

Residency Program Handbook 2022



**For Candidates preparing for ordination
in the Texas Annual Conference**

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Welcome

Welcome to the Residency Program. You are here because you received a call to ordained ministry and that call has been confirmed by your faith community. You have studied, prayed, worked, and served faithfully, and are now approaching the final stage of the journey. In this stage, you will be wholly focused on your preparation for ordination. Having completed your theological studies, you will be placed in a ministry setting to begin the work of living out your theology in vocational ministry.

This time is called a “provisional” period and is the final step in the mutual discernment process. During this time, you will examine your calling by combining practice with theological reflection, to ensure that you are being faithful to God’s call on your life. You are also to begin examining yourself: What are your natural strengths on which you can build? What are your natural weaknesses of which you need to be aware? Where do you need to grow to be most effective in your ministry setting?

During this time, the church will examine your gifts for ministry. Do you show evidence of God’s grace? Does your ministry bear fruit? Does your work build up the church to make disciples of Jesus Christ for the transformation of the world? This examination culminates when you have your final interviews with the Board of Ordained Ministry.

You are given two groups to help you in this part of the journey—your Resident Covenant Group (RCG) and your Lay Consultation Team (LCT). We cannot encourage you enough to make use of them. These are not “hoops to jump through”; these are covenant relationships to aid your preparation and testing. Listen to them, learn from them, and be accountable to them. This is a sacred time in your life, and you will never have it again. Prepare yourself well, so that you may be fully equipped to “take authority” for Christ and Christ’s Church.

Introduction

The **Residency Program** is designed by the Board of Ordained Ministry to provide provisional members of the Texas Annual Conference with support and guidance that will nourish continued theological development, spiritual formation and skill acquisition. Per *The Book of Discipline*, provisional members are in residency to prepare for membership in full connection in the annual conference as deacons or elders. They are on probation as to character, servant leadership and effectiveness in ministry. This segment of the journey helps to prepare provisional members for membership in full connection. Under the auspices of the Center for Clergy Excellence, the residency program runs throughout the two years of commissioned membership required for ordination.

The Residency Program has three broad goals:

- Extending theological education by using covenant groups and mentoring to support the practice and work of provisional ministry as servant leaders
- Contemplating the grounding of ordained ministry
- Understanding covenant ministry in the life of the conference

Philosophy of the Residency program

We are accountable to one another as a covenant community. Each provisional member is preparing for ordination into an order. So that the benefits of life within this order and the larger church may be realized, every effort shall be made to develop the holy habits of the disciplined life of mutual accountability through peer groups, mentoring, and the practice of spiritual disciplines including daily prayer, meditation, Bible reading and regular retreats. Through participation in a retreat, in an on-going covenant group mentored by an experienced elder or deacon, and in other activities determined in the Growth Plan, participants will be supported in meeting the requirements for admission to his/her specific order as specified in *The Book of Discipline* and by the Conference Board of Ordained Ministry. Because the church deserves leaders committed to the highest ideals of the Christian life and excellence in leadership, the residency program provides support, coaching, and training for all those seeking ordination.

How long do people participate in the Residency Program?

The program works with those who are moving into the final two years of the ordination process to provide growth and support, so that God may cultivate their effectiveness of ordained ministry. Often, this is at the time of graduation from seminary, but it may begin at another time for reasons as specified by the Conference Board of Ordained Ministry.

It is also required for a minimum of two years for those who transfer into the annual conference as commissioned members in other annual conferences and those who are ordained in other Methodist denominations and other denominations. The Residency Program is recommended for those who are serving in the annual conference on loan from other annual conferences.

A retreat is held in the first quarter of the provisional member's commissioning. During this retreat the provisional member learns about the Texas Annual Conference and the support systems of the Conference. The mentoring process begins with a mentor and a peer group who form a Resident Covenant Group (RCG). These groups are assigned for you. They meet at least four times the first year and two times in the second year to work on various focus issues that are assigned and some which are chosen by the group. A covenant is written and agreed upon at the retreat.

Supervision

Supervision and accountability are part of all clergy leadership in The United Methodist Church. Our Wesleyan heritage established mutual accountability as the way to effective discipleship and leadership in the church. From the class meetings of the eighteenth century to our current peer groups, United Methodists have always understood that accountability and supervision are an important and positive part of our witness.

Commissioned members have supervision at two or three different levels as they prepare for ordained ministry. Each level of supervision has a specific function in preparing the resident for full membership.

1. **The District Superintendent** is the administrative supervisor.

¶ 401 The purpose of superintending is to equip the Church in its disciple-making ministry. Those who superintend carry primary responsibility for ordering the life of the Church.....It is their task, as well, to see that all matters, temporal and spiritual, are administered....

¶421 [District Superintendent] To establish a clearly understood process of supervision for clergy of the district, including observation of all aspects of ministry, direct evaluation, and feedback to the clergy involved.

Your district superintendent provides guidance in both the work of the parish and in vocational development. The superintendent is responsible for providing a recommendation in writing for ordination and full membership to the BOM as your superintendent. Hopefully, each resident will come to know his/her D.S. as a trusted colleague in ministry as well as a supervisor.

2. **The Residency Mentor** is the structured learning supervisor. Vocationally formative relationships are the function of mentoring. The residency mentor is responsible for facilitating a quality group experience of collegial support and structured learning for excellence in clergy leadership. The mentor facilitates, listens, reflects back, asks questions, and counsels when needed. The mentor should be a trusted colleague in ministry during residency and, after ordination, throughout life in ordained ministry.
3. **The Senior Pastor** (for those in multiple-staff appointments) or **Supervisor** (for those appointed to program ministries or extension ministries) supervises the ministry setting for the resident. The resident should take responsibility for keeping his/her ministry setting supervisor fully informed about the requirements of the residency program and the need for full participation. Your senior pastor or supervisor will receive a letter from the Residency Program director explaining the disciplinary and Board of Ordained Ministry requirements for the program. Hopefully, this supervisor becomes a trusted colleague in ministry.

