

PATHS TO GROWTH



A Manual
for
CONGREGATIONS
and
**PROFESSIONAL CHURCH
WORKERS**



Developed by
THE COMMISSION ON MINISTERIAL GROWTH AND SUPPORT



A PRAYER FOR TEACHERS AND LEARNERS

O God Holy Spirit, the source of all Truth, enlighten with your wisdom those who teach and those who learn, that rejoicing in the knowledge of your truth, they may worship you and serve you from generation to generation, through Jesus Christ Our Lord. Amen.

PATHS TO GROWTH

is a print/video educational tool that seeks to help congregations and professional church workers agree on the kind of growth for workers that will also nurture the larger church community.

Commission on Ministerial Growth and Support

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PATHS TO GROWTH

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INTRODUCTION

The Commission on Ministerial Growth and Support invites both professional church workers and laity to a mutual use of *Paths to Growth*, a resource designed to help congregations and workers plan together the kind of learning for professional church workers that contributes to the growth of all. Special thanks is offered to Lutheran Brotherhood whose grant made this video/print program possible.

Need for Growth. Christians have always taken growth for granted. Baptized into the family of God, they know that the Holy Spirit is at work in them, strengthening and edifying them for mature Christian living. The rapid pace of change in today's society makes such maturity more complex and elusive than ever before, however. Christians need to understand the temptations and the challenges in a new world in which family relationships are crumbling, substance abuse is rampant and the sanctity of life is no longer taken for granted. What may have seemed clearer to a previous generation in the faith is today shrouded with uncertainty. Professional church workers need constantly to be equipping themselves to minister more effectively in the midst of all this change. They need to be involved not only in study that leads to theological and spiritual growth, but to ministerial effectiveness and personal wholeness, as well. The challenge is immense, but the Spirit of God, who leads them, supplies the strength they need to accept the challenge.

Need for Planning. Given the immensity of the challenge, it's important to do both short- and long-range planning. Most congregations accept the value of budget, perhaps even program reviews, as a way of evaluating the past in order to plan for the future. Many congregations have not yet considered staff reviews as a way to accomplish similar purposes, however. Staff reviews may seem threatening to some, perhaps even negative, and, somehow, inevitably tied to

compensation. However, such concerns overlook the place of affirming the worker through an evaluative process as well as bringing him/her to identify growth needs that can benefit both the worker and the congregation.

Importance of Mutuality. Planning for growth involves both the worker and the congregation. In ministry, the worker's growth must have some relationship to those being served. And laity who share responsibility for the life and direction of the church need to be involved in determining the growth that will best benefit the worker as well as themselves. Even though millions of laity are regularly involved in continuing education to help them maintain competencies in the secular world, they often fail to see the relationship between their own need to grow and the needs of workers in their congregation. This program seeks to help workers and laity talk with one another about a concern/challenge that is theirs together.

Structure or Materials. In order to provide the opportunity for workers and laity to discuss their mutual needs in a not threatening way, this program employs a print/video technique. Participants will visit with professional church workers and laity who have growth needs and challenges very much like their own, and they will be invited to propose solutions to the problems of people in the video—as well as to their own kinds of problems. The process will build up participants as God's own people, just as it leads them to plan together the kind of growth that will meet their needs. It has as its goal the matter of helping participants to say "we" rather than "I" when it comes to facing the challenges in today's church and world.

Annual Use. Although this program is new to congregations, it is not intended to be used once and put on a shelf. It is designed to be used annual as goals are set and budget priorities are established. The growth of the church's workers—and along with them, the whole people of God—should be



an essential part of a congregation's annual planning process. Paths to Growth wants to help workers and their congregation become more effective in this process.

OVERVIEW OF MATERIALS

The *Paths to Growth* program consists of a video with six mini-learning experiences and an accompanying manual that provides discussion materials. The function of the materials is to assist participants to identify growth needs and resources and to develop a plan for personal/professional growth.

Intended Use. *Paths to Growth* is designed for use in group settings in which interaction between workers and laity can lead to decisions about appropriate growth needs and resources. However, individuals can benefit from the materials by following the recommended process.

Group Facilitator. The pastor of the congregation, the congregational president, a board chair person, or some other parish leader may be chosen to facilitate the process. Some specific person needs to carry the responsibility for the process.

Varied Use. The materials are designed for use with a number of groups within a congregation and may also have appropriate use in agencies or institutions. Portions of the materials can be shown at larger meetings and others at church staff and board meetings such as the church council, board of elders, board of education, board of youth meetings, subcommittee meetings or at staff review or pastor/principal/staff meetings.

Initial Presentation. It is recommended that, initially, the congregation be introduced to the use of *Paths to Growth* by showing the opening seven-minute segment in as many large- and small-group settings as possible to build congregational consensus. Such congregational consensus about ongoing professional development for church workers encourages not only the allotment of time and money for worker growth, but it gently

reminds all Christians regularly to be involved in their own growth process.

