

LCMS Northern Illinois District Call Process for Commissioned Ministers

Part 1 – Council of Presidents' Rubrics Governing Call and Placement Procedures
Pages 2-10

Part 2 – NID Steps for Calling a Commissioned Minister
Pages 11-24

Part 3 – Behavior-Based Interviewing; an NID resource for boards and call committees
Page 25-32

LCMS Northern Illinois District School Office
2301 South Wolf Road, Hillside, IL 60162
708-449-3020
www.ni.lcms.org

Part 1 - RUBRICS GOVERNING CALL AND PLACEMENT PROCEDURES

for

MINISTERS OF RELIGION—COMMISSIONED

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Adopted by LCMS Council of Presidents April 2002; June 2005; February 2012

Preamble

The calling and placing of ministers of religion—commissioned in the church involves the whole church. The Holy Spirit guides and directs the process of calling workers in His kingdom through people, on behalf of calling entities, according to their constitutional processes. Each step of the process will always include prayer that God's will be done and that the Holy Spirit guide the process and decisions. A call comes from God through the calling entity and is extended by God to the called person. Thus, congregations, district officials, officials of the Synod, and college/university placement directors in the Concordia University System of The Lutheran Church—Missouri Synod work together cooperatively to provide the church with ministers who are qualified and capable of carrying out the mission and ministry that the Lord has entrusted to His church. The following procedures are intended to help the church and candidates for ministry respond to opportunities for mission and service within the church. In the call process the Synod and its districts assist calling entities and workers to maintain the integrity and orderliness of the process.

The following rubrics will guide the calling process and the conduct of the Synod, districts, calling entities, and workers. Please note, for the sake of clarity, that "district" or "district office" as used in these rubrics refers to the district president or his designee, unless stipulated otherwise.

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Definitions

- **Assignment or first-placement** is the result of the action of the Board of Assignments working exclusively with the placement directors of the colleges/universities of the Concordia University System and the two Concordia seminaries, individual district presidents (and/or their designees), and calling entities in placing candidates in their initial position in an educational or other ministry of the church. (Bylaw 2.9.1)
- The **Board of Assignments** is the Synod's Council of Presidents. (Bylaw 3.10.1.3) The council, acting as the Board of Assignments, formally makes and approves the assignment of "first placement calls" to qualified graduates from the Synod's Concordia University System, including those qualified through the Synod's colloquy program.
- A **call** is a request by a calling entity which has been extended to an individual who has been declared qualified by an authorized Synodical institution and is eligible to become or currently is a member of the Synod.
- **Call Document** – see Diploma of Vocation
- A **calling entity** of the Synod is a body that extends calls to ministers of religion—commissioned who perform the duties set forth in Bylaw 2.11.1, namely:
 - 1) A congregation of the Synod;
 - 2) A congregation which is not a member of the Synod if the call is approved by the

president of the district where the congregation is located and such approval is granted on the basis of policies adopted by the Council of Presidents;

- 3) The Synod itself for a position as an elected officer, executive, professional staff member, missionary, military chaplain, institutional chaplain, or a specialized ministry;
- 4) An agency of the Synod (defined in Bylaw 1.2.1 (a), including a district) for a position as an elected officer, executive or professional staff member.
- 5) A district for a position as a missionary, military chaplain, institutional chaplain or specialized ministry;
- 6) A synodical educational institution for a position as a faculty member or professional staff member;
- 7) A national inter-Lutheran agency referred to in Bylaw 1.3.8 for a position as an executive or professional staff member;
- 8) An auxiliary referred to in Bylaw section 6.1 for a position as an executive or professional staff member;
- 9) A recognized service organization referred to in Bylaw section 6.2 for a position as an executive or professional staff member;
- 10) An elementary or secondary educational institution recognized by the Synod for a position as an executive or professional staff member.

- A **candidate** is an individual who is declared qualified and is eligible for a first call and who is assigned a first call in accordance with the Bylaws of the Synod. He/she has successfully completed a degree program and has the approval of a college/university of the Synod for ministry. (Bylaws 2.71-2.72, 2.81-2.82) The commissioning of ministers of religion occurs prior to first placement installation in accordance with forms and practices developed by the Synod for that purpose.