Continuity of Supervision

If at any time it is necessary to change a mentor in the midst of the residency period, an exchange of information about the progress of the person involved will be made between the mentors so that there will be continuity and consistency of supervision. Both the mentor and the resident may contact the Residency Program director with questions about supervision.

Summary

The Board of Ordained Ministry, through Developing Connectional Ministry [Residency Program] has set forth its fervent hope that ordained ministry in the Texas Annual Conference will be enriched by a biblically grounded, spiritually formed, theologically educated and functionally trained clergy. Our aim is to empower clergy persons to live into their call, find fulfillment and sustenance in their witness, personhood, and professional dignity throughout their lifetime of ministry. Through administering the program, keeping it updated and renewed, we move forward in the service of The United Methodist Church in the name of Jesus Christ our Lord.

Dr. Hooper Haygood, past director

Residency Program 2022 – 2024

First Year after Commissioning Requirements

- Orientation Event with Birkman Training – May
- Attend a Day of Wellness
- At least Four meetings of your Resident Covenant Group (RCG)
- At least four meetings with Lay Consultation Team (LCT)
- First Residency Effectiveness Team (RET) meeting (November-December)
 1. Develop growth plan at first RET meeting. This growth plan will be personalized to your situation and needs, and will be a substantial part of your residency process.
- You are encouraged to participate in connectional activities such as the Gathering, Elders/Deacons Retreat, Marriage retreat, district camp, etc.

Second Year after Commissioning

- Annual Conference
- Mission Trip with Cabinet (usually October)
- Two meetings with LCT (at least)
- Two meetings of your RCG (minimum)
- District Superintendent Recommendation Letter
- Prepare papers as required by BOM – meet all deadlines
 - Ordination Packets**
 - Around October 15, Ordination Packets are sent out by the Candidacy Manager
 - Around January 22, Ordination Packets are due to the Registrar/Candidacy Manager
 - Packet will include disciplinary questions, an assigned sermon, an assigned Bible study, a short paper about your fruitfulness in ministry, and a few personal forms. **If any part of this is late, you may be delayed a year.**
 - If you have any questions, please contact the Candidacy Manager Ivana Wilson at iwilson@txcumc.org.
- Second RET meeting (February –March)
- BOM interviews - March
- Election to Full Connection and Ordination at Annual Conference
- Ordination at Annual Conference

What happens if you decide to continue in the process for another year before going before the BOM following your 2 years of provisional membership?

From time to time, and for differing reasons, the commissioned person or BOM may find it necessary to extend the two-year period before ordination. When this delay occurs, either by self-delay or by vote of the BOM, the period of commissioning will be continued until she/he is received as a full member of the Annual Conference and Ordained; or a decision is made by either party not to proceed toward membership and ordination. When a delay occurs, the BOM has guidelines for guiding a candidate through subsequent years of residency. This process will be followed by the Residency Director in consultation with the BOM, the RET, and the candidate to work on a new growth plan and provide support as needed.

The Covenant Group

The Covenant:

Each covenant group will develop a covenant that will form the basis of life together as a group. The mentor will be one of the covenanting parties in both group and individual covenants. The covenant will be put in writing and each member will be given a copy.

Items in the covenant include:

1. An understanding of God's participation in the covenant, both in calling us to covenant and in guiding us in the process of growth in the ordained ministry.
2. The faithfulness of God is the source of our faithfulness.
3. Place and time of meetings
4. Purpose statement of the group
5. Structure of the meetings
6. Suggested topics for the meeting agendas, including skills to be developed
7. Commitment to attendance and participation
8. Commitment to pray for one another and for the group life together and mutual caring and support.
9. The role of the mentor, including:

The mentor is expected by the BOM to provide an evaluation of each person's effectiveness and growth in ministry and a written statement of this evaluation will be shared with the candidate before it is given to the BOM.

10. A commitment to confidentiality
11. Accountability to the covenant (What is an acceptable reason to miss a meeting, how many you can miss, what are you expected to contribute to the group, etc.)
12. Other items

Personal Covenants:

Individuals may wish to develop personal covenants in which they express specific goals for their own growth during this commitment period. An individual learning covenant may be written as the resident chooses and then shared with the mentor. It could include:

1. Commitment to growing in particular areas of leadership or spiritual formation
2. Meeting specific needs either through the group or beyond it
3. Commitment to disciplines specific to the individual.

The Dynamics of a Covenant Group:

The Covenant Group is central to the residency program. A Covenant Group usually consists of four to seven persons led by a mentor. Geography will be the primary factor in constituting a Covenant Group. On rare occasions, other circumstances may need to be considered to recognize our rich diversity available to groups.

The Covenant Groups will meet regularly for daylong meetings. The group agenda should reflect **paragraphs 322 and 332 of *The Book of Discipline (the tasks and responsibilities of deacons and elders)*** along with personal accountability, prayer, growth, personal and family care, and community participation. These topics provide subjects that should be addressed by Covenant Groups over the course of the two years of the residency program.

A group agenda could include some or all of the following possibilities:

- A time for developing growth skills in ministry. The desired skills for development or enhancement could be identified annually by the group. The mentor will invite persons with the identified special skills to come and lead a group session(s) on this skill area.
- A time for sharing and discussing specific situations that has arisen in a member's parish from time to time. Case studies could be one approach to this discussion.
- A time for spiritual formation and growth. This time may include use of devotional materials or learning a variety of methods of prayer and

meditation. This time should certainly include a time of shared prayer. Many groups have discovered that sharing the sacrament of Holy Communion within the group, either regularly or occasionally is very helpful to their life together.

