A Church Leadership Development System
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1. An Empowerment Mindset

Churches that are effective in developing leadership—inviting, preparing, supporting leaders—first embrace a set of principles that constitute an empowerment mindset that guides their efforts. These values are rooted in the Christian tradition. In 1 Corinthians 12:4-31, and mirrored in Romans 12 and Ephesians 4, St. Paul offers a vision of *church* (body of Christ), of *ministry* (Spirit-led service to the church and world), of *gifts* (given by the Holy Spirit for the building up of the body of Christ), and *mutuality* or *partnership* (complimenting gifts, given by the Holy Spirit, for the common good).

These values are echoed in Church teachings:

> The Second Vatican Council has reminded us of the mystery of this power and of the fact that the mission of Christ—Priest, Prophet-Teacher, King—and continues in the Church. Everyone, the whole people of God, shares in this threefold mission. (John Paul II)

> Through the sacraments of baptism, confirmation, and Eucharist, every Christian is called to participate actively and co-responsibly in the Church's mission of salvation in the world. Moreover, in those same sacraments, the Holy Spirit pours out gifts which make it possible for every Christian man and woman to assume different ministries and forms of service that complement one another and are for the good of all. (*Christifideles Laici*, no. 20)

> Everyone has a responsibility to answer the call to mission and to develop the gifts she or he has been given by sharing them in the family, the workplace, the civic community, and the parish or diocese. A parallel responsibility exists within the Church's leadership to acknowledge and foster the ministries, the offices, and the roles of lay faithful that find their foundation in the sacraments of baptism and confirmation, indeed, for a good many of them in the sacrament of matrimony. (*Christifideles Laici*, no. 23)

Inspired by these images from St. Paul and Church teachings, several important values of an empowering mindset emerge.

1. The Church is the Body of Christ; and through our Baptism, we are members of the Body of Christ.

> St. Paul reminds us that each person in the faith community is called to ministry and is blessed with gifts for ministry by the power of the Holy Spirit. In Baptism we celebrate the call of each person to ministry within the church community and the ministry of the church to the world. We believe that each individual brings wonderful gifts to the work of the church.

> Baptism is empowerment. Through Baptism, all Christians share in the mission of Christ and the Spirit. The gift of the Spirit at Baptism empowers us to fulfill the mission of Jesus Christ. All ministry serves this mission. The baptized serve this mission and share in Christ's priestly, prophetic, and royal office.

The presence of the Spirit of the risen Lord is the source of power in the ministry of the Church. The Church and all its members emerge from and draw nourishment from the breaking of the bread, the reality of the resurrection and Pentecost, and the sending forth of the disciples to spread the good news. It is from this perspective that all followers of Jesus share in his ministry.

2. Individuals and the entire community are blessed with gifts for ministry.

Christian ministry is gift-based. Special charisms of the Holy Spirit, which flow from the sacraments of initiation, equip Christians for their special tasks within the Church. In the early Church, as needs were recognized in the community, those who were discerned to be appropriately gifted by the Spirit were called forth to serve.

Every aspect of our humanity is intended to serve God's intent for the world. Each person is uniquely gifted for ministry and these gifts consist of more than one's talents. Other aspects of our giftedness include our interests, motivations, values, passions, hopes and dreams, and life journeys. Gifts discernment must focus on the whole person and the entire context of his or her life—families, friendships, workplaces and schools, neighborhoods and larger communities, and the faith community itself.

3. There is an abundance of gifts for ministry.

An abundance mentality means that there is diversity of gifts already present in the faith community. The Spirit has blessed the community with gifts. There is no shortage of gifts! The primary task of ministry leaders is to facilitate the discovery of these gifts and the utilization of these gifts on behalf of God's kingdom. Some of the gifts will be utilized within parish-based ministries, while others will be exercised in the world.

4. Ministry leaders are called to empower and equip individuals, teams, and, in the end, the entire community to utilize their gifts for the mission of the Church.

Ministry leaders are servants to the needs of the community and stewards of the community's resources. They play an essential role in the church by helping identify the gifts of the community, developing these gifts for ministry, utilizing these gifts on behalf of God's kingdom and the mission of the church, and supporting the gifts of all church members. Ministry leaders must be secure enough to equip others for ministry, give them responsibility, and support them as they do their ministry.

