



LOCAL CHURCH DISCIPLER/EDUCATOR TRAINING

MODULE 6: ADMINISTRATION AND LEADERSHIP

OVERVIEW OF TOPICS FOR SELF- OR GROUP STUDY

CREATING TEAM

- Importance and purpose of a team
- Functions of people needed on a team
- How to create worshipful work and care of team
- How to build/develop team work

WORK WITH VOLUNTEERS

- Communication
- Expectations of volunteers/ what they expect from you
- Developing a covenant and commitment
- How to affirm, motivate, inspire / evaluate
- Training

STAFF/SPRC/ BOUNDARIES

- How do I fit into the leadership structure
- Developing skills to help me function as a vital team member
- What are the proper relationships between staff-staff and staff-parish; job description.
- What are the dynamics of power; authority
- Who advocates for me; Where is my voice heard
- How to work with sr. pastor
- Practicing and modeling self care/ permission from SPRC

POLICIES AND PROCEDURES

- Ensuring the parish is safe for all children, volunteers, vulnerable members
- Child protection policy is established and enforced with yearly review and training
- How things get done; decision making

CREATING AND MANAGING BUDGET

- Importance of budget as reflection of vision and priorities
- How to create budget for ministry area(s)
- How to participate in budget process of own local church

ADAPTIVE LEADERSHIP AND PROGRAM MANAGEMENT

- Understand difference between adaptive and management leadership
- Understand process of planning, scheduling, implementation, evaluation/ measures

Information Goals: I will

1. Understand my place on the staff, the structure, and the policies and procedures
2. Gain understanding of how to recruit, nurture, and equip volunteer teachers and group leaders
3. Learn the elements of budgeting for my ministry
4. Know the Safe Sanctuary practices of the congregation

Action Goals: I will

1. Review the Safe Sanctuary policies with my teachers and group leaders, as needed
2. Review the policies and practices in my area of ministry
3. Plan for teacher training and appreciation
4. Develop a covenant for teachers and group leaders
5. Review and work to refine my job description, as needed
6. Develop measures for evaluation and work with teachers and group leaders to implement them

Key Result

I feel confident about my knowledge and skills in guiding my area of ministry, in cooperation with other leaders. I am able to create a leadership team in my area of ministry. I have a good working relationship with my teachers and group leaders, and we work together within the bounds of a mutual covenant. I can recruit, nurture, and equip the teachers and group leaders I work with. Our congregation has appropriate policies and procedures to ensure that the system of ministry is faithful, effective, and safe.

LEARNING PLANS

CORE ACTIVITIES for SELF-STUDY OPTION

1. Select an Accountability Partner

This is someone (with **no** supervisory role) who will help you to keep on track and with whom you can talk honestly as you reflect on your learnings and experiences.

Read the suggested materials. Schedule them to be interspersed among the other activities. As you read, consider what the texts have to say about the Module 6 topics mentioned above.

2. Review Your Place on the Staff.

Review your job description. (If you do not have one, or want to compare, see samples from CEF.) What is the “chain of command”? Are you clear about the reporting and supervision structure? Does the written description accurately reflect what you are actually doing? If not, keep a log of what you do and about how much time you spend doing it in an average week (if there is such a thing!) What are the criteria by which you will be evaluated? Is this in writing? If not, ask for it.

Do you supervise any other staff? Does he or she have a job description and clarity on the same staff issues mentioned here? Review the PPRC Guideline.

Does SPRC provide a liaison member to relate to you? If there is not a specific person, how do you deal with issues and information with that committee?

3. Work with Your Team

You will work with a team, which may be provided for you or, you might have to build it yourself. Read web article A): “Forming an Effective Christian Education Team.” (This is addressed to a chair of the CE team, but it will help you, too. See also, the Team section in the *Christian Education* Guideline.) Make a worksheet for yourself that includes the known goals of your ministry and the skills needed to meet those goals. Include also any dreams or hopes of the ministry and identify gifts and skills for that. If you already have a team, do some self assessment of gifts and skills. Then work to identify who else has the needed skills to meet the goals.

If your team is new (to anyone on it) plan for a short retreat or time apart to get acquainted and consider the vision and mission.