Proposed Process. The program is designed for annual use by those boards or committees responsible for individual workers. Boards of elders, boards of youth, boards of education, etc., could review the materials with principals, deaconesses, pastors, teachers, DCEs, lay ministers, etc. It is important to involve representatives of the congregation in this annual process to assure that their perception of worker growth need is addressed. The process could take place as part of an annual staff/performance review prior to setting the budget or at any other appropriate time. The process—which involves use of video vignettes, discussion sheets and a variety of forms—is summarized in the following pages and again in section A of the appendix (Use of Process).

Vignettes. The six vignettes are designed to show typical congregational settings in which workers are challenged by the tasks and burdens involved in ministry in a congregation/school. The interaction seeks to make it clear that problems demand a team solution and that workers should not try to face challenges alone—nor should the laity allow them to stand alone. Each vignette invites viewers to consider the growth needs of workers in their congregation and to appreciate the fact that worker growth benefits everyone. It provides insight into ways potential frustration and stress can be prevented, and it brings a new medium to help congregation members and those who serve them. Using the vignettes in the interactive process provided will build a team spirit around the subject of growth for both workers and laity alike*

*Individual use of the program circumvents the all-important involvement of the congregation in the process of identifying growth needs and making related decisions about allotments of time and money for the growth experience. If for some reason, however, a congregation is not to be involved in this process, an individual can use as much of the video/print material as he/she chooses, leading up to self-assessment and the establishment of a personal growth plan. In the absence of congregational involvement an individual worker is advised to seek the counsel of a spouse, congregation member or friend to provide perspective on the self-assessment a worker makes.



USE OF OPENING SEGMENT

The discussion leader may introduce *Paths to Growth* by summarizing material from the previous pages or by reading the following to those assembled. This introduction would be used most appropriately when the program is presented to the congregation for the first time (e.g., congregation meeting, Bible classes, during announcements at close of worship, etc.). It could be revised for subsequent settings.

“Paths to Growth is an educational tool that has been developed by the LCMS Commission on Ministerial Growth and Support for use by congregations and their professional workers. It seeks to help both workers and laity agree on those growth needs of workers that will also bring the greatest benefit to congregations. The program consists of video vignettes portraying typical congregational workers struggling with the problems of ministry and seeking to find solutions through growth opportunities that may be available to them. It seeks to help all of us think of the importance of growth to all the members of Christ’s kingdom.

In our congregation we intend to use this program at a variety of board and committee meetings during the coming months—and, for that matter, on an annual basis. The first portion of the video provides an overview of the vignettes to follow, as well as an introduction to the whole matter of growth from the Reverend Bruce Hartung, Ph.D., Executive Director of the Commission on Ministerial Growth and Support. We are sharing this portion of the video today to introduce the program to our congregation.”

PLAY OPENING PORTION OF THE VIDEO

TIME: 7:15 minutes

USE OF VIGNETTES

After the opening segment has been shared, either with the congregation for the first time or as an introduction to a process to be conducted at a given meeting, the group’s members are ready to view the vignettes and discuss them. Although discussion leaders might choose a variety of approaches, the following approach is recommended:

1. View all six vignettes in succession without discussion. This overview helps viewers appreciate the ways in which ongoing growth can address worker/congregational needs. There is value in appreciating the broader picture even when a given group is not responsible for certain categories of workers. Total time for the six vignettes is 26 minutes.

2. Then choose to view again those vignettes that pertain to the group’s interests (based on the categories of professional church workers present). If time is a problem, groups may begin with #2, having first viewed the opening segment. The discussion leader should have previewed the segments in order to determine which vignettes are most appropriate for a group.

3. Choose which of the *General Review* questions and as many of the *Specific questions* as seems appropriate. Also choose enough appropriate questions from the final discussion sheet entitled *“Annual Growth Plan”* to bring the group to the point where it is ready to begin discussion of the Assessment Form (Appendix B).

To help group facilitators choose which vignettes to discuss in detail, the following uses are recommended:

Urban/Suburban Pastors: opening segment plus vignettes, pp. 8 (urban), 9 (associate), 10 (suburban)

Teachers/Other Workers: opening segment plus vignettes, pp. 8 (teacher), 9 (associate), 10 (deaconess, etc.)



Rural/Small Town Pastors: Opening segments plus vignettes, pp. 7 (rural), 9 (associate), 10 (suburban)

The amount of time to be set aside for the total process should be carefully considered beforehand. A time block of 1-1/2 hours set within an existing meeting or designated for a special meeting would be the minimum amount of time one should consider. The timing below does not seek to imply that one should use three vignettes, but that 15 minutes per vignette would be a minimum amount of time for viewing and discussion:

Viewing of complete video: 31 minutes

Viewing and discussion
of three vignettes: 45 minutes

Initial review of Assessment Form: 15 minutes

To do more justice to the subject matter, one might consider dividing the process in half and using it in two meetings. Under certain conditions a congregational board/committee may choose to spend a day retreat or half-day intensive with the materials.