What does an empowerment mindset mean in practice? Several key practices emerge from the values that guide a church's volunteer leadership approach:

1. *Every volunteer leadership experience in the church should encourage a healthy relationship with Jesus Christ.* We recognize that leaders have an opportunity to grow in their faith through involvement in ministry. We are concerned about the spiritual growth of leaders *and* their knowledge and skills for the practice of ministry.

2. *Volunteer leadership honors the abilities, interests, and passions of the volunteer leader.* We take the time to thoroughly interview leaders and see that they are placed

appropriately. We provide a diversity of choices and a diversity of positions to appeal to different time schedules and gifts. We recognize that it is better to leave a volunteer position unfilled than to put the wrong person in the position.

3. *Volunteer leaders are respected as full partners in ministry.* We give volunteer leaders responsibility and work with them as team members, sharing the decision-making and work.

4. *Volunteer leaders receive specialized training, resources, and support so that they can adequately perform their ministry, especially when the knowledge or skills involved are new to them.* We ensure that volunteer leaders feel capable and confident that they can perform their ministry. We tailor the training and resources to the needs of the leader and his or her responsibilities.

5. *Volunteer leaders are appreciated and recognized for the value of their contributions to their ministry and to the church.* We take the time, formally and informally, to express the gratitude of the church for the work of the volunteer leaders. We create specific strategies, such as dinners, gatherings, rituals, and thank-you notes, to demonstrate appreciation and recognize the contributions of leaders.

2. Leadership Development System

The following process is intended as a guide to developing leadership. There are three parts of a leadership system: 1) inviting people into leadership, 2) preparing and training leaders for their ministry, and 3) supporting and nurturing leaders.

Part 1. Inviting People into Leadership

Step 1. Identify the leaders you need.

Using the *Leadership Tasks Listing* workshop, describe all of the tasks involved in a particular program. Be specific. Once you have listed the tasks necessary, group these tasks into a series of leadership positions. It is better to identify several leadership positions with fewer tasks than to identify one or two positions with a large number of tasks. An individual leader may choose to take on more than one position. It is easier to recruit several leaders for smaller jobs than to find one person to take on a large job.

Step 2. Develop job descriptions for each leadership position.

Before searching for leaders, anticipate the important questions that leaders will ask. How much time will this really take? What if I need help? What else will be expected? Is their training available? Are there extra meetings?

Using your list of leadership jobs from Step 1, create short, but complete job descriptions for each leadership position. These descriptions will serve as the basis for recruiting, training, supporting, and evaluating your leaders. Use the *Leadership Role Description* worksheet to

answer each of the key questions leaders will be asking. The worksheet includes the following key elements:

1. *The Program or Strategy.* Identify the program in which the leader will be involved. Include the title for this leadership role, if there is one.
2. *The Leadership Tasks.* List the tasks to be performed. Describe what you hope will be accomplished. Use clear, simple language. (Use the information from the *Leadership Tasks Listing* worksheet.)
3. *Abilities Needed.* Identify the abilities needed by the person who will be doing this leadership role. Identify simple, direct, minimum abilities. Try not to overwhelm people, yet be honest about the abilities that are needed.
4. *The Length of Commitment and Time Involved.* Some positions are one-time events, while others are seasonal or ongoing. Be specific in identifying the length of commitment. Include time directly involved in the program as well as in preparation and meetings.
5. *Training Provided.* Identify the training or preparation that will be provided.
6. *Benefits.* People need to know that their time and effort will make a difference and be worthwhile. Identify the benefits of this position for the leader? It is very important to describe how the leader will grow and benefit from his or her involvement in a leadership role.

Step 3. Search for persons with leadership potential.

Recruitment involves sharing leadership needs with the entire community. Recruitment of leaders is best understood as an invitation to an opportunity. It is an educational process as well as a recruitment process. There are a variety of ways to present leadership needs to the community: parish newsletter and/or bulletin; brochures; displays and posters; presentations to groups; and a time-and-talent survey. Avoid "pleading" or "begging" for volunteer leaders as a strategy. Begging does not attract the best people to leadership. Oftentimes you get "stuck" with a leader who may later need to be dismissed. Develop an approach that spells out what is required. This process will usually self-select the right people.

