



**churches  
of Christ**  
in NSW & ACT

*Unity. Restoration. Life.*

# **Pastoral Review**

## **Process & Tools**

## Pastoral Reviews

“And let us consider how we can spur one another on towards love and good deeds.” (Hebrews 10:24)

The pastoral review process is one way a church eldership or equivalent body exercises pastoral oversight over its church community by supervising and supporting their pastor in their pastoral ministry. It is born out of a spirit to spur one another on towards love and good deeds in service of Jesus.

### **WHAT IS THE PASTORAL REVIEW PROCESS?**

The pastoral review process is an annual review of a ministering person’s ministry by those to whom they are accountable. Senior pastors are typically accountable to their board of elders or an equivalent body while other ministering persons are typically accountable to the senior pastor. The pastoral review is conducted with the pastor by those to whom they are accountable or with a third party who then reports back to the pastor and the elders/senior pastor.

The review is “pastoral” in two senses. Firstly, it is a review of the ministering person’s *pastoral ministry* and contains elements of annual performance appraisals conducted in other professions. The resources offered below give guidance to the appraisal aspect of the review. Pastoral reviews properly fit within a broader professional development context that includes regular professional pastoral supervision, other ongoing professional development activities, an up-to-date job description and clear reporting lines. Together, these elements form a web of oversight and support for the ministering person. Appraisals provide opportunities for leadership to identify and encourage areas of ministry that are going well, to set future goals and to address matters of poor performance or misaligned values before they become serious. Note that pastoral reviews are not the place in which serious matters such as gross misconduct are addressed; there should be a separate process for these extraordinary matters.

Secondly, pastoral reviews are an act of *pastoral care* to the ministering person. Being a pastor can be isolating, especially as pastors shoulder the burden of pastorally caring for others. Pastoral reviews are a context in which the pastoral care needs of the pastor can be addressed, either directly by the eldership/senior pastor or through them engaging external support for the pastor. Again, the resources below give guidance on how to incorporate pastoral care into the review. Further, each of the elements in the web of oversight and support listed above are proven to mitigate burnout in pastors. Pastoral reviews are an act of pastoral care insofar as they mitigate burnout and foster a healthy work environment for pastors by their employers.

The pastoral review processes – in both its senses – is to the end of spurring the pastor on towards love and good deeds in their ministry.

### **PASTORAL REVIEWS IN THE CCNSWACT CONTEXT**

CCNSWACT churches are locally-governed. This is significant for pastoral reviews because a) each church is responsible for the pastoral oversight of their own community and b) each church appoints and oversees their own minister(s) based on their own criteria. Unlike denominations with an episcopal or similar structure which take on certain aspects of pastoral oversight of pastors, pastoral reviews are solely the responsibility of each church.

However, the interdependence of the CCNSWACT Network is also significant for pastoral reviews. Through the NRT, the CCNSWACT can support the broader professional development and supervision processes with endorsement, OPD, ministering persons Code of Conduct, recommended pastoral supervisors and recourse to the Professional Standards Unit (PSU). More specifically, it aims to support the pastoral review process itself with the resources outlined in this document.

## WHY DO AN ANNUAL PASTORAL REVIEW?

Completing annual pastoral reviews is an act of pastoral oversight not just of the pastor but of the church as a whole and as such is a responsibility of the eldership. This particular act of pastoral oversight exercises care for the church in three ways:

1. For the pastor:
  - a. As outlined above, there are appraisal and pastoral care aspects of the review that form a necessary part of oversight and support for the pastor.
  - b. Although the purpose is to supervise and support the pastor, pastoral reviews should be collaborative and therefore also provide an opportunity for pastors to offer feedback to their elders/senior pastor regarding their role as a) supervisors (is the pastor well-supported?) and b) as overseers (are there things that need their attention?). It is an act of co-labouring towards a common vision, mutually spurring on another onto love and good deeds.
2. For the church:
  - a. The church together decides its vision and mission. Pastoral reviews are an opportunity to assess the pastor's alignment to and work towards that vision and mission and to hear how the pastor is discerning God's direction for the church as they lead it, or an area of ministry within it.
  - b. Holding pastors to ministry standards, as addressed in pastoral reviews, and thus fostering an atmosphere of accountability is an act of pastoral care and oversight towards the church, especially vulnerable members such as children. Competent, supported, and accountable pastors are generally safe pastors in safe churches. Oversight in this sense stems from recommendation 16.44 from the Royal Commission into Institutional Responses to Child Sex Abuse: "Consistent with Child Safe Standard 5, each religious institution should ensure that all people in religious or pastoral ministry, including religious leaders, are subject to effective management and oversight and undertake annual performance appraisals."
3. For the wider community:
  - a. The comments on safety and accountability above also hold for those ministries that serve the wider community. Further, churches now have an opportunity to build trust with the wider community in the wake of the Royal Commission. Holding pastors to professional standards as recommended by the Commission is part of that trust-building work.

