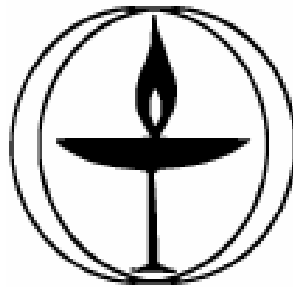


ADMINISTRATION OF RELIGIOUS EDUCATION PROGRAMS

HANDOUTS FOR PARTICIPANTS



**THE RENAISSANCE PROGRAM
Unitarian Universalist Association**

2004

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Theological

Educational

Administrative

Philosophical

Prioritizing of Tasks Involved in R.E. Administration/Coordination

You are employed as R.E. director by a medium-size UU church for 20 hours a week. You are the first salaried R.E. person the church has had. Your usual schedule is from nine to noon, Tuesday through Friday at the church, three hours on Sunday and five hours working at the job in your home. The church secretary allots six hours a week to working for the R.E. department. She does typing, mailing and duplicating, assembles supplies for Sunday mornings, makes some phone calls and files, but is not a UU and does not have extensive knowledge of UU curriculum. The R.E. committee tends to lean on you, is happy to have you doing all these things, and is just beginning to own the program again. You have two good people in charge of children's workshop services, and two to take care of the snacks on Sunday mornings. It is 9:00 a.m. on Tuesday morning; at 10:00 a.m. you will go to the church staff meeting. It is the first week of October, and you have the following tasks in mind or written down for attention during the week:

1. You need to start planning a four-session parent education course that the R.E. Committee wants you to teach on developmental theory and its application to R.E.
2. You are halfway through "In a Different Voice," by Carol Gilligan, and want to finish. It is a reserve book and due this Friday.
3. Your "Stepping Stone Year" teacher wants a letter to go out to her class regarding next Sunday's topic and activity.
4. You need to arrange a one-to-one meeting with a teacher whose class seems uninterested in the course material.
5. You need to prepare for a meeting with the UNICEF Festival Committee next Sunday morning—they will expect your ideas, suggestions, and practical tips. (They have met once.)
6. You need to order 2 or 3 good children's films for the UNICEF celebration.
7. You have a meeting scheduled for Wednesday morning with the R.E. Committee chair to draw up an Agenda for the next meeting in two weeks. The committee is interested in more music in the R.E. program, what kind of parent education class you have planned, and will discuss a report from the curriculum review sub-committee, among other things.
8. A teacher calls to say he can't find a particular book at his neighborhood library.
9. The R.E. coffee pot has just given out.

Handout #2

10. Your Cluster/Area R.E. Committee meets Saturday a.m. You promised to find someone who could do a good storytelling workshop in February, but have let the matter slip by.
11. You want the janitor to hang a new bulletin board in Room 4 this week.
12. One of the teachers in the weekday preschool that uses some of your classrooms comes in to report that an extra-special seashell is missing since Sunday.
13. Three teachers need to be called about preparations for the next few weeks. You need to review the lesson plan before you talk with them.
14. On Wednesday morning you will need to give the secretary a list of things/supplies to be gathered and set out for distribution to the classrooms on Sunday morning. (She often doesn't have time to do this, and you remember that you intend to find volunteers to come in during the week to take on this task; you want to get the system started before January.)
15. You have an hours work remaining to order to finish up a *Stepping Stone Year* unit on Maria Mitchell, Unitarian astronomer, for the 3rd and 4th grade teacher. You promised she would have it in time to use it for the first 2 Sundays in November.
16. You are always trying to find time to sort through the R.E. files. One drawer is just jam-packed. Charts, maps, flannelboard figures, artifacts, pictures, supplementary readings, games, etc. lack adequate storage space and therefore are not easily accessible to teachers.
17. A parent calls to ask if you would look for child's jacket left behind on Sunday.
18. One teacher asks for the 'cooperation game' for next Sunday. You find that the pieces are all in one envelope instead of in sets of 7 for 12 envelopes.
19. You want to browse in a children's bookstore for a few good preschool books.
20. You find a classroom table with lots of dried-on glue on the top.
21. On Fridays you make up a news sheets for the Sunday volunteers.
22. You need to call your craft closet person to alert her to certain supplies needed for the UNICEF celebration.
23. Your senior high leader calls to say he needs a newsprint pad, rather than loose sheets, but can't find one at nearby stores.
24. The 5th and 6th grade teacher has not been able to reserve the film, "Mood of Zen" and asks you to suggest a substitute.

Handout #2

25. Every-week routine: Incoming mail - record attendance total - go through teacher's folders and reports - walk-through of all classrooms - update your calendar and check the church's master calendar - check A/V equipment - go through teacher's "cubbies" for things returned.

Prioritizing of Tasks Involved in R.E. Administration / Coordination

You are employed as R.E. director and the only paid staff person by a UU Fellowship of 75 members for 6 hours a week. The average attendance is between 25-30 children, divided into Nursery, K-3, Intermediate, Junior High and Senior High. You have an R.E. Committee of 5 people. Three of them also teach. They are willing workers, respond well to individual requests, have ideas, but lean on you. No one wants to be committee chair. Teachers are responsible, but often their sights do not seem to be set very high. This is your second year in the job; it is the first week of October. You taught church school at 2 different levels for 2 years before you became the director. You have a good craft closet manager and someone that takes care of the children's snack every Sunday. You work during the week mostly at home; perhaps stop in at the church once. The six hours includes 2 hours at the church on Sunday. On Monday you have the following matters in mind or written down for attention during the week:

1. The Steering Committee wants a parent education course—wants you to submit ideas at next week's meeting.
2. The intermediate teacher needs to send a letter to her class with an information sheet for the parents—to be received the end of the week. She may skip it unless you remind her.
3. Newsletter article on R.E. is due next Sunday at noon.
4. The junior high teacher reports that the kids are not interested in HOW CAN I KNOW WHAT TO BELIEVE. You need to call or see her during the week to give encouragement, suggestions.
5. Two or three short films must be ordered for the UNICEF Festival.
6. The person in charge of the UNICEF Festival will meet with you on Wednesday - wants to go over plans - will be looking for more ideas.
7. The R.E. Committee meets in two weeks. One person thinks the curriculum ought to be reviewed; another wants more music in the R.E. program. You like to send out an Agenda because it seems to create a more serious atmosphere and focuses attention on the business at hand.
8. Your R.E. program includes a 10 minute "Gathering Time." The person in charge this coming Sunday calls to say they are going to grandma's. You must do the service yourself or find someone else.