(The term **candidate** can also refer to a member of the Synod who is eligible to perform the duties of any of the offices of ministry as specified in Bylaw 2.11.1 but who is not currently an active member or an emeritus member.)

- **Colloquy** – minister of religion-commissioned colloquy programs prepare men and women who are currently serving in ministry roles for membership in the Synod. Those programs are governed by the policies established by the Colloquy Committee for Commissioned Ministry.

Colloquy programs ensure that those who seek to join the Synod have been educated in theology, have become oriented to service to the Synod, and have demonstrated the spiritual and professional attributes that the Synod expects of its members.

Qualified applicants are those who are competent workers in the field for which they seek colloquy. Colloquy candidates demonstrate satisfactory completion of a prescribed course of study at a Concordia University entity and satisfactory completion of an examination interview with the faculty colloquy examining committee. Upon approval from the faculty, the candidate is eligible for a first call through the placement director from that campus.

- **Designate or Designated** - The calling entity announces its intent to call a specific individual. This individual is, then, considered to be “spoken for” or designated.
- **Diploma of Vocation (Call Document)** – An official document of the Synod that is to be used when extending a call to a minister of religion—commissioned. These documents are available from your district office.
- A **district** is one of the thirty-five separate districts of The Lutheran Church— Missouri Synod. Candidates for first placement will be assigned by the Board of Assignments to serve a calling entity located in or operating from one of those districts.

- The **district education executive** is usually the individual delegated and appointed by the district president and/or the district's board of directors to assist the district president in administering the call process for ministers of religion—commissioned in his district. District presidents normally exercise their responsibilities in the call process through the district education executives. The specific title given to a district education executive will vary from district to district.
- The **district president** is the chief executive officer of a district (Bylaw 4.4.1). He functions as the ecclesiastical supervisor of all members of the Synod in his district, i.e., congregations and all ministers of religion—ordained (i.e., pastors) and all ministers of religion—commissioned (i.e., teachers, directors of Christian education, etc.) whose names are entered on one of the rosters of the Synod. The district president administers the call process within his district. (Bylaw 4.4.3) (also Bylaws 2.9.1 (b), 2.10.3)
- **Lay workers** are individuals who have been graduated from colleges and universities not affiliated with the Synod. They accept positions by hire in congregations or church-affiliated institutions and are under the supervision of their employer. They are not rostered or listed by the Synod. Included in this category are teachers who have not been Synod-trained and who are contracted by congregations and school associations. They may participate in the colloquy program of the Synod and thereby become better qualified to teach and become qualified for roster status in the Synod.
- **Ministers of religion—commissioned** includes teachers (and school administrators), directors of Christian education, directors of Christian outreach, directors of parish music, deaconesses, certified lay ministers, and directors of family life ministry (Constitution Art. V). All commissioned ministers on the roster of the Synod who serve a legitimate calling entity are considered by the Synod and the Internal Revenue Service to be called and self-employed, regardless of the terminology used.
- The **placement director** is the official of a college/university in the Concordia University System responsible for recommending candidates to the Board of Assignments and for assisting candidates to complete the call process for assignment or first placement satisfactorily. (Paragraph (a) of Bylaw 2.9.1)



Calling Ministers of Religion—Commissioned from One Call to Another

Introduction

These rubrics lay down principles, guidelines, and procedures to be followed in the call process when a calling entity, as defined above, is calling a minister of religion— commissioned from another calling entity. These rubrics also apply to the calling of an individual who has been returned to active roster status, after a period of time during which the individual had been off the minister of religion—commissioned roster, and is now eligible to receive a call. Rubrics relating to the first placement or assignment of candidates are provided in another section of this document.

The Call

- A call may be issued for a limited period of time, although every call is extended with the intention, given the continuing need, of an ongoing relationship between the calling entity and the one who is called.
- All active rostered personnel should be engaged by call, rather than by contract. (Bylaw 2.5.3)
- All rostered personnel engaged by contract are, nevertheless, considered to have a call.
- A call ordinarily is continuing, but the worker or the calling entity may terminate it.