## HOW TO CONDUCT A PASTORAL REVIEW

There is no one way to conduct a pastoral review. Reviews should include aspects of appraisal and pastoral care, and the process should be agreed upon by all parties in advance. One option (adapted from the Baptist Churches of NSW & ACT) is found below. Alternatively, the Anglican Church of Australia's "[Ministry Wellbeing and Development: Professional Development, Professional Supervision, Ministry Reviews](#)" is another suitable resource. This is a substantial document that outlines the Anglican Church's policy and practices for Professional Development, Pastoral Supervision and Ministry Reviews (what we are calling pastoral reviews), each of which are framed as direct responses to the recommendations of the Royal Commission. It thus highlights how ministry reviews fit within a broader context of ministry leader health and accountability. It suggests a very specific process for pastoral reviews with step-by-step direction and resources.

### ***Commonalities between the Pastoral Review models:***

- Reviews have an emphasis on care for the pastor and a process that genuinely contributes to their ministry, therefore are not just a box-ticking exercise.
- Reviews are conducted in light of an agreed-upon job description. Implicit here is that job descriptions are written with respect to the church's vision and mission and include ministry standards (code of conduct). The review therefore provides an opportunity to assess alignment to vision and mission, set goals to continue in the work, be held accountable to responsibilities and ministry standards, identify areas for OPD, and to review the job description itself – is it still fit for purpose?

- While not the time for serious matters such as misconduct to be discussed, reviews should provide an opportunity for constructive dialogue and accountability. If only encouragement is offered where correction is needed, the process will not be one of genuine accountability, which is a failure of oversight. Implicit here is that the review process needs to foster trust so such conversations can take place when needed, and, similarly, so that pastors feel safe to voice their concerns over whatever matters they wish to raise.
- Reviews run on a rhythm whereby one year a more self-reflective review is completed by the pastor on their ministry and wellbeing, and in the second (CCNSWACT/Baptist) or third (Anglican) year a more comprehensive review is done. The comprehensive review includes a 360° review that gathers input – along a clear and careful process – from peers and the congregation.

## **Pastoral Review – Preliminary Considerations**

- The goal of any Pastoral Review Process is formative and supportive, it should never be about ongoing employment or an opportunity for people to express their dislikes or issues involving the pastor.
- A Pastoral Review Process should be part of a broader regular Pastoral Review Process that reviews not only the pastor, but the leadership team and other staff.
- The goal of a Pastoral Review Process should always be about health and improvement.
- Unrest, dissatisfaction, disagreement, conflict or terminating a pastor's tenure should never be the reason for conducting a review. Consultancy or mediation are required here.
- There should be an agreed upon process and time frame for the Pastoral Review Process that is affirmed and known by the pastor, leadership and church. It should be part of the normal rhythm of the overall church life.
- A Pastoral Review Process should relate to the Pastors Position Description, Personal Development (including family/ministry balance), team development/dynamics, and the vision of the church.
- The Pastoral Review Process should provide support, care and encouragement in leadership, ministry and personal development.
- The Pastoral Review Process should provide a constructive means of feedback and appropriate processes of accountability in areas of change and growth.
- The Pastoral Review Process should enable collective reflection on the pastor's implementation of the church's vision, core values, objectives and goals.
- The Pastoral Review Process should be facilitated by an intentional Pastoral Review Group of at least three and no more than five and include both representatives from within the leadership team (i.e. elders/board) and representatives from the wider church family. One of these people should be nominated by the pastor and all should be agreed upon by the leadership team and known to or affirmed by the wider church. Consideration of gender balance is prudent.