Handout #3

9. A new parent suggests a brief statement in the Sunday bulletin each week on what each class is doing that day, what is being discussed, etc., so that parents can follow-up in the car on the way home.
10. The Cluster R.E. Committee meets this Saturday and you promised to have names of possible leaders for a storytelling workshop, but have not had time to think about the matter.
11. One teacher left a salt-clay mess on a table top.
12. You are reading In A Different Voice and are about halfway through, but it is due on Friday and you don't know if a reserve book can be renewed.
13. You need to talk with the Operations chairperson about hanging some shelves in one of the classroom areas.
14. You've been meaning to find someone who will card the R.E. Library books.
15. The Christmas Service has traditionally been music and readings by adults. You would like to see the children do some narratives on Christmas customs and symbols. You intend to present your ideas to the R.E. Committee next week.
16. The K-3 teacher needs help with The Adventures of God's Folk. He tried role-playing but says it didn't work. Needs help in assembling materials and supplies; tends to "wing it" if preparations seem too complicated.
17. You need to find someone to fix up a bulletin board with seasonal pictures, or do it yourself.
18. You need to read the Fall REACH packet, distribute some of the articles, and file the rest.
19. You realize that the teachers are missing announcements made at the service on Sunday mornings. You need to figure out how these messages can be passed on to them.
20. The senior high advisor calls and says the group will have an overnight Saturday at the church to plan the spookhouse for the UNICEF Festival. No other program is planned and he has not asked another adult to participate (7 or 8 kids expected). You are irked with him because he never tells you anything about how the group is going or what they are doing.
21. You are unfamiliar with WHY DO BAD THINGS HAPPEN? and feel you must spend a few hours reviewing the course so as to be better able to advise the teacher and explain the curriculum to parents.

Handout #3

22. A visiting single parent is bringing her mentally handicapped child to the Nursery. The child is ten-years-old but plays and interacts as a two-year-old. She is not aggressive, but the Nursery sitter is upset by the child's presence. You need to talk with her.
23. You would like to find time to browse in a children's bookstore for a few new paperbacks for the preschoolers.

Prioritizing of Tasks Involved in RE Administration/Coordination

You are employed as the full-time (40-hour) RE director by a large-sized UU church. You have a 20 hour a week assistant. Your usual office schedule is 8:30 to 3:30 M-T-Th-F. You also work Sundays from 7:30 to 2:00. There are also another 8.5 hours a week to use as work-at-home time, or for evening and Saturday meetings. You work with an RE Council that has responsibility for Children's Religious Education, Youth Programs and Adult Religious Growth and Learning. It is Monday morning at 8:30 am. The weekly staff meeting begins in one hour. It is the first week of October, and you have the following tasks in mind or written down for your attention this week.

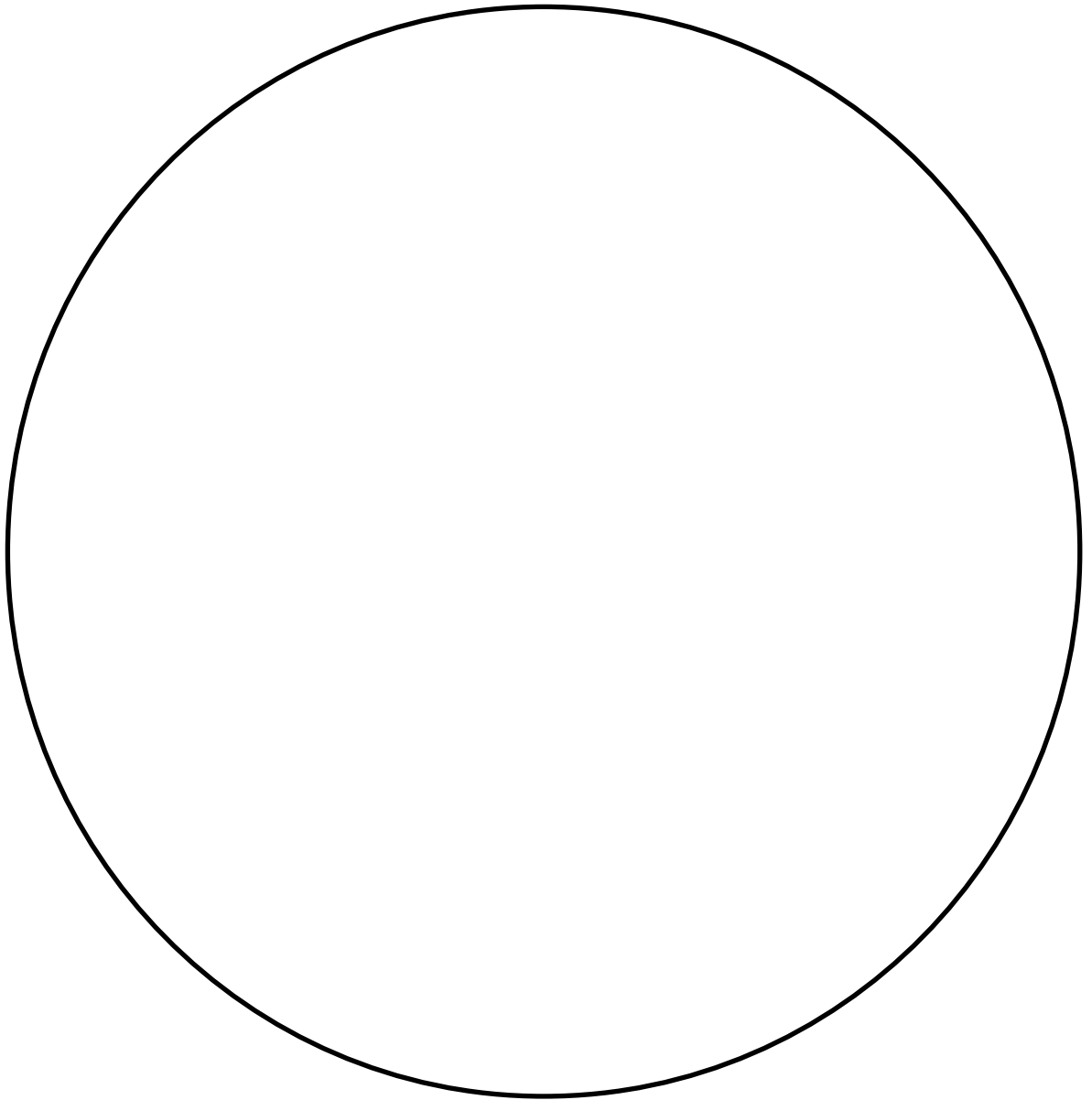
1. You need to start planning a four-session parent education course that the RE Council has asked you to present on developmental theory and its application to RE. This will be part of the next semester's offerings by the Adult Religious Growth and Learning program.
2. You are halfway through "In a Different Voice" by Carol Gilligan, and want to finish. It is a reserve book and due this Friday.
3. Your "Stepping Stone Year" teacher wants a letter to go out to her class regarding next Sunday's topic and activity.
4. You need to arrange a one-to-one meeting with a teacher whose class seems uninterested in the course material.
5. You need to prepare for a meeting with the UNICEF Festival Committee next Sunday morning - they will expect your ideas, suggestions, and practical tips. (They have met once.)
6. You have a scheduled meeting with a parent who wishes to discuss the possibility of your assistance with her son's "Love and Help" emblem with Cub Scouts.
7. You need to order 2 or 3 good children's films for the UNICEF celebration.
8. You have a meeting scheduled for Wednesday with the chair of the RE Council to draw up the agenda for the next meeting in two weeks. The council is interested in more music in the RE Program, what kind of parent education class you have planned, and will discuss a report from the curriculum review sub-committee, among other things.
9. There is a Board Meeting on Thursday evening. Besides your monthly report, the Board has asked you to advise them on setting policies relating to hosting a YRUU conference on your church site.
10. A teacher calls to say he cannot find a particular book at his neighborhood library.

