and mentors. The first ministry is Shenandoah Valley Baptist Church and Christian Academy in Stephens City, Virginia. This is where I first learned and experienced ministry as a child, teenager, and young college student. The next ministries go hand-in-hand: Thomas Road Baptist Church and Liberty University in Lynchburg, Virginia. These ministries under the leadership of Dr.

Jerry Falwell, Sr., allowed me to “cut my teeth” in ministry and leadership while being mentored by such a phenomenal staff. Liberty University continues to be a special place of ministry leadership and experience for me as it is my present ministry training ground as I invest into the next generation of church leaders as a professor in the undergraduate School of Religion. The last ministry I would like to express my thanks to is Rainbow Forest Baptist Church in Troutville, Virginia. The staff I served with there played a significant role in my life, marriage, family, and ministry. The life experiences that I gained from this ministry, as well as the others mentioned, helped shape me into who I am and shaped the passion I have in training others for ministry. Again, I thank God in His sovereignty to allow me to be a part of such great ministry places, its leadership, and its people.

Lastly, I would like to thank many of my ministry professors who have invested into me through my undergraduate and post graduate education. Dr. David Adams, Dr. Doug Randlett, Dr. Matthew Willmington, Dr. David Marston, Dr. Troy Temple, Dr. Michael Wilder, Dr. Hal Pettegrew, and Dr. Brian Richardson have all played significant roles in teaching me more about biblical, theological, and practical ministry. Also, my senior pastors, Reverend Jonathan Falwell and Reverend Michael Grooms, have given me the opportunity to live out many of the things I have learned through this whole process, and I would like to say thank you to these men and their ministries as well.

Jonathan Geukgeuzian

Lynchburg, Virginia

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CHAPTER 1

INTRODUCTION

Purpose

The purpose of this project was to design a program standard¹ for internships aimed at the ministry training program for the Department of Christian Leadership and Church Ministries at Liberty University, Lynchburg, Virginia, by identifying qualities a student should learn in his or her higher education and training for ministry.

Goals

This project had three defined goals in order to research and design a program standard for internships aimed at training of vocational ministry students for the Department of Christian Leadership and Church Ministries at Liberty University in Lynchburg, Virginia.

The first goal of this project was to determine internship requirements among exemplary² models. This goal was measured by researching churches with exemplary internship programs that have a working relationship with Liberty University's Department of Christian Leadership and Church Ministries, and discovered similar requirements to their internship programs. These churches have a written internship program or strategy for training interns and had at least five interns who participated in their program or strategy. This goal was accomplished when five churches provided the requirements for their internship program and all the data collected was analyzed resulting in clarity about

¹A program standard is an institutional set of academic requirements.

²I define exemplary by an organized process and strategy which interns are trained for ministry.

internship requirements.

The second goal of this project was to discover vocational ministry students' expectations of an internship program administered through the undergraduate ministry training. This goal was measured by utilizing an Internship Expectations Survey, in which one hundred or more Liberty University Church Ministries students were asked to rank, according to importance, their expectations of an internship for their undergraduate ministry training.³ In addition to discovering the internship expectations of undergraduate ministry students, this goal also included an Internship Satisfaction and Feedback Questionnaire completed by ministry students who fulfilled an internship since 2003 and are currently serving on staff at a church for more than a year.⁴ The Internship Satisfaction and Feedback Questionnaire sought to discover the benefits of skills learned during the internship and the practices the student experienced. This goal was accomplished when one hundred or more ministry students completed the Internship Expectations Survey,⁵ when ten ministry graduates completed the Internship Satisfaction and Feedback Questionnaire,⁶ and when an analysis and clear understanding of the internship expectations and desired experience was completed.

The third goal of this project was to design a program standard for internships aimed at the ministry training program for the Department of Christian Leadership and Church Ministries at Liberty University. The design of these program standards was based upon the following: a literary review of David Kolb's work on experiential learning; a study of experiential learning modeled through the ministry of the apostle Paul and Jesus Christ; a study of the data collected from exemplary church internship programs; the expectations of ministry students; and the feedback of recent ministry graduates who

³See appendix 2.

⁴See appendix 3.

⁵See appendix 2.

⁶See appendix 3.

currently serve on ministerial staff at a church. These program standards for internships went through a review process that enlisted two experts who evaluated the new academic program standards. Two experts provided feedback on these new academic program internship standards. This goal was accomplished when new academic program standards were designed to be proposed to the faculty in the church ministries area at Liberty University.

Ministry Context

Liberty University through the Department of Christian Leadership and Church Ministries was the ministry context in which this project was conducted:

The Liberty University Department of Christian Leadership and Church Ministries exists to recruit strategically, equip practically, and challenge biblically those called to Christian ministry—both in the context of the local church and Christian organizations. Our goal is to change the church by holistically training students in calling, competency, and character. Our program is designed with action-oriented curriculum and the understanding that pastors train pastors and ministers train ministers in a ministry context. With over one hundred years of combined pastoral/ministerial experience, our faculty desires to provide opportunities for students to have first-hand training and equip them for a life-long calling to the Gospel ministry.⁷

Students who come to Liberty University to be trained for vocational ministry are often passionate and very eager to be involved in ministry; however, many lack the experience or have minimal understanding of what is needed in practical ministry. This project sought to design program standards for ministry training internships at Liberty University by collecting data from current ministry students, recent ministry graduates who are on ministerial staff at a church, and exemplary churches with established internship programs or strategies. The Department of Christian Leadership and Church Ministries has a strong desire to equip students practically in ministry and operates from the premise that surgeons train surgeons; therefore, pastors and church leaders train pastors and church leaders.

⁷Liberty University, "Church Ministries," accessed May 22, 2013, <http://www.liberty.edu/index.cfm?PID=63>.

There are just over 12, 000 residential students at Liberty University and almost 400 of these undergraduate students are pursuing a vocational ministry degree. The church ministries faculty recognizes that not all of these students may acknowledge a calling specifically to vocational church ministries, but a majority of the church ministries focus is for the local church. The Department of Christian Leadership and Church Ministries comprises four different programs: the Adventure Leadership and Outdoor Ministry, Pastoral Leadership, Women’s Ministries, and Youth Ministries.

Presently, it is only encouraged for ministry students to gain experiential learning while pursuing a vocational ministry degree; however, the choice to gain experiential learning in vocational ministry as opposed to a generic community service is left up to the student. Students are required to complete six semesters of Christian/Community Service. The Christian/Community Service requirement is a minimum of twenty hours over the duration of a semester in which the student volunteers to help or assist in some given capacity. President Jerry Falwell, Jr., is often asked why Liberty University requires this service by students, to which he responds,

The mission here has always been to train young Champions for Christ whose main calling is to serve Christ and their fellow man. The core of Christianity is to love the Lord your God with all your heart, soul and mind, and to love your neighbor as yourself. So that is what we try to teach through the Christian/Community Service program here at Liberty; to love your neighbor by serving your neighbor. It is so important for these students to learn to give back and serve others like Jesus did. Jesus was a servant leader, and what we try to teach through this program is servant leadership.⁸

Students who attend Liberty University have always been required to participate in Christian/Community Service; however, the scope of this requirement is very broad and does not always lend itself to experiential learning for vocational ministry.

While Christian/Community Service is a great requirement for university students at large, many ministry students fail to capitalize on this requirement by selecting a ministry position that will aid in the experiential learning for practical

⁸Liberty University, “Jerry Falwell Jr. on Christian/Community Service,” accessed May 28, 2013, <http://www.liberty.edu/index.cfm?PID=2116>.

ministry. This experiential learning by ministry students often leads to opportunities for internships that are directly related to the student's field of study.

Beyond Christian/Community Service, ministry students are required to complete an internship in vocational ministry, however, the current internship requirement is very broad in its scope as well. Both Christian/Community Service and an internship are required for ministry students; nevertheless, they are still broad in their design thus allowing a student to technically complete these requirements but never once serve in a local church ministry. The Department of Christian Leadership and Church Ministries currently allows students to take the lead in determining the internship site and experience. Although this has been an acceptable practice, this project hoped to design ministry training program standards for internships that give more focused opportunities for ministry students, thus providing students with specific practical ministry training.

Rationale

Many church leaders have communicated with the Department of Christian Leadership and Church Ministries by sharing their concerns and desires for church staffing. The growing concern among church leaders looking for pastoral staff or church leadership positions is the lack of ministry experience or hands-on ministry by many students who acknowledge a calling to vocational ministry. Faculty members have been able to see students excel or fail from a curriculum perspective, but they have also observed many students who lack experiential learning when it comes to ministry training. In conversations with students, many have stated that they never got connected to a local church and consistently served. An evaluation of the curriculum revealed that a student could easily complete all classes for a ministry degree and never once serve in a local church before attempting an internship. This revelation speaks to the concern that many church leaders and pastors shared with the department when trying to hire church staff. Students have expressed a desire to get connected to a local church and serve, but many fail to do so. The department recognizes this deficiency and wants to help facilitate

students being connected to a local church in order to serve while pursuing practical ministry training. A colleague once said that you require what is important. It is important, actually vital, for students training for vocational ministry to serve in a local church and be trained by local church leaders.

The Department of Christian Leadership and Church Ministries has already begun addressing this concern at the forefront of the curriculum plan by introducing practicums into the curriculum design for ministry programs. A practicum is a course of study devoted to practical experience in a field.⁹ In the context of the ministry training program, practicums differ from internships in that a practicum is a shortened field experience for the student. The internship is five times the amount of hours required to complete it. These practicums, implemented in the fall semester of 2012, required students to identify, observe, and serve in a local church when beginning the ministry training programming as a part of the curriculum. The focus of this project was to design program standards for ministry internships to address part of the concern shared by church leaders regarding students' experience.

As stated earlier, the current process and requirement for a student's internship is mainly self-directed. Students who are trying to complete a ministry internship are instructed to find a church which aligns with Liberty University's doctrinal statement. Once the student has identified a church then the student must determine if the pastor or youth pastor is willing to serve as a site supervisor and oversee the student's internship. At the present, the internship has ten learning outcomes which the student must pick three of the ten to accomplish during the internship and ask the site supervisor to work with them to accomplish those three objectives. The current design of the internship leaves much of the experience in the hands of the student and also depends heavily on the church and site supervisor's discretion. Some feel this is good because it places the responsibility on the

⁹"Practicums," accessed August 17, 2013, <http://www.thefreedictionary.com/practicums>.

student to seek out and fulfill the requirements for the internship thus, causing the student to mature through the process as well.

In the Department of Christian Leadership and Church Ministries, the goal for internships is for the student to focus on programming and leadership development in ministry while continuing to be trained for ministry under the supervision of a trained pastor or youth pastor. The ongoing instruction from the pastor to the student fosters a mentoring relationship in which the student can and prayerfully will grow as a church leader. One of the reasons this department exists is to practically equip those called into vocational ministry, and the internship is the capstone from a curricular perspective. The intern should be able to demonstrate the culmination of knowledge, values, and skills a Liberty University student training for ministry should possess. In order for the academic internship to be most effective, there should be more clear objectives and goals for both the student and the internship site. These objectives should be set by faculty, trained pastors, and youth pastors that can speak directly to the qualities needed for a student training in practical ministry. Therefore, it was of utmost importance that this project collected the data necessary to design program standards that will be most effective in practical ministry training.

Definitions and Limitation/Delimitations

The following definitions are used within the context of this project.

Experiential learning. The foundation of this project is centered on the experiential learning for practical ministry. Building upon earlier work by John Dewey and Kurt Levin, American educational theorist David A. Kolb believes that “learning is the process whereby knowledge is created through the transformation of experience.”¹⁰ The theory presents a cyclical model of learning, consisting of four stages:

¹⁰D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice-Hall, 1984), 38.

Stage 1: Concrete experience (or “DO”)

Stage 2: Reflective observation (or “OBSERVE”)

Stage 3: Abstract conceptualization (or “THINK”)

Stage 4: Active experimentation (or “PLAN”)¹¹

The experiential learning of students is very important to the functioning of practical ministry training. Students taking what they learn in the classroom from their professor and being able to put it into practice under the supervision of a trained pastor or youth pastor becomes vital in their ministry training.

Intern. For the purpose of this project, an intern was defined as a senior level student who completed at least three years of higher education in ministry training at Liberty University for vocational ministry. The intern had completed his sophomore and junior level courses as well as the ministry program course requirements for those levels. An internship was defined by an academic course requirement by the institution for students training for vocational ministry. This internship focused on both the programming and leadership aspects of youth ministry. It was a supervised field experience at an approved site.¹² The intern served for a minimum of two hundred hours and no less than a consecutive twelve-week time period.

Ministry training. From the Department of Christian Leadership and Church Ministries, ministry training refers to any student pursuing a call and career into vocational gospel ministry. This department primarily focuses on training for the local church in gospel ministry in terms of a pastor, youth pastor, other various pastoral roles, or other church leadership positions. In terms of this project, the focus of ministry training will be towards a student in youth ministry training as a youth pastor or full-time youth ministry position. However, it will not be limited to youth ministry or specifically a youth

¹¹Learning-Theories.com, “Experiential Learning (Kolb),” accessed July 16, 2013, <http://www.learning-theories.com/experiential-learning-kolb.html>.

¹²Liberty University, “YOUT 499-Youth Ministry Internship,” Undergraduate Catalog 2012-2013, accessed May 31, 2013, <http://www.liberty.edu/index.cfm?PID=19959&action=courseDetail&CatID=3&CourseID=2142>.

pastor position but will be adaptable to other areas of ministry or church leadership positions.

This project included some limitations. One limitation was the ability to assess the impact that this project had on students training for ministry within the time frame allotted. The project was limited to fifteen weeks.

The design of the program standards for internships were limited to Liberty University's Department of Christian Leadership and Church Ministries students; however, the standards may be adaptable by others who desire ministry training.

A delimitation for this project was the five exemplary churches in which I surveyed in terms of the requirements a ministry intern was asked to complete with the exemplary church. The five exemplary churches were churches that have a historical relationship with the department and positive past experiences with ministry interns at their sites. Also, these churches had an organized internship program or strategy and have had at least five students participate in the church's internship program or strategy for ministry.

A second delimitation of this project was the selection of graduates from Liberty University. The students selected completed an internship since 2003 at any church approved by the previous standards of academic internships. I randomly selected a group of ten or more students to complete the Internship Satisfaction and Feedback Questionnaire about their internship experience.¹³

The last delimitation is the targeted population of ministry students. The undergraduate ministry students were students who are studying for vocational ministry through the Department of Christian Leadership and Church Ministries at Liberty University in Lynchburg, Virginia.

¹³See appendix 3.

Research Methodology

This project focused its research upon three main groups: five exemplary churches, recent graduates who completed a vocational ministry internship, and undergraduate students at Liberty University who are majoring in a vocational ministry degree in the Department of Christian Leadership and Church Ministries. All surveys and research processes were subject to the review and approval of The Southern Baptist Theological Seminary's Research Ethics Committee as well as Liberty University's Institutional Review Board since it involved students from its institution.

The first group surveyed was pastors from exemplary churches with organized internship programs or strategy for ministry interns. In addition to collecting information from these churches in regard to their internships, the pastors responsible for the internship program discussed internship requirements with me. Using the Church Ministry Internship Questionnaire, I asked questions in regard to the structure and requirements in the respective internship programs.¹⁴ At the core of these questions were the essential areas in which the church leadership felt important for a vocational ministry student to experience while completing the internship. The data collected was analyzed and used in the design of the new program standards for internships.

The second group was ministry students from Liberty University who graduated since 2003 and currently serve on staff at a church for at least one year. I randomly selected this group of ten ministry alumni and asked them to complete the Internship Satisfaction and Feedback Questionnaire.¹⁵ The information provided by the ministry alumni was used in designing the new program standards for internships.

The third group was undergraduate ministry students majoring in a vocational ministry degree through the Department of Christian Leadership and Church Ministries at

¹⁴See appendix 1.

¹⁵See appendix 3.

Liberty University. Upon approval from Liberty University's Institutional Review Board, a group of one hundred ministry students were surveyed using the Internship Expectations Survey.¹⁶ This survey consisted of gathering data from undergraduate students that comprised the following areas: the year or classification of the student, the area of ministry which the student felt called, at what age did the student feel called to ministry, the home environment in which the student was raised, the church environment in which the student was raised, the level of involvement the student has had in ministry, the level of discipleship or mentorship the student has been involved in as a recipient, the essential qualities necessary for a student to have going into vocational ministry, the expectations the student has of the host site when entering into an internship, and what the student hopes to gain from an internship experience.

The analysis of the data collected from pastors at the exemplary churches were then compared to the data and analysis collected from the ministry students and alumni. The analyses of the data was paralleled alongside the literary review of David Kolb's work on experiential learning and the ministry models of the apostle Paul and Jesus Christ. This information helped shape the design of the new academic program standards for internships in the Department of Christian Leadership and Church Ministries. The new academic program standards were presented to two experts who evaluated and provided feedback for the program standards.

¹⁶See appendix 2.

CHAPTER 2

BIBLICAL AND THEOLOGICAL FOUNDATIONS OF MINISTRY TRAINING

This chapter looks at the biblical and theological foundations of ministry training. Are there foundations of ministry training in the Old Testament by way of the prophets? Are there foundations of ministry training in the New Testament as seen in the life and ministry of Jesus Christ through His earthly ministry and the apostle Paul? The following chapter examines examples from the Old and New Testaments to establish the foundation for ministry training.

Ministry Training in the Old Testament

As one reads and studies the Old Testament there is an obvious point at which God calls and appoints people for His service. The call of God on an individual's life is humbling, yet frightening. Martin Luther described this call as "God's voice heard by faith" and Charles Haddon Spurgeon said the call of God was "an intense, all-absorbing desire for the work."¹

The Old Testament is filled with examples of people whom God called to proclaim His truth and be messengers of His laws and commands. The prophets were some of the most notable who received this call of God and carried out the message of His kingdom. Looking through the Old Testament, Elijah is one of the most prominent and recognized prophets who carried out the call of God. This chapter looks at the

¹Martin Luther and Charles Haddon Spurgeon, quoted in Albert Mohler, "Has God Called You? Discerning the Call to Preach," *AlbertMohler.com*, accessed February 15, 2014, <http://www.albertmohler.com/2013/07/19/has-god-called-you-discerning-the-call-to-preach-2/>.

relationship between Elijah and Elisha as an example of ministry training in the Old Testament.

Elijah and Elisha

In the book of 1 Kings, Elijah was in the midst of carrying out the commands of the Lord and had retreated to a cave because he was fearful for his life from Queen Jezebel. The Lord told him to return back the way he had come, to Damascus, and one of the tasks the Lord had given him was to anoint his successor, Elisha. Elisha is identified as Shaphat's son and is called a "man of God," a prophet.² When Elijah came to Elisha, he took his cloak and threw it on Elisha, thus communicating the passing of his office and authority to him. This act signified the calling of Elisha and was the beginning of his ministry training under Elijah.

The first mention of Elisha in the Old Testament is when Elijah anoints Elisha as his successor. Elisha was a farmer who lived with his parents at Abel-meholah (1 Kgs 19:16-21). Since he was plowing with twelve pairs of oxen when Elijah met him, scholars suggest that his father was a wealthy landowner.³ Though the number twelve is certainly symbolic of the tribes, it also suggests a communal venture in which all the ox-teams from the village joined in cultivating a common field.⁴ No matter which of these are true, this is significant in showing the magnitude of the call of God on a person's life. Elisha, since he was the owner's son, was already in the field working and was in charge of twelve pairs of oxen, meaning that he was also in charge of the servants working the eleven teams of oxen. Elisha willingly gave up his status and wealth to pursue the anointing that God had on his life, which was initiated by Elijah placing his cloak on his

²Simon DeVries, *1 Kings*, 2nd ed., Word Biblical Commentary, vol. 12 (Nashville: Thomas Nelson, 2003), 239.

³Paul J. Achtemeier, ed., *Harper's Bible Dictionary* (San Francisco: Harper & Row, 1985), s.v. "Elisha,"

⁴DeVries, *1 Kings*, 239.

shoulders. Elijah placing the cloak on Elisha's shoulders demonstrated a call to leave everything and follow after Elijah and be trained to carry out the work Elijah was doing.

Elisha was suspected to be one of the seven thousand that did not bow to worship Baal, and the people knew Elijah as a prophet of God. Elisha's knowledge of Elijah and his work predicated Elijah placing his cloak on Elisha's shoulders. This is important in regard to ministry training because it shows that Elisha not only worshipped the Lord God, but he also knew of the work the prophets of God were doing. Elisha was not ignorant of the work of Elijah, which is seen by the minimal communication between the two of them when Elijah placed his cloak on him and Elisha responded. A relationship and knowledge of God, as well as the work of God, was the beginning of the call of God on Elisha's life and his ministry training under Elijah.

Elisha's immediate response to the call demonstrates what Jesus teaches later to his disciples in Luke 9, to forsake everything else and follow after him. Elisha ran after Elijah and asked if he could say his good-byes to his family and then follow after him, to which Elijah's response indicated that was between Elisha and God. Some biblical scholars, such as Thomas Constable, say Elijah gave him permission to say farewell to his family. The unusual reply, "What have I done to you?" is an idiom meaning, "Do as you please" or "What have I done to stop you?"⁵ This is different than in Matthew 8 when Jesus said something similar to one disciple who desired to follow after him:

Now when Jesus saw a crowd around him, he gave orders to go over to the other side. And a scribe came up and said to him, "Teacher, I will follow you wherever you go." And Jesus said to him, "Foxes have holes, and birds of the air have nests, but the Son of Man has nowhere to lay his head." Another of the disciples said to him, "Lord, let me first go and bury my father." And Jesus said to him, "Follow me, and leave the dead to bury their own dead." (Matt 8:18-22)

The disciple in Matthew 8 desired to follow after Jesus on his own timing and delaying what he knew to be the right thing to do. However, Elisha was willing to follow after

⁵T. L. Constable, *1 Kings*, The Bible Knowledge Commentary: An Exposition of the Scriptures, vol. 1 (Wheaton, IL: Victor, 1985), 529.

Elijah almost immediately but desired to say good-bye rather than wait until his family had died thus leaving him no reason to stay. This is seen in Elisha's actions immediately following Elijah's response to him. Elisha sacrifices the oxen and boils their yokes and gives it to the people to eat and to use the wood for fire. His actions show that he is no longer continuing his old lifestyle, but rather begin a new journey that God has called him to fulfill by way of Elijah. Elisha's immediate action shows his obedience to the call of God on his life and then follows after Elijah to be his servant and assist him. This moment of decision for Elisha was a choice to pursue his own desires and lifestyle or to be submissive the will of God for his life. This decision began his ministry training for the role as Elijah's successor.

The next several years Elisha assisted and served Elijah as he continued as one of the prophets of God. In his final days, Elijah declares God's sovereignty and denounces monarchs who disobey the Lord.⁶ Elisha continued to watch Elijah carry out the things God had commanded him to do, which carried on the ministry training of Elisha. In 2 Kings 2, Elisha is once again brought into the forefront when Elijah instructed him to stay as he was getting ready to go on another journey. Elisha says, "As the Lord lives, and as you yourself live, I will not leave you." So they went down to Bethel (2 Kgs 2).⁷ The relationship between Elijah and Elisha was a strong and committed one. Over the years that Elijah mentored him, Elisha not only saw the works of God but also experienced the power of God through Elijah.

Elisha was chosen by God for this task some time before he was called to it by Elijah. Weeks before, when Elijah was at Horeb, God told him to search out and find

⁶Paul R. House, *1, 2 Kings*, New American Commentary, vol. 8 (Nashville: B & H, 1995), 240.

⁷All Scripture references are from the English Standard Version, unless otherwise noted.

Elisha and anoint him as his successor.⁸ This is a clear example that long before a person has an opportunity to make a decision to follow God's call that God himself has already decided to call that person. In Elisha's case, God already told Elijah who his successor was to be and Elisha had not yet heard from God but soon would. As a prophet, when Elijah spoke God's people listened because they knew that his message was from God. It was a powerful sign that God had spoken to Elijah and to Elisha when Elijah placed his cloak on Elisha. It was at this point and through this act that God had spoken to Elisha to answer the call to full-time ministry proclaiming the truths of God and His kingdom. One of the things that is very powerful in the call of God on someone's life is when the people of God who are respected and known for their walk with God speak into a person's life and places in front of them the decision to answer that call from God. What is seen in Elijah and Elisha is that God called Elisha before he ever knew he was being called, and God used Elijah to articulate that call to Elisha.

Elijah Mentors Elisha

In ministry training, one aspect that is lost in today's culture is the power and influence from men of God speaking into the lives of the next generation on the call of God. The passing of the cloak from Elijah to Elisha was a power message of the call of God, but one should not miss the medium in which God used to communicate His call to Elisha.

The mentoring of Elisha by Elijah was not quick nor was it short. Elisha served his master about ten years when he was told that Elijah was going to leave him.⁹ Elisha spent about ten years shadowing Elijah and hearing him proclaim the truths of God and

⁸Ronald S. Wallace, *Elijah and Elisha: Expositions from the Book of Kings* (Edinburgh: Oliver and Boyd, 1957), 56.

⁹Warren W. Wiersbe, *Wiersbe's Expository Outlines on the Old Testament* (Wheaton, IL: Victor, 1993), in Logos Bible Software (Bellingham, WA: Logos Research Systems, 2012), s.v. "2 Kings 1-4."

His kingdom. Although in the end Elijah and Elisha had two different styles of ministry, during these times Elisha continued to learn what it meant to walk and talk with God and proclaim his truths. Elijah was a fiery prophet who suddenly appeared in a dramatic fashion, while Elisha was a pastor-prophet who ministered in a personal way to the people.¹⁰

These two prophets cooperated in establishing schools for prophets throughout Israel.¹¹ There were many opportunities for Elisha to stay behind and times that Elijah had encouraged him to stay behind, but Elisha persevered and stayed by his master's side. Had Elisha taken the easy route and stayed behind, he would have missed all the blessing of 2 Kings 2:9-15.¹² Elisha was able to see the mighty works Elijah had done and ultimately done to him as he witnessed chariots of fire and horses separating them and Elijah being taken up into heaven in a whirlwind (2 Kgs 2). At this moment, Elisha realized the many years he spent studying under Elijah and all the things he learned were coming to the forefront for him and the ministry God was calling him to fulfill. Elisha picked up Elijah's cloak, which was left behind when he was taken up in the whirlwind, and immediately continued to walk in the power of God and do what He had commanded. The ministry training Elisha received after walking alongside Elijah for all those years would show to be invaluable as Elisha began his prophetic ministry.

Through the relationship between Elijah and Elisha, the model for ministry training is seen to be relational and hands-on in approach. Colleges, "schools of the prophets," were instituted for the training of prophets, who were constituted, a distinct order (1 Sam 19:18-24; 2 Kgs 2:3, 15; 4:38), which continued to the close of the Old Testament. Such "schools" were established at Ramah, Bethel, Gilgal, Gibeah, and

¹⁰Ibid.

¹¹Samuel J. Schultz and Gary V. Smith, *Exploring the Old Testament* (Wheaton, IL: Crossway, 2001), 81.

¹²Wiersbe, *Wiersbe's Expository Outlines*, s.v. "1 Kings 19:20."

Jericho. The “sons” or “disciples” of the prophets were young men (2 Kgs 5:22; 9:1, 4) who lived together at these different “schools” (4:38-41). The young men were taught not only the rudiments of secular knowledge, but were brought up to exercise the office of prophet: “To preach pure morality and the heart-felt worship of Jehovah, and to act along and coordinately with the priesthood and monarchy in guiding the state aright and checking all attempts at illegality and tyranny.”¹³ Elisha became leader of the prophetic schools in Israel about the year 848 BC. He lived into the reign of Jehoash who came to the throne of Israel in 798 BC. Thus for half a century Elisha led the sons of the prophets.¹⁴ These schools or colleges provided not only the teachings of the law of God, but also gave these young men the opportunity to experience first-hand from the prophets the mighty things God had done.

Ministry Training in the New Testament

Ministry training is not limited to just the Old Testament writings of the prophets and the schools of the prophets; it is continued in the New Testament through the life of Christ and apostle Paul. There are numerous examples of ministry training in the New Testament, but this project focuses on Jesus with his disciples and the apostle Paul with Timothy.

Jesus with the Disciples

In Luke’s gospel, Jesus teaches the crowds and those who are following after Him. Jesus taught them truths of the kingdom of God and told them what it meant to be a disciple, or follower, of Christ. Luke 6:40 says, “A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher.” In ministry training, those who

¹³M. G. Easton, *Easton’s Bible Dictionary* (New York: Harper & Brothers, 1893), s.v. “prophet.”

¹⁴James E. Smith, *The Books of History*, Old Testament Survey Series (Joplin, MO: College Press, 1995), 482.

are called into full-time gospel ministry and are being trained for ministry fell into this same category as a disciple. Robert Utley explains that *fully trained* means fully equipped for the assigned task (cf. Eph 4:12), or possibly restored to usefulness (cf. Gal 6:1).¹⁵ Utley goes on to explain the meaning of this phrase as baby chicks, old enough to be sold in the market as fryers or a fully built ship, now equipped with sails and rigging, ready to sail.¹⁶ This idea in ministry training is seen throughout Jesus' early ministry with the disciples as he prepared to send them out for the great commission.

In the ancient world the teacher-pupil relationship was a personal one, since one learned by oral instruction rather than by books, which were not readily available. One virtually lived along-side the teacher.¹⁷ This relationship between the student and teacher is one that is life on life. The nature of ministry is meant to be life-on-life with people, therefore the student should mirror this in preparation for ministry. One of the things Jesus called his disciples to do was to “come after me” and follow him, which is a clear indication of doing life with Jesus and learning from him. The one who is training for ministry must be able to experience the life on life experience that is required for ministry.

In Luke 9:1-10:1-4 Jesus sends out the twelve apostles, appoints seventy-two others, and sends them out two-by-two into every town and place. This model of ministry training, equipping, and commissioning is one to consider today. Throughout Scripture the disciples spend time with Jesus being taught by him, seeing him minister to the crowds, and engaging the culture of the day. Jesus was very intentional about training his disciples to carry on the task which he had come to do (Mark 3:14). His teachings to them were in

¹⁵Robert James Utley, *The Gospel According to Luke*, Study Guide Commentary Series, vol. 3A (Marshall, TX: Bible Lessons International, 2004), in Logos Bible Software, s.v. “fully trained.”

¹⁶Ibid

¹⁷Darrell L. Bock, *Luke 1:1-9:50*, Baker Exegetical Commentary on the New Testament (Grand Rapids: Baker, 1994), 612.

preparation for this moment of sending them out to every village and city (John 14:12-14).

Jesus Prepares the Disciples for Ministry

The instructions Jesus gave his disciples as they were preparing to go provides a very specific mindset for ministry training. When his disciples were asked to follow after him, they were instructed to leave what they had known and follow him. Forsaking everything is a quality and characteristic of being his disciple and therefore carries on with those who train for ministry.

In Luke 10 Jesus gave specific instructions for the disciples to travel two-by-two and to travel lightly. Jesus sent the disciples on mission with urgency and they had to trust the one who sent them. Those who have been called into full-time vocational ministry also need to exhibit this necessity to trust God in what he sends them to do and where he sends them to go. Jesus taught his disciples many times on things that would shape their mindset or perspective on a life following after him. This mindset becomes a foundational block for the ministry training one receives as they prepare to be sent. The disciples in Luke 10 were sent out on a mission from the Lord that focused on ministry to people and proclamation of the gospel, not on their own needs or desires.

Jesus went on to prepare his disciples for ministry by teaching them the cost of discipleship. In Luke 14:25-33, Jesus shares with the crowd that was following and watching him what it takes to truly be his disciple.

Now great crowds accompanied him, and he turned and said to them, “If anyone comes to me and does not hate his own father and mother and wife and children and brothers and sisters, yes, and even his own life, he cannot be my disciple. Whoever does not bear his own cross and come after me cannot be my disciple. For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it? Otherwise, when he has laid a foundation and is not able to finish, all who see it begin to mock him, saying, ‘This man began to build and was not able to finish.’ Or what king, going out to encounter another king in war, will not sit down first and deliberate whether he is able with ten thousand to meet him who comes against him with twenty thousand? And if not, while the other is yet a great way off, he sends a delegation and asks for terms of peace. So therefore, any one of you who does not renounce all that he has cannot be my disciple.”

Jesus’ first delineation of what it takes to follow after him was that one must be able to

hate his own father and mother and wife and children and brothers and sisters, even his own life. Jesus' words seem harsh and to many seem contradictory to his other teachings. However, the point of Jesus' teaching in this passage was to show the priority one must have in following after him and being his disciple. A person's love and decision to follow after Christ must be so strong and committed that if compared to his love for family it would seem as though it was hatred. In setting the stage for teaching the cost of discipleship, Jesus' remarks recall the excuses of 14:15-24 in the parable of the Great Supper. If excuses about priorities will not do, what will? Jesus wants commitment, not just members.¹⁸ Jesus' teaching was to the crowds who were following him, not just the disciples. This passage of his teaching is directly after he told them the parable of the Great Supper in which the man sent the invitation out for many to join him for a grand celebration. After receiving initial acceptances to this grand occasion the man began receiving excuses as to why people could not attend. This parable illustrates the things that might come between a person and their commitment to follow after Christ. In the parable of the Great Supper, the many excuses as why people could not attend the event are examples of what many will eventually say when considering to truly follow after him. The excuses range from financial, material, or even familial in nature; all of which take precedence over the invitation to celebrate the great occasion.

The excuses mentioned in the parable of the Great Supper are similar in nature when it comes to those who desire the calling of full-time ministry and the pursuit of ministry training. In a parallel way, those who have been invited to train for full-time gospel ministry often come up with excuses liken to the ones found in the parable of the Great Supper. Many initially accept the invitation but then quickly come up with excuses such as financial reasons, material wants or desires, or familial relationships that keep them from being committed to pursuing the call of God. These things take a higher

¹⁸Darrell L. Bock, *Luke 9:51-24:53*, Baker Exegetical Commentary on the New Testament (Grand Rapids: Baker, 1994), 1284.

priority in their life and Jesus exposes this in his teaching through the parable and then further defines the cost of following after him. The cost of being his disciple and commitment needed in training for ministry are very comparable. Both require prioritization in a person's life, and both are susceptible to excuses. Although in and of themselves, the excuses seem legitimate and most people would totally understand; however, at the heart of each reason revealed the true matter. The law excused a newly married man from war (Deut 24:5), "but not from social courtesy."¹⁹ The new wife would probably have been glad to go with him to the feast if asked.²⁰ A. T. Robertson points out in his exegesis of this passage that there is here as often a sharp difference between the excuses offered and the reasons behind them.²¹ It is part of human nature to make excuses and think of only self rather than to sacrifice or die to self. When Jesus taught the crowds on the cost of discipleship, his explanation of what it would cost a person is a direct response to the excuses in the parable he just shared with the people.

Jesus Teaches on Discipleship

To further understand Jesus' statements of the cost of discipleship, one must understand the context in which Jesus was speaking. He was being clear in the commitment it must take to truly follow after him. A decision to follow after him begins with faith and continues in faith that he is the ultimate priority and all other things pale in comparison. The call to "hate" is not literal but rhetorical. Otherwise, Jesus' command to love one's neighbor as oneself as a summation of what God desires makes no sense. The call to hate simply means to "love less."²² Jesus is setting the priority of coming after him

¹⁹Lonsdale Ragg, quoted in A. T. Robertson, *Word Pictures in the New Testament* (Nashville: Broadman, 1933), s.v. "Lk 14:20."

²⁰Ibid.

²¹Ibid.

²²Bock, *Luke 9:51-24:53*, 1284.

as the highest priority that one can have. In this first century setting, one's family was a high priority and alienating oneself from family was traditionally looked down on in their own culture. Familial relationships carried much weight in the first century culture and one who decided to have a relationship with Christ over a relationship with their own family faced rejection. A true disciple had to be willing to accept that rejection and not waiver in their commitment to follow after him. This remains true for those who seek to follow the call of God on their lives into full-time gospel ministry. Many who feel the call to full-time gospel ministry and initially accept the invitation to the call are pressured to pursue other avenues of life because their own family does not approve or it is not financially stable to raise a family and provide for them. These excuses were present in the first century and are present today. The truth about following after Christ is that one cannot follow Jesus and learn from him if other realities have a stronger pull.²³

A disciple or one who is being trained must be willing to listen and learn from his teacher. The ability to learn from the teacher and see him act upon the wisdom and understanding he has in everyday situations is as much a part of the process of being a disciple or being trained for ministry. In the pagan world, the disciple had a master who taught about the gods and the cult into which one was entering. In the Jewish world, one learned about the law and God. The difference between Jesus and these other models of discipleship is that Jesus' call requires more, even everything, in terms of priority from the disciple.²⁴

A second delineation Jesus speaks to the crowds is one must be willing to bear his own cross. This phrase focuses on the weight or burden of the process in following after him. One who decides to be his disciple must also understand the load it bears. The process of following after Christ is one that requires dedication, commitment, and hard

²³Ibid., 1285.

²⁴Ibid., 1286.

work. The image of bearing a cross in the first century was one that denoted cruelty and chastisement. It was a form of capital punishment and one that symbolized persecution. One who decided to follow after Christ must be prepared to suffer rejection and persecution because it is contrary to popular belief and acceptance. A disciple must not only be willing to follow after Christ and set him as the highest priority, but the disciple must be able to persevere in the face of adversity. This commitment and determination is evidence of the high priority of following after him and obeying all that he has commanded.

Christ Above All Else

In ministry training, setting Christ as first in one's heart and being willing to suffer rejection and persecution for the sake of the gospel is vital. One who has decided to pursue the call to full-time gospel ministry must also show these attributes not only as a disciple but as one who desires to be trained for ministry. However, these two major qualities can only come by doing what Christ said at the end of this teaching, and in other accounts he is quoted by beginning with it. The hinge pin for these two characteristics is for one to deny oneself.

The premise for being a disciple of Christ and following after him hinges on the foundation of denying oneself, which means that one who desire to be a disciple of Christ will not set one's own desires or will against the right Christ has for one's life.²⁵ When Jesus made this statement to the crowds and his disciples, the people did not know what kind of death Jesus would die. However, the cross was a symbol and a common practice by the Roman government to execute criminals. Only in Luke's account does the word *daily* occur (Luke 9:23). The disciple follows his Master moment-by-moment, day-

²⁵Walter L. Liefeld, *Luke*, in vol. 8 of *The Expositor's Bible Commentary*, ed. Frank E. Gaebelin (Grand Rapids: Zondervan, 1984), 129.

by-day.²⁶ The idea of dying a martyr's death was not a foreign one to the disciples as there were many zealots in that day. For one to truly understand what it meant to die to oneself *daily* brings a whole new understanding to what Jesus was teaching. The point at which Jesus drew attention to was the temptation for one to follow after Christ one day, but then return to his own desires the next day. In order to truly follow after Christ one must be willing to die *daily* to selfish desires or any desires that would replace Christ as the first and foremost priority in one's life.

This daily sacrifice of self or denying one's self is true for every believer or disciple of Christ, as well as those who are training for full-time ministry. The mindset and attitude of one being trained is to humbly give up selfish desires in order to pursue the desire of Christ. The disciples were beginning to catch a picture of what Christ desired and at the forefront of everything required was the ability to swallow one's pride and die to self daily in order to follow after Him.

These characteristics lay the foundation for ministry training simply because one cannot truly do ministry if he does not first understand what it takes to be a follower of Christ. Ministry training begins with people knowing who Christ is and what he requires for one to be his disciple. In all humility and understanding the Lord Jesus Christ is the Son of God, a disciple must die to selfish desires daily, bear his own cross of suffering and rejection, and set Christ as the ultimate priority over family, material possessions, popularity status, financial gain, and anything else that may be a temptation to subvert the love one has for Christ. Jesus lays out, in no uncertain terms, what it costs, materially and personally, to be his disciple. It costs everything; it costs family, it costs life, and it costs possessions.²⁷ These aforementioned qualities lay the groundwork for

²⁶Gavin Childress, *Opening up Luke's Gospel*, Opening Up Commentary (Leominster: Day One, 2006), in Logos Bible Software, s.v. "Luke 9:23-26."

²⁷F. Scott Spencer, *The Gospel of Luke and Acts of the Apostles* (Nashville: Abingdon, 2008), 173.

one who desires to train for ministry as well because it is the nature of what ministry is.

As Jesus' disciples followed after him and heard him teach to the crowds, they were able to experience his teachings first hand by watching him live out what he taught. This life on life teaching also prepared the disciples for the day when Jesus would send them out to do ministry in his name. Several times Jesus, as he taught them, reiterated the fact that they did not understand what he was saying at that moment but they soon would understand. A teacher desires to instill many things in the student, but knowledge alone does not full prepare the student. In the future the student will be asked and will face the application of the truths being taught. Jesus modeled this many times with his disciples and each one experienced his teachings firsthand and later had to live out what had been taught. Apart from the power of the Holy Spirit in the lives of the disciples, this life on life teaching truly prepared them to be sent out and minister in the name of Christ.

