

# Congregational Mutual Ministry Committee



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## WHY HAVE A MUTUAL MINISTRY COMMITTEE?

Certain problematic situations are becoming more common throughout the congregations of the ELCIC. Some of the most common situations are here listed as examples.

- The laity have complaints about the content of the pastor's sermons and the amount of time s/he spends in his office as opposed to visiting parishioners and the hospitalized, and doing evangelism. As a result, the parishioner chooses to cease weekly offerings.
- Some pastors feel overworked and underpaid. Others that have always lived in parsonages would like their own home. As a result, clergy consider leaving the ordained ministry for another career.
- Women pastors find it difficult to break down the stereotype which many Lutherans have that pastors must be men. A large portion of the congregation will receive the female pastor, but some people consider transferring to a congregation with a male pastor.
- Pastors (including senior pastors) of large congregations feel obliged to attend as many meetings as possible - as many as twenty-five a month - since it is difficult to say no to one group and not another.

No single solution can be found to respond to all situations, but the experience of congregations and synod leaders is increasingly showing that in most cases a Congregational Mutual Ministry Committee can deal with such concerns in a positive, effective, and healing fashion.

Experience in ELCIC congregations is beginning to show that the ministry of the professional leader - whether it be pastor, diaconal minister, or lay worker - and the mission of the congregation, can both be strengthened when a small group of persons is established which can act out of mutual love and concern for one another. Through listening, advising, evaluating, recommending, affirming, and forgiving, mutual ministry can happen.

Experience has shown that the Congregational Council cannot be the group which does this. The Council is often too large, its areas of responsibility are too different, or its members are not sensitive to the persons and issues involved.

At the same time, a Mutual Ministry Committee does not work well if it is simply an informal group with a narrow focus on such matters as recommending compensation or solving problems. Groups that are only organized to support the professional leader will not be satisfactory because they do not emphasize mutual ministry.

Past experience shows that it is best to have a Mutual Ministry Committee which has been appointed by the Congregation Council, with representatives chosen from its various leadership and working groups within the congregation. A Mutual Ministry Committee needs to look in two directions: toward strengthening the ministry of the professional leader, and toward strengthening the mission of the congregation.

## **WHAT ARE THE THEOLOGICAL FOUNDATIONS FOR MUTUAL MINISTRY?**

### **BAPTISMAL IDENTITY:**

Through Baptism we become part of the Body of Christ. Our Baptism is our first calling. We live out this calling in a variety of ways, but the basis of ministry, which we all share, stems from our baptismal identity and our oneness in Christ.

### **BIBLICAL IMAGES:**

A variety of biblical images emphasize the mutuality of our ministry. Consider themes such as the variety of gifts (Romans 12:8), the parts of a single body (I Corinthians 12:12-27), and the priesthood of all believers (I Peter 2:9-10).

### **REFORMATION HERITAGE:**

Our Reformation heritage emphasizes that all Christians live out their vocation in all areas of life and that priesthood—that is, ministry—belongs to all believers. The Reformers understood ministry as belonging to the whole people of God. Ordained ministry focuses on a ministry of Word and Sacrament. Other ministries are carried out by God’s people witnessing to God’s love and working for God’s justice through their vocation in the congregation and in the world. All are ministers, called by God for ministry both in the church and in the world.

### **OUR ELCIC IDENTITY:**

The ELCIC Constitution describes this church as those baptized Christians gathered together into congregations. This is the Constitution’s way of saying that ministry is mutual and shared. Congregations, pastors, diaconal ministers, and lay workers work together as mutual ministers in mission; this is part of our identity as the Evangelical Lutheran Church in Canada.

## **GUIDELINES FOR A CONGREGATIONAL MUTUAL MINISTRY COMMITTEE**

The following Guidelines are provided to assist congregations in the ELCIC to act out their mission as the people of God and minister together, through the formation and work of a “Mutual Ministry Committee.” Such a committee strives to strengthen the ministry of pastor(s), lay professional(s) and congregation. It is for multiple or single congregation parishes, for staffs with one pastor or many pastors, and lay professionals.

The questions addressed by these guidelines are:

- I. Why have another committee? (purpose)
- II. What are its specific tasks? (function)
- III. Who would be on the committee? (membership)
- IV. To whom and on what would they report? (accountability)
- V. When is it best to begin such a committee? (timing)
- VI. What about multiple parishes?
- VII. How do we get started?
- VIII. What are some of the resources we can use?

## **I. WHY HAVE ANOTHER COMMITTEE? (PURPOSE)**

Our Lutheran understanding of the church sees ministry as something shared by all the baptized people of God. At no time can we assume that only the pastor and lay professional are responsible for ministry. The whole people of God have a ministry with and to one another. It is a mutual ministry. The following paragraphs give reasons for having a congregational Mutual Ministry Committee.

The ministry of any pastor, lay professional, and congregation is stronger when there is a small group of persons who meet regularly to affirm, evaluate and strengthen the ministry of both leader and congregation. The ministry of the pastor and lay professional, as well as that of the congregation, is strengthened through this mutual ministry.

These are the general tasks of a Mutual Ministry Committee.

1. Dialogue about perceptions and concerns within the congregation.
2. Provide early warning of misunderstanding within the congregation.
3. Be a “listening post” for the pastor, the lay professional, and the congregation.
4. Discuss and resolve conflicts.
5. Appraise the ministry of the pastor, the lay professional, and the congregation.
6. Listen sympathetically to the pastor/lay professional in time of personal or professional stress.
7. Identify continuing education that would assist the ministry of the pastor/lay professional and the goals of the congregation.
8. Indicate concern for the spiritual, emotional and financial needs of the pastor/lay professional.

## **II. WHAT ARE THE SPECIFIC TASKS OF A MUTUAL MINISTRY COMMITTEE? (FUNCTION)**

The committee's primary function is to keep the pastor and staff advised about the conditions within the congregation, and to interpret to the congregation the ministry of the professional leaders. The Mutual Ministry Committee's responsibilities and opportunities can be outlined in four general areas or functions. The specific tasks ~ be chosen from those listed below, but must be tailored for the situation and needs of the congregation.

### **1. SELECTION**

- a. Identify the professional leadership needs of the congregation, especially at the time of pastoral vacancy.
- b. Prepare job descriptions for all staff persons in the care of this committee.
- c. Serve as the call committee or interview group.
- d. Serve as the exit interview group when a pastor or lay professional leaves the congregation.
- e. Serve as a personnel committee for the support staff of the congregation (such as secretary, organist, choir director, sexton).

### **2. EDUCATION**

- a. Identify continuing education possibilities in light of:
  - concerns and ministry goals of the pastor/lay professional
  - concerns and mission goals of the congregation
  - concerns and mission goals of the synod and ELCIC
- b. Enable the pastor/lay professional to participate in continuing education by:
  - mutual commitment of time and money
  - shared evaluation and planning

### **3. EVALUATION**

- a. Share with the pastor/lay professional the expectations of the congregation.
- b. Provide for an annual evaluation and theological reflection upon:
  - the ministry of the pastor/lay professional
  - the mission of the congregation

#### 4. SUPPORT

- a. Serve as a personal and confidential support group to pastor/lay professional.
- b. Serve as an open communication channel regarding attitudes, perceptions and concerns within the congregation.
- c. Serve as agents of reconciliation in time of conflict within the congregation.
- d. Review annually the details of compensation, housing, pension and other benefits provided for the pastor/lay professional.

### **III. WHO WOULD BE ON THE COMMITTEE? (MEMBERSHIP)**

It is recommended that it not be the congregation council because of its duties and time commitments. It should not simply be an informal gathering, but must have official status, so that it will be trusted by the pastor/lay professional and the congregation.

It is therefore recommended that such a committee have representation from various leadership areas within the congregation, and be appointed by the congregation council. Nomination of the persons could be made by the lay president or vice-president of the congregation and the pastor/lay professional. Members should also be selected in light of their skills and ability to function on such a consulting committee.

The committee might vary in size, from 3 to 7. In addition to the pastor(s) and lay professional(s), persons from the following leadership areas could be considered: members of the congregation council, representatives with the following concerns: worship, learning, witness, service or social ministry, youth, ELW.

Length of term should be three years, to allow sufficient time for experience and trust to develop. Staggering the terms would provide continuity.

### **IV. TO WHOM AND FOR WHAT WOULD THEY REPORT? (ACCOUNTABILITY)**

A Mutual Ministry Committee is accountable to the Congregation Council and reports directly and regularly to it.

Committee members are accountable to one another for maintaining strict confidentiality of all personal information shared during their work together.

The committee would meet a minimum of four times a year. The schedule and agenda would reflect the local situation.

## **V. WHEN IS IT BEST TO BEGIN A MUTUAL MINISTRY COMMITTEE? (TIMING)**

If there is no such committee in a congregation, consider the following suggestions about initiating one.

The ideal time to begin is at the time of vacancy, or when a new pastor arrives.