## **Elements of a healthy Pastoral Review Process.**

- a) **Storytelling and sharing.** Open discussion and sharing the story – This is the opportunity for the Senior Pastor to openly share the encouragements, challenges and concerns of ministry and life. There is opportunity for the Pastoral Review Group to ask generally and also specifically how things are going. Some possible questions might include:
1. What would you like more of from me?
  2. What would you like less of from me?
  3. What would you like me to keep the same?
- b) **Personal Development Plan Review.** Each year the Senior Pastor is invited to document some specific goals for life and ministry and reflect on how these might be achieved. These are included in a Personal Development Plan. Areas for goal setting include at least one goal related to ministry leadership, at least one goal related to personal growth and one goal for something the Senior Pastor would like to achieve ‘for the fun of it’ – unrelated to ministry and leadership. Goals should be clear and achievable with some action planning and timetabling linked to them. A pastor may also work on these with a mentor external to the group. Reflection on the implementation of this plan and running adjustments to it are part of the meeting. Focus here is on the personal dimensions of ministry. An example of a Personal Development Plan can be found attached to this document.
- c) **Review of functioning against a clear position description.** A review of the Senior Pastor’s performance with respect to their position description is an important part of the process. The position description (PD) provides a statement of the areas of responsibility and ministry. The group talks through issues and concerns relating to effective functioning in this role and provides considered feedback. This aspect of the Pastoral Review Process is concerned with the pastoral role and leadership and ministry tasks. The PD should be provided to all participants of the Pastoral Review Process. If there is not a clear and agreed PD, the Pastoral Review Process should be delayed and the focus shift toward establishing a clear and agreed upon Position Description. The Pastoral Review process recommences 6 -12 months after the establishment of the position description.
- d) **Feedback from congregation, staff and lay leaders.** It is valuable to use appropriate and a well-considered means of gaining and processing objective feedback from people who work closely with or to whom the pastor is ministering. Individuals should be invited to participate in providing feedback rather than an open invitation and be representative of the church and leadership rather than the whole church and leadership. The Pastoral Review Group and the pastor should agree on the list of individuals who will be invited to participate. This can be done through carefully designed surveys or interviews. It is not necessary for every review session but should be sought once every two – three years in some form. This needs to be planned by the Pastoral Review Group in a session prior to when it will be needed. The group should take initiative in gathering, validating and

processing this information. Some examples of the types of questions can be found attached to this document.

- e) **Standardised appraisal.** The final basis for review is accessing and using any standardised appraisal tools the Pastoral Review Group thinks might be appropriate for the Senior Pastor and benefit his/her self-understanding, functioning and leadership development. These are secondary to the process of review and may be used as determined by the group and the Senior Pastor together. **Leadership Practices Inventory, Leadership Reflections, or 10 Self-Care Strategies** are examples of some appraisals that could be used. These are attached at the end of this document.
- f) **Discussion and agreement on Recommendations to go to the Elders/Board.** The group along with the pastor, spend some time prayerfully considering the main observations and recommendations that need to be communicated to the leadership team and/or the wider church. Some of these may include adjustments to terms and conditions, professional development needs, support needs, issues to do with manse, etc, etc.
- g) **Prayer.** The underpinning and foundational aspect of any Pastoral Review Process is prayer. There should be a commitment to prayer by all parties involved in the Pastoral Review Process. An intentional prayer strategy and the development of a prayer team for the Pastoral Review Process would be healthy practices.

# Personal Vitality Plan

Christian growth and spirituality is about the *whole person*. Thus, a spiritual growth plan should meaningfully address our body, soul, and spirit. All are involved in following Jesus.

One way of visualizing your overall development is to think of your life as a reservoir comprised of multiple sub-sections. It is possible to be doing well (to be *full*) in one dimension of your life while neglecting others (to be *empty*). Identify activities and practices that are helping “fill” you in each area or that are “draining” you in areas.

This graph identifies various areas that require attention. You may want to add areas not represented.

The following worksheet includes some sample activities and practices for each of the areas from the graph. These lists are not inspired or exhaustive. They are simply designed to stimulate thinking, prayer, and dialogue about these areas.