Because tape counters vary from one VCR to the next, there is no way this manual can provide a counter number to indicate when a segment will begin or end. A facilitator will need to preview the materials *on the VCR that is to be used* and determine the counter numbers for the beginning and ending of each vignette to be viewed. The following time segments for the vignettes will be useful in preparing for the viewing:

Growth Needs: Rural Pastor Time: 3:09 min.

Growth Needs: Teacher Time: 3:35 min.

Growth Needs: Urban Pastor
Time: 4:04 min.

Growth Needs: Associate Pastor
Time: 3:20 min.

Growth Needs: Deaconess
Time: 2:40 min.

Growth Needs: Suburban Pastor
Time: 3:28 min.

Viewers should understand that the particular category of professional worker portrayed in a vignette is not as important for discussion purposes as the general issues about worker growth that are being raised. The *General Questions* invite the viewers to review the process and interaction they have seen in the video. The *Specific Questions* for each vignette seek to explore ways in which church workers in the setting depicted could profit from a variety of learning experiences.

Introduction to the Vignettes:

Discussion Leader (or, if this is a self-study experience, personally read):

"As Dr. Hartung notes, there are many paths to growth. As you experience the growth needs of the church professionals in these vignettes, try to walk in their shoes. See if some of their needs for growth are similar to your needs for growth whether you are professional church workers or lay members of the congregation. As an underlying thought, keep asking yourself how these workers' growth needs might be met. Is some form of support or counsel needed, are there books waiting to be read, or are there courses that could be taken?" (In the appendix, *Resources* (F), suggests ways in which learning might take place.)

PLEASE PLAY THE FIRST VIGNETTE

THEN STOP TAPE AND TURN TO APPROPRIATE DISCUSSION SHEET



USE OF DISCUSSION SHEETS

Two different types of discussion sheets are provided in these materials. The first type, which has general and specific questions, encourages discussion by all viewers of the process depicted in the vignette. The general questions review the vignette and the specific questions draw implications from this review for the life-long learning of the professional church worker, as well as the growth of the congregation. There are six discussion sheets of this type corresponding to the six vignettes in the video sequence.

After these six sheets based on individual vignettes, there is a second type that asks questions specifically related to the development of the *Annual Growth Plan*. Through the use of this final set of questions, groups may acquire a broader understanding of the responsibilities of both congregation and workers with respect to continuing education.

Discussion leaders can duplicate and use these sheets in a number of ways. The recommended procedure is to discuss selected vignettes using the appropriate sheet of questions and then to choose additional questions from the *Annual Growth Plan: Discussion* sheet. In some situations where very little time is available, groups could preview the video vignettes and then use only this latter type of discussion sheet.

Since these materials are proposed for annual congregational use, group leaders may want to consider different approaches in different years. There is sufficient material to allow a facilitator to develop varied emphases and directions.

(For more efficient use of time, facilitators may wish to assign the questions on the following discussion sheets to small groups and have them report on their discussion, rather than discuss all questions with the group as a whole.)

RURAL PASTOR: DISCUSSION

General Review of the Vignette:

1. What seems to be Pastor Adams' major concern? Is the concern really about finances or are there broader issues? What might some of them be?
2. Who provides his support system? Are there other support systems he could be using? What would they be?
3. What do you think Pastor Adams will say to his board of elders? How do you think they will respond?
4. How do you think Pastor Adams feels about his present ministry? In what ways do you think his attending his workshop might help him?

Specific Questions: Rural Settings

5. Do professional workers and laity perceive growth needs differently? Is a rural setting different from an urban one in this respect?
6. Name the areas in which you think your congregation needs to experience spiritual or material growth. Can you name some ways in which your pastor's personal growth could contribute to this growth?
7. What resources might lie within the congregation to help the pastor, elders, voters, etc., deal with a variety of problems (financial, administrative, counseling, etc.)?
8. What resources are available at district or synodical levels, or in the surrounding area to help rural congregations with problems and challenges?
9. Other questions, concern, notes:

PLEASE PLAY THE NEXT CHOSEN VIGNETTE OR MOVE TO PAGE 11.



TEACHER DISCUSSION

General Review of the Vignette:

1. What caused Linda's case of the blues? Do you think many teachers feel like this often?
2. How was Linda planning to resolve her problem before the discussion with her colleague? What support systems are normally available for teachers?
3. Describe Linda's relationship with her principal? Do you think this was a real or perceived impression?
4. If you had been the colleague joining Linda at the coffee break, what would you have told her?

Specific Questions: Teachers

5. Does your school staff have a "mentoring" program? How does such a program contribute to teacher growth?
6. What are the greatest needs of teachers in your school? Let teachers and laity answer separately.
7. Do teachers have different growth needs at different times of their lives? Describe some of the different needs for different periods.
8. Should congregation members or boards of education expect that workers continue to grow? What are the consequences of failing to grow?
9. Short-term and long-term planning for growth are different. Give examples of the different needs addressed by each type.
10. Other questions, concerns, notes:

URBAN PASTOR: DISCUSSION

General Review of the Vignette

1. What did these two urban pastors identify as the biggest challenge to ministry in their setting? How do you feel about their conclusion?
2. Can you sense the sometimes overwhelming "sinking" feeling that pastors experience when rapid societal change reduces and alters the size and shape of the urban congregation? Why do you think Pastors Ross and Hauser believe education for themselves and their members can provide support and direction in such circumstances?
3. Do you think Pastors Ross and Hauser believe the continued existence of the urban church is important? How do you sense this?
4. What kind of response do you think they will get to this new initiative of theirs? What could contribute to a positive response?

