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INTRODUCTION

The mission of Trinity Evangelical Divinity School is “educates men and women for faithful participation in God’s redemptive work in the world by cultivating academic excellence, Christian fidelity, and lifelong learning.” Our primary task is to educate pastors, evangelists, scholars, teachers, missionaries, and other leaders in the work of the gospel. Moreover, the Divinity School aims to provide theological leadership for the Christian Church throughout the world.

We appreciate your dedication to mentor Trinity students by participating in this crucial phase of their personal and ministerial development. Practical experience courses are an integral part of fulfilling Trinity’s mission. You stand in a long line of men and women who have considered it a privilege and responsibility to build into the next generation of Christian leaders. Moses was a mentor to Joshua; Elisha learned from the mentoring of Elijah; Jesus spent three years discipling the twelve apostles; Paul mentored Timothy, Silas, and others. Throughout the history of God’s people, men and women have modeled the following teachings from God’s Word, and we trust you will too.

2 Timothy 2:2
“And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.”

Titus 2:4-5
“Then they [the older women] can train the younger women to love their husbands and children, to be self-controlled and pure, to be busy at home, to be kind, and to be subject to their husbands, so that no one will malign the word of God.”

1 Thessalonians 2:8
“We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us.”

Proverbs 27:17
“As iron sharpens iron, so one man sharpens another.”

Mentoring is a ministry of imparting the words and ways of God to a protégé. It is a manner of life that enables others not just to survive the many challenges that life and ministry bring them, but also to thrive in the midst of them. Mentoring typically occurs in the context of relationship – where a more mature believer brings alongside a younger believer to help him or her grow in faith and obedience. It is one life influencing another in a way that contrasts with the rugged individualism that so often pervades American culture.

We thank you for your willingness to partner with Trinity Evangelical Divinity School by becoming a mentor. We pray that your involvement will yield tremendous fruit for the Kingdom of God!

This manual is designed to orient you to the mentoring process. If you should have any further questions, please contact us by any of the means listed on the front of this guidebook.

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1 All Scripture quotations are from the NIV unless otherwise noted.
2 “men” is understood generically as “men and women, being translated from the Greek word anthropos, which refers to the humanity of a person rather than their gender.
OBJECTIVES OF THE INTERNSHIP and FIELD EDUCATION

1. To integrate classroom studies with field-based ministry

Trinity students have the opportunity to take classes from a wide variety of disciplines including the following:

- Missions and Evangelism
- Church History
- Biblical and Systematic Theology
- New Testament
- Old Testament
- Pastoral Counseling and Psychology
- Bioethics
- Educational Ministries
- Christianity and Contemporary Culture
- Philosophical Theology and Apologetics
- Practical Theology

Field-based ministry provides an opportunity for students to integrate what they have learned in the classroom with practical ministry experience. Integration of classroom studies is vital to the entire learning process. Encouraging students to integrate academic studies at Trinity into the field-based experience will greatly enhance their overall development and readiness for ministry upon graduation.

2. To acquire, develop, and reinforce ministry knowledge and skills

Most students who come to Trinity arrive with some prior ministry experience. Many, however, have not achieved a level of competency to sustain them in ministry after graduation. Internship and Field Education, therefore, are an opportunity for students to acquire, develop, and reinforce ministry knowledge, wisdom, and skills. This is done within the context of a relationship with an experienced mentor.

Your mentoring relationship will be greatly enhanced if you take time at the beginning of the Internship or Field Education course to assess where your student is in his or her overall knowledge and skills. This assessment will provide the foundation for the kinds of experiences your student will need to have in order to be adequately equipped for ministry upon graduation from Trinity.
3. To discern God’s direction, to grow in Christian character and spiritual formation, and to explore ministerial identity

1) Discern God’s Direction

Many students come to Trinity because they have sensed God directing them into vocational ministry. Internship and Field Education courses help students refine their understanding of God’s direction by giving them opportunities to serve in areas of possible giftedness, to receive confirmation of effective ministry from the body of Christ, and to be affirmed by other Christian leaders. As a mentor you have a tremendous opportunity to observe students in ministry and to provide the kind of feedback that is insightful and seasoned by years of ministry experience. This feedback will help students discern their vocational direction.

2) Grow in Christian Character

Character formation is foundational to the entire mentoring process. When Paul catalogued the qualifications for elders he emphasized character qualities. 3 God is concerned not just about one’s performance in ministry, but one’s spiritual fitness for ministry. As a mentor, therefore, you have the responsibility to create an environment where character can be assessed and developed.