ADDITIONS for GROUP STUDY

(Can be peer led or instructor led)

1. Divide the main texts among group members. Each person will take responsibility for developing a list of discussion points on that text and will lead the discussion at group times. Intersperse these group reading/ discussion activities among the other activities. Develop a calendar with the reading list.

2. Recall your reflections from Module 1 on your sense of vocation and call.

Your place on the staff could feel tenuous and/or unclear for many reasons: no job description, part-time status that feels “less than,” your pastor is also your supervisor, no SPRC liaison or others. The group session is a safe place to discuss difficult issues. Get advice and practice hard conversations in the group, so that they are done well in at the church. Your mentor and/or accountability partner may help as well. Some issues to consider: *understanding and dealing with the power structure *who advocates for you *how to advocate for who you supervise *working with lead pastor/appointed staff *navigating in a church in which you are a member *repositioning yourself from member to staff person *learning how to function on a staff team

3. Leadership Essentials has a wealth of good information, along with questions for reflection to use in your group and tools in the Appendix for local church work. Plan to spend time discussing the essentials related to each activity and helping each other figure out how they work in their own setting.

See also the web article B) “Meetings That Nurture Christian Education and Formation.”

4. Work with Volunteers

Read web article A, *Recruiting Volunteers* (or another book on working with volunteers; several other resources have sections on this, including *Christian Education*). If you have not done so, establish a visitation schedule to meet each volunteer (perhaps in small groups) who works with your area of ministry. As you get to know them, keep track somehow of what motivates them and what their needs are. Gather a bit of personal information, such as birthday, so that you can acknowledge important milestones and events. (Always respect privacy issues!)

Establish and communicate clear expectations to all volunteers whom you supervise or who assist in your area of ministry: What are they expected to know, to do, and to be? Provide this in writing.

5. Work on Planning

Read through the web articles on planning. (items C and D) and *Leadership Essentials*. Share the articles with your team and use the worksheets. Planning is an ongoing activity, so work with your team and the church council to identify the time and means for doing major planning (at dedicated meetings or a retreat, perhaps).

Acquaint yourself with the church calendar and the process for using it.

6. Establish Measures for Evaluation

Read web article E) "Evaluating Your Ministry" and the section in *Christian Education*. (The 2008 issue does not include the same information; be sure to get the 2012 edition.)

Work with your team to identify the flow of your ministry, define those terms, and establish clear measures. (The CE Guideline has an example.) This will take a while; plan for several meetings.

4. Volunteers

Establishing or changing expectations, especially when none have been codified before, may meet with resistance; not so much because people can't meet them, but because they resent that they may not be trusted. Work in this group to strategize how to approach whatever shift in practice is necessary.

Work out what are reasonable expectations in their context, why they are expected, and what results are desired from implementing these expectations. Develop a strategy for conveying this information.

Refer to the relevant sections in *Leadership Essentials*.

You will work with this in your group, but your accountability partner or mentor may help you, and nothing will be implemented without the knowledge and support of the council.

5. Planning

Begin working on article D, "(The First) 80 Guiding Questions..." Share ideas for how you have handled the issues represented in the questions.

If you do not know the answer to some of these questions, develop a strategy for finding out and pursue it.

6. Measures

Establishing measures is harder than it seems if it is done properly, because goals and strategies are sometimes wrongly stated as measures.

"The Comprehensive Plan for Teacher Development" (article F; see Module 3) has a continuum that may be suggestive in working with measures because the statements are result-oriented.

Bring your work on measures as it develops to the group for discussion and suggestions.

7. Work with the “Safe Church” Policies

Look also at other procedures for risk management. Read *Safe Sanctuaries* and web article G) “Assess Your Congregation’s Policies.” Review thoroughly the church’s policy. Locate where information is kept about background checks and be sure they are done when needed. If you have not had a check, do so voluntarily. Review the procedures for anything involving minors or vulnerable adults to be sure you are doing “due diligence.”

8. Learn the Budget

Read through web article H) “Budgeting for Christian Education” review that section in *Christian Education*. Acquaint yourself with your ministry budget, including line items that may not appear together in the church budget. Find out how it is funded and look into how memorial money is used (just in case!) Talk to teachers and other leaders to find out if they provide funding indirectly by paying for things themselves without reimbursement.

Work with the finance committee and your team as needed to administer the budget and to plan for the next budget.