Paul and Timothy

Another example in the New Testament of not only formal teaching but a life on life experiential learning is found through the relationship of Paul and Timothy. The apostle Paul heads out on his second missionary journey and comes to Lystra where he picks up Timothy. Evidently, Timothy's conversion dated back to Paul and Barnabas' first witness in that city. Luke added that Timothy was well spoken of by the Christians in Lystra and Iconium.²⁸ Timothy accompanies and assists Paul on his second missionary journey thus becoming a student under his tutelage. One thing that is known about Timothy is that his father is Greek and his mother is Jewish, which better explains how Paul instructs Timothy, especially about circumcision, and also trains him for ministry. Not much else is mentioned regarding Timothy's father but Paul begins to take on the role as a spiritual father to him.

²⁸John B. Polhill, *Acts New American Commentary*, vol. 26 (Nashville: Broadman, 1992), 342.

Paul taking on this role was not something he arbitrarily came up with, but rather something that was modeled in front of him. Barnabas had done something similar with Paul and even John Mark. The role of a spiritual father to Timothy is one where Paul begins to nurture, mentor, and train Timothy for the gospel ministry. Paul considered Timothy to be his son in the faith and wrote two letters to him to instruct him. He also considered him his *fellow worker* in the work of the gospel and listed him as co-sender in six other letters.²⁹ This model of relationship where the son worked alongside the father and learned the trade of his father, later to take it upon himself to carry on the trade, was common in the first century. Paul and Timothy's relationship was similar in the work of the gospel, which can be seen over the course of their time together. In Acts 16, Paul begins the process of nurturing Timothy and helping him mature through life-on-life experience. As Paul's assistant on his second missionary journey, Timothy observed all that Paul did and listened to his instruction. Paul took Timothy with him and prepared him for ministry by allowing him to carry out instructions that he had given him. Timothy and Silas remained at Beroea (Acts 17:14) when Paul was sent away because of agitation of the Thessalonian Jews, but when Paul was in Athens he asked Timothy to come join him as soon as possible.³⁰ Paul had enough trust to leave Timothy and Silas behind in Beroea while he continued on to other cities. This relationship between Paul and Timothy does not come with blind trust. Timothy had proven himself to Paul in the daily things he was asked to do and by exhibiting the knowledge he had attained through Paul's instruction and teaching.

Paul's relationship with Timothy. The relationship between Paul and Timothy matured through a father and son bond to more of a co-laborer in the gospel.

²⁹Ibid., 343.

³⁰George William Knight, *The Pastoral Epistles: A Commentary on the Greek Text* (Grand Rapids: Wm. B. Eerdmans, 1992), 7.

When Paul moved on to Corinth, Silas and Timothy were with him. There they also joined with Paul as proclaimers of Christ. During this period of time in Corinth, Timothy and Silas, apparently as coworkers with Paul in establishing and building the Thessalonian church are included with him as coauthors in both 1 and 2 Thessalonians, thus showing to be co-laborers in the gospel.³¹ This progression shows Paul and Timothy's relationship had developed beyond the father and son bond where Paul helped shape Timothy into the godly man he had become, and was now maturing into the next level of relationship between a teacher and a student.

In Acts 18:1-11, the apostle Paul modeled for Timothy the demand and weight of the burden to carry out the call of God in ministry. Paul had journeyed from Athens to Corinth where he met Aquilla and Priscilla and there he worked as a tentmaker just as they were. Paul worked with Aquilla and Priscilla as a tentmaker throughout the week, but on the Sabbath he went into the synagogue and tried to reason with the Jews and the Greeks. Paul working as a tentmaker and also being a religious teacher is not uncommon to those who were in similar positions in that time period. Scholars have noted that later rabbinic writings required students of the law to adopt a trade in order to keep the mind from becoming idle and so as to never depend on profit from the teaching of the Torah.³² When Timothy and Silas joined Paul in Corinth, the example Paul had set before them was one of hard work, which showed the responsibility of carrying the gospel to all people. When the two of them arrived, Paul devoted himself exclusively to preaching and teaching the gospel of Christ.

The next stage of relationship Paul and Timothy shared was one in which Paul modeled maturity for Timothy and set the example for him to follow. In this mentoring relationship the student is able to see firsthand how ministry should happen. Paul set the

³¹Ibid.

³²Polhill, *Acts*, 383.

example for how Timothy should address non-believers as well as believers. As Paul went from city to city, he often went to the synagogue and also to the churches that were established from his first missionary journey. Timothy was able to see Paul interact with those who were religious but were preaching another gospel, and he was able to see him strengthen those who were in the church.

Paul's ministry training relationship with Timothy. Timothy spent long amounts of time with Paul on his second missionary journey. Timothy ministered with Paul for about eighteen months in Corinth and about three years in Ephesus, as well as accompanying Paul to Macedonia, Greece, Jerusalem, Rome, and Philippi. For some of the time Paul left Timothy with instructions until he returned or gave him further instruction, which demonstrates Paul's confidence in him as a mentor and the responsibility Paul entrusted to Timothy, as well as the opportunity provided for Timothy to mature in faith.

Paul continued to speak into the life of Timothy from both a face-to-face interaction as well as through his writings to Timothy. Paul's writings to Timothy warned of false teachings and doctrines, instructed and encouraged him on to maturity in Christ and ministry, and also prepared Timothy's perspective to carry on what was entrusted to him by Paul and others (1 Tim 6:12; 2 Tim 4:8). Part of the ministry training relationship is to point out teachings that are contrary to the gospel and what Christ has said. In Paul's first and second letters to Timothy, Paul reminds Timothy of those who have turned away and warns Timothy of those who preach another gospel and have swayed from the truth (1 Tim 1:3-7). The mentoring relationship Paul had with Timothy was one in which a faithfulness to God's Word was ever present, as seen throughout Paul's ministry, especially to Timothy.

Another aspect of the ministry training relationship is the ongoing instruction and encouragement of the one who is being mentored. Again, Paul continued giving instruction and encouragement when he was in person with Timothy, but he also utilized

his writings to carry out this aspect as well. All the churches Paul founded were composed of Greeks. Paul would reference Greek things when he was writing to Timothy, whose father was a Greek.³³ In his letters to Timothy, Paul used familiar settings in which Timothy could relate, such as the competition games held in Greece. Paul associates the life of faith like competing in those games. The exhortation to Timothy, “fight the good fight of faith,” is a reference to the Greek athletic games. Paul was educated at the University of Tarsus, at that time the foremost Greek university in the world, outstripping, according to Strabo, the University of Athens, in its zeal for learning. The great apostle shows a first-hand acquaintance with Greek athletics in his writings, where he frequently uses them as illustrations of spiritual truth (1 Cor 9:24–27; Phil 3:12).³⁴

Paul also instructed Timothy to continue on in the mindset of teaching and training, thus the ongoing discipleship and mentoring relationship Paul had established with Timothy and now encouraged to pass on to others. Paul encouraged Timothy to take all the things he had seen and had been taught by Paul, and entrust those things to faithful men who would go and teach others as well (2 Tim 2:2). This mentoring and ongoing discipleship model is seen in the ministry training Paul had with Timothy, not only in a person’s life of following after Christ, but also in one who is preparing for ministry.

The last way one sees Paul mentoring Timothy through his writings is by preparing Timothy’s perspective on the circle of life and ministry training. As Paul was nearing death, his writings to Timothy were to affirm the call of the gospel and to be confident in the opportunities that God had given him for ministry. Paul wanted to solidify Timothy’s role as the successor in training up others for the purpose of the gospel

³³Kenneth S. Wuest, *Word Studies from the Greek New Testament* (Grand Rapids: Eerdmans, 1997), in Logos Bible Software, s.v. “1 Timothy 6.”

³⁴Ibid.

and to give comfort in knowing that Paul was ready to pass the baton to Timothy in ministry.

These type of responsibilities and opportunities symbolize the next phase of the relationship Paul and Timothy shared, which was one of partners in ministry. Paul and Timothy began with a father and son mentoring type of bond, moved to a teacher and student type of mentoring relationship, and finally ended with a co-laborer in the gospel form of relationship. As co-laborers in the gospel ministry, Paul passed on to Timothy the very task and mission he had set out to complete. Paul was a recruiter, educator, mentor, equipper, and mobilizer for the gospel.

Paul's Pattern of Ministry Training

As one looks back on the relationship between Paul and Timothy, one can see a pattern that can be used in ministry training. This same pattern is even evident in the relationships of Elijah with Elisha, and Jesus with his disciples. Ultimately, one understands God's work through the Holy Spirit throughout the process, but there is a common pattern seen and one that can be implemented in the life of ministry training today.

The pattern is one who has been called by God for his service and is faithfully serving in that capacity; such as Elijah, Jesus, or Paul, identifying and recruiting those who show potential as young novices in the faith. These young novices in the faith are ones that have taken interest to pursue that call of God. In Elisha's case, Elisha attended the school of the prophets to learn more about God and he desired to be taught. In Timothy's life, he had responded to the gospel through the ministry of Paul and the conversion of his mother and grandmother. Timothy was taught the scriptures by his mother and grandmother, and Timothy was well-spoken of by the Christians at Lystra and Iconium. In the case of Jesus and his disciples, these men had some religious understanding, and even though initially might not have been believers, these men were inquisitive and eager to learn more.

The next phase in the pattern is one of teaching and learning. Whether in a formal setting or on the field training, each examples shows a time when the scriptures and its praxis were being taught and implemented. Elisha's involvement in the school of the prophets and the future establishment of other schools by Elijah and Elisha show their belief in teaching and educating others in the truths of God. This teaching was not only formal, but informal as well. The informal teaching took place every day as the two went through life together. Elisha trained under Elijah for many years, and Jesus and his disciples had the same type of teaching situations. Numerous times Jesus taught in the synagogues and the disciples accompanied him there and listened to his teaching. However, many more times Jesus taught the crowds and his disciples outside the synagogues. Jesus used every day examples and situations to teach the truths of the kingdom and further train the disciples for ministry. This type of informal teaching and training took place often with his disciples. Paul and Timothy had a similar relationship in that Paul continued to instruct and train Timothy even as they were on the second missionary journey. Timothy's foundation of teaching was done through his home by his mother and grandmother, but it was furthered by Paul's instruction and teaching to him as they traveled together and did life and ministry together.

The last phase in this pattern is the empowerment of the disciple or student to become the co-laborer in the gospel. This last phase recognizes the student's readiness and willingness to launch out on their own in carrying out the mission that was passed down by their mentor and trainer. Elijah passed on his mantle to Elisha and knew that Elisha was ready to carry on the task he had been given. Jesus called the twelve and sent them out instructing them do just as he taught them to do and what they had seen him do. Paul gave Timothy opportunities and responsibilities to carry on the work of ministry and lead the church in his absence. Each one of these scenarios demonstrate the teacher empowering the student to do just what had been instructed and to carry on in the mission.

CHAPTER 3
THEORETICAL AND SOCIOLOGICAL SUPPORT
OF EXPERIENTIAL LEARNING
FOR MINISTRY TRAINING

This chapter looks at the theoretical and sociological support of experiential learning for ministry training. A look back at the historical and educational support for experiential learning will build a broader foundation and understanding for ministry training. Are there foundations of experiential learning that fit into ministry training? Are there learning theories that impact the nature of ministry training? The following chapter examines David Kolb's Theory of Experiential Learning and the different learning styles and theories associated with experiential learning.

Historical Voices on Experiential Learning

Throughout history, the idea and practice of experiential learning has existed; however, during the formal education of the twentieth century it became a topic for many to plunge into a bit deeper. John Milton Gregory raised the idea once again when he stated,

Knowledge cannot be passed like a material substance from one mind to another, for thoughts are not objects which may be held and handled. Ideas can be communicated only by inducing in the receiving mind processes corresponding to those by which these ideas were first conceived. Ideas must be rethought, experience must be re-experienced. It is obvious, therefore, that something more is required than a mere presentation; the pupil must think.¹

Gregory's statement points to the need for students to not only receive the information but to process through the information for a deeper learning of the material.

The philosophy of education has had many different voices throughout the years and one's own understanding of education can be traced back to some of these voices.

¹John Milton Gregory, *The Seven Laws of Teaching* (Minneapolis: Filiquarian, 2007), 39.

British philosopher John Locke believed people should acquire knowledge and be filled with it. Locke greatly admired the achievements that scientists such as Francis Bacon, Isaac Newton, and Robert Boyle (his friends in the Royal Society) had made in physics, chemistry, and medicine, and he sought to clear the ground for future developments by providing a theory of knowledge compatible with such carefully-conducted study of nature.² His purpose of education was “to develop ideas in the mind based on sense perception; to educate individuals capable of self-government.”³ Locke’s major philosophical contribution, *An Essay Concerning Human Understanding*, published in 1690, examined how ideas are acquired.⁴ He held that at birth the human mind is a blank slate, a *tabula rasa*, that is empty of ideas and people gradually acquire information about the world that their senses bring to them. Simple ideas become compound ideas as they are combined, and these in turn become more complex through comparison, reflection, and generalization.⁵ This influence by Locke nurtured the conversations of experiential learning and he is often acclaimed as the pioneer of empiricism.

The fundamental principle of empiricism is that all knowledge and ideas arise from experience, or in other words that human knowledge is acquired by the senses.⁶ Locke’s emphasis on studying objects in the environment led the way for further development by others such as Rousseau, Franklin, Pestalozzi, and Dewey. Educators

²Garth Kemerling, “Locke: The Origin of Ideas,” accessed December 21, 2014, <http://www.philosophypages.com/hy/4l.htm>.

³“Pioneers in Education,” accessed December 20, 2014, <http://www.wou.edu/~girodm/foundations/pioneers.pdf>, overview chart.

⁴John Locke, *An Essay Concerning Human Understanding*, ed. Alexander Fraser (New York: Dover, 1959).

⁵“Pioneers in Education,” 110

⁶Kemerling, “Locke.”

later advocated for the scientific method, the testing of hypothesis by experimentation, as the best approach for teaching and learning.

John Dewey

John Dewey was one of the most important American philosophers.⁷ Dewey did not think highly of the educational model of his day and this advanced his own philosophy. The classroom-based educational philosophy of the traditional teaching model was born out of an empirical approach to learning. Teachers were viewed as dispensers of knowledge and evaluators of student performance. Knowledge was considered as canonized, organized information grounded in absolute truth and passed from generation to generation. Student were empty vessels awaiting the organized consumption of knowledge from the teacher. Dewey's philosophy points out that the strict authoritarian approach of traditional education was overly concerned with delivering preordained knowledge, and not focused enough on students' actual learning experiences.⁸

John Dewey's work in experiential education began in 1896 during his tenure with the University of Chicago where he founded the University Laboratory School that later became the "Dewey School." The laboratory school became a venue for experiments in educational thinking.⁹

Dewey viewed students as being equally important in the teaching-learning practice and emphasized the teacher's role as a guide in the learning process. He did not take sides between traditional education and progressive education, but rather states that

⁷Robert B. Westbrook, *John Dewey and the American Democracy* (New York: Cornell University Press, 1991), 195.

⁸Ibid., 195-216.

⁹International Centre for Educators' Learning Styles, "John Dewey's Philosophy of Experience and Education," accessed November 26, 2014, http://www.icels-educators-for-learning.ca/index.php?option=com_content&view=article&id=53&Itemid=68.

effective education understands how humans have the experiences they do and finds it necessary to incorporate this into the design of the curriculum. Where traditional education focused upon curriculum and cultural heritage for its content, progressive education focused on the learner's interest and impulse, unconstrained by the educator.¹⁰

Dewey's philosophy proposes a carefully developed theory of experience and its relation to education. Sound educational experience involves both continuity and interaction between the learner and what is learned. Dewey's philosophy is that experience arises from the interaction of two principles: continuity and interaction. Dewey's principle of continuity states that all experiences (past and present) are carried forward and influence future experiences and decisions. Dewey's principle of interaction refers to the objective and internal conditions of an experience.¹¹ Dewey began a movement that generated the development of experiential programs and experiments in education.

Dewey stated that all learning is experiential, but all experiences are not educational.¹² Dewey postulates that experience and education do not directly relate because some experiences are not educational, such as an experience that prevents or distorts the growth of further experience. The challenge for experience-based education is to provide learners with quality experiences that will result in growth and creativity in their subsequent experiences. Dewey refers to this principle as the continuity of experience or the experiential continuum, a principle necessary for the philosophy of educative experience.¹³

¹⁰John Dewey, *Experience and Education* (Toronto: Collier-Macmillan Canada, 1938), 9-10.

¹¹*Ibid.*, 35.

¹²T. Grady Roberts, "A Philosophical Examination of Experiential Learning Theory for Agricultural Educators," *Journal of Agricultural Education* 47, no. 1 (2006): 17, doi:10.5032/jae.2006.01017.

¹³Dewey, *Experience and Education*, 25.

Dewey's Scientific Method

Dewey relied on the scientific method as a means for students to learn but he had a specific way in which he used the scientific method. The following steps are extremely important in Dewey's version of the scientific method as a process of teaching and learning:

1. The learner is involved in a "genuine experience" that truly interests him or her.
2. Within this experience, the learner has a "genuine problem" that stimulates thinking.
3. The learner acquires the information needed to solve the problem.
4. The learner frames possible, tentative solutions that may solve the problem.
5. The learner tests the solutions by applying them to the problem. In this way, the learner validates his or her own knowledge.¹⁴

Dewey believed that the right experiences, with the educator helping the student process through the experience, would be the greatest opportunity for student learning. This element is most crucial in Dewey's approach to experiential learning and one of the reasons he stated that not all experiences are educational. Dewey claims that experience is truly experience only when objective conditions (what the educator does and how they do it) are secondary to what goes on within the individual having the experience. This means that a normal experience involves the interaction between both the objective (what the educator does) and the learner's internal conditions.¹⁵

Many believed that Dewey's approach would lead to undisciplined students trying to navigate their own path to learning and would cause the student to become disconnected. However, according to Dewey the educator's role and involvement is not passive; rather it would create more interaction between the student and the educator through the positive experiences. This is where the student has the opportunity to reflect on what has been taught.

Another element of Dewey's philosophy is that of reflection. Dewey defined

¹⁴John Dewey, *Democracy and Education* (New York: Macmillan, 1916), 192.

¹⁵Dewey, *Experience and Education*, 45.

reflection as a look back over what has been done so as to extract the net meanings, which are the capital stock for intelligent dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind.¹⁶ Reflection is a somewhat broad term and can mean a number of different things. Lucas defined reflection to be a systematic enquiry into one's own practice to improve that practice and to deepen one's understanding of it.¹⁷ It is necessary to differentiate clearly between reflection as something which teachers should learn to do competently (a goal) and reflection as a means to the attainment of that or other goals. In the first instance, reflection is a much more central means of learning for experienced practitioners, than it can be or need be for novices.¹⁸ The learner or novice uses reflection on unexamined theories or ideas whereas the teacher uses reflection on practices through his expertise.

Dewey saw reflection as being an important part of his philosophy because the experimental method demands keeping track of ideas, activities, and observed consequences. Keeping track is a matter of reflective review and summarizing, in which there is both discrimination and record of the significant features of a developing experience. Activity that is not checked by observation of what follows from it may be temporarily enjoyed, but intellectually it leads to nowhere. Activity that is not checked does not provide knowledge about the situations in which action occurs nor does it lead to clarification of ideas.¹⁹

Others recognized the importance of reflection and stressed the importance of the types of reflection that would bring about effective learning for the student. Carl

¹⁶Ibid., 110.

¹⁷P. Lucas, "Reflection: New Practices and the Need for Flexibility in Supervising Student-Teachers," *Journal of Further and Higher Education* 15, no. 2 (1991): 84.

¹⁸James Calderhead and Peter Gates, eds., *Conceptualizing Reflection in Teacher Development*, 2004 ed. (Washington, DC: Falmer, Taylor & Francis, 1993), 43.

¹⁹Dewey, *Experience and Education*, 110.

Rogers, an American psychologist, points out, “The most socially useful learning in the modern world is learning of the process of learning: a continuing openness to experience and incorporation into oneself of the process of change.”²⁰ Understanding how a student learns best is a critical part of the teaching-learning process. Different types of reflection help facilitate that understanding and helps the educator, as well as the student, to be most effective throughout the process. Although many of the techniques were originally developed as a simple paper and pencil method, the Centre for the Study of Human Learning has been able to utilize a range of reflective learning tools by transferring them into a computer digital format. These tools include computer-driven videos, computer simulated radar screens and all manner of variations built around the basic theme of the repertory grid.²¹ Many different reflective learning tools and methods enhance the student’s ability to effectively learn and progress in his own maturation.

David Kolb

David Kolb, an American psychologist and educational theorist, is best known for his research on experiential learning and learning styles. Kolb’s research and study acknowledges the work of experiential learning from those before him such as Rogers, Jung, and Piaget. Kolb furthered the discussion of experiential learning that Dewey, Rogers, and Piaget had been doing throughout the nineteenth and twentieth century. His work in this area eventually came to be known as the Experiential Learning Theory (ELT).

Experiential Learning Theory. The ELT defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.”²² Kolb’s ELT

²⁰David Boud, Rosemary Keogh, and David Walker, eds., *Reflection: Turning Experience into Learning* (New York: Nichols, 1985), 114.

²¹Ibid., 113-14.

²²David Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Upper Saddle River, NJ: Prentice-Hall, 1984), 41.

model of learning looks at two dialectic modes of comprehending experiences: Concrete Experience (CE) and Abstract Conceptualization (AC); and two dialectic modes of transforming experience: Reflective Observation (RO) and Active Experimentation (AE). As displayed in figure 1, these four modes are proposed as a cyclical pattern that the learner progresses through as stages in learning.

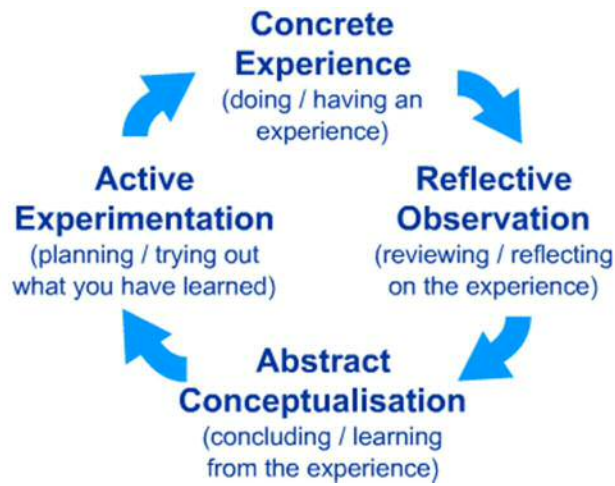


Figure 1. Kolb learning cycle

This cycle of learning begins with the concrete experience, which could be an event, situation, or direct activity of the learner and is the foundation for observation and reflection. Reflections are then integrated and focused into the abstract conceptualization. It is in this stage in which new suggestions for action can be drawn. The new suggestions can be actively tested and serve as guides for new experiences. These new experiences take the learner back to the concrete experiences which starts the process over again.

Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner “touches all the bases”; for example, a cycle of experiencing, reflecting, thinking, and acting. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action that the person can actively test and experiment with, which in turn enables the creation of new experiences.

David Kolb's learning styles. Kolb's model therefore works on two levels—a four-stage cycle: (1) Concrete Experience (CE), (2) Reflective Observation (RO), (3) Abstract Conceptualization (AC), and (4) Active Experimentation (AE) and a four-type definition of learning styles, (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated below), for which Kolb used the terms (1) Diverging (CE/RO), (2) Assimilating (AC/RO), (3) Converging (AC/AE), and (4) Accommodating (CE/AE)²³

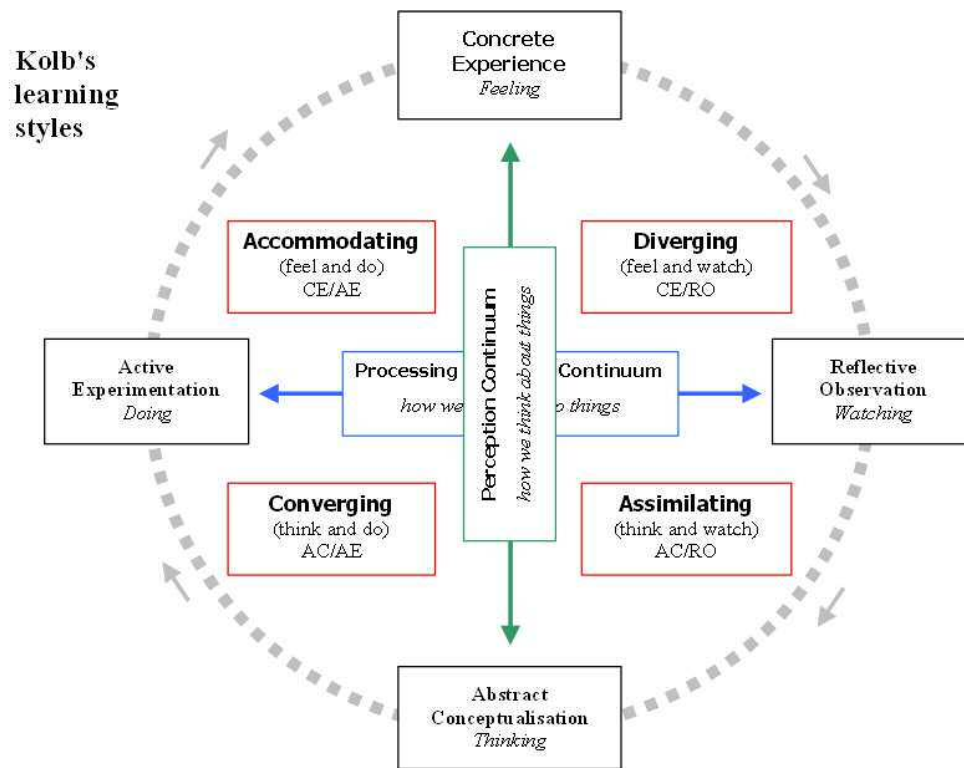


Figure 2. Kolb's learning styles

David Kolb developed the Learning Style Inventory (LSI) in order to assess individual learning styles. Through the testing on the LSI, individuals showed a variance

²³Businessballs.com, "Kolb Learning Styles," accessed November 28, 2014, <http://www.businessballs.com/kolblearningstyles.htm>.

in scoring, but the research on the instrument itself statistically showed the four prevalent learning styles.

Diverging learners are individuals who have a strong ability to learn through the Concrete Experience and the Reflective Observation. These learners are best at viewing a concrete experience from many different perspectives. This style of learner does well when there is a type of “brainstorming” session. Diverging learners are more imaginative and emotional, they prefer to work in groups and enjoy receiving personal feedback.

Assimilating learners have a strong ability to learn through the Abstract Conceptualization and Reflective Observation. These learners are best at comprehending masses of information and are able to put the information in a succinct and reasonable form. This style of learner is more interested in the logical dependability of a process rather than the real value. These learners enjoy to analytically think through material or situations and prefer readings or lectures.

Converging learners are individuals who have a strong ability to learn through the Abstract Conceptualization and Active Experimentation. These learners are best at finding solutions or answers to problems through finding practical uses for ideas and theories. This style of learner prefers to deal with technical tasks and problems rather than social or interpersonal issues. These learners enjoy experimenting with new ideas and practical applications.

Accommodating learners are individuals who have a strong ability to learn through the Concrete Experiences and Active Experimentation. These individuals best learn mostly from “hands-on” experience and enjoy carrying out plans and challenging experiences. This style of learner prefers to act on their own feelings and other people’s information more than their own technical analysis. These learners enjoy working with

others to get tasks accomplished and using different approaches to complete projects.²⁴

ELT also recognized that learning styles coincides with personality types as well and those factors coincide with various levels of behavior (see table).²⁵ Carl Jung’s Extraversion/Introversion dialectic dimension as measured by the Myers-Briggs Type Indicator (MBTI) correlates with the Active/Reflective dialectic of ELT as measured by LSI. The MBTI Feeling/Thinking dimension correlates with the LSI Concrete Experience/Abstract Conceptualization dimension. The MBTI Sensing type is associated with the LSI Accommodating learning style and the MBTI Intuitive type with the LSI Assimilating style. MBTI Feeling types correspond to LSI Diverging learning styles and Thinking types to Converging styles.²⁶

Table 1. Relations between the basic learning styles and five levels of behavior

Behavior Level	Diverging	Assimilating	Converging	Accommodating
Personality Types	Introverted Feeling	Introverted Intuition	Extraverted Thinking	Extraverted Sensation
Educational Specialization	Arts, English, History, Psychology	Economics, Mathematics, Sociology, Chemistry	Engineering, Physical Science	Business Management
Professional Career	Social Service, Arts, Communication	Sciences Research Information	Technology Economics Environment	Organizations Business
Current Jobs	Personal Jobs	Information Jobs	Technical Jobs	Executive Jobs
Adaptive Competencies	Valuing Skills	Thinking Skills	Decision Skills	Action Skills

²⁴David A. Kolb, Richard E. Boyatzis, and Charalampos Mainemelis, “Experiential Learning Theory: Previous Research and New Directions,” 6, accessed November 28, 2014, <http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf>.

²⁵Robert J. Sternberg and Li-Fang Zhang, eds., *Perspectives on Thinking, Learning, and Cognitive Styles* (New York: Routledge, 2011), 231.

²⁶Kolb, Boyatzis, and Mainemelis, “Experiential Learning Theory,” 8.

Other Voices in Experiential Learning

Kolb's work on these learning styles has opened up more discussion and research as to the strength of the various styles of learning. Many have stated similar theories and others have built upon Kolb's work. The British Further Education Curriculum and Development Unit proposed a three-phase model of experiential learning that is very similar to the work of Kolb. The three-phase model was experience, reflection, and learning. In its simplest form, the individual has an experience, reflects on the event or experience, and then suggestions are given to learn how to best prepare for the next experience. Building on Kolb's circular model of experiential learning, Burns and Gentry added the element of motivation to their model. Burns and Gentry proposed that unless the learner had a motivation to engage in the activity or the experience, then learning would not be able to occur. This model of learning was called a "tension-to-learn theory" and included five stages the student must pass through in order for learning to occur: a current state, motivation, experience, legitimization, and a new state.²⁷

Burns and Gentry say that motivation may come from an external or internal source; however, an intrinsic source cultivates a deeper level of experiential learning. During the legitimization phase, the learner comes to the belief that the experience was effective for practical life skills. Similar to the motivation phase, there can be external and internal legitimization. External legitimization functions at a lower level than that of an internal legitimization where the student discovers its validity for himself.

The Teacher's Perspective

Bernice McCarthy took Kolb's cycle of learning and addressed it specifically from a teacher's preparation perspective. Teachers who understand the various learning styles of their students and can prepare plans and methods to that end will help increase

²⁷A. C. Burns and J. W. Gentry, "Motivating Students to Engage in Experiential Learning: A Tension-to-Learn Theory," *Simulation & Gaming* 29, no. 2 (1998): 133-51.

the opportunity for learning of the student. The 4MAT System honors the distinctive style that each student brings to the classroom, while helping each student grow by mastering the entire cycle of learning styles. McCarthy points out that students should not be limited to their dominant learning style alone. To learn successfully, a student also needs expertise in other learning styles; together these styles form a *natural cycle of learning*.²⁸ She defines learning: “The learner makes meaning by moving through a natural cycle—a movement from feeling to reflecting to thinking and, finally, to acting.”²⁹

Educators are cautioned to not allow students to rest or become complacent in his or her own label. Although labels help to identify qualities and characteristics that are most common, individuals should not be limited to one particular label. McCarthy believes that over time, and with experience, practice, and encouragement, students become comfortable with learning styles that are not naturally their own. Successful learners, in fact, develop multiple styles.³⁰

Along with the various learning styles, the 4MAT System also factors in the way the different sides of the brain process information. Understanding the typical left brain and right brain function is helpful in comprehending how experiential learning best operates. The Left Mode is analytical and knows those things described with precision. It examines cause and effect, breaks things down into parts and categorizes them, seeks and uses language and symbols, abstracts experience for comprehension, generates theory, and creates models.³¹ It is sequential and works in time. The Right Mode knows more than it can tell, filling in gaps and imagining. It is intuitive. It senses feelings; forms images and

²⁸Bernice McCarthy, “A Tale of Four Learners: 4MAT’s Learning Styles,” *Educational Leadership* 54, no. 6 (1997): 1.

²⁹Ibid., 5.

³⁰Ibid., 6.

³¹Ibid.

mental combinations; and seeks and uses patterns, relationships, and connections. It manipulates form, distance, and space.³² McCarthy stresses that if a teacher wants to push students to excellence and higher-order thinking, then attention must be given to both sides of the brain in the learning process. Individuals learn through various means and the more an individual can master, the more opportunity he has for new learning. McCarthy points out an ongoing problem with teachers continuing to focus themselves on lecturing and using logical, sequential problem solving the majority of the time.³³

Learning is both reflective and active, verbal and non-verbal, concrete and abstract, head and heart. The teacher must use many instructional methods that are personally meaningful to each student. The more students can travel the cycle, the better they can move to higher-order thinking.³⁴

Experiential Learning in Higher Education

There has been much emphasis on experiential learning in higher education in the twentieth century. With this emphasis came the development of organizations and publications that focus on the need for experiential learning in higher education. Over decades of research in a study by the Johnson Foundation, the Education Commission of the States, and the American Association for Higher Education, principles came to be known concerning experiential training for the undergraduate student. This research was published by Arthur Chickering and Zelda Gamson and was entitled, *Seven Principles for Good Practice in Undergraduate Education*.

Because many have criticized higher education and whether or not students are truly learning or faculty truly teaching in undergraduate programs, Chickering and

³²Ibid., 7.

³³Ibid.

³⁴Ibid., 8.

Gamson offer seven principles on good teaching and learning in college and universities.

Good practice in undergraduate education:

1. Encourages contact between students and faculty
2. Develops reciprocity ad cooperation
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

Principles to Improve the Teaching-Learning Process

These principles were developed as guidelines for faculty, students, and administrators to help improve the teaching-learning process for undergraduate students. The development of these practices and guidelines derive from over fifty years of research on ways teachers teach and students learn. The authors state, “While each practice can stand on its own, when all are present their effects multiply. Together, they employ six powerful forces in education: activity, expectations, cooperation, interaction, diversity, and responsibility.”³⁵

The first principle encourages contact between students and faculty. Consistent interaction between students and faculty has been the most influential and motivational factor for student learning.³⁶

The second principle is to develop reciprocity and cooperation among students. This principle is about creating an environment where learning is collaborative. Although students are still responsible for their individual learning, students can learn more when they work with a team and have to work out their understanding of ideas with others.³⁷

³⁵Arthur Chickering and Zelda Gamson, “Seven Principles for Good Practice in Undergraduate Education,” *The Wingspread Journal* 17, no. 3 (July 1989): 2.

³⁶Ibid.

³⁷Ibid.

The third principle is to encourage active learning. Students do not learn best by merely listening to lectures and memorizing facts. This principle is about students engaging in what they are hearing, reading, and seeing, and putting it into practice by writing on it, relating it to past experiences and applying it to everyday life.³⁸

The fourth principle in good practices for undergraduate education is having or providing prompt feedback. Knowing what one knows and does not know focuses learning.³⁹ Students perform best in learning when they are able to reflect all along the educational process. Being able to discern what one knows and does not know helps both the teacher and the student determine what has been learned and what still needs to be learned in order to master the subject.

The fifth principle emphasizes time on task. Time is an important commodity, but more time on a particular a task does not necessarily mean more effectiveness. How students and faculty spend time is critical for learning. Learning time management for one's life is important and is also an effect of best learning practices. Teachers need to help educate students on effective time management and model it as well.⁴⁰

The sixth principle is to communicate high expectations. Setting expectations for students in the learning process becomes a great opportunity for students to set goals in planning to achieve those goals. Faculty need to challenge students in the expectations they have for the student, but then challenge students to challenge themselves in a way that pushes them to the next level.⁴¹

The last principle in good practices for undergraduate education respects diverse talents and ways of learning. There is no “cookie cutter” method for the teaching-

³⁸Ibid.

³⁹Ibid., 4.

⁴⁰Ibid.

⁴¹Ibid.

learning process and many individuals bring ideas, experiences, and perspectives to add to the learning process. Good practice is leveraging various backgrounds, experiences, and skills of all those who are engaged in the learning process.⁴²

There has been an effort by many educational institutions to emphasize more active learning. Students learn best when learning is active; meaning students are mentally involved, engaged in hands-on activities, and involved in a process of inquiry, discovery, investigation, and interpretation. Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information.⁴³ Much of this emphasis has been driven by the marketplace and employers knowing that the student has been fully educated to perform on the job.

Employers Desire More

Bill Coplin, in his book *10 Things Employers Want You to Learn in College*, writes about things that students should keep in mind as they prepare themselves for the job market. In one of his chapters Coplin emphasizes the importance of picking the right college, program, and courses to best prepare for life and the workforce. The types of issues he writes in his book that employers are looking for only deal partially with content in and of itself. Coplin says there is much more to the educational process that prepares a student for a vocation. Content is a necessary part of the educational process, but employers are looking for individuals who have integrated learning of the content with a personal skill set. He stresses that employers are looking for people who have a strong work ethic, skill development, people who have an ability to communicate both one on one and in group settings, people who are able to communicate with visual displays, people who have the ability to write and proof their own writing, people who

⁴²Ibid.

⁴³Columbia Graduate School of Arts and Sciences: Teaching Center, "Active Learning," 1, accessed November 29, 2014, <http://www.columbia.edu/cu/tat/pdfs/active%20learning.pdf>.

have the ability to deal with information electronically, people who have the ability to develop good relationships and works well in teams, people who have the ability to influence and teach others, people who know how to gather information and data for the purpose of enhancing work environments, and people who can ask and answer the right questions and be a problem solver.⁴⁴

One might say a student can get all of these characteristics outside of higher education, and this is true; however, Coplin goes further in his book to point out the importance of picking the right college, program, and courses to best prepare for the work force. This is one reason why experiential learning in a higher education classroom and program is critical. Experiential learning is an aspect or quality people are looking for in preparing for the next level in life and career.

Many people ask how a particular college, school, or program will prepare the student to actually perform in the work place. The qualities employers are looking for in a student to learn in college can and should be learned through the experiential learning of a school's program and incorporated in each course. A healthy higher education environment attempts to foster this type of learning to best prepare the student for the workplace, thus the growing interest by many academic institutions to not only incorporate experiential learning through their programs but also to market it to the general public because the value it brings to the workplace environment.

Coplin writes about the importance of choosing the right school and education: "One must look at four layers that best prepare him for a vocation: 1. College choice, 2. Program choice, 3. Course choice, 4. Choice of individuals to connect with,"⁴⁵ The first three layers are equally important as layer 4, but many people do not leverage the fourth layer for the purpose of effective learning in the field of study they pursue. Layer 4

⁴⁴Bill Coplin, *10 Things Employers Want You to Learn in College* (New York: Random House, 2003), 7-122.

⁴⁵Ibid., 129.

encourages the student to connect with faculty, staff, or others in professional roles outside of the college for the purpose of furthering their education and understanding the student's field of interest.

Another aspect the author writes about is the need for students to pursue apprenticeship programs or opportunities. By doing this, the student builds a broader foundation upon which to learn and further the educational practice in the field of interest.

Aristotle says, "For the things we have to learn before we can do them, we learn by doing them," which presents an ironic challenge to new college graduates looking for their first job after college. Most job descriptions call for experience, but one cannot get the experience without the job and cannot get the job without experience.⁴⁶ Countless people still face the age old dilemma of graduating from a higher education institution and almost every job description calling for experience. Coplin writes,

Before the early twentieth century, the apprentice system, in which a beginner worked with a professional in the field, was the way to get the experience and grow into a job. That is how Benjamin Franklin became a printer with virtually no formal education. Being an apprentice means having a teacher and mentor who will encourage, demonstrate, provide ample learning opportunities and correct.⁴⁷

According to Coplin, although most college and universities would want to provide an apprenticeship type of program, they could not because so many of the faculty are not equipped to serve as a mentor. Most college faculty, especially in arts and sciences program, have studied their subject but have not been a "player" themselves.⁴⁸ This creates a challenge for faculty at most universities and colleges to provide an apprenticeship experience since the faculty does not have the personal experiences themselves. Coplin points out the value of the "non-player" faculty in a general education sense, but gaining the experience and apprenticeship needed cannot be obtained through them.

⁴⁶Ibid., 152-53.

⁴⁷Ibid., 153.

⁴⁸Ibid., 154.