Remember to look twelve months a year for persons who should be considered for leadership positions. Since many programs do not begin at the same time, there is a need for leaders throughout the year. Because most parishes have both immediate and long-range needs for leaders, it is important to see the recruitment effort as a continuing process. Also, since potential leaders are always surfacing, you should be continually searching out and developing a list of potential leaders.

Here are several suggestions for developing a recruitment strategy:

- Do specific rather than general recruiting, whenever possible. Job descriptions will aid you in this task, as well as a brochure with job descriptions and a leadership interest finder.
- Choose appropriate audiences whose interests and priorities match your needs. Look to renewal programs, adult education programs, newly baptized adults, et al.
- Determine where the skills are that you need and actively seek them out. If you wait for volunteers to find you, the results will usually be disappointing.

- Be as specific and honest in your appeal as possible. Your job descriptions should help you to do this. Clearly state what the job involves and how much time it requires. In many ways you are "selling" the position. You are trying to link the person's interests, gifts, and skills to the position.
- Be sure to utilize existing information. Check out the parish census, time and talent survey, prospective leaders recommended by the parish staff, current leaders, and names of prospects from other ministries.
- Recruit by inviting people to respond to an opportunity to serve. Do not tell them they ought to be concerned and involved. Offer them the opportunity to serve, to grow, and to make a difference in the lives of people.
- Be enthusiastic! If you and your team are not committed to or excited about your ministry, no one else will be either. And most certainly, lack of enthusiasm will not attract or inspire leaders to want to serve.

✓ **Recruitment Strategy: Personal Recommendations and Contact**
Ask the parish staff and current leaders to recommend potential leaders. Write letters to each person indicating that they have been recommended as a potential leader and inviting them to consider a leadership position. Enclose a brochure describing the leadership positions. Follow-up with a phone call within two weeks to discuss the invitation and, if the person is open to involvement, schedule a one-on-one meeting. Try to get the person who recommended the individual to write the initial letter, thus enhancing the likelihood of a serious consideration of your invitation. Then you can follow-up with a phone call and meeting.

✓ **Recruitment Strategy: Parish Newsletter or Bulletin**
Many parishes have a parish-wide monthly or quarterly newsletter. This offers a vehicle to promote and describe leadership needs to potential leaders. Try to get a regular column in the bulletin. When you are looking for new leaders, write "want ads," giving plenty of information and telling the prospective leader whom to contact for further details. You might run a "want ad" weekly based on needed leadership positions. Be sure to include an interest finder in the bulletin or newsletter to collect information about the leader. (See the *Leader Interest Finder* worksheet.)

✓ **Recruitment Strategy: Brochures**
An attractive and professional way of communicating opportunities for leadership is through a brochure. The brochure describes needed leadership positions and the responsibilities of each position. You might list each leadership position in a paragraph, describing the required tasks, needed abilities, and time commitment. Be sure to include an application in the brochure asking the prospects to list their abilities, background information, and the positions that interest them. (See the *Leader Interest Finder* worksheet.)

You can distribute these brochures at Sunday worship services and request that those who are interested in serving or who desire more information drop the application form in a special box as they leave the church. You can then follow up each application with a phone call and a personal visit. The brochure can also be used by the recruiter or recruiting team when it contacts prospective leaders. It can be given to the prospect and used to match the individual's gifts with a leadership position. The brochure

communicates the value you place on leaders and also provides the recruiter with a concrete visual to augment his or her presentation.

✓ **Recruitment Strategy: Displays and Posters**
You can utilize an attractive poster to announce leadership opportunities. This display can be set up permanently (in a particular place in the church) or assembled weekly. In addition to the poster and/or display, you may want to develop a multimedia presentation with (PowerPoint) slides, music, conversation, interviews, commentary, and photos on your parish program or ministry. Include information on leadership opportunities. You can take this presentation to parish organizations and small group meetings. It can also serve as an excellent orientation for prospective, leaders. (This is a great strategy after a parish has completed several learning programs. Take photos of the learning program and leaders in action. A photo display in the gathering space of the church with leadership opportunities at the weekend Masses will attract people's attention.)

✓ **Recruitment Strategy: Presentations**
You may want to schedule presentations at parish meetings to discuss opportunities for service. You might also want to organize small group meetings for prospective leaders convened by your key leaders at their homes. You can also convene a parish-wide meeting to present opportunities for service. This last option is the most difficult to organize effectively. With good promotion it can work well.

Step 4. Develop a database of potential leaders.