Specific Questions: Urban Pastor

5. Name some other urban problems with which ministry needs to concern itself. How has your congregation tackled these?
6. With limited staffing and resources in an inner-city parish, how can the membership work with the staff to provide effective ministry? What kind of educational resources are available in the district or in the community to support the ministry of the laity?
7. What kinds of resources are available to your congregation from the following areas:

PLEASE PLAY THE NEXT CHOSEN VIGNETTE OR MOVE TO PAGE 11.



Skilled lay membership:

Membership in neighboring congregations:

Community leaders:

Local business/government agencies:

District office:

Educational institutions (including LCMS):

Synodical boards and commissions:

8. Which church workers in your urban congregations have special sensitivities, personality types, orientations, backgrounds, etc.? Which individuals would be more effective in suburban or rural parishes? Should a congregation's awareness of this affect recommendations for worker growth?

9. Other questions, concern, notes:

PLEASE PLAY THE NEXT CHOSEN VIGNETTE OR MOVE TO PAGE 11.

ASSOCIATE PASTOR: DISCUSSION

General Review of the Vignette:

1. What does the video tell you about Pastor Stephens' responsibilities? Does he have certain interests and biases?
2. How did the laity of the congregation feel about his competency? Are such concerns easy to share with your pastor?
3. Was Pastor Stephens open to listening to his lay leaders' concerns? How did you sense this?
4. What learning experiences could help Pastor Stephens? Do you feel that a pastor's growth helps a congregation's own growth?

Specific questions: Associate Pastor

5. Are there circumstances in which continuing education might not help a given professional worker? Under such circumstances, what choices does a congregation have to provide effective ministry?
6. In a team ministry situation, what are some of the objectives congregations should have in mind as they plan continuing education opportunities for their workers? Who should take responsibility for such planning in your congregation?
7. How do participants in team ministry determine what their respective competences and growth needs are? Is it acceptable to admit to one's congregation, "I'm no good at this!"
8. Does your congregation provide performance reviews for your workers? What values and problems do such reviews provide?
9. Other questions, concerns, notes:

PLEASE PLAY THE NEXT CHOSEN VIGNETTE OR MOVE TO PAGE 11.



DEACONESS AND EVANGELISM LEADERS: DISCUSSION

General Review of the Vignette:

1. What did Deaconess Mueller feel were some of her strengths? Her weaknesses?
2. How did her pastor deal with her perceived weaknesses? Do you feel he was supportive of her as he shared his point of view?
3. What recommendations would you have given to Deaconess Mueller had you been the pastor?
4. Describe what you feel Deaconess Mueller will have to learn in order to help the congregation be better at member retention.

Specific Questions: Deaconess and Evangelism Leaders (other workers as well)

5. Why might it be useful for church workers in a team ministry situation to recognize their individual personality types and leadership styles? How could they identify these? Have the workers in your congregations done this?
6. What are some of the changes affecting ministry in your congregational situation—changes that specifically affect evangelism and outreach? Can you name a variety of church worker categories who receive training to deal with these ministries?
7. Are you aware of evangelism workshops provided at LCMS colleges, seminaries or district offices to make more effective the ministry of church workers? Who from your congregation has attended such workshops recently?
8. To what degree does your congregation see church staff members as equippers

of the membership and to what degree does the congregation see them as people hired to “do the work”? Would a change in this attitude affect the kind of training your workers might undergo? In what way?

PLEASE PLAY THE NEXT CHOSEN VIGNETTE OR MOVE TO PAGE 11.

SUBURBAN PASTOR: DISCUSSION

General Review of the Vignette:

1. State the strong contrasting viewpoints of Pastor Harold Johnson and layman Frank Thomas? Why did Frank object to the “hall in the mall”?
2. Do Pastor Johnson and Frank have a good relationship? How do you sense this?
3. Are the two points of view irreconcilable? Will a common point of view be necessary if congregation and pastor are to move forward harmoniously?
4. What learning techniques are you aware of that could bring pastor and congregation together on this issue? Who provides such techniques/experiences in your area?

Specific Questions: Suburban Pastor

5. What are some of the unique characteristics of suburban congregation members and what kinds of conflicts can emerge when these characteristics interact? Why is it important to recognize these characteristics and know how to deal sensitively with them?
6. Can you name some conflicts in which your congregation has been involved during the last five years? How were they resolved? What kind of an intermediary could have helped? What short/long-term growth might be experienced



by learning how to resolve conflict meaningfully?