Spiritual Mentoring in Ministry Training

In the area of ministry training, apprenticeship or mentoring of a student is something most ministry leaders enjoy because it is about investing into the next generation of leaders. Daryl Smith describes several types of spiritual formation mentoring in the book, *Preparing for Ministry: A Practical Guide to Theological Field Education*. The concept of mentoring is a biblical and provides a great model for leadership. Faculty, staff, and ministry professionals have the opportunity to mentor students beyond just academic content to the personal life, character, and ministry integrity of developing leaders. This type of mentoring is something many do not consider as a part of a job description but rather a ministry calling. The role of faculty, staff, or ministry professionals is vital in the ministry training process and the experiential learning environment. Smith describes the different types of mentors that faculty can play in the lives of students while they are in ministry training. The following types of mentors can range from a novice, rookie, or even seasoned student. A mentor can serve as a discipler, a spiritual guide, coach, counselor, teacher, sponsor, contemporary model, historical model or a divine contact.⁴⁹ The role most faculty play in the lives of ministry training students primarily falls into the *coach* or *teacher* mentor type, but is not limited to any one type. Some of these mentoring opportunities come through apprenticeship type programs in which students benefit greatly in their experiential learning education.

In addition to apprenticeship opportunities, the student is encouraged to seek out internships. An academic internship gives students formal feedback and evaluation that best prepares them for their vocation. Internships become a great opportunity for students to put into practice the things learned both in the classroom and through apprenticeship-type of opportunities.

In *Ministry Greenhouse*, George Hillman, Jr., talks about the importance of

⁴⁹George M. Hillman, ed., *Preparing for Ministry: A Practical Guide to Theological Field Education* (Grand Rapids: Kregel, 2008), 116-18.

ministry internships for those called into the vocational gospel ministry. There has been much debate on the purpose of theological training versus the hands-on practical training that one receives in preparation for a call into ministry. Hillman is a big advocate for internships in this scenario because he believes it balances out the theological education with the practical “how-tos” of ministry. Much of a ministry internship is developing the individual as a leader in ministry. Leadership development is lost when institutions focus only on theory or classroom lecture without providing active learning alongside the curriculum. Schools of theological education see one of their primary purposes as leadership development, yet many critics would say that the modern Bible college or seminary fails to train leaders of the twenty-first century.⁵⁰ Hillman echoes other voices about the effectiveness of educating those who desire to pursue a particular vocation, namely gospel ministry, without having the experiential learning component built in to the preparation:

On one side of the debate about theological education are those who believe the role of the Bible colleges and seminaries is to *theologically equip* students to think biblically and critically rather than simply to help them develop particular pastoral skills, on the other side of the debate some see the role of these schools as educating a professional church leader in *ministry how-tos*.⁵¹

The reality of this debate is that schools and academic institutions have to the responsibility to carry out both theological education and the practical how-tos of ministry. There is no possible way an academic institution can accomplish this solely on their own, nor should they try to. Experiential learning in ministry training has more to do with building and growing leaders, and leaders not only know the content of the matter but leaders are able to use that content and then lead those around them through that matter. Coplin also pointed out that employers are looking for students to learn in college not only the content but how to lead others in that content as well.

⁵⁰George M. Hillman, *Ministry Greenhouse: Cultivating Environments for Practical Learning* (Lanham, MD: Rowman & Littlefield, 2008), 2.

⁵¹Ibid., 3.

Much of one's education should be about being a leader in whatever field he finds himself in life. Therefore, leadership development is a staple in training for ministry. Developing leaders involves people with a strong work ethic, skill development, people who have an ability to communicate both one on one and in group settings, people who are able to communicate with visual displays, people who are able to write and proof their own writing, people who are able to deal with information electronically, people who can develop good relationships and works well in teams, people who have the ability to influence and teach others, people who know how to gather information and data for the purpose of enhancing work environments, and people that can ask and answer the right questions and be a problem solver; all of which are the same things employers are looking for in students.

Hillman purposely entitled his book *Ministry Greenhouse* because a greenhouse is a place where something can be nurtured and grown. For ministry training and the development of ministry leaders, it is imperative to create an environment in which students can be nurtured and grown into the leaders God has called them to be. This development, nurturing and growing of ministry leaders, involves faculty, staff, and ministry professionals outside the college who provide students with active learning environments both in the classroom and outside the classroom, give opportunity for apprenticeships so students can be mentored in lessons being taught in the classroom, and give formal and informal feedback to students actively engaged in ministry internship experiences. These environments, when created properly, are a place where the Holy Spirit can work in the student's life and the lives of other future ministry leaders: a safe environment to ask questions, to stretch the mind and heart, and to be modeled.⁵²

The internship should be a great culmination and continuing of the experiential learning one has been a part of in the ministry training education. An internship is often

⁵²Ibid., 8.

called “field education” because it is learning that takes place in the field of ministry. An internship is not busy work or cheap labor but instead is a fundamental element to the intentional development as a future leader. Formal education, observation of others, and real-world experience all play a part in leadership development. Generally, the more practical the lessons one needs to learn, the more educational experience needs to be integrated into real life through field-based educational and personalized instruction.⁵³

Leadership development for ministry training is vitally important and schools and colleges, along with professional ministry leaders, should do all they can to foster growth and create environments for students to grow, much like a greenhouse. However, the work of the Holy Spirit should never be forgotten in this process; knowing God is sovereign and without His work in a person’s life and ministry the labor is in vain. According to Hillman, “The role of a college or seminary is not force a student to grow mentally, emotionally, physically, and spiritually. Rather the role of school is to create learning environment where a student is more likely to enjoy success.”⁵⁴

Conclusion

Experiential education has been seen as early as the Old Testament prophets, as well as in the New Testament with the likes of apostle Paul and Jesus. This model of learning was practiced throughout the early church and modern history. Throughout the centuries, the concept of leadership development and mentoring is seen through all vocational backgrounds. Content is a foundation for effective education, but without experiential education and students putting into practice what they learn from the content, it is anemic. The best and most effective training in education is delivering quality content by knowledgeable faculty who engage students with active learning in and out of the classroom. Coupled with quality content is the necessity for apprenticeship and hands-on

⁵³Ibid., 5.

⁵⁴Ibid., 9.

learning such as internships under the formal supervision and mentorship of faculty, staff, and ministry professionals. This is a more effective way to educate and train leaders for ministry.

CHAPTER 4

DETAILS OF THE PROJECT

Liberty University's Department of Christian Leadership and Church Ministries academic program is focused on training students for vocational ministry. The ministry training program believes in action-oriented curriculum with the understanding that pastors train pastors, and leaders equip leaders:

The Liberty University Department of Christian Leadership and Church Ministries exists to recruit strategically, equip practically, and challenge biblically those called to Christian ministry—both in the context of the local church and Christian organizations. Our goal is to change the church by holistically training students in calling, competency, and character. Our program is designed with action-oriented curriculum and the understanding that pastors train pastors and ministers train ministers in a ministry context. With over one hundred years of combined pastoral/ministerial experience, our faculty desires to provide opportunities for students to have first-hand training and equip them for a life-long calling to the Gospel ministry.¹

Research Methodology

This project focused its research on three main groups: seven exemplary churches, recent ministry graduates² who completed a vocational ministry academic internship, and undergraduate ministry students at Liberty University majoring in a vocational ministry degree through the Department of Christian Leadership and Church Ministries. All surveys and research processes were subject to the review and approval of The Southern Baptist Theological Seminary's Research Ethics Committee as well as Liberty University's Institutional Review Board since it involved students from its institution.

¹Liberty University, "Church Ministries," accessed May 22, 2013, <http://www.liberty.edu/index.cfm?PID=63>.

²Ministry majors who graduated from Liberty University from 2003-2013.

Pastors over Interns at Exemplary Churches

The first group surveyed were pastors from exemplary churches with organized internship programs or intentional strategy for ministry interns. In addition to collecting information from these churches in regards to their internships, the pastor responsible for the internship program personally discussed internship requirements with me. Using the Church Ministry Internship Questionnaire,³ we discussed questions in regard to the structure of the respective internship program. At the core of these questions were the essential areas in which the church leadership felt important for a vocational ministry student to experience while completing the internship. The data collected was analyzed and used in the design of the new program standards for internships.

Ministry Alumni from Liberty University

The second group was ministry students from Liberty University who graduated from the years of 2003 through 2013 and currently serve on a church staff and have been serving for at least one year. This group of more than 15 ministry alumni were randomly selected and asked to complete the Internship Satisfaction and Feedback Questionnaire.⁴ The information provided by the ministry alumni was used in designing the new program standards for internships.

Undergraduate Ministry Students at Liberty University

The third group was undergraduate ministry students majoring in a vocational ministry degree through the Department of Christian Leadership and Church Ministries at Liberty University. Upon approval from Liberty University's Institutional Review Board, a group of at least 100 ministry students were surveyed using the Internship Expectations

³See appendix 1.

⁴See appendix 3.

Survey.⁵ This survey consisted of gathering data from undergraduate students, including the year or classification of the student, the area of ministry which the student felt called, at what age did the student feel called to ministry, the home environment in which the student was raised, the church environment in which the student was raised, the level of involvement the student has had in ministry, the level of discipleship or mentorship the student has been involved in as a recipient, the essential qualities necessary for a student to have going into vocational ministry, the expectations the student has of the host site when entering into an internship, and what the student hopes to gain from an internship experience.

The analysis of the data collected from pastors at the exemplary churches were compared to the data and analysis collected from the ministry students and alumni. The analyses of the data were paralleled alongside the literary review of David Kolb's work on experiential learning and the ministry models of the apostle Paul and Jesus Christ. This information helped shape the design of the new academic program standards for internships in the Department of Christian Leadership and Church Ministries. The new academic program standards for internships were presented to two experts⁶ who evaluated and provided feedback for the new program standards.

Survey Instrument Findings

The first chapter of this project contained goals regarding the experiential learning aspect of ministry training. The experiential learning piece was focused on the perspectives of current students, recent alumni, and pastors who have a relationship with the department by hosting and recruiting interns. These churches have a formal internship program for students desiring a career path in vocational ministry which walks them through a process during the internship. The Department of Christian Leadership and

⁵See appendix 2.

⁶See appendix 7.

Church Ministries faculty value the hands-on experience students receive through practicums and internships. This project sought to discover the perspectives of undergraduate ministry students, recent ministry alumni, and pastors in regard to experiential learning through internships.

This project focused on enhancing the ministry training program at Liberty University by providing quality factors in the new academic internship standards. One thing I sought to discover was the undergraduate students' understanding of internships and the experience a student might gain by completing an internship.

Internship Expectations: Undergraduate Student Survey

Undergraduate ministry students at Liberty University, during the academic year 2014-2015, were given a survey regarding ministry training and expectations for internships. This survey, Internship Expectations: Undergraduate Students Survey,⁷ consisted of questions involving the student's spiritual life, home life, home church, and involvement in ministry up to the present. As the researcher, and also as the department chair for Liberty University, I was interested in discovering general demographics of ministry students that comprised the general makeup of the academic ministry program. I also wanted to see possible trends in students' expectations for ministry training and internships. Students were given the opportunity to voluntarily take an online anonymous survey about their ministry upbringing, training, and expectations for an internship site and experience. Over 100 participants completed the survey with 60 percent being male and 40 percent being female. Eighty-five percent of the undergraduate participants' age ranged from 18 to 21.

⁷See appendix 2

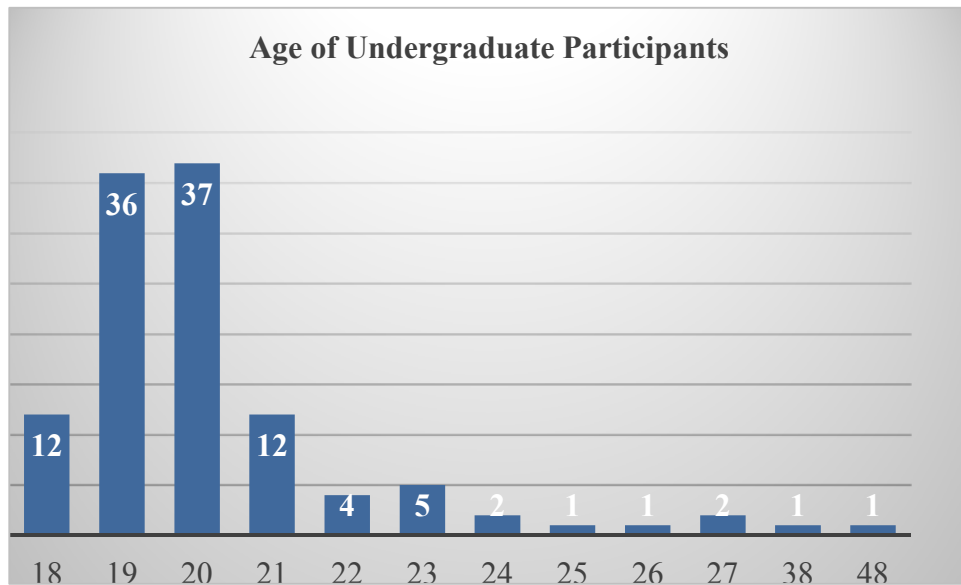


Figure 3. Age of undergraduate participants

Undergraduate ministry students from all classifications and concentrations in the Department of Christian Leadership and Church Ministries were represented in the survey (see figures 4 and 5).

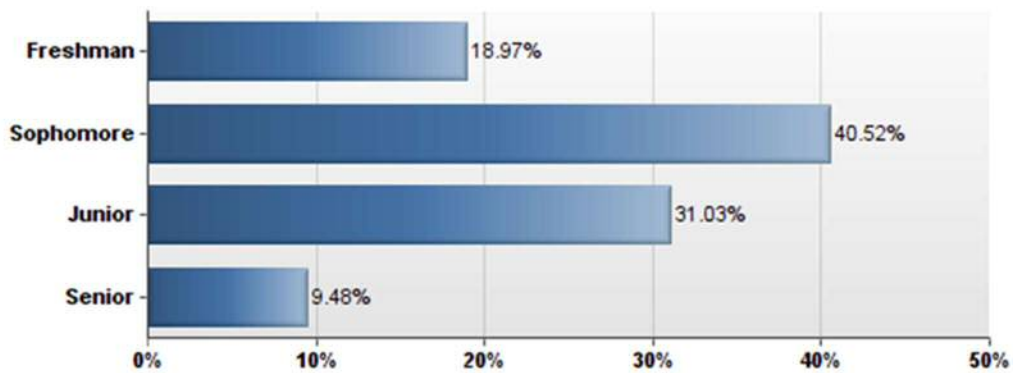


Figure 4. Undergraduate participants' ministry classifications

The majority of students in this undergraduate population were studying for youth ministry, which is representative of the ministry department at large with youth ministry comprising almost 50 percent of students.

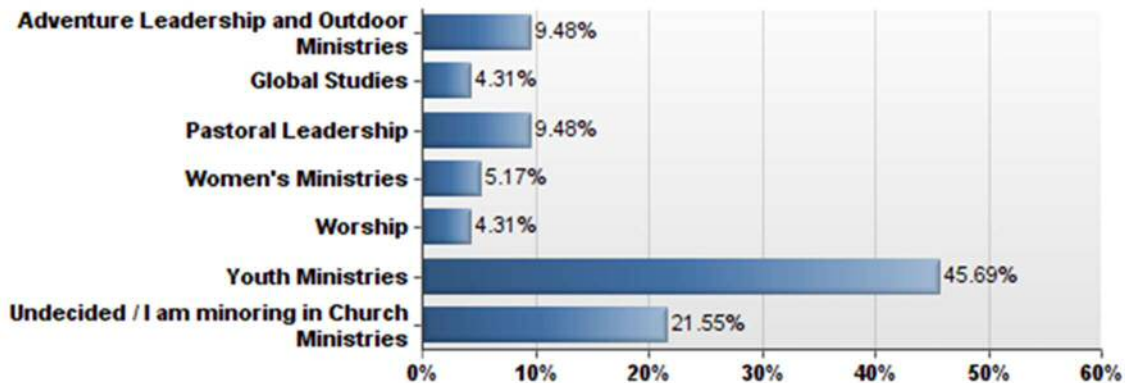


Figure 5. Undergraduate participants' ministry concentrations

The denominational make-up of the students surveyed showed the two largest groups represented were non-denominational and Southern Baptist. Other denominational groups identified were Independent Baptist, Presbyterian, Pentecostal, Wesleyan, or as other.

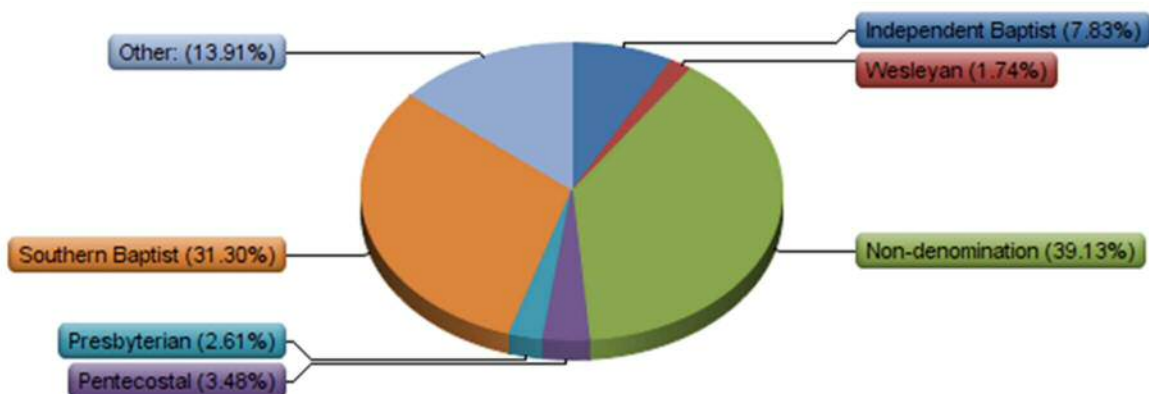


Figure 6. Undergraduate participants' denominational background

Students were also asked questions regarding their own spiritual life and upbringing in church. When asked to identify the age in which the student became a Christ follower, 68 percent of the respondents indicated a school-age of 6 to 14. Almost 25 percent of students indicated following after Christ from the ages of 15 to 18.

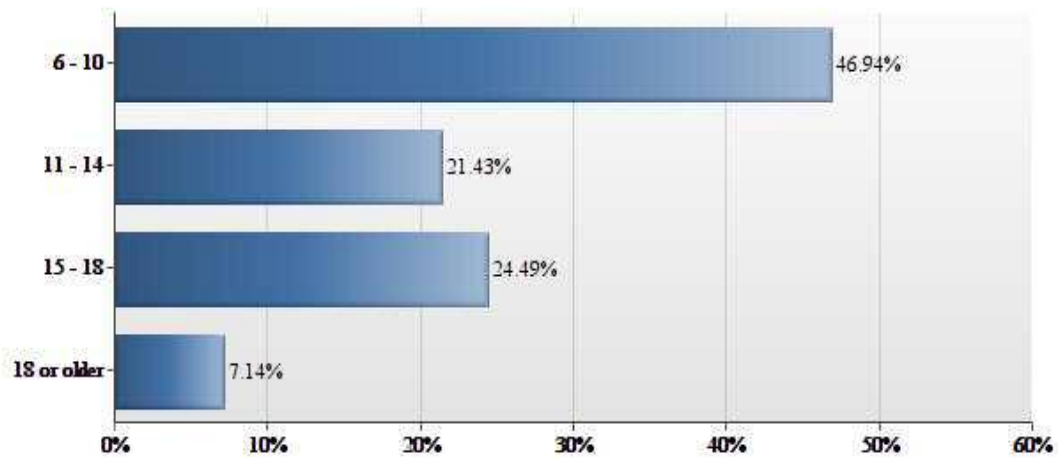


Figure 7. Undergraduate participants' age of conversion

The students' home life played a significant role in both conversion and church involvement. Students were asked to identify the statement that best described their home life in how they were reared. A majority, 66 percent of undergraduate ministry students, said their parents "strongly encouraged participation in church" along with 13 percent who described their home environment as church involvement being forced by parents.

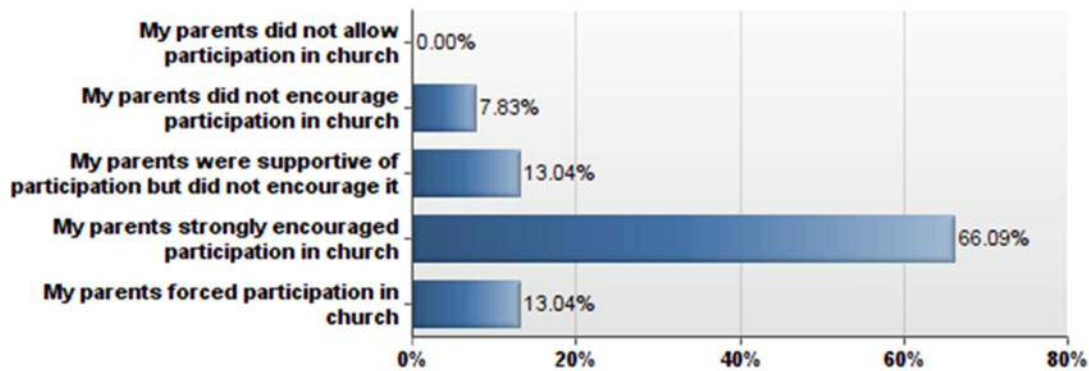


Figure 8. Spiritual home life of undergraduate participants

Undergraduate ministry students were also asked to identify their home church involvement as an attender. About 62 percent of the respondents specified they were “very involved,” meaning they attended almost every time something was offered. Over 25 percent of the respondents indicated they were “somewhat involved” in their church, meaning they attended more than weekend worship.

Comparatively, undergraduate ministry students were also asked to identify their current church involvement as an attender. One quarter of the respondents specified they were “very involved,” meaning they attended almost every time something was offered. About 40 percent of the respondents indicated they were “somewhat involved” in their church, meaning they attended more than weekend worship.

As seen in figure 9, undergraduate ministry students were not as involved in their current church as they were in their home church; however, more were “somewhat involved” in their current than their home church. Students were not asked as to the reason for their involvement or lack of involvement in those respective churches.

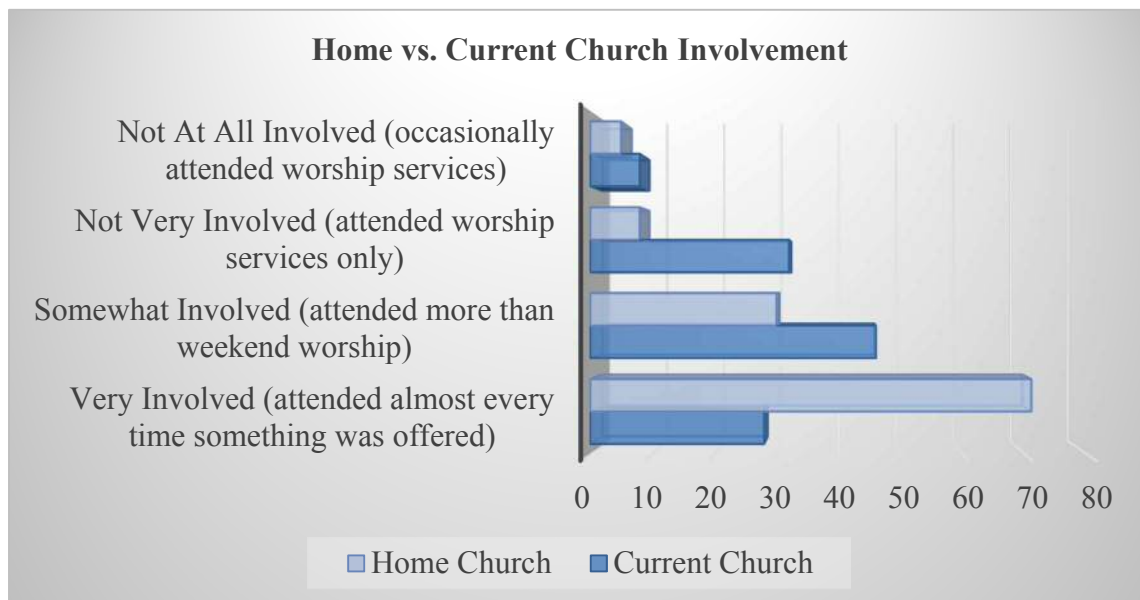


Figure 9. Undergraduate participants' church involvement

Ninety percent of the undergraduate ministry students surveyed served as a lay leader in their home church while 68 percent served as a lay leader or volunteer in a church other than their home church. Students also indicated various roles they served as a lay leader in their church and predominantly students served as a small group leader and in vacation Bible school.

Some survey questions centered on the students' knowledge of interns, internships, and support staff at their home church. When asked if their home church had an internship program—whether formal or informal—over half of the students responded with no knowledge of any type of intern program at their home church. Forty-eight percent of these students stated their home church had either a formal or informal⁸ type of intern program. Of those 48 percent whose churches had an internship program, over 50

⁸For this project, “formal” is an established set of curriculum by the church/pastor that every intern must comply with or complete in order to be in the intern program. For this project, “informal” is a program that allows interns to participate in church ministry as needs arise but there is no set curriculum that is in place for the intern to complete.

of those churches had 1 to 5 interns serve with the church in a given year while 5 or more churches had anywhere from 10 to 30 interns serve in a given year.

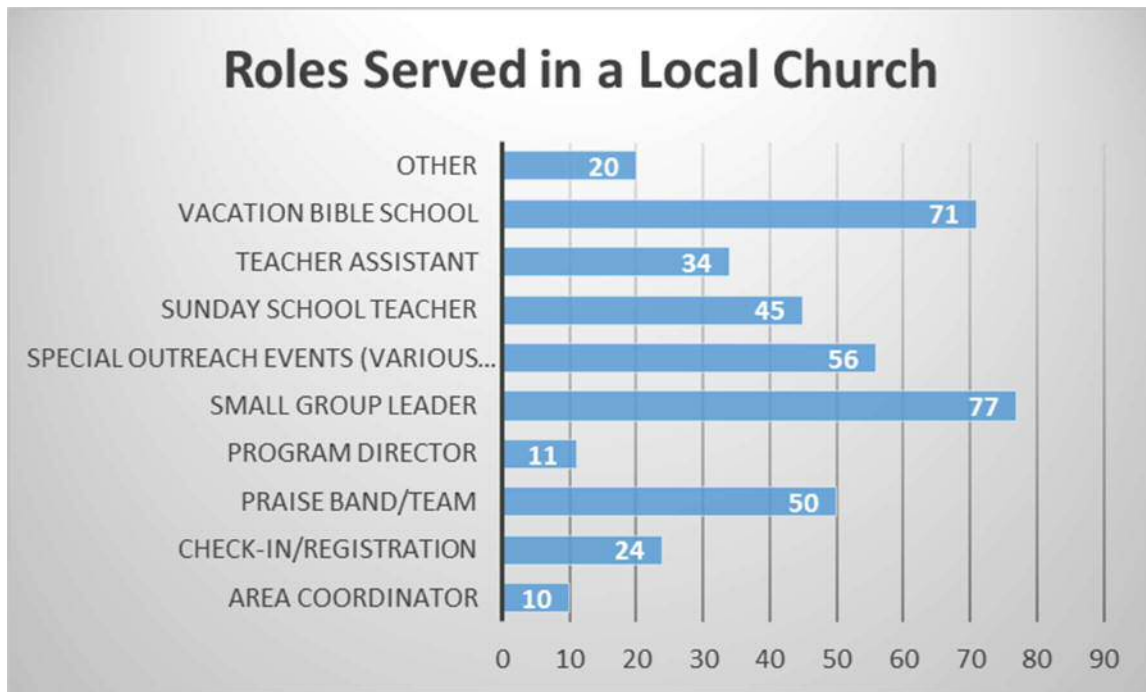


Figure 10. Serving roles of undergraduate participants

Undergraduate ministry students were also surveyed about their home church and the number of full-time pastoral staff. Over 45 churches employed 1 to 3 full-time pastors, 20 churches had 4 to 8 full-time pastors, 10 churches had 10 to 15 pastors, and 3 churches had 20 or more full-time pastors.

These students were also surveyed on their understanding of various aspects of internships and the importance of certain roles within the internship. These findings were compared to questions also given to recent alumni⁹ and pastoral leaders from churches

⁹Liberty University Department of Church Ministries alumni that graduated between the years of 2003 to 2013.

who have a working relationship with the department and their interns. These comparisons are discussed later in this chapter.

Internship Satisfaction and Feedback Questionnaire

The second group surveyed was alumni from the Department of Christian Leadership and Church Ministries. The group of alumni selected graduated from the years of 2003 to 2013, had successfully completed an academic internship with the department, and was currently serving on ministry staff with a church for more than one year. I sought to discover the perspective of recent graduates as it pertained to their responsibilities in the internship and the relevancy of the internship to the current ministry position. My goal was to find 10 alumni who met the criteria to participate, and over 15 alumni participated.

Alumni who were surveyed have been serving in their current church ministry role from 1 year to 8 years. The average weekly attendance for the churches each alumni served as an intern ranged from small to mega-church size. Six churches averaged 200 people or less in their weekly attendance. Seven churches ranged an average attendance between 400 and 900 people each week. Three churches averaged between 2,000 and 5,000 people in weekly attendance. Three churches averaged in weekly attendance from 10,000 and 25,000 thousand people. The alumni served under various pastoral staff and ministry directors.

Alumni were asked to identify the type of internship they participated in according to the definitions of formal, informal, and self-directed. Eight of the graduates participated in a formal internship, 5 participated in an informal internship, and another 5 indicated their internship was self-directed.

Another aspect of a student's internship was the coaching and mentoring they received during the time as an intern. Only 2 students claimed they did not receive any coaching or mentoring during their time as an intern; however, 12 out of 18 were mentored or coached at least once a week and some even 3 to 4 times a week by the site supervisor.

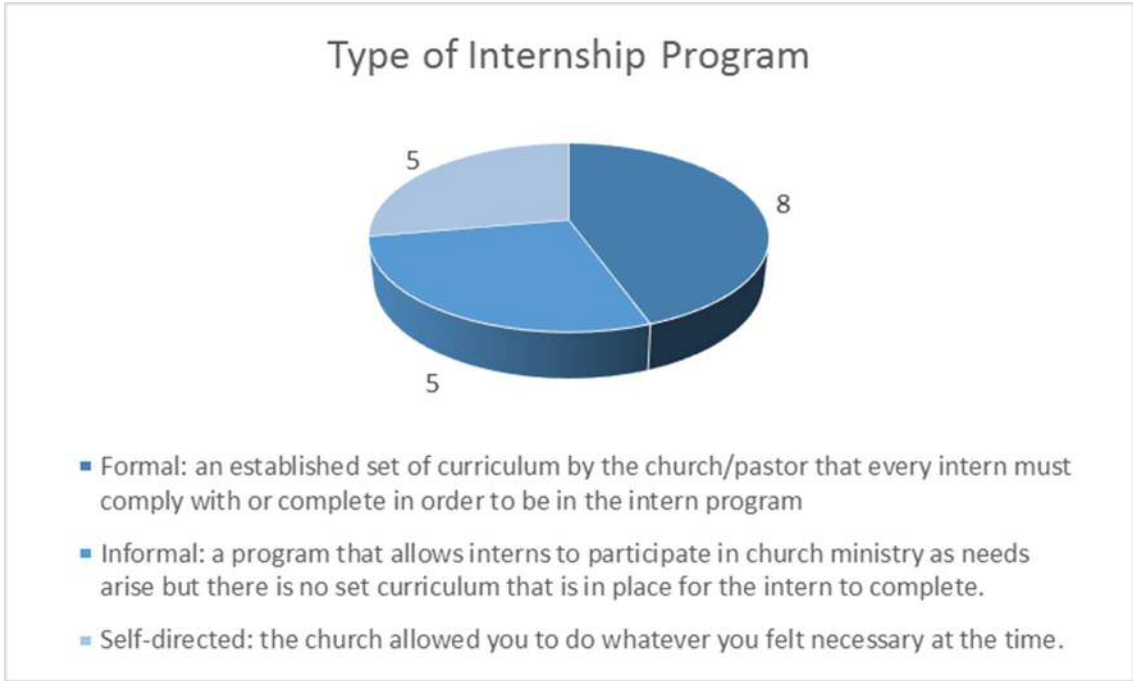


Figure 11. Type of internship program

These alumni were also surveyed regarding their understanding of various aspects of internships and the importance of certain roles within the internship. These findings were compared to questions also given to current undergraduate ministry students and pastoral leaders from churches who have a working relationship with the department and their interns. These comparisons are discussed later in this chapter.

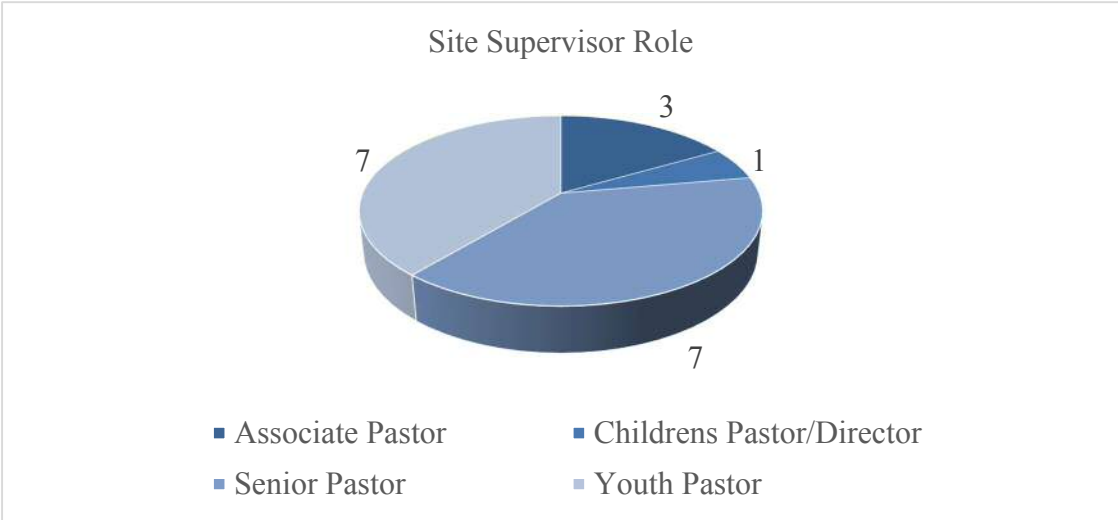


Figure 12. Site supervisor role

Church Ministry Internship Questionnaire

The third group surveyed were pastors from the several churches in which the Department of Christian Leadership and Church Ministries has a relationship within ministry training, specifically interns. This group of selected churches have an intentional process in which students training for vocational ministry must go through and complete. I sought to discover the perspective of pastors who oversee the intentional process of training interns for a local church context.

Table 2. Participating churches: Attendance

Participating Church	Average Weekly Attendance
Second Baptist Church, Houston, Texas	26,500
Prestonwood Baptist Church, Plano, Texas	15,000
First Baptist Church Woodstock, Georgia	6,500
Highview Baptist Church, Louisville, Kentucky	2,600
Cross Church, Northwest Arkansas	9,982
Christ Fellowship, Miami, Florida	9,500
12Stone Church Lawrenceville, Georgia	17,000

These churches range in average weekly attendance between 2,600 and 26,000 people. Each of these churches have multiple interns serving each year in children's, youth, and adult ministries. All of these churches have a strong representation of pastoral and ministry staff through their churches.

Table 3. Participating churches: Pastors/staff

Participating Church	Pastors/Staff
Second Baptist Church, Houston, Texas	80/75
Prestonwood Baptist Church, Plano, Texas	50/50
First Baptist Church Woodstock, Georgia	22/150
Highview Baptist Church, Louisville, Kentucky	18/25
Cross Church, Northwest Arkansas	33/20
Christ Fellowship, Miami, Florida	25/100
12Stone Church Lawrenceville, Georgia	50/15

From the pastors or ministry staff, these churches have intentional coaching or mentoring that takes place at least once a month up to about 20 times a month. All 7 of these churches show a commitment in training the next generation of pastors and ministry leaders for the gospel ministry.

Table 4. Participating churches: Interns/year

Participating Church	Interns/Year
Second Baptist Church, Houston, Texas	50
Prestonwood Baptist Church, Plano, Texas	30
First Baptist Church Woodstock, Georgia	6
Highview Baptist Church, Louisville, Kentucky	8
Cross Church, Northwest Arkansas	30+
Christ Fellowship, Miami, Florida	25-30
12Stone Church Lawrenceville, Georgia	36

These pastors were also surveyed on their understanding of various aspects of internships and the importance of certain roles within a student’s internship. The findings were compared to questions also given to current undergraduate ministry students and recent alumni. These comparisons are discussed in the following portion of this chapter.

Comparative Findings

I desired to see different perspectives on experiential learning as it relates to internships in ministry training at Liberty University. Segments of each survey served to provide background and contextual information from each respondent group, much of which was shared previously. The remaining portions of the surveys were designed to gain understanding from each respondent group and then the answers were compared either between or among the groups.

Each respondent group was given ten traits in alphabetical order and asked to rank each trait from “1” to “10” as the top things necessary for an intern to learn or experience during their time at the church internship site. These traits came as a result of

a survey conducted by the Center for Youth Ministries with pastors and youth pastors concerning critical requirements for effectively leading in ministry. The traits were then combined into larger group themes and listed for respondents to rank according to importance. Respondents were also given the opportunity to write in any other traits that may not have been included in the ten. The following ten traits were given¹⁰:

- a. Lay Leadership Management (volunteers)
- b. Ministry Experience
- c. Ministry Leadership
- d. Oral Communications
- e. Organizational Leadership (within church staff)
- f. Outreach (Campus or Community)
- g. Personal Leadership
- h. Personal Spiritual Development
- i. Platform Leadership
- j. Programming (calendar, developing, organizing, and executing ministry programs)
- k. Other: _____

Each group was also asked to define each of these traits in the context of church ministry and interns. I wanted to discover how each group defined these terms in relation to their own ministry experience to see the themes amongst the three groups' perspectives.

In all three groups, the top four traits were the same, although not ranked the same in each group. The top four traits identified were "Personal Leadership," "Personal Spiritual Development," "Ministry Leadership," and "Ministry Experience." Of the remaining traits, for the fifth trait necessary for an intern to learn during the internship experience, pastors included "Outreach," alumni included "Lay Leadership Management," and the undergraduate ministry students included "Oral Communications." "Organizational

¹⁰See appendices 1-3.

Leadership,” “Platform Leadership,” and “Programming” finished in the bottom rankings for each respondent group.

Personal Leadership

A number of themes arose from the respondents input for the top trait, “Personal Leadership.” Three main themes under the personal leadership trait were character development, learning how to be leaders, and skill development. The character development theme included input focused around the leader’s character, such as being accountable, showing integrity, leading one’s self, showing humility, being above reproach, and other internal characteristics.

The next theme under the personal leadership trait focused on how to be a leader. This theme centered on input related to servant leadership, learning from other leaders, modeling true and effective leadership, and knowing what leaders should and should not do.

The last theme under personal leadership that arose from respondents’ feedback centered on skill development. These skill developments focused on learning how to set goals, learn time management, how to disciple a new believer, balancing personal or family time and ministry, how a leader communicates with people, and other skills necessary to lead.

Personal Spiritual Development

The second trait all respondents identified was “Personal Spiritual Development.” Themes that formed under Personal Spiritual Development dealt with the individual’s own spiritual growth in areas such as organized weekly interactions and opportunities for mentoring. Personal growth areas concentrated on spiritual disciplines such as daily Bible reading, prayer, intimacy with Christ, and scripture knowledge and memorization. Many of these personal spiritual disciplines were followed up on during weekly meetings or encouraged through weekly meetings with other staff. The last theme

focused on mentoring the student in spiritual development. Many of the comments given expressed an intentionality of mentoring students or a desire by students to be mentored and disciplined in their personal walk with Christ as a believer and as a leader in ministry. This mentoring theme was both in personal conduct and ministry leadership. Many of the comments showed desire to provide accountability for students as well as a desire from students to be held accountable.

Ministry Leadership

The third trait mentioned by all three respondent groups was “Ministry Leadership.” Multiple themes in this trait expressed desires for developing leadership qualities, exhibiting servant leadership, showing submission to authority, and casting vision. Many of the leadership qualities being developed honed in on how to lead and run a ministry with integrity. Communication, curriculum development, discipleship, leading volunteers, and showing responsibility were all development qualities within this trait of ministry leadership.

Another theme under ministry leadership was the idea of teaching students or giving students the opportunity to show servant leadership. There were several instances of stating the importance of serving others and ministering to others through a leadership role. However, the group of pastors responding also made a point of teaching ministry students the importance of submission to authority because many who experience leadership roles are often tempted by their own pride. The last theme within ministry leadership spoke about vision. Feedback provided by each of the respondent groups dealt with the ability to have vision for the ministry in which a student is serving and also casting vision for leaders serving within the ministry.

Ministry Experience

The fourth trait all three respondent groups identified was “Ministry Experience.” Themes seen throughout these responses included learning by doing,

mentoring, teaching, and leadership. In the learning by doing theme, responses were focused on giving the individual the opportunity to put into practice the knowledge gained from the academic classroom.

