

# Mennonite Church USA/Mennonite Church Canada

## Ministerial Leadership Information – Twenty Pastoral Tasks

Name of congregation

City St./Prov.

### Pastoral / Congregational Priorities - "Twenty Pastoral Areas"

This worksheet is intended to be used by both congregations and prospective pastors. It is designed to identify both **the perceived needs and expectations of the congregation** and **the priorities and vision of the pastoral candidate**. The aim of this indicator is to aid in the matching of the congregation's expectations and the pastor's priorities. It can also serve as a useful discussion guide in the exploration/negotiation process. The order of listing below is by random selection and does not reflect any indication of priority.

**Pastoral Candidates:** Focus on how you would prioritize your time in pastoral ministry. This is the place to demonstrate the vision for the position you are seeking with regard to the priorities a leaders should have. This is not an indicator of your preferences, gifts or talents; i.e. a candidate might have gifts in an area but feel it is not the highest priority for a pastor. The second instrument in the MLI is the place for gifts and abilities to be named.

**Congregations:** Focus on what your perceived needs and expectations are as a congregation. Think about the priorities you have for your pastor and your pastor's time.

<b>Instructions for both a congregation and a pastor:</b>				
<b>Mark only five (5) high expectation/priority range</b>		<b>Please note: High priority is to be marked as "6 or 7"</b>		
<b>Mark only ten (10) medium expectation/priority range</b>				
<b>Mark remaining five (5) as low expectation/priority range</b>				
<b>CONGREGATIONAL EXPECTATIONS/ PASTORAL PRIORITIES</b>		<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>A. ADMINISTRATION</b>	Pastor accepts appropriate planning and administrative responsibilities in a climate of delegated tasks and shared leadership with lay members or ministry team. Facilitates the development and implementation of vision, mission and goals for the congregation.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>B. CHRISTIAN EDUCATION</b>	Pastor and congregation identify the educational needs of persons of all ages and backgrounds, developing programs to meet needs. Educational goals are in agreement with the total mission of the church.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>C. COMMUNITY ACTIVITIES</b>	Pastor has concern for identifying problems and needs in the community, and for working with both church and community groups. Encourages members to become informed and involved. Works with local ecumenical and interfaith efforts.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>D. DISTRICT/CONFERENCE INVOLVEMENTS</b>	Pastor is involved in conference/denomination, which the church can perceive as a valid and valued extension of its outreach and influence.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>E. COUNSELING</b>	Pastor initiates counseling ministry for assisting those within and outside the church, and makes appropriate referrals when needed.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>F. EVANGELISM/CHURCH GROWTH</b>	Pastor and congregation work at goals intended to bring people to faith and to result in the growth of the local congregation. Church may also share in planting new congregations in the area.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>G. DEDICATIONS, MARRIAGES, FUNERALS</b>	Pastor gives priority to important transition rituals in the lives of individuals and families; plans activities to make such times as meaningful as possible.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>H. MUSIC/WORSHIP</b>	Pastor supports an active music program within the congregation. Pastor and congregation work to develop a creative and meaningful worship life, educating the members to active participation.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>I. PREACHING</b>	Pastor places high priority on sermon preparation, content, style and delivery. Pastor seeks feedback from congregation.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>J. PEACE/SOCIAL CONCERNS</b>	Pastor emphasizes the application of the Christian gospel to issues of the contemporary world, planning with the congregation for appropriate strategies for witness and action.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>K. STEWARDSHIP AND FINANCES</b>	Pastor and congregation work together to develop a planned stewardship program and a positive means of reporting church finances. Pastor assists in developing policies to support both congregational	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>

	concerns and the world mission of the church and its related institutions.			
<b>L. TEACHING</b>	Pastor accepts an active teaching role beyond that involved in worship and preaching. Teaching of the Scriptures, theology, and the history of the church; providing instruction for church leaders, in catechism and for new members.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>M. CONGREGATIONAL VISITATION</b>	Pastor gives priority to developing and carrying out a plan for visitation of the entire congregation. Special attention to visitation of prospective members.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>N. CRISIS AND HIGH NEED VISITATION</b>	Pastor visits those in hospitals or emergency situations regularly; network is developed to keep pastor and others informed of crisis situations; needs of ill or bereaved are met.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>O. WORK WITH SMALL GROUPS</b>	Pastor places emphasis on developing fellowship, helping members to know one another; groups which give members the opportunity to love and support one another are encouraged.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>P. SPIRITUALITY</b>	Pastor models and teaches disciplines of spirituality, sharing with members in the joys and struggles to develop an authentic spiritual life.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>Q. MISSION/EVANGELISM</b>	Pastor understands and has a vision for the church's missional theology; brings people to faith, encourages financial and prayer support, and challenges members to hear and heed the call of God to spread God's mercy across the street and around the world.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>R. PROBLEM SOLVING/CONFLICT RESOLUTION</b>	Pastor encourages two-way communication; gathers and shares information that will assist problem-solving and decision-making. Varying opinions are elicited and all are encouraged to listen to opposing points of view.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>S. YOUTH/YOUNG ADULTS</b>	Pastor gives priority to mentoring persons in this key life transition time, with the goal of assisting persons' involvement in and commitment to the church and its faith. Helps to promote a culture of calling to pastoral ministry.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>
<b>T. DEVELOPING THE MINISTRY OF THE LAITY</b>	Pastor perceives that effective leadership of a congregation is a shared leadership and therefore works actively to develop, support, and encourage effective lay leadership. Seeks to equip members to release their spiritual gifts in lay ministries within and beyond the congregation. Encourages mentoring and promotes a culture of calling new leaders.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 7 <input type="checkbox"/> <input type="checkbox"/>

#### Interpretation:

To tabulate for a congregational score, add the numerical values of each pastoral activity as marked by all the participants, i.e., each "low expectation/priority" counts as 1 or 2; each "medium expectation/priority" counts as 3,4 or 5; each "high expectation/priority" counts as 6 or 7. The higher the congregational score on any activity the greater the congregational priority for and expectation of its pastor.

After totaling scores for each pastoral task, it is helpful to write them down in the order the congregation has indicated. Discuss whether this order in fact reflects the consensus of the congregation.

In interpreting the congregational results, look for areas of strong consensus and agreement. What does it mean if there are diverse expectations within the church? Discuss how the congregation can move toward consensus of realistic goals and priorities for a pastor.

**Caution!** When recent experience shows a neglect or weakness of one area, the temptation is to mark that higher than normal. The results need interpretation in addition to tabulation.

It is not essential for a congregation and a prospective pastor to have all the same high expectations/priorities. What signals danger is if a **high** expectation/ priority for one is a **low** expectation/priority for the other. It is important to pay attention to all three expectation/ priority levels. Those that come out as "low expectation/priority" are as important to notice as "high expectation/priority" categories. Remember that no pastor can pay equal attention to all twenty areas.

Chances are that a normal competent pastor will give 70-80 percent of time and energy to 5 high expectations/priorities, 20-30 percent of time and energy to 10 medium expectations/priorities, and nod in agreement that 5 low expectations/priorities need attention while never finding time or energy or motivation to do much about them.

It might be useful to estimate the number of hours per week that the pastor might be expected to give to each of these pastoral tasks. To be fair and consistent with this form, only those expectations/priorities that are identified as medium or high should be included.

Permission is given to make additional copies of this form for use by the congregation.

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