1. Becoming a healthy follower of Christ requires intentionality. Periodically set aside some time to consider various areas of your life and to ask about each of those areas:
  - **What has been going well?**
  - **What is being neglected?**
  - **What are some achievable steps I could take over the next year to replenish this area?**



2. Spiritual health also requires community. **Who is speaking into your life in these areas?** Who could be part of the conversation, pray for you, and provide accountability as needed?
3. Once you've gotten a big-picture view of what is happening in your life, **select one or two areas to focus on for the next three months.**
4. **Revisit this exercise quarterly** to track progress and set goals.





**Area****What's going well?****What's being neglected?****Steps to replenish****Rest & Recreation**

Sabbath, time off/vacation,  
celebration, play

**Moral purity**

Internet, television/movies,  
thought life, discretion,  
watchfulness

**Service**

Giving, volunteering;  
serving family, co-workers,  
community, others

**Financial**

Giving, budgeting, spending,  
saving, debt, stewardship

**Work**

Passion, servant's heart,  
wholeheartedness, joy, response  
to authority, developing skills

**Other**

Use of time, use of technology,  
priorities, reading, fruit of  
the Spirit

# 2 connect

**Who** is speaking into your life in these areas?

**Who** could be part of the conversation, pray for you, and provide accountability as needed?

# 3 focus

Once you've gotten a big picture view of what is happening in your life, **select one or two areas to focus on for the next three months.**

# 4 track

**Revisit this exercise quarterly** to track progress and set goals.

*“Now may the God of peace himself sanctify you completely, and may your whole spirit and soul and body be kept blameless at the coming of our Lord Jesus Christ. He who calls you is faithful; he will surely do it.” (1 Thess. 5:23–24)*

## Review and Feedback Form

Pastor: \_\_\_\_\_ Church: \_\_\_\_\_

Review Period: \_\_\_\_\_

Questions for Reflection	Short Response	Any comments
1. Highlight <b>three</b> personal, ministry or leadership <b>strengths</b> that you see your pastor brings to their pastoral role.		
2. What <b>spiritual gifts</b> do you observe at work in your pastor?		
3. Name <b>two areas of leadership or ministry</b> that you would like to see your pastor enabled to develop.		
4. Name <b>two areas of ministry</b> or leadership that your pastor could delegate more to others.		
5. If you could provide your pastor with <b>two resources</b> to assist them lead more effectively, what would these be?		
6. Of the following 12 common roles of a Pastor, pick <b>four</b> that your pastor does particularly well. <ul style="list-style-type: none"> <li>- Pastoral care</li> <li>- Bible Teaching</li> <li>- Evangelism</li> <li>- Organisation</li> <li>- Encouraging spiritual life and growth</li> <li>- Team leading</li> <li>- Improving church processes</li> <li>- Inspiring collective vision</li> <li>- Enabling the involvement of members</li> <li>- Connecting to the community</li> <li>- Leading public worship &amp; prayer</li> <li>- Discipling and mentoring others</li> </ul>		
7. On a 1 (low) to 5 (high) scale, how well supported is your pastor by i. the congregation, ii. the lay leaders (board/elders) iii. the ministry leaders of the church (1 is little support, 5 is excellent support)	Write a number:	
8. What <b>two</b> positive changes could your pastor make to their church work / home-life balance?		
9. What are <b>two</b> opportunities for improvement your pastor could make with regard to safe guarding children and vulnerable adults?		
10. What are your <b>two</b> greatest concerns for your pastor's long term wellbeing and health in pastoral leadership?		

11. What <b>two</b> positive changes could your pastor make to their self-care practices to enable effective long term ministry?		
12. What <b>two</b> areas of ministry do you think your pastor should invest less time and energy?		

Thanks for your honest and open feedback, it is helpful and appreciated. We are looking for thoughtful input to enable the growth and development of our pastor. We invite you to sign your name on the form as anonymous forms will be disregarded. A summary of this information will be provided to the pastor without personally identifying the sources of specific comments. Please note this is not a complaints process. If you have a personal issue with the pastor, please follow the Procedure for Conflict Resolution (or the Procedure for Handling Complaints Against Staff and Volunteers). It is not appropriate to raise personal issues through this Pastoral Review Process if they have not been attended to one-on-one with the pastor.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_

## 10 Self-Care Strategies

Reflect on these strategies and score yourself 1-10 based on how well you have addressed this area in the last 12 months. *Select two high-priority items. Reflect on practical strategies that would work for you and share these with the group. Diary the strategies and share the dates for action with the group. Arrange a time for accountability with someone and explain how you will do this.*