Both the students and pastors responded with the idea of interns having the opportunity to feel the weight of ministry under the ministry experience trait. Under this theme of learning by doing, the emphasis was on students actually carrying some of the responsibility of executing the ministry programs. The weight carrying aspect was not without a ministry leader coaching and mentoring the student through the process, which was another theme under this trait. Pastors with formalized internship programs make an intentional effort to mentor students serving in their internship program. Also, students expressed a desire to be mentored by ministry staff as they were learning by doing in the internship. This theme led into another, which was the intentional teaching of the intern throughout their internship and the modeling of leadership by ministry staff and pastors.

Both the undergraduate ministry students and recent alumni were also asked to rank the top five qualities a student should possess, apart from 1 Timothy 3 and Titus 1, if going into vocational ministry. These two groups responded by ranking the top five qualities of the ones listed or respondents could write in a quality which was not listed. The list of qualities came from a survey conducted by the Department of Christian Leadership and Church Ministries with pastors and youth pastors in regard to preparation for ministry. This survey requested, "Please rank by numbering 1-5 the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1."

The options included

Able to lead others
Able to prepare messages/sermons
Administrative
Biblically/Theologically sound
Build rapport with people
Coachable
Develop/implement programs
Enthusiasm
Good communicator
Good example
Good understanding of culture

Integrity
Inspiring
Organizational abilities
Owns responsibility
Self-confident
Strong in personal relationships
Strong spiritual life
Strong work ethic
Takes initiative
Other:

The data collected from these two sets of questions revealed that both respondent groups ranked the same qualities in the top five.¹¹ Aside from the qualifications for an elder found in 1 Timothy 3 and Titus 1, the qualities respondents chose from ranged from character qualities to ministry skills. Three of the top five qualities focused on spiritual or character qualities, and the other two qualities centered on ministry skills. The five qualities each respondent group felt were necessary for a person to possess if going into vocational ministry were “Integrity,” “Strong Spiritual Life,” “Coachable,” “Biblically/Theologically Sound,” and “Able to Lead Others.”

These qualities are taught on a regular basis from the Department of Christian Leadership and Church Ministries faculty and strongly emphasized throughout the ministry training program at Liberty University.

¹¹See appendices 5 and 6 for specific results.

CHAPTER 5
EVALUATION OF THE PROJECT

Introduction

Churches across the country travel to Liberty University to recruit interns and potential staff positions in their respective ministries. As Department of Christian Leadership and Church Ministries Chair, church leaders have communicated with me concerns of how many students and potential candidates lack ministry experience. This concern of students lacking hands-on ministry experience was shared by the faculty in the church ministries area. The ministry training program at Liberty University has a strong academic offering which includes ministry, Bible, and theological courses; however, there is also a strong emphasis on the practical ministry training through Christian community service, practicums, and internships.

The purpose of this project was to design a program standard for internships aimed at enhancing the ministry training program for the Department of Christian Leadership and Church Ministries at Liberty University, Lynchburg, Virginia, by identifying qualities a student should learn in his or her higher education and practical training for ministry.

As a result of this project the current program standards for ministry internships through the Department of Christian Leadership and Church Ministries were evaluated by surveying alumni who had completed a ministry academic internship. Two other groups, current undergraduate ministry students at Liberty University and pastors who oversee formal internship programs at their respective churches, were also surveyed to discover expectations and perceptions of internships for ministry training. The results of these

surveys and the data collected were used to evaluate the current standards for ministry internships in the church ministries program.

Evaluation of the Project's Purpose

The project's purpose was to design new academic program standards that would enhance the experiential learning aspect of ministry internships at Liberty University. New academic program standards were designed to be proposed for department approval after analyzing data results from current ministry students, recent ministry alumni, and pastors who oversee formal internship programs at their churches. The design of these new academic standards are focused on maximizing the student's learning through the hands-on ministry experience.

The purpose of the project was met and gave me an opportunity to look more strategically at the aspects of experiential learning through ministry internships. I believe that the new academic program standards presented to the Department of Christian Leadership and Church Ministries for students' experiential learning will not only give students hands-on experience, but that students' ministry experience will be enhanced.

Evaluation of the Project's Goals

This project had three defined goals in order to research and design an academic program standard for internships for students training in vocational ministry through the Department of Christian Leadership and Church Ministries at Liberty University in Lynchburg, Virginia.

Determining Internship Requirements among Exemplary Models

The first goal of this project was to determine internship requirements among exemplary models. This goal was measured by researching churches with exemplary internship programs that have a working relationship with Liberty University's Department of Christian Leadership and Church Ministries, and discovered similar requirements to

their internship programs. These churches have a written internship program or strategy for training interns and had at least five interns who participated in their program or strategy. This goal was accomplished when at least five churches provided the results for their internship program and all the data collected was analyzed resulting in clarity about internship requirements. The results from these churches showed a major emphasis on the mentoring of students who serve as interns within their respective ministries. Each of the participating churches showed a very organized and intentional effort to develop ministry interns on every level in preparation to lead in ministry.

Discovering Internship Expectations among Undergraduate Ministry Students

The second goal of this project was to discover vocational ministry students' expectations of an internship program administered through the undergraduate ministry training. This goal was measured by utilizing an Internship Expectations Survey,¹ in which 106 students from Liberty University's Christian Leadership and Church Ministries were asked to rank, according to importance, their expectations of an internship for their undergraduate ministry training.

In addition to discovering the internship expectations of undergraduate ministry students, this goal included an Internship Satisfaction and Feedback Questionnaire² completed by ministry students who fulfilled an internship since 2003 and were currently serving on staff at a church for more than a year. The Internship Satisfaction and Feedback Questionnaire sought to discover the benefits of skills learned during the internship and the practices the student liked to have experienced. This goal was accomplished when 106 ministry students completed the Internship Expectations Survey,³ when 19 ministry

¹See appendix 2.

²See appendix 3.

³See appendix 2.

graduates completed the Internship Satisfaction and Feedback Questionnaire, and when an analysis and clear understanding of the internship expectations and desired experience was completed. The results of the two surveys revealed that undergraduate ministry students expect to be mentored by veteran pastors and church leaders while serving as an intern. Also, the recent ministry graduates either greatly appreciated the mentoring each one received or was highly disappointed that no mentoring took place during the internship.

Designing a Program Standard for Ministry Internships

The third goal of this project was to design a program standard for internships aimed at the ministry training program for the Department of Christian Leadership and Church Ministries at Liberty University. The design of these academic program standards was based upon a literary review of David Kolb's work on experiential learning: a study of experiential learning modeled through the ministry of the apostle Paul and Jesus Christ; a study of the data collected from exemplary church internship programs; the expectations of ministry students; and the feedback of recent ministry graduates who currently serve on ministerial staff at a church. These program standards for internships went through a review process that enlisted two experts who evaluated and provided feedback on the new academic program standards. This goal was accomplished when these new academic program standards were designed to be proposed to the faculty in the church ministries area at Liberty University.

Analysis of the Findings

I desired to see different perspectives on experiential learning as it relates to internships in ministry training at Liberty University. Segments of each survey served to provide background and contextual information from each respondent group, much of which was shared previously. The remaining portions of the surveys were designed to gain understanding from each respondent group and compare the answers either between or among the groups.

After analyzing the data from each respondent group and the academic program standards for internships in the church ministries area, I designed academic program standards for partnering churches who wish to host Liberty University interns from the church ministries area. These newly designed academic program standards were then presented to two ministry program experts to review and provide feedback.

Presently, the standard set for a student to fulfill an internship at a given church is very minimal. The church or ministry has to align with Liberty University's doctrinal statement,⁴ the church needs to provide a staff member who will serve as a site supervisor over the intern, and the church needs to allow the student to fulfill the two hundred hours of internship experience required for the academic course. The student then chooses three specific learning objectives from a potential of ten objectives provided to them in which they hope to accomplish through the internship.

Once the specific objectives are set by the student and presented to the site supervisor, the church's site supervisor signs the paperwork and it is returned to the department for final approval. This process has served many students over the years and many great internships have been taken place and many interns have benefitted; however, I believed there was an opportunity to enhance this aspect of experiential learning through the academic internship in the ministry training program.

Based upon the results of the surveys given to the three respondent groups as it related to what the intern should experience during the internship, the ranking of qualities an intern should possess if going into vocational ministry, and the feedback from two ministry program experts, I developed a new academic program standard for partnering churches who wish to have students from the church ministries area serve as interns with their church or ministry.

⁴Liberty University, "About Liberty," accessed January 25, 2015, <http://www.liberty.edu/aboutliberty/>.

The following is a summary of the new academic program standards for internship host sites I proposed to the Department of Christian Leadership and Church Ministries at Liberty University.

1. Host site must align with the doctrinal statement of Liberty University.
2. Host site must provide a site supervisor who has at least three years of full-time paid ministry experience in the area of ministry the intern will serve.
3. Site supervisor must agree to mentor the intern in ministry by providing:
 - a. Weekly meetings to continue teaching the intern in ministry and personal life development.
 - b. A midway and final evaluation of the intern's personal qualities and development of ministry traits will be conducted by the site supervisor using the provided rubric.

One of the consistent themes from the data collected was the value of mentorship of interns by established ministry staff and pastors in their specific ministries. This idea is not a new one, it was seen throughout the life of Christ and the apostle Paul as mentioned previously. The overall theme of mentorship is also seen throughout the experiential learning process. As stated, John Dewey said that all learning is experiential, but all experiences are not educational.⁵ The mentorship from a veteran minister allows the experiences of the intern to become an extension of the classroom in an educational process. David Kolb's learning styles also speak to the validity of this type of experiential learning as it pertains to ministry training. Kolb's ELT defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."⁶ Having a ministry mentor to walk through the internship experiences with the student has a deeper effect on the learning process as the intern is training for ministry.

Therefore, the proposed new academic program standard for a ministry

⁵T. Grady Roberts, "A Philosophical Examination of Experiential Learning Theory for Agricultural Educators," *Journal of Agricultural Education* 47, no. 1 (2006): 17, doi:10.5032/jae.2006.01017.

⁶David Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Upper Saddle River, NJ: Prentice-Hall, 1984), 41.

internship site includes the idea of intentional mentorship of interns as the student is studying for ministry. This standard also requires the site to have pastors or ministry staff who have ministry experience in the area in which the student is pursuing. Intentional mentoring is required in the form of weekly meetings, at minimum, to discuss different areas in the development of the student’s life and ministry training.

The specific areas to be addressed in those weekly mentoring meetings should be centered on, but not limited to, the traits and qualities identified by the three respondent groups. The site supervisor was provided with two rubrics in which to evaluate an intern’s development in ministry and personal life mid-way through the internship and then again at the end of the internship.

Evaluation Rubric for Ministry Interns

Qualities to Possess	4 Excellent	3 Good	2 Satisfactory	1 Poor
Integrity				
Strong Spiritual Life				
Coachable				
Biblically/Theologically Sound				
Able to Lead Others				
Total =				

Integrity—To what degree does the intern keep his/her word? Does the intern display the quality of being honest and having strong moral principles; moral uprightness.

Strong Spiritual Life—Does the intern display a diligence to study him/herself approved unto God, correctly handling the word of truth? (2 Tim 2:15)

Coachable—Does the intern show the capability of being easily taught and trained to do something better?

Biblically/Theologically Sound—Does the intern engage in matters of bible/theology and apply it to all matters of life?

Able to Lead Others—Does the intern display the ability to lead others?

Evaluation Rubric For Ministry Interns

Ministry Traits	4 Excellent	3 Good	2 Satisfactory	1 Poor
Personal Leadership				
Personal Spiritual Development				
Ministry Leadership				
Ministry Experience				
Total =				

Personal Leadership—Does the intern display the ability to lead him/herself (physically, socially, spiritually, emotionally, intellectually, etc...)?

Personal Spiritual Development—Does the intern display a desire and habits to mature in his/her own spiritual walk?

Ministry Leadership—Does the intern show the ability to lead in ministry?

Ministry Experience—Does the intern engage in ministry experiences with a servant’s heart and an attitude to learn?

Ministry students, especially those surveyed for this project, represent a wide range of students that come through the ministry training program at Liberty University. Students come from many different home and church environments, as well as several different denominations and ministry experiences. Even students who come from a strong home environment and solid church ministry experience are in need of mentorship when it comes to the student’s own ministry training and development.

The intentionality of mentoring students in ministry mirrors the model of Jesus with his disciples and the apostle Paul with Timothy and is a great preparation for those who are called into vocational ministry. This model is incumbent upon the teacher, pastor, or ministry leader to take their own experiences and couple it with the lessons learned in the classroom by the ministry intern so the student will be able to have a deeper understanding of what is being taught. If not careful, the entitlement of a younger generation who desires everything right now along with the lack of intentionality or busyness of the older generation will lead to a generation of ministry leaders and pastors who are ill-prepared for leading in ministry.

In summation of the three goals laid out for this project, all three goals were accomplished and I was able to discover the central theme among all three respondent

groups. The central theme of mentorship in ministry was shown by current undergraduate ministry students expected to be mentored by a ministry veteran during the internship, recent alumni affirmed the impact of being mentored by pastors and ministry leaders while those who did not receive the mentoring felt like they missed out on opportunities to learn, and the seven church pastors who emphasized the intentional leadership development of the interns who serve with them by the ministry staff.

Strengths of the Project

The strengths of this project were many. First, the project established a dialogue among the church ministries faculty at Liberty University about the quality of ministry experiences students receive during internships. These internships have been good experiences for most students, but the focus on enhancing the quality of those experiences has been a strength for the ministry training program.

A second strength of the project was the opportunity to see the expectations that undergraduate ministry students had of internships as many of them are still early on in the ministry training program. Seeing these undergraduate students' perspectives on ministry and internships has helped faculty to know where students are coming from into the ministry training program.

A third strength was the feedback from the alumni in regard to the ministry experience gained through the internship or the lack of experience gained. These alumni perspectives were beneficial to the project since each of them were currently serving on a ministry staff and had a fresh comparison of the internship experience with a current ministry staff role.

A fourth strength was the collaboration of seven church pastors who each oversaw a formalized internship program for their church. These church pastors provided a perspective from being in the trenches of everyday ministry and what is needed to produce the next generation of ministry leaders.

A fifth strength of the project was the opportunity to overlay the responses of

all three respondent groups to see the central themes that arose from their feedback. The qualitative responses also provided insight and sub-themes to the issues each group had responded as important for ministry training. Those sub-themes helped shape the direction of the rubric design for the evaluation process between the ministry mentor and student intern.

Weaknesses of the Project

There were several weaknesses of this project as I look back on it. The first weakness was the sample size of recent alumni. I set as a goal to survey at least 10 alumni who had completed the academic ministry internship since 2003 and had at least 15 participate; however, in retrospect I would have liked to increase the sample size to at least 50.

A second weakness in the project was in the questionnaires. The Church Ministry Questionnaire could have focused more deeply into the individual intricacies in each of the formalized internship programs by the churches. Also, a comparison of interns who completed the churches formalized internship program and the recent ministry alumni from Liberty University would have provided further data to compare the effectiveness of each program.

Another weakness in this project was the multiple focus of the survey for current undergraduate ministry students. I hoped to discover background information on students within the ministry training program at Liberty University. I also hoped to see a base foundation of students coming into the program and the influences that shape the students' perspectives on ministry training. Although some of that data was able to be collected, I now believe it may have added unnecessary time and focus on the respondents that did not largely contribute to the overall outcome of the project.

The last weakness of the project would be the broad spectrum of ministry areas in the undergraduate survey. The survey did not seclude any particular area of ministry such as pastoral, children, youth, adult, women's, men's or even sports ministries. The

survey had a broader approach to general ministry whereas students were responding to more specific ideas of ministry training.

Project Modifications

After completing and evaluating the project, I would make several modifications to the project. The first modification would be to limit the background information of the undergraduate student survey. Along with the first modification, I would focus the survey on more of the expectations by the undergraduate ministry student.

A second modification I would make is to separate the survey according to specific areas of ministry training. Once students would identify the specific interest area of ministry in which to be trained, I would have more specific questions that pertain to the specific interest area of ministry. With the specific areas of ministry interest, I would utilize experts from those specific ministry areas to develop precise questions that pertain to those areas.

Another modification would be the sample size of the current undergraduate ministry students and the recent ministry alumni group. I would try to get a sample size of 50 percent of the population from each area of ministry with the undergraduate ministry students at Liberty University. I would also set as a goal to survey a sample size of 50 percent of the population that had graduated during the said years from each specific area of ministry.

An additional modification would be to begin new research on the most important skills or traits a person must have for effective ministry. I would try to separate these out according to specific areas of ministry so one can more closely compare and contrast the results with the responses of the undergraduate ministry students in that same area of ministry.

One other modification I would make would be to focus the research more specifically under the central theme that arose from this project. I would not have known that central theme beforehand but looking back on project at this point, the central theme

of mentorship of ministry interns can have a deeper focus on effective ministry training. I would concentrate the research with the exemplary churches in the area of ministry mentorship.

Theological Reflection

Looking at the theological construct of ministry training through both the Old and New Testament, one can see the emphasis God has on using relationships to help teach and train people in His truths. Passages throughout the Bible speak to the intentionality of families training up children in the truths of God and teaching them to observe the things God has given to them (Deut 6). The same is true when it comes to those God has set apart for proclaiming His truths as spiritual leaders for the people of God.

Godly Leadership and Ministry Training Is Relational

In the Old Testament, God gave specific instructions for His people to follow after Him and to be set apart from the world. These truths were given through the law and passed down through the priests, prophets, and leaders of Israel. Experiential learning for ministry and leadership training was seen in the lives of people like Moses and Joshua, Eli and Samuel, Elijah and Elisha, and Naomi and Ruth.

In the New Testament, one sees the relational aspect of ministry training with Jesus and the disciples, the apostle Paul, Silas, Timothy, Titus, Barnabas, and John Mark. Throughout each person's life, experiential learning played a significant role in preparation for the gospel ministry and leadership.

Godly Leadership and Ministry Training Is Intentional

In both the Old and New Testament, the process of training people in God's truth was intentional. Beginning with the family being intentional by using every opportunity to teach the shemah, but also seen in the temple through the priests and the

tribe of Levi (1 Sam 2). With the prophets in the Old Testament, intentional training was also practiced just as Elijah did with Elisha.

Jesus was intentional in calling and training the twelve disciples. Jesus called them to follow after him and he would make them fishers of men. He also continued to teach along the way and even gave them opportunities as he walked daily with each of them. The apostle Paul further implemented this intentional training with the likes of Timothy and others. This is summarized best with Paul's instruction to Timothy: "And what you have heard from me in the presence of many witnesses entrust to faithful men who will be able to teach others also" (2 Tim 2:2). The intentional living of both Jesus and the apostle Paul are only a couple examples of people in the New Testament that demonstrate the mentoring and training of godly leadership.

Godly Leadership and Ministry Training Is Necessary

The apostle Paul writes to Timothy instructing him to watch his life and doctrine. Paul addresses Timothy as a son in the faith and writes to him as a father would to a son. Paul's admonition to Timothy addressed some critical issues in Timothy's leadership as well as authoritative doctrinal issues Timothy will face. Paul tells Timothy, "Keep a close watch on yourself and on the teaching. Persist in this, for by so doing you will save both yourself and your hearers" (1 Tim 4:16). Paul's instruction to Timothy was necessary in training for personal godliness and leadership. The relational and intentional nature of Paul's interaction proved to be necessary for Timothy as he prepared to lead in the ministry God had called Timothy to once Paul was gone.

As a pastor or ministry leader, sound doctrine is not the only thing Paul commanded Timothy to watch but also to watch one's life. Knowledge alone puffs up and can be useless if one is not practicing in obedience the things learned through doctrine. Knowing the truth is only the beginning, but obedience to the truth is what counts. Godly leadership and ministry training is held into account when a pastor or ministry leader not

only exemplifies and instructs but also holds the student responsible for the development of sound doctrine and life leadership. The relational, intentional, and necessary mentorship of godly leaders from seasoned pastors and ministry leaders becomes of high importance for experiential learning of those called into the gospel ministry.

Personal Reflection

Completing this project was a great affirmation for the faculty of the Department of Christian Leadership and Church Ministries' ideas and desires for the ministry training program at Liberty University. With some self-awareness of the program by faculty, conversations with church leaders and alumni, and the leading of the Holy Spirit in the lives of those speaking into the ministry training program at Liberty University, many of the areas discussed in the research and its findings were areas of which I had some concerns. I was challenged and inspired on the approach to ministry training and the role the faculty plays coming alongside pastors and other ministry leaders in the training for vocational ministry.

I was also encouraged by the response of those asked to participate in the research and the desire for all involved to see an enhancement of the training students would receive through the department. Even students who did not have the best experience in the aspect of experiential learning through the internship spoke positively about the ministry training program as a whole. Those same students shared a desire to see those enhancement for students who are coming through the program behind them and wanted to see a strengthening of ministry training for the sake of the gospel.

I was challenged to be more intentional with the ministry training program at Liberty University through the Department of Christian Leadership and Church Ministries by forging partnerships with seasoned pastors and ministry leaders who share the same passion to train students in the gospel ministry. There is simply too much at stake in today's culture and around the world not to be intentional with training students to be fully equipped and prepared to lead in the church and in ministry.

Conclusion

In conclusion, this project realized its purpose and met the goals it had set out to complete. This project revealed the perspectives of current undergraduate ministry students when it came to experiential learning through internships. It revealed that current undergraduate ministry students expect to be mentored in ministry by a pastor or ministry leader during the internship. It also revealed from the recent ministry alumni and the pastors from the exemplary churches the value of intentional mentorship and personal leadership development by the pastor or ministry leader during the internship. The collective areas for mentorship revealed in this project centered on personal leadership, personal spiritual development, ministry experience, and ministry leadership.

The project's purpose was to design new academic program standards from the collective areas revealed in the research findings that would enhance the experiential learning aspect of ministry internships at Liberty University. These new academic program standards were designed and presented to the department for consideration to implement in order to further enhance vocational ministry training.

As with any project, there were limitations and weaknesses to the project. While there were many great results from the findings, there may be other areas of interests that one may consider to take a deeper look to further enhance ministry training programs. In the meantime, the Department of Christian Leadership and Church Ministries and I will use the results from this project to move the ministry training program at Liberty University further along toward excellence for the glory of God and to further His kingdom.

APPENDIX 1

CHURCH MINISTRY INTERNSHIP QUESTIONNAIRE

To be completed by phone or skype by exemplary churches

Agreement to Participate

The research in which you are about to participate is intended to help design program standards for internships aimed at vocational ministry students. This research is being conducted by Jonathan Geukgeuzian for purposes of completing a doctoral project concentrated on educational ministry. In this research, you will be asked to provide information regarding your experience and/or knowledge of internships as a part of ministry training. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.* By your completion of this questionnaire, you are giving informed consent for the use of your responses in this research.

Please answer the following questions:

1. I consent to participate in the study.
 - a. Yes
 - b. No

2. Please provide the name of the church and its location: _____

3. Please provide the name of your senior/lead pastor: _____

4. What is the church's average weekly worship attendance? _____

5. Does your church presently have interns serving in Children's Ministries, Youth Ministries, or Adult Ministries?
 - c. Yes
 - d. No

6. What type of intern program does your church presently have?
 - a. Formal—an established set of curriculum by the church/pastor that every intern must comply with or complete in order to be in the intern program
 - b. Informal—a program that allows interns to participate in church ministry as needs arise but there is no set curriculum that is in place for the intern to complete.
 - c. I am not aware of any program and therefore cannot adequately answer this question.

7. Approximately how many interns serve at your church in one calendar year? _____

8. Approximately how many full-time pastoral staff does your church currently employ? _____

9. Approximately how many full-time NON-PASTORAL staff (such as ministry directors, not administrative assistants, or secretaries) does your church employ in Children's Ministry, Youth Ministry, and Adult Ministry? _____

10. Please rank in order of importance the things necessary for an intern to learn or experience during their time at the church
- a. Lay Leadership Management (volunteers)
 - b. Ministry Experience
 - c. Ministry Leadership
 - d. Oral Communications
 - e. Organizational Leadership (within church staff)
 - f. Outreach (Campus or Community)
 - g. Personal Leadership
 - h. Personal Spiritual Development
 - i. Platform Leadership
 - j. Programming (calendar, developing, organizing, and executing ministry programs)
 - k. Other: _____
11. Approximately how many times a month is there INTENTIONAL coaching/mentoring of interns by either a full-time pastoral staff or full-time ministry staff? _____
12. Please briefly describe each of the following areas as it pertains to your church ministry and its interns
- a. Lay Leadership Management (volunteers)
 - b. Ministry Experience
 - c. Ministry Leadership
 - d. Oral Communications
 - e. Organizational Leadership (within church staff)
 - f. Outreach (Campus or Community)
 - g. Personal Leadership
 - h. Personal Spiritual Development
 - i. Platform Leadership
 - j. Programming (calendar, developing, organizing, and executing ministry programs)

APPENDIX 2

INTERNSHIP EXPECTATIONS: UNDERGRADUATE STUDENT SURVEY

Agreement to Participate

The research in which you are about to participate is intended to help design program standards for internships aimed at vocational ministry students. This research is being conducted by Jonathan Geukgeuzian for purposes of completing a doctoral project concentrated on educational ministry. In this research, you will be asked to provide information regarding your experience and/or knowledge of internships as a part of ministry training. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.* By your completion of this questionnaire, you are giving informed consent for the use of your responses in this research.

Please answer the following questions:

1. What is your gender?
 - a. Male
 - b. Female

2. What is your age? _____

3. What is your academic classification?
 - a. Freshmen
 - b. Sophomore
 - c. Junior
 - d. Senior

4. What is your Church Ministry concentration?
 - a. Adventure Leadership and Outdoor Ministry
 - b. Global Studies
 - c. Pastoral Leadership
 - d. Women's Ministries
 - e. Worship
 - f. Youth Ministries
 - g. Undecided / I am minoring in Church Ministries

5. At what age did you become a follower of Christ? _____

6. At what age did you acknowledge a calling into vocational gospel ministry? _____

7. What denominational affiliation best describes your home church?
 - a. Brethren
 - b. Independent Baptist
 - c. Non-denomination
 - d. Pentecostal
 - e. Presbyterian
 - f. Southern Baptist
 - g. Wesleyan
 - h. Other: _____

8. Which best describes your home environment in regards to church life?
 - a. My parents did not allow participation in church
 - b. My parents did not encourage participation in church
 - c. My parents were supportive of participation but did not encourage it.
 - d. My parents strongly encouraged participation in church
 - e. My parents forced participation in church.

9. Which of these best describe your home church environment? (The author's definition of traditional is: a church who uses only the King James Version of the Bible, sing hymns only, and the expected dress attire is suits or shirts with ties and dresses/skirts)
 - a. Very Traditional
 - b. Somewhat Traditional
 - c. Not Very Traditional
 - d. Not At All Traditional

10. Which of these best describe your home church environment? (According to Alan Hirsch, to be missional means to be sent into the world; we do not expect people to come to us. This posture differentiates a missional church from an attractional church.)
 - a. Very Missional
 - b. Somewhat Missional
 - c. Not Very Missional
 - d. Not At All Missional

11. Which of these best describe your HOME church involvement as an attender?
 - a. Very Involved (attended almost every time something was offered)
 - b. Somewhat Involved (attended more than weekend worship)
 - c. Not Very Involved (attended worship services only)
 - d. Not At All Involved (occasionally attended worship services)

12. Which of these best describe your CURRENT church involvement as an attender?
 - a. Very Involved (attended almost every time something was offered)
 - b. Somewhat Involved (attended more than weekend worship)
 - c. Not Very Involved (attended worship services only)
 - d. Not At All Involved (occasionally attended worship services)

13. Have you served as a lay leader or volunteer in your home church?
 - a. Yes
 - b. No

14. Have you served as a lay leader or volunteer in a church other than your home church?
 - a. Yes
 - b. No

15. What role have you served as a lay leader in either your home church or another church? (Please select all that apply)
- Area Coordinator
 - Check-in/Registration
 - Children/Youth Choir
 - Praise Band/Team
 - Program Director
 - Small Group Leader
 - Special Outreach Events (various programs/various roles)
 - Sunday School Teacher
 - Teacher's assistant
 - Team Leader
 - Vacation Bible School
 - Other: _____
16. Does your home church presently have interns serving in Children's Ministries, Youth Ministries, or Adult Ministries?
- Yes
 - No
17. What type of intern program does your home church presently have?
- Formal—an established set of curriculum by the church/pastor that every intern must comply with or complete in order to be in the intern program
 - Informal—a program that allows interns to participate in church ministry as needs arise but there is no set curriculum that is in place for the intern to complete.
 - I am not aware of any program and therefore cannot adequately answer this question.
18. Approximately how many interns serve at your home church in one calendar year?__
19. Approximately how many full-time pastoral staff does your home church currently employ? _____
20. Approximately how many full-time NON-PASTORAL staff (such as ministry directors, not administrative assistants, or secretaries) does your home church employ in Children's Ministry, Youth Ministry, and Adult Ministry? _____
21. Please rank in order of importance (1- being most important, 10- being least important) the following ten things you feel are necessary for an intern to learn or experience during their time as an intern at the church
- Lay Leadership Management (volunteers)
 - Ministry Experience
 - Ministry Leadership
 - Oral Communications (communicating as a leader/manager/administrator)
 - Organizational Leadership (within church staff)
 - Outreach (Campus or Community)
 - Personal Spiritual Development
 - Personal Leadership
 - Platform Leadership (Speaking or Master Teacher)
 - Programming (calendar, developing, organizing, and executing ministry programs)
 - Other: _____

22. Please rank by numbering 1-5 the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1:

(The saying is trustworthy: If anyone aspires to the office of overseer, he desires a noble task. Therefore an overseer must be above reproach, the husband of one wife, sober-minded, self-controlled, respectable, hospitable, able to teach, not a drunkard, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own household well, with all dignity keeping his children submissive, for if someone does not know how to manage his own household, how will he care for God's church? He must not be a recent convert, or he may become puffed up with conceit and fall into the condemnation of the devil. Moreover, he must be well thought of by outsiders, so that he may not fall into disgrace, into a snare of the devil (1 Tim 3:1-7, ESV)

- | | |
|------------------------------------|------------------------------------|
| — Able to lead others | — Inspiring |
| — Able to prepare messages/sermons | — Organizational abilities |
| — Administrative | — Owns responsibility |
| — Biblically/Theologically sound | — Self-confident |
| — Build rapport with people | — Strong in personal relationships |
| — Coachable | — Strong spiritual life |
| — Develop/implement programs | — Strong work ethic |
| — Enthusiasm | — Takes initiative |
| — Good communicator | — Others: _____ |
| — Good example | _____ |
| — Good understanding of culture | _____ |
| — Integrity | |

23. Approximately how many times a month do you think an INTENTIONAL coaching/mentoring of interns should be done by either a full-time pastoral staff or full-time ministry staff? _____

24. What expectations do you have of a host site for an internship and what do you hope to gain from your internship experience?

25. From your perspective, briefly describe what you hope to learn in each of these areas when serving as an intern.
- a. Lay Leadership Management (volunteers)- _____

 - b. Ministry Experience- _____

 - c. Ministry Leadership- _____

 - d. Oral Communications (communicating as a leader/manager/administrator) - _____

 - e. Organizational Leadership (within church staff)- _____

 - f. Outreach (Campus or Community)- _____

 - g. Personal Leadership- _____

 - h. Personal Spiritual Development- _____

 - i. Platform Leadership (Speaking or Master Teacher) - _____

 - j. Programming (calendar, developing, organizing, and executing ministry programs)- _____

APPENDIX 3

INTERNSHIP SATISFACTION AND FEEDBACK QUESTIONNAIRE

Agreement to Participate

The research in which you are about to participate is intended to help design program standards for internships aimed at vocational ministry students. This research is being conducted by Jonathan Geukgeuzian for purposes of completing a doctoral project concentrated on educational ministry. In this research, you will be asked to provide information regarding your experience and/or knowledge of internships as a part of ministry training. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.* By your completion of this questionnaire, you are giving informed consent for the use of your responses in this research.

Please answer the following questions:

1. What is your current ministry role? _____

2. How long have you served in full-time vocational ministry? _____

3. Please provide the name of the church and its location in which you completed your internship: _____

4. Please provide the name of the senior/lead pastor: _____

5. What best describes the role of your immediate supervisor for your internship?
 - a. Associate Pastor
 - b. Children's Pastor/Director
 - c. Lay Ministry Leader (non-paid staff)
 - d. Senior pastor
 - e. Youth Pastor
6. What was the church's average weekly worship attendance at the time of your internship? _____
7. Did the church have interns serving in Children's Ministries, Youth Ministries, or Adult Ministries, other than you?
 - a. Yes
 - b. No

8. What type of intern program best describes what you did at the time you interned for the church?
- Formal—an established set of curriculum by the church/pastor that every intern must comply with or complete in order to be in the intern program
 - Informal—a program that allows interns to participate in church ministry as needs arise but there is no set curriculum that is in place for the intern to complete.
 - Self-directed—the church allowed you to do whatever you felt necessary at the time.
9. Approximately how many interns served at the church in one calendar year? _____

10. Approximately how many full-time pastoral staff did the church employ at the time you interned? _____

11. Approximately how many full-time NON-PASTORAL staff (such as ministry directors, not administrative assistants or secretaries) did the church employ in Children’s Ministry, Youth Ministry, and Adult Ministry at the time you interned?

12. Looking back on your internship experience, please rank in order of importance the following ten things necessary for an intern to have learned or experienced during their time at the church as it relates to future ministry placement.
- | | |
|---|---|
| — Lay Leadership Management (volunteers) | — Personal Spiritual Development |
| — Ministry Experience | — Platform Leadership (Speaking or Master Teacher) |
| — Ministry Leadership | — Programming (calendar, developing, organizing, and executing ministry programs) |
| — Oral Communications (communicating as a leader/manager/administrator) | — Other: _____ |
| — Organizational Leadership (within church staff) | _____ |
| — Outreach (Campus or Community) | _____ |
| — Personal Leadership | |

13. Looking back on your internship experience, by numbering 1-5 please rank the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1:

(The saying is trustworthy: If anyone aspires to the office of overseer, he desires a noble task. Therefore an overseer must be above reproach, the husband of one wife, sober-minded, self-controlled, respectable, hospitable, able to teach, not a drunkard, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own household well, with all dignity keeping his children submissive, for if someone does not know how to manage his own household, how will he care for God's church? He must not be a recent convert, or he may become puffed up with conceit and fall into the condemnation of the devil. Moreover, he must be well thought of by outsiders, so that he may not fall into disgrace, into a snare of the devil. (1 Tim 3:1-7, ESV)

- | | |
|------------------------------------|------------------------------------|
| — Able to lead others | — Integrity |
| — Able to prepare messages/sermons | — Inspiring |
| — Administrative | — Organizational abilities |
| — Biblically/Theologically sound | — Owns responsibility |
| — Build rapport with people | — Self-confident |
| — Coachable | — Strong in personal relationships |
| — Develop/implement programs | — Strong spiritual life |
| — Enthusiasm | — Strong work ethic |
| — Good communicator | — Takes initiative |
| — Good example | — Others: _____ |
| — Good understanding of culture | _____ |
| | _____ |

14. Approximately how many times a month was there INTENTIONAL coaching/mentoring of you as an intern by either a full-time pastoral staff or full-time ministry staff? _____
15. Please briefly describe each of the following areas as it pertains to your church ministry as an intern.
- a. Lay Leadership Management (volunteers)- _____

 - b. Ministry Experience- _____

 - c. Ministry Leadership- _____

 - d. Oral Communications (communicating as a leader/manager/administrator) - _____

 - e. Organizational Leadership (within church staff)- _____

 - f. Outreach (Campus or Community)- _____

 - g. Personal Leadership- _____

 - h. Personal Spiritual Development- _____

 - i. Platform Leadership (Speaking or Master Teacher) - _____

 - j. Programming (calendar, developing, organizing, and executing ministry programs)- _____

APPENDIX 4

CHURCH MINISTRY INTERNSHIP QUESTIONNAIRE RESULTS

This appendix does not contain the results of every question, however, responses related to the specific goals and purpose of the project, and information that may be helpful for future research are included.

Table A1. Question 1: I consent to participate in the study

#	Answer	Response	%
1	Yes	7	88
2	No	1	13
	Total	8	100
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.13	
Variance		0.13	
Standard Deviation		0.35	
Total Responses		8	

Table A2. Question 2: Please provide the name of the church and its location

Text Response	
Second Baptist Church, Houston, Texas	
Prestonwood Baptist Church Plano, Texas	
First Baptist Church Woodstock, Georgia	
Highview Baptist Church Louisville, KY	
Cross Church, Northwest Arkansas	
Christ Fellowship, Miami, FL	
12Stone Church Lawrenceville, Georgia	
Statistic	Value
Total Responses	7

Table A3. Question 3: Please provide the name of your senior/lead pastor

Text Response	
Dr. Ed Young	
Dr. Jack Graham	
Johnny Hunt	
Les Huges	
Dr. Ronnie Floyd	
Rick Blackwood	
Kevin Myers	
Statistic	Value
Total Responses	7

Table A4. Question 4: What is the church's average weekly worship attendance?

Text Response	
26,500	
15,000	
6,500	
2600	
9,982	
9500	
17000	
Statistic	Value
Total Responses	7

Table A5. Question 5: Does your church presently have interns serving in Children's Ministries, Youth Ministries, or Adult Ministries?

#	Answer	Response	%
1	Yes	7	100
2	No	0	0
	Total	7	100
Statistic		Value	
Min Value		1	
Max Value		1	
Mean		1.00	
Variance		0.00	
Standard Deviation		0.00	
Total Responses		7	

Table A6. Question 6: What type of intern program does your church presently have?

#	Answer	Response	%
1	Formal—an established set of curriculum by the church/pastor that every intern must comply with or complete in order to be in the intern program	7	100
2	Informal—a program that allows interns to participate in church ministry as needs arise but there is no set curriculum that is in place for the intern to complete.	0	0
3	I am not aware of any program and therefore cannot adequately answer this question.	0	0
	Total	7	100
Statistic		Value	
Min Value		1	
Max Value		1	
Mean		1.00	
Variance		0.00	
Standard Deviation		0.00	
Total Responses		7	

Table A7. Question 7: Approximately how many interns serve at your church in one calendar year?

Text Response	
50	
30	
6	
8	
30+	
25-30	
36	
Statistic	Value
Total Responses	7

Table A8. Question 8: Approximately how many full-time pastoral staff does your church currently employ?

Text Response	
80 Pastor level	
50	
22	
18	
33	
25	
50	
Statistic	Value
Total Responses	7

Table A9. Question 9: Approximately how many full-time NON-PASTORAL staff does your church employ in Children’s Ministry, Youth Ministry, and Adult Ministry?

Text Response	
75	
50	
150	
25	
20	
100	
15	
Statistic	Value
Total Responses	7

Table A10. Question 10: Please rank in order of importance the things necessary for an intern to learn or experience during their time at the church

Ranking Analysis: Ministry Traits						
Ministry Traits	Mean					
	CMI	Rank	IE	Rank	ISF	Rank
Personal Leadership	1.86	1	4.65	4	3.53	1
Personal Spiritual Development	3.57	2	2.58	1	4.58	2
Ministry Leadership	3.86	3	4.11	3	4.84	4
Ministry Experience	4.29	4	3.54	2	4.58	3
Outreach (Campus or Community)	5.43	5	6.15	6	8.00	10
Lay Leadership Management (volunteers)	5.71	6	6.16	7	5.11	5
Oral Communications (communicating as a leader/manager/administrator)	6.71	7	5.92	5	6.05	7
Organizational Leadership (within church staff)	7.14	8	6.25	8	5.42	6
Programming (calendar, developing, organizing, and executing ministry programs)	7.29	9	8.02	10	6.16	8
Platform Leadership (Speaking or Master Teacher)	9.14	10	7.70	9	7.26	9
Other:	11.00	11	10.92	11	10.47	11

Note: Ministry traits were ranked in order of importance, “1” being most important, “10” being least important
 CMI is the Church Ministry Internship Questionnaire. IE is the Internship Expectations Survey. ISF is the Internship Satisfaction and Feedback Questionnaire

Table A11. Question 11: Approximately how many times a month is there intentional coaching/mentoring of interns by either a full-time pastoral staff or full-time ministry staff?