The next most logical time might be during the first year, or upon the anniversary of the call or contract.

Other times would be identified by pastor and Congregation Council.

It is not wise to initiate a Mutual Ministry Committee during conflict or upheaval.

If the congregation has a similar committee with somewhat similar responsibilities, it might want to adopt some or all of these guidelines.

## **VI. WHAT ABOUT PARISHES WITH MORE THAN ONE CONGREGATION?**

With two or more congregations, the most important factor is to ensure that the committee has fair representation from each congregation. A major agenda concern will focus on the ways that each congregation shares in program, mission, and financial support.

## **VII. HOW DO WE GET STARTED?**

The Congregation Council should establish the committee. The initial meeting is of great importance. Here are some suggestions.

1. Have all members review these guidelines so that later they can adapt them according to their own situation.
2. Arrange the initial meeting as an overnight gathering, preferably away from the church building. This provides an opportunity for building trust, and time to clarify the purpose and scope of the work.
3. Build an agenda for future meetings (for at least one year).

## VIII. RESOURCES

The following resources are included in this packet:

1. Why have a Mutual Ministry Committee
2. Guidelines for a Mutual Ministry Committee
3. Suggested Agenda Topics and Planner

Other resources available from the Evangelical Lutheran Church in Canada National Office are:

1. Mutual Ministry Committee Handbook (\$3.00). This includes five models of evaluation:
  - Anniversary of Call or Contract Review
  - Reflections on Ordination Expectations
  - Reflections and Directions for Continuing Education
  - Appraising Leadership
  - Review of Mission, Time, and Compensation
2. Continuing Education Plan brochure and application (Free).
3. The Call Process in the ELCIC (Free). Includes Congregation and Leader profile forms.
4. Exit Interview Process (Free).

Other resources include:

Congregational Conflict: A Guide to Reconciliation. Available from Augsburg/Fortress (#19-140).

Evaluation: of, by, for and to the Clergy. Available from the Alban Institute (#AL 5).

## MUTUAL MINISTRY COMMITTEE: SUGGESTED AGENDA TOPICS

There are four possible areas of work opportunities: selection, education, evaluation and support. Each congregation needs to tailor its committee and agenda to fit their situation and needs.

SELECTION: Identify and plan: how to meet the leadership needs of the congregation; job descriptions; personnel practices.

EDUCATION: Continuing education for pastors and lay professional leaders is a shared venture. Mutual decisions on time and funds will benefit all.

EVALUATION: An ongoing process, with the goal to strengthen and assist both the professional leader and the congregation in doing effective ministry, not to conduct a pass/fail examination of a pastor/lay worker's competence.

SUPPORT: Support means concern for the spiritual, emotional and physical well-being of the pastor, or lay professional. It means being a confidential and personal support group.

## ANNUAL AGENDA TOPICS - SOME SUGGESTIONS

JAN-FEB: Review the congregational meeting and its goals, emphases and priorities for the coming year.

Review the pastor/professional leader's job description (or their use of time) for the past year, and together decide what programs, tasks etc. need to be added or dropped according to the congregation's priorities.

MAR-APR: Help the pastor/professional leader plan for Continuing Education.

Plan for vacation supply.

MAY-AUG: Discuss how well the congregation is sharing leadership and tasks by using appropriate resources, such as the Appraising Leadership evaluation model.

Discuss joys, issues, and stresses of the professional leader/pastor and the congregation.

SEPT-OCT: Review parsonage/housing arrangements, office space, and attendance at committees and organizations, both inside and outside the congregation. (e.g. Is attendance expected at the meetings of all parish committees and/or auxiliaries? What is the expected participation in community organizations, and the Church-at-large?)

Discuss compensation and benefits.

Make recommendations for next year's budget

NOV-DEC: Review the congregation's goals, the pastor/professional leader's goals, and the work of the committee during the past year.

Prepare a report for the annual congregational meeting.

Consider appropriate recognition for the past year's work of the professional staff.

**MUTUAL MINISTRY COMMITTEE ANNUAL AGENDA PLANNER 2\_\_\_\_**

Month	Date	Time	Topic(s)	Leader/Materials
Jan.	_____	_____	_____	_____
Feb.	_____	_____	_____	_____
Mar.	_____	_____	_____	_____
Apr.	_____	_____	_____	_____
May	_____	_____	_____	_____
June	_____	_____	_____	_____
July	_____	_____	_____	_____
Aug.	_____	_____	_____	_____
Sept.	_____	_____	_____	_____
Oct.	_____	_____	_____	_____
Nov.	_____	_____	_____	_____
Dec.	_____	_____	_____	_____

## **EVALUATING OUR MINISTRY:**

### **AN OVERVIEW**

This is an overview of ongoing evaluation procedures that will help congregations evaluate mutual expectations and mutual ministry of pastor, lay professional leader or diaconal minister, and the congregation.

#### **INTRODUCTION**

Evaluation of ministry is a sensitive subject. It is important to realize, however, that the issue is never evaluation versus no evaluation. Evaluation of ministry always occurs in one form or another. Laity are always evaluating professional leaders and vice versa, even if it is just at an informal meeting over a cup of coffee.

The setting for evaluating ministry can, however, be more orderly and guided. The important issue is: should evaluation be regularized and given some structure? If yes, then the next question that must be addressed is the extent to which evaluation can be creatively channeled and utilized. Answers to this question concern why and what we are evaluating.

First, why we evaluate. The purpose of evaluating ministry is to strengthen the church. While evaluation always occurs, some evaluation is constructive and some not. Some aid in "building up the body of Christ" (Ephesians 4:12), and some serve only to diminish it. Lutheran theology affirms that ministry belongs to the whole people of God. All baptized people have gifts that can be used in service to both the church and the world. St. Paul makes this challenge regarding gifts: "Having gifts that differ . . . let us use them . . ." (Romans 12:6). Carefully designed processes of the mutual evaluation of ministry are vital in order to identify these gifts constructively, and then use them Creatively.

Second, what do we evaluate. Businesses and industries tend to evaluate performance. Unfortunately, many comments within the church reflect this same evaluation of leader performance. Materials frequently declare this in titles such as Parish Rector Rating Chart, Performance Evaluation System, or Peer Leadership Evaluation. "Clergy evaluation" is sometimes a broad term that really stands for performance appraisal. This is the wrong what. Some problems regarding evaluation are the result of the church simply borrowing instruments and procedures from business and industry. These problems arise because the theological why is missing, as is an understanding of the nature of ministry, both professional and lay. In addition, borrowed instruments are frequently too mechanical, and do not lend themselves well to the new situation.

The what in our Lutheran tradition is the evaluation of mutual ministry, the ministries of both the professional leader and the laity. Furthermore, such ministries are not limited to those carried out in the institutional settings of the church, but are inclusive of ministry in all aspects of daily life and work. Therefore, the purpose of evaluation is to improve our mutual understanding of God's mission, and to strengthen our ministries together and individually.

The key ingredient in this approach to evaluation is people in ongoing dialogue. Questionnaires and forms are secondary. To insure that the evaluation process involves dialogue between laity and leaders, the ELCIC encourages every congregation to establish a Congregational Mutual Ministry Committee.

Guidelines for the establishment and functioning of such a committee are included in this booklet. Such a dialogue group is basic. After the guidelines in this booklet, there are five models for evaluation of mutual ministry. They have been designed to foster and guide ongoing dialogue. Each model considers a different facet of ministry.

## **SOME CLARIFICATIONS BEFORE YOU BEGIN**

The following five points need to be clarified before we look at the benefits and models involved in evaluating ministry:

1. Evaluation is not a pass/fail test which focuses only on the ministry of the pastor, lay professional leader or diaconal minister. The purpose of evaluation is to strengthen the ministry of both professional leader and congregation.
2. Evaluation usually cannot take place when there is widespread discontent with the pastor, lay professional leader or diaconal minister. Discontent should be dealt with directly and openly, not as part of evaluating ministry. However, ongoing evaluation can prevent such crises from occurring.
3. Evaluation is not a thirty minute item on a committee's agenda, nor is it simply passing out a questionnaire. Honest evaluation takes time. It involves people. It is a dialogue between professional leader and congregational members.
4. Evaluation must have a baseline from which to measure. Articulated and mutually agreed upon criteria are needed in light of which the course of ministry can be evaluated. Evaluating ministry is not merely subjective likes and dislikes.
5. Evaluation of mutual ministry takes into consideration a broad range of concerns including the work of the whole church and service of God's people in the world. It is not limited simply to immediate and local institutional goals.

## **BENEFITS OF EVALUATING MUTUAL MINISTRY**

A variety of benefits emerge when a specific group carries out an ongoing plan for evaluating the ministry of the congregation and professional leaders.

1. Evaluation can assist the congregation in identifying and affirming the special gifts, talents, and skills of pastor, lay professional leader or diaconal minister, and of lay members.
2. It provides a forum for reviewing the changing needs of the congregation and updating its mission goals.
3. The results of evaluation can be used as an informal basis for planning.