1	Ongoing spiritual formation	Practising the spiritual disciplines that keep me spiritually fresh and alive. (These are often personality-based). Ensuring there is some spiritual margin i.e. a supply store of spiritual and emotional fuel for times of unexpected call on reserves. Deepening my sense of call, partnership with God, and attachment to God.	
2	Occasional regular detachment from ministry - Sabbath Rhythms	Disengaging on a regular pattern from ministry, work activities and responsibilities. Do I get out of role, out of town, out of ministry, from time to time? This is vitally important for a sense of personhood. Regular time out for rest, renewal and recreation. Practicing daily, weekly, monthly, seasonal, annual and life phase 'sabbath' rhythms.	
3	Support system	Cultivating supportive and accountable relationships with a soul mate (spouse or friend), peers (insiders and outsiders), and a mentor, supervisor or spiritual director.	
4	Ministry – Family Family – Ministry Balance and impact	Balancing the level of impact ministry has on home life and family and also the impact of family commitments on ministry is a critical task. This needs to be adjusted through key family life phases.	
5	Physical health	Working on maintaining physical health. Am I getting enough and the right kinds of nutrition, exercise and rest / recreation. Again these are individual based on our genetic make-up and auto-immune system?	
6	Psychological health	Having a periodic counselling tune up. Ministry exposes us to a surprising range of situations, crises and emotional pressures. Can I let go of emotional baggage from interactions with others? A psychological tune up with a counsellor or supervisor can save a leader from burnout.	
7	Priority management	Planning and managing priorities and projects is a constant challenge for people in ministry – there is always more to be done than resources permit. Do I allocate enough time, energy, money and resources to the right activities at the right time?	
8	Relationship clarity: Communication, conflict resolution, delegation.	Many issues in ministry develop from a lack of clear communication and from poor conflict resolution skills. Do I and others around me know my strengths and weaknesses in leadership, communication, conflict and stress management. Are these 'up front' and owned by me and my team.	
9	Laughter and fun	All of us need to release energy through laughter and fun. How much genuine unwinding fun do I have?	
10	Monitor life, marriage, ministry phase developments	We each travel through important phases of spiritual development, marriage and family life, leadership and ministry formation. Phase shifts create significant change and pressure on families, health, and lifestyle. Am I consciously monitoring my own stages and phases?	

Two areas to work on:

A			
B			

Adapted by Tim Dyer, The Johnmark Extension, From Roy Oswald, *Clergy Self Care* 1991 Alban Institute and other sources.

## Leadership Practices Inventory (LPI)

On the next two pages are 32 statements describing various leadership behaviours.

Please read each carefully. Then look at the rating scale and decide how frequently you engage in the behaviour described.

Here's the rating scale that you'll be using:

1 = Almost Never, 2 = Rarely, 3 = Seldom, 4 = Once in a While, 5 = Occasionally,  
6 = Sometimes, 7 = Fairly Often, 8 = Usually, 9 = Very Frequently, 10 = Almost Always

In selecting each response be realistic about the extent to which you actually engage in the behaviour. Do not answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you typically behave—on most days, on most projects, and with most people. If your leadership role is in church reflect on the way you work with or minister with others. If in the classroom or school think about how you behave with your colleagues and students. If you work in reform initiatives at the district, regional or state levels, think about how you behave in this role. Your responses will be kept confidential.

For each statement, decide on a rating and record it in the blank to the left of the statement.

To what extent do you engage in the following behaviours? Choose the number that best applies to each statement and record it in the box to the left of the statement.

1. I seek out challenging opportunities that test my own skills and abilities.	
2. I talk about future trends that will influence how our work gets done.	
3. I develop cooperative relationships among people I work with.	
4. I set a personal example of what I expect from others.	
5. I praise people for a job well done.	
6. I challenge people to try out new and innovative approaches to their work.	
7. I describe a compelling image of what our future could be like.	
8. I actively listen to diverse points of view.	
9. I spend time and energy on making certain that the people I work with adhere to the principles and standards that we have agreed on.	
10. I make it a point to let people know about my confidence in their abilities.	
11. I search outside the formal boundaries of my organisation for innovative ways to improve what we do.	
12. I appeal to other to share an exciting dream of the future.	
13. I treat others with dignity and respect.	
14. I follow through on the promises and commitments that I make.	