9. Record Keeping and Reports

Record keeping and reporting may be tedious, but it does serve a purpose. (Really!) Look at Table 1, which asks for information related to participation in various groups and classes. You may be responsible for providing that information for the annual statistical report, starting with Question 14. (Ask the pastor.)

If there is no plan for how to record this information, work with your team to devise one.

10. Write a Summary Paper, at least 10 typed pages.

Writing this will push you to formulate your ideas clearly and to be sure they hold together consistently. Bring together your main insights on the topics of this module, including working with a team, volunteers, and SPRC; policies, procedures, and budgeting; and leadership.

Give it to your accountability partner and have a conversation about it.

7. Policies

Compare “safe church” policies. If there is no policy in place, check with your annual conference staff or district superintendent to find out about training in your area. Help each other with other risk management issues: permission slips, health information, occasional volunteers with children, access to areas with children, practices for leaving and picking up children, potentially hazardous toys or equipment, and so on.

8. Budget

Share ideas on how to save money, use “discards” creatively for ministry, share resources, plan and ask for special gifts for special needs, and otherwise stretch the budget.

Explore how the budget is a reflection of the church’s priorities. What activities are done that that nurture faith formation, that build disciple making, and that pay the bills?

Look also at *It Is Easy Being Green, 60 Bible Stories and Crafts with the Earth in Mind*, by LeeDell Stickler.

9. Records and Reports

Discuss how record keeping and reporting is an asset for your ministry. How have you identified and tracked trends? How has this influenced your planning? What opportunities may you have missed? What threats were avoided?

See also “Record-Keeping as Faithful Accountability” ([iTeach for Feb. 2008](#) at www.gbod.org)

10. Summary Papers

Swap your summary papers so that two other people, if possible, read papers other than their own.

You might do the review time in a retreat format. (Read papers in advance.) Ask each other unbiased questions for clarity (meaning no leading or implying what a response should be), so that your group partners can consider their positions on their own without judgment or interference.

SUGGESTED READING LIST

1. *Sample Job Descriptions* from Christian Educators Fellowship www.cefumc.org: (in the tab Resources); especially if you do not have one or if it does not accurately reflect what you do.
2. **Guidelines for Leading Your Congregation** (series for 2013-2016; available Fall 2012)
 - *Pastor-Parish Relations*, by Betsey Heavner
 - *Christian Education*, by Diana L. Hynson
3. From www.gbod.org/education (in the tab [Christian Education Leaders](#))
 - A. [“Forming an Effective Christian Education Team”](#)
 - B. [“Meetings That Nurture Christian Education”](#)
 - C. [“Planning for Christian Education and Formation”](#)
 - D. [“\(The First\) 80 Guiding Questions to Assess the Education Ministry of the Church”](#)
 - E. [“Evaluating Your Ministry”](#)
 - F. [“A Comprehensive Plan for Teacher Development”](#)
 - G. [“Assess Your Congregation’s Policies”](#)
 - H. [“Budgeting for Christian Education and Formation”](#)
4. *Recruiting Volunteers*, by Dan Entwistle and Adam Hamilton
5. *Leadership Essentials: Practical Tools for Leading in the Church*, by Carol Cartmill and Yvonne Gentile.
6. *Safe Sanctuaries*, by Joy T. Melton. See also www.gbod.org/children and click on [“Safety.”](#)
7. Table 1: Membership and Participation- from the General Council on Finance and Administration- www.gcf.org/forms in the tab Statistical Reports.
8. *It Is Easy Being Green: 60 Bible Stories and Crafts with the Earth in Mind*, by LeeDell Stickler.

WHAT’S NEXT?

To continue to explore this topic, consider these activities:

1. “Administration” covers a lot of ground. Keep track of all the administrative things you do and continue to look for resources or continuing education opportunities to improve your administrative skills.
2. Read other resources on leadership. Some books from the business world have wonderful insights that fit a church setting, so do not discount them as sources of information.
3. Explore further the issues of adaptive leadership and management leadership. Look at the resources of the Alban Institute www.alban.org. Alban’s mission is “Building Up Congregations and Their Leaders.”
4. Learn how to do coaching.
5. Explore group dynamics.
6. Work more with measures and evaluation.
7. Consider the next professional step. The General Board of Higher Education and Ministry offers certification in several ministry areas. Check the certification information to see if this is right for you.