4. Evaluating encourages those involved to deal with realities, and set priorities. Time finances and people resources are limited.
5. The procedure encourages a shared approach to ministry. No one pastor, lay professional leader, or diaconal minister can or should be expected to do everything that needs doing in a congregation.
6. If evaluation is an ongoing process shared by an ongoing group, it eliminates the pass/fail attitude and the fear that so often has been associated with evaluation.
7. It encourages those who share ministry to be excited and forward-looking.
8. Finally, evaluating mutual ministry makes ministry together more satisfying and effective.

## **MODELS FOR EVALUATING MINISTRY**

The ELCIC offers five models to aid you in evaluating ministry. The following descriptions will help you select the model for evaluation best suited to your needs.

### **1. ANNIVERSARY OF CALL OR CONTRACT REVIEW**

The goal of evaluation, using the Anniversary of Call or Contract Review, is to check expectations regarding the leadership needs of the congregation and the leadership provided by pastor, lay professional leader, or diaconal minister. In this model the congregation and professional leader focus on the following: the material used in the vacancy study, expectations stated at the time of call or contract agreement, job description, letter of call or contract agreement, and the congregation's constitution. A Congregational Mutual Ministry Committee could use any of those items to initiate an evaluation dialogue.

The evaluation instrument, Anniversary of Call of Contract Review, will assist the professional leader and the Mutual Ministry Committee work through the following design steps.

1. Review expectations stated in the vacancy study, the call form, the contract or job description, and the congregation's constitution.
2. Evaluate where we are now - 12 months, 24 months, 36 months and later, after selecting our pastor/lay professional/diaconal minister.
3. Answer the question, "In what three areas could we strengthen our ministry together?"
4. Develop specific strategies to strengthen mutual ministry in the three areas identified.

## **2. REFLECTIONS ON ORDINATION EXPECTATION**

The Goal of evaluation in this model is to clarify expectations of the ordained leader in order to enable the pastor and congregation to take steps to enrich their ministry together. The pastor and the Mutual Ministry Committee do the following:

1. Read and study the statements in the Constitution regarding pastoral expectations.
2. Complete a worksheet.
3. Discuss and reflect on the expectations.
4. Decide what can be done to strengthen ministry together.

## **3. REFLECTIONS AND DIRECTIONS FOR CONTINUING EDUCATION**

The goal of evaluation in this model is to review the most recent year of ministry and to identify how continuing education might strengthen the ministry of pastor, lay professional leader or diaconal minister, and congregation. The professional leader and the Mutual Ministry Committee do the following.

1. Reflect upon thirty-six areas of ministry.
2. Identify the strengths of pastor, lay professional leader, or diaconal minister.
3. Identify the goals of the congregation.
4. Make specific suggestions where continuing education by the professional leader might strengthen mutual ministry.

## **4. APPRAISING LEADERSHIP**

The goal of evaluation in this model is to help a congregation and professional leader examine leadership. Who makes the decisions? How are decisions made? What type of leadership is exercised? Where is leadership needed? These are the kinds of questions that will be addressed. Leadership issues involving both professional leaders and laity are considered.

Appraising Leadership provides ways to identify key components of church leadership and facilitates discussion of how these elements can be strengthened and affirmed. The Mutual Ministry Committee and professional leaders do the following:

1. Complete a brief questionnaire about leadership.
2. Develop a leadership profile.
3. Discuss and plan ways to strengthen leadership.

## **5. REVIEW OF MISSION, TIME AND COMPENSATION**

The goal of evaluation in this model is to evaluate the mission of the congregation, analyze how the professional leader has invested time in serving the congregation, and review the compensation and benefits provided the professional leader.

Use of Review of Mission, Time and Compensation is suggested when your evaluation goal is in the area of support. The professional leader and the Mutual Ministry Committee work through the following design.

1. Evaluate the mission of the congregation.
2. Analyze the time investment of the professional leader during the past year.
3. Identify priorities for time investment during the coming year.
4. Review total compensation and benefits provided to the professional leader.

## NEXT STEPS

What is the best way to proceed? First, look over all the materials in this booklet and familiarize yourself with them as thoroughly as possible. Next, study the purpose and function of the Mutual Ministry Committee. If your congregation does not have such a committee or a committee which serves a similar purpose, consider establishing one. That committee is your best vehicle for accomplishing the kinds of evaluation presented in the five models. If you do not have such a committee and do not wish or are not able to establish one, then determine which committee or group in your congregation could best work on evaluation processes. Perhaps some members of the church council could serve in that capacity, or perhaps your finance committee can help.

Once you have established a committee to work with evaluation processes as described in this booklet, choose the model that best meets the needs of your whole congregation at this time. Here are some tips.

1. If it has been three years since your pastor, lay professional leader, or diaconal minister has begun serving your congregation, you might want to begin with Anniversary of Call or Contract Review.
2. If there is concern expressed either by the professional leader or by members of the congregation about the nature and extent of continuing education for members of the staff, then Reflections and Directions for Continuing Education could be done.
3. If you are wondering about the effectiveness and direction of leadership in your congregation, then use Appraising Leadership.
4. If there is a need to reflect on the priorities of the congregation and how they match the time investment of the pastor(s), lay professional staff, or diaconal minister, or if you sense a need to have a careful analysis of compensation in light of the total mission of the congregation, then use Review of Mission, Time and Compensation.

There are five evaluation models in this booklet. Not all models fit all situations. Not all models should be used annually. Your needs and your past evaluation efforts will help determine your choice at this point.

**ANNIVERSARY  
OF CALL  
OR CONTRACT  
REVIEW**

An anniversary can be a time for celebration and reflection. It is an appropriate time for pastors and lay professionals in congregations to review together the past, acknowledge good and bad times together, and make fresh commitments.

This Selection Model for evaluating mutual ministry will help you review the expectations and leadership needs of your congregation and the ministry of your pastor and lay professional. Significant things have happened during the past months. Expectations have changed. New opportunities for ministry are open. Fresh commitments are possible.

## **ANNIVERSARY OF CALL OR CONTRACT REVIEW - OVERVIEW**

### **Participants**

Those who will participate in this evaluation process are pastor or lay professional and the Congregational Mutual Ministry Committee. If your congregation does not have a Mutual Ministry Committee, the Congregation Council can appoint a group of six to eight persons, who are committed to mutual ministry of congregation members and pastor or lay professional, to do this evaluating process.

### **Materials**

Every participant involved in this evaluating process should have a copy of this guide. Also copies of the "Official Call to a Pastor" or the appointment form or contract for lay professionals and other appropriate background materials listed in Step 1 below should be available to participants. You will also need sheets of newsprint and felt-tip markers or a chalkboard and chalk.

### **Steps in Evaluating Mutual Ministry Using This Selection Model**

- Step 1. Review background materials relating to the call of the pastor or the materials relating to the contract of the lay professional.
- Step 2. Answer the question, "Where are we now - 12 months, 24 months, 36 months after selecting our pastor or lay professional?"
- Step 3. Identify ways to strengthen your ministry together.
- Step 4. Develop three specific strategies which will strengthen your ministry.

### **Leadership**

Participants can determine who will serve as leader or facilitator. One person can serve as leader for the entire process, or a different person can be responsible for each step.

### **Time and Timing**

This evaluating process will take three to five hours. Depending on the amount of background material you will review and the amount of preparation time participants are given, you may need only one hour to accomplish Step 1, or you may need several hours. Allow one to two hours, for Step 2. Steps 3 and 4 can be accomplished in one to two hours. A good time to evaluate your mutual ministry using this Selection Model is the anniversary of the call of your pastor or of the appointment form or contract with your lay professional.

## **Step 1**

### **Review Appropriate Background Materials**

A baseline is necessary for effective evaluation. Begin by looking at whatever background materials were used at the time of the selection of the pastor or lay professional. You can establish your baseline by doing the following:

1. Prepare copies of all appropriate background materials such as:
  - material used in the vacancy study or search process
  - “Official Call to a Pastor” or appointment form or contract with lay professional
  - job description and any written expectations
  - congregation’s constitution
  - mission statement or long-range goals for the congregation
  - material from any previous evaluation
2. Prior to any discussion, provide all participants with copies of the appropriate background materials so they can review all materials thoroughly.
3. Set aside adequate time for dialogue, clarification, and identification of common themes. Remember, this was what was said then. Perceptions may have been incorrect. Expectations may have been unclear. The situation may have changed. Nevertheless, review the materials and identify what were the stated expectations at that time. This review may take a brief time or it may take several hours.
4. Avoid discussion of what is the present situation. That will come in Step 2.
5. Once your group has a common understanding of what was said in the past (you may not have a common agreement on what was said), then you are ready to analyze “where we are now.”