15. I make sure that people are creatively rewarded for their contributions to the success of our projects.	
16. I ask what can we learn when things do not go as expected.	
17. I show others how their long-term interests can be realised by enlisting in a common vision	
18. I support the decision that people make on their own	
19. I am clear about my philosophy of leadership.	
20. I publicly recognise people who exemplify a commitment to shared values.	
21. I experiment and take risks even when there is a chance of failure.	
22. I am contagiously enthusiastic and positive about future possibilities.	
23. I give people a great deal of freedom and choice in deciding how to do their work.	
24. I make certain that we set achievable goals, make concrete plans and establish measurable milestones for the projects and programs that we work on.	
25. I find ways to celebrate accomplishments.	
26. I take the initiative to overcome obstacle even when outcomes are uncertain.	
27. I speak with genuine conviction about the higher meaning and purpose of our work.	
28. I ensure that people grow in their roles by learning new skills and developing themselves.	
29. I make progress toward goals one step at a time.	
30. I give my co-workers lots of appreciation and support for their contributions.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_



# Leadership Practices Inventory (LPI)

Scoring Key:

Transfer the “rating number” from each box on the previous page to the corresponding place and then subtotal the rows at the end. The total for each section goes **above** the subtotals.

<b>Practice #1: Model the Way (Leading with integrity)</b>				Tot
Commitment #1: Find Your voice by clarifying your personal values	4	9	14	Sub
Commitment #2: Set the example by aligning actions with shared values	19	24	29	Sub
<b>Practice #2: Inspire a Shared Vision (Sharing vision)</b>				Tot
Commitment #3: Envision the future by imagining exciting and ennobling possibilities	2	7	12	Sub
Commitment #4: Enlist others in a common vision by appealing to shared aspirations	17	22	27	Sub
<b>Practice #3: Challenge the Process (Leading change)</b>				Tot
Commitment #5: Search for opportunities by seeking innovative ways to change, grow, and improve.	1	6	11	Sub
Commitment #6: Experiment and take risks by constantly making small positive changes and learning from mistakes	16	21	26	Sub
<b>Practice #4: Enable Others to Act (Empowering and delegating)</b>				Tot
Commitment #7: Foster collaboration by promoting cooperative goals and building trust.	3	8	13	Sub
Commitment #8: Strengthen others by sharing power and decision-making.	18	23	28	Sub
<b>Practice #5: Encourage the Heart (Team leading and encouraging)</b>				Tot
Commitment #9: Recognise contributions by showing appreciation for individual work and excellence.	5	10	15	Sub
Commitment #10: Celebrate the steps forward and live out values within an intentional team community.	20	25	30	Sub

Place your self-reflection assessment (for the five practices) on the grid below:



## Leadership Reflections

### *Fifteen Cs Discussion Framework for Reflection on a Leadership Role*

This worksheet explores 15 key areas for reflection and discussion in leadership. These can form the basis for a leadership review within a Christian or Church organisation. Existing leaders who are reflecting on their own development can use the exercise as a basis to discuss who they are, how their background impacts ministry, their motivations and expectations for their ministry. In addition, the worksheet can be useful for teams going through a major transition period, such as a change in goals or the addition of new members. The tool can be used as a discussion starter or the basis of a more formal interview and report. It is also possible to use the tool as the basis for a selection interview.

Sense of <b>Calling</b>	<p>How has your sense of 'calling to this ministry' been shaped? What aspects of this ministry seem to you to be affirmed? Are there areas of ministry that sit more comfortably with your 'sense of call' than others? Talk about your sense of call to this congregation.</p> <p><i>Comment:</i></p>
Sense of <b>Compatibility</b>	<p>Reflect on the compatibility you feel with this church and its direction, culture or ethos. What aspects of the life of this organisation do you think will make you feel at home? What dimensions do you feel might be less compatible with who you are as a person? Do you think any of these will be a significant issue for you? Are you comfortable here?</p> <p><i>Comment:</i></p>
Leadership <b>Competencies</b>	<p>What are the main gifts and skills you bring to leadership? In which areas of service are you comfortable that you operate effectively and competently? Which areas of the position description do you feel confident about? Are you aware of competencies that are expected for this role, which you do not possess?</p> <p><i>Comment:</i></p>
<b>Challenges</b>	<p>What are the major challenges you face in ministry and leadership? What steps are you taking to respond to these? Discuss any challenges or concerns which have become stressful for you in the past. Are there areas of the position description you feel will need your attention and development?</p> <p><i>Comment:</i></p>
Leadership <b>Community</b> relationships	<p>What are the gifts you will bring to the leadership team? Reflect on your functioning as part of teams in the past, what are your team strengths? What would make a team a supportive and healthy environment for you as a leader?</p> <p><i>Comment:</i></p>
<b>Communication</b> style	<p>How do you most effectively communicate with other key leaders, staff members, elders and the congregation as a whole. What information and resources you think you will need to operate effectively as a leader?</p>