- ❖ The worker terminates the call by accepting another call, resigning, or retiring.
- ❖ A calling entity may terminate a call, under the provisions of the entity's constitution and bylaw or policies, in a spirit of Christian love and concern for the worker.

The Synod

- Biographical data on rostered ministers of religion-commissioned is gathered on a Lutheran Educator Information Form (LEIF) and entered into a national database from which districts or representatives of district-approved entities can search for candidates for call lists.
- The Lutheran Educator Information Form (LEIF) also includes information on educational philosophy, needs, etc. Evaluations on the educator will be kept in the educator's district office and sent to other district offices or calling entities when requested.
- Educators are expected to update these data annually.
- The minister of religion-commissioned shall promptly report a change of location to the appropriate Districts. (Bylaw 4.4.7.c)

The District

- The district, its president or his designee, serves congregations and calling entities in the calling process.
 - ❖ The district becomes involved in the call process when a congregation seeks to issue a call, whether from the field or through the placement process at colleges/universities of the Concordia University System and the two Synod seminaries.
 - ❖ The district educates congregational leaders and called workers on the appropriate call process. (Bylaw 2.5.1)
 - ❖ The district validates legitimate calling entities and processes.
 - ❖ Calling entities may announce positions available through their district office. The district will share the positions available with other districts and with district schools.
 - ❖ The district's role as it assists calling entities is to
 - ✓ guide the calling entity through the call process.
 - ✓ provide appropriate personnel information.
 - ❖ Districts send LEIF evaluations to calling entities in their district and to other district offices by district request.
 - ❖ The district president transfers a worker to another district upon the worker's request.

- The district, its president or his designee, serves the worker in the calling process.
 - ❖ The district becomes involved in the call process when a rostered person seeks a change of position.
 - ❖ The role of the district as it assists workers is to
 - ✓ support the worker.
 - ✓ guide the worker through the call process.
 - ❖ The districts send LEIF evaluations to calling entities in their district and to other district offices by district request.
 - ❖ The district education executive promptly enters into e-mail to the national and district offices information about called workers coming into their district or leaving the district to a known location.
 - ❖ The district president shall install or authorize the installation of workers who have accepted calls. (Paragraph (e) of Bylaw 4.4.3)

Calling Entities

- Calling entities shall seek the advice of the respective district president when calling ministers of religion—commissioned. (Bylaw 2.5.1) In doing so, calling entities will request from the district president information on all call list candidates, as well as references which they may contact regarding the worker's recent employment. The calling entity may also wish to schedule interviews with those individuals under final consideration.
- Calling entities should notify the district president or his designee when a call is extended and to whom it is extended.
- Calling entities may announce positions available through the district office. The district will share the positions available with other districts and with district schools.
- Calling entities in all activities must act in accord with their constitutions and bylaws and the constitutions and bylaws of both the Synod and their respective district.
- A commissioned minister who has been declared qualified by an authorized synodical institution, but who has never been placed on the roster of ministers of religion—commissioned, is only eligible to accept a call by going through the placement process. Similarly, a commissioned minister who has left the roster of commissioned ministers is only eligible to accept a call after being reinstated to the roster.

Commissioned Ministers

- If workers wish to consider a call to a new location, workers may contact the district office to ask that their LEIF forms be shared with other districts.
- Commissioned ministers on the roster of Synod are officially transferred to other districts by request of the worker.
- Individuals use forms designated for use in the call process, including an evaluation and signature by a district official (i.e., the district president or his designee) in order to be considered for a call.

- The district official shall provide, in so far as possible, a current (within the school year) LEIF on requested personnel to the calling entity/district. Commissioned ministers complete forms by using a computer (no handwritten forms will be circulated).
- Workers who accept a call into another ministry should request and be granted a peaceful release from the entity where they are currently serving, and if, necessary, a transfer to the district where the calling entity is located.
- Workers—after being released from the entity where they are currently serving—are advised (in the directions and on the acknowledgement forms) to inform the district office of their status change.
- Individuals may express a desire to be considered for specific positions through the district office.