- A time for participants to share personal and/or family needs, or clergy frustrations over issues in their parishes. Such sharing needs to be done with the understanding that confidences will be honored. Breaking the confidentiality of the covenant group will completely destroy the purpose of covenanting. Out of such mutual sharing new options may be discovered and new assurances may be found.
- The study of a book(s) with the understanding that participants will read the material prior to the meeting and all members will share in the discussion and teaching, even rotating leadership.
- A time for Bible study
- A meal together. This could be a brown bag meal or in a local restaurant depending on the time and expense needs of the group members. Breaking bread together is a great form of fellowship.
- Preparation for liturgical seasons of the year or other regular events in the local church like confirmation, charge conference, or stewardship campaigns.
- A session(s) that includes spouses. Such a session would provide time for considering family issues, as well as the needs and the role of the clergy spouse. This session should allow for fellowship, sharing, and caring.

Possible topics for Covenant Groups

This is not an exhaustive list, but a possible guide for groups:

- Passionate Worship
 - Preaching
 - Worship and sacraments
 - Worship styles
- Extravagant Generosity
 - Financial procedures and practices
 - Church
 - Personal
 - Apportionments
- Faith-forming relationships
 - Christian education for all ages
 - Spiritual formation
 - Confirmation class preparation and resources
- Risk-taking mission

- Mission opportunities
- Social Issues
- Radical hospitality
 - Church growth
 - Racial/ethnic hospitality
- Administration and connectional ministry
 - Effective structuring of a UMC
 - Time management
 - Staff relations
 - Long range planning as Holy Conversation
 - Charge conference
 - Meetings that matter
- Leadership in the local church
 - Conflict management
 - Defining the clergy role in the local church
 - Leadership styles
 - Clergy ethics
 - The pastoral office: use of power and authority
- Pastor/Staff Relations
 - Visitation
 - Clergy self/family care
 - Weddings
 - Funerals
 - Staff relations and policies
- Crisis Counseling and resources

If you have questions regarding covenant groups, please contact Rev. Kris Bagley at 859-866-4712 or kris@dayspringumc.com.

Lay Consultation Team (LCT)

You, the resident, are responsible for gathering your own Lay Consultation Team. This is the group that will see you in ministry and meet with you to consider your strengths and weaknesses. Choose wisely! Don't choose people who will only tell you what you want to hear. Choose lay persons whose opinion you value.

Your LCT should consist of 4 to 6 members of the local church who will have ample opportunity to observe you. These may or may not be members of the SPRC. At the first meeting, you will watch a training video and establish your meeting calendar. The meeting calendar should include at least four meetings the first year, and two the second. You might want to schedule meetings after big events that you particularly want feedback on. For example, you might want to schedule a meeting after preaching, leading a retreat, facilitating a particularly difficult meeting, or organizing a big event. You may also want to begin looking at the KSAP and the standard definition of clergy effectiveness together in preparation for the growth plan you will be putting together with your RET.

Your LCT is expected to honor a qualified code of confidentiality. We say "qualified," because a member of the LCT will be giving feedback to the Residency Effectiveness Team (see next section). If there have been questions of ethics or effectiveness raised in your LCT, they will be obligated to share them with the RET. That is the extent of the qualification. Everything discussed in your LCT will remain confidential from peers, church members, colleagues, and everyone else in the ministry setting.

When you select your LCT, name one person as chair. That person will run the meetings as well as represent the LCT during the two meetings of the RET.

Additionally, that person will contact the current RET coordinator (Rev. Eleanor Colvin) to confirm that LCT meetings are taking place.

Over the course of two years with your LCT you will:

1. Spend time evaluating your effectiveness in ministry. You may want to solicit feedback in a certain area, such as administration, outreach, or preaching. This is your time to ask for and receive honest feedback.
2. LCT will evaluate at least 2 sermons and 1 teaching session over the course of two years. There are forms provided to maximize the effectiveness of these conversations.
 - a. These sermons and teaching sessions may or may not be the official ones required by the ordination packet. You may do them on your own time, and pick your topics.

- b. A summary of these sermons and teaching reviews will be shared with the RET at the second meeting.

After you select your LCT, plan a date for the first meeting. **Copy the pages of this book from page 20 on. That includes the LCT Handbook, the KSAP, and the working definition of clergy effectiveness. You will need to give this to every member of your LCT.** At the first meeting, you will watch the training video together, set the meeting schedule for the rest of the year, get to know each other, and pray.

Resident Effectiveness Team (RET)

The Resident Effectiveness Team or RET is part of the Board of Ordained Ministry and will meet with you at least twice during your residency period. The RET includes

1. A chair from the BOM
2. Two other BOM reps. (One can be non-BOM clergy of orders if needed)
3. A representative from the Lay Consultation Team
4. District Superintendent

These are all assigned. You don't need to do anything except name one member of your LCT (usually the chair) to be the representative to the RET. The RET will make an on-site visit in the fall of the first year of residency and the spring of the second year. The second year will include review of the disciplinary questions in preparation for the final BOM interviews.

First on-site meeting: The purpose of the interview will determine any growth areas the provisional member needs to develop or improve upon during the course of the residency. This goal of the meeting is to produce a written growth plan that will personalize the final steps of the ordination process for each resident.

Don't underestimate this step! Over the last several years, several requirements have been taken out of the residency process, with the goal of making the process as individualized as possible. The growth plan is where that individualization occurs. The growth plan contains your personal requirements for the remainder of the ordination process.

Because of that, it is **essential** that you come to the first RET meeting prepared to discuss the growth plan. You should already be thinking about strengths you want to build on and weaknesses you want to address. (The growth plan doesn't all need to be about your weaknesses...it can also help you build on strengths, address personal areas of health, etc.) You may even want to work with your LCT to come up with a rough draft of a growth plan that the RET can build on.

Whatever you put in your growth plan, make sure it is **useful** and **feasible**. Remember, this is going to be one of your requirements. Do not suggest that you should read an academic book a week for the next year. Make the suggestions things that will be useful to you and feasible for you to accomplish. **And then do them!**

Some things that may be considered for your growth plan are:

- Attending a Soderquist marriage retreat
- Working at District Camp, UM ARMY or Texas Youth Academy
- Attending the events of your order
- Seeking out mentors for particular growth areas
- Exercising at least twice a week
- Attending Trustees and Finance meetings (if an associate) to learn about church administration
- Attending a particular community event to get to know the community better
- Go on a date with your spouse once a week

Second on-site meeting: Primary goal is to evaluate effectiveness and review the disciplinary questions. The RET will also revisit your growth plan to determine if you have successfully completed it. The RET will make a recommendation to the BOM.