	<i>Comment:</i>
<b>Conflict management</b>	<p>What are the main conflicts you have been involved in as part of your role as a leader? How have you handled them? Are there any conflicts which have not been resolved well, how have you managed these?</p> <p><i>Comment:</i></p>
<b>Self Care processes and networks</b>	<p>What aspects of self-care do you practice? Who provides the encouragement to keep you going in ministry? Prayer support? How do you communicate with these people?</p> <p><i>Comment:</i></p>
<b>Counsel</b>	<p>From whom do you receive input, guidance, mentoring, spiritual direction, wisdom and counsel? Do these relationships meet your needs for personal and leadership input.</p> <p><i>Comment:</i></p>
<b>Confirmation</b>	<p>How do family and close friends feel about you serving in a Christian leadership role? In what areas do they affirm and support you? In what areas do your wife/husband/children have concerns about your role?</p> <p><i>Comment:</i></p>
<b>Corporal Health</b>	<p>How is the state of your physical health? Your psychological health? Are there aspects of your role that have impacted your well-being and health?</p> <p><i>Comment:</i></p>
<b>Cash resources</b>	<p>How do you feel about the financial arrangements under which you may minister? Do you think your will have adequate financial resources and income to meet your needs?</p> <p><i>Comment:</i></p>
<b>Character formation</b>	<p>How is your character and your 'personhood' being formed in your role or current position?</p> <p><i>Comment:</i></p>
<b>Changes</b>	<p>Reflect on any other changes you would recommend to the position so that you might be more effective in ministry and leadership? Are there things you would like to do less of? Are there things you would like to do more of?</p> <p><i>Comment:</i></p>
<b>Concerns</b>	<p>Name any other concerns or questions you would like to raise as part of this interview.</p> <p><i>Comment:</i></p>

## FEEDBACK FORM ON SENIOR PASTOR

Type of involvement with \_\_\_\_\_ over the last 2 years: (Please circle whatever is appropriate.)

- Preaching/Worship*    *Small Group*    *Church Leadership*    *Pastoral Team Member*  
 *Counseling*    *Pastoral Care*    *One on One*    *Ministry Leader*

Other: \_\_\_\_\_

1. Reflecting on this involvement, what encouragement do you want to share with your pastor through this review? (What do you see as his strengths?)

2. To assist in their ongoing development, what comments do you have? (Where do they need to grow?)

3. Thinking beyond your contact over the last two years what comments do you want to make as an investment into their future ministry?

4. In light of the attached ministry/job description, what changes would you suggest?

## PASTORAL EVALUATION

Carefully consider each statement below as it applies to the pastor being appraised. Rate your assessment on a scale of 1 (low) to 9 (high) in relation to each statement.

Write any general comments in the space provided at the end of each section. If there is insufficient space, write on the other side of the paper. If you believe any important areas not covered below, please write your comments at the end of the appraisal.

The survey is anonymous. Do not write your name on the survey form.

### INTERPERSONAL COMPETENCIES

#### ***CREATES A CLIMATE OF TRUST, ACCEPTANCE AND RESPECT***

- |                                                                           |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Conveys trust in persons whenever opportunities exist                  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Accepts persons as individuals allowing them to express their opinions | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Points out inappropriate behaviour in a positive manner                | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

#### ***CREATES AND MAINTAINS PERSONAL INTEGRITY AND CONGRUENCE IN ALL INTERPERSONAL ACTIONS***

- |                                                                                     |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. Fulfils commitments made to any individual or negotiates a change when necessary | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Deals with everyone in an open and straightforward manner                        | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Admits when mistakes are made and works to correct problems that result          | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**MAINTAINS SENSITIVITY TO THE PERSONAL NEEDS OF OTHERS**