3) Grow in Spiritual Formation

One of the biggest challenges for those in full-time Christian ministry is sustaining growth in spiritual life. In the midst of many challenges, responsibilities, and demands, a life of intimacy with the Lord can easily be neglected. The spiritual disciplines are often ignored because of the “tyranny of the urgent.” Internship and Field Education, therefore, is a great opportunity for you, as a mature believer, to invest in your student’s spiritual life, to ask the hard questions, and to hold your student accountable to cultivating a deeper walk with the Lord.

4) Explore Ministerial Identity

Field-based experience is a great place for a student to discover his or her ministerial identity. This involves discernment as to who God has made an individual to be and how that identity may impact the sort of ministry one pursues. For example, some people are more inclined toward research scholarship than pastoral ministry. Others may “fit” into youth ministry because of their temperament, passion, gifting, and life experiences. As a mentor, you have the opportunity to help students discern their unique ministerial identity.

These are the objectives of all Trinity Internship and Field Education courses. Please take time to review these objectives whenever you start a course with a student.

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3 See 1 Timothy 3:1-13 and Titus 1:5-9. Apt to teach (1 Tim. 3:2) and the ability to encourage by sound doctrine and refute opponents (Titus 1:9) are the only skills mentioned in these lists.
When we study how Jesus formed His disciples it becomes apparent that he used the methods outlined below. He taught and interacted with the disciples, he modeled what it meant to know, follow and serve God, and He gave the disciples opportunities to minister with feedback. As a Field Education and Internship Mentor you have opportunities to form our students in ways that are not possible in the classroom. We value your partnership in the development and formation of our student!

**Strategy 1—Discussion/Instructing**

In this mentoring strategy the mentor and student meet to discuss a topic concerning character and/or ministry skills development. This can be an excellent format for accountability and conveying content to the student. This kind of interactive content-transfer most mimics the classroom setting and least takes advantage of the ministry setting readily available in the Field Education or Internship context. This is an effective mentoring strategy, but should not be used exclusively. Therefore, although it is often quite comfortable for both mentor and student, it is not as effective as the strategies listed below that more fully utilize the ministry context.

**Strategy 2—Modeling**

In this mentoring strategy the mentor does ministry activities together with the student, first demonstrating how to do ministry and then discussing why the ministry was done in the way it was demonstrated. For example, a pastoral mentor takes the student to do hospital visitation. In the hospital the mentor demonstrates visitation, perhaps calling upon the student to engage in aspects of the visitation ministry. On their way home they debrief about observations and questions that the student has about their visitation encounters. The key is that the mentor shows the student how to do ministry by actual engagement in ministry together.

**Strategy 3—Experiential/Debriefing**

In this mentoring strategy the mentor prepares the student for a ministry experience, observes or gets feedback about the student’s ministry, and then debriefs the student’s experience. For example, the student is to preach a sermon in their ministry context. One mentoring session can focus on preparing the student to preach, perhaps sharing the mentor’s philosophy of preaching and their preparation process. The mentor then observes the preaching of the student live or through electronic media. In a second mentoring session the student is given feedback about their sermon.
As a Field Education or Internship mentor, you essentially function as an adjunct instructor for Trinity Evangelical Divinity School. These courses are field-based learning experiences required of Masters degree students. In order to maintain the quality of the programs, Trinity has specified certain minimum requirements for all mentors. These requirements are as follows:

**REQUIREMENTS FOR FIELD EDUCATION MENTORS**
- A minimum of three years of full-time ministry experience or six years of part-time ministry in the area for which the mentor is seeking to be approved (or a combination of both).
- A M.Div. or an equivalent degree is preferred but not required.
- A commitment to mentor each student personally and individually.
- Other miscellaneous requirements (See page 9.)

**REQUIREMENTS FOR INTERNSHIP MENTORS**
- A minimum of five years of full-time ministry experience or ten years part-time ministry experience in the area for which the mentor is seeking to be approved (or a combination of both).
- A M.Div. or an equivalent theological degree.
- A commitment to mentor each Intern personally and individually.
- Other miscellaneous requirements (See page 9.)

1. **A minimum number of years of full-time ministry experience in the area for which the mentor is seeking to be approved.**

The *Evangelical Association of Theological Field Educators* recommends:

“All field supervisors shall be currently active and competent in the areas of ministry for which they are certified. Competent is defined as having experience and proven effectiveness in the ministry areas in which they will supervise Interns. Typically this will mean at least five years of involvement in these areas of ministry.”