Text Response	
4	
1	
5	
20	
6-8 times	
4-6	
8	
Statistic	Value
Total Responses	7

Table A12. Question 12a: Please briefly describe Lay Leadership Management (volunteers) as it pertains to your church ministry and its interns

Text Response	
We want our Interns to know how to motivate, inspire, challenge, and draw out the talents and abilities of our volunteers as they do the work of ministry in and through our church.	
Interns work with lay leadership on nearly every level of ministry. Most of our ministry is done through lay leaders and so the interns are in constant contact with our lay people. They take them breakfast, lunch, meet with for counseling, train in evangelism and a host of other duties assigned to them	
As pastors, we lead and teach. Our interns do the full-time daily work of the ministry. Our lay leadership ministry (volunteers) do weekly work of the ministry in more relational ways.	
to serve along side	
Unsure what is being asked - but we strive to put our interns in direct contact with lay leaders in order to learn leadership and management of them.	
Interns are considered staff; not "underlings". This means that interns have the same expectation of character and leadership at their level as the pastoral staff has. Interns are intentionally developed through one on one meetings and group trainings. Each is given a project to complete and the training to complete it. The intern's job profile insures they are not just doing "busy work".	
our church values the ministry involvement of the congregation and we work hard to provide an atmosphere for the congregation to serve and lead according to their gifting and passions. Interns are required to recruit volunteers for their designated ministry area. Additionally, interns are responsible to lead and care for volunteers as part of the department staff team. Each intern leads a ministry program that is run by volunteers and the intern must organize, train, recruit, develop and care for their volunteers. This is a major part of their internship.	
Statistic	Value
Total Responses	7

Table A13: Question 12b: Please briefly describe Ministry Experience as it pertains to your church ministry and its interns

Text Response	
Ministry experience is a great teacher. We want our Interns to learn how to be successful while understanding that failure is a great teacher as well. Our Pastors and staff members walk with our Interns through every aspect of ministry as they experience the Gospel at work day to day in the lives of people.	
Interns make outreach phone calls and visits...they preach in retirement and nursing homes. They counsel. Teach Bible Fellowship classes, train people in evangelism. They report to a supervising minister and follow him daily - to hospitals, staff meetings, etc.	
We want our interns to get real, daily experience in leadership, volunteers, teaching and preaching, campus ministry, administration, hard work, relationships, meetings, training, missions, etc.	
Learning to serve and be faithful dependable and influential from the bottom up - be early - stay late - have a good attitude	
All consuming - the our interns function on a full-time, 24-7, level while they are with us. Learning while doing is key.	
Ministry experience is hands on ministry, doing what they feel God has called them to do. For example, in student ministry, the intern is given the opportunity to lead students and to recruit and lead volunteers. We believe every student person should know how to recruit, train and lead leaders as well as cast vision and speak publicly. Interns are not only taught how to do this, but given the opportunity to do so.	
I believe the missing element in the current development process of young pastors is expended ministry leadership and experience. The academic environment does a great job of teaching young people doctrine, history and giving them a foundation of insight for ministry...but the academic world cannot provide the hands on ministry experience necessary to train young men and women for real life ministry. Our internship is designed to fill in this gap. Our desire is to give our interns real leadership of real ministry programs and teams within the context of a department at our church. Interns lead small group ministries, outreach ministries, worship teams and do everything else a staff member does. This focus on experience, along with coaching, form the foundation of our internship program philosophy.	
Statistic	Value
Total Responses	7

Table A14. Question 12c: Please briefly describe Ministry Leadership as it pertains to your church ministry and its interns

Text Response	
Leadership is everything. Leaders develop leaders and the work of ministry is made more effective because of it. Our goal is to build leadership qualities into the lives of our Interns, so that others will catch the vision and passion for ministry in the local church.	
Interns work with the supervising ministers to determine direction and vision for the depts they oversee. They are responsible for carrying out the mission of the church in the individual areas they oversee	
We want our interns to think like a youth pastor but submit like an intern. We want them to be leaders as they serve our volunteers and students, but we want them to submit to the leadership of the Student Pastors.	
Opportunity to learn for other leaders and be influential to take various levels of responsibility - very little public teaching	
Leadership on all levels is highly valued at Cross Church. We strive to raise the lid of leadership while the interns are with us.	
Ministry leadership means overseeing, at least in part, a particular ministry. For example, Baili, an intern last summer, was given the opportunity to launch a girls ministry. She had to recruit volunteers, encourage girls to be a part and build the ministry and ultimately hand it off to a local volunteer. The girls ministry is a part of the student ministry-she played a significant role and help build a discipleship culture to girls in our ministry.	
Statistic	Value
Total Responses	6

Table A15. Question 12d: Please briefly describe Oral Communications as it pertains to your church ministry and its interns

Text Response	
We put our Interns into situations where they can grow and develop in their ability to communicate truth in an age-appropriate way. We take into account each of the Interns experience and interests in this area, but hope that all of them will be able to clearly and effectively communicate the great truths of God's Word in a challenging and exciting way.	
I would put this in the teachig realm. All of our interns must preach in retirement homes or teach in a bible fellowship setting	
We desire our interns to be proficient when it comes to leading meetings, teaching small groups, teaching large groups, and the daily conversations that ministry requires.	
Communication with other leaders volunteers etc - running simple things like games, announcements and limited small group leadership rarely public teaching	
Providing opportunities to actually practice and hone oral communication skills.	
Oral communication is both On and off stage communications. Should be able to cast vision, articulate why ministry is important and articulate what's important in informal settings. It's also on stage and group communications. They should be able to prepare a talk and deliver it effectively. Off stage communication is as important as on stage communication. This is also true of written communication-clarity of thought, punctuation and spelling matter!	
During the 2 year internship we run we take the interns through a curriculum we created. Two full quarters deal with relational skills. Additionally, we mentor individual interns in relational skill in an "as needed" basis.	
Statistic	Value
Total Responses	7

Table A16. Question 12e: Please briefly describe Organizational Leadership (within church staff) as it pertains to your church ministry and its interns

Text Response	
We hope that our Interns will understand (through experience) how a large church functions best as it works together to accomplish the work of ministry. We focus on goal setting, evaluation, teamwork, and vision casting.	
The organizational make-up has to do mainly with our bible fellowship ministry and the leadership positions within it	
We give each of our interns a few organizational tasks every day to make sure they are not purely relational. We also give them each a mission trip to to administrate financially and organizationally.	
To sit in on meetings as a non-vocal participant	
Our interns observe staff structure and roles while they are with us. The learn the nuances of church staff relations.	
Briefly, it's being able to lead down, across and lead up. The intern should know their role and how to operate within a church dynamic. For instance, speaking informally (like you would to a close friend) when addressing senior leadership is inappropriate. Answering texts, emails and calls within a set amount of time and talking with clarity is important.	
Interns are invited into meetings, conversations and rooms where real church decisions are made. Often times the interns take a learning role over a lead role in these environments however interns can earn the right to participate in the staff leadership conversation.	
Statistic	Value
Total Responses	7

Table A17. Question 12f: Please briefly describe Outreach (Campus or Community) as it pertains to your church ministry and its interns

Text Response	
Our church is committed to evangelism in everything we do. Our Interns will be expected to share their faith as a natural part of their life, and to develop ministry programs and activities that clearly and simply call people to faith in Christ. We walk with our Interns as they learn how to do evangelism, make home and hospital visits etc. as a practical expression of their commitment to evangelism and ministry.	
Outreach happens through weekly follow up of guests to the worship service as well as in special events such as fall festival, Christmas programming, etc.	
Each of our interns are responsible for the ministry on 2 - 3 campuses a week. This includes campus clubs, sports teams, lunches, and blessing the faculty.	
Rebuilding this - (I've only been here 6 months) this is non existent and in restructure. I eventually will place interns at campuses at any entry point available to us.	
All interns will go on one international mission trip, two North American mission trips, and be involved weekly in local mission endeavors.	
We love our city and we love our schools. When summer interns are here, they miss the school aspect, but get the city opportunities. Ideally, an intern learns how to engage school campuses and work within school parameters. Engaging school clubs means serving as a chaplain for a team, leading a club, leading teachers/administrators Bible study, etc. These are weekly opportunities for our team and an intern must know them. We also love and serve the city in many, many practical ways from our weekly food backpack program for children to our Medical/Dental bus that goes out each week to impoverished parts of the city.	
Student ministry interns take a lead role in the outreach ministry of our students ministry. Each intern works with a school to connect with and reach out to students.	
Statistic	Value
Total Responses	7

Table A18. Question 12g: Please briefly describe Personal Leadership as it pertains to your church ministry and its interns

Text Response	
We desire to help our Interns learn how to be Leaders. We work hard to help them develop discernment, a critical component of Leadership. We also spend much time discussing ways to enhance their God-given gifts and abilities so they can be more effectively in everything they do.	
We try to personally develop the interns by teaching them time management and providing them a mentor	
We give our interns enormous amounts of leadership as they lead on Sunday mornings, lead on Wednesday nights, lead their campus clubs, etc.	
Asking them to be faithful in all things and coachable	
We want them to leave us as better leaders overall.	
You can't lead others until you lead yourself. This means growing spiritually first, then growing in leadership capacity. An intern is challenged to grow spiritually through the spiritual disciplines, mentorship and accountability. They should grow in personal leadership by reading, being challenged and engaging new opportunities in leadership.	
We value self leadership among the interns. Interns are held to a high standard of conduct and are expected to live accordingly. Interns are taught how to set goals, handle pressure, walk through self doubt and chase God like crazy. interns who struggle in self leadership are given special "attention."	
Statistic	Value
Total Responses	7

Table A19. Question 12h: Please briefly describe Personal Spiritual Development as it pertains to your church ministry and its interns

Text Response	
We are not just interested in what the Interns can do for the church or for the ministry. We are committed to help them grow in their walk with the Lord. Through one on one relationships and mentoring, we challenge the Interns to take responsibility for their spiritual lives, and to serve from an overflow in their spiritual life.	
This happens through weekly meetings with supervisors and monthly development times where we pray, cast vision, provide resources and an opportunity to ask questions about the job	
We challenge our interns weekly in specific spiritual disciplines to hold them accountable and motivate their spiritual growth. We encourage them to read a book a month toward this, and we meet at the beginning of each week to challenge them specifically in this area.	
A daily devotion and prayer time and assigned reading and opportunity to discuss the on going hard issues of ministry	
We focus on: times management, spiritual disciplines, restoration of the spirit, and motivation for ministry.	
Growing in your relationship with Christ. Setting goals on what to read, experience, sacrifice, do, etc as a means to grow and give opportunity for faith to grow.	
Each intern is expected to lead themselves spiritually. At the same time we desire our internship to be a time of intense spiritual development. Most of the time when an intern graduates they tell us what they are most grateful for is the way God grew them spiritually through the internship. We do several intentional moves to promote their spiritual growth. We provide each intern with a mentor whom they meet with weekly. We invite them into seasons of heightened spiritual discipline to stretch them. Most importantly, we allow them to feel the real pressure of real ministry...and we do not make the internship easy for them. Holding them to a high standard of both personal conduct and ministry excellence pushes them to seek God and grow.	
Statistic	Value
Total Responses	7

Table A20. Question 12i: Please briefly describe Platform Leadership as it pertains to your church ministry and its interns

Text Response	
We want our Interns to gain experience being in front of people. While not all Interns are naturally gifted in this area, we want to help alleviate the fear and anxiety that sometimes comes about when people are called to be "up front". We work with our Interns individually on this and challenge them according to their past experience and their present desires.	
This would be preaching opportunities in our main worship service	
We give our interns opportunities every week to give announcements, lead in prayer, lead games, and teach/preach 3-5 times a year.	
Very little - games, announce and giving instructions	
The public aspect of leadership is observed and practiced.	
Platform leadership is anyone who is given a platform, whether they are on stage or not. If you are a leader, you have a platform. However, when given a stage, platform leadership is the responsibility of having a voice to many with great accountability.	
Intern that have platform gifting or calling are given opportunities on stage. This comes as a natural part of their ministry within a team...it is not mandatory. The interns earn stage time by performing other endeavors at a high level. Each platform moment is evaluated...(we film them and and walk through the teaching or worship set.)	
Statistic	Value
Total Responses	7

Table A21. Question 12j: Please briefly describe Programming (calendar, developing, organizing, and executing ministry programs) as it pertains to your church ministry and its interns

Text Response	
Our church has a full calendar of activities and events and requires that everybody be on the same page in planning and coordination. Special focus is given to communication and promotion and the development of teams to serve and lead alongside of you as you do the various ministry activities. Our Interns will gain vital experience learning to do things with an expectation of excellence in all things.	
This is showing the intern how to calendar and work with different ministries in the church on the programs they oversee	
Every week we go over the calendar with our interns, let them speak into the planning process, and go over what is coming up the next quarter, 6 months, and year.	
Giving them a year at a glance view of programming and assigning various duties to them to help execute events	
Working with a mentor interns learn how to calendar, organize, strategize, and execute ministry.	
We only do a few things...weekends, small groups, serving opps and mission opps. However, there are many of each. Programming means be able to set goals, plan ahead, execute and review what has happened. It's not just calendar, it's the understanding that my decisions today affect six months from now, so whats the BEST decision?	
Interns serve on a ministry team and lead a ministry program within the team. As a program leader, they are responsible for the programming in its totality. (under the direction of the department head.)	
Statistic	Value
Total Responses	7

APPENDIX 5

INTERNSHIP EXPECTATIONS: UNDERGRADUATE
STUDENT SURVEY RESULTS

This appendix does not contain the results of every question, however, responses related to the specific goals and purpose of the project, and information that may be helpful for future research are included.

Table A22. Do you consent to participate in this study?

#	Answer	Response	%
1	Yes	118	98
2	No	3	2
	Total	121	100
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.02	
Variance		0.02	
Standard Deviation		0.16	
Total Responses		121	

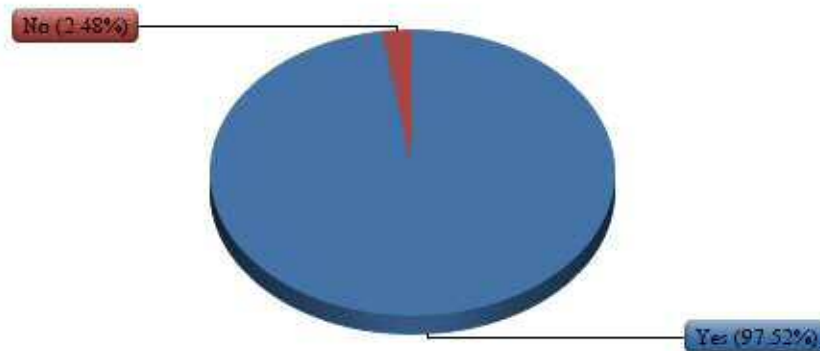


Figure A1. Do you consent to participate in this study?

Table A23. Question 1: What is your gender?			
#	Answer	Response	%
1	Male	70	60
2	Female	46	40
	Total	116	100
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.40	
Variance		0.24	
Standard Deviation		0.49	
Total Responses		116	

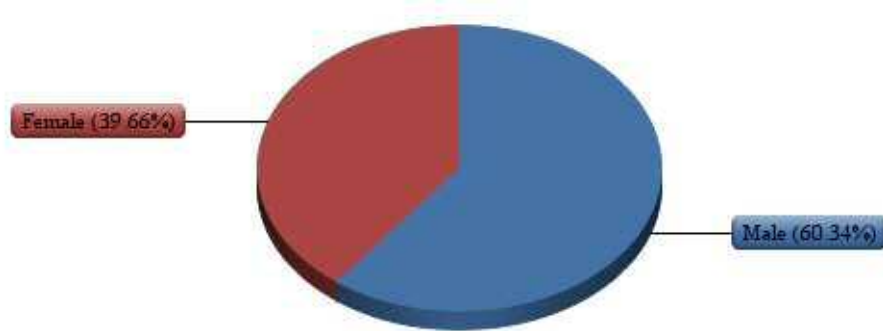


Figure A2. Question 1: What is your gender?

Table A24. Question 2: What is your age?

Text Response
24
21
19
20
19
18
20
21
19
23
20
19
20
20
20
19
18
18
20
18
18
20
19
38
19
17
19
19
17
19
23
21
19
19
23
20
18
23
19
25
19
19
20

Table A24 continued

18
19
19
20
19
18
20
19
20
20
20
20
19
20
20
19
20
21
21
19
20
18
21
19
22
22
20
23
20
20
20
20
19
21
19
22
20
18
27
20
20
20
20
19
27

Table A24 continued

22	
21	
20	
20	
19	
21	
19	
20	
19	
20	
20	
26	
21	
21	
Statistic	Value
Total Responses	116

Table A25. Question 3: What is your academic classification?

#	Answer	Response	%
1	Freshman	22	19
2	Sophomore	47	41
3	Junior	36	31
4	Senior	11	9
	Total	116	100
Statistic		Value	
Min Value		1	
Max Value		4	
Mean		2.31	
Variance		0.79	
Standard Deviation		0.89	
Total Responses		116	

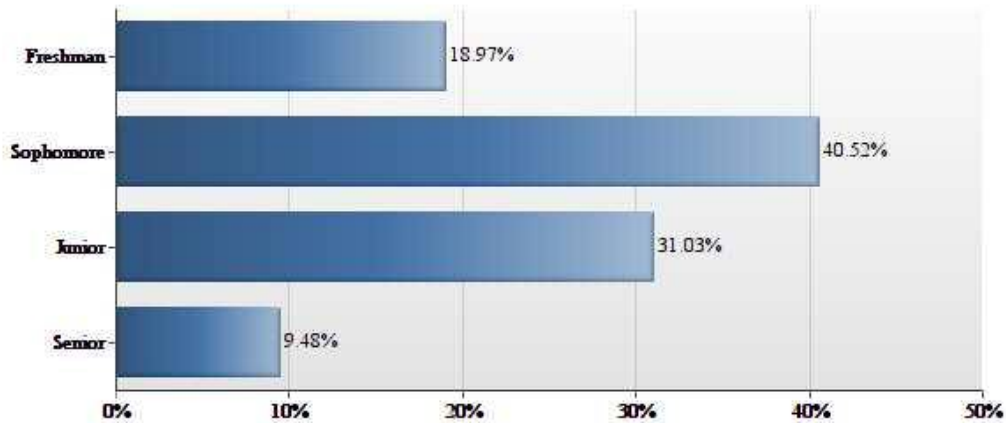


Figure A3. Question 3: What is your academic classification?

Table A26. Question 4: What is your Church Ministry concentration?			
#	Answer	Response	%
1	Adventure Leadership and Outdoor Ministries	11	9
2	Global Studies	5	4
3	Pastoral Leadership	11	9
4	Women's Ministries	6	5
5	Worship	5	4
6	Youth Ministries	53	46
7	Undecided / I am minoring in Church Ministries	25	22
	Total	116	100
Statistic		Value	
Min Value		1	
Max Value		7	
Mean		5.14	
Variance		3.67	
Standard Deviation		1.92	
Total Responses		116	

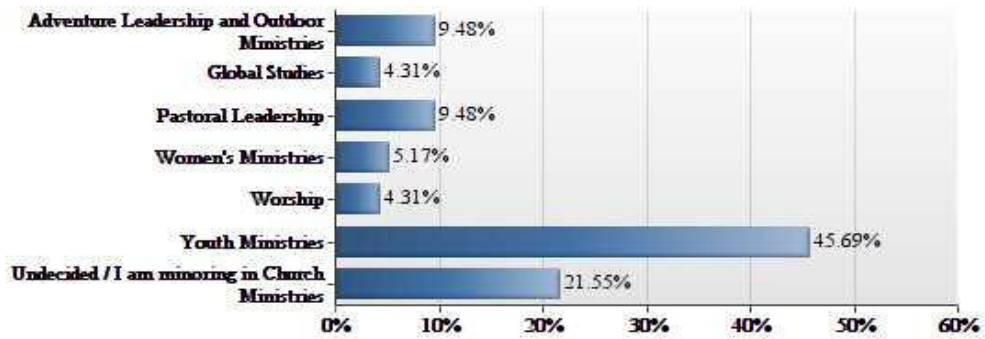


Figure A4. Question 4: What is your Church Ministry concentration?

Table A27. Question 5: At what age did you become a follower of Christ?

#	Answer	Response	%
2	6 - 10	46	47
3	11 - 14	21	21
4	15 - 18	24	24
5	18 or older	7	7
	Total	98	100
Statistic		Value	
Min Value		2	
Max Value		5	
Mean		2.92	
Variance		1.00	
Standard Deviation		1.00	
Total Responses		98	

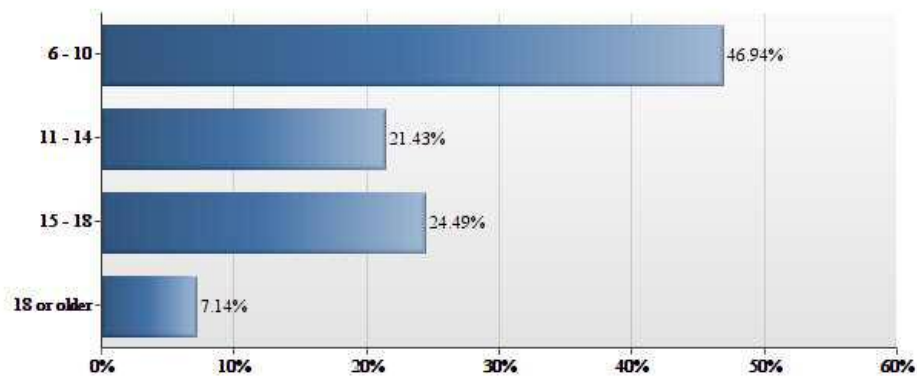


Figure A5: Question 5: At what age did you become a follower of Christ?

Table A28. Question 6: At what age did you acknowledge a calling into vocational gospel ministry?

Text Response
21
20
15
14
Senior year of high school, age 17-18
17
19
Unknown
13
17
18
18
freshman year in college
13
19
18
16
14
16
15
17
18
16
37
18
14
17
16
14
19
20
18
My senior year of high school, age 17
15
17
18
16
20
Last year
12
When I was 14
18

Table A28 continued

14
16-17
19
5
18
16
13
18
18
19
around my freshman year of high school
16
18
Second Grade
16
18
19
15
19
Freshman year in high school, 15
There is not one specific time that I would say that I feel I was called to vocational gospel ministry. Instead, God has given me a desire gradually throughout my life to work in the ministry. However, over the past summer I decided to switch my major to include Church ministries as a part of my degree.
18
My freshman year of college.
17
19
21
17
21
18
17
18
18
16
14
15
15
13
26
18
18
14

Table A28 continued

17	
18	
22	
N/A	
18	
19	
18	
14	
16	
14	
15	
18	
19	
17	
25	
18	
21	
16	
Statistic	Value
Total Responses	114

Table A29. Question 7: What denominational affiliation best describes your home church?

#	Answer	Response	%
1	Brethren	0	0
2	Independent Baptist	9	8
3	Wesleyan	2	2
4	Non-denomination	45	39
5	Pentecostal	4	3
6	Presbyterian	3	3
7	Southern Baptist	36	31
8	Other:	16	14
	Total	115	100
Other:			
Four Square			
Reformed PCA			
Evangelical			
ag			
Evangelical Free Church			
Bible Fellowship			
Nazerene			
Evangelical Free			
Evangelistic			
Evangelical			
Methodist			
Evangelical			
Methodist			
Lutheran			
Reformed (Reformed Church of America)			
Statistic		Value	
Min Value		2	
Max Value		8	
Mean		5.41	
Variance		3.56	
Standard Deviation		1.89	
Total Responses		115	

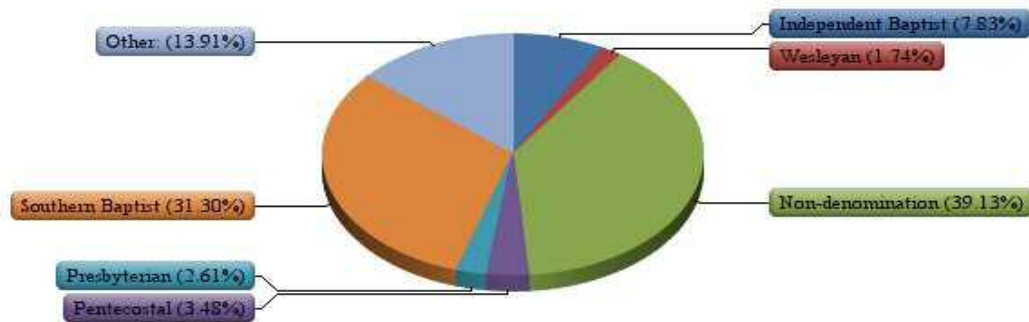


Figure A6. Question 7: What denominational affiliation best describes your home church?

Table A30. Question 8: Which best describes your home environment in regard to church life?

#	Answer	Response	%
1	My parents did not allow participation in church	0	0
2	My parents did not encourage participation in church	9	8
3	My parents were supportive of participation but did not encourage it	15	13
4	My parents strongly encouraged participation in church	76	66
5	My parents forced participation in church	15	13
	Total	115	100
Statistic		Value	
Min Value		2	
Max Value		5	
Mean		3.84	
Variance		0.55	
Standard Deviation		0.74	
Total Responses		115	

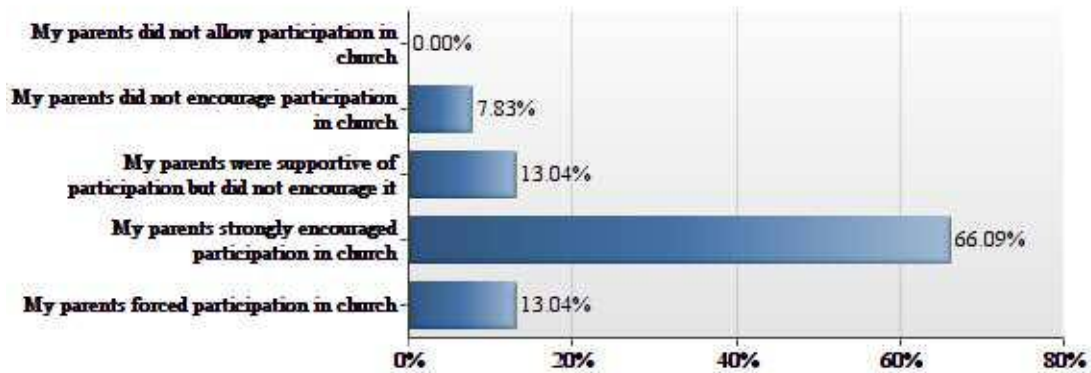


Figure A7. Question 8: Which best describes your home environment in regard to church life?

Table A31. Question 9: Which of these best describe your home church environment?			
#	Answer	Response	%
1	Very Traditional	5	4
2	Somewhat Traditional	39	34
3	Not Very Traditional	48	42
4	Not At All Traditional	22	19
	Total	114	100
Statistic		Value	
Min Value		1	
Max Value		4	
Mean		2.76	
Variance		0.66	
Standard Deviation		0.81	
Total Responses		114	

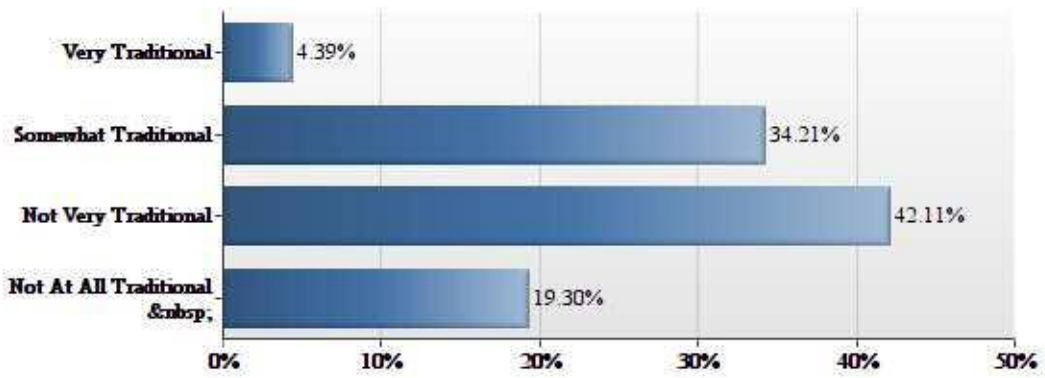


Figure A8. Question 9: Which of these best describe your home church environment?

Table A32. Question 11: Which of these best describe your home church involvement as an attender?

#	Answer	Response	%
1	Very Involved (attended almost every time something was offered)	71	62
2	Somewhat Involved (attended more than weekend worship)	30	26
3	Not Very Involved (attended worship services only)	8	7
4	Not At All Involved (occasionally attended worship services)	5	4
	Total	114	100
Statistic		Value	
Min Value		1	
Max Value		4	
Mean		1.54	
Variance		0.66	
Standard Deviation		0.81	
Total Responses		114	

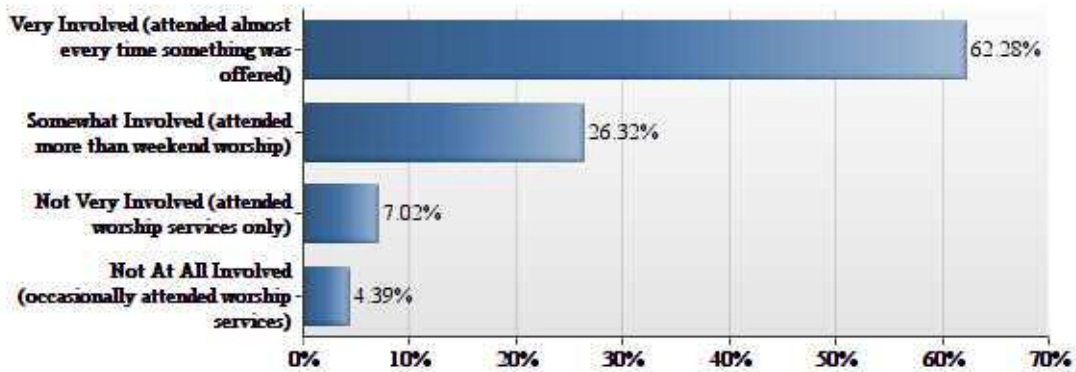


Figure A9. Question 11: Which of these best describe your home church involvement as an attender?

Table A33. Question 12: Which of these best describe your current church involvement as an attender?

#	Answer	Response	%
1	Very Involved (attended almost every time something was offered)	28	25
2	Somewhat Involved (attended more than weekend worship)	46	40
3	Not Very Involved (attended worship services only)	32	28
4	Not At All Involved (occasionally attended worship services)	8	7
	Total	114	100
Statistic		Value	
Min Value		1	
Max Value		4	
Mean		2.18	
Variance		0.78	
Standard Deviation		0.88	
Total Responses		114	

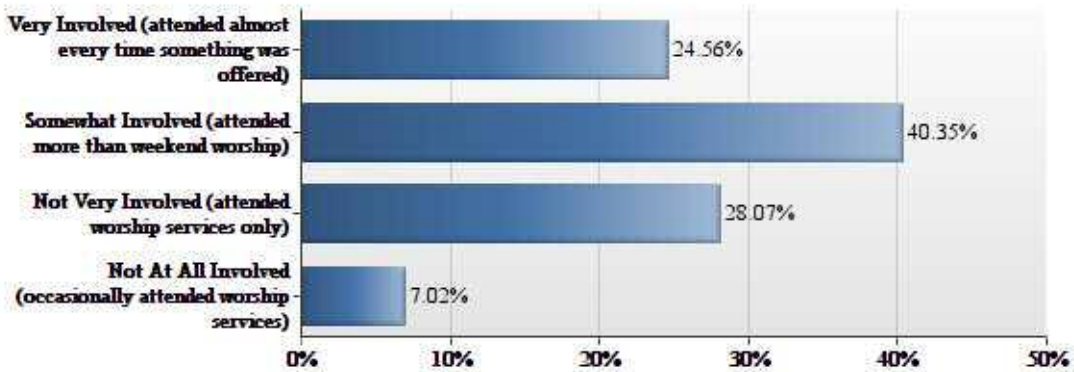


Figure A10. Question 12: Which of these best describe your current church involvement as an attender?

Table A34. Question 13: Have you served as a lay leader or volunteer in your home church?

#	Answer	Response	%
1	Yes	102	89
2	No	12	11
	Total	114	100
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.11	
Variance		0.10	
Standard Deviation		0.31	
Total Responses		114	

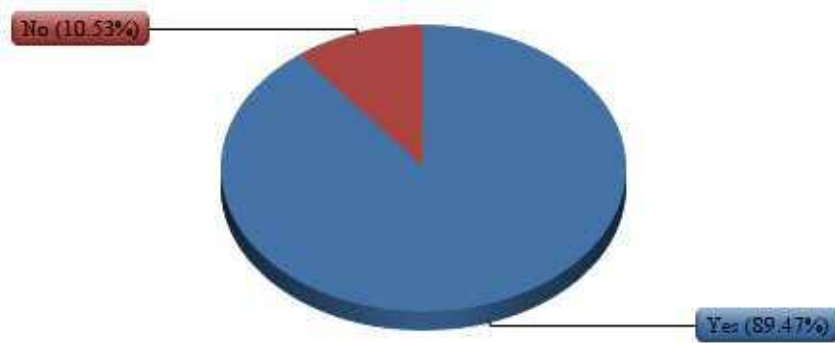


Figure A11. Question 13: Have you served as a lay leader or volunteer in your home church?

Table A35. Question 14: Have you served as a lay leader or volunteer in a church other than your home church?			
#	Answer	Response	%
1	Yes	77	68
2	No	36	32
	Total	113	100
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.32	
Variance		0.22	
Standard Deviation		0.47	
Total Responses		113	

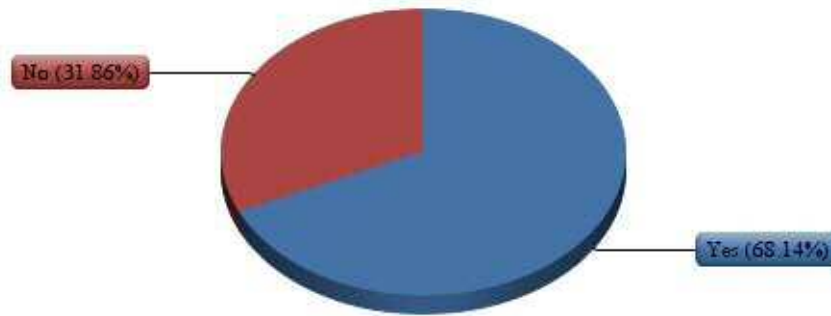


Figure A12. Question 14: Have you served as a lay leader or volunteer in a church other than your home church?

Table A36. Question 18: Approximately how many interns serve at your home church in one calendar year?

Text Response
3+
0
1-2
Not sure
2
4
3
Unknown
12
1
I was only aware of 1
i dont know
2
3
Not sure but I think under 5
4
0
0
5
I don't know
10-15
0
1
I can't think of any interns who have ever served.
4
0
im not sure
0-1
1
30
2
4
3
3
I don't know
0
Currently 5 or 6. This is the first year of the program.
1
1
5
0
10

Table A36 continued

4
0
1
0
2
probably 2 or 3
0
15
1 and only during the summer
4 or 5
0
one
I have no idea. I can only recall two interns, both in the youth department.
7
0-1
3
not any that I am aware of
2
0
2
1 or 2
2-3
3
4?
0
3
one
0
10+-
unknown
20
2?
0-1
12
Unsure
2
n/a
N/A
1
none
0
3
1
N/A

Table A36 continued

1	
0	
2	
1	
2	
0	
im not sure	
2-3 in Youth Ministry area of church	
0	
5-8	
NA	
1	
0	
0	
N/A	
Statistic	Value
Total Responses	107

Table A37. Question 15: What role have you served as a lay leader in either your home church or another church? (Please select all that apply)

#	Answer	Response	%
1	Area Coordinator	10	9
2	Check-in/Registration	24	22
3	Praise Band/Team	50	45
4	Program Director	11	10
5	Small Group Leader	77	69
6	Special Outreach Events (various programs/ various roles)	56	50
7	Sunday School Teacher	45	41
8	Teacher's assistant	34	31
9	Vacation Bible School	71	64
10	Other	20	18
Other			
Missions Committee, YL Outreach			
Nursery			
Minister			
Asst Yth Pastor			
Intern			
Youth intern			
Youth teacher			
Production team			
Upward Coach			
Mission trip leader			
childrens worship			
Children's Pastor			
Tech Arts			
Children's helper/leader			
Mission Trips			
usher			
Youth Group Leader			
Coordinator of PLED Student Training			
Statistic		Value	
Min Value		1	
Max Value		10	
Total Responses		111	

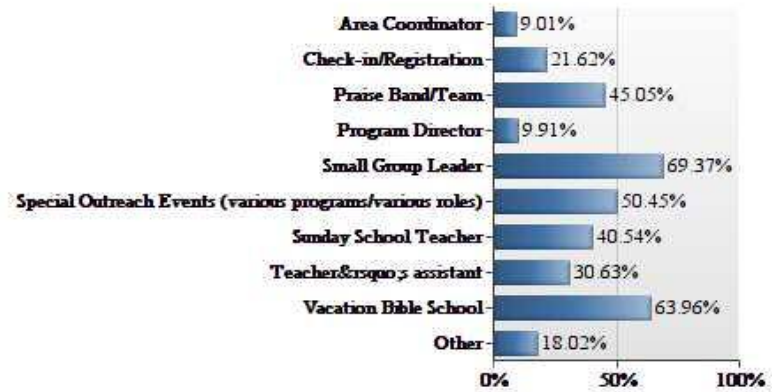


Figure A13. Question 15: What role have you served as a lay leader in either your home church or another church? (Please select all that apply)

Table A38. Question 16: Does your home church presently have interns serving in Children's Ministries, Youth Ministries, and/or Adult Ministries?

#	Answer	Response	%
1	Yes	53	46
2	No	61	54
	Total	114	100
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.54	
Variance		0.25	
Standard Deviation		0.50	
Total Responses		114	

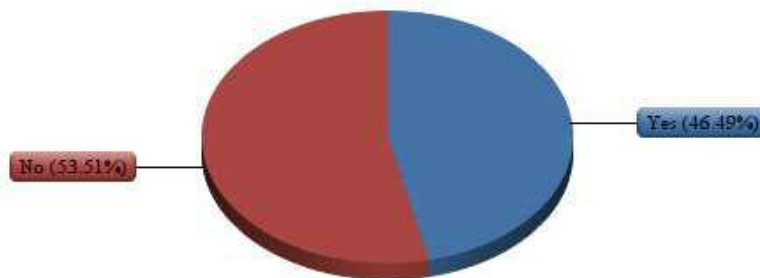


Figure A14. Question 16: Does your home church presently have interns serving in Children's Ministries, Youth Ministries, and/or Adult Ministries?

Table A39. Question 17: What type of intern program does your home church presently have?

#	Answer	Response	%
1	Formal—an established set of curriculum by the church/pastor that every intern must comply with or complete in order to be in the intern program	18	16
2	Informal—a program that allows interns to participate in church ministry as needs arise but there is no set curriculum that is in place for the intern to complete.	36	32
3	I am not aware of any program and therefore cannot adequately answer this question.	58	52
	Total	112	100
Statistic		Value	
Min Value		1	
Max Value		3	
Mean		2.36	
Variance		0.56	
Standard Deviation		0.75	
Total Responses		112	

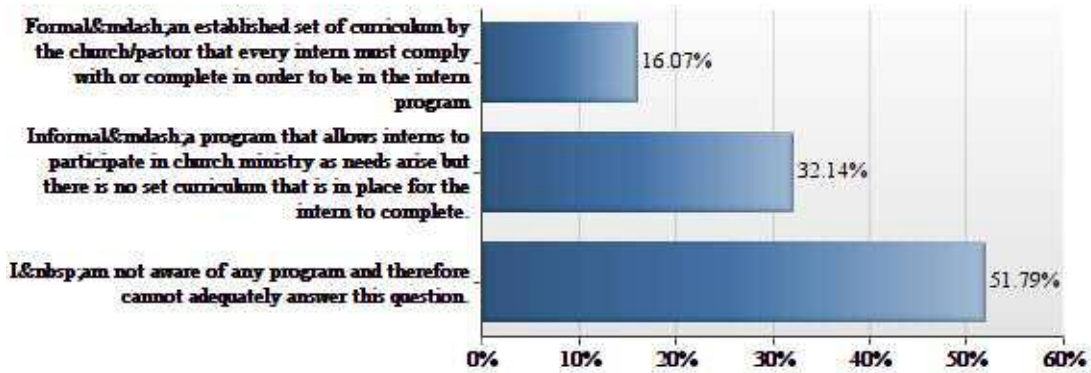


Figure A15. Question 17: What type of intern program does your home church presently have?

Table A40. Question 19: Approximately how many full-time pastoral staff does your home church currently employ?

Text Response
4
5
5
Not sure
5
6
approximately 10
6
8
2
12
i dont know
2
4
NOT SURE
25
1
1
3
3
I don't know
7
4
4
2
7
2
im not sure
5
4
around 60 (possibly more)
5
3
3
10
Not sure, 1
1
About 5
5
3
15
0

Table A40 continued

7
5
4
3
1
2
7
2
10
3
At least 10
2
three
3
7
5
3
8
3
4
3
2
2
4
5?
2
3
i dont know
3
5
3
20
10
4
8
3
4
5+
At least 10
5
5
1
I do not know
2

Table A40 continued

5-6	
1	
6	
7	
3	
3	
10	
2 Main service pastors, 2 Youth Pastors	
0	
10+	
6	
6	
1	
2	
1	
Statistic	Value
Total Responses	108

Table A41. Question 20: Approximately how many full-time non-pastoral staff does your home church employ in Children's Ministry, Youth Ministry, and Adult Ministry?