Maximum two hour interview: The resident should not be involved in the first two sections, which are the reports from the LCT and the Senior Pastor. See second meeting form on page 18.

Meeting form for the first on-site visit by RET

Resident's Name:

Location and Date of Visit:

Introduction

Open with prayer and ask everyone to introduce themselves.

LCT Feedback

The LCT won't have much feedback yet, but the chairperson should share what has happened so far in the meetings and what the goals are for future meetings. Is there anything in particular they will be looking to evaluate? Have there been any concerns raised yet?

Senior Pastor Feedback

Ask how the resident is adjusting to ministry, how he/she interacts with the staff, and any other relevant feedback. What is the resident's job description? What particular concerns does the senior pastor have? **After reporting, Sr. Pastor may leave the meeting if desired.**

Resident Introduction

Invite resident to tell a little about themselves. What is their call story? What is their understanding of the scope of the ministry in their current setting? What are their own perceived strengths and weaknesses starting out? What are they most worried about?

Working Definition of Clergy Effectiveness or KSAP

Choose either the KSAP or the working definition of clergy effectiveness. Go through whichever you choose with the candidate, and ask him/her to discuss perceived strengths and growth areas. Begin moving the conversation toward areas the candidate would like to work on. These can either be strengths he/she wants to improve, or weakness he/she wants to address.

Development of Growth Plan

Identify the general areas of focus for the candidate, and begin to come up with specific items. Remember, this is the personalized candidacy process for this person. If you want to include things like working at District Camp, attending the Gathering, attending the marriage retreat, etc., you can include them here. Encourage the candidate to think through what learning they might gain from each activity and include it in the plan. There is a sample growth plan on the next page.

Sample Growth Plan

This may be written out either by the RET convener or by the resident. Either way, make sure to email it to the entire RET as well as Eleanor Colvin. If there are any changes/misunderstandings, they should be taken care of then rather than waiting until the second meeting.

1. The Resident has understood that time management is an issue for him. The actual use of his Franklin Covey organizer has been suggested and he has agreed to do so.
2. The Resident feels inadequate in areas of pastoral care. To address this, he has agreed to read some suggested books by Kenneth Haugk, and perhaps attend Stephen Ministry training if the possibility arises. The resident will also seek out opportunities to practice this kind of ministry in regular hospital and nursing home visits.
3. The Resident feels a lack of knowledge in administrative areas, specifically about how a United Methodist Church functions financially and legally. To address this, he will ask his senior pastor if he may attend Trustees and Finance meetings as an observer.
4. The Resident has been placed in charge of contacting new visitors to the church. He feels intimidated by this task, as he is an introvert. It was suggested that he make a habit of making those contacts first thing each week, and he agreed this was the best way to go about addressing his insecurity.
5. The Resident is worried about his tendency to neglect his personal health. He has agreed to work out 5 times a week, and to work toward making this a life-long practice.

Meeting Form for Second RET Visit

Resident's Name:

Location and Date of Visit:

Introduction

Open with prayer, and then ask the resident to leave the room. The first part of this meeting is held with just the RET and the senior pastor.

Report by LCT chair

Ask the LCT chair to summarize their engagement with the resident. They should have met at least 6 times and evaluated at least two sermons and one Bible study, so there should be a lot to say. Remember, they have been asked to give critical feedback as well as positive. Determine in discussion if the weaknesses the LCT chair mentions are normal growth areas or potential causes for concern.

Report by Senior Pastor

Ask how the resident interacts with the rest of the staff, performs his/her work, and functions in ministry. Ask for specific examples of positive or negative behavior. Ask if the senior pastor would want this person on his or her staff again in the future. **After reporting, the Senior Pastor should leave the meeting.**

Discussion with Resident: Growth Plan

Invite the resident back in. You will want to discuss any relevant points that have been brought up by the senior pastor or LCT. This might happen naturally as you talk about the growth plan or the written material, or you may want to bring up certain issues as soon as the resident comes back in the room.

Bring out the written copy of the growth plan, and ask the resident to discuss how he/she has worked on it. Ask for specific examples, and find out if the resident has followed the action plan the RET came up with in the first meeting.

Discussion with Resident: Written Material

Discuss the resident's written material, including sermon, Bible study, and answers to disciplinary questions. Note any red flags or concerns.

Discussion with Resident: Other Matters

If there is anything else that needs to be brought up in determining the resident's fitness for ministry, have that conversation now.

Discussion with RET

Ask the resident to leave the room, and together come up with a summary for the BOM. Use the form included in this handbook.

Final Summary

Invite the resident back in the room, and share the summary that has been made of the meeting. Inform him/her that this summary will go to the Board of Ordained Ministry before he/she appears for an interview. Discuss the recommendation that the RET will make. Close in prayer.

Summary Form for Board of Ordained Ministry

To be completed at Second Meeting

Resident's Name:

Ministry Location:

Date of Second RET meeting:

Persons in Attendance:

What major areas were identified in the resident's growth plan?

Did he/she follow the action plan agreed upon at the first meeting?

What were the main points of the LCT evaluation?

What were the main points of the RET discussion of the written materials?

Does the RET recommend this candidate to go before the Board or not? Did the candidate choose to self-delay? Please explain.

What topics should the Board ask about during this candidate's ordination interview?

Laity Consultation Team Handbook

You have been invited to enter into a very special relationship with your pastor for the purpose of helping him/her to develop and grow as an effective ordained minister in the Texas Annual Conference. Preparation for ordination is a sacred time in every minister's life, and you are invited to share in that and help them prepare as best they can. Your energy, attention, honesty, and compassion will help your pastor grow into the fullness of his or her calling.