## Step 2 Where Are We Now?

Write your responses to the following four items in the spaces provided:

1. List the three most exciting or significant things that occurred in your congregation during the past 12 months (or 24 months or 36 months).
  - a.
  - b.
  - c.
  
2. List the three most disappointing or frustrating things that occurred in your congregation during the past 12 months (or 24 months or 36 months).
  - a.
  - b.
  - c.
  
3. What are the three most productive, meaningful, or appreciated aspects of your pastor's or your lay professional's ministry?
  - a.
  - b.
  - c.
  
4. What are the three most misunderstood, least appreciated, or least helpful aspects of your pastor's or your lay professional's ministry?
  - a.
  - b.
  - c.

After everyone has finished writing, share your responses with other members of your group. Choose a recorder to list everyone's responses on newsprint or on chalkboard. Share and record all responses to item 1 before proceeding to item 2 and so forth through item 4.

After all comments have been shared and recorded, begin general discussion. Ask for clarification; look for common themes; analyze your current situation. Summarize by answering the question, "Where are we now as pastor or lay professional and congregation?"

**Step 3 and Step 4** fit together. You can work on both at the same meeting; however, keep the steps separated. In Step 3 you identify all the possible options and opportunities. In Step 4 you develop specific strategies for the three most likely ways in which you will renew your ministry together.

### **Step 3 Ways to Renew Our Ministry Together**

1. Write down three different endings to the following sentence:

In light of our review of the background materials and our analysis of where we are now, I think that we could renew our ministry together by:

- a.
- b.
- c.

NOTE: These suggestions should not be seen as criticisms, but as areas for renewing effective ministry for the future.

2. On newsprint or chalkboard list everyone's suggestions.
3. After all suggestions have been shared and recorded, identify the suggestions which are similar or closely related.
4. On newsprint or chalkboard write five or six suggestions which summarize the thinking of your group.
5. From this list of five or six suggestions, identify the three suggestions that will most likely renew your ministry together. At this point in evaluating, both understanding and consensus would be helpful. You can't do everything at once. Therefore, start by identifying those three items which are most needed and most likely to bring renewed effectiveness and commitment to the ministry expectations and opportunities.

God provides many opportunities for ministry. You have selected three areas with which to begin. Others may be developed later.

#### **Step 4 Specific for Renewing Our Ministry**

Develop specific strategies for renewing your ministry by doing the following:

1. Complete the worksheet that accompanies this guide. It is important to be specific about the what, why, who, and when of your strategies. Working with other participants, develop three specific strategies that will renew your ministry together.
2. Make sure every member of the Mutual Ministry Committee has a copy of the final strategies.
3. Share your strategies with your Congregation Council.
4. Implement the strategies that you have outlined.

Anniversaries can be celebration times. Hopefully, you have used this “anniversary review” to celebrate the gifts that God has given your pastor or lay professional and the gifts God has given you and other members of your congregation.

**WORKSHEET FOR STEP 4 – Our Strategies for Renewing Our Ministry**

<b>WHAT?</b> What is our strategy?	<b>WHY?</b> Why do we need this? How will our ministry be renewed?	<b>WHO?</b> Who will be involved? In what way	<b>WHEN?</b> When do we start? When do we evaluate our effectiveness?
1.			
2.			
3.			



**REFLECTIONS  
ON  
ORDINATION EXPECTATIONS**

This model for evaluating mutual ministry will help you reflect on ordination expectations. It will help you take time to affirm and acknowledge where there is agreement on common expectations. Where there are differences in interpretation and expectations seek to identify what might be done by the pastor and by the congregation to reach a more common basis of understanding.

## REFLECTIONS ON ORDINATION EXPECTATIONS

### Background

Ordained ministry is set within the context of the ministry of the whole people of God. This worksheet, therefore, can be extremely helpful when used and discussed by the pastor and Mutual Ministry Committee. It may also be used for individual reflection.

### Instructions

Each person needs a copy of this worksheet and the Constitution for Congregations.

The eight roles (Part II) are common to most congregations but the emphasis will be different in every congregation. Not every pastor has the same God-given talents and skills. Congregational priorities are different and should always be adjusting to the local needs. The purpose of this Reflections worksheet, therefore, is not to “grade the pastor” or to find criticism. The purpose is to clarify expectations, to promote dialogue, and to take steps to strengthen the ministry of both pastor and people. The following four steps are suggested for thorough reflections on Article VII, 1 and 4 of the Constitution for Congregations.

**Step I:** Read and study the statement (see document) in the constitution.

**Step II:** Each individual completes Reflection worksheet (see sample).

**Step III** **Discuss the reflections in this order:**

- (a) Where are there common expectations regarding important categories?
- (b) Where are there common expectations regarding effective categories?
- (c) Where are there major differences in expectations?

**Step IV** Decide what can be done to strengthen our ministry together. Some examples are:

- a position description for the pastor (see sample)
- new congregational programs/activities
- recommendations for Congregation Council consideration
- areas or topics for continuing education for the pastor

## ARTICLE VII

### The Office of the Ministry

Section 1. A pastor of the congregation shall be a person whose soundness in the faith, aptness to teach and educational qualifications have been examined and approved by the Evangelical Lutheran Church in Canada, and who has been properly ordained, who accepts and adheres to the Confession of Faith of this church, and who strives in life and conduct to be above reproach.

Section 4. Every pastor shall

- a. Preach the Word, administer the Sacraments and conduct public worship in harmony with the faith and practices of the church;
- b. Baptize, confirm and marry in accordance with the teaching of the church and with the laws of the province or territory, visit the sick and distressed and bury the dead;
- c. Inculcate piety in individual and family life and provide pastoral leadership to all schools and auxiliary organizations of the congregation;
- d. Install members of the Congregational Council and, with the council, administer discipline;
- e. Seek out and encourage qualified persons to prepare for the ministry of the Gospel and strive to extend the Kingdom of God in the community, at home and abroad;
- f. Encourage the members to be generous in support of the ministry of the congregation, the synod and the church;
- g. Keep accurate membership records -including baptisms, confirmations, marriages, burials and communicants, and submit a report of such statistics annually to the secretary of synod on forms provided by the church. The parish records shall be kept in a separate book which shall remain the property of the congregation;
- h. Commend members who move to the pastoral care of the parish in which their new home is located.



## REFLECTION WORKSHEET

The following worksheet is on based the constitution's description of the pastoral role. Opposite each descriptive phrase are two scales, each with four sets of boxes.

The top scale is labeled "Importance." The boxes permit you to register your reflection of how important that quality, skill, characteristic, attribute, role. etc. is for you. From left to right, the four sets of boxes represent:

quite unimportant	somewhat unimportant	somewhat important	quite important
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The second scale for each title refers to "Effectiveness." The boxes permit you to register your reflection of how effectively you (your pastor) carry (carries) out the quality, skill. characteristic, attribute, role. etc. in your congregation. From left to right, the four sets of boxes represent:

quite ineffective	somewhat ineffective	somewhat effective	quite effective
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After thorough study of the document and reflection on the section representing the title, place an (x) in the box you consider most appropriate.

### THE ORDAINEDMINISTER - IDENTITY

A PERSON OF FAITH AND PRAYER	quite unimportant <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/>	somewhat important <input type="checkbox"/>	quite important <input type="checkbox"/>
	quite ineffective <input type="checkbox"/>	somewhat ineffective <input type="checkbox"/>	somewhat effective <input type="checkbox"/>	quite effective <input type="checkbox"/>
ONE WHO LIVES A LIFE WORTHY OF THE GOSPEL	quite unimportant <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/>	somewhat important <input type="checkbox"/>	quite important <input type="checkbox"/>
	quite ineffective <input type="checkbox"/>	somewhat ineffective <input type="checkbox"/>	somewhat effective <input type="checkbox"/>	quite effective <input type="checkbox"/>
ONE WHO ACCEPTS RES- PONSIBILITY TO GOD AND THE CHURCH	quite unimportant <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/>	somewhat important <input type="checkbox"/>	quite important <input type="checkbox"/>
	quite ineffective <input type="checkbox"/>	somewhat ineffective <input type="checkbox"/>	somewhat effective <input type="checkbox"/>	quite effective <input type="checkbox"/>
ONE WHO IS CONCERNED FOR THE WORK OF ALL EX- PRESSIONS OF THE CHURCH	quite unimportant <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/>	somewhat important <input type="checkbox"/>	quite important <input type="checkbox"/>
	quite ineffective <input type="checkbox"/>	somewhat ineffective <input type="checkbox"/>	somewhat effective <input type="checkbox"/>	quite effective <input type="checkbox"/>
ONE WHO IS INTENTIONAL ABOUT PERSONAL AND PRO- FESSIONAL GROWTH	quite unimportant <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/>	somewhat important <input type="checkbox"/>	quite important <input type="checkbox"/>
	quite ineffective <input type="checkbox"/>	somewhat ineffective <input type="checkbox"/>	somewhat effective <input type="checkbox"/>	quite effective <input type="checkbox"/>

**THE ORDAINED MINISTER – PERFORMANCE**

PREACHER AND WORSHIP LEADER	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>
PROVIDER OF PASTORAL CARE	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>
SPIRITUAL LEADER	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>
TEACHER	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>
EVANGELIST AND VISITOR	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>
LEADER IN CONGRE- GATIONAL PROGRAMING	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>
ADMINISTRATOR	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>
PARTICIPANT IN THE WIDER CHURCH AND SOCIETY	quite unimportant <input type="checkbox"/> quite ineffective <input type="checkbox"/>	somewhat unimportant <input type="checkbox"/> somewhat ineffective <input type="checkbox"/>	somewhat important <input type="checkbox"/> somewhat effective <input type="checkbox"/>	quite important <input type="checkbox"/> quite effective <input type="checkbox"/>

## **EXPECTATIONS AND POSITION DESCRIPTION AN OUTLINE**

This outline for a position description is developed around the eight roles which are common to most positions. The details need to be adapted in light of the specific congregational mission and ministry. Not every situation is the same. Not every pastor has the same God-given talents/skills. Emphasis may change from one year to another. It is suggested that the pastor and the Mutual Ministry Committee work together on preparing the first draft. Once the position description is agreed upon, it should be reviewed annually by the pastor and the Mutual Ministry Committee.