7. Does your congregation have a goal-setting process in which pastor and laity work together to chart the future? Can you see the importance of relating a pastor's continuing growth to various growth goals in such a plan?
8. Name some programs your district provides or that local educational institutions provide that could help professional church workers grow.
9. Other questions, concerns, notes:

PLEASE PLAY THE NEXT CHOSEN VIGNETTE OR MOVE ON TO *ANNUAL GROWTH PLAN DISCUSSION* BELOW.

ANNUAL GROWTH PLAN: DISCUSSION

1. Has your congregation participated in a planning or goal-setting process in the past? What were some of the strengths and weaknesses of the process?
2. In principle, does the congregation believe that planning, both short- and long-range, (that would involve a needs analysis), can contribute to more effective ministry? Why or why not?
3. As a congregation identifies specific growth needs, should it be difficult to note specific areas in which worker growth could strengthen the congregation's ministry? Give some examples of how this could happen in your congregation.
4. How can workers and congregation work together to assure that worker growth benefits all?
5. Should the time to be expended for such learning be the worker's responsibility of the congregation's? Or both? Give reasons for your answers. Should the worker be expected to lose personal/family vacation time for growth that benefits the congregation and/or the worker?
6. What process would work best in your congregation not only to affirm the professional church workers in their present commitments and competences, but also to encourage growth in other areas? Do you do an annual performance review for each worker? How can this be done in a way that is supportive for the worker and beneficial to the congregation?
7. How can congregations and workers agree on the various *Paths to Growth* available in today's society? Is personal reading as beneficial as interactive classroom learning? When would personal reading be more practical or cost-effective? When would a mentoring approach be better to help a worker than to send him or her away to school? (See Appendix F, Resources.)
8. In developing a funding mix that is fair to both workers and congregations, are there appropriate formulas and models in use at your place of business that could be recommended here? Does your district office have any guidelines? Does a neighboring congregation have a policy?



APPENDIX

APPENDIX FORMS

- A. Use of Process
- B. Assessment Form
- C. Effective Pastoral Functions
 - * Pastor Evaluation
 - * Lay Evaluation
- D. Effective Teacher Functions
 - * As Minister
 - * As Educator
- E. Funding Mixes Form
- F. Resources
- G. Ministry Worksheet
- H. Annual Growth Plan



APPENDIX A. USE OF PROCESS

1. Appropriate board or committee views the entire video with worker(s). Then it chooses
 - a. to view selected vignettes and discuss them, followed by a discussion of questions from the final discussion form, *Annual Growth Plan*, or
 - b. (in cases of time constraint) to discuss immediately the final discussion form, *Annual Growth Plan*.
2. Following the discussion, groups make use of Appendix B (*Assessment Form*) which helps congregation and worker(s) identify needs and areas for personal and professional growth. The meeting concludes with a rough draft of this form completed. In preparation for this step in the process, congregations are encouraged to participate in an occasional assessment process. Additionally, the second sheet in Appendix C, *Lay Evaluation*, could be used by appropriate people prior to meeting with the pastor to assess congregational expectations and effectiveness. The pastor will be completing a similar form in the next step of the process.
3. The worker now takes this rough draft and begins to identify resources to meet growth needs. The *Assessment Form* is completed with suggestions for growth needs, costs, time away, etc., for the coming year. Useful tools to help workers in this step are the *Effective Pastoral Functions* (C) and *Effective Teacher Functions* (D) forms in this appendix. These forms are self-explanatory and can be helpful to workers as they reflect on where they have been and where they want/need to go.
4. Depending on congregational policy or staff size, the worker(s) now present(s) the completed *Assessment Form* at the next board/committee meeting or share(s) it with a staff review committee or pastor/principal/officer authorized to process the proposal. The *Resources* (F) form and the *Ministry Worksheet* (G) can be useful in helping the worker complete the *Assessment Form* (B).
5. The final step in this process involves the completion of an *Annual Growth Plan*. The example in Appendix H can be reproduced in quantity and completed by the appropriate board or committee for the worker. Congregation officers can use the *Funding Mixes* (E) form to determine a way to share costs. The contents of the *Annual Growth Plan* should be shared at a congregation meeting and through an appropriate medium such as a newsletter, bulletin or annual report. Ongoing congregational support for providing time and money for worker growth will have a relationship to the degree that the membership is involved in the process.
6. A worker's report to the congregation/faculty/board (orally, newsletter, etc.) should be a self-understood conclusion to the process. Sharing the learning outcomes from the growth experiences affirms the validity of support for the growth process to the entire congregation.