Text Response
15+
5
Not sure
Not sure
2
20
25
2
3
15
yes
3
2
10
0
2
20
6
I don't know
15
10
15
At least 10
13
5
im not sure
3
3
maybe 50 (I go to a mega-church we have a large staff)
4
10
4
20+
6
0
I'd guess 10-15
5
2
3
5
30+

Table A41 continued

10
4
3
2
10
a lot, but I don't know a number
5
50
3 to 6, I'm not sure
more than 10
9
one
I don't know but probably upwards of 5
20
10
7
not really sure....maybe around 15.
8
4
2
5-6
3-4
6
over 15
0
5
i don't know
1
4
10
120
3-5
2
30
Unsure, believe all are volunteer.
2
50+
at least 5
7
5
0
I do not know
I don't know
10?

<i>Table A41 continued</i>	
3	
8	
8	
10	
5	
20	
10	
Probably 20-50 Main Church, 10-15 people in Youth	
0	
30+	
NA	
4	
0	
9-10	
N/A	
1	
Statistic	Value
Total Responses	105

Table A42. Question 21: Please rank in order of importance the following ten things you feel are necessary for an intern to learn or experience during their time as an intern at the church

Ranking Analysis: Ministry Traits						
Ministry Traits	Mean					
	CMI	Rank	IE	Rank	ISF	Rank
Personal Leadership	1.86	1	4.65	4	3.53	1
Personal Spiritual Development	3.57	2	2.58	1	4.58	2
Ministry Leadership	3.86	3	4.11	3	4.84	4
Ministry Experience	4.29	4	3.54	2	4.58	3
Outreach (Campus or Community)	5.43	5	6.15	6	8.00	10
Lay Leadership Management (volunteers)	5.71	6	6.16	7	5.11	5
Oral Communications (communicating as a leader/manager/administrator)	6.71	7	5.92	5	6.05	7
Organizational Leadership (within church staff)	7.14	8	6.25	8	5.42	6
Programming (calendar, developing, organizing, and executing ministry programs)	7.29	9	8.02	10	6.16	8
Platform Leadership (Speaking or Master Teacher)	9.14	10	7.70	9	7.26	9
Other:	11.00	11	10.92	11	10.47	11

Note: Ministry traits were ranked in order of importance, "1" being most important, "10" being least important
 CMI is the Church Ministry Internship Questionnaire. IE is the Internship Expectations Survey. ISF is the Internship Satisfaction and Feedback Questionnaire

Table A43. Question 22: Please rank by numbering 1-5 the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1

Top Five Qualities an Intern Should Possess								
Please rank by numbering 1-5 the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1								
Item	Intern Sat and Feedback (N=19)				Intern Expectations (N=119)			
	N	%	Mean	Rank	N	%	Mean	Rank
Integrity	16	84.2	2.50	1	70	61.4	2.89	3
Strong spiritual life	12	63.2	1.42	2	91	79.8	2.04	1
Biblically/Theologically sound	12	63.2	2.92	4	87	76.3	2.33	2
Coachable	12	63.2	2.42	3	48	42.1	3.38	5
Able to lead others	8	42.1	3.88	5	64	56.1	3.22	4
Takes initiative	7	36.8	4.29	6	17	14.9	4.06	12
Strong in personal relationships	5	26.3	4.00	8	35	30.7	3.91	6
Strong work ethic	5	26.3	3.60	7	32	28.1	3.56	8
Good communicator	3	15.8	3.33	9	33	28.9	4.12	7
Owens responsibility	2	10.5	2.50	10	31	27.2	4.10	9
Good example	2	10.5	4.00	14	29	25.4	3.83	10
Organizational abilities	2	10.5	3.50	13	11	9.6	3.45	16
Develop/implement programs	2	10.5	3.00	11	7	6.1	3.57	19
Administrative	2	10.5	3.00	12	6	5.3	3.83	20
Enthusiasm	1	5.3	4.00	16	17	14.9	4.24	13
Self-confident	1	5.3	2.00	15	15	13.2	4.07	14
Build rapport with people	1	5.3	5.00	17	12	10.5	3.50	15
Inspiring	1	5.3	5.00	18	11	9.6	4.18	17
Good understanding of culture	0	0.0		19	19	16.7	3.95	11
Able to prepare messages/sermons	0	0.0		20	10	8.8	3.50	18
Others:	0	0.0		21	0	0.0		21

Table A44. Question 23: Approximately how many times a month do you think an Intentional coaching/mentoring of interns should be done by either a full-time pastoral staff or full-time ministry staff?

Text Response
3
4
4-5
At least 4
4
6
4
2-4
4
3
0
4
5
1 once a week
4
7
2
at least 4 times a month
3
3
2
4
4
2
4
6
8
2
4
4-5
31
4
4
18
4
4
14
2
3-5. More if needed.
6
2

Table A44 continued

5
4
20
2-3
4 to 8 times
3
4
Ideally 4 times (once a week) but more realistically once every 2 weeks.
1-2
3
2
Minimum of 4 times a month
I think at least once a week or five times a month
8
I think they should be constantly mentoring in a way, but that does not mean they have to be around them 24/7
3
4
2
4
2 times
4
3
2
1-2
4
2
2
4
4
4
0
3-4
3
3-4
every encounter with them should be a teachable moment simply through living out their job
8-10
4
8
3-4
4
twice
2
2

Table A44 continued

<i>Table A44 continued</i>	
2	
1 a week or bi weekly	
Very frequently- 5 days a week	
3	
8-12	
10	
4-5	
every day. 30 or 31	
1	
2	
2	
8	
Everyday! Whenever they can be intentional and coach, do it!	
0	
3 or 4	
4 or more	
6-8 times	
4	
Statistic	Value
Total Responses	108

Table A45. Question 24: What expectations do you have of a host site for an internship and what do you hope to gain from your internship experience?

Text Response
Expectations: Wise, knowledgeable, Experienced, Hard work Desired gains: Wisdom, Knowledge, Experience, Confidence
welcoming, organized, intentional I hope to gain experience and wisdom from seasoned leaders in ministry
I would hope they would be able to provide housing, and I would like to gain experience and knowledge on how different churches go about doing the Lord's work.
I want to see what they go through on a daily basis and how they respond to the tasks that they enjoy and the tasks that they do not enjoy
Experience above all. Practical applications of possible future I see in a church
I expect them to put me in a position where I can take charge of certain events and have the backing of them and can rely on them for different questions.
Real life experience in the ministry and how it is done on a daily basis
I just want them to give me the information in an organized simple fasion so that i can come intern.
I expect them to be able to help train me to take on the roll of a full time pastor and I hope to gain a better understanding of how a church works
My expectation would be to be taught ministry strategies as well as act them out.I would hope to gain experiences as well as grow in my faith.
i hope to gain an experience in the work force so i am ready when i graduate.
Someone will not only help learn how ministry works but invest in my life and help disciple me.
I hope for a place to sleep, eat, and learn and I hope to gain a better understanding of personal growth while also managing others.
For true love and inclusion. I would hope to gain a true learning experience!
Spiritual Growth and Relationships Maturity in my walk
I want to grow in my relationship with the Lord. I want to learn leadership skills that can equip me now and in the future.
I expect hands on experience and to be an actual participant. I do not want to just sit there and watch. I want to be involved while watching, observing, and learning from the leaders around me.
To gain excellent experience.
I hope to gain self-leadership in order that I can lead others when it is time. I hope to grow in the Lord, and participate in various ministry activities to get familiar with ministry.
Room and Board. I expect to gain experience.
Become a good leader
A place with positivity, encouragement of my personal & spiritual growth as a leader and intentionality in everything.
I would expect them to provide me with opportunities to lead and for them to trust me to do things that they ask me to do without the need to watch over me and make sure it is done correctly. I would expect to be able to do not only big jobs but small ones that are similar to things that I would be required to do if I were a full time minister.

Table A45 continued

I expect to learn to pros and cons and gain advice and experience.
I desire to come alongside the person I am interning under and to be mentored. Meeting twice a week once at the start and once at the end to discuss ministry. We should together analyze our own skills and figure out which ones are weakest and grow them, because an internship is designed to help develop your skills.
I hope to gain experience in leading others. I hope to grow spiritually. I hope to help others to grow spiritually. I hope to relieve the pressure put on full time leaders.
I would want the host site to teach me as much as possible about ministry and treat me like family. I hope to gain genuine experience from an internship experience.
Giving me opportunities to lead in worship. However not right away, I need to be taught how to lead others like a leader and not a dictator or a pushover
Abilities to lead a ministry in the direction that God would desire the most.
I hope to be ministered and be able to view and learn as much experience as possible. I hope to better understand the culture of the church by being thrown into in a host site. I hope to gain knowledge on how every aspect of the church works and a better understanding appreciation for the members on staff.
A basic knowledge of the responsibilities of a church leader as well as the skills needed to successfully accomplish God's work. Also, to begin building those skills as well as grow into a deeper relationship with Jesus.
To be able to be a disciple to a person that has experience in the church ministry field and learn from their good doings and wrong doings. To grow closer to God in every aspect as I am with other believers that also want the same thing. Have a team that is devoted to the intern team and making sure that the interns are actually working in the ministry and not just going through the motions.
I hope for one-on-one time with a mentor, availability for asking questions, intentional leadership and teaching in both the how and why regarding what their church does. I expect at some time to let the intern perform tasks in a mildly supervised or unsupervised role (if trust is gained)
I would expect the host site to be understanding about an intern not picking it up right away, present clear details on instructions, walk along not ahead while not looking behind to the intern but also not behind pushing them along.
I would expect a stipend. I would expect to spend time with other leaders (coaching). I would hope to see personal spiritual growth and gain practical ministry experience (sermons, outreach, organizational opportunities).
To be molded into a stronger leader spiritually
A place that needs me, and I would like to learn how to deal with different types of people and situations.
Intentional discipleship, hands on experience, fellowship, group studies as well as personal studies. I hope to gain experience so that I am well prepared for what is to come after graduation.
I have an expectation of gathering more insight on what goes on behind the scenes and what is the best way to run things. I hope to gain tips and tricks on how to better run a certain program, etc.
Teaching

Table A45 continued

<p>Expectations for a host site would be somewhere where they can apply what they are learning in their internship to their living experience.</p>
<p>I expect them to be sound in their beliefs of the bible and have a stable system in place for bringing in people to the church and keeping them there. I hope to gain a strong sense of what the life is like as a youth pastor and different techniques I can use in the future.</p>
<p>I expect them to be welcoming but strict in the same regard to keep the intern in line.</p>
<p>Guidance, biblical knowledge, accountability, helping me in my strengths and weaknesses, allowing me to see and do work in their ministry</p>
<p>Pastor that actually has a desire to try teach me everything he knows within the allotted time. I expect to be helping with ministry, but not to be given only the left over tasks</p>
<p>I would expect the host site to provide a hospitable atmosphere for me. For them to provide many opportunities to experience, learn, and do ministry alongside them. I would hope to gain new abilities, understanding, and love for ministry through my experiences there. I would want the host site to try to pour into me as I prepare for a life of ministry.</p>
<p>My expectations would include a clear and written idea of what the church and leadership expects from me, a host family to live with, a chance to experience both the specific field of ministry I am interested as well as brief exposure to other church ministries, intentional training or opportunity to shadow and I do not expect it to be paid. I hope to gain practical ministry and leadership skills from an internship and be able to have a strong sense of what starting my own ministry would look like.</p>
<p>I hope to see what a successful ministry looks like. I would also like to "pick " the pastor's brain to get a behind the scenes view of how everything operates and why he does everything he does.</p>
<p>I expect them to be welcoming and help coach me and teach me the ways of ministry. I also expect the leadership to be organized and that their actions match up with what they believe/preach.</p>
<p>A place where you can grow in your spiritual life</p>
<p>They host church should have some form of housing provided for the interns. There should also be outside experience, within the community, whether that be in local schools or on witnessing trips. I hope to gain more experience in areas of following, I tend to be a strong leader, but I struggle in following other strong leaders.</p>
<p>I would expect housing, meal, transportation and money to be provided for the intern. I would hope to gain ministry experience, Spiritual growth, and growth in knowledge of how the church operates and ofcourse growth in Biblical knowledge.</p>
<p>I would expect that a host site would have a schedule or plan of what I should do and have guidelines of my expectations and responsibilities. I would hope to gain the wisdom that comes from experience and to see first hand how a church or overseas mission is run.</p>
<p>I expect to be able to fully participate and grow in ministry. I understand that there will be days where I just do grunt work, but there should be days where I am given the opportunity to lead too. I hope to gain a new perspective and see how ministry really is full time because I know that I don't get to experience everything in my current role. I expect to lead and be lead.</p>

Table A45 continued

<p>I think the church should give responsibilities in the church and teach them how to effectively do ministry through that. They should be able to show the intern real examples and how to deal with them biblically.</p>
<p>I hope to gain experience, programing, and leadership. Although spiritual growth is more important than these things and will probably be gained through an internship it is what an internship is designed for that is to be done primarily out side of the internship weather in a church environment or in personal studies.</p>
<p>I would expect to be personally discipled and mentored not only in the position of the internship but also in my personal life. I hope to grow in my faith and in the area of expertise. I hope to gain knowledge and experience as I will get to watch the more experienced lead and then I might be given the opportunity myself to lead in the position.</p>
<p>I expect that the pastors and leaders at my host site will take time to invest in me personal, experiential wisdom and knowledge that will help me in my pursuit in ministry. I expect that personal coaching will be heaviest in the beginning, giving way later in the process to hands-on, personally responsible ministry. I hope to gain a real, in-depth sense of what ministry involves outside the fun. I hope to have my eyes opened to the nitty-gritty aspects and have God grow me in how to handle such situations.</p>
<p>I expect to do things that I have not done before, so I can have a diverse experience and learn new things. I expect to gain hands on experience and to learn new things about the inner workings of the ministry.</p>
<p>Expectations for the host site: - observe how they do ministry - opportunities for hands-on experience - help out during the week in the office some - serve in the desired area in church programs to gain experience What I hope to gain: - a better understanding of what the children's minister does - grow in my spiritual walk - learn more about what it is like to serve in ministry as a vocation</p>
<p>The biggest expectation and hope I have is that I will leave feeling prepared to successfully lead a ministry in another church. I hope that the people in charge of my internship will encourage spiritual growth through accountability as well as provide experienced staff to coach and mentor me along the way. I hope to be present in the hands on work of ministry, both the work that everyone sees and the behind the scenes work that must be done. I hope to gain some practical knowledge on implementing small group bible studies as well as arranging and coordinating large group speaking sessions.</p>
<p>One who really pours into me. I want to grow as a leader and be stretched in areas that I need to build up. I don't want an internship experience to be easy but to be pushed to help better myself and be equipped for the future.</p>
<p>I want to learn more about setting up a leadership team, and how to mentor and disciple them. I also learn how to be effective with reaching different cultures and communities.</p>
<p>things to be decently organized. Leadership to be strong theologically and spiritually. Hope to gain insight on how to become an effective leader.</p>
<p>I hope to gain wisdom and knowledge and a stronger relationship with my Lord and Savior.</p>

Table A45 continued

Personal mentorship, ministry experience, responsibility
I would expect the host site to be prepared with what is to be taught and provide sound teaching and hands on experience. I would hope to gain knowledge and hands on experience from my internship. Learn how to handle real life situations and become involved with situations that I may/will face in the future.
Valuable and irreplaceable experience
Experience
Not to use me as labor only, but to be intentional to teach about ministry, leadership, and personal devotion to God, while giving responsibilities and jobs that need to be done by a deadline and/or jobs that build leadership and servanthood
I would expect not to be treated as if I knew nothing so I was not undermined. I would expect the other people at the church to be approachable if I needed to talk to someone about something that I was dealing with spiritually. I would hope to gain experience, more biblical knowledge, and would want to work for that church if offered a position.
To be test and pushed be on my comfort-ability and to grow closer in my understand of the word and closer to God.
To experience and take part in a biblically sound church that cares to make Christ followers and not just church members
I have no plans or desires or expectations in this regard as I do not intend to enter into a church internship program at any time in the near future. I would imagine, however, that the host site would have a firm foundation in Scriptural truth and a desire to maintain a growth-focused environment conducive to spiritual development. If I were to decide to have an internship experience, I would want to gain experience in my desired field, affirmation from the Spirit and others around me that I'm on the right track, and contacts who know me and can vouch for me and my integrity and work ethic.
Housing
I want the host site to help me develop my personal relationship with Christ, teach me how to communicate Christ clearly to my people, do ministry in a way that glorifies God and teaches me principles that will last throughout my time in ministry.
Learn formost The integrity of the church and what they believe. Also learning about their people to better understand those that follow them and be able to integrate a great workflow and spiritual bond.
For an internship experience, the leader should be able to devote an adequate amount of time to the intern to train them up in their ministry experience, grow their relationship with the Lord, and be able to equip them for ministry after the internship.
I would love to gain a mentorship and be able to develop relationship to be mentored after the internship. I would also love to grow in my spiritual relationship with the Lord. I would also love to have backing and encouragement for my future ministry.
I expect to be challenged, and to grow in my walk with Christ and in my skill level. I hope to gain ministerial and personal growth.
I expect them to stretch an intern beyond their comfort zone and allow them to be involved on a deeper level of ministry. I hope to gain a new experience with ministry that I've never experienced before. I hope to gain my knowledge on how to properly cast a vision for a church and work out different philosophies of ministry.

Table A45 continued

<p>I hope to gain experience, i hope to gain knowledge wisdom and also a mentorship relationship as well</p>
<p>I expect this host site to have a curriculum and goals for an internship. I would like to see them invest time and intentionality to teach me. The best way to grow is through experience and I would to see them use me in any way they can. I expect to gain experience and growth of knowledge in my vocation.</p>
<p>I expect great opportunity for mentorship and ministry within a sufficiently stable environment to learn and apply knowledge.</p>
<p>I expect to have a close working relationship with a mentor at that site. I'm looking for a very personable situation where I am always being poured into; as well as, constantly being given chances to live out and try the things I have learned. I would not want to be babied, I am there for a first hand personal experience, not another class, throw me into the fire and guide me along the way. This will probably be the most valuable knowledge I learn as a student, so I would like to be experienced in as many situations as possible.</p>
<p>From an internship, I would want a first-hand experience of what ministry is, inside and out. I would want to get a taste of what goes on behind the scenes, and what the personal life of ministry leader is like.</p>
<p>I expect an atmosphere that will fully submerge me into the ministry. I would expect to see every aspect of ministry from accountability to planning a calendar year to forging relationships. I would hope to gain a good grasp on the tips and techniques to run a student ministry. I would hope to have learned how to take how that church does ministry and be able to take those foundations and be able to mold them to fit whatever ministry I am placed into.</p>
<p>I want to be exposed to the ministry that is done at that church. I want to spend a lot of time communicating with church leaders in order to realize their understanding of what they do, why they do it, how they do it and why they think it works.</p>
<p>I want to be personally challenged in my spiritual walk. One's relationship with God needs to be key, especially in vocational ministry. I want to be challenged in this way by an elder/pastor. And then from that point, I want them to take my relationship with the Lord and teach me how to pour into ministry in a practical manner.</p>
<p>I expect to not be at the lowest position, but to put given the opportunity to grow and lead in a position. In student ministry, I would expect to lead a small group or a weekly bible study. I would hope to gain time management skills, rely fully on the holy spirit, and to learn how to be mentored and lead.</p>
<p>I would hope to gain a stronger relationship with my savior and also a better knowledge of the culture around me depending on where I am in the world. I would love to learn new techniques on how to reach people with the Gospel. I would expect my host to have full knowledge of the bible and have a strong personal relationship with Christ themselves along with strong relationships with their team and others around them. I would expect them to teach me by example how to be a godly example to others</p>
<p>I only hold the expectations of the plans God holds for me! I hope to gain more knowledge of what I do not know about the ministry and learn from my mentors, while continually growing in my faith during the process.</p>

Table A45 continued

I hope to learn how to be a leader and grow more spiritually and gain more knowledge biblically.	
A lot of ministry experience that will help build and mold me into a better leader in the church	
To make me a better tool for the Lord through challenges and examples.	
I expect them to have a plan for what they want me to do. Also I believe that expect me to assume a form of responsibility for the position I will fill.	
I expect it to be very welcoming and ready to take on the internships. I hope to gain insight into ministry, and experience actually being hands on and shadowing leaders in the church that are in the part of ministry that I would be looking to be a part of one day.	
To give me opportunities to grow as a christian as a person. Put me in situations that I would normally not be comfortable with. Lead me personally and meet up with me and keep me accountable. Let me fail a little bit but don't let me fall completely on my face and help me back up	
I want hands on experience within the church and community. I hope to gain experience through training and trial and error. I would want someone to mentor me so that I could learn to experience situations and grow in maturity.	
I don't want to be the girl that goes and gets coffee and staples papers together. I want much more than making copies and running errands. While those are important to making a ministry run smoothly, they don't make for a fulfilling internship. I want to be able to grow and stretch myself, going head first into the spiritual lives of these kids. I want to be hands on and activity working with the lessons and the curriculum. I don't want just another church that I can put down on my "Church Experience list", but I want a church that will allow me grow and test new things and help me to further my understanding and knowledge in youth ministry. I would LOVE a church where they support female leadership within the church, and supports me and what I'm doing. I come from a smaller church that is like one big family, and everyone knows everyone, so I would love to find a church like that one day, but if not, that's okay too.	
My expectations are that the people on the site will help me learn something. That they will teach and create opportunities for not only service but learning. After a period of learning and observing then they slowly give me the reins and allow me to take over certain things and do certain things on my own, gaining leadership and ministry experience. I do not think that it is appropriate for sites to just give an intern huge responsibilities immediately. I think it is their job to train first then give more responsibilities.	
Statistic	Value
Total Responses	102

Table A46. Question 25a: From your perspective, briefly describe what you hope to learn in the area of Lay Leadership Management (volunteers) when serving as an intern

Text Response
N/A
Not sure
I would want to know how to not be too overbearing when leading people who are not being paid
I want to learn how to be more effective
I would like to know how to motivate and organize
To learn what to do in different contexts, see the mission of the church and see how they go about living out the mission
How to organize events
Anything that i can
I hope to learn what we should look for when picking volunteers
To learn how the church works better
How to be in church but not in a rude way but out of love
What their primary role of influence is on a weekly basis.
How to be a true volunteer and be in peoples lives. how to not just be someone who comes and goes but be someone who makes a significant impact.
I hope to learn how the roles of a volunteer are similar and different to that of an intern.
How to handle conflict between Lay leaders. Also how to teach them humility
How to lead as be led.
I would like to learn the tasks that it takes for volunteers to keep a church running and how each volunteer plays a part in that.
Responsibility
Idk
Just to be able to do ministry under the covering of the church
How to better equip them for the "field" and how to encourage more to join the existing volunteers.
I would expect to learn how to put the correct amount of people in the proper places, as well as how to lovingly ask a volunteer to step down from their position for various reasons.
I hope to learn advice on how to best deal with situations
Learn more behind the scenes of the area, and conflict management from within the church.
I'm not really sure what that means. I want to learn to have a servant's heart and how to work better with others.
I would hope to learn the drive and driven statement behind this task in the church
What full-time staff really goes through and all of the behind the scenes hard work that goes on every day.
How to serve more humbly
I hope to better learn how to manage and encourage volunteers to keep volunteering and to serve with excellence

Table A46 continued

A general idea of what is expected of you in such a position as well as some basic insight as to how one is successful in managing people.
To become a better follower of the church and understanding the church and how it works
I want to learn how to both set up volunteer efforts, but also to actually volunteer to better understand what a volunteer goes through before actually trying to determine what they do.
I would like to learn the inner workings behind events, sermons, and connections.
I hope to learn organizational skills, time management, communication skills.
How to become a better leader
The different types of issues i would face and how to deal with them
How to use volunteers most effectively and make them feel appreciated.
I hope to learn how leaders run the church which is not seen very easily by just sitting in a service.
The inside workings of the ministry, and integrity.
How to assume authority
I hope to try different things to see what works in the area that I am working in.
I hope to learn how to lead my ministry properly and to bring as many lost to Him in my time as a minister.
How I can best use them, work with them, help them grow spiritually
how to manage them well, encourage their strengths, and show them love
I hope to learn how to organize them effectively, how to gather more volunteers, and how to communicate effectively with them.
I want to learn what goes on "behind the scenes" to make ministry flow smoothly and what can be done for the volunteers to feel appreciated.
I hope to come out with more of a heart for service. I would also like to learn how to manage volunteers the correct way.
How to deal with day to day problems in a Christ centered way... how to influence the youth to be Christ centered with all the distractions and temptations in this world
I hope to learn how to better encourage them and lead them to get involved with the students not just on Sunday morning small groups.
Humility, attitude, and servanthood
I would hope to learn how to effectively lead a group people in achieving a goal.
I hope to learn how to match volunteers to the area they can help most in. I know that certain people will fit in better in other places. I want to see how I should handle certain people and make sure they are still aligned with the mission and vision of our group.
How to manage volunteers and build them up.
I expect to learn skills required in working with people in the ministry. How to build strong relationships with the people that I want to minister to.
I hope to learn what it looks like to lead others in encouraging them as they volunteer. How to lead them both spiritually and administratively.
I hope to gain confidence and trust in others to help me to do the job I need to do in ministry. I can tend to be a control freak, and I need to learn how to better delegate and trust in others' ability to get the job done.

Table A46 continued

I hope to learn practical ways to serve and lead by example.
Not exactly sure.
I hope to learn how to encourage people to volunteer and then how to successfully organize and manage the volunteers that I get. I also hope to learn how to deal with conflicts that arise with volunteers including lack of commitment, not getting along, and improper behavior.
I hope to learn how to be able to disciple individuals and how to be a excellent communicator.
I want to gain more experience with teaching to students, and be better at discipleship.
hope to learn true discipleship and servanthood.
I hope to learn the in's and out's of all ministry geared postions
I would hope to learn how to not only manage volunteers, but really how to pour into their lives spiritually.
I hope to learn just how important all jobs are within the church and how it functions starting with the volunteers. I would hope to gain understanding of what this area of leadership takes on and just how much they truly serve.
How to mange people in a productive way
I would never intern at a church
How to deal with people in a way to encourage them to serve and how to handle issues that come about when very few people are serving and you need more
How to serve effectively from my personal overflow and nothing else. This way I would not get burned out when doing ministry. I would also hope to learn how to relate to students and connect with them so they see Christ radiating from me and my walk.
How to lead others who have the same goals!
how to consistently and frequently give up your time and energy for the glory of God while maintaing a good attitude for no pay or reward.
People skills. I mean, it doesn't seem that complex to me. Maybe I'm just lacking experience. I'm not actually even remotely pursuing any kind of degree in ministry, so that might help explain my unhelpful answer.
How to get volunteers and how to keep volunteers
I want to learn how to motivate them to help out, how to lead in a way that is effective/productive and to be able to get them to help again in the future.
Various techniques and ministry and learning new skills to be able to adapt in many situations and foresee various problems in different environments to better help others.
How to recruit good volunteer leaders
I have learned the ins and outs of the church throughout my experience over the years, but I would like to see more intentionality in the leaders to equip their volunteers for after their internship.
I want to learn how to serve them and be able to minister to them and encourage them in their ministry.
How to best recruit volunteers for the ministry, but also how to keep them once you recruit them.
I hope to learn how to become thankful with giving and not receiving. I want to be focused on being used by God to further His kingdom rather than wondering when the next pay check is coming.

Table A46 continued

Learn how to speak the gospel effectively in the life of a teen	
I would hope to learn the importance of each volunteer role in the church.	
I want to be able to learn how to properly lead and serve lay leadership.	
Learn how to recruit and organize the volunteers for small groups/ student ministries.	
How to effectively reach people from a volunteer's position	
I would hope to learn how to be able to work with volunteers and how to handle the volunteers who act out of line and take advantage of their role. I would hope to learn how to recruit good volunteers and how to handle the bad ones.	
I want to learn how to best deal with them, what the primary objectives are, from the perspective of that church leader, and how to best accomplish those objectives.	
How to deal with problems/interpersonal conflicts. How to not become a people-pleaser	
I would expect to learn how to connect several groups of potential volunteers with an area of the community in need of volunteers. I would expect to do paperwork to ensure the groups's safety and also do follow-ups with the leaders to ensure accountability.	
I hope to learn the aspect of what volunteering truly is. I hope to learn and gain knowledge of things I did not know before that have to do with the ministry! I hope to continue to learn about God and His wonders.	
I hope to learn that volunteer work is at all times necessary, even as a full-time pastor/leader.	
How to manage, recruit, train, and discipline	
I hope to learn many important aspects of leadership, as well as communication skills in a small group setting.	
I think you learn how important it is to have those people in the church. Those who are volunteering are just as important as those who are actually on staff at the church. It also teaches you, that this can be a hard area to be in in ministry. And i hope to learn how to value and treat those who are a part of that leadership in the church.	
what to do and what not to do in ministry	
I hope to understand how to grow into the leadership i am placed under. And to Understand the culture I'm working with and to learn how to relate my life and the message of the gospel to others under my leadership/	
Learn how to inspire people to serve, learn how to organize and management the volunteers in correct and effeint way.	
Everything it means to be a lay leader in a church. How do you manage or lead volunteers. What accountability and requirements are there for a lay leader? Background checks, and the legality of if they do something wrong or if the churh is sued.	
Statistic	Value
Total Responses	98

Table A47. Question 25b: From your perspective, briefly describe what you hope to learn in the area of Ministry Experience when serving as an intern	
Text Response	
N/A	
How to handle the many aspects of ministry and how to grow personally from them	
How to connect people with eachother, and with Christ.	
I want to observe what the pastor is doing and possibly have a little hands on experience	
What everyday pastoral life looks like	
How different churches function and see how they rely on God in every area of their ministires	
How to lead people in the field of ministry	
Anything that i can	
I want to learn how much ministry experience is recommended before being hired to a full time staff	
Learning how to work my specific field of study	
Does and Don'ts. Learn things that I would not pick up on just by reading my Bible and be culturally appropriate.	
How best to contextualize the gospel to the people you're ministering to.	
I hope to learn what it is truly like and not just the good side. i would like to know what the rough side of ministry is and how it can impact your life with and without the church,	
God's Love for Me Even more :)	
I would like to experience both sides of ministry. I hope to see the pros and cons of ministry. I would want it to be a real experience.	
I expect to gain experience in the area that I am called to	
How to be the best with Gods help.	
I hope to experience the best possible ministry that I can under great leadership and examples within the church that I am serving in.	
a lot	
Become good leader in discipleship	
Situations and how different actions affect the outcome.	
I would hope to be able to make relationships with people and be able to run ministry events or programs.	
I want to learn how to best reach others.	
Hands on experience.	
Wisdom and discernment.	
I want to feel the real and genuine experience. I want to really feel what it is like to undergo true ministry .	
Being given opportunities to lead the services once in a while and be critiqued afterward	
How to do ministry more effectively	
I hope to better understand the culture of students this church is dealing with and how the staff see how to positively serve their students. I hope to be able to help volunteering in any position that becomes available or needed to get an understanding for what they volunteers do.	

Table A47 continued

What will be required of me in ministry and some useful insight into being the leader God intends you to be.
To learn the church and be a disciple of higher authority
I want to be able to put my ministry to good use, and actually use what I've learned on paper.
The foundation of choosing where to serve
I hope to learn teaching, outreach, and communication.
To become a better minister
How to minister to people of different beliefs and build a relationship with them
I feel the best way to learn about ministry experience is just to simply be involved in ministry. I don't know a specific area I hope to gain knowledge in.
I hope to learn what are the best ways to serve when in a church body or church environment.
The inside workings of a ministry, as well as integrity.
How to lead myself and others
I wish to gain the experience necessary to lead in the future.
How to properly lead my student ministry so that it may have the best outcome.
effectiveness, knowledge
time managing, teaching tools, crowd breaking tools, Bible Study tools,
I hope to learn what ministry is really about, how to do it effectively, and what God asks of people in ministry. I would want to experience God and his presence and his power during my time there.
I want to learn how to communicate better with both long time Christians and new believers. Also, I want my experience to teach me more about how to balance family and ministry, to observe how church leaders deal with problems, to learn how to not get burn out in ministry and to be proactive for a healthy ministry.
I hope to learn how to further love people. I want to be able to be able to make a difference in people's life's for the better. I hope to be more intentional with my life.
Organizational skills, time management, how to get plugged into the local area that the church is in.
How to handle the "difficult situations."
How the church operates from the inside, and how to organize ministry events and community work
I would hope to learn how to respond to people and their situations in life.
I want to get my hands dirty. I wanna see what youth ministry for what it really is. I wanna live it on a daily basis. I hope that I can gain the understanding of what it is like to be ministering to youth 24/7
I would hope to learn the ins and the outs of a church. i would want to learn what it takes to actually run a church and all the work that comes with it. as well as remaining fueled to do this
I want to learn about programs
I hope that within the area of ministry experience I grow in the area of knowledge by watching and knowledge by experience. I hope that see both the achievements of ministry and the reality of the struggles of ministry.

Table A47 continued

<p>As I said before, I hope to gain better knowledge of just how much goes into running a student ministry. It's not all about having fun with the students, singing songs, and playing games. There are some real, difficult issues to deal with, and even though I don't have a whole lot of experience in how to handle those situations yet, I hope to gain more practical experience in those areas.</p>
<p>I hope to learn practical ways to organize and carry out a ministry.</p>
<p>I would like to have hands on experience because I learn best by doing. I would like to be able to help out in the office with planning, filing, decorating, etc as well as help out with the children during services.</p>
<p>I hope to learn all the ins and outs about how Women's Ministry specifically works. This includes the things that books can't cover like dealing with the stress, issues that arise, a church body that is unwilling to participate, etc.</p>
<p>I hope to learn how to plan, communicate, teach, manage time well, and program while serving as an intern.</p>
<p>To be a better communicator, be better at developing messages, participate in outreach events, and learn effective programing skills.</p>
<p>hope to learn how to handle different situations.</p>
<p>I hope to learn the in's and out's of ministry geared opportunities</p>
<p>I hope to gain as much experience in as many different ministries as possible within the church.</p>
<p>I hope to learn my role in ministry and where God has called me. I would like to learn more about different areas of ministry to gain more of an understanding of how broad it is as well as more knowledge.</p>
<p>How to deal with real life issues in the Church</p>
<p>I again would never intern at a church</p>
<p>Thats just it, to have ministry experience - leading people, being led, teaching and learning about Jesus and doing life with other believers</p>
<p>How to make a series. Also how to take what I read in the word and turn it into a sermon.</p>
<p>Just what ministry looks like for a pastor ever day and what he does and deals with on a weekly basis. And how to handle those situations that may be tough.</p>
<p>Learn how to work well with other people and keep focused on the goal that Christ has given us.</p>
<p>See last answer.</p>
<p>A more "under the hood" look at what goes on in ministry.</p>
<p>I want to learn the ins and outs of ministry. What do you do and not do? What are general things and practices essential to ministry that you can't learn in the classroom.</p>
<p>By learning through other people and experience, God can use others and our own lives to make sense of what the word of God teaches us in relative terms.</p>
<p>I have learned that I do not necessarily want to work full-time in a church because I was disappointed with the intentionality of the pastoral leadership. I was able to, however, gain experience in the ministry.</p>
<p>How to Lead during conflict - constructive criticism - Practical application under a mentor</p>
<p>I hope to learn as much as I personally can from my experience in every area of ministry.</p>

Table A47 continued

I want to learn the hardships and challenges of ministry; the behind the scenes "stuff".	
I want to gain hands on experience into pouring into a young women who needs to know the truth of the Gospel	
I would like to learn the best way to handle all situations within ministry. While learning sound theology, i would like to learn the negative and positive situation that could arise and how to deal with them.	
I want to learn how to construct proper ministry philosophies as well as actualizing them. This involves proper organization within the areas of programs, lessons, and sermons.	
Being able to see and experience as many situations and learn from them. I want to experience as much as I can that I will not encounter in a class.	
I would hope to learn of the miscues of young ministry leaders and how to learn from those.	
I hope to put everything i've learned into practice and to learn how handle a large scale ministry and also keep the personal relationships in a balance.	
Just be a part of what that Church is doing.	
The mundane/routine of things that are not taught or illustrated in school.	
Observing and learning through trial and error what works and what doesn't in various ministries.	
I want to learn more about how to teach certain things to people about the gospel in a way they will understand and accept while still feel loved.	
I hope to learn every area of the ministry, because I want to be a church-plant in the future, I need to know every aspect of the ministry! Therefore, I would like to gain more knowledge about what I do know and about what I am less familiar with too!	
I hope to learn how to lead a congregation, be a good communicator, and build personal relationships with people.	
Just overall ministry experience	
I plan to learn how God can use me as a leader. Also watch how he stretches me and shows me how much I have to rely on him for everyday life.	
I hope to learn how ministry works in the certain setting that I am in. I would love to have the opportunity to work hands on and learn the things that I would need to know for my own personal ministry in the future.	
I would hope to gain experience in being able to communicate the Gospel to others and learning how to fully understand scripture read in the appropriate context.	
I hope to learn how to lead a team and how to inspire the team that I will be working with.	
To sit on the meetings for implementing programs or events in the church. Attend the prayer meeting, the planning, the coordination, promotion and then play a part in executing the event. As time goes on, I get involved in more and more of the process.	
Statistic	Value
Total Responses	97

Table A48. Question 25d: From your perspective, briefly describe what you hope to learn in the area of Oral Communications when serving as an intern

Text Response
1. The Communication 'musts'. 2. Repeated active experience. 3. Confidence 4. Organizational preparation skills.
How to be better at oral communication in general
How to be more effective and intentional in speech
I want to learn how to speak better, construct talks
How to communicate in a healthy way with those who have poor communication
How to effectively capture an audience, how to demonstrate and provide examples of the Gospel to different age groups
How to rely on God like Moses did in communicating
Anything that I can
Different ways that I could communicate to various age groups
I would hope to learn how to lead others to Christ by being a leader
Someone comes by my side and forces me to practice and have stuff written out so I can get better.
The ability to feel in control of my speech in front of larger groups.
I would hope to learn how to get things to stay in peoples minds and not leave as soon as they leave the church. I would like to learn how to get a message across without having to yell or get extremely close to someone.
Purpose and Responsibility
I would like to lean good communication skills that can help me now and in the future.
I expect to learn how to communicate to different crowds effectively
How to effectively and clearly produce a gospel message.
I hope to learn the best way to communicate with my community and church in order to effectively preach the gospel to them.
a whole lot
Be a good communicator and express ideas
How to become a better speaker and engage the audience.
I would expect to learn how to speak to people lovingly as well as manage people well.
How to effectively get a point across without rambling
Practical experience
to overcome the fear of doing so. to learn how to be effective
I would want to learn the most effective and powerful way to speak with others and how to lead others correctly.
How to earn the respect and make people want to follow me
I hope to be able to present a more focused message that would compel the listeners.
I hope to have small tasks where I learn to better manage small groups of people towards a completed task
How to build good communication skills. To learn how to keep an audience's attention while communicating passionately and conveying a meaningful message.
To be able to communicate with people of every culture.
Better understand how to effectively communicate.
I would hope to learn how to connect with the audience and engage the culture.

Table A48 continued

To become a better communicator
More experiencing communicating
How to communicate to specific groups in the most effective manner.
I hope to learn tips on how to better communicate God's word through a relatable and clear way.
Professionality.
How to speak well
Talking to people can be tricky and I wish to learn when not to say certain things.
I hope to learn whatever more there is to learn because i am already pretty good at oral communication.
best ways of communication, how to be better at it
how to communicate effectively, clearly, in an easily applicable way, in a way that inspires change, and in a way that sticks with students.
I hope to learn how to communicate effectively, especially as it relates to the communication of the Godd News.
I want to learn both the practical communication aspect but also how to communicate with a specific audience to help them engage. Also, I want to learn how to use technology appropriately and beneficially.
I hope to learn how to become more well spoken. Communication is an extremely important aspect to have in ministry and in life. Being able to communicate clearly with staff and volunteers is priceless, and I would like to be shown an example of how it is done biblically.
How to calm your nerves when speaking to a large crowd
How to talk about things/confront people in a loving way while staying try to the word of God (the principles we should live by)
I'm naturally a leader, but I'm not a big fan of confrontation so just learning the managing of people verses just being a servant leader.
Communication skill such as making a sermon engaging, organizing concise points that can be followed by the audience, and learning how to adapt to a particular context of people in their culture.
I would want to learn how to clearly and effectively communicate as a leader.
I want to be able to communicate more effectively. In the past, I have not communicated things well and plans or activities that I had made were messy and unorganized. I want to learn how to be clear on all things.
I would like to know how to communicate when there is a problem and not a clear answer and how the church as a whole deals with it. also how to speak to people intentionally and really try to get to know them and help them
I expect to learn programing and relationships and leadership
I hope that as an intern I will learn how to communicate in the best way possible in ministry as I witness it being done and as I am given the opportunity to do it myself.
I have always been terrified to speak in front of crowds, but there is something about speaking the truth of God's word to young students that doesn't quite scare me as much. I hope to gain more experience in this area, organizing my thoughts, and giving practical ways to apply biblical truths to real life situations of my students.
I want to effectively communicate and get my points across in a relatable and practical way.