- |                                                                             |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. Listens carefully to others and restates their position on a given issue | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Shows support and respect for others and their views                     | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Approaches others in a tactful manner on sensitive issues                | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**CHALLENGES FELLOW WORKERS TO GIVE THEIR BEST**

- |                                                                         |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Encourages strength and abilities of fellow workers                 | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Encourages fellow workers when things seem to be going against them | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Encourages fellow workers to learn new skills and tasks             | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**MAINTAINS SELF IN A PHYSICALLY, EMOTIONALLY AND SPIRITUALLY HEALTHY CONDITION**

- |                                                                                    |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Works diligently to maintain good physical health                              | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Gives priority to quality relationships with spouse and children               | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Has discovered and maintains personal spiritual disciplines that feed his soul | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**IDENTIFIES CORRECTIVE ACTION THAT WILL IMPROVE RELATIONSHIPS WITH OTHER PEOPLE**

- |                                                                                                                                  |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Describes the factors and characteristics of the relationship that must be changed to improve the relationship in the future | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Identifies behaviours that must be used to bring about improvements                                                          | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Predicts what the reactions might be of other persons and how to handle them                                                 | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**RESOLVES CONFLICT WITH OTHERS IN A MANNER THAT PRODUCES WIN-WIN RESULTS AS OFTEN AS POSSIBLE**

- |                                                                                            |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. Ensures each person clearly states their position on conflict issues                   | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Ensures each person clearly restates the other person's position to their satisfaction | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Explores other ways to resolve conflicts that will be satisfactory to each person      | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Encourages both parties to keep engaged in the discussion and work toward a solution   | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

## LEADERSHIP COMPETENCIES

### PROVIDES DIRECTION FOR THE CONGREGATION

- |                                                                                 |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 23. Identifies opportunities                                                    | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Facilitates the creation of a vision and vision statement                   | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Ensures that the congregation is continually aware of the desired direction | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

### PROVIDES EFFECTIVE LEADERSHIP IN ACCOMPLISHING CONGREGATIONAL GOALS

- |                                                                             |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 26. Defines and communicates clear tasks and goals                          | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Influences others without being dictatorial                             | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Displays enthusiasm and confidence in working with others towards goals | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Maintains leadership role when challenged                               | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**



**NURTURING MEMBERS IN DISCHARGING THEIR RESPONSIBILITIES**

- |                                                                                     |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 30. Encourages and coaches as needed                                                | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Provides insights and expertise in a supportive manner                          | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Challenges and confronts when necessary, but in a positive, problem-solving way | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**LEADS THE CONGREGATION THROUGH CHANGE PROCESSES**

- |                                                                 |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 33. Identifies when changes are required                        | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Enlists influential people to back a change effort          | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Considers ways of dealing with the resistances and the pain | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**FACILITATES INNOVATION IN THE CONGREGATION**

- |                                                                   |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 36. Creates a climate where new ideas are encouraged and rewarded | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Encourages risk taking with new and better approaches         | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Facilitates the sponsorship of new positive ideas             | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**IMPLEMENTING A CHANGE EFFORT**

39. Manages time and energy effectively

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Manages meetings and conferences effectively

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment**

**SOLVES PROBLEMS EFFECTIVELY**

41. Identifies situations where new options are either desired or required

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Illustrates a variety of different approaches to the problem

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Presents options for study and decision

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment**

**COMMUNICATION**

44. Can be persuasive on concepts central to the faith

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. Preaches sermons that relate well to everyday life

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. Brings adequate scholarship to sermons that are preached

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. The outline and direction of sermons is usually easy to identify

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment**

**SAFE MINISTRY & CHILD PROTECTION**

- |                                                                 |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|-----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 48. Champions safe ministry culture and practices               | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Models child-safe behaviour                                 | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. Addresses matters regarding child safety in a timely manner | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**

**WORSHIP**

- |                                                                                              |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|----------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 51. Has the capacity to create an atmosphere of reverence and awe                            | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. Leads and encourages congregants to enter fully into worship experiences                 | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Provides meaningful ways that draw members into experiencing and celebrating their faith | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Continually encourages members to trust and draw on the healing power of God             | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        |
|                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comment**