1. **Title** - PASTOR (or Assistant, Associate, etc.)

2. **General Description**

The pastor will serve and lead this congregation in fulfilling its ministry of worship, learning, witness, service, and support. This leadership will be expressed through preaching, pastoral care, spiritual leadership, teaching. The pastor will serve as evangelist and visitor, leader in congregational planning, administrator, and participant in the wider church and society.

3. **Responsibilities and Duties** (Under each of the following roles, add the specific duties as agreed upon in light of the mission and ministry in your congregation.)

(a) Preacher and worship leader

(b) Pastoral care

(c) Spiritual leader

(d) Teacher

(e) Evangelist and visitor

(f) Leader in congregational planning

(g) Administrator

(h) Participant in the wider church and society

#### **4. Accountability**

- (a) The pastor is elected by the congregation and called by the Congregation Council. The pastor is accountable to the Congregation Council through the Mutual Ministry Committee.
- (b) Details of accountability, responsibilities, and termination procedures are identified in the Constitution and the Official Call.

#### **Option**

- (c) The pastor shall be extended a term call for the period of five years. This call is renewable. The call shall be reviewed, evaluated, and studied during the twelve months prior to the conclusion of each term.

#### **5. Reporting Relationships**

- (a) The pastor shall report monthly to the Congregation Council and annually to the congregation.
- (b) The pastor is responsible for the oversight and general supervision of all persons employed by the congregation. The pastor will work closely with the Mutual Ministry Committee in all matters of personnel and mutual ministry.

#### **6. Qualifications**

- (a) A pastor of this congregation shall be a person whose soundness in the faith, aptness to teach, and educational qualifications have been examined and approved by the church, and who has been properly ordained, who accepts and adheres to the Confession of Faith of this church, and who strives in life and conduct to be above reproach.

#### **7. Evaluation**

- (a) The pastor will meet annually with the Mutual Ministry Committee to review the work of the past year and to set goals for the coming years.
- (b) The pastor will forward his/her evaluation of all other employees to the Mutual Ministry Committee annually.
- (c) The job description of the pastor will be reviewed annually by the Mutual Ministry Committee.

8. **Compensation and Benefits** - The “Memorandum of Compensation, Benefits, Professional Expenses, and Conditions,” which is part of the Official Call to a Pastor will be reviewed annually.
- (a) The details regarding compensation and benefits will be determined annually by the Congregation Council upon recommendation of the Mutual Ministry Committee.
  - (b) Vacation time will be four (4) weeks annually.
  - (c) Sick leave (add details)
  - (d) Short-term disability (add details)
  - (e) CEP (Continuing Education Plan)
    - (1) Funding
      - \$150 will be provided annually by the pastor.
      - \$300 will be provided annually by the congregation.
    - (2) Administration
      - the details of the use of time and funds will be agreed to by the Mutual Ministry Committee and pastor.
      - application for withdrawal of funds on the “Short Term Study Application” requires the signature of pastor, congregational officer and synod bishop.



**REFLECTIONS  
AND DIRECTIONS  
FOR CONTINUING  
EDUCATION**

The Evangelical Lutheran Church in Canada looks to an educated leadership. Understanding the realities of life, Scripture, and our Lutheran heritage are basic for our pastors and lay professionals. Therefore, ongoing continuing education is expected of all professional leaders within the Evangelical Lutheran Church in Canada.

This Education Model for evaluating mutual ministry will help you review the most recent year of ministry and identify how continuing education might enhance the ministry of pastor or lay professional and congregation.

## **REFLECTIONS AND DIRECTIONS FOR CONTINUING EDUCATION OF PASTORS AND LAY PROFESSIONALS WITHIN THE ELCIC**

### **OVERVIEW**

#### **Participants**

Those who will participate in this evaluation process are pastor or lay professional and the Congregation Mutual Ministry Committee. If your congregation does not have a Mutual Ministry Committee, council can appoint a group of six to eight persons who are committed to mutual ministry of congregation members and pastor or lay professional to do this evaluation process. Other congregation members may be invited to participate in Step 1.

#### **Materials**

Every participant involved in this evaluating process should have a copy of this guide and a pencil.

#### **Steps in Evaluating Mutual Ministry Using This Education Model**

- Step 1. Reflect upon thirty-six areas of ministry
- Step 2. Identify the strengths of the pastor or lay professional.
- Step 3. Identify the goals of the congregation.
- Step 4. Identify specific areas in which continuing education by the pastor or lay professional might strengthen mutual ministry.

#### **Leadership**

Participants can determine who will serve as leader or facilitator. One person can serve as leader for the entire process, or a different person can be responsible for each step.

#### **Time**

This evaluating process will take approximately two hours. The group can do Step 1 at one meeting and complete Steps 2 through 4 at the following meeting. An option is to complete all four steps in one meeting.

## Step 1

### Reflect on Ministry of Pastor or Lay Professional

Just as our ministry is shared, plans for continuing education for church leaders can be shared. Each year we can reflect on what we have been doing and give direction to what we want to do in the future.

1. Give copies of this guide to the pastor or lay professional and the members of the Mutual Ministry Committee. You might also invite other members of your congregation to complete the Reflections and Directions Worksheet.
2. Ask each person to complete the Reflections and Directions Worksheet by reflecting on each of the thirty-six items of ministry in which your pastor or lay professional may be involved. Rate his/her strength and competency.
3. A designated member of the Mutual Ministry Committee or your group's facilitator should receive a completed Worksheet from everyone who was asked to complete one.

## Step 2

### Identify Pastor's or Lay Professional's Strengths

1. One or two members of the Mutual Ministry Committee and the pastor or lay professional should review the ratings of all Reflections and Directions Worksheets and identify areas of greatest strength.
2. Return the Worksheets to the persons who completed them.
3. List the five areas of greatest strength as summarized from all Worksheets.

Competencies

Item Number  
from Listing

- a)
- b)
- c)
- d)
- e)

## REFLECTIONS AND DIRECTIONS WORKSHEET

These thirty-six items for your reflection cluster around the five ministry functions of the congregation: worship, learning, witness, service, and support. Rate your pastor's or lay professional's strengths and competencies using the following designations: 1 means very effective; 2 means moderately effective; 3 means less effective; 4 means do not know or does not apply.

ITEMS FOR REFLECTION	RATING (Circle one)
<b>Worship</b>	
1. Evidence of personal spiritual and devotional life	1 2 3 4
2. Preaching and/or speaking before groups	1 2 3 4
3. Developing and encouraging music within the church	1 2 3 4
4. Ability as a worship leader	1 2 3 4
<b>Learning</b>	
5. Teaching the Bible	1 2 3 4
6. Interpreting current issues in our society and the world	1 2 3 4
7. Teaching children and youth	1 2 3 4
8. Teaching adults	1 2 3 4
9. Helping others plan for a balance between work and leisure	1 2 3 4
10. Teaching Lutheran heritage theology, and worship understanding	1 2 3 4
<b>Witness</b>	
11. Witness through personal or family life-style	1 2 3 4
12. Training persons in evangelism and community outreach	1 2 3 4
13. Personal use of time	1 2 3 4
14. Combining personal goals for ministry with congregational goals	1 2 3 4
15. Enabling persons to witness in their everyday life	1 2 3 4
16. Participation in synodical and ELCIC themes and concerns	1 2 3 4
17. Involvement in ecumenical and community activities	1 2 3 4

## ITEMS FOR REFLECTION

RATING  
(Circle one)