Over the next two years, you will:

- Get personally acquainted with your pastor.
- Pray for and with your pastor.
- Become familiar with the standards of effectiveness in the Texas Annual Conference.
- Be observant of your pastor's ministry.
- Be honest and open with your pastor about what you see.

In the following pages, you will find a description of your role in the Residency Program—the program that takes candidates from commissioning (which often immediately follows seminary graduation) to ordination. You are a crucial part of this program, and a crucial part of your pastor's development. Thank you for your ministry. You are free to contact me at any time with questions or concerns.

Peace,

Rev. Eleanor Colvin
Residency Director
E-mail: eleanorcolvin@gmail.com
Cell: 713-540-9126

Why are we here?

Your primary goal is to help your pastor grow into the most effective minister he or she can be. That is a task that will require prayer, discernment, attention, and honesty. You will help your pastor identify and celebrate their strengths, and you will also help them identify and work on their weaknesses.

What are my responsibilities?

1. **Pray with and for your pastor.** This cannot be overstated. Your evaluation of your pastor will be shallow and unhelpful if it is not grounded in prayer. Pray for every word of encouragement and critique you say. Pray for every meeting and conversation. Pray for your pastor's current and future ministry, for the lives that will be touched, and the disciples that will be made. During one meeting, you may even want to share Communion together, or to lay hands on your pastor and pray for his/her future.
2. **Actively participate in all meetings.** You are required to meet at least four times the first year and two times the second. These are minimum requirements, though. You are welcome to meet as often as you would like. We have recommended that your pastor schedule meetings after particularly important events they would like to be evaluated on, such as a special worship service, a difficult meeting, or an outreach event.
3. **Pay attention to your pastor both in the ministry setting and outside of the ministry setting.** You will be asked to develop a habit of paying attention to your pastor's behavior, leadership, habits, and image. We often only notice things about other people that upset us. You will need to remind yourself to start noticing things more broadly. For example, how does this person come across to the congregation? Does he/she seem mature? Immature? Arrogant? Insecure? How does he/she handle conflict? How does he/she receive criticism? Compliments? Are there any behaviors or habits that might be misinterpreted?
4. **Become familiar with the standards of effectiveness in the Texas Annual Conference.** Many people have conflicting ideas of what "good" pastors should do. (Everyone has that brilliant pastor somewhere in their past who was only slightly less perfect than the apostle Paul!) Lest we be held hostage to the winds of changing opinion, there are set standards by which we evaluate pastors. We will ask you to become familiar with these, and to use them as you consider your pastor's ministry. There are two tools provided for your use in this area. The first is the working definition of effectiveness that was adopted by the Texas Annual Conference in 2005. The second is called the KSAP. Both tools are included in this packet.
5. **Provide a supportive place for the resident to learn about strengths and weaknesses.** You are here to help your pastor, not tear them down. The

LCT should not be an adversarial group, but one that provides a safe place to talk about strengths and weaknesses.

6. **Be honest and open about what you see.** Your honesty is absolutely essential to this process. Nobody is helped by an LCT that simply says, “This pastor is great.” Every pastor (even the great ones) have things they need to work on. Every pastor (even the great ones) can become more effective. **This is a critical part of your job. You will let your pastor down if you don’t help them identify and work on those areas.**
7. **Evaluate two sermons and one teaching session.** More information on this part in the section, “How am I supposed to evaluate?”
8. **If you are the chair, you have additional responsibilities.** You are to facilitate the meetings with the help of your pastor. You will also need to email the Residency Coordinator (Rev. Eleanor Colvin) just to introduce yourself. (This email does not need be very long. Simply, “We met today at 6pm for Bob’s LCT” is sufficient.) Finally, you will need to represent the LCT in the meetings of the Residency Effectiveness Team. That team meets twice over the course of the two years, and includes the District Superintendent and members of the Board of Ordained Ministry. They will be helping make the decisions about your pastor’s ordination and will want to hear the LCT’s feedback. **Your job during that meeting will be to report relevant discussions about your pastor’s effectiveness in ministry.** The first meeting will be in the fall (usually October –November). The second meeting will be in the spring (usually February – March).

What do we do in the meetings?

Schedule the meetings so that there will be something specific to talk about. General feelings about “how the pastor is doing” are less helpful than specific instances. You are already required to evaluate two sermons and a teaching session, so be sure to schedule those. Also consider other things that might be useful to evaluate, such as your pastor’s competence in running a meeting or speaking at a community event. Encourage members to keep notes of things that come up between meetings that they might want to discuss at the meeting. It is most helpful to get these meetings on your calendars early, so the entire LCT can make attendance a priority.

A brief note about confidentiality. Everything that happens in an LCT meeting is confidential. You may not share the content of your discussions with church members, staff, SPRC, or anyone else in your ministry setting. The one exception to this rule is the chair, who will be sharing relevant information with the RET.

How am I supposed to evaluate?

There are several tools provided for your use. The KSAP and the working definition of clergy effectiveness are both extensive. They give you an idea of the various areas you should be looking at. When evaluating things like a retreat, a meeting, or a special event, it may be helpful to consider those different areas. Especially helpful is the KSAP one page summary. It provides a useful checklist for seeing the different areas of effectiveness in ministry.