Organize the information from your searching and surveying into a permanent, up-to-date database of potential leaders. You may even want to recruit several leaders whose leadership position involves keeping accurate records for your volunteer leadership system.

Step 5. Secure needed leaders.

The next task is matching leadership jobs with the talents of individuals. First, examine the list of positions that need to be filled. Then study each person carefully, in light of his or her interests, abilities, limitations, and potential. Match people with potential leadership position(s) that they could fill. Some people will appear in several places; some will appear only once. Each person is now matched with a leadership position(s) where his or her skills and interests can enrich and expand the ministry. Now choose one or more prospects for each position, ranking them if desired.

Step 6. Meet with each prospective leader.

Meet personally with all prospective program leaders. Review the variety of leadership positions and the interests of the prospective leader. Be sure to have a listing of all the leadership positions available. Determine which jobs are right for the prospective leader and guide the leader in selecting a leadership position. Share information about the leadership positions with the prospective leader: responsibilities, time commitment, required training, meetings, and other details about the job. Only after someone has been interviewed should he

or she be confirmed as a leader. Meetings with prospective leaders should involve all of the members of Core Team.

Here is a suggested outline for a meeting:

1. *Introduction*: Be honest and challenging.
2. *Appeal to motives*: Draw out the best in the person.
3. *Factual information*: Tasks, time, and so on. Supply this in writing using the job description. Seek to discover the persons' own view of the task.
4. *Help they will receive*: Explain the type of training, resources, support, and guidance the volunteer leader can expect.
5. *Question*: Will he or she accept the challenge? Express trust and confidence in the decision the person makes—whatever it is.

Here are sample questions for exploring a leadership job with a prospective leader:

- What experiences have you had in working with ___or being involved in ___?
- What interests you most about working with ___ or being involved in ___?
- What particular skills do you bring to working with ___ or being involved in ___?
- What fears do you have in working with ___ or being involved in ___?
- What would you say are the greatest things you can give to ___ or be involved in __?

Part 2. Preparing and Training Leaders

Volunteer leaders need to receive specialized training and resources so that they can adequately perform their ministry. Preparing and training leaders is guided by several key insights about adult learning:

1. Training needs to be *applicable* for the job. We customize the training around the particular job and the required knowledge and skills. There is no such thing as a one-size-fits-all approach to training leaders. The scope and the depth of training are related to the requirements of the volunteer leadership position. This approach focuses the leader on what he or she *needs* to learn.
2. Training needs to be *experiential* ("hands-on"), so that leaders develop both the knowledge and the practical skills for their ministry.
3. Training needs to be *on-the-job*. The best context for training is the actual work the leader is doing. Learning and performing/leading are intertwined. In this sense training is *invisible*. It is embedded in the work processes of a project, such as planning meetings, individual preparation, teaching sessions, and evaluation meetings. Training is woven into every aspect of the project.
4. Training needs to be *just-in-time* so that there is immediacy of application. This provides a way for the leader to see progress, immediate results, and some rewards for the time they put into training.
5. Training needs to use a *variety of learning approaches*—independent learning, apprenticeship learning, group and institutional learning.

Step 1. Provide an orientation workshop for all leaders.

To help leaders become familiar with the Generations of Faith vision and practices and your parish plan for the year provide an orientation workshop for all leaders. Here are several key topics that you can include in an Orientation Workshop:

1. Provide a community building activity so that leaders in all aspects of faith formation get an opportunity to meet each other.
2. Identify the different leadership roles and the people who will be leading different aspects of the program. Ask people to stand as you identify their leadership role.
3. Introduce the Generations of Faith vision and practices through presentation and/or video.
4. Present the parish faith formation plan and the calendar for the year.
5. Organize leaders in groups around each leadership position (e.g., facilitators/catechists, hospitality leaders, logistics staff) to meet each other and discuss their work.

Step 2. Develop a training plan.

It is essential that training is focused on the particular knowledge and skills required for the leadership position. Begin by determining whether the job requires training. Not every leadership position needs formal training. Oftentimes a meeting, phone call, or printed material will provide the necessary information. Review all of the leadership positions and determine what type of training and resources is necessary.