### Service

- |  |   |   |   |   |
|--|---|---|---|---|
| 18. Relating Christian faith to society, politics, and world politics                      | 1 | 2 | 3 | 4 |
| 19. Talking with people about moral and personal problems                                  | 1 | 2 | 3 | 4 |
| 20. Assisting people with major decisions such as career, marriage, education, and divorce | 1 | 2 | 3 | 4 |
| 21. Ministry with children   | 1 | 2 | 3 | 4 |
| 22. Ministry with youth  | 1 | 2 | 3 | 4 |
| 23. Ministry with adults   | 1 | 2 | 3 | 4 |
| 24. Ministry with older adults   | 1 | 2 | 3 | 4 |
| 25. Helping persons deal with current social issues  | 1 | 2 | 3 | 4 |
| 26. Providing enrichment for both single and married persons                               | 1 | 2 | 3 | 4 |

### Support

- |   |   |   |   |   |
|---|---|---|---|---|
| 27. Planning for congregational life and mission                        | 1 | 2 | 3 | 4 |
| 28. Skilled in working with groups and volunteers                       | 1 | 2 | 3 | 4 |
| 29. Coping with conflicts within the congregation                       | 1 | 2 | 3 | 4 |
| 30. Skilled in church administration and development of programs        | 1 | 2 | 3 | 4 |
| 31. Leadership in stewardship   | 1 | 2 | 3 | 4 |
| 32. Ability to introduce and implement change                           | 1 | 2 | 3 | 4 |
| 33. Maintaining, training, and affirming leadership in the congregation | 1 | 2 | 3 | 4 |
| 34. Motivating, training, and affirming leadership in the congregation  | 1 | 2 | 3 | 4 |
| 35. Planning for the future in his/her own life and ministry            | 1 | 2 | 3 | 4 |
| 36. Building a sense of mutual or shared ministry with all members      | 1 | 2 | 3 | 4 |

Date \_\_\_\_\_

Name \_\_\_\_\_



## Step 4

### **Strengthening the Ministry of Pastor of Lay Professional and the Mission of the Congregation**

1. In light of the summary of strengths and the priority goals, identify three specific directions or suggestions for continuing education of pastor or lay professional during the next year which will enhance your ministry together. You might review “Components of a Continuing Education Curriculum” for possible ideas.

a)

b)

c)

2. On the basis of insights derived from the Reflections and Directions Worksheets and in keeping with the goals of the congregation, pastor or lay professional can make specific plans for continuing education.
3. These plans can be submitted to Congregation Council or to the Mutual Ministry Committee. They can include descriptions of specific continuing education plans and programs; the relationship of plans to the ministry goals of pastor or lay professional and the mission goals of the congregation; and suggestions regarding funding, time, and follow-up evaluation.
4. A report and word of appreciation can be made to all those who participated in this Education Model for evaluating ministry. It is through such sharing that we are able to strengthen our ministry together.

## **COMPONENTS OF CONTINUING EDUCATION CURRICULUM FOR PASTORS AND LAY PROFESSIONALS IN THE EVANGELICAL LUTHERAN CHURCH IN CANADA**

These five components can serve as a convenient way to evaluate and plan one's personal continuing education. The components can also serve as a guideline for congregations as they work with professional leaders in developing a holistic program of continuing growth and education.

### **1. BIBLICAL. DOCTRINAL. AND HISTORICAL THEOLOGY**

Growth in knowledge and articulation of the Christian faith and our Lutheran heritage. Some examples of this component are:

- Updating studies begun in college or seminary.
- New Testament, Old Testament, Lutheran Confessions, Theology, Worship, "SELECT" programs, Seminary and College continuing education events.

### **2. PERSONAL AND SPIRITUAL GROWTH**

Growth in personal and spiritual maturity.

Some examples of this component are:

- Human relationships, sexuality, marriage, communication, dealing with children, handling conflict, role identity, middle age, retirement.
- Prayer, spiritual discipline, devotional literature.
- "SELECT" programs, Pre-Retirement Workshops.

### **3. SKILLS FOR MINISTRY**

Growth in leadership and functioning in ministry.

Some examples of this component are:

- Administration, time management, dealing with change, planning.
- Preaching, teaching, counseling, visiting, leading worship.

### **4. ISSUES IN CHURCH AND SOCIETY**

Growth in awareness about the context of and the concerns for ministry in today's world.

Some examples of this component are:

- Context of ministry (language, culture, way of life) including urban, rural, small membership congregations.
- Issues of social concern such as abortion, prison reform, human rights, racism, world hunger, overpopulation, peace, nuclear armament, energy.
- ELCIC social concerns study documents, Seminary and College continuing education events.

### **5. CAREER ASSESSMENT AND DEVELOPMENT**

Growth in planning for and dealing with changes within life and career. Some examples of this component are:

- Review of call, changing parishes, mobility, career goals, retirement.
- Assessment and evaluation of mutual ministry.
- "Pre-Retirement Workshop," Career Center programs.

## **APPRAISING LEADERSHIP**

Competent, effective, faithful, and stimulating leadership is essential in the life of every congregation. Such leadership is needed from both professional leaders and laity. But what is a leader? Leaders give direction, set the pace, take initiative, study the issues, promote creativity, and generate enthusiasm. In today's church, leaders are also sensitive to people and have an ability to work with, involve, and bring out the best in them. Some refer to this as "servant leadership.'

One difficulty every congregation faces is evaluating the degree to which such leadership is available to both the congregation and the community. Appraising Leadership offers a way to identify key components of church leadership and to discuss how those elements can be strengthened where they are weak and affirmed where they are strong.

There are some assumptions behind this evaluation model. First, it is assumed that pastor, lay professional leader, or diaconal minister and lay members of the Mutual Ministry Committee or similar committee have developed sufficient trust to explore openly together the dynamics of leadership. Second, there are some situations in which leadership is to be shared and other situations in which it is appropriate that certain individuals, lay or clergy, or certain groups have the initiative. A third operative assumption is that leadership involves envisioning, goal setting, and communication processes and is, therefore, more than a matter of just implementing or managing programs developed by others.

## APPRAISING LEADERSHIP

### Objective and Participants

This evaluation model will help professional leaders and congregations examine leadership together. The process is designed to answer questions such as: Who makes the decision? How are decisions made? Where is leadership needed? Pastor, or lay professional leader, or diaconal minister and the Mutual Ministry Committee participate in this process. If your congregation does not have a Mutual Ministry Committee, Council can appoint a group of six to eight persons or use an appropriate existing committee to do this evaluation process. Where there is a staff situation involving more than one pastor and a lay professional leader or a diaconal minister, it is recommended that separate evaluation forms be completed for each person.

### Materials

Every participant involved in appraising leadership will need a copy of this guide. You will also need masking tape and a surface on which to post profile charts. Newsprint and felt-tip markers or chalkboard and chalk should be available so that the group can identify and note conclusions that flow from the discussion.

### Steps in Evaluating Mutual Ministry by Appraising Leadership

**Step 1.** Each participant completes the Appraising Leadership Worksheet by circling the one descriptive term that in his or her personal opinion best answers each question (approximately 20 minutes). **NOTE:** The group can save time if Worksheets and Profile Charts are distributed in advance along with instructions to complete Steps 1 and 2.

**Step 2.** Each person then transfers his or her choices to the Profile chart by circling the numbers of the questions in the appropriate column. After 27 numbers have been circled, connect the circles with straight lines moving from number 1 to number 27. A master profile incorporating all individual responses can then be made on newsprint which has columns A, B, C, and D marked across the top and numbers 1 through 27 marked down the left side. Each participant, using a different color marker, puts an X for each question in the column that contained the answer he/she selected. **ALTERNATE METHOD:** An alternate way to combine responses is to use the numbers 1 through 4 noted in parentheses at the top of columns A through D on the Profile Chart as scores. Each response in column A is given a score of 1; in column B each is given a score of 2; and so forth. After each participant has marked his/her individual chart, transfer the scores to a master newsprint sheet, total the numbers for each question, and calculate an average by dividing the total score by the number of participants. For example, question 1 might receive scores of 2, 3, 4, 4, 4, 4 and 1 from a group of seven persons giving a total score of 22 and an average of 3.1.

**Step 3.** Interpret the results of the evaluation. Xs in columns A and B indicate areas of leadership or some aspects of leadership style that need strengthening. If you used the alternate method of scoring and finding the average, then those items with low averages are areas of leadership that need strengthening.

**Step 4.** Plan ways to strengthen leadership. Through group discussion and consensus, decide on three areas of leadership that need strengthening. Discuss any wide variations in the responses of individuals in the group. Determine whether the variance is due to a certain behavior or activity or due to how different individuals perceived a particular leadership matter. After you have decided on three areas of leadership that need strengthening, develop a strategy for each by filling out the Worksheet for Step 4.