As a summary, consider the following criteria of evaluation:

1. It is expected that the resident has revealed a commitment to God, to Jesus Christ as Lord, to the Church, and to ministry. Such commitment is to be seen not only conceptually, but as revealed in the performance of ministry.
2. A leader in the church must be able to relate to persons with care and love; it is expected that the resident will be sufficiently mature have reasonably interpersonal skills.
3. The resident continues with a disciplined life through the means of grace afforded through the various spiritual disciplines.
4. Perform certain tasks:
 - a. Types of visitation (hospital, home, evangelistic, recruitment, etc.)
 - b. Teaching various groups (children, youth, and adult)
 - c. Preaching
 - d. Worship
 - e. Demonstrate organizational skills (programming, management, agendas, etc.)
 - f. Understand the polity of the United Methodist Church
 - g. Administration (Includes relating to authority structures, conflict management)
 - h. Relate to the community outside the church
 - i. Balance of person in work, family, and personal well-being

When evaluating the sermons and the teaching session, there are particular forms provided for your use. In order to make the evaluation most effective, we recommend the following process:

1. Have the pastor record his/her sermon and distribute DVDs to the whole group.
2. Each member of the LCT will watch the DVD on his or her own time and make notes on the evaluation form.
3. At the meeting, the LCT will watch the DVD together with the pastor and give feedback, following the form. The pastor should take notes as things are brought up.

4. After the meeting, each member gives the individual evaluation forms to the pastor for further reference.

You are welcome to use this same process for the teaching session, though it may be too long to watch as a group. You are free to make that decision yourselves.

What if I have concerns?

If you have concerns about your pastor's ministry, they should be brought up in the LCT meetings and directly with your pastor. Do not approach SPRC, congregation members, or staff with these concerns before addressing them directly with the pastor. The appropriate forum in which to discuss these concerns is in your LCT meetings. Remember, it's okay if these meetings are sometimes difficult. Most concerns can be handled if dealt with directly.

The discussion of the LCT meetings will need to be summarized in the second RET meeting. This is a critical part of the process. Reporting about a concern in the RET meeting does not necessarily mean your pastor will get delayed. On the contrary, it can be a positive factor, particularly if your pastor responded to the concern with maturity and grace.

Please understand, we need to hear your concerns as well as your praise! **If the LCT gives a report with nothing but positive feedback, it will look suspicious. It will look like your pastor isn't actually doing his or her job in seeking helpful feedback.**

If you have further questions about addressing concerns within your LCT, you may contact the Residency Director (Rev. Eleanor Colvin).

How do we get started?

At your first meeting, you need to decide who will serve as chair. In some cases, your pastor may have already selected this person. The chair has a few additional responsibilities, but nothing overwhelming. The most important part of the chair's job is to represent the LCT when your pastor meets with representatives from the Board of Ordained Ministry. (That group is called the RET, Residency Effectiveness Team, and meets twice.) The chair will also run the LCT meetings, make sure the required evaluation is done, and get in touch with the coordinator (Rev. Eleanor Colvin) just to report that the committee is formed.

After that, you will probably want to spend some time getting to know your pastor. Listen to what parts of ministry your pastor is looking forward to, as well as what parts your pastor may be dreading. Listen to your pastor's perception of his

or her own strengths and weaknesses in ministry. Listen for areas your feedback might be most useful.

Before you close, exchange contact information. You may use the next page of this handbook if you would like. Also, come up with a meeting schedule for the first year. This may be difficult if you do not yet have your church's calendar planned, but try to set the meetings anyway. Time slips away faster than you think. If these meetings are not on the calendar, it is difficult to get the whole team together.

Close with a prayer for the pastor and your team. Ask your pastor if he or she has any particular prayer requests for the coming weeks and months. Pray together that God might guide your pastor's spiritual development in the coming two years.

Thank you for your ministry!

My LCT and Meeting Schedule

Chairperson:

Members' names and contact information:

First Year: 2020-2021

Minimum Four Meetings:

Second Year: 2021-2022

Minimum Two meetings:

Clergy Effectiveness: A Working Definition

Out of a shared commitment to enhancing clergy effectiveness in local churches throughout the Texas Annual Conference, the Cabinet, Board of Ordained Ministry, and District Lay Leaders offer the following definition and explanation of our understanding of clergy effectiveness. All references are to paragraphs in *The Book of Discipline 2000*. Clergy effectiveness encompasses all aspects of a clergy person's life and can be demonstrated by integrity of heart and life, wholeness in building and maintaining relationships, and competence in skills necessary for ministry.

I. Integrity of Heart and Life

- + demonstrate personal faith in Jesus Christ and live in such a manner that the love of God is incarnate in their daily activities
- + follow spiritual disciplines (prayer, bible study, Sabbath rest, participation in the sacramental life of the church) necessary for personal spiritual formation
- + live balanced lives which demonstrate an appropriate work ethic regarding time and attention spent in work for the congregation or agency where appointed as well as appropriate time for family and recreation
- + make lifestyle choices that lead to physical and emotional health
- + be honest and forthright in all verbal and written communication
- + demonstrate the highest integrity in financial matters both within and outside congregational or agency life
- + be self reflective regarding all aspects of spiritual formation, ministry, and personal life

II. Wholeness of Relationships

Clergy within the UMC exercise their ministry within covenant relationships with God, other ordained clergy, members of the congregation or agency to which they are appointed, spouse, family, and friends. (303.2,3,4; 304.2; 319) Effective clergy demonstrate skills necessary to create and maintain healthy and nurturing relationships in all aspects of life.

Effective clergy will:

- + set appropriate boundaries in contacts with persons so that issues of sexual misconduct or harassment are never in question and appropriate sensitivity to cultural diversity is demonstrated
- + exercise leadership in such a way that ministry is the work of the entire congregation and gifts of ministry among the laity are recognized and nurtured

(303.4; 319) In appointments to extension ministry, gifts for ministry among laity serving in conjunction with ordained clergy will be nurtured and affirmed.

- + set appropriate boundaries as single persons so that dating relationships do not become a detriment to ministry and that the covenant of celibacy in singleness is upheld
- + exercise fidelity in their marriage covenants and give appropriate attention to nurturing their families
- + hold themselves accountable to a group of peers for growth in discipleship and the exercise of ministry. It is expected that this group will meet regularly and deal with issues relevant to spiritual formation and growth in ministry.
- + meet regularly with SPRC and participate openly and honestly with SPRC in the process of evaluation (325.2c) In appointments to extension ministry, clergy will engage in appropriate supervisory sessions with those to whom the clergy person is accountable.
- + exercise their ministry under appropriate supervision of the UMC through the office of the bishop and district superintendent.
- + demonstrate communication skills that include effective listening and authentic relating
- + respond appropriately when either praise or criticism is offered
- + seek out needed help when any relationship is strained or broken
- + participate in annual performance review with SPRC and district superintendent using documents supplied by the district superintendent. In appointments to extension ministry, yearly inventory documents will be provided by the district superintendent and will be completed by the clergy person.