APPENDIX B. ASSESSMENT FORM

1. *Congregational needs.* The appropriate board/committee/supervisor lists here growth needs identified in the congregation. In a given year, a major survey may be used to identify these. In some years, rather than developing too long a list, officers/supervisors may identify obvious ones:

2. *Worker name.*

3. *Worker strengths.* Here the board/committee/supervisor helps the worker to appreciate his/her gifts/strengths/abilities which enlarge the ministry in the congregation:

4. *Worker growth areas.* Here the board/committee/supervisor helps the worker to appreciate additional areas through which the worker's own growth might benefit the congregation. This is an encouragement for the worker's own growth might benefit the congregation. This is an encouragement for the worker to appreciate the fact that the congregation can benefit from his/her new insights/skills/attitudes. **LET TWO ITEMS BE PROPOSED FROM THE CONGREGATION AND TWO, FOLLOWING THE MEETING, IN SUBSEQUENT REFLECTION, FROM THE WORKER:**

5. *Worker proposals.* The worker takes the assessment form home and does research as well as prayerful thought on the kind of learning that could meet some of the stated needs. Research should determine the amount of time needed, costs and areas of proposed study. These items (noted below should be returned to the board/committee/supervisor at a subsequent meeting when that entity, in consultation with the worker, will agree on the matters mentioned above, and will prepare an Annual Growth Plan for the worker (See Appendix Form H).

Recommended growth areas: _____

Cost: \$ _____

Time needed: _____



APPENDIX C. EFFECTIVE PASTORAL FUNCTIONS

Pastor's Self-Evaluation

	Essential for Effective Ministry	Expected by Congregation	Personal Improvement Needed	Personally Enjoyed
<i>Circle your choice for each category from least (1) to most (5)</i>				
I. Word and Sacrament/Public Ministry				
A. Preaching	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Worship leading	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Worship planning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
II. Pastoral Care				
A. Calling on the sick, dying and bereaved	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Home visitation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Counseling	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
III. Education				
A. Teaching children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Teaching adults	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Curriculum designing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D. Youth ministry	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
IV. Administration				
A. Parish leadership	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Managing the organization	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
V. Outreach				
A. Evangelism	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Service to the church-at-large	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Community and social involvement	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
VI. Spiritual and Personal Growth				
A. Prayer and devotional life	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Reading and study	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Marriage and family	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
VII. Other				
A. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

SENTENCE COMPLETION

- One thing I wish I could offer my people is _____

- One skill I would really like to improve is _____

- One area I would love to develop in greater depth is _____



LAY EVALUATION

EFFECTIVE PASTORAL FUNCTIONS	Essential for Effective Ministry	Expected by Congregation	Pastor's Effectiveness
------------------------------	--	-----------------------------	---------------------------

Circle your choice for each category from least (1) to most (5)

I. Word and Sacrament/Public Ministry

A. Preaching	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Worship leading	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Worship planning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

II. Pastoral Care

A. Calling on the sick, dying and bereaved	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Home visitation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Counseling	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

III. Education

A. Teaching children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Teaching adults	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Curriculum designing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D. Youth ministry	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

IV. Administration

A. Parish leadership	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Managing the organization	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

V. Outreach

A. Evangelism	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Service to the church-at-large	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Community and social involvement	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

VI. Spiritual and Personal Growth

A. Prayer and devotional life	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Reading and study	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Marriage and family	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

VII. Other

A. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

SENTENCE COMPLETION

1. One thing I wish I could offer my people is _____

2. One skill I would really like to improve is _____

3. One area I would love to develop in greater depth is _____



APPENDIX D. EFFECTIVE TEACHER FUNCTIONS

Teacher's Self-Assessment as Minister

Circle your choice for each category from most (5) to least (1)

I. The Word of God

As a minister of the Gospel in the field of Christian Education, I

- | | |
|--|-----------|
| A. teach religion | 5 4 3 2 1 |
| 1. am knowledgeable in subject matter | |
| a. am a master of subject matter | |
| 1. Bible content | 5 4 3 2 1 |
| 2. church doctrine | 5 4 3 2 1 |
| 3. church history | 5 4 3 2 1 |
| 4. ethics of the teacher | 5 4 3 2 1 |
| b. remain current in subject | 5 4 3 2 1 |
| c. understand students' needs, interests and abilities in the subject | 5 4 3 2 1 |
| d. relate the Word of God to all subject matter | 5 4 3 2 1 |
| 2. develop planning skills | |
| a. prepare written objectives | 5 4 3 2 1 |
| b. prepare long-range plans | 5 4 3 2 1 |
| c. prepare short-range plans | 5 4 3 2 1 |
| 3. make use of materials | |
| a. know and use appropriate teaching/teaming strategies | 5 4 3 2 1 |
| b. appropriately use resources | 5 4 3 2 1 |
| c. appropriately use teaching aids | 5 4 3 2 1 |
| 4. acquire instructional skills | |
| a. understand the principles of educational psychology and apply them (motivation, readiness, reinforcement, transfer) | 5 4 3 2 1 |
| b. know and use a variety of pedagogical skills (gaming, questioning, processing, role playing, demonstrating) | 5 4 3 2 1 |
| c. follow a plan for regular evaluation of teaching/learning effectiveness | 5 4 3 2 1 |
| B. plan and lead school worship | 5 4 3 2 1 |
| C. plan and lead classroom devotions | 5 4 3 2 1 |