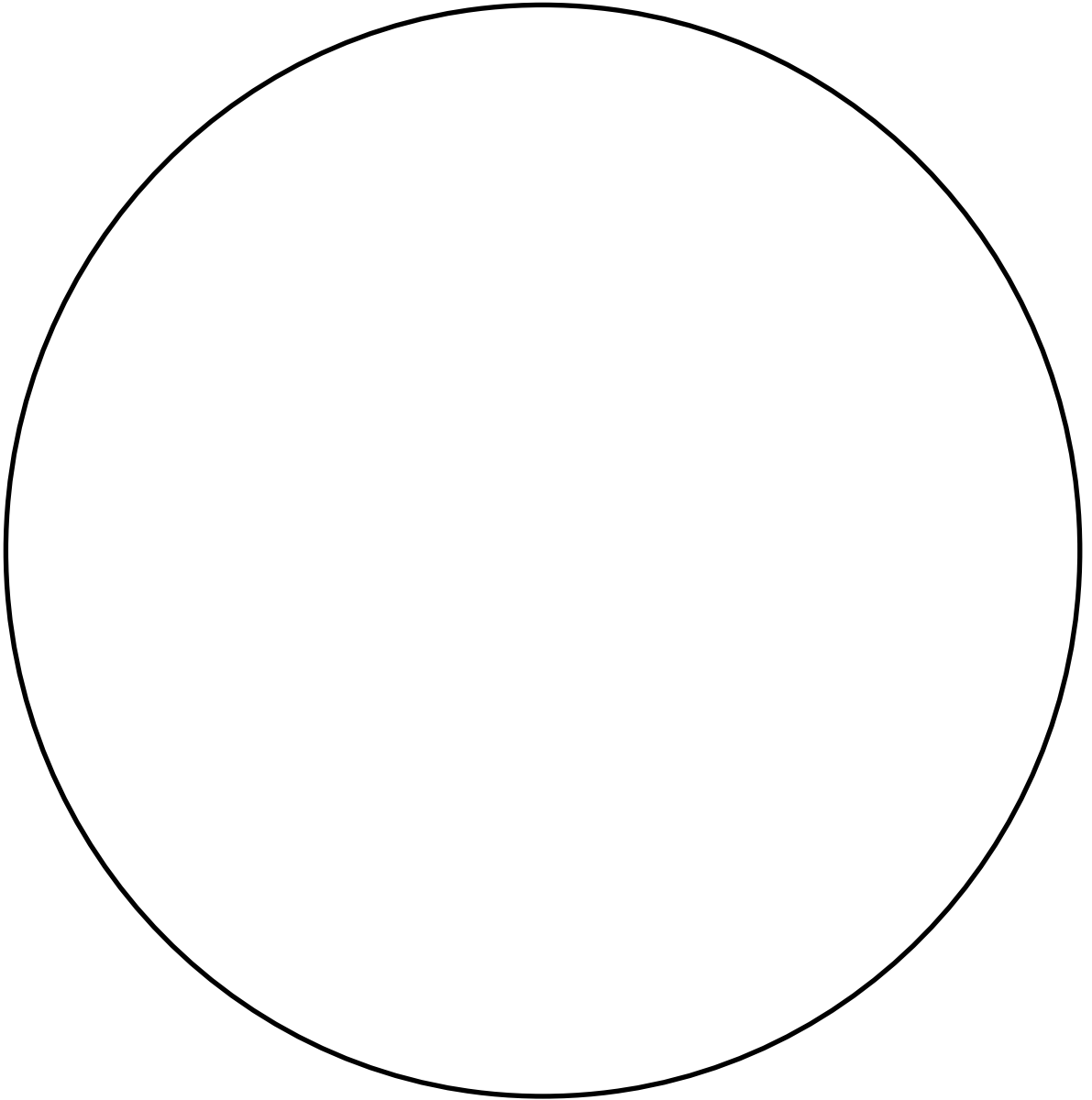
Handout #4

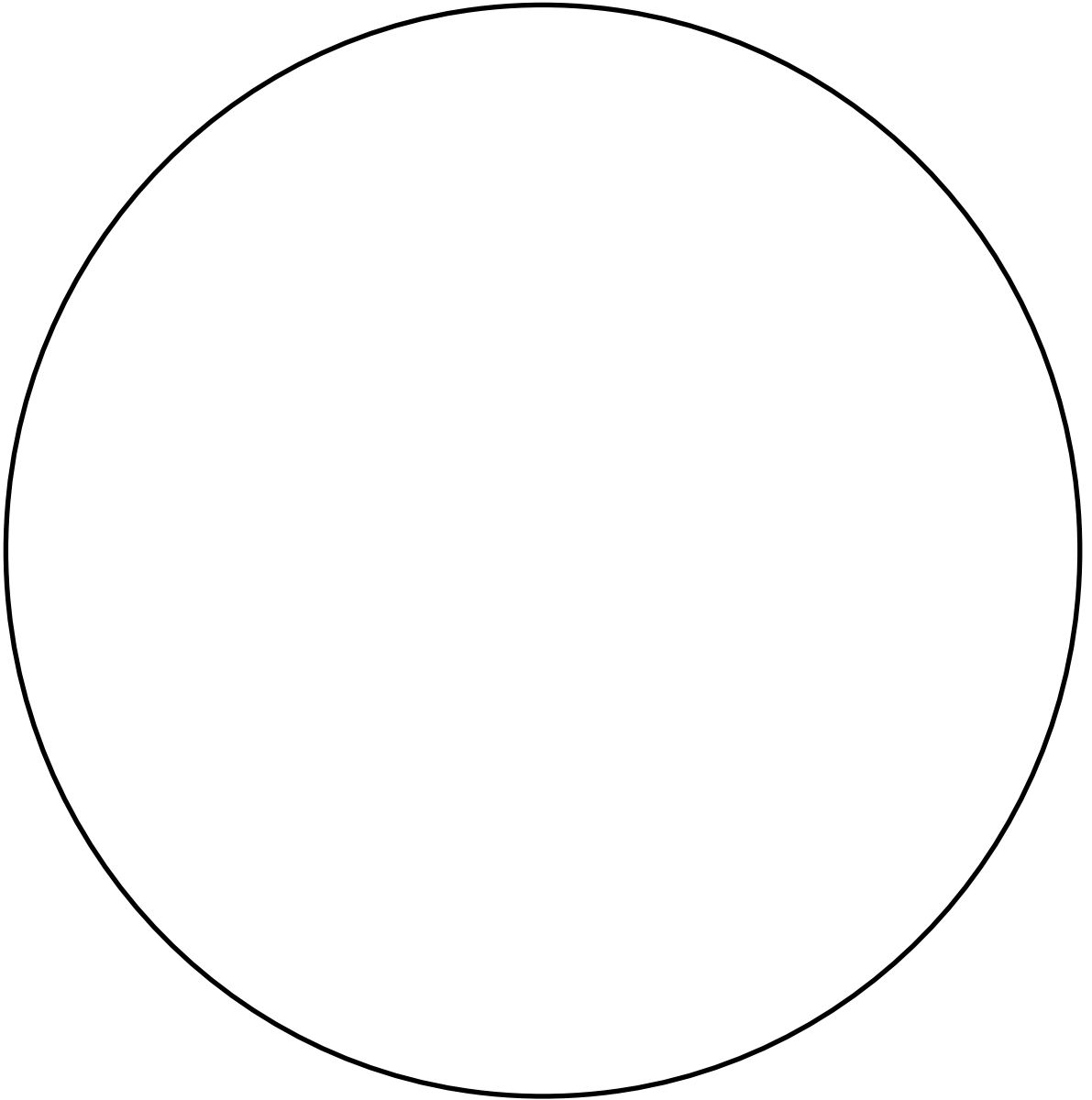
11. The RE Coffee pot has just given out.
12. You want the janitor to hang a new bulletin board in the Sr. High room this week.
13. One of the teachers on the weekday preschool that uses some of your classrooms comes in to report that an extra-special seashell is missing since Sunday.
14. You have agreed to write two new sessions for the "Timeless Themes" curriculum that will focus on women in the Bible. You have done some research and reading, but nothing is on paper yet. The teachers have scheduled the first of those sessions in four weeks.
15. Course Proposals for the Spring Adult Religious Growth and Learning Brochure will begin being accepted next week. You need to organize Committee members to staff the coffee hour patio and find someone to input and format the information for the brochure.
16. The team coordinators for three of the RE classes need to be contacted. No one has turned in a schedule and you do not know who is supposed to be teaching and when this month.
17. Supply lists have not been turned in by two of the teaching teams and you do not know what to have on hand for them on Sunday.
18. The Association, and District Relation Committee is compiling statistics and they have asked you to give them the average attendance in RE for each month of the year. They are planning a report due in three weeks to the District.
19. You are scheduled to tell a story during the Worship Services this coming Sunday that will compliment the Sermon topic of Forgiveness. You have not yet chosen the story.
20. You are always trying to find time to sort through the RE files. One drawer is just jam-packed. Charts, maps, flannelboard figures, artifacts, pictures, supplementary readings, games, etc. lack adequate storage space and therefore are not easily accessible to teachers.
21. A parent calls to ask if you will look for a child's jacket left behind on Sunday.
22. You have been asked to be part of a sub-committee of the Long Range Planning Committee that is looking at the church's Mission Statement. Their first meeting is on Tuesday night. You want to check the church archives to see if there is any record of the
23. The 1st and 2nd grade Special Times class is scheduled to go to the local Jewish Temple for a field trip on Sunday. You need to call the Temple offices to

Handout #4

- coordinate details. You must also check to see that there are enough drivers for the class and that all drivers have licenses and are insured.
24. One teacher asks for the “cooperation game” for next Sunday. You find that the pieces are all in one envelope instead of in sets of 7 for 12 envelopes.
 25. You want to browse in a children’s bookstore for a few good children’s books on world religions.
 26. You have found a classroom table with lots of dried glue on the top.
 27. Weekly report forms need to be set out for Sunday’s volunteers.
 28. You are out of the special self-hardening clay requested by the Junior high group for Sunday.