Table A48 continued

Just to learn how to better communicate by observing and maybe even being able to do a little bit myself.
I hope to learn how to communicate professionally and courteously, while still getting the points across. I hope to learn how to not come across as offense, but to still share the gospel and not sugar coat the Bible.
I hope to learn how to be a confident speaker and to know how to communicate properly.
To be a better speaker and be able to manage my time when speaking
i hope to learn how to properly connect to people in general.
How to speak the word of God effectively
I hope to learn how to communicate effectively with everyone I will be involved with in ministry.
I would hope to learn how to be a better speaker and leader. Learn how to communicate effectively and efficiently to those who I am speaking to. I hope to learn how to administer and manage my time as a leader.
How to communicate effectively among peers and fellow employees
How to communicatæ
Depending on what Im doing, I would like to just have the opportunity to preach and practice leading a group of other leaders, possibly lay leadership
How to relay information from the Bible to the people in a way that even the "Oldest spiritual" person can relate to the message and so can the first timer.
What areas I may need to work on to better and be more efficient as a communicator.
To effectively and accurately communicate the gospel while relating with others and living out the word as well.
Getting some hands on experience sounds great. See also, previous answers.
How to effectively use vocal range and gestures to get a point across.
I want to improve my communication skills so that people understand me better, I send clear messages, listen attentively, handle emotional interactions well and give/get feedback effectively.
Through great communicative skills and abilities, one can understand another whether it is through the teachings of the word or being able to understand what is needed to be done not just in work but in every day life.
Learning how to communicate details of events and vision to people
I hope to learn how to effectively communicate the gospel to mass amounts of people at the same time.
I want to be able to teach and then be critiqued and coached.
I hope to learn how to address conflict better in a way that is helpful for both parties involved. I also hope to learn how to communicate more clearly.
Being able to be pulled out of my comfort zone and learn how to communicate well to others in ministry.
How to effectively lead and how to apply and articulate the Gospel
I would like to learn the best methods of communication, to a congregation and to individuals.
I hope to learn how to be an effect communicator both from the pulpit to individual discipleship. I want to be able to articulate ideas concisely and accurately.

Table A48 continued

When addressing the congregation or large groups in the different environments from announcements to the sermons, I would like to be critiqued and taught better ways to speak to a large groups. Like: words to avoid, better eye contact, body language, dialogue, etc.	
I think communication is vital within the church and among the leadership staff, so learning how to be more of an effective communicator in both of those aspects.	
I would hope to strengthen my oral skills and become comfortable with oral leadership.	
I would like to spend a lot of time in the presence of effective communicators and have opportunities to be critiqued on my communication skills.	
How to communicate/grab peoples attention.	
Practicing and growing past the uncomfortable stages of communication in a professional setting. This could involve having input in meetings or giving instruction to volunteers you are overseeing.	
I hope to learn how to speak to specific groups of people. Whether it's a main congregation, or a youth service, I would like to learn the differences of communication between the two!	
I hope to learn how to communicate soundly, get the message across, and let God speak through me.	
How to interact with other leaders in the church and the planning regarding communications	
I hope to learn ways to communicate clearly to youth.	
I would want to learn others techniques on how to speak to large crowds as well as one on one.	
I hope to learn how to best communicate with the group that I will be working with. And how to keep truth in a more loving way.	
Be able to access different audiences, understand how to prepare to speak to people in different formats: speaking to an audience, in a meeting, or one on one in counseling. Also, the idea of listening when going on visitations.	
Statistic	Value
Total Responses	96

Table A49. Question 25e: From your perspective, briefly describe what you hope to learn in the area of Organizational Leadership (within church staff) when serving as an intern

Text Response
1. What programs I will encounter and how to manage/support/ or eliminate these programs. 2. Similarly how to manage support or eliminate relationships within the staff. 3. How to foster a dying church staff into a thriving network or web of relationships (how to bring people together as friends). 4. How to make church staff work or complete assigned tasks, knowing who to assign tasks or to whom, and how to manage all those people and tasks.
How to organize people on a single mission even when we are accomplishing different tasks
I want to learn everything, this is a very vital part of the ministry which some lose sight of
How to keep people from over reaching their roles
To see what roles each pastor plays and how involved the head pastor is in each type of ministry
How to organize events
Anything that i can
The hierarchy of the church
I would hope to learn how to manage the church and understand how it runs.
What are things that are kept organized that dont need to be.
The ability to maintain organization of others as well as myself in a leadership role.
I would hope to learn how to be organized but not too organized that your ministry is failing because all you care about is preperation.
I hope to see an organizational pattern that can be copied.
I expect to learn how to efficiently organize
How to prepare for the future.
I hope to learn different tactics and which ones are the strongest to effectively lead a church.
not too much
Form relationships
Everything!
How the lead pastor leads the other staff members and how to comply with what they ask you to do.
How to spend time effectively and efficiently
What system they use, why they use it, how they developed it.
how it is good and how it is bad. how it works
I would want to learn the best way to keep the church organized and ready to undergo any task thrown at them.
Seeing what staff meetings are like and how to run them
I hope to be capable of putting together God worthy programs
I hope to better understand what each position is responsible for and how they do this position effectively
Basic skills needed for such organization.

Table A49 continued

To be able to plan ahead and set days to when things will happen and not to do everything on my own but with the other entire church
Learn how to best manage the people resources of the church.
How to choose the staff to lead which event
How to relate to others leaders within other ministries.
To become better organized and prepared to organize alone
How to deal with organizational challenges
What is the most effective way to organize church leadership.
I hope to learn what different qualities work the best together when it comes to leaders and authority in the church.
Well-prepared, personal leadership.
How to work under different types of people
In the future I wish to be very organized in my field so I hope I learn a lot of skills to contribute to that.
How to keep the staff in order to the degree that there is no argumentative confrontations among the youth staff.
best ways to work with them, what they do
time management, lesson management, program management, event management
I would hope to learn how to effectively organize the staff under my authority, and how to fit people where they can use their gifts to their greatest potential.
I want to learn how to not become burnt out while serving and also how to lead church staff.
I'm not the most organized person, so I would like to have someone teach me how to organize people in the church. The best way I learn is by example, so I would like to be shown how to do it and then do it myself.
Overall I am a very organized person, but everybody organizes things differently and some people have more beneficial and effective ways. I like learning and seeing how other people stay organized.
How to organize events and activity but stay true to the reason of why we are doing this... to give God all the glory!
Being able to communicate the specific needs of my ministry, whether that be volunteers or resources.
strategies of organizing activities such as advertising, and coming up with programs that the body is interested in.
I would want to learn how to lead a church staff or a portion of the church staff. and how to lead them in following Christ and leading others to Christ.
Just as with my Lay Leader organization, I want to learn how to match certain people with the small group or area in my ministry where they will be the biggest blessing to the students. I also want to learn how to delegate things to others so that I don't burn myself out
id like to learn the financial side of the church and how it runs and how the church is set up
what is the best way to connect with the church body?
I hope to learn how to communicate with the church staff well and understand of to think from each point of view as all the departments work together to organize different events and things in the ministry.

Table A49 continued

As with volunteers, cooperation and coordination is much needed in organizing a student ministry. I hope to be coached in processes that are efficient and will help me to coordinate in the best way possible.
I want to learn about the behind the scenes work in ministry and how to plan and carry out the ministry.
I really don't know much about how it all works, so just even learning more about how organizational leadership works and looks like.
I hope to learn how to effectively manage a team. I hope to be able to learn how to motivate, oversee, and solve conflict in oral communications. I hope to learn how to support healthy team and group development and facilitate meaningful relationships within teams. Also
I want to understand all of the organization that goes into ministry. From balancing spiritual growth, lesson planning, personal one on one meetings, and family.
hope to learn how the interior of the church works
How to be able to be apart of a team and learn from others
I hope to learn how the structure of church staff works and how leadership is determined within this structure.
I hope to learn how to organize the leadership within the church and how to decipher who is placed where. I hope to learn more about leadership within the church!
How the body works together, and to see first hand how they play off each other
How different churches organize themselves and the pros and cons of that method in that region and how they decided to do it that way so you can have a base understanding of what you need to do in your own or other areas
How to have everyone get along and not cause drama within the staff. Also how to properly deal with drama if it occurs.
How to be disciplined better and organized so the stack can be completed so others can work as needed.
How to maintain focus on Christ when dealing with so much stuff.
See previous answers.
How the organization directly affects me as a youth pastor
I want to learn how to lead staff in a way that promotes unity and not discord.
Having a good organization and strong structure, it is easier to maintain the integrity of the church when a strong foundation is put in place.
I want to learn how to stay organized in the ministry and have a leadership team that is accepting of the interns that they train up.
How to work well with on a team - how to minister to one's own staff
I think you can always learn new methods and strategies for organizing and I hope to learn as much as they can teach.
Being able to organize events in a solid fashion that flows well.
I hope to learn how to effectively put an organization together that works well with the area I will be in and the people I will be ministering to.
I would like to know the best methods of organization within the main church service, small groups and ministries around the city, ie urban ministries and feeding the homeless, and any other ministry.

Table A49 continued

I hope to learn how to effectively organize an event, meeting. Furthermore, I hope to learn how to efficiently lead those around me to bring effect ministry into the actual world.	
I would like to have a first hand experience with knowing how to share responsibilities with other workers, learn how to use workers to their strength, as well as learn how to disciple them to be stronger on the things they are not as strong at.	
Learning how to be more organized and organizing the ministry as a whole.	
I would hope to learn about all of the positions in a staff and how to make them blend together and use each position to the best of their abilities.	
Learn first hand, from the person that organizes the leadership of the church, how he organizes his team.	
Ways that it may become hard to submit/yield to another leaders will.	
Learning how to organize different meetings and events in the church setting.	
I hope to learn organization within the church. How the church plans things, and schedules events and is able to keep everything in an organized manner!	
I hope to learn how to be a good leader/coordinator of events and organize staff meetings well.	
How to train other to your leadership and how to learn to the leadership of someone above you	
I hope to learn how to organize events that will effectively reach youth.	
Organization is very important within ministry. I would want to learn how to motivate others, organize events, and manage.	
Different ways of leading a meeting. The importance of being structured, authoritative, and knowing who to have in a meeting. Understand the different styles of leadership and dealing with people. How to keep a meeting on schedule, to the point, and do it in a professional manner.	
Statistic	Value
Total Responses	92

Table 50. Question 25f: From your perspective, briefly describe what you hope to learn in the area of Outreach (Campus or Community) when serving as an intern

Text Response
How to prioritize, invest in, and create programs relevant to the three levels outreach (Jerusalem, Samaria, ends of the earth..)
How to engage students to serve
I want to learn different ways to do outreach from what I already know
what makes a community comfortable in allowing a church to step in
To see the strategies to effectively present the gospel to different groups of people
What are practical outreach opportunities for youth
Everything
I want to learn what some of the best ways to reach people who are outside of the church and are in a more urban setting
I want to learn what it is like to be a part of a church that reaches out to the lost.
How to be Culturally Appropriate.
The best way to begin building lasting relationships with people who don't share your faith and already have assumptions of the type of person you are.
I would hope to learn the negatives to doing outreach. Such as what are people saying... who are the people that are really coming and am i doing a successful job.
A Love for the people
I would like to learn the pros and cons of outreach.
How to reach different communities
How to effectively evangelize.
I hope learn what programs reach the community and how different programs effect them differently.
a considerable amount
Be selfless and bold
How to organize everything
Learning to be missional everywhere at all times and to constantly look for opportunities to serve and make relationships.
How to best affect to most with what you have
Learn practical experience on what they do and why they do it.
boldness
I would to feel genuine community service. I want to feel what it is like to get our hands dirty for Christ.
How to plan an intentional event to share Jesus
Ho to understand a culture and then develop a program that would be effective
I want to understand what/if they are doing programs to attract the community and what they are doing and why
Different opportunities and strategies for reaching people as well as the motive behind each strategy and how you use each outreach to accomplish the ultimate goal of bring people to Jesus.
To build a team that will be salt and light to those that do not regularly go to church and reach them where they are for God
Learn different and new outreach techniques.
The best events to reach out

Table A50 continued

I would hope to learn how to effectively engage culture.
To become better at conducting fun and godly activities
Different techniques for reaching people and making relationships
What is the most effective outreaches for each target group.
I hope to learn different types of outreach and how different cultures can affect the way I would do outreach one day.
How to be proactive and successful in outreach.
How to serve my community
Some things work for outreach and some don't so I wish to see which ones will work.
How i can better reach out better and more effectively to those who truly need my help.
methods they use, what methods seem to be most effective
how to do this effectively, how to get new students to stay, what programs and lessons to teach and when
I hope to learn what an effective program looks like, how to organize one, and how to serve humbly in one.
This is not a strongly desired aspect for me, because I am drawn to seeing how believers can be better disciplined to reach out in their own communities rather than my personal driven evangelism.
I hope to have a heart of service in this area as well. Outreach is very important for a growing ministry and I hope to learn how churches reach out to other churches and other people.
How to properly and effectively meet everyone.
How to teach others to get over their fear of standing up to someone and sharing the gospel with them
How to relate to your specific community, whether that be students or adults.
How to effectively reach the secular community with the gospel, humility, and servanthood.
I would want to learn how to know what outreaches to do and what to not do, like what is needed and necessary and what is only going to be a program that does not bring people to Christ.
I want to learn what it takes to reach all people on all levels.
i would like to know what the church does for the community and then help them and learn through that
How do you build relationships with non-believers without creeping them out.
I hope to learn as an intern in the area of outreach what good outreach looks like and how to learn from mistakes made and how to escalate in areas of success.
I have always wondered how youth ministers have so many connections within the community and how they use those to their advantage. It's about building relationships, yes, but I hope to gain experience in how to best interact with those in the community in order to reach them in the future. I also hope to collaborate with leaders in the church to find ways to get our ministry directly involved with public schools in the community to reach a greater number of students.
I hope to learn how to practically share the gospel through various means, like outreach events.
Just learning how to plan, prepare, and then being able to participate in outreach.

Table A50 continued

I hope to learn how to effectively draw in crowds, both of volunteers and community participants. I hope to be able to recruit willing volunteers and get them excited about the ministry that is going on.
I hope to learn how to actually be effective in outreach to the community. It is first important to understand how to learn the culture and then how to go out to them with programs.
How to gain access into public schools without causing them to close their doors to other churches
how to properly reach out to college students
How to be able to learn to adapt to the community around me
I hope to learn how to do effective outreach as a church within the community. I hope to learn different strategies and how to know which works best for your community.
I hope to learn how to go about organizing, planning, and getting involved along with involving others in outreach programs. This is something that spikes my interest in regards to doing outreach ministry.
How to reach people effectively for the Kingdom
How to reach out
Different ideas and models of how to reach a community
How to get people into the church and get them to start a healthy relationship with Jesus without shoving it in their face.
The different ways in which community ministry may work and look like.
How to make time to reach outside the bubble of your church
See previous answers.
How to reach the target in the best way possible.
The best part of working in the church is getting to know your community and reaching out to those who are either hurting are lost. Working with more than just your church members shows the love that you have through Christ.
How to effectively reach my community
I want to gain more experience in serving and setting up service opportunities for youth groups in a church ministry.
how to do outreach in different cultures within a community while not segregating and bringing the body together to serve
I would like to learn how to better organize outreach programs and how to make them as most effective as possible.
Growing a heart for the community around me in life wherever God has placed me. Being able to see that sometimes people in the house next to you are hurting and are in need.
I want to learn how to articulate the Gospel for the urban area that I will be in
I would like to learn the best ways to reach people. Everything from the best ways to speak to the areas that need it the most.
I want to learn how to setup an event that is specifically intended for outreach. Furthermore, I want to learn strategies to effectively share the faith. Moreover I want to learn how to lead others in sharing their faith.
Learning how to recruit volunteers, bring students into the student ministry, learning how to increase community awareness of the church and it's programs.

Table A50 continued

How to effectively reach out to those outside of the church.	
I would hope to learn what it takes to organize and run an effective outreach program and different ways to reach the local community.	
I want to see what the church does, how they do it and why they do it.	
How to not get burned out when fruit is not seen in outreach efforts.	
Learn what it is like to form relationships with students and professionals at a school campus and various community locations.	
Building personal relationships is really important to me. I would love to learn how to build healthy relationships with people so I can have the potential to share the gospel with them	
I LOVE outreach, I think it's very important, so I hope to learn more about outreach programs you can do, within the CAMPUS, and not only the community! All outreach is wonderful and I hope to learn about it all.	
How to get involved in campus outreach and how to implement it into other churches	
I hope to learn how to reach those outside of the church body with the Gospel.	
Being trained in ways on how to communicate and display the Message to different cultures.	
See it from scratch. From the idea, thru development, to execution. Follow along as someone does it and then help out in different areas, to eventually supervised or unsupervised running of an event.	
Statistic	Value
Total Responses	94

Table A51. Question 25g: From your perspective, briefly describe what you hope to learn in the area of Personal Leadership when serving as an intern

Text Response
1. Time management 2. What I'm managing (my self[spirit,health,family, friends], My work[tasks, relationships, the kingdom], my relationships[family, friends,God])
I hope to learn how to develop this skill more
How to be a servant leader
I want to learn what that means and how to do it effectively
How to lead yourself "on the job" how to lead yourself when weight is on your shoulders to lead others
How to pour into someone and what it looks like to be a biblically sound leader in a church context and everyday life context
How to disciple a new believer
Everything even all the way down to a effective quiet time
I want to learn what needs to be required of me to best lead students to Christ and the things that i would have to do
I want to learn how to give lessons well and be able to teach.
Be able to take someone from one place and move them to another.
I hope to learn more about keeping myself focused on the genuine matters at hand instead of getting sidetracked with multiple other items.
I would hope to learn how to keep a good balance between work and ministry
Confidence
I want to grow as a personal leader.
how to better grow my personal walk
How to lead myself.
I hope to grow in personal leadership the most in order that I can lead others in the best way possible.
a little
Spiritually sound and stro
How to better allow the Holy Spirit to grow me.
How to lead myself in my spiritual walk and how to make moral and biblical decisions for myself.
How to stay personally diligent and self accountable
Develop my own skills.
I want to grow in my relationship wit God so that i can effectively lead others
I would want to learn what it truly is to be a God honoring personal leader.
What exactly that is.
How to minister to people personally
I hope to have staff members pouring into me better shape my leadership skills
How to be self-disciplined and to grow personally on your walk with Jesus.
To be able to use the gifts God gave me and take initiative in the catagories
Leaning how to lead, as a pastor, in more than just a preacher sort of way.
How to grow as a leader within the group
Personal growth and appropriate rest.
To become better at accountability with people
How to be better at finishing things I start

Table A51 continued

What are the most effective methods of personal leadership
I hope to learn different ways of disciplining myself in my relationship with Christ and then being able to lead others.
Time-management
How to lead in a way that is not only effective for myself but for other types of people
I need to work on taking leadership of myself for my own decisions
What I hope to learn is how i can better lead a 1 on 1 meeting with a youth that may need my help.
how I can be a better leader for myself and individuals
How to effectively study the Bible and grow to help students grow
I would hope to learn more about what God asks of leaders and what they should do and be. I would hope to learn how to effectively lead myself in order to become a better leader for others.
I want to learn practical tips and advice from experienced leaders.
I hope to learn how to become a better leader. A leader is the first follow and I want to learn how to become a better follow of Jesus
Just to learn more ways of being a great and effective leader.
To be a Christ centered loving and caring leader
Being able to lead yourself and be focused on your personal discipline in your faith.
How to better obey the Lord, how to ensure that I am personally fed, and being above reproach, conducting myself as a true follower of Christ
I would want to learn how to lead myself in a close and attentive walk with God and how to make good decisions for myself.
I want to see how a pastor is still able to grow while leading others. For me, it will all center on how I use my time.
i would like to know what a pastor does to stay humble, disciplined, and fueled to keep leading the church
Speaking skills
I hope to learn in the area of personal leadership that being a good leader starts with myself and personal discipline. I hope to see this by watching the leadership of those over me.
I hope to grow more spiritually and in the area of leadership while serving as an intern. I tend to take charge well when there is no one else willing, but I hope to grow to be more open and willing to lead even when there are others available.
I want to learn how to intentionally lead people and individually encourage them to grow in their relationships with Christ.
I would like to learn how to grow in my personal leadership.
Oftentimes personal growth diminishes in ministry so I would like to learn how to prevent this and how to be self disciplined so I can lead effectively.
I hope to learn in personal leadership to be confident and the first one to step up in situations. I want to be developed into a leader worth following.
I need to develop more self-discipline
I want to learn how to disciple others better than what i am currently doing.
How to learn to dive deep into the lives of students personally

Table A51 continued

I hope to learn how to lead others on a personal level. I hope to learn how to build one on one relationships that lead by example.
I hope to learn how to lead not only a group but individuals specifically. I hope to learn to better myself in order to be a more effective leader to others.
Before anyone can lead, they must first lead themselves, and that is a quality that all leaders should desire
Personal
How to lead yourself, to be devoted, self-motivating, and have a constant, sturdy relationship with Christ
How to take what I have learned and effectively help others spiritually.
How to lead myself better.
How to maintain time for your personal time with God when your whole day is teaching others about Him
Learning how to lead yourself when others are looking to you for leadership is certainly a high pressure situation. This would be a practical way to test my own skill in that regard in a relatively minimally damaging environment, should (God forbid) some horrible catastrophe of personal leadership occur. But I dunno, I'm not even a ministry major looking for an internship.
Our Pastoral Leadership program is a good indicator. I want to learn how to serve a congregation starting with God and then others.
Learning as much as I can to be a more effective leader and not just getting things done but understanding who you are working with and connecting with them.
How to lead myself while balancing ministry
I want to learn more about how to personally lead a student to the Lord in a small group or one-on-one setting.
how to incorporate a time with the Lord that is intentional and personal
I would just like to learn what areas in my personal leadership capacity that could be improved.
Being able to lead myself well before I lead others.
How to not lead the organization but also how to effectively lead in my personal relationships like how to be a great mother and just christian in general
I would like to learn the best methods to shepherd a congregation.
I want to be able to lead those around me.
Learn how to be a leader in personal relations, becoming stronger at disciplining.
How to continue to be a good example for others in the ministry to follow.
I would hope to learn how to lead not only myself but the others around me the example I lead.
Spend time first hand with a strong leader, and hear his thoughts on the subject.
How to be strong spiritually/not burn out.
I would hope to learn how to get my assignments done and lead in areas I am expected without guidance.
I hope to learn what it means to be a true leader, and not only that, but a leader in CHRIST. I hope to learn how to be a loving leader, a responsible leader, and a leader who holds integrity.
A description of how I am as a leader and how I operate and what to improve on

Table A51 continued

I plan to learn how I can improve my own leadership skills.	
I would want someone above me to put high importance on personal leadership. One can only lead if one has been previously lead. Relying on God for every step can help someone in ministry leadership.	
If you can't lead yourself then you can't lead others. So learn what it means to be a Christian leader- spiritually strong and then being able to reflect that to others.	
Statistic	Value
Total Responses	94

Table A52. Question 25h: From your perspective, briefly describe what you hope to learn in the area of Personal Spiritual Development when serving as an intern

Text Response
1. Time management 2. What I should be doing, prayer, reading, worship, serving, working, loving, watching my heart, staying healthy spiritually [gratitude, heart wisdom, self discipline, self sacrifice], stewarding what I'm given, fasting.
I hope to learn how to always strive for personal spiritual development
Point me to Christ more
I want to learn the best way to do this
How to help assist others in that
How to disciple
EVERYTHING!!!!
I would like to learn what some of the best steps were for spiritual development
I want to learn how to grow in Christ while helping others grow.
Be feed through a study with your leader.
How to best balance my own personal time with God and the word with time of talking with others
I would like to learn how to not drain myself as a pastor and how to grow without having to use my sermon topic.
Growth in my walk and Intimacy with Jesus
I want to grow spiritually, and grow closer to Christ as an intern.
become closer to God every day
To grow in God.
I hope to grow deeper in my walk with Christ so I can lead people to places that I have been- deeper spiritual life and experiences.
so much
Be spiritually bold and sound
How to better allow the Holy Spirit to grow me
How to study the bible on my own and lead people without being above them
How to grow closer to Christ throughout the rest of my life
Go over the hard questions that one may have and improve their walk.
I want to learn how to grow spiritually even when things are rough
I would want to learn what exactly personal spiritual development is.
How to not get burned out on things.
I hope to be able to encourage others in their own personal relationship with Christ.
I pray that God shows me his calling for me more evidently and that he would give me strength during tough times in ministry
I would hope to be much closer to Jesus by the end of the internship than when I started.
To be able to have devotionals with others and have worship sessions
It's important to be constantly growing, and any church should foster that growth in all people within the church.
Regular scripture reading.
To become better spiritually myselff
Grow closer to God and more consistent prayer life
What is the most effective method of personal spiritual development

Table A52 continued

I hope to learn ways to discipline myself in my personal relationship with Christ.
Accountability and growth in maturity.
How to stay humble while in a high position of leadership
During my internship I wish to be closer to God every day and continue on that path the rest of my life.
How I may grow more spiritually in depth with God.
ways I can continue to grow spiritually that I may not be aware of, accountability my knowledge of the scriptures and deeper in my relationship with God
I hope to learn how to develop myself to a point so that I can lead others to the same point. I hope to learn discipline in order to be able to develop myself in the Lord.
I would love hearing recommended books from church leaders that I admire, to have a small group or one on one setting to talk with a mature Christian about spiritual growth and staying "on fire" for God.
I'm always looking for new ways to further my walk with Jesus. I hoping for new ways and ways I can strength my relationship with him.
Time management, and how to get in a good routine to stay in the word
To reach a new level in my relationship with my saviour Jesus Christ
Never stop being able to grow spiritually.
How to effectively disciple someone, and pour into them personally. To learn how to encourage personal growth in another persons life.
I would want to learn how to follow what and where God is leading me and to learn more of who He is through the internship opportunity.
I want to be able to grow in maturity while I'm there. I don't want to be so busy that I don't leave time for myself to connect with God
i would like to know how the pastor does in his quiet time and learn from that
I would like to learn life lessons from my superiors.
I hope that I learn in the area of personal spiritual development that this is the most important area of leadership. In order to succeed in ministry, my faith must be strong and well developed. I hope that as an intern I am challenged in this area.
As a leader, I will be put in the spotlight a lot spiritually. It will be obvious whether or not I am growing personally. I hope to have accountability with fellow leaders and pastors so I can continue growing in my walk with the Lord and be an example to the students.
I want to learn how to continue to grow as a pastor and how to keep the Gospel fresh in my heart and mind daily as a pastor.
This is one of the things I am most looking forward to about an Internship!!!! :) I can't wait to see what God is going to teach me and how I am going to grow in my personal spiritual development!!!
I hope to learn how to balance growth in ministry with personal spiritual growth.
I want to understand how to strive to continue to develop spiritually and to never get complacent with it.
I hope to learn how to maintain a growing personal growth with God
i hope to become more spiritually developed.
Growing closer to my Lord and Savior

Table A52 continued

I hope to develop deeply on a personal spiritual level. I hope that the experiences that I have deepened my walk with Christ.
I hope to gain knowledge and wisdom in a multitude of areas. I hope to gain a new perspective in my spiritual walk as I personally strive for an intimate relationship with The Lord and gain wisdom and knowledge from Him and His Word. I hope to learn from mistakes, trials, and successes.
To continue to grow in my spiritual walk
spiritual development from leaders
Just to have the opportunity to do so and walk through life with a few very close people
I would like to grow deeper in my faith and truly live out a Biblical lifestyle.
So better ways or ideas on how this maybe done for someone in the ministry.
How to grow and be challenged spiritually when again, your whole day has been focused on Him
see previous answer. But here are some rambling thoughts I do have... Spiritual growth best occurs when I'm getting fed. But just like babies grow into adults that can keep food on the table and in their own mouths, I've got to learn to take care of myself. Not that I can't be poured into, but my basic necessities for growth are between me and God. If I can't even have healthy spiritual development while an intern, how could I ever expect to see growth in a full-time ministry position?
God is number 1. As a pastor, I must constantly be growing closer to Him and need a way to do that.
The foundation of everything I have stood for comes from my desire to grow in the Lord. By growing and having a personal relationship with Jesus, I'm able to find fulfillment in the Lord and therefore find happiness and be willing to share and give myself to others.
How to seek God and stay filled by the Spirit while serving full time
I want to learn how to write curriculum for the spiritual development of students through the mentorship and internship experience.
I want to be encouraged to spend time with the Lord and that be one of my most important areas of growth during my internship.
To be pushed and stretched to know what needs personal growth
Being able to view my quiet time with Jesus more important than telling others to spend quiet time with Jesus. He is the risen I would get an internship in the first place.
I want to learn how to develop my spiritual gifts as well as how to use them effectively
I would like to constantly be growing spiritually. Within the community of the church in my internship, I would love to constantly be growing with them.
I want to learn deeper truths about The Lord in all that He is.
Using personal experiences to learn from and being able to apply it to my spiritual life. As well as looking for a spiritual mentor while I am an intern.
Growing in my walk with Christ and learning new ways that will keep me wanting to grow.
I hope to learn from the other ministers that surround me that have been through all types of struggles how to balance a personal spiritual life and the business of ministry.

Table A52 continued

Possibly be assigned relevant reading and have a lot of discussion with Church leaders on spiritual subjects.	
How to keep a personal relationship with God amidst ministry/work	
I would hope to learn how to grow in my own life spiritually through devotions, passage readings, and dissection of God's word on a routine basis.	
I hope to develop my faith in new ways and learn new things from the church I am placed in. God will place me in the place He wants me, so I hope to grow in my spiritual development in the ways He desires with the church I am placed with.	
To have an older mentor and accountability with people I directly work with that will come along side and help grow in spiritual development	
I hope to learn the importance of still growing spiritually while serving as a leader.	
I would want to learn that prayer is very important for spiritual growth. Communication with God is desperately needed for development.	
How to develop a strong foundation in your personal relationship with Christ, fasting, praying, and spending time along with God. How to keep yourself accountable thru journaling and with an accountability partner. Study leadership in the Bible.	
Statistic	Value
Total Responses	92

Table A53. Question 25i: From your perspective, briefly describe what you hope to learn in the area of Platform Leadership (Speaking or Master Teacher) when serving as an intern

Text Response
Sermon prepping skills, speaking skills, repeated experiential practice, confidence, spiritual heart health. Ie watching for pride.
I'm not sure
Teach me to be more disciplined in my outlining and planning
I want to learn how student pastors interact and what that relationship is like on a daily basis
how to prepare the occasional talk to abgroup without having seminary teachings
how to organise notes
I would like to know who should be allowed to guest speak during a church service
I want to learn how to be a interesting teacher.
Be given the opportunity to learn how and teach.
A general understanding of what it's like to work from the pulpit.
I would like to learn how to speak in a positive way at all times and never demean someone.
I would like to see the pros and cons of Platform Leadership.
how to teach the truth
How to present a gospel message properly.
I hope to learn how to communicate effectively.
nothing
Be a good speaker
Everything
How to be relatable when speaking in front of people and how to elaborate well enough on a certain topic
How to lead and teach
Practical examples and growth.
when it is appropriate to ave a speakin or master teacher and when it is unnecesarry
I would want to learn the best ways to conquer my fears in public speaking
How to do it well without nerves or anything
I hope that my leadership will help direct others in how to impact those around us.
I do not think it is appropriate for interns to speak. But I hope to better understand how the pastor prepares for a sermon
How to effectively convey the message that God wants to tell his people.
To be able to talk to the crowd in a way that they can understand while preaching the gospel in its truth
How to determine the style of teaching
Different forms of speaking. (ie. Topical or exegetical)
To become better at speaking
How to convey what I'm trying to say
What do you do when you disagree with the platform leadership?
I hope to learn ways to better my communication skills.
Handling the Word of God rightly.
How to write sermons

Table A53 continued

There are different ways to communicate points to an audience or students so I wish to learn the different techniques
The basics of platform leadership.
better communication, better speaking skills
how to teach effectively, with authority, and the best way to rely upon the Lord
I would hope to learn how to form an effective speech and message. I would also hope to learn more about public speaking. I would also hope to learn more about how to relate to an audience.
I want to learn how to best communicate in settings of large and small groups as well as using technology advantageously and without it being a distraction. It could be helpful to gain practical advice on public speaking while also learning how to use personal stories and testimonies in a powerful way.
I hope to learn how to be more comfortable speaking and learn how to put together a sermon centered around the gospel
How to calm your nerves so that you can speak effectively.
Top understand that I am there to bring glory to God in everything that I do... anything good that congress out of me is Christ
How to reach the audience to the best of your ability, I'm not a strong speaker so stretching in that area.
How to effectively communicate to people in the church, how to make concise followable points, and how to meet people where they are at.
I would want to learn how to be a platform leader for children and how to speak in ways that they would understand
I want to know how I should plan out my sermons for a year or season. I then want to be able to see how I should check to make sure I stay on that path or make adjustments as needed.
i would like to know how sermons are prepared each week over and over again
I want to learn how to construct a meaty but succinct.
I hope that I learn in the area of platform leadership how to humbly yet confidently speak and teach. I hope I learn this by watching others do this well and then by being given the opportunity to do it myself.
As I said before, I hope to be coached heavily in the beginning of my internship, then slowly given more freedom in leadership as time goes on. In this, I would hope to teach many lessons and give many messages by myself so as to grow in leadership and communication.
I want to learn how to effectively lead and teach a large group.
I think this is an area that is best learn by practice so maybe offer some opportunities to practice
I hope to learn how to craft messages that people will listen to, but that also speak the truth and are Biblically sound.
I hope to learn how to be effective in reaching a target audience. I want to understand how to go about planning for a lesson and practical steps to grow in this area.
How to turn a an idea into a well developed plan that can be communicated to the church
i hope to learn how to become a better communicator.

Table A53 continued

Learning how to be consistent in His Truth
I hope to learn how to be a platform leader of integrity. I hope to learn how to be respected offstage so I can be respected onstage.
I hope to learn how to reach a variety of different learning abilities when speaking or teaching as everyone receives information differently. I hope to learn different attention grabbers as I teach in order to make a clear understanding of what The Lord is having me teach. I hope to learn to speak from God and not myself.
How to develop meaningful and purposeful messages
Platforms
The opportunity, how to prep sermons, how to reach the local community with relevant issues
Communicate clearly to those around me with out sounding as if I am talking down on them.
How to better develop sermons.
How to maintain focus on what God is speaking through you and not on the reaction of the audience
I don't even know what this means. See previous answers for hints as to why. Also, I'm feelin' sassy today.
The only way to improve speaking is to actually do it. I want to have opportunities to speak
I don't quite understand but I would believe that having a master teacher could benefit others in learning something new as there could be various ways to learn something and having to have someone who understands all of what you're trying to learn makes it easier.
How to speak in a way that is effective and impactful
I want to become more comfortable leading a larger group of people through public speaking.
Learn important communication skills - Be expressive - Know when to be serious and when I can be funny on the stage
What things are appropriate for what audiences
Being able to communicate clearly.
I want to learn how to be fluid in my teaching and how to make it interesting and not just a lecture
I would like to learn the best methods of communication towards a congregation and the best ways to communicate to individuals.
I want to learn how to effective communicate the truths of God's word to those around me from the context of a platform.
guided through preaching, and presentation.
I would hope to learn more on how to better transfer points from scripture to the audience
I would hope to learn what it takes to be a platform leader not only by what they do on stage, but with the preparation that happens behind the scenes. A few opportunities to practice these skills would help.
I want to hear the thoughts of the church leader on what they do, how they do it and why they do it. Then have opportunity to have my skills critiqued.

Table A53 continued

Learn how to dissect God's word and take truth from it, how to structure a lesson plan for a large group setting for a long period of time, and how to keep an audience focused.	
I hope to learn how to be a platform leader! I do not have much knowledge of this subject and would like to learn more about how to be a true platform leader of Christ.	
How to plan and execute speaking and teaching	
I hope to learn how to effectively learn to put together lessons that will help students understand God's word.	
I have a hard time with speaking when un prepared and in ministry you can't always be ready. I would want to learn techniques that could help me with teaching and speaking on last minute as well as prepared speaking and teaching techniques.	
This is a gradual process, and should be taken slow and is dependent on the individual. But learn from a small group up to a large audience, and make it different age groups within the church. From babies to senior adults.	
Statistic	Value
Total Responses	89

Table A54. Question 25j: From your perspective, briefly describe what you hope to learn in the area of Programming (calendar, developing, organizing, and executing ministry programs) when serving as an intern	
Text Response	
Time management/ What I will be managing.	
not sure	
How to remain on schedule	
I want to learn how to be organized in this area	
How to delegate	
not much	
I want to learn from the kids in my youth group the activities that most kids would enjoy doing and try to find a way to make them Christian based	
I want to learn how to plan events well as a church.	
Learn how to plain out events far in advance so when they come close we are not scrambling.	
How churches plan so far ahead of their current schedule.	
I would hope to learn to keep things smooth and in style.	
I would like to see the importance of programming in internships.	
what programs are effective	
Organization.	
I hope to learn how to implement the most effective programs and the right amount without it being too overwhelming.	
as little as possible	
Express ideas	
Everything	
How to plan what your ministry will be doing and when they will be doing it in a set amount of time.	
Spending time and money wisely	
Get to be in charge of programming and developing the calendar.	
what makes them fail	
I would want to learn the best way to stay organize when everything gets crazy	
How to make sure nothing falls through the cracks	
I hope to learn how to be effective in what I plan, but not to be overwhelmed by planning	
I hope to be able to really invest a majority of my internship into this aspect of ministry. I hope to readily assist the staff member in logistical aspects of the ministry and really invest in learning logistics of running a ministry.	
Help me to build organizational skills to improve my programming.	
This is very important to have a successful event. I would want to learn that everything does have a time due and that there needs to be a calendar schedule	
how to plan to everyone's schedule but still have events going on	
What a year in ministry looks like. In way of practical ministries, outreach, series, ect.	
To become better at programming	
Different types of programs and how to execute them	
What is the most effective method of programming within a church?	

Table A54 continued

I hope to learn different methods of other leaders and how they do things to better my methods.
Execution
How to be organized and not waste time
I have never been good at the programming and planning so I want to know everything that I can about it.
How to Program Events into the youth group and how they will apply to the Gospels how to effectively use each of those
What kind of programs to do, what programs work best for what ages, and how to manage time best.
I hope to learn how to develop an effective program, how to organize and invite people to it and how to follow up after the program.
Whatever I can learn that is helpful in a church or other setting for organizational programming will be useful.
I hope to learn ways to get into the hearts of people so that we can impact them with the Gospel
The importance is doing the will of God... not competing my agenda
I'm done so programming, but there are a lot of things that I tend to forget so growing in that area.
How to schedule, develop, organize, and execute ministry programs.
I would want to learn how to program a busy church effectively.
I want to know what it takes to pull off events of all sizes. Like I had mentioned before, I want to walk through the process of plotting out a course for the year. I think that it will help me to understand how to take my students where they need to go.
i would like to know how the church juggles all the programs and events
I want to know how to organize effective programming.
I hope that I learn in the area of programming what affective programming and organizing looks like as we create programs as a team. I hope that I am given the opportunity to help in a big way in the programming and developing so that I can learn by experience.
This is probably the area I know least about, and I am a great organizer and planner. I hope to come alongside the head youth pastor and his secretary to learn more about what goes into organizing normal events, special events, camps, etc.
I want to learn how to plan events to reach and develop unbelievers and believers.
This is something that I really want to learn a lot about from my internship. Programming are a major part of children's ministry so I would love to learn more about how to plan them. I would like to participate in helping to plan some programs during my time as an intern.
Programming is an area that people don't typically think about or get excited about when doing ministry, but it is very necessary. I hope to learn how to successfully implement programs that people will get excited about and that will be useful in the long term.
I hope to learn how far in advance one should program and how to go about all the factors in the programs.