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Placement of Candidates for Ministers of Religion—Commissioned Roster Status

Introduction

These rubrics lay down principles, guidelines, and procedures when a candidate who is declared qualified to be rostered as a minister of religion—commissioned is assigned to his/her first call. Usually, this occurs upon graduation from one of the relevant educational programs offered by the colleges/universities of the Concordia University System. (Bylaw sections 2.7-2.9)

The principles, guidelines, and procedures outlined above in the section on “Calling Ministers of Religion—Commissioned from One Call to Another” apply also to this section in so far as they are applicable to the unique circumstances of initial placement.

Calling Procedures for First Placement Candidates

- First placement for ministers of religion—commissioned is an ongoing process which takes place throughout the year.
- Calling entities shall indicate their need for a minister of religion—commissioned (Paragraph (a) of Bylaw 2.9.1) by completely filling out the candidate request form listed on the Concordia University System website. The calling entity shall provide a “job description” or a similar document identifying the nature of the position as well as its responsibilities and duties. The completion and insertion of the candidate request form (record) notifies the district president (through the district education executive) and placement directors of the selected Concordia campuses that the calling entity is seeking a candidate. (Paragraph (b) of Bylaw 2.9.1)
- Placement director(s) will respond to the calling entity by providing the names and descriptions of candidate(s) credentials to the calling entity. A candidate’s name may be shared with more than one calling entity at a time.
- Calling entities may then contact the candidate(s) to share information about the vacant position it is seeking to fill, to give the candidate(s) an opportunity to ask questions, and to work together with the respective placement officer to determine further interest in the position. Arrangements may be made for a more formal interview. If a calling entity determines that the candidate is not

suitable for its needs or if the candidate indicates that the position is not of any further interest, the calling entity will notify the placement director.

- ❖ Calling entities may interview candidates. Interviews are conducted at the expense of the calling entity.
- ❖ After any contact with the candidate, it is very important that both the candidate and the calling entity are clear about the next steps in the process, including some indication about the length of time in the process.
- Calling entities are expected to offer a candidate a compensation package (salary and benefits) that is in keeping with the district's suggested compensation guidelines. Calling entities should continue to keep open communications with placement directors as they move forward in their call process.
- When a calling entity is ready to request placement of a candidate through the Board of Assignments, it contacts the placement director to request a candidate be designated. The placement director will counsel with the candidate to determine whether there are any significant obstacles (i.e., salary, benefits, ministry expectations, location, etc.) to consideration of that particular call. If not, or when any such issues are resolved, the placement director informs the calling entity that the candidate has accepted designation and has been designated for its call. The placement director then stops further searching for a position for the candidate and notifies other calling entities that the candidate is no longer available for consideration.
- The calling entity contacts its District office to obtain the call documents and prepares the minister of religion-commissioned call documents used in the first placement process for its candidate. The calling entity sends the signed call documents to the calling entity's district president. Once the district president signs the call document, he forwards the document to the placement director. The placement director signs and forwards the documents to the candidate.
- Once the placement director receives the call document from the district president, the placement director will forward the necessary information regarding the call to the Concordia University System office, which will process that information for presentation to the Council of Presidents, serving as the Board of Assignments, for ratification.
- Candidates will notify the calling entity directly of their decision to accept or decline the assignment.
- After accepting a call, a candidate applies to the district president (of the calling entity) for membership in the Synod and admission to the Synod's official roster of ministers of religion—commissioned. The candidate's placement director will verify to the district president that the candidate has completed all graduation requirements by sending a certificate indicating approval for installation. Upon installation by the calling body and admission to the Synod's roster of ministers of religion—commissioned, the candidate has officially entered the church's public ministry. (Bylaws 2.10.22.10.4)
- The calling process for ministers of religion—commissioned is governed by the *Handbook* of the Synod and policies established by the Council of Presidents acting as the Board of Assignments. Those policies may be modified or altered at any time.

Procedures for Calling Ministers of Religion—Commissioned (Checklists for Securing Personnel)

Congregation / School Seeking First Placement Candidate (Including Colloquy Candidates)

- ___ Formulate the position or job description.
- ___ Advise the district president or education executive that you are going to request a candidate from one of the Concordias.
- ___ Go to <http://cus.lcms.org/ComMinPlaFeed/> to complete the Candidate Request Form in its entirety and insert the record (submit it).