III. Competence in Skills Necessary for Ministry

A. Skills necessary for pastoral ministry (elders, local pastors)

Effective pastors demonstrate gifts for ministry that allow them to oversee the total ministry of the local church. (331.1)

Effective pastors will demonstrate skill in:

- + guiding, supporting, training, and equipping laity for ministry in the world
- + proclamation of the Word through preaching and teaching
- + pastoral care in times of illness, crisis, or death
- + priestly leadership of planning and leading worship and administering the sacraments
- + prophetic leadership that calls the congregation to mission beyond its walls and justice in society
- + administrative leadership in implementing the vision and purpose of the congregation, time management, supervision and management of staff and volunteers, and financial oversight
- + use of modern technology to enhance aspects of church programming and congregational life

+ the intentional development of a program of continuing education which is approved by both SPRC and the district superintendent, or by the supervisor in appointments to extension ministry

B. Skills necessary for the ministry of deacons

Effective deacons will demonstrate gifts for servant ministry in the world and leadership with the church that calls the church to ministry in the world. (319)

Effective deacons will demonstrate skill in:

- + teaching and proclamation of the Word of God
- + leadership in worship and assisting elders in the administration of the sacraments
- + forming and nurturing disciples of Jesus Christ
- + conducting marriages and burying the dead
- + leading the congregation in its servant outreach to the world

Note: This was adopted by the 2005 Texas Annual Conference. Its content is also found in the brochure "Faithfulness in the Clergy: A Call to Effectiveness", and is printed in the 2005 Journal, pages J-1 and J-2.

KSAP

Knowledge, Skills, Abilities, Personal Characteristics

Knowledge

Administration – Knowledge of the principles involved in the organization and coordination of people and resources.

Calling to Ministry – The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.

Church History – Knowledge of the history and development of the local church.

Clerical – Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

Community Demographics – Knowledge of the demographics of the community in which the local church exists and of the issues important to the people of those demographics.

Community History – Knowledge of the history and culture of the community in which the local church exists.

Counseling Principles – Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

Management Principles – Knowledge of the principles involved in motivating, developing, and directing people as they work.

Psychology – Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; and the assessment and treatment of behavioral and affective disorders.

Sociology – Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, and cultures.

Theology and Scripture – Knowledge of philosophy about the existence and nature of God, religion, and biblical text.

Training Principles – Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

United Methodist Church Doctrine – Knowledge of the written body of teachings of The United Methodist Church.

Skills

Active Learning – Seeking and rapidly integrating new information to improve current and future problem-solving and decision-making.

Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Calling to Ministry – The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.

Conflict Management – Handling complaints, settling disputes, and resolving conflicts.

Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Discernment – The capacity to know God's will through the haze of one's motives, the motives of others, and events that may appear to be important but are actually trivial or irrelevant.

Exegetical Skill – Communicating the meaning of Scripture and other religious documents in a manner that is comprehensible to others.

Goal-setting and Feedback – Establishing long-range objectives, specifying the strategies and actions to achieve them, and providing feedback about progress toward them.

Motivating Others – relating to others in a way that inspires them to want to do their best to complete a desired course of action.

Multitasking – Performing two or more tasks simultaneously or rapidly switching attention between tasks.

Negotiation – Working with others to arrive at a mutually agreeable resolution to a problem.

Oral Communication – Composing and delivering information through verbal interactions in a manner that others understand.

Problem Solving – Identifying problems and integrating information to formulate solutions.

Public Speaking – Effective communication of a message to a group of individuals using the spoken word.

Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.

Spiritual Disciplines – Use of the spiritual disciplines to facilitate spiritual growth.

Teaching – Identifying the educational needs of others and providing effective instruction to improve their knowledge or skills.

Teamwork - Accomplishing tasks directly by working as a member of a team or indirectly by helping members of a team to cooperate and efficiently coordinate actions and decisions.

Time Management – Managing one's own time and the time of others to efficiently accomplish goals.

Written Communication – Communicating effectively in writing as appropriate for the needs of the reader.

Abilities

Adaptability – The capability to adjust actions in relation to new situations, others' actions, or changes in the environment.

Attentional Focus – The ability to concentrate on a task over a period of time without being distracted.

Calling to Ministry – The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.

Creativity – The ability to generate unusual or clever ideas about a given topic, situation, or problem.

Idea Fluency – The ability to rapidly develop a large number of ideas related to a given topic.

Inductive Reasoning – The ability to combine pieces of information to detect patterns or form general rules.

Intelligence – The ability to reason, plan, solve problems, think abstractly, comprehend ideas and language, and learn.

Memorization – The ability to store and recall information and experiences.

Oral Comprehension – The ability to listen to and understand information and ideas presented through spoken words and sentences.

Reading Comprehension – The ability to read and understand information and ideas presented through written words, sentences and paragraphs in documents.

Trust in God – The ability to place oneself in the care of God.

Personal characteristics

Achievement Orientation – Tendency to establish and maintain personally challenging goals and exert effort toward achieving them.

Attention to Detail – Tendency to be careful about detail and thorough in completing work tasks.

Authenticity – Tendency to consistently behave in a fashion that is consistent with one's values, principles, and beliefs, to experience a sense of meaning or purpose underlying behavior, and to show vulnerability when appropriate.

Autonomy – Tendency to develop one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

Balance – Tendency to maintain a balance of important life activities related to profession, self, family, and friends.

Calling to Ministry – The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.

Cooperation – Tendency to be pleasant with others and display a good-natured, cooperative attitude.