Table A54 continued

I hope to learn how to develop a comfortable environment for students that allows them be open and provide helpful programs that allow them to grow.
how to be organized
Being organized and excellent in communicating the plan to others
I hope to develop my programming skills through hands-on experiences in the ministry setting. I hope to be given tasks that I can learn how to do on my own and build my administrative skills.
I hope to learn all these different areas in ministry and what each task consists of. I hope to gain an understanding and organization and planning through programming. I hope to learn not only how to start but how to strive to the finish line.
How to be a successful administrator
Again, the opportunity to practice this to get a handle on it
I would want to learn how to effectively plan out a year that has an equal balance of out reach events and events for growing deeper. All while having small groups and a retreat/ camp in there as well.
How church plan out yearly to monthly events and services and ect.
How to not fall asleep at how boring and stressful planning out things is...
I struggle with this stuff, so I bet a hands on and high-pressure situation where I'm required to do this stuff would either break me or boot me into shape. lol i dunno
Time management and planning of the details. Lessons in flexibility are also important.
Having great organizational skills and being able to put things in place and having people work together holds the structure of the church together well and also enables everyone to see how things work and how easily things can flow if we're on the same page.
How to plan out events in such away that it is strategic to schedules of my youth
I hope to be able to learn how to effectively program events and move it from placing it on paper to making it an actual event.
I would like to learn logistics. I know why they are important but I want practical application for future ministry.
I would like to gain a better knowledge of all of these things.
Being able to discern what programs will work with different areas of ministry depending on who and how many people will attend. Being able to organize and develop programs that will be successful
I have a definite need and I want to learn these things and master them
I would like to learn the best methods to program various activities around the church.
I want to learn how to program a variety of different events. Moreover, I want to learn how to develop effective curriculum for learning.
I would like to learn the in and outs and the dos and don'ts of designing and executing our plans.
I would hope to learn how to better manage my time and become a more effective minister because of that
I would hope to learn how to plan programs as well as how to carry them out.
I want to hear from the person that is responsible for those tasks at the church and learn what they do and why.

Table A54 continued

I dont understand the question.	
Learn organizational skills hands-on; how to execute ministry events so they perform smoothly.	
I hope to learn how to program things for the church, how to schedule events, and how to keep things organized for the church!	
I hope to learn how to help programs run smoothly in order to reach teens.	
If you do not learn about organizing your ministry will fail from the start. I have seen so many churches fail from the lack of organization. Programming is a must learn for all interns.	
Learn how the staff does it from scratch. I want to see how church leaders develop ideas from the praying process to implementation.	
Statistic	Value
Total Responses	88

APPENDIX 6

INTERNSHIP SATISFACTION AND FEEDBACK
QUESTIONNAIRE RESULTS

This appendix does not contain the results of every question, however, responses related to the specific goals and purpose of the project, and information that may be helpful for future research are included.

Table A55. Question 1: What is your current ministry role?

Text Response	
Senior Pastor at Crystal Spring Baptist Church	
Student and Family Ministries Pastor	
Director of Middle School Ministry	
Associate/Youth Pastor	
Middle School Associate at Cool Spring Baptist Church in Mechanicsville, VA	
Associate Pastor	
Student Pastor	
Full time student pastor (middle and high school)	
Middle School Minister	
I am a youth pastor in Danville, VA.	
Youth & Children's Pastor	
Junior High Girl's Ministry Associate	
I am serving as the Assistant Pastor at a church of 150 members and constituents. My Primary role is the Youth Pastor with secondary roles within the church, which is why my title is Assistant Pastor.	
Youth Pastor/Children's Ministry Director	
Senior High Pastor	
Senior Pastor	
Student Pastor	
Youth Pastor	
Statistic	Value
Total Responses	18

Table A56. Question 2: How long have you served in full-time vocational ministry?

Text Response	
4 years	
5 years	
3 years	
3 Years	
9 months	
6 months	
1 year	
3 years	
3 Years	
1 year	
5 Years	
1 year	
2 and a half years (June 2012)	
3 years	
7 years	
8 years	
5 Years	
2 years	
Statistic	Value
Total Responses	18

Table A57. Question 3: Please provide the name of the church and its location in which you completed your internship

Text Response	
Crystal Spring Baptist Church Roanoke, VA	
Gospel Baptist Church- Greensboro,NC	
Ironbridge Baptist Church in Chester, VA	
Redeeming Grace Baptist Church Lynchburg VA	
First Baptist Church of Waldorf in Waldorf, MD	
Sandusky Baptist Lynchburg Virginia	
New Life Community Church; Inwood, WV	
Community Heights Church, Richlands VA	
First Baptist Church Woodstock, Woodstock GA	
Lynchburg Church of God in Danville, VA	
Lakeside Baptist Church in Salem, VA	
Second Baptist Church Houston, Texas	
The Grace Church, Milton, Delaware 19968	
Oak Pointe Church, Michigan and Elevation Church, North Carolina	
Cape Carteret Baptist Church in Cape Carteret, NC	
Hunting Creek Baptist Church in Big Island, VA	
Thomas Road Baptist Church	
Spotswood Baptist Church. Fredricksburg Va	
Statistic	Value
Total Responses	18

Table A58. Question 4: Please provide the name of the senior/lead pastor

Text Response	
Jeff Dickson	
Paul Luttrell	
Mark Jordan	
Mike	
Dr. Wayne Kempson	
Ed Vogt	
Jim Goforth	
Craig Barber	
Johnny Hunt	
Mike Kirby	
Art Hearne	
Dr. Ed Young	
Pastor Ross Jefferson	
Bob Shirock and Steven Furtick	
Kevin Clubb	
At the time is was David Williamson	
Jonathan Falwell	
Dr. Drew	
Statistic	Value
Total Responses	18

Table A59. Question 5: What best describes the role of your immediate supervisor for your internship?

#	Answer	Response
1	Associate Pastor	2
2	Children's Pastor/Director	1
3	Lay Ministry Leader (non-paid staff)	0
4	Senior Pastor	7
5	Youth Pastor	6
6	Other	2
	Total	18
Other		
none		
Youth Pastor and Small Groups Pastor		
Statistic	Value	
Min Value	1	
Max Value	6	
Mean	4.11	
Variance	2.10	
Standard Deviation	1.45	
Total Responses	18	

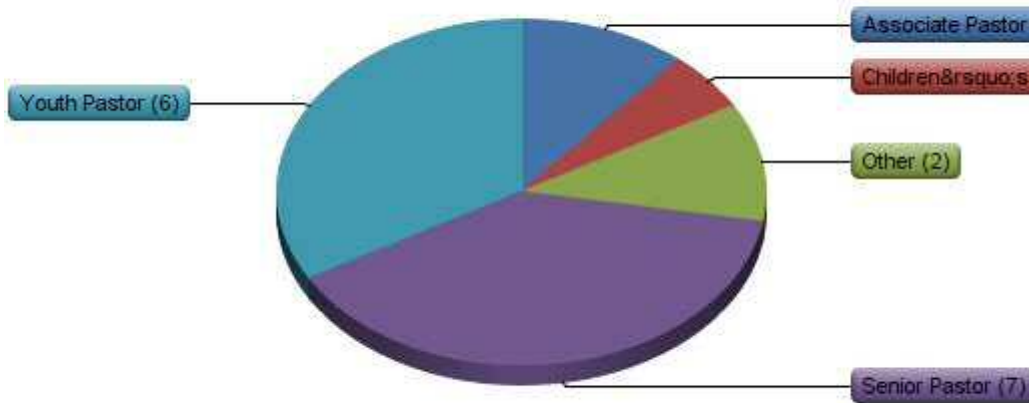


Figure A16. Question 5: What best describes the role of your immediate supervisor for your internship?

Table A60. Question 6: What was the church's average weekly worship attendance at the time of your internship?

Text Response	Value
15	
425-450	
900	
200	
500	
75	
800	
400	
5,000	
120	
600	
25,000	
120	
4,000 for the church in Michigan. 10,000 for the church in N.C.	
500	
115	
15,000	
2,000	
Statistic	Value
Total Responses	18

Table A61. Question 7: Did the church have interns serving in Children’s Ministries, Youth Ministries, or Adult Ministries, other than you?

#	Answer	Response	%
1	Yes	8	44
2	No	10	56
	Total	18	100
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.56	
Variance		0.26	
Standard Deviation		0.51	
Total Responses		18	

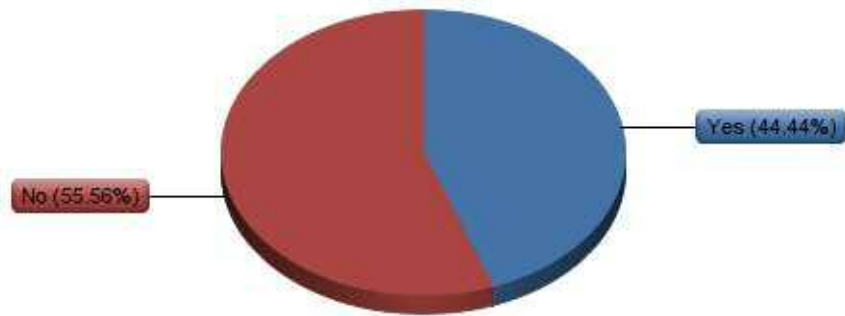


Figure A17. Question 7: Did the church have interns serving in Children’s Ministries, Youth Ministries, or Adult Ministries, other than you?

Table A62. Question 8: What type of intern program best describes what you did at the time you interned for the church?

#	Answer	Response	%
1	Formal—an established set of curriculum by the church/pastor that every intern must comply with or complete in order to be in the intern program	8	44
2	Informal—a program that allows interns to participate in church ministry as needs arise but there is no set curriculum that is in place for the intern to complete.	5	28
3	Self-directed—the church allowed you to do whatever you felt necessary at the time.	5	28
	Total	18	100
Statistic		Value	
Min Value		1	
Max Value		3	
Mean		1.83	
Variance		0.74	
Standard Deviation		0.86	
Total Responses		18	

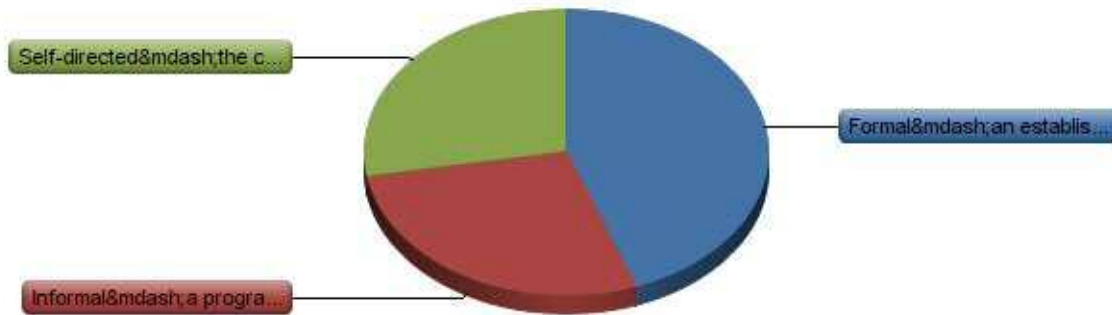


Figure A18. Question 8: What type of intern program best describes what you did at the time you interned for the church?

Table A63. Question 9: Approximately how many interns served at the church in one calendar year?

Text Response	
0	
Two	
I was the only one but they didn't have yearly interns.	
2	
2	
1	
10	
2	
12	
2	
1-2	
40	
1, myself	
2 in Michigan, 70 in NC	
One	
1	
I dont know	
5	
Statistic	Value
Total Responses	18

Table A64. Question 10: Approximately how many full-time pastoral staff did the church employ at the time you interned?

Text Response	
1	
Two	
4	
1	
2	
1	
6	
3	
25	
1	
4	
1	
55 in Michigan, 73 in NC	
4	
1	
I dont know	
9	
Statistic	Value
Total Responses	17

Table A65. Question 11: Approximately how many full-time non-pastoral staff did the church employ in Children’s Ministry, Youth Ministry, and Adult Ministry at the time you interned?

Text Response	
0	
Two	
1	
1	
1	
5	
1	
0	
5	
3	
1	
25	
0	
2 in Michigan, 7 in NC	
3	
1	
I dont know	
1	
Statistic	Value
Total Responses	18

Table A66. Question 12: Looking back on your internship experience, please rank in order of importance the following ten things necessary for an intern to have learned or experienced during their time at the church as it relates to future ministry placement

Ranking Analysis: Ministry Traits						
Ministry Traits	Mean					
	CMI	Rank	IE	Rank	ISF	Rank
Personal Leadership	1.86	1	4.65	4	3.53	1
Personal Spiritual Development	3.57	2	2.58	1	4.58	2
Ministry Leadership	3.86	3	4.11	3	4.84	4
Ministry Experience	4.29	4	3.54	2	4.58	3
Outreach (Campus or Community)	5.43	5	6.15	6	8.00	10
Lay Leadership Management (volunteers)	5.71	6	6.16	7	5.11	5
Oral Communications (communicating as a leader/manager/administrator)	6.71	7	5.92	5	6.05	7
Organizational Leadership (within church staff)	7.14	8	6.25	8	5.42	6
Programming (calendar, developing, organizing, and executing ministry programs)	7.29	9	8.02	10	6.16	8
Platform Leadership (Speaking or Master Teacher)	9.14	10	7.70	9	7.26	9
Other:	11.00	11	10.92	11	10.47	11

Note: Ministry traits were ranked in order of importance, "1" being most important, "10" being least important

CMI is the Church Ministry Internship Questionnaire. IE is the Internship Expectations Survey. ISF is the Internship Satisfaction and Feedback Questionnaire

Table A67. Question 13: Looking back on your internship experience, by numbering 1-5 please rank the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1

Top Five Qualities an Intern Should Possess								
Please rank by numbering 1-5 the top five qualities you believe a student should possess if going into vocational ministry aside from 1 Timothy 3/Titus 1								
Item	Intern Sat and Feedback (N=19)				Intern Expectations (N=119)			
	N	%	Mean	Rank	N	%	Mean	Rank
Integrity	16	84.2	2.50	1	70	61.4	2.89	3
Strong spiritual life	12	63.2	1.42	2	91	79.8	2.04	1
Biblically/Theologically sound	12	63.2	2.92	4	87	76.3	2.33	2
Coachable	12	63.2	2.42	3	48	42.1	3.38	5
Able to lead others	8	42.1	3.88	5	64	56.1	3.22	4
Takes initiative	7	36.8	4.29	6	17	14.9	4.06	12
Strong in personal relationships	5	26.3	4.00	8	35	30.7	3.91	6
Strong work ethic	5	26.3	3.60	7	32	28.1	3.56	8
Good communicator	3	15.8	3.33	9	33	28.9	4.12	7
Owens responsibility	2	10.5	2.50	10	31	27.2	4.10	9
Good example	2	10.5	4.00	14	29	25.4	3.83	10
Organizational abilities	2	10.5	3.50	13	11	9.6	3.45	16
Develop/implement programs	2	10.5	3.00	11	7	6.1	3.57	19
Administrative	2	10.5	3.00	12	6	5.3	3.83	20
Enthusiasm	1	5.3	4.00	16	17	14.9	4.24	13
Self-confident	1	5.3	2.00	15	15	13.2	4.07	14
Build rapport with people	1	5.3	5.00	17	12	10.5	3.50	15
Inspiring	1	5.3	5.00	18	11	9.6	4.18	17
Good understanding of culture	0	0.0		19	19	16.7	3.95	11
Able to prepare messages/sermons	0	0.0		20	10	8.8	3.50	18
Others:	0	0.0		21	0	0.0		21

Table A68. Question 14: Approximately how many times a month was there intentional coaching/mentoring of you as an intern by either a full-time pastoral staff or full-time ministry staff?

Text Response	
4 Times a month	
Once maybe twice if at all.	
0	
1	
4	
4 or more, weekly meetings with senior Pastor	
10	
8	
15+	
8	
5	
5	
4	
About an hour a week in Michigan. 3-5 hours a week in NC	
Maybe twice per month	
2	
Never	
15	
Statistic	Value
Total Responses	18

Table A69. Question 15a: Please briefly describe each of the area of Lay Leadership Management (volunteers) as it pertains to your church ministry as an intern
Text Response
I led children's volunteers and outreach volunteers as an intern.
I was not directly involved with lay leaders other than partnering with them to run a couple events over the summer. That consisted of me just contacting and organizing the leaders to help with each event.
I had a 5 person youth council that I reported to.
Volunteers for Maintenance Duties.
Volunteers were essentially chaperones and crowd control personnel. They assisted with youth trips and outings. At times, one would volunteer to host an event at his/her home. They were a great help and encouragement to the interns.
I lead several adults,(parents) in projects including camp and fundraising events
There were two teams of lay leaders: students and adults. There were weekly student leader meetings and monthly adult leader meetings where the leaders would get trained, encouraged, etc. The adult leaders were primarily small group leaders and leaders that helped the events function.
Small volunteer team that worked on Wednesday nights during youth group and a different group of volunteers on Sunday nights during Awana. Each of these was led by the Associate/Youth Pastor but much of the leadership was given to the interns. Volunteers were also used and organized for outreach events and discipleship events (camp and mission trip).
Lay Leadership Management was a key to the success of the the ministry at Woodstock Students. Rick Young the Middle School Minister valued his volunteers and knew how to invite people to partner with him in doing ministry opposed to recruiting volunteers. By having a well developed process for leadership management that invited people into the ministry Rick was able to build a very effective team. Monthly leadership meetings, through process, intentional recruiting, biblical training, and well defined rolls all led to the success of having effective Lay leadership Management.
There was a small groups/young adult leader There was a youth pastor There was a worship leader
Youth Small Group Leaders Youth Sunday School Teachers
In student ministry, our volunteers are SO crucial to our ministry. At our Wednesday night youth service, we average 200 students and our staff cannot single handedly pour into each one. We have a parent team of volunteers who handle greeting, food, and clean up as well as a "Hype Team" who will walk around prior to service talking to kids and building relationships. This frees up our staff to have needed conversations with students or either handle situations that arise. At weekend Bible Studies, volunteers are need to serve food, greet, and lead small group break out sessions after the master teaching. These volunteers form relationships with their small group and even hang out with them outside of church.
Our church is mostly comprised of Volunteer service. I had to learn how to work with individuals who were not full time workers, or able to commit to a task with the same level of importance as compared to a full time worker. I did have one individual that I counted on much of my internship who was a lay leader and it worked very well.

Table A69 continued

Ministry is relational. I only have so much time and can only relationally reach out to so many students. Those who know or learn how to teach and lead Lay leadership, their ministry will grow because their reach will go further.	
Youth Volunteers- People who served students by being small group leaders, volunteering at events, helping with camp/missions trips.	
Statistic	Value
Total Responses	17

Table A70. Question 15b: Please briefly describe each of the area of Ministry Experience as it pertains to your church ministry as an intern

Text Response
Preaching, Visitation, Outreach, Managing, Strategy, Discipleship
I had an okay ministry experience. I got a lot of experience directly related to student ministry but would have liked to have got more experience in other areas (church wide evangelism or discipleship, etc..)
I was given free reign to run the student ministry of about 80 kids so everything in that realm. I also day in and helped make decisions in a few deacon and elder meetings.
Youth, Maintenance, Mens Ministry
I was able to form several strong relationships with youth. During the summer mission trip and other youth events, I was intentional with quite a few students. Other experiences involve administrative duties in the office, including handling paperwork and making phone calls. Also, I had to arrange and supervise several youth outings.
responsible for weekly message, recreation, (games) worship and special events, Took aprox. a dozen youth to Fuge at Ridgecrest N.C.
There were multiple areas that I was able to encounter. I was able to teach, lead entire Wednesday and Sunday night events, help program and execute large programmed events, do discipleship with students, reach out to students outside the ministry, do administration work to prepare for camp, lead the other interns in Bible studies, pastoral meetings, etc.
Ministry experience was given by challenging me as an intern to plan and execute events and by having me lead a high school small group with the expectation of investing in those guys. I was also given opportunities to speak and was taken along in many ministry situations (counseling, visits, and meetings) to see what ministry looks like on the ground and not just on the platform.
Having been exposed to many different areas of ministry and all that can be expected of you as you move from being an intern to a Minister. Opportunities to preach in large group and small group settings, build a team, organize a even, console, amongst many other experiences led to great exposer to what ministry is like. Also being taught how to develop relationships amongst co pastors and work with Church Budgets.
I leaned about opening up a service I learned about how to prepare a message. How to organize big events how to run a staff meeting also learned about making announcement slides and presentations also learned about upkeeping the church
Involvement in ministry preparation for regular programming, teaching in youth ministry, working in a small group
I felt as if I had a great amount of ministry experience going into my internship, but once I got to Second I realized that nothing can prepare you for working in a such a huge church like Second. They teach you so much and if you are not teachable then you will fail. There is a lot to learn, even after majoring in ministry. Ministry experience is not necessary because you will learn fast and they will teach you so much more than you could ever imagine.
Since I was able to lead the Youth based off my training, I was able to implement ideas and messages that I felt were needed for the time. I did have a event planned that absolutely failed in every way, from Organization to Promotional work, to event execution. From that failure I was able to see what to change in the future and study why it failed.

Table A70 continued

Pulpit supply a few times. Staff meetings. Church business meeting participation. Oversee the youth program.	
Ministry can be taught in a class but you need to experience it to learn how to use the knowledge you have learned. Allowing ministry interns to try different ministry aspects will give them something a text book cannot teach them. That is why most churches today don't care about schooling as much as they care about 5+ years experience.	
Statistic	Value
Total Responses	17

Table A71. Question 15d: Please briefly describe each of the area of Oral Communications as it pertains to your church ministry as an intern

Text Response
Preaching and teaching
I stayed in constant communication with the students but only got to speak to the large group one time throughout the entire summer. This was diffidently disappointing as i would have liked more speaking opportunity.
I spoke to the youth on a weekly basis. I prepared multiple series and presented them as well. I also have some announcements from stage during a Sunday morning service. Lastly, I held a parent meeting.
Teaching, On Wednesdays and Sundays
Speaking engagements were weekly. I was tasked with leading bible studies with the youth. Occasionally, I would also teach Sunday School with a grade-specific small group.
weekly message preparation and delivery to youth group
I was able to communicate every week either through announcements, teaching, preaching, etc. I was doing administrative work every week by filing who had come to the events and following up with those that had missed. I also did a lot of administration work to prepare for camp.
Learning to communicate with volunteers and other ministry leaders was key. Developing an open line was one responsibility I had as an intern working as a conduit for communication from the top down. Also learning and watching what volunteer management and communication looked like was key in my development.
Being able to prepare, plan, and excute well a message to an intend audience. Being able to know who you are speaking to, what the main purpose of your message is, and what you want the audience to learn and then being able to clear communicate that message.
Well i was in charge of the children's ministry so i taught the children each week and also had a staff meeting in which i communicated and also opened up the main service multiple times
Leading training session for volunter youth leaders, advising SS teachers on curriculum use
It is very important to figure out immediately and have the conversation with your boss/co workers about how they operate, how communication should take place, etc. Waiting and trying to figure that out yourself is not a good idea. Approach it immediately so it does not become a guessing game.
I had to learn how to communicate to individuals who had led the youth at one time or another. Several of them, thought they knew the best way since it worked for them years ago. I had to figure out how to implement my ideas without shutting out those formers lay leaders. I had to get them to "buy-in" to my thought process and I believe that we are better off now than if we wouldn't have implemented those ideas.
This was not a large part of my internship training. My only communication was with the youth pastor that I interned under and with the students that I was responsible for.
Just led the youth ministry team. I did do announcements from the stage every Sunday morning as well.

Table A71 continued

Being able to communicate "clearly and effecitvely" is so important. If you cannot do this over time your ministry will burn to the ground.	
Preaching opportunities- getting to speak to the students in a church setting. Administrative- talking before other pastors about things going on in the church Leader- talking to small group leaders and giving them direction	
Statistic	Value
Total Responses	17

Table A72. Question 15e: Please briefly describe each of the area of Organizational Leadership (within church staff) as it pertains to your church ministry as an intern

Text Response	
Developing small groups, leading discipleship endeavors, organizing events.	
I did not have a lot of organizational experience. The pastor I worked under did not really provide any guidance in his process or delegate anything that would have required Organizational leadership.	
I met weekly in staff meeting with the other pastors on staff.	
none	
I had brief formal encounters with church staff (i.e., staff meetings); however, informally I had great discussions with staff about mission and vision. I even had opportunities to share my thoughts and ideas with leadership.	
Senior Pastor allowed free reign in youth ministry, just wanted to be kept up to date	
There was a senior pastor, executive pastor, youth pastor, children's minister, worship pastor, and outreach pastor	
Seeing how a church staff functions together was key in my internship. Just observing and digesting was a large part of the experience, but it was also pivotal to be in during meetings seeing what kind of interaction the staff enjoyed. Also, seeing what it meant to collectively challenge and keep each other accountable was huge. Learning the idea of family became a large portion of understanding church staff.	
Having clear defined organizational charts and knowing who you report to. Having a well defined flow chart within the church staff along with knowing what your responsibilities are is very important to have success at the Church or organization you work for. At Woodstock it was clear who reported to who and what was expected of you as a staff member.	
there was a senior pastor who handled the main operations of the church. He also preached the sermons. there was a young adult/small group pastor. He assigned people to small groups and also he lead the young adult ministry. there was also a youth pastor who ran the youth ministry, and also a worship pastor as well who lead worship there.	
Observing the importance of the lead pastor providing direction and vision for the rest of the ministries/pastors was huge. Connections among staff was paramount.	
Second is EXTREMELY organized. Everything is done with excellence and it shows. Every different ministry is organized and handled effectively.	
I did not learn a great deal about Organizational Leadership simply because the only full time staff was the senior pastor and the church secretary does not share the same job description that I would expect a secretary to have.	
Again, my only interaction was with the youth pastor that I interned with, so organizational leadership was barely developed at all.	
I was under the authority of the Senior Pastor and led no others.	
Knowing in understanding your Ministry Roles/Expectations is pertinent. So many ministries struggle to be united due to the fact that someone doesn't understand their expectations. Or they are gunning for someone else job.	
Planning- needing to know and have everything for each event. Also having things in order for trips and events for parents.	
Statistic	Value
Total Responses	17

Table A73. Question 15f: Please briefly describe each of the area of Outreach (Campus or Community) as it pertains to your church ministry as an intern

Text Response
Special events, door-to-door campaigns
I was responsible for organizing a two student ministry outreach events over the summer. This was a great experience for me to learn what type of events and draws are needed to get students excited about bringing their friends.
We did an event called youth challenge week. It was a week long event where we brought in a speaker, band, and a lot of volunteer leaders. We saw 150 students come many of which were students that didn't come to church at Ironbridge. We also did a weekly long camp/missions trip at Liberty.
none
Our summer trip was the main method of Outreach that I experienced, as an intern. We traveled to North Carolina and participated in a major outreach project. Students were able to share the gospel with the community kids.
several outreach events produced, most memorable was Late Night Game Night, an evening that students were encouraged to bring un-churched friends for adventure games, food and a gospel presentation
We used social media and phone calls to reach out to students in the community
The youth pastor at the time had a large role as the football team chaplain so much of my campus ministry was learned by attending practices and team meetings with him since school was out. I did however help him develop and implement a community outreach strategy to have our students serving the poorer neighborhoods in our town.
Outreach was very intentionaonal at FBCW. The Church staff was good at conducting outreach organically in that it was part of the DNA of the church body. Events and specific outreach opportunities were all though through in detail prior to execution.
We did an Easter event for the kids in the local community which i had to plan. We also provide a time before and after service for us to fellowship with people who were new or visiting.
Helping to organize ministries in the church directed toward youth focused events (5th quarter, schools out blast, etc.)
Our student ministry does mission projects throughout the city of Houston, visit student schools for lunches, and attend students sporting events.
I only held one event in the summer as an intern that was targeted as an outreach event. We did see new people at the event, but I learned that Outreach is more than an event and organization for the event. I could be doing outreach just by being out of the church building and in the community physically. There was a couple students that I did that with and because of "going out" as an intern they are now my core students in our Student Ministry.
We were hands on weekly in the outreach programs. Both places did not start their own outreach programs, rather they partnered with programs that already existed and helped support the work they were doing.
This was non-existent at the church that I interned at.
There was not much of this. I guess I would say our VBS was the extent of community involvement.

Table A73 continued

Outreach should be a central focus of church ministry. Allowing interen's to get this experience is vital	
Kiros- It was an event the whole church did which provided backpacks for under privileged families who's children needed school supplies and clothes.	
Statistic	Value
Total Responses	18

Table A74. Question 15g: Please briefly describe each of the area of Personal Leadership as it pertains to your church ministry as an intern

Text Response	
Setting a schedule, developing work habits,	
Personal leadership was dependent upon myself. Again, there was not really any guidance or role models to look to in this area.	
Since I really didn't have any accountability I had to make sure I was being personally responsible to my schedule, preparation, meeting, and such.	
Lead a group of a maintenance volunteers and student leaders in the youth group.	
Self-correction was a major aspect of personal leadership. I made quite a few mistakes that summer; it was imperative that I realized those mistakes and corrected them. By making those mistakes, however, I was able to grow in a way that I never have in a classroom setting.	
I was the only youth ministry personnel, other than a Liberty student worship leader. Responsible for all programming and implementation of ministry	
They had us give reports of what we were doing in order to keep us accountable and to make sure that we were leading ourselves well	
Personal leadership in my opinion is the development of my as a leader to my family, wife and friends. It's leading when no one is looking. That's hard to capture during a formal internship but much of this was developed by personal coaching times, transparent conversations and the youth pastor allowing me to see in on his lifestyle away from church ministry.	
It was through the building of leadership in the individual. As an intern program we learned how to be a leader and serve God humbly through that process. Rick though me never to be to big to do a small task and never be willing to ask someone to do something you are not willing to do yourself. That principle has been something i have tried to live by and it has helped me be successful in my brief time in the ministry.	
The senior pastor and I would meet at least once a week to talk about ministry and personal life.	
Learning the importance of being able to connect with people and getting them to buy into the vision being cast for the youth ministry.	
In my position at Second, I have freedom to plan and organize girls events and plan Bible studies with my girls. I also have a yearly budget to accomplish this all.	
I learned that if I am not in correct shape, I will not succeed long. I had to be able to lead myself in devotion and study before I would be able to teach those very same things to the students. Also, If I couldn't lead myself, then I would not be able to work with others who have more experience than me, because they would see the weakness and not follow.	
I was responsible for my growth in leadership during my internship. To a certain degree, it was a crash course in personal leadership without much guidance.	
Learning the "hills to die on" and the ones not to.	
Pastoral leadership is tough to teach interns because they have to leadership role but if they can have the opportunity to observe you make pastoral decisions and discuss them with you, it will help prepare them.	
Statistic	Value
Total Responses	16

Table A75. Question 15c: Please briefly describe each of the area of Ministry Leadership as it pertains to your church ministry as an intern

Text Response	
Discipleship, Curriculum development, Mission and Strategy .	
I was given some leadership responsibility in the middle school ministry. I was left in charge of planning the events and discipleship elements of the middle ministry over the summer. This was very beneficial because it gave me a glimpse into what being a student pastor would be like.	
As described before I had to lead and run a student ministry.	
none	
Being a good example to young men and women. Being a man of integrity. Leading myself as I lead others.	
direct contact with anywhere from 7-30 students during each meeting and special events.	
I taught lessons, preached, did discipleship, communicated with parents, etc.	
Ministry leadership was developed by both watching the youth pastor lead, brainstorm strategies, develop programs and volunteers, implement events. Not only was I watching, but I was able to help in most of these things in an integral way.	
Leading in the ministry God has called you to and developing a healthy ministry.	
The pastor and I would get together every week and talk about ministry goals and expectations.	
Learning to direct the volunteer leaders and students toward the vision for the ministry.	
I learned that you have to be willing to make a stand for ideas and convictions sometimes in leadership. There was one instance where I had to defend an event that I was holding. a few other individuals did not agree with the event (Halloween) that was being planned and I had to defend my position and why this was going to be a potentially strong outreach event. It turned out to be a very good event and each year it continues to grow.	
I was given the opportunity to lead in almost every aspect of the youth ministry. This is one area that I feel was greatly developed during my internship. I lead trips, events, regular worship, games, and more.	
Learning practical youth ministry.	
Leading a ministry requires vision casting and then following through with your plans. Giving interns something they are responsible for will help prepare them for it.	
Leading volunteers. We had to make sure that all leaders where on the same page and had made sure they were teaching the things they needed to be.	
Statistic	Value
Total Responses	16

Table A76. Question 15h: Please briefly describe each of the area of Personal Spiritual Development as it pertains to your church ministry as an intern

Text Response	
Personal devotions, prayer	
This was dependent upon myself. I basically maintained my current devotional schedule but was never taught how important this area was for those going into full time ministry.	
I have a personal devotional life that then and more is my source of personal spiritual development. I basically shoot to read the Bible through each year and I sprinkle in devotionals such as Morning and Evening by Spurgeon or My Utmost For His Highest.	
Participated in a leaders group bible study. Specifically for the leaders of the church.	
Consistent times with the Lord; personal bible study; developing spiritual disciplines	
developed an understanding of the Lord leading ministry. with all my efforts, the Lord is in control. Dr. Browns Krispy Kreme doughnut theme	
We read multiple books together and discussed them and also had accountability partners within the internship team	
This was fostered by allowing us time during the days and week to focus solely on our spiritual development. It was also encouraged through required reading and times of intentional discipleship.	
Personal walk with God. Ministry to others is a outpouring of what God is doing in your own life. As an intern our personal spiritual development was greatly invested into. We read many books and discussed them with ministers as well as having been challenged in the area of spiritual maternity.	
The pastor and i would meet to talk about my spiritual development and growth through the internship	
Instilling the importance of personal connection with God.	
Personal spiritual development is so important. In our church, no one is going to "hold your hand" during your quiet time. It is your responsibility to maintain your walk with the Lord. It is expected of you if you are going to be in ministry.	
When I would be preparing lessons to teach, I was also learning it for myself. There were several times where I began my study and actually held off on the lesson because I wanted to learn more for myself before I shared it. The Lord grew me in exponential ways during my time as an intern.	
My spiritual development was also completely up to me. As a college aged student, I was welcomed into the college ministry at the church, but there was no specific guidance from the internship program to help me grow.	
Soul care.	
This is so important for them. Keeping them accountable in this area will teach them the importance of this over ministry. So often pastors loose their ministry because they make is a Job and not and extension of their personal relationship with Christ.	
You have be diligent to have your own quite time outside of your study time. If not you will get drained and it will severely affect your ministry.	
Statistic	Value
Total Responses	17

Table A77. Question 15i: Please briefly describe each of the area of Platform Leadership (Speaking or Master Teacher) as it pertains to your church ministry as an intern

Text Response	
Preaching Sundays and teaching Wednesdays.	
I was given two chances to speak over the summer at the big youth group meeting night. Looking back i can see why a student pastor doesn't just let the intern speak every week but i would have liked getting opportunities in other areas (Sunday School or small groups.)	
Same as described in Oral Communication.	
Wednesdays youth night speaking opportunities and Sunday School teaching opportunities.	
Did not experience this as much. I had a couple opportunities to share the platform with the Senior Pastor, but in a minor role.	
weekly develop and preach message to youth ministry including sermon series and special events	
I was able to preach about 4 times over the course of the summer and also helped critique the other interns which sharpened my preaching	
During my internship I was given time to speak and lead specific youth meetings, usually with a follow up evaluation from the youth pastor.	
Learning how to lead by example from the pulpit. At Woodstock they gave us opportunities to speak to large student bodies in order to teach us how communicate Gods word and lead others into a growing relationship with Christ. We also got opportunities to plan and host ministry events and gave us experience even if we failed.	
I opened up the main service as well as taught the children's ministry and also was the spokesperson for our major Easter event.	
I was given opportunities to teach and observed the importance of passionate leadership and Biblical teaching through public communication. Platform leadership is the only way to connect with and minister to many members of the church, so it is important to lead these members through platform leadership.	
Speaking and master teaching is vital in ministry. My bosses have done a great job in teaching and training me in how to speak to large groups.	
Where I am from, we talk fast. Something that I had to work on, constantly, was speaking slower. It became clear that I would not be able to lead well if the people could not understand what I was saying. I also learned that My strength is not in leading as a senior pastor from a pulpit, but on the same level as the people, teaching with discussion.	
I was given many opportunities to speak in the youth group setting and at several events. This was a helpful time of growth in my ability to communicate.	
Spoke about once a month from the pulpit but there was no formal training for this.	
While this is a large aspect of ministry. It is one of the least important to master during an internship. It is good to get some experience here, but this is a talent and learned skill over a long time. Expearence here would be good but will take longer than an internship to learn	
This was an opportunity for students to hear God's Word in a group setting. Great place to reach a large group of students on each Wednesday night. It was really good because you can reach many students at once.	
Statistic	Value
Total Responses	17

Table A78. Question 15j: Please briefly describe each of the area of Programming as it pertains to your church ministry as an intern

Text Response	
Calendar, Events, Discipleship development, etc.	
I partnered with the student pastor in planning several middle school outreaches. I was in charge of planning and recruiting leaders for each of these events. I knew how to do a lot of this already thanks to my undergrad classes in student ministry.	
As described in ministry leadership. I took students to 2 seperate camps, put in a large outreach event, and planned weekly Wednesday youth group.	
None, assisted in their current programming.	
I helped with summer programming, including arranging the events and leading the weekly bible studies. I also helped promote these events.	
scheduling weekly game, message. special events, fund raisers (carwash and yard sale) also organize a dozen students camp at Fuge in N.C.	
I helped implement the plan that the student pastor had. I was also a huge part in helping the pastor develop the events and actually carry them out. I planned small weekly events and implemented them in their entirety.	
The youth pastor showed us how he planned events, allowed us to be a part of the process, and then challenged us to plan smaller events.	
Well developed and organized around a purpose. Woodstock's curriculum map was designed to bring students through a process of spiritual growth as was the other events and components of the ministry.	
I was in charge of putting the bulletin together and running the children's ministry. i had to make sure the church was in order for each service.	
Creating a balanced ministry, providing a clear and organized path for how to achieve the ministry's goals, and being prepared to execute ministry events are all incredibly important aspects of youth ministry that I was able to see through my time in my youth ministry internship. Discipleship and ministry was shown to be clearly connected to the ministry's ability to connect with parents. Organization and trust is essential in developing these relationships.	
We program all the time! We will sit in a room where the walls are nothing but dry erase boards and plan out our entire year. details are extremely important and you must plan out everything and allow others to poke holes in your ideas to make sure they are full proof	
I was extremely prepared for Programming when I began the internship (minus the failed event). I met with the senior pastor each week and went over the event planning and weekly planning that I was planning for. I still use the same platform that I developed myself during the internship. I learned that Organization is KEY to doing events well.	
I was not involved in this aspect at all.	
Definitely the biggest part of the internship. Putting together a calendar, budget, etc. Then following through with it.	
Should be learned in a class, and expeieced how important it is. But ministry is relational, so a program should only go so far and if things change and intern has to learn to go with the flow.	
N/A	
Statistic	Value
Total Responses	17

APPENDIX 7

MINISTRY EXPERTS

Dr. Steve Vandegriff

Dr. Steve Vandegriff is a professor at Liberty University teaching classes in adolescent studies and youth ministries since 2000. Before coming to Liberty University, he served as the Executive Director of Youth for Christ in Edmonton, Alberta, Canada, from 1987-1999. He has co-authored several books and also written journal articles on youth ministry. He holds a Doctorate of Ministry in Christian Education from Liberty Baptist Theological Seminary and a Doctorate of Education in Educational Leadership from Liberty University.

Dr. Matthew Willmington

Dr. Matthew Willmington is an adjunct professor at Liberty University teaching classes in church ministries and pastoral leadership while also serving as Director of Ministries at Thomas Road Baptist Church. Willmington served as a youth ministry professor at Liberty University from 1987-2000 and also served at Thomas Road Baptist Church from 1997-2000 as Minister of Education. Before returning back to Thomas Road Baptist Church, he served as the Executive Pastor at West Ridge Church in Dallas, Georgia, from 2000-2008. He holds a Masters of Religious Education from Liberty Baptist Theological Seminary and a Doctorate of Education from Argosy University at Sarasota, Florida.

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ABSTRACT

VOCATIONAL MINISTRY TRAINING AT LIBERTY UNIVERSITY IN LYNCHBURG, VIRGINIA

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The Southern Baptist Theological Seminary, 2015
Faculty Supervisor: Dr. Troy W. Temple

This project designed a program standard for internships aimed at the ministry training program for the Department of Christian Leadership and Church Ministries at Liberty University, Lynchburg, Virginia, by identifying qualities a student should learn in his or her higher education and training for ministry.

Chapter 1 presents the purpose, goals, ministry context, rationale, definitions, limitations, and research methodology of the project.

Chapter 2 discusses the biblical and theological foundations of ministry training. This chapter identifies the model of ministry training in the Old Testament, the New Testament nature, and specifically through the lives of Jesus and the apostle Paul from a biblical-theological perspective.

Chapter 3 discusses the theoretical and sociological support of experiential learning as it relates to ministry training. A discussion of the historical models of teaching-learning is included.

Chapter 4 outlines the details of essential qualities needed in ministry training in this project. This chapter also includes results from the instruments used to measure the essential qualities for experiential learning in ministry training from students, recent graduates on a church staff, and church leaders with established internship programs for students.

Chapter 5 provides an evaluation of the project goals, along with its strengths

and weaknesses. This project contends a valid method for enhancing the ministry training program there must be a standard for internships that focuses on the essential qualities necessary for experiential learning in ministry training.

VITA

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