 29. The church council has asked for the use of all four church easels on Sunday during the Social Hour and two of your classes have requested them for their classes.
 30. The 5th and 6th grade teacher has left a message on your voice mail that the film “Little Buddha” has been returned to the video store and they will not get a new one in before Sunday. Can you recommend a substitute?
 31. You have been asked to prepare a report for the needs assessment committee that is planning for a coming capital campaign.
 32. The District RE Committee meeting is on Saturday. You have typed the minutes of the last meeting and need to duplicate them for distribution. You also need to contact all the RE programs in your cluster to report their status and concerns to the District. You have arranged your ticket for the flight to the meeting, but need to find someone to bay-sit your children.
 33. Every-week routine: Incoming mail - record attendance total - go through teacher’s folders and reports - check classrooms - update your calendar and check the church’s master calendar - check a/v equipment - check class shelves for returned supplies - write RE page for newsletter due Monday noon.







Religious Education Task Breakdown

TASK	R.E. COORDINATOR	COMMITTEE	OTHER



One Example of Task Breakdown for an R.E. Committee

Chairperson (3 hours)

- Work with MRE/DRE to prepare agenda one week before monthly meeting
- Meet weekly with MRE for program checkup (breakfast, lunch, whenever)
- Get in touch with each sub-chair around the middle of the month
- Preside at monthly meetings
- Attend Church Council meetings or send representative
- Positive press
- Convey appreciation

Sub-committee Chairpeople (2 evenings per month and phoning)

- Report on your area at the monthly R.E. Committee meeting
- Have one other regular meeting of your sub-committee during the month, IF appropriate
- Ask other people in the church to serve on your sub-committee
- Be in touch with your sub-committee members to make sure the tasks got done.
- Convey appreciation

Sub-committee (2 hours per week)

Administrative Assistance

- Coverage for MRE's Sundays off, preaching Sundays, or other times away

Adult R.E.

- With MRE, assess and meet adult needs for religious education

Brochure

- Ensure currency and availability of printed material about the program
- Co-ordinate appropriately with Curriculum and Parent Communication

Calendar

- Update and publish a church birthday calendar and/or palm this off onto Membership

Constituency

- Registration
- Provide attendance charts
- Make roster
- Provide for church school area a weekly greeter who knows what's happening (Each R.E. Committee member takes a Sunday 10:40-11:20?)
- Introduce MRE to new children
- Work with Parent Communication to follow-up on absences
- Keep records of who has had what

Curriculum Implementation

- Solution of any current problems a function of the whole committee

Curriculum Selection/Preparation

- Select and/or prepare curriculum
- Determine personnel and supply needs and notify appropriate people

Display

- U.U. History board
- Hall bulletin board
- Rear-screen projection?

Festivals

- Select which festival(s) R.E. wants. (Other church committees can do festivals, too.)
- Coordinate with Curriculum or other church committees where necessary
- Get money from Church Council
- Produce festival(s)

Nursery/Preschool

- Adult nursery coverage (Recruitment gets pre-school teacher)
- Oversee sitter-education program
- With MRE, make judgments concerning nursery vs. preschool placements for individual children

Parent Communication

- Establish two-way communication with parents concerning the program
- Work with constituency to follow-up on absences
- Introduce MRE to new parents
- Sub for neighborhood R.E. get-togethers around parenting issues
- Feedback to MRE and Curriculum

Personnel

- Recruit teachers
- Keep a "Sub" list
- Recruit Committee members
- Recruit A-V people
- Talk with these people:
 - Give feedback to MRE, Committee and Ministerial (or DRE) Relations

Committee

- Help MRE formulate skill-building opportunities to make the teaching experience more rewarding

Snacks

- Make all decisions concerning snacks
- Sign-up sheet and follow-up calls or cards
- Or purchase snacks and supplies
- Take snacks to rooms

Space, Equipment and Budget

- Keep a check on classrooms and equipment
- Plan with Buildings and Grounds to have needs met
- Involve children in church school maintenance
- Keep in touch with other sub-committees for current and coming needs
- Submit preliminary budget to Committee
- Provide for special work days and get supplies

Supplies

- Work with Curriculum Implementation and MRE to insure adequate supplies
- Maintain supply closet

Youth

- Liaison
- Youth Programming



Religious Education - Whose Work?*

Primary Responsibility Belongs To:

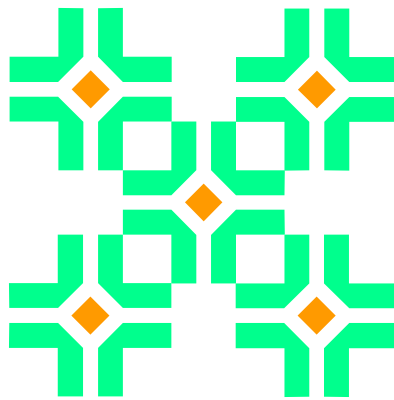
Responsibility For:	R.E. Director	R.E. Comm.	R.E. Comm. Chairs	Volunteers
Philosophy, goals, objectives	x	primary	x	provide input
Worship	can be relieved	ideas		decided to create worship committee
Financial records	x			
Supplies	x			x
Files	x			
Housekeeping				x
Teachers - most important	recruit, train, support	suggestions		
Curriculum	implement	input choices		
Nursery				x
Calendar	x		x	x
Prospectus	x	x		x
Special events	resources	primary		x
Communication	x		x	
Reports	x		x	
Representation		x	x	
Continuing education	x	x	x	x
Library		x		x
Budget	x	x		
Counseling	x			

*Summary of results of discussions of R.E. Committee and DRE.

Five Questions for Avoiding Triangulation

These five questions have broad usefulness in avoiding triangulation among congregants and other staff:

- 1) Have you talked directly about this with the Religious Educator?
- 2) Would you do that please?
- 3) Then, may I make an appointment for you and me to go together to talk with her/him, so that I can help you hear each other? (Alternative: Come to the DRE Relations Committee so we can help.)
- 4) May I use your name, then, in lodging your complaint?
- 5) *If the person does not agree:* Can you see how these restrictions keep me from being very helpful? With these limitations, all I can do is hear your unhappiness; if we can find a way for you to convey your message so that the Religious Educator can respond to it, we may well be able to improve the situation.



Communication Checklist

Are You in a Communication Rut? A Reality Check . . .

Though each of us is convinced of the importance of effective and varied means of communication, each of us is also easily beguiled (often by the pressures of time and the intensity of work) into the habit of communicating to all groups and individuals solely in the mode most comfortable for us. When this happens, we run the risks of: not getting our information across adequately; generally losing the interest/attention of many; and not reaching certain individuals or groups at all.

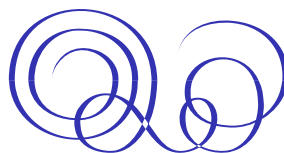
Some people respond most strongly to the spoken word—oral presentations, fact-to-face conversations and discussions, and phone calls. For others, written memos, letters, and reports are the preference. Still others are caught by the verbal brevity and visual impact of posters, flyers, diagrams and charts. More recently, e-mail and faxing have become options.

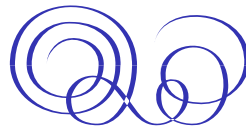
When relating to individuals, it is important to recognize and use the particular style of communication that they prefer. But, when working with groups of individuals, it is important to use several styles of communication, so as ultimately to catch the attention of all the members. An example would be that you follow-up a written invitation with a phone call; or that you provide the back-up of a diagram (map) with written directions to a meeting place.

Remember to utilize the unusual! Singing commercials and ditties are called to mind long after the product has lost its novelty; and limericks and other poems can be repeated word for word long after the main characters have been erased from common lore.

What follows is a chart which—when filled out—can give you a picture of the variety of ways (or lack of same!) in which you communicate with groups and individuals with whom you work. It can make apparent the “holes” which need to be remedied, as well as indicate the areas which are already strong. You might also find it useful as a tool when working with committees and other people back home.

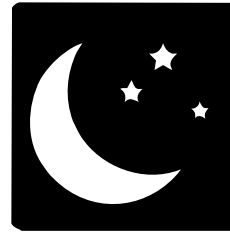
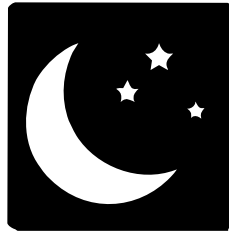
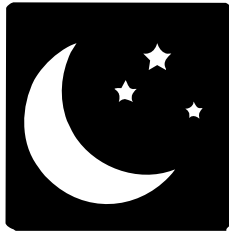
Jan Evans-Tiller
May 1992





Communication Checklist

<p>In this column, fill in the names of groups or individuals with whom you communicate.</p>	<p>Put a check mark in each appropriate column below, along with any brief, significant notations you wish.</p>					
	<p>Oral Presentation</p>	<p>Phone/Conversation</p>	<p>Memos, Letters</p>	<p>Written Reports</p>	<p>Charts, Posters, Diagrams</p>	<p>Other</p>



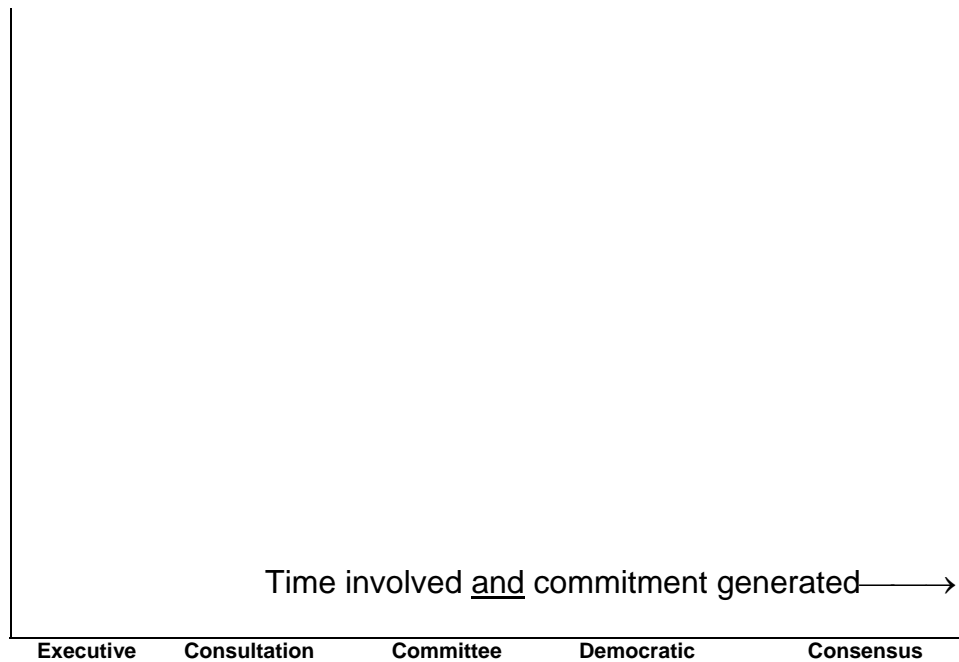
“Lost on the Moon” Test

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the 15 items listed below.

Your crew’s survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Place number one by the most important item, number two by the second most important, and so on through number 15, the least important.

- ___ Box of matches
- ___ Food concentrate
- ___ Fifty feet of nylon rope
- ___ Parachute silk
- ___ Solar-powered portable heating unit
- ___ Two .45-caliber pistols
- ___ One case of dehydrated milk
- ___ Two 100-pound tanks of oxygen
- ___ Stellar map (of the moon’s constellation)
- ___ Self-inflating life raft
- ___ Magnetic compass
- ___ Five gallons of water
- ___ Signal flares
- ___ First-aid kit containing injection needles
- ___ Solar-powered FM receiver-transmitter

How Decisions Are Made



The voting process tries to change people's minds about a given decision.

The consensus process tries to change the decision, to make it acceptable to everyone.

Questions to ask about the decision:

Is it a policy decision or an implementation decision?*

Do we need more urgently to:

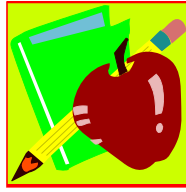
arrive at a decision?

or

deal with the differences?

* Example: The church board discussing what refreshments to serve at the annual meeting and where to buy them

or, the minister deciding to institute a Friday night drop-in center and coffee house



Who Decides?

buying pencil sharpener

R.E. budget

curriculum for next year

long range goals for R.E.

Recruiting R.E. Committee

hiring new DRE

recruiting teachers

parent consultation regarding disruptive child

spur of moment recognition for R.E. chair who is moving on short notice

refreshments for next Sunday

metro area intergenerational worship

planning a Renaissance Module

intergenerational picnic

selecting new library materials

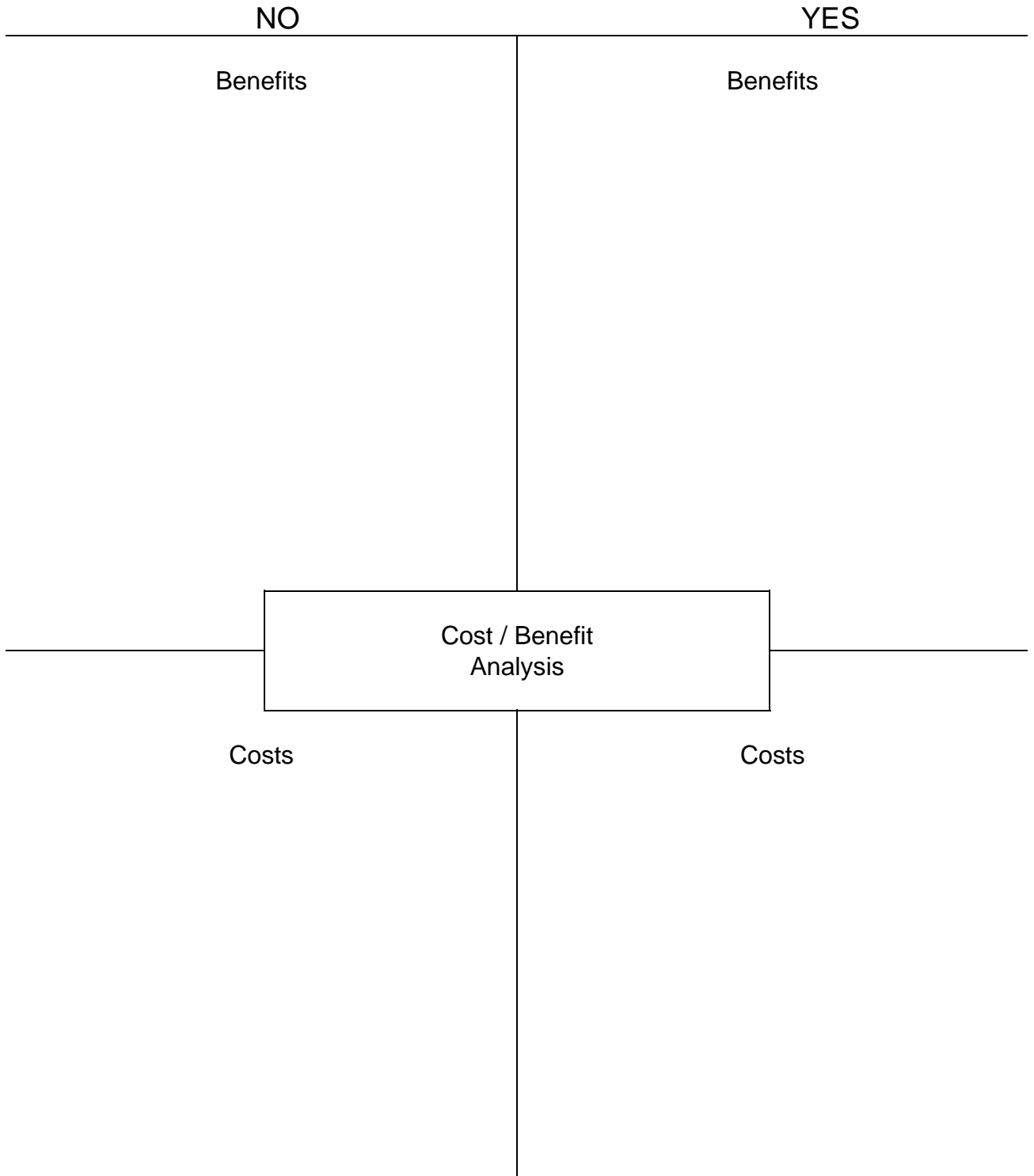
selecting toys for the nursery

planning a dedication service

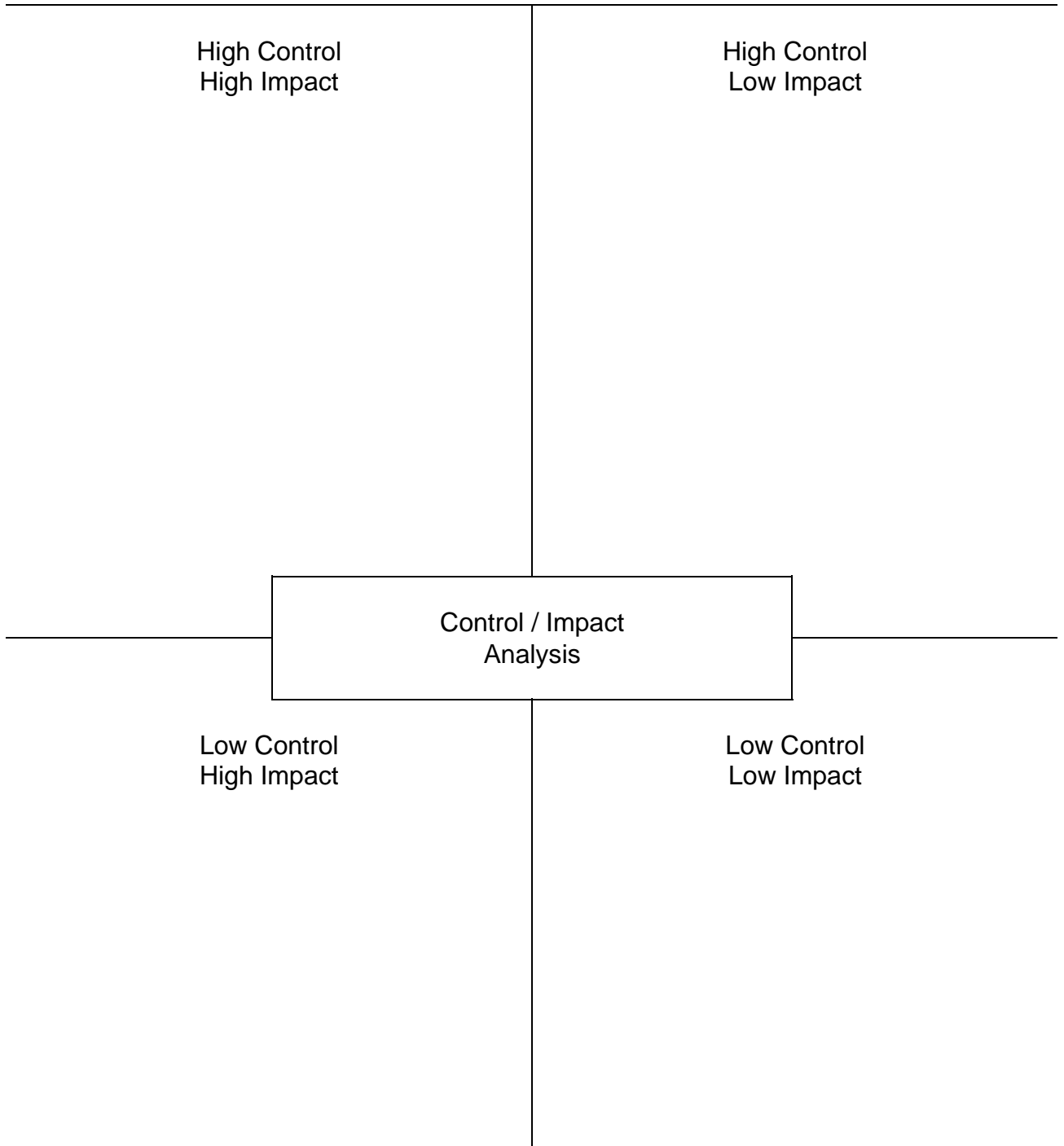
setting R.E. Committee meeting date

Directions - Note beside each decision whether it is to be decided by:
executive, consultation, committee, democratic, consensus

Cost / Benefit Analysis



Control / Impact Analysis



Handout #16

Lovely Letterhead
First Parish Church
Unitarian Universalist
#1 Everywhere,
Centerville, MO 12345

April 3, 1990

Firstname Lastname
Street
City, State 12345

Dear Name,

I have observed, with pleasure, your work with children in our church, and am writing to ask you to teach next year. In just a few more weeks, most of us will be scattering to the winds for the summer, and in order to have our church home ready for our return in September, I hope to have commitments from a full compliment of teachers before we recess in June.

The curriculum I would like you to consider is _____. Because of your interest in _____ and your work with _____, I think this is a curriculum you would enjoy. I know you have a lot to offer.

Enclosed is a course outline and description. Within the next two weeks, I will be in touch by phone to discuss your decision.

Sincerely yours,

Grasps Scope, DRE

Enclosure

Personal Plan of Action Worksheet

1. I want to achieve the following goal(s):

2. What are some positive things that might happen if I reach this goal?

3. What are my chances for success? Why do I feel this way?

<input type="checkbox"/> Very Good	<hr/>
<input type="checkbox"/> Good	<hr/>
<input type="checkbox"/> Fair	<hr/>
<input type="checkbox"/> Poor	<hr/>
<input type="checkbox"/> Very Poor	<hr/>

4. What are some of the negative things that might happen if I reach this goal?

5. What could keep me from reaching this goal?

<input type="checkbox"/> I don't really have the skills, ability, and/or knowledge needed.
<input type="checkbox"/> I don't want it badly enough to really work at it.
<input type="checkbox"/> I'm afraid that I might fail.
<input type="checkbox"/> I'm afraid of what others might think.
<input type="checkbox"/> Others don't want me to reach this goal.
<input type="checkbox"/> This goal is really too difficult to ever accomplish.

Some other reasons might be:

6. What are some things I could do so the things listed above (Q. 5) don't prevent me from reaching my goal?

7. Do I still want to reach this goal?

Handout #17

Yes No Undecided

8. Who can help me?

Name(s): _____

Kind of Help: _____

9. What are some first steps I could take to reach this goal?

10. Am I going to take the above steps?

Yes No Still Undecided

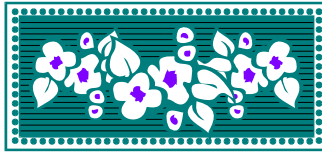
11. How will I know when I have achieved this goal (what will have changed)?

12. My target date for reaching this goal is: _____

NAME: _____ DATE: _____

Worksheet adapted from Marlene Wilson's "How to Mobilize Church Volunteers."

Effective Delegation and Poor Delegation



Effective Delegation

1. Accept the need to delegate
2. Have a feel for the situation
3. Understand policies, systems, and other limitations that exist
4. Ensure that the delegator is accessible to the delegate
5. Make sure that the delegate is prepared to do the task
6. Be aware of potential risks
7. Give credit where credit is due
8. Establish good communication patterns
9. Evaluate the results of your delegation
10. The best way to learn effective delegation is to delegate!

Poor Delegation

1. Non-delegation
2. Doing anything just to do something
3. Busy work or meaningless task
4. Failure to resolve problems as they occur
5. Preconceived ideas on how the task “should” be done
6. Indecision
7. Failure to communicate
8. Delegating too much, too soon
9. Assigning yucky projects
10. Taking all the credit or giving all the blame
11. Lack of basic respect for your delegate
12. Leaving your delegate out on a limb



Steps in Delegation

Successful delegation is a continually evolving relationship between the delegator and the delegatee in which both parties benefit.

1. Accept the need for delegation.
2. Select the task to be delegated.
3. Delegate what is appropriate.
4. Do not delegate the inappropriate.
5. Organize the task.
6. Get help of minister or appropriate committees, if needed.
7. Select the appropriate person to be the delegatee.
8. Instruct and train the delegatee.
 - Make sure you can answer the following questions:
 - Can I explain why this task needs to be done?
 - Can I explain how important this task is and how it fits into the general scheme of things?
 - Can I explain why I chose this particular person to do the task?
 - Am I giving the person the authority and resources to complete the task successfully?
 - Are the details of the task clear in my mind?
 - Can I get everything in writing?
 - Is this developmental for the person?
 - Is this likely to motivate the person?
 - Does the person have enough basic skills, training, etc. to accomplish the task or learn to accomplish the task?
9. Motivate the delegatee.
10. Monitor performance and provide frequent feedback.
11. Assess the delegation efforts, improve where necessary.

Twelve Point Planning Board Exercise

- not enough salary
 - too much volunteer overtime
 - career dead-end
 - insufficient training for the job
 - not appreciated by the church and/or board
 - not appreciated by the minister
 - no support for important decisions
 - not enough money for program
 - bad church politics
 - isolation from congregation
-

The Three-Person Process

Step 1 (3 min)

Person A states problem and Person B clarifies or actively listens. Person B offers no opinions and no solutions. After three minutes, ring bell.

Step 2 (5 min)

Person B and Person C are consultants. They do not talk with A who is silent and takes notes, if desired. B and C discuss what they heard and suggest solutions. They do some brainstorming. After five minutes, ring bell.

Step 3 (5 min)

Person B and Person C talk with Person A and help A form an action plan using the suggestions and asking clarifying questions. After five minutes, ring bell.

Step 4 (1 min)

Person A writes down action plan that has been formulated. After one minute, ring bell.

Repeat Steps 1-4 twice (30 min.), so that each person gets to be Person A. After each person has had such a turn, participants return to the large group.

Step 5 (15 min)

Handout #20

Each participant briefly states his/her problem and action plan to the large group. A watch is passed around and each person speaks for no more than 1 minute.

Risk Management

Too often we find out too late what we should have known or done to protect ourselves, our congregations, our volunteers, and the adults and children who attend our churches and sponsored activities. We'd love to be able to feel that churches are places where nothing bad ever happens; everyone acts out of good will and believes in forgiveness. But that's a fantasy. Accidents happen, we live in a litigious environment, and our congregations have the potential to contain all the ills of our society. We cannot protect our congregations and ourselves from everything, but there are a number of things and questions we can ask that may prevent problems.

1. What are the worst things that could happen?
2. How likely are they to happen?
3. Are we taking the right steps to prevent them?

Background information:

What is a risk? The word risk has several meanings in the field of liability: 1. the likelihood of personal injury to participants, users, visitors, clientele, volunteers or staff; and/or 2. the risk of financial loss to the organization.

What is risk management? It is the process an organization takes to:

1. **Identify** possible risks. Everything could be a potential risk and it may help to place risks in the following categories: People, Property, Income and Goodwill.
2. **Assess** the likelihood that they will occur and the severity. How often could someone slip on a wet floor and what type of injury might occur?
3. Determine ways to **reduce or eliminate** the risks, such as placing a sign warning people of the wet floor. The most common way is the purchasing of insurance.
4. **Act** on these findings and evaluate the actions; ensure the wet floor sign is used consistently.

Since averting or minimizing one risk can bring exposure to new ones, risk management is an ongoing process requiring time and commitment. You must commit to protecting the community you serve, communicate that commitment to everyone, and consistently act in accord with that commitment.

Attractive hazards. Children are especially vulnerable. A closet with poisonous cleaning supplies that is clearly marked "Danger Keep Out" must also be locked.

The attractive nuisance doctrine states that children who cannot read are exempt from laws that simply require a “no trespassing” sign.

Informed consent and/or participation forms involve more than simply giving permission to participate in an activity or program. A parent who simply signs a permission form for a minor to participate in a group activity may not fully understand the risks that may be involved. A good informed consent describes the inherent risks and sets forth the behavior expectations. This helps to eliminate claims that permission would not have

been granted if they were aware of the possible dangers, and justifies the consequences for inappropriate behavior, such as the successful lawsuit involving a parent of a child who drowned in a hotel swimming pool. She stated that she would not have given permission had she known that the hotel had a swimming pool. Parents and guardians need to understand all the risks associated with an activity; in other words, consent must be informed.

Simple Steps Religious Educators Can Take:

1. Educate yourself.

- Know the policies established by your Board and your RE Committee.
- Know what State and Federal regulations affect you and your programs.
- Know what type of insurance your congregation has as well as who and what it covers.

5. Be sure that policies and procedures are in place before you need them.

6. Follow these policies and procedures without failure.

7. Continue to look for new risks and handle them as soon as they arise.

8. Keep good records.

Assessing for Possible Risks of a Religious Education Program:

Questions to ask yourself when assessing possible risks with in your R.E. program and the physical environment:

Physical Site:

- Who is responsible for keeping the building, grounds, and equipment safe?
- How are unsafe situations reported?
- Who is responsible for repairs or modifications?
- Are there any attractive hazards?

Registration:

- When children and youth are registered for programs and conferences, do you request the information you need to keep them safe – health and allergy information, permission for medical treatment?
- Do parents and guardians have an opportunity to share with you information that you need to care for their children?

Handout #21

- Is necessary information passed on to classroom teachers when necessary?
- Do children and youth have an opportunity to review behavior expectations?
Do they sign a Code of Expectations?

Teachers and Advisors:

- Do you have needed information about your teachers?
- What about background checks?
- Are there written standards for behavior? A Code of Ethics?
- Are there policies in place that both protect children and protect teachers?

Transportation and Off site Events:

- Do you use participation slips and permission for medical treatment?
- Do these participation forms provide for parents and guardians to give informed consent?
- Do drivers have licenses and are they insured?
- Do the cars used to transport have a seatbelt for each child?
- Is the site to which you are going safe and how do you know?
- Does your insurance cover church members for off grounds activities?

Training:

- What training do you give your teachers and advisors?
- Do they know all the policies?
- Are they given them in writing?
- What resources do they have?

Procedures:

- Documentation and good record keeping?
- Supervision meets all standards?
- Who supervises volunteers?
- Do they know that they are being supervised and are accountable?

Privacy and Security:

- Who has access to member information, including minors?
- What information about members, including the children, is available in your newsletter, answering machine, or Web Site?