For leadership position requiring training use the job description to determine the topics or content for training. Then develop a training plan for each training topic using one or more of the following learning approaches:

- *Independent Learning*: Independent learning provides maximum flexibility for the learner—when to learn, how to learn, where to learn, etc. Independent learning formats include guided reading, online learning, video-assisted and video-based learning, and audio learning.
- *Apprenticeship Learning*: Apprenticeship learning provides an experiential, hands-on mentoring relationship between a veteran leader and a new leader. Through on-the-job training and one-on-one instruction the new leader can practice new skills and become comfortable with the program responsibilities before taking full responsibility.
- *Group Learning*: Group learning provides a format to address the in-common learning needs of a group of leaders through one learning experience. Group learning formats include courses, workshops, action projects, clinics, conferences, demonstrations, exhibits, trips and tours. Online learning and video learning programs can be used in a group setting.
- *Institutional Learning*: Institutional learning takes advantage of existing training programs to address the learning needs of leaders—individually or as a group. Institutional learning includes courses, workshops, seminars, and conferences sponsored by the diocese, community agencies, other congregations, and local colleges and universities.

To develop you plan and approach use *A Training Plan for All Leaders* worksheet and *A Training Plan for Facilitators/Catechists* worksheet.

Part 3. Supporting Leaders

To keep effective leaders motivated and active, you need to develop a plan for supporting them. Supervision and support may be the two most overlooked elements in a leader development system. A plan for support is essential for the successful operation of a leadership system. The time invested in supporting leaders reaps immense benefits.

Step 1. Authorize leaders to begin service.

Leaders need a formal way to begin their ministry. You can authorize the beginning of their service through a formal worship service. For example, Catechist Sunday has become a formal time at Sunday worship to authorize the ministry of the catechists. This formal commissioning serves to authorize leaders for their ministry. In a public way these leaders are recognized by the community and blessed.

Step 2. Provide the information and resources that leaders need.

Provide leaders with the resources, information, and tools they need to accomplish their task. Many parishes provide a library or learning resource center for leaders with print, audio, and video resources for their ministry, as well as their spiritual growth.

Step 3. Gather information and evaluate the work of leaders.

Gather information about the performance of leaders through observation, consultation, group discussion, instruments, or other means. On this basis weigh the leader's actual performance against the goals of the program and the criteria of the job description. Regular meetings through the year provide an opportunity to review with volunteer leaders the effectiveness of their planning and implementation of their ministries.

Step 4. Deal with problems.

Despite our best efforts at providing clear job descriptions, conducting thorough interviews, offering quality training, and helpful support systems some volunteer leaders do not work out. You have tried to provide constructive feedback and personal assistance to no avail. There is only one way to deal with this problem—honestly and openly. Do not resort to any tricks or maneuvers. Do not let the problem go unattended. Many coordinators erroneously believe that the problem will go away all by itself. It never does. We need to realize that the problem is affecting our entire ministry. The feelings or climate generated when a volunteer leader is not performing well or is unhappy or angry or frustrated spreads throughout the entire ministry, affecting all our volunteer leaders and the participants themselves. It is up to the coordinator to face the volunteer one-on-one and take definite action.

Here are some helpful suggestions for addressing a problem with a volunteer leader:

- Deal with the problem early: you might still be able to improve the leader's performance. If not, you will want the person to leave the ministry quickly.
- Gather accurate information about the leader's performance: conduct evaluations, observe performance, consult other veteran and trusted volunteer leaders.
- Consult with the pastor to discuss the situation and what course of action should be taken.
- Reflect on the situation carefully and then act: if the volunteer is mismatched with a job consider alternative ministry assignments in the parish community. Do not recommend someone for another ministry if they are not suitable. Don't give someone else your problem!
- Meet one-on-one with the leader: present the information and your assessment of the situation, allow the volunteer leader to respond, give him or her a graceful way of resigning. If he or she does not see the situation, repeat your analysis, then take action. In your one-on-one meeting be honest and caring. Make sure the volunteer leader understands that his or her ministry is not working out and why. Try to identify his or her positive attributes. Keep the discussion on his or her work performance—not the volunteer's personal life.

Step 5. Express and celebrate the support of the church.

It is essential to express gratitude, appreciation, and support for all leaders. Too often we take our leaders for granted, and then wonder why they do not return. Supporting leaders is a year-round task. We celebrate this support in formal ways at Mass, special recognition ceremonies, parties, and/or dinners; as well as through informal ways, such as thank you notes. We recognize those who have given five, ten, fifteen, and twenty years of service. We express appreciation to each leader at the conclusion of his or her service.