The experience of the mentor is foundational to his or her ability to equip students for ministry. This experience must be in the area for which the mentor is seeking to be approved. For example, if you have been a senior pastor for the last *three years* to be a Field Education mentor, or for the last *five years* to be an Internship mentor, you would be qualified to mentor a student for Pastoral Ministries. You would not, however, be qualified to mentor a student for a Children and Youth Internship (unless you have had been working with children and youth for at least three years of experience for a Field Education mentor, or five years of experience to be an Internship mentor). A list of Field Education and Internship courses offered is provided on the *Mentor Approval Form*. Please refer to this list as you seek approval.

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*EATFE Recommended Standards for Field Education: Adopted by the Assembled Group, January 1994 Biennium.*
2. A commitment to mentor the student:

- **For Field Education**, to meet with the student for a minimum of 1 hour per week during 6 of the 11-13 weeks in each semester of the Field Education course.

- **For Internship**, to meet for a minimum of 1 hour per week during 10 of the 13 weeks in each semester of the Internship course.

Because your role as a mentor is so vital to the entire learning process in the course, you must be willing to take time to observe and provide feedback to your student. Mentoring is ideally a time to reflect upon ministry opportunities and experiences encountered in the context of this field-based learning experience. For example, the student may observe you doing a variety of ministry tasks such as leading a staff or elder board meeting, preparing a sermon, doing evangelism, visiting church members, leading a small group, etc. You in turn shall involve the student in ministry tasks as well. All of these experiences become the material considered during debriefing sessions in an effort to improve the level of learning.

*Be creative* in how this mentoring time is spent. Though these sessions do add an hour of additional ministry time to your week, feel free to hold them in a variety of settings: your office, your home, over a meal, or while traveling together to ministry sites. The ministries that Jesus had with the twelve apostles and that Paul had with Timothy, Silas and others serve as a great model for creatively spending this time.

This mentoring time should also include discussion of issues related to discernment of your student’s aspirations in ministry, growth in character, cultivation of his/her walk with the Lord through spiritual disciplines, and acquisition of practical life skills.

**Secondary Mentors or a Group Setting**

- **In a Field Education course**, No more than two of the six of these mentoring times may be allocated to a secondary mentor or done as a group/team.

- **In an Internship course**, No more than three of the ten of these mentoring times may be allocated to a secondary mentor or done as a group/team.

Secondary mentors are people who provide valuable training and insight as a complement to the mentoring the student is already receiving. They may be other staff members, elders, key leaders, or other Christian men or women in the local community. For example, a student doing a Church Planting course might gain valuable insight by meeting with other church planters or church planting coaches in the area. We encourage you to expose your student to the expertise of others.

We do not require a Mentor Approval Form for a secondary mentor.

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5 Although mentors are only required to debrief students for six times during the semester, you may mentor and debrief the student beyond this if you so desire.

6 Although mentors are only required to debrief students for ten times during the semester, you may mentor and debrief the student beyond this if you so desire.
3. Other miscellaneous requirements

In an effort to maintain high standards, mentors are expected to possess the following qualities:

- A willingness to relate warmly and personally to students who may benefit from the mentor’s experience and expertise
- An ability to establish clear lines of communication and standards of confidentiality in a mentoring relationship
- A commitment to be a learner as well as a facilitator in the mentoring relationship
- The character traits of a leader expressed in 1 Timothy 3:1-14, Titus 1:5-9, and elsewhere in the Bible
- A mastery of the essential skills that are necessary for effective ministry within the mentor’s area of responsibility
- A growing personal relationship with Christ
- A conviction that the development of seminary students is an important part of ministry

How to obtain approval to serve as a mentor

To become an approved mentor you will need to complete the Mentor Approval Form. Approval is determined by the Director of Supervised Ministries.

If you meet the minimum requirements, you will be given provisional approval to supervise one student. After successfully completing that course, you will be given standing approval, which lasts for three years and is renewable for additional three-year periods after supervising each subsequent Field Education or Internship course. Standing approval is contingent upon successfully completing mentorship of a course according to the expectations delineated in this manual. This is determined through an evaluation process at the end of the first course you direct.

All approved mentors will be entered into a database, unless they prefer to be a one-time-only mentor. This database is made available to students looking for potential Field Education or Internship sites and mentors in the future. When completing your Mentor Approval Form, you can indicate whether or not you would like to be listed in this database. Mentors retain the right to decline mentoring a student who may contact them to supervise a Field Education or Internship course.