- ___ Placement directors will send the calling entity information on the candidate(s).
Calling entities can interview candidates.
- ___ Select the candidate of choice.
- ___ Request your candidate of choice to be designated to the placement director.
- ___ Upon receiving notification of acceptance of designation, contact your district office to obtain call documents. Prepare call documents.
- ___ Sign and send call documents to district president.
- ___ District president signs the call document.
- ___ District president sends call documents to placement director.
- ___ Placement director delivers call documents to candidate and notifies Concordia University System staff of designated call.
- ___ Candidate informs calling entity of acceptance of the call.
- ___ Assignment is made and approved by the Board of Assignments.
- ___ Director of placement notifies the District that the candidate has completed all requirements and is now approved for commissioning and installation.

When First Placement Candidate Accepts Call

- ___ Candidate informs calling entity and placement office of decision.
- ___ Placement director informs district president via certificate of eligibility that all requirements have been completed and the candidate is approved for commissioning and installation.
- ___ Candidate applies for membership in the Synod.
- ___ Candidate, in consultation with calling entity, seeks authorization for commissioning and installation from district president.
- ___ If candidate desires commissioning to take place in a location other than the location of the call, candidate obtains permission from the calling entity, the candidate's district president, the host pastor, and the host congregation.
- ___ Confirm arrival date, commissioning/installation date, relocation plans, etc.
- ___ Obtain transfer of communicant membership to new congregation.
- ___ District president authorizes commissioning and installation.
- ___ Candidate is commissioned and installed into public ministry.

Congregations / Schools Seeking Candidate Already in Ministry

- ___ Formulate position or job description.
- ___ Inform and seek advice from district officials.
- ___ Calling body prepares the call documents.
- ___ Send call documents directly to person.
- ___ Inform district president as to who has been called.
- ___ When call is accepted, request authorization to install from the district president.
- ___ Install called person (commissioning occurs only at the beginning of a person's service in the church).

Congregations / Schools Seeking a Lay Teacher

- ___ Prepare offer to engage.
- ___ Send offer to engage to the person.
- ___ Induct person into office. (optional)
- ___ Inform district office.
- ___ Encourage worker to seek placement/reinstatement/colloquy.

Part 2 - NID STEPS FOR CALLING A COMMISSIONED MINISTER

The calling process is both a joyful experience and an opportunity for growth. Our prayer is that your congregation will grow as you, its members, go about the process of finding the man or woman our God has already selected to serve your congregation.

The following steps are not to be considered hard-and-fast rules. They are a suggested call procedure. Whatever procedure is used, go thoughtfully, go carefully, and always go in prayer.

The Holy Spirit guides and directs the process of calling workers in His kingdom. Each step of the process must include prayer that God's will be done and that the procedures and decisions be guided by the Holy Spirit. Every Call Committee meeting should begin and end in prayer. Some Call Committees have a prayer before each major vote. Interviews should begin and end with prayer.

Step 1: Notify the Northern Illinois District office as soon as a vacancy occurs.

The initial phone call (1-888-708-5267) to the District Office should be followed up with a brief letter detailing the impending vacancy as soon as you become aware of it. A letter from the outgoing worker indicating he/she is accepting another call, resigning, or retiring should be placed in the worker's personnel file kept by the congregation.

Step 2: Establish a congregational calling process, unless this is already specified in your constitution.

Some congregations have the calling procedure clearly outlined in their constitutions. These guidelines should be carefully followed. A congregation's constitution is authoritative and cannot be ignored.

The selection of the Call Committee is critical. The Senior Pastor should be involved in the process but does not necessarily have to be a member of every Call Committee. Usually at least one elder (or Board of Lay Ministry member) is added. Representation from a board that works with the ministry position is included. A distinguished past board chairperson may be added. As much as is possible, the current board chairperson should be included, and if possible, the next chairperson, if he or she is known, should also be included. Generally, other congregational members are added to create a mix of gender, age and stage in life on this critical committee.

The Board of Christian Education forms the nucleus of the Call Committee for calling a teacher. If there is a fairly large population of school families who