Dependability – Tendency to be reliable, responsible, dependable, and fulfilling obligations.

Empathy – Tendency to be aware of, understanding of, and sensitive to other people's experiences and emotions.

Initiative – Tendency to take on responsibilities and challenges to accomplish goals.

Integrity – Tendency to adhere to a strict moral or ethical code with a special emphasis on being honest to oneself and others.

Learning Orientation – Tendency to develop one's competence through expanding one's ability and mastering challenging situations.

Leadership – Willingness to lead, take charge, and provide opinions and direction when necessary to accomplish goals.

Openness – Tendency to be receptive to ideas and people that are different from oneself.

Passion – Tendency to experience and express enthusiasm in daily activities and interactions with others.

Patience – Tendency to cope with pain, troubles, difficulties, or hardship, without complaint or ill temper.

Persistence – Tendency to continue investing efforts to obtain goals in the face of obstacles.

Risk-Taking – Tendency to undertake important tasks despite a lack of certainty or a fear of failure.

Self-awareness – Knowledge and understanding of ones motivations, strengths, and weaknesses.

Self Control – Tendency Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior in difficult situations.

Social Orientation – Tendency to prefer working with others rather than alone and to be personally connected with others.

Stress Tolerance – Tendency to accept criticism well and deal calmly and effectively with high stress situations.

Willingness to seek help – Tendency to ask for help with overwhelming tasks or to seek help from others to compensate for one's own weaknesses.

KSAP Form

Mark two as the strongest in each category; mark 1 as improvement needed

Knowledge

- ___ Administration
- ___ Calling to Ministry
- ___ Clerical
- ___ Community Demographics
- ___ Community History
- ___ Counseling Principles
- ___ Local Church History
- ___ Management Principles
- ___ Psychology
- ___ Sociology
- ___ Theology and Scripture
- ___ Training Principles
- ___ United Methodist Church Doctrine

Skills

- ___ Active Learning
- ___ Active Listening
- ___ Calling to Ministry
- ___ Conflict management
- ___ Decision Making
- ___ Discernment
- ___ Exegetical Skills
- ___ Goal-Setting and Feedback
- ___ Motivating Others
- ___ Multitasking
- ___ Negotiation
- ___ Oral Communication

Skills cont.

- ___ Problem Solving
- ___ Public Speaking
- ___ Social Perceptiveness
- ___ Spiritual Disciplines
- ___ Teaching
- ___ Teamwork
- ___ Time Management
- ___ Written Communication

Abilities

- ___ Adaptability
- ___ Attentional Focus
- ___ Calling to Ministry
- ___ Creativity
- ___ Idea Fluency
- ___ Inductive Reasoning
- ___ Intelligence
- ___ Memorization
- ___ Oral Comprehension
- ___ Reading Comprehension
- ___ Trust in God

Personal Characteristics

- ___ Achievement Orientation
- ___ Attention to Detail
- ___ Authenticity
- ___ Autonomy
- ___ Balance
- ___ Calling to Ministry
- ___ Cooperation
- ___ Dependability
- ___ Empathy
- ___ Initiative
- ___ Integrity
- ___ Leadership
- ___ Learning Orientation
- ___ Openness
- ___ Passion
- ___ Patience
- ___ Persistence
- ___ Risk-Taking
- ___ Self-Awareness
- ___ Self-Control
- ___ Social Orientation
- ___ Stress Tolerance
- ___ Willingness to seek help

FEEDBACK on a SERMON

***Use this form as it is helpful. It is not intended to be strictly followed, but to give you ideas of the kind of feedback that is useful. This form does not need to be turned in to the RET or BOM.*

SCRIPTURE PASSAGE(S) (if applicable) _____

INTRODUCTION: What was helpful and what was not helpful?

BODY:

Give a concise interpretation of the central message of the sermon.

How was the central message related to the scripture passage? Explain anything that helped you to follow the preacher.

What prevented you from hearing or understanding the message?

What real issues did the sermon address, both those with which you struggle personally as well as issues with which the community and world struggle?

What effective illustrations and/or examples did the preacher use?

Was the lectionary used? Did the words of the hymns coordinate with the scripture and sermon?

CONCLUSION:

What was helpful?

What was not helpful?

DELIVERY:

As you look at the preacher, describe your most prominent impression.

How did the delivery (voice, body language, style) enhance and/or detract from the message of the sermon?

What United Methodist theology did you hear in the sermon?

How would you describe the preacher's own feelings about the sermon?

RESPONSE:

How did your own opinions and beliefs fit or not fit with this sermon?

What did the sermon challenge you to do?

SUMMARY:

List several things that you especially appreciate about this sermon.

a.

b.

c.

List some suggestions you would give to the preacher for strengthening his/her preaching:

a.

b.

c.

FEEDBACK on a TEACHING SESSION

***Use this form as it is helpful. It is not intended to be strictly followed, but to give you ideas of the kind of feedback that is useful. This form does not need to be turned in to the RET or BOM.*

SCRIPTURE PASSAGE(S) (if applicable) _____

INTRODUCTION: What was helpful and what was not helpful?

BODY:

Give a concise interpretation of the central message of the lesson.

How was the lesson related to the scripture passage? Explain anything that was helpful to you.

What prevented you from hearing or understanding the lesson?

What issues did the lesson address, both those with which you struggle personally as well as issues with which the community and world struggle?

What effective illustrations and/or examples did the teacher use?

CONCLUSION:

What was helpful?

What was not helpful?

DELIVERY:

As you look at the teacher, describe your most prominent impression.

How did the delivery (voice, body language, style) enhance and/or detract from the message of the lesson?

How would you describe the teacher's own feelings about the lesson?

RESPONSE:

How did your own opinions and beliefs fit or not fit with this lesson?

What did the lesson challenge you to do?

SUMMARY:

List several things that you especially appreciate about this learning experience:

a.

b.

c.

List some suggestions you would give to the leader for strengthening his/her teaching:

a.

b.

c.

Notes