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7 These qualities are edited and adapted from the Manual for Students and Mentors with permission from Denver Seminary.
THE COURSEWORK PROCESS
FOR FIELD EDUCATION

In order to help you in your role as a mentor to Trinity field education students, course expectations for students are listed below:

<table>
<thead>
<tr>
<th>FORM</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Course Work:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Need Assessment</td>
<td>Student</td>
<td>Monday of the 3rd full week of the semester</td>
</tr>
<tr>
<td>(2) Action Plan</td>
<td>Student and mentor</td>
<td></td>
</tr>
<tr>
<td>(3) Learning Covenant</td>
<td>Student and mentor</td>
<td></td>
</tr>
<tr>
<td>Final Course Work:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Evaluation</td>
<td>Mentor</td>
<td>Monday of the last week of regular classes (Monday BEFORE finals week)</td>
</tr>
<tr>
<td>Student Self-Evaluation</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Assessment of Mentoring Experience</td>
<td>Student</td>
<td></td>
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</table>

THE COURSEWORK PROCESS FOR AN INTERNSHIP

In order to help you in your role as a mentor to a Trinity intern student, course expectations are listed below:

<table>
<thead>
<tr>
<th>FORM</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Coursework:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Need Assessment</td>
<td>Intern</td>
<td>Monday of the 3rd full week of the semester</td>
</tr>
<tr>
<td>(2) Action Plan</td>
<td>Intern and mentor</td>
<td></td>
</tr>
<tr>
<td>(3) Learning Covenant</td>
<td>Intern and mentor</td>
<td></td>
</tr>
<tr>
<td>During the Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit 10 Journal Entries</td>
<td>Intern</td>
<td></td>
</tr>
<tr>
<td>Final Coursework:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Evaluation</td>
<td>Mentor</td>
<td></td>
</tr>
<tr>
<td>Student Self-Evaluation</td>
<td>Intern</td>
<td>Monday of the last week of regular classes (Monday BEFORE finals week)</td>
</tr>
<tr>
<td>Two Journal Entries</td>
<td>Intern</td>
<td></td>
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</tbody>
</table>
APPENDICES

Appendix A: Orientation Checklist for New Students

If your student does not have a history of serving in your ministry setting, it is recommended that you start the Field Education or Internship with an orientation to your particular ministry. This orientation could serve to eliminate potential problems in the future. The following checklist is provided as a suggestion for possible ways of orienting a student.  

- **Explain the mission of the organization**
  - How did the ministry/church/organization start? Why?
  - What is the history of this ministry?
  - What is unique about this ministry?
  - What are the ministries current objectives?

- **Explain the organizational structure**
  - Who reports to whom?
  - How are decisions made?
  - What responsibilities does each staff member have?
  - Which personnel can answer different questions?

- **Outline organizational rules, policies, decorum, and expectations.**
  - What office space and supplies does the ministry supply?
  - Is there any special language or vocabulary unique to the ministry?
  - What are the specific work standards and procedures?
  - What hours will the student work?
  - When and how long should breaks be?
  - If the student is being paid, how will remuneration be granted?
  - What access does the student have to the mentor?
  - How should they handle word-processing requests?
  - How does the mail and telephone system work?
  - What are the approved forms of correspondence?
  - What safety regulations must they abide by?
  - What periodic forms or reports need to be completed?
  - Are there deadlines that the student should be made aware of?
  - Are there any security or confidentiality issues that the student should be made aware of?
  - What is acceptable with regard to dress and appearance?
  - How should the student maintain the premises and work area?
  - Are any areas or equipment “off limits”?

- **Define the Student’s responsibilities**
  - What is the student’s role?
  - What projects will be assigned to the student?
  - What resources are available to the student?
  - What training is necessary?
  - What tasks can be completed without supervisory approval?
  - Do other employees understand the student’s role?

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8 Adapted from Inkster and Ross, p. 42.
Appendix B: Six General Guidelines for Effective Mentoring

The following guidelines have been adapted from *The Internship as Partnership: A Handbook for Businesses, Non-Profits, and Government Agencies* by Robert Inkster and Roseanna Ross.

1. Know your student’s learning goals – Taking time to help your student develop the *Action Plan* will aid you in this process. It would also be beneficial to review the *Action Plan* once or twice throughout the Field Education or Internship course.

2. Provide frequent, specific, descriptive feedback to your student.

3. Encourage your student to be an active problem solver – When the student comes to you with a question, turn the question back to him or her and see how the student might respond to the question at hand.

4. When problems occur, communicate directly with your student.

5. Be sensitive to the role of power in your relationship.

6. Use the support available from your academic contact – The Office of Supervised Ministries is available to help you with issues that you may encounter.