II. Classroom Management

As a minister of the Gospel in the field of Christian education, I

- | | |
|---|-----------|
| A. know and use God's Word, Law and Gospel, in teaching and maintaining classroom behavior | 5 4 3 2 1 |
| B. know and use God's Word, Law and Gospel, in counseling students and parents | 5 4 3 2 1 |
| C. serve as a Christian model | |
| D. prepare and supervise procedures, guidelines and rules for maintaining classroom routine and behaviors | 5 4 3 2 1 |
| E. prepare and supervise procedures for conducting classroom routines and behaviors | 5 4 3 2 1 |

III. Human Relations

As a minister of the Gospel in the field of Christian education, I

- | | |
|---|-----------|
| A. learn to know each student's unique personality | 5 4 3 2 1 |
| B. know and use caring skills (listening, counseling, etc.) | 5 4 3 2 1 |
| C. know, follow and teach Scripture's view of human nature | 5 4 3 2 1 |



- | | |
|---|-----------|
| D. know and demonstrate understanding of human psychology and personality | 5 4 3 2 1 |
| E. visit each student's home | 5 4 3 2 1 |
| F. counsel students and families | 5 4 3 2 1 |

IV. Parish Education

As a minister of the Gospel in the field of Christian education, I

- | | |
|---|-----------|
| A. am equipped for teaching children | 5 4 3 2 1 |
| B. am equipped for teaching adults | 5 4 3 2 1 |
| C. evaluate religion curriculum | 5 4 3 2 1 |
| D. am equipped for doing youth ministry | 5 4 3 2 1 |

V. Administration

As a minister of the Gospel in the field of Christian education, I

- | | |
|--|-----------|
| A. am involved in parish leadership | 5 4 3 2 1 |
| B. am involved in part-time education agencies | 5 4 3 2 1 |

VI. Outreach

As a minister of the Gospel in the field of Christian education, I

- | | |
|---|-----------|
| A. witness in classroom, parish and community | 5 4 3 2 1 |
| B. am involved in community activities | 5 4 3 2 1 |
| C. serve the Synod, district and circuit | 5 4 3 2 1 |

VII. Spiritual and Personal Growth

As a Christian, I

- | | |
|--|-----------|
| A. have an active prayer life | 5 4 3 2 1 |
| B. have an active devotional life | 5 4 3 2 1 |
| C. read and study Scripture | 5 4 3 2 1 |
| D. have a healthy marriage and family life | 5 4 3 2 1 |

VIII. Other

As a minister of the Gospel in the field of Christian education, I

- | | |
|---|-----------|
| A. develop and maintain Christian relationships with parents | 5 4 3 2 1 |
| B. develop and maintain Christian relationship with ministry team | 5 4 3 2 1 |
| C. develop and maintain Christian relationships with parish and community members | 5 4 3 2 1 |



Teacher's Self-Assessment as Educator

Circle your choice for each category from most (5) to least (1)

As a classroom teacher, I

I. gain knowledge of subject matter

- | | |
|---|-----------|
| A. am a master of subject matter | 5 4 3 2 1 |
| B. remain current in subject | 5 4 3 2 1 |
| C. understand students' needs, interests and abilities in the subject | 5 4 3 2 1 |
| D. relate the Word of God to all subject matter | 5 4 3 2 1 |

II. develop planning skills

- | | |
|--|-----------|
| A. prepare written objectives for all courses | 5 4 3 2 1 |
| B. prepare long-range plans and schedules | 5 4 3 2 1 |
| C. prepare short-range plans | 5 4 3 2 1 |
| D. coordinate and schedule classroom activities and school functions | 5 4 3 2 1 |

III. make use of materials

- | | |
|--|-----------|
| A. know and use appropriate teaching/learning skills | 5 4 3 2 1 |
| B. appropriately use resources | 5 4 3 2 1 |
| C. prepare and use teaching aids | 5 4 3 2 1 |
| D. select and use materials that present a distinctive Christian character | 5 4 3 2 1 |
| E. involve students in selecting and using materials | 5 4 3 2 1 |

IV. improve classroom management skills

- | | |
|--|-----------|
| A. know and use God's Word, Law and Gospel, in teaching and maintaining classroom behavior | 5 4 3 2 1 |
| B. know and use God's Word, Law and Gospel, in counseling students and parents | 5 4 3 2 1 |
| C. serve as a Christian model | 5 4 3 2 1 |
| D. prepare and supervise procedures, guidelines and rules for maintaining classroom conduct and behavior | 5 4 3 2 1 |
| E. prepare and supervise procedures for conducting classroom routines and activities | 5 4 3 2 1 |

V. develop human relations skills

- | | |
|---|-----------|
| A. learn to know each student's unique personality | 5 4 3 2 1 |
| B. know and use caring skills (listening, counseling, commending, etc.) | 5 4 3 2 1 |
| C. know, follow and teach Scripture's view of human nature | 5 4 3 2 1 |
| D. know and demonstrate understanding of human psychology and personality | 5 4 3 2 1 |

VI. strengthen instructional skills

- | | |
|--|-----------|
| A. understand the principles of educational psychology and apply them (motivation, readiness, reinforcement, transfer) | 5 4 3 2 1 |
| B. know and use a variety of pedagogical skills (questioning, processing, demonstrating, role playing, gaming) | 5 4 3 2 1 |
| C. prepare clearly stated objectives and use appropriate techniques for achieving them | 5 4 3 2 1 |
| D. follow a plan for regular evaluation of teaching/teaming effectiveness | 5 4 3 2 1 |



VII. Other

- A. develop and maintain relationships with parents 5 4 3 2 1
- B. develop and maintain relationships with ministry team 5 4 3 2 1

Sentence completion:

1) One thing I wish I could offer my students and their families is:

2) One skill I would really like to improve is: _____

3) One area I would love to develop in greater depth is: _____



APPENDIX E. FUNDING MIXES

Continuing education doesn't always cost money. A professional church worker can grow by talking to a colleague or to a church member with appropriate expertise. However, some learning experiences will cost money and, as a congregation does long-range planning with its workers, it should expect regularly to budget for such expenses. Congregations may want to establish endowments for worker growth or solicit donations toward specific learning experiences. Workers may also want to pay for a portion of their own growth since personal/professional growth contributes not only to the congregation presently served, but enhances ongoing ministry wherever one serves. Additionally,

there may be subsidies/scholarships, etc. available through seminaries or at district growth events developed through the Lutheran Brotherhood-sponsored GEM project or other benefactors. Congregations may want to consider a ration such as: congregation - 75 percent, worker - 25 percent. Congregations may also want to place an annual limit on the amount (\$500 seems to be a synodical average), but remain open to larger amounts for a sabbatical or special anniversary year. In planning for growth events, workers and congregational officers/supervisors should agree on a funding mix and record that on the *Annual Growth Plan*.

Growth event(s) _____ Year _____

Congregation _____ % or \$ _____

Pastor/Teacher/etc. _____ % or \$ _____

Other _____ % or \$ _____



APPENDIX F. RESOURCES

The following items represent a variety of ways in which professional church worker as well as laity could become more effective in their various ministries. While many are obvious, it is always possible to overlook learning opportunities simply because they seem so self-understood. As a part of one's learning plan, resources such as these could/should be named.

Independent study

- Books
- Newspapers
- Journals
- Videos
- Computer software
- Correspondence courses
- Guided readings
- Personal retreats
- Physical exercise programs
- Use of mentors/consultants
- In-service training
- Conference calls
- Cultural activities
- Sabbaticals
- Personal study/office

Topics for growth*

- Management skills
- Evangelism
- Pastoral care
- Personal devotions
- Leadership training
- Theology
- Planning
- Communication skills
- Many others

Formal programs

- Study/travel programs
- Graduate courses
- Non-credit classes
- Directed retreats
- District workshops
- Synodical programs
- Professional Development Series for circuits

Settings for growth

- Hospitals
- Mental health centers
- Seminary campus/extensions
- Colleges/universities
- Libraries
- Recreation centers
- Peer study groups
- Circuit meetings
- Conferences

*Eight items mentioned in an LCMS 1990 Continuing Education Survey of 300 randomly sampled pastors conducted by the Department of Planning and Research for the Commission on Ministerial Growth and Support.

APPENDIX G. MINISTRY WORKSHEET

"THE GROWTH PROCESS IS ON-GOING"

MY PERSONAL GROWTH/LEARNING PLAN

MINISTRY (Category of Church Service)	SPECIFIC GOALS	METHODS AND RESOURCES	FUNDING MIX	TIMETABLE	ACCOUNTABILITY (Measuring Progress)
1. Strength/Area Needing Work					
2. Strength/Area Needing Work					
3. Strength/Area Needing Work					



APPENDIX H. ANNUAL GROWTH PLAN

Preamble

We believe that growth is essential to Christian life. Having been given life that lasts eternally through God's grace in Christ, and having been empowered by the Holy Spirit to serve and obey Him, Christians daily drown their old nature and seek to grow up to mature Christian personhood.

Such personal spiritual growth is a model for the church worker's professional life as well. Striving to be workers who serve the Lord faithfully, competently and joyfully, they study to meet the varying needs of those whom they serve.

Through ongoing personal study, workers in the church will learn those truths and skills that nurture effective ministry, theological and intellectual growth, and personal wellness and wholeness.

Agreement

Having discussed our needs together, we agree that appropriate study areas for the coming year for

_____ (Name of worker)
will be

_____ (Name of study areas)

We believe that through this study _____ (Name of worker)

will be equipped to _____

_____ (Describe goals to be met through growth plan)

To evaluate the effectiveness of this **Annual Growth Plan**, we agree on the following:

To assist the worker in carrying out this **Annual Growth Plan**, we agree on the following:

_____ (Time Frame) _____ (Estimated Cost)

Congregation/Local Agency: \$ _____ Individual: \$ _____ Other: \$ _____

Funding Mix

_____ (Officer) _____ (Worker)

_____ (Date)





Paths to Growth

NOTES:



Paths to Growth

NOTES:



Paths to Growth

NOTES:



NOTES:



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