**APPRAISING LEADERSHIP WORKSHEET FOR STEP 1**

Circle one response for each question

	A (1)	B (2)	C (3)	D (4)
1. Who makes major policy decisions for the congregation?	Professional leader(s)	A few key members	Council	Council and professional leader(s)
2. At what levels are other decisions such as program development and expenditures made?	Mostly by professional leader(s)	Some delegations to church council	Broad policy by professional leader(s), decisions by council	Shared decision making well-integrated throughout congregation, professional leader(s), council, and committees
3. How is the budget developed?	Professional leader(s)	A few lay leaders	Finance Committee and professional leader(s)	Council, professional leader(s), congregation all share
4. Is there an informal organization (e.g., a clique or subgroup) resisting a formal one?	Always	Often	Sometimes	Rarely
5. How adequate is interpersonal communication in the parish?	Inadequate	Acceptable	Good	Excellent
6. How adequate is communication of parish programs and goals to the membership?	Inadequate	Acceptable	Good	Excellent
7. How are goals developed?	By professional leader(s)	A few lay leaders	Council and professional leader(s)	Planning group and professional leader(s)
8. How much support from the congregation is there for goals once they are adopted?	Little	Some	Moderate	Strong
9. Once made, how are parish goals advanced?	Mandate	Mandate with comment invited	Mandate after discussion	Discussion and consensus
10. What leadership style does the professional leader generally use?	Tells	Sells	Consults	Collaborates
11. How much leadership initiative does the professional leader generally take?	None	Little	Some	Appropriate amount

	A (1)	B (2)	C (3)	D (4)
12. How much leadership initiative do lay members assume?	None	Little	Some	Appropriate amount
13. Considering the five functions of the congregation, how well is <u>professional leadership</u> carried out in each area? a) Worship b) Learning c) Witness d) Service e) Support	a) Not well b) Not well c) Not well d) Not well e) Not well	Adequately Adequately Adequately Adequately Adequately	Well Well Well Well Well	Extremely well Extremely well Extremely well Extremely well Extremely well
14. Considering the five functions of the congregation, how well is <u>lay leadership</u> carried out in each area? a) Worship b) Learning c) Witness d) Service e) Support	a) Not well b) Not well c) Not well d) Not well e) Not well	Adequately Adequately Adequately Adequately Adequately	Well Well Well Well Well	Extremely well Extremely well Extremely well Extremely well Extremely well
15. Are the various committee and group leaders involved in decisions related to the tasks of their group?	Not at all	Adequately	Well	Extremely well
16. Do the various committee and group leaders involve the professional leader in decisions related to the group's tasks?	Not at all	Occasionally consulted	Generally consulted	Decisions are shared
17. Where is responsibility felt for achieving/advancing parish goals?	Mostly by the professional leader	Professional leader and a few lay leaders	Professional leader and council	Generally shared throughout congregation
18. How sensitive are the professional leader and leadership groups such as the council to one another?	Little	Somewhat	Quite	Very

19. How is dissent dealt with?	Dismissed	Responded to defensively	Attempts made to convert to agreement	Received, welcomed, and responded to openly
	A (1)	B (2)	C (3)	D (4)
20. How rigid are lay members in their expectations of the kinds of things (roles) the professional leader should do?	Very rigid	Fairly rigid	Somewhat flexible	Flexible
21. Is there a clear understanding and distinction between the roles of the professional leader and those of the laity?	Not clear	Somewhat clear	Clear	Very clear
22. Is the ministry of laity in the community and through their work and home life recognized and affirmed?	Never	Rarely	Considerably	Strongly
23. Are resources and programs provided to support and strengthen ministry of laity in community and through their work and home life?	Never	Rarely	Frequently	Constantly
24. Are lay leadership and service so oriented to the needs of the congregation that time and energy are not available for ministries outside the church?	Definitely	Considerably	Somewhat	A good balance exists
25. How much confidence does the professional leader show in the laity?	None	Some	Substantial	Complete
26. How much confidence is shown by the congregation in the professional leader?	None	Some	Substantial	Complete
27. How free do members feel to talk with the professional leader?	Not at all	Not very	Rather free	Completely free

**Profile Chart for Step 2**

**A (1)**

**B (2)**

**C (3)**

**D (4)**

1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.
11.	11.	11.	11.
12.	12.	12.	12.
13a.	13a.	13a.	13a.
13b.	13b.	13b.	13b.
13c.	13c.	13c.	13c.
13d.	13d.	13d.	13d.
13e.	13e.	13e.	13e.
14a.	14a.	14a.	14a.
14b.	14b.	14b.	14b.
14c.	14c.	14c.	14c.
14d.	14d.	14d.	14d.
14e.	14e.	14e.	14e.
15.	15.	15.	15.
16.	16.	16.	16.
17.	17.	17.	17.
18.	18.	18.	18.
19.	19.	19.	19.
20.	20.	20.	20.
21.	21.	21.	21.
22.	22.	22.	22.
23.	23.	23.	23.
24.	24.	24.	24.
25.	25.	25.	25.
26.	26.	26.	26.
27.	27.	27.	27.

**WORKSHEET FOR STEP 4 – Our Strategies for Renewing Our Ministry**

<b>WHAT?</b> What is our strategy?	<b>WHY?</b> Why do we need this? How will our ministry be renewed?	<b>WHO?</b> Who will be involved? In what way	<b>WHEN?</b> When do we start? When do we evaluate our effectiveness?
1.			
2.			
3.			



**REVIEW OF MISSION,  
TIME, AND  
COMPENSATION**

Through the Holy Spirit, God calls baptized persons into community – a congregation. Our mission together can be reviewed in terms of worship, learning, witness, service, and support.

Pastors and lay professionals are responsible for ministry and professional leadership that serve the congregation in fulfilling mission. However, decisions must be made about how time, energy, abilities, and talents can be used best in light of mission priorities.

Finally, the financial compensation and benefits we provide our professional leaders should reflect the prior decisions we have made regarding mission and use of time.

## **REVIEW OF MISSION, TIME, AND COMPENSATION – OVERVIEW**

### **Participants**

Those who will participate in this evaluation process are pastor or lay professional and the Congregational Mutual Ministry Committee. If your congregation does not have a Mutual Ministry Committee, council can appoint a group of six to eight persons who are committed to mutual ministry of congregation members and pastor or lay professional to do this evaluating process.

### **Materials**

Every participant involved in this evaluating process should have a copy of this guide. You will also need sheets of newsprint and felt-tip markers or chalkboard and chalk.

### **Steps in Evaluating Mutual Ministry Using This Support Model**

- Step 1. Review the mission of our congregation as stated in the Model Constitution for Congregations.
- Step 2. Identify the things we do well as a congregation and affirm the gifts of our pastor or lay professional.
- Step 3. Look at how our pastor or lay professional has invested time over the past year and project time investment to mission for the coming year.
- Step 4. Dialogue with pastor or lay professional regarding present compensation and benefits. Identify changes and adjustments in light of mission and use of time.

### **Leadership**

Participants can determine who will serve as leader or facilitator. One person can serve as leader for the entire process, or a different person can be responsible for each step.

### **Time and Timing**

This evaluating process will normally involve two sessions of 1 1/2 to 2 hours each. Step 1 and Step 2 can be completed in the first session. Step 3 and Step 4 can be done in the second. An option would be to make each step one item on the agenda of four meetings of the Mutual Ministry Committee. The time of the year most appropriate for using this model of evaluation is several months prior to the preparation of the budget.

## **Step 1 Our Mission as an ELCIC Congregation**

Evaluation begins with a baseline from which we can measure growth. We begin with the five functions of an ELCIC congregation as described in the Approved Constitution for Congregations. This is the baseline we will use throughout this Support Model of evaluation.

1. Read Article III of the Model Constitution for Congregations reprinted here.

### **ARTICLE III**

#### **Nature and Mission**

This congregation is a worshipping, learning, witnessing and serving community of baptized persons among whom the Word is proclaimed and the Sacraments are administered according to the Gospel, and whose corporate existence is recognized by the Evangelical Lutheran Church in Canada. It shall provide support to enable the fulfillment of the mission and ministry of this church.

- a. **Worship.** This congregation, remembering God's mighty acts in the past, celebrating His abiding presence, and moving toward His promised fulfillment, will listen to the Word of God in Scripture and preaching, receive the Sacraments, and respond with confession, prayer, praise, thanksgiving, and with tithes and offerings. In order to assist members to acknowledge God's rule over their lives, their own unity as Christ's body on earth, and to express their relationship with God in public and in private, the congregation shall gather for worship regularly and, in accordance with the traditions of the Lutheran Church, recruit, equip and support members for leadership in worship, use appropriate worship materials, and make certain that worship has a place in other functions of the congregation.
- b. **Learning.** The congregation shall develop an educational program designed to assist persons to grow in grace and faith and in the knowledge of the Scriptures and the Lutheran Confessions for service and witness in the world. To this end it shall provide learning opportunities with appropriate curriculum, shall recruit, equip, approve and support teachers, and shall ensure that adequate study undergirds all functions of the congregation.
- c. **Witnessing.** This congregation, relying on the Holy Spirit, shall proclaim the Gospel by word and deed and thereby invite all people to repent and believe. The congregation shall recruit, motivate, equip and support its members to witness to their faith at every opportunity in daily life so that the Lord is glorified, the fellowship is strengthened, the lapsed are restored and new members are added to the congregation. It shall provide for the communication of the Gospel through fellowship in the wider Christian community. It shall assure that all congregational functions witness to the faith of the church.
- d. **Service.** This congregation shall live by faith active in love. It shall motivate, equip and support its members to minister in daily life; to participate as members of a caring community; to serve as Christians in all the institutions and structures of the society of which they are a part; and individually and corporately to promote justice and reconciliation, meet human need and alleviate suffering. In these efforts the congregation shall co-operate with the synod and the divisions of the Evangelical Lutheran Church in Canada, other Christian churches and other groups in society. It shall make certain that all its functions strengthen the motivation and ability for service.