There are many ways to express and celebrate the support of the church. Here are several formal and informal strategies:

1. Acknowledge verbally leaders' hard work and accomplishments before the parish.
2. Print a list of leaders in the parish bulletin and newsletter.
3. Send birthday and special occasion cards to leaders.
4. Hold a recognition dinner. Award leaders with certificates, honors, momentos. Invite spouses and family members to attend.
5. Provide child care for leaders who will need it during their times of service.
6. Send personal notes of appreciation.
7. When a leader handles a difficult situation well, praise them. Ask them to share with other leaders how they dealt with the matter.
8. Provide an annual retreat for leaders.
9. Pray with them frequently.
10. Develop an occasional article about leaders' work for the local or diocesan newspapers.
11. Celebrate together through social events and parties.
12. Pay all fees for them to attend workshops, seminars, courses, etc.
13. Develop a monthly and annual recognition, such as Leader of the Month.
14. Plan an annual family picnic for all ministry leaders.

Leadership System Checklist

The checklist includes all of the major tasks of a leadership development system. Review the work you have completed and work that still needs to be done.

Part 1. Inviting People into Leadership

1. We list all the tasks and positions for which leaders will needed.   Yes   No
2. We write a job description for each leadership position.   Yes   No
3. We use a variety of targeted strategies for recruiting leaders.   Yes   No
4. We use a variety of community-wide strategies for recruiting leaders.   Yes   No
5. We survey the parish community to discover leadership abilities   Yes   No
    and interests (e.g., time and talent survey).
6. We search throughout the year for persons with leadership potential.   Yes   No
7. We maintain an up-to-date database of potential leaders.   Yes   No
8. We select each prospective leader based on a thorough knowledge of   Yes   No
    both the job and the person.
9. We interview each person and explain the responsibilities involved.   Yes   No
10. With each leader, we establish a clear agreement regarding the   Yes   No
    responsibilities and terms of his or her service.

Part 2. Preparing and Training Leaders

11. We customize the training to each leader and leadership position.   Yes   No
12. We use a variety of learning approaches including independent learning,   Yes   No
    apprenticeship, group learning, and institutional learning.
13. We provide an orientation program for all leaders.   Yes   No
14. We develop a training plan to prepare for facilitators/catechists   Yes   No
    for teaching each events-centered learning program.
15. All leaders participate in the training they need.   Yes   No
16. We evaluate the effectiveness of the training with leaders.   Yes   No

Part 3. Supporting Leaders

17. We authorize leaders to begin their service.   Yes   No
18. We provide all leaders with the resources and information they need   Yes   No
    for their work.
19. We gather information and evaluate the work of leaders.   Yes   No
20. We express and celebrate the community's appreciation for leaders.   Yes   No

We need to strengthen or improve the following areas of our leadership system:

Leadership Tasks Listing

Program: _____

Leadership Tasks	**Leadership Positions**

Leadership Tasks

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Leadership Positions

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Position: _____

Leadership Tasks: _____
(Indicate numbers from column 1)

Leadership Role Description

1.   **Program**   _____

     Position   _____

2.   **Responsibilities: Leader Tasks to be Performed** (see Leader Tasks worksheet):

     1. _____   5. _____

     2. _____   6. _____

     3. _____   7. _____

     4. _____   8. _____

3.   **Qualifications: Abilities Needed** (skills, attitudes, understandings):

     1. _____   5. _____

     2. _____   6. _____

     3. _____   7. _____

     4. _____   8. _____

4.   **Length of Commitment**

     Length of Service (times/dates): _____

     When Ministry is Performed: _____

5.   **Preparation/Training Provided** (what, how, where, when):

     _____

     _____

     _____

6.   **Responsible To** _____

7.   **Benefits of the Position**

     To the leader: _____

     _____

     To the community: _____

     _____

Completed by _____   Date _____

                                                 Last Reviewed _____/_____/_____

Leader Profile and Interest Finder

Name _____

Address _____

Day phone: _____ Evening: _____ E-mail _____

Which age group are you a member of: ❒ 14-18   ❒ 18-30   ❒ 31–55   ❒ 56-70   ❒ 71-100+

Occupation _____

Marital Status: ❒ Single ❒ Married ❒ Separated ❒ Divorced ❒ Widowed
      Ages of children (if applicable): _____