- e. Support. This congregation in faithfulness to God shall provide leadership, organizational structures, facilities and funds to enable fulfillment of its functions. The congregation shall strive to maintain effective stewardship practices, evaluate regularly the total life and ministry of the congregation, and recruit, equip and support members of the congregation to provide for these activities.
2. Read the Article a second time noting key words and thoughts. Then share your thoughts and reflections with everyone to develop a common baseline from which to measure growth in mission.

## **Step 2 Review of Our Mission and Ministry**

An important part of evaluation is to acknowledge some of the things we do well as a congregation. Affirmation of the gifts of the pastor and lay professional is also important. In so doing, we are acknowledging and affirming those opportunities and gifts that God has given to each of us.

God also provides opportunities for growth. Therefore, we need to be open to new ways to enhance our ministry. Both the affirmation of gifts and the identification of opportunities are part of this step of evaluation.

1. Each person should complete the worksheet for Step 2 following the instructions for parts A through D. Then continue with the procedures given here.
2. Each person shares what he or she wrote under WORSHIP in part A. As these are shared, a recorder should make a group list on newsprint or on chalkboard. Follow the same procedure for LEARNING, WITNESS, SERVICE, AND SUPPORT until everyone has contributed their individual list to the combined list. Look over the group's lists and **acknowledge** the ways your congregation fulfills its mission as a worshiping, learning, witnessing, serving, and supporting community of baptized persons.
3. Share information from part B in the same way. After the combined list has been completed, **affirm** the gifts God has given to your pastor or lay professional.
4. Share the suggestions you have written in parts C and D. List all of them on newsprint or on chalkboard.
5. Identify common themes among the suggestions made in parts C and D. Write one suggestion for each functional area that best represents the thinking of the group. These suggestions will be analyzed in Step 3.

**Step 2 Worksheet – Review of Our Mission and Ministry**

A. List the two most significant things that occur in your congregation within each functional are. You may list services, programs, or description of activity.

	WORSHIP	LEARNING	WITNESS	SERVICE	SUPPORT
1.					
2.					

B. List the two most appreciated aspects of the pastor’s or lay professional’s ministry within each functional area. You may list skills or description of activity.

	WORSHIP	LEARNING	WITNESS	SERVICE	SUPPORT
1.					
2.					

C. God has given you many opportunities for ministry. Therefore, list one suggestion of how you might improve or extend your ministry in each functional area.

	WORSHIP	LEARNING	WITNESS	SERVICE	SUPPORT
1.					
2.					

D. Your pastor or lay professional cannot do everything. In light of this, list one suggestion in each functional are where growth might be helpful regarding the work of your pastor or lay professional.

	WORSHIP	LEARNING	WITNESS	SERVICE	SUPPORT
1.					
2.					

## Step 3

### Analyzing the Use of Time in Mission

In Step 2 you identified some additional things your congregation could be doing. You can pass the suggestions on to appropriate planning groups. Your congregation will not be able to do all of them at once. Time, money, and energy are limited. Some priorities will need to be established.

Likewise, your pastor or lay professional has limited time, energy, and talent. Because it is difficult to say no when so many things are needed, the Mutual Ministry Committee can be very helpful in analyzing the past use of time and projecting some estimates for the future.

1. Have the pastor or lay professional review his or her use of time during the past twelve months. Time investment is recorded in many different ways. If possible, use the five functions as a reporting framework. The worksheet for Step 3 provides such a format. If records were not kept, estimate the investment of time.
2. Analyze the time investment in light of congregational mission discussed in Step 1 and the review of mission and ministry done in Step 2.
  - a. Is everyone satisfied with time distributions among the various functions?
  - b. Should any adjustments be made in the future? Why?
3. After the dialogue, the pastor or lay professional can propose an estimate of time investment for the coming twelve months.
  - a. Does the group agree with the proposal?
  - b. Should any adjustments be made? Why?
  - c. Does the proposal reflect the discussion in Step 2?
  - d. Is the total time invested each week/month realistic? Is it fair?
4. The final projection of time can be shared with council or with the congregation. Many people do not understand how a pastor or a lay professional uses 50 to 60 hours each week. At the end of the twelve months, another report can show the actual investment of time. Such sharing can become an annual practice.

### Step 3 Worksheet – Investment of Time

A. The pastor or lay professional can review the past 12 months and estimate the investment of time.

	(approx. hrs. per week/month)	(% of total working time)
1. Activity related to <b>Worship</b> function:	_____ hours	_____ %
2. Activity related to <b>Learning</b> function:	_____ hours	_____ %
3. Activity related to <b>Witness</b> function:	_____ hours	_____ %
4. Activity related to <b>Service</b> function:	_____ hours	_____ %
5. Activity related to <b>Support</b> function:	_____ hours	_____ %
Total hours per week/month:	_____ hours	Total: _____ %

B. The pastor or lay professional can estimate investment time for the next 12 months.

	(approx. hrs. per week/month)	(% of total working time)
1. Activity related to <b>Worship</b> function:	_____ hours	_____ %
2. Activity related to <b>Learning</b> function:	_____ hours	_____ %
3. Activity related to <b>Witness</b> function:	_____ hours	_____ %
4. Activity related to <b>Service</b> function:	_____ hours	_____ %
5. Activity related to <b>Support</b> function:	_____ hours	_____ %
Total hours per week/month:	_____ hours	Total: _____ %

## **Step 4**

### **Review of Compensation and Benefits**

Open dialogue about compensation and benefits for pastor or lay professional is the final part of this Support Model for evaluation. Salary, housing, vacation, health, and other benefits are important for all of us. Pastors and lay professionals need to have an opportunity to share concerns regarding these matters.

In this final step, the financial compensation and benefits provided to the professional leader should reflect the prior decisions made regarding mission and use of time.

1. On the worksheet for Step 4, fill in the column headed 'Present Situation.'
2. Have the pastor or lay professional share his or her thoughts and feelings about the present situation.
  - a) Are there ways money can be shifted to other categories which will provide tax benefits?
  - b) Are other adjustments needed?
3. Your group, depending on its authority, can develop some proposals regarding future compensation and forward them to council for action.

Whatever adjustments are made, one of the primary values of this step is the dialogue and the sharing. People in dialogue about the mission of the church is what this Support Model of evaluation involves.

## Step 4 Worksheet – Compensation, Benefits, and Support

of Pastor or Lay Professional

### PART A – COMPENSATION AND BENEFITS

<u>Compensation</u>	Present Situation	Future Plans
a. Cash Salary	\$ _____	\$ _____
b. Housing Allowance (if no parsonage) or estimate of rental value of home	\$ _____	\$ _____
c. Utilities	\$ _____	\$ _____
d. Equity Allowance	\$ _____	\$ _____
TOTAL COMPENSATION	\$ _____	\$ _____
<u>Supplemental Benefits</u>		
a. E1CIC Pension Plan	\$ _____	\$ _____
b. Government Pension Plan	\$ _____	\$ _____
c. Death Benefit	\$ _____	\$ _____
d. Health and Dental Plan	\$ _____	\$ _____
e. Unemployment Insurance	\$ _____	\$ _____
f. Other Benefits	\$ _____	\$ _____

### PART B – ITEMS RELATED TO THE SUPPORT OF PROFESSIONAL LEADERSHIP

#### Reimbursement for Professional Expenses

a. Auto and transportation reimbursement	\$ _____	\$ _____
b. Continuing Education Plan (CEP)	\$ _____	\$ _____
c. Books, journals, etc.	\$ _____	\$ _____
d. Telephone & Internet access	\$ _____	\$ _____

#### Other Items

a. Supply persons for vacation, convention, etc.	\$ _____	\$ _____
b. Discretionary Funds	\$ _____	\$ _____

#### Provisions Regarding Time

a. Vacation (days/weeks)	\$ _____	\$ _____
b. Continuing Education (days/weeks)	\$ _____	\$ _____
c. Sick leave, disability, parental leave	\$ _____	\$ _____
d. Weekly hours/days off	\$ _____	\$ _____

#### Sabbatical

a. Sabbatical leave	\$ _____	\$ _____
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