Availability (mark all that apply)
- ❒ Monday evening
- ❒ Tuesday evening
- ❒ Wednesday evening
- ❒ Thursday evening
- ❒ Friday evening
- ❒ Saturday morning
- ❒ Saturday afternoon
- ❒ Saturday evening
- ❒ Sunday morning
- ❒ Sunday afternoon
- ❒ Sunday evening

Leader Involvement Interests
- ❑ I would like to be part of the leadership team responsible for overall **coordination** of lifelong faith formation.
- ❑ I would like to help with **planning** learning programs.
- ❑ I would like to help with **conducting** the learning programs. (Please complete the interest finder on the next page.)
- ❑ I would like to help with **support** and/or office tasks, e.g., mailings, facility set-up, telephone calls. (Please complete the interest finder on the next page.)

Areas of Interest (Please mark all that apply)

Identify several skills, talents, and training you bring to church ministry leadership positions.

Interest Finder

Our parish faith formation program needs your gifts and talents. You can select from a wide variety of leadership positions based on your interests and availability. Please review the list and indicate as many of the leadership positions that interest to you. We will contact you very soon about your choices.

Meal Preparation
- ❒ Develop menus and purchase food
- ❒ Prepare, serve, and clean-up meals for programs

Room Set-Up
- ❒ Set up meeting rooms for programs and clean up after programs

Hospitality
- ❒ Welcome and register participants for programs
- ❒ Provide childcare at programs

Learning Group Facilitators
- ❒ working with young children
- ❒ working with parents and children
- ❒ working with children
- ❒ working with teens in grades 6-8
- ❒ working with teens in grades 9-12
- ❒ working with young adults
- ❒ working with adults
- ❒ assist with activities

Music and Prayer
- ❒ Help prepare prayer services for programs
- ❒ Lead music at programs
- ❒ Play music—instrument: _____
- ❒ Sing as part of a choir or group
- ❒ Work on drama presentations
- ❒ Liturgical dance

Graphic Arts
- ❒ Create artwork, posters, etc., for programs
- ❒ Work on a newsletter
- ❒ Provide decorations for special events
- ❒ Take photos of events

Administration, Promotion, and Correspondence
- ❒ Write articles for the parish newsletter or bulletin, local and diocesan newspapers
- ❒ Design promotional materials (advertisements, brochures, etc.)
- ❒ Manage database and keep records
- ❒ Type and other clerical assistance
- ❒ Manage communication: correspondence, email, telephone
- ❒ Manage registrations and finances
- ❒ Assembling learning materials and home kits for participants

An Training Plan for All Leaders

Leadership Position	Training and/or resources necessary for this position	Approach/strategy for providing training and/or resources	Timing for providing training and/or resources

Evaluation of a Ministry Position

Adapt this evaluation form to fit your particular ministry and programming.

Name: _____ Telephone: _____
Name of ministry position: _____
Term of the position: from _____   to _____

1. This ministry position has been satisfying for me because:

2. The major frustrations in this ministry position have been:

3. I used the following skills in this ministry position:

4. The training I received for this position included:

5. I felt supported in this position in the following ways:

6. I received the following resources which assisted me in this position:

7. I would have been able to do this ministry better if:

8. The highlights of this ministry for me have been:

9. The major accomplishments achieved through this ministry include:

10. A person following me in this ministry position needs to know:

Please rate each of the following as they enabled you to do this ministry effectively and faithfully by circling the appropriate response: 1 = inadequate, 2 = average, 3 = outstanding.

11. The way in which the position was explained to me before I began.   1 2 3

12. Opportunity to contribute to program planning.   1 2 3

13. Satisfaction with the program design.   1 2 3

14. Accuracy of your job description.   1 2 3

15. Quality of the orientation to the ministry and its goals.   1 2 3

16. Quality and extent of training prior to ministry involvement.   1 2 3

17. Quality and extent of in-service training.   1 2 3

18. Quality and extent of support provided.   1 2 3

19. Quality of the supervision and feedback provided.   1 2 3

20. Opportunity to express my opinions on how the program is going.   1 2 3

21. Degree to which my volunteer work is recognized and properly appreciated.   1 2 3

22. The challenge and responsibility I feel in doing my job.   1 2 3

23. Factors that would influence my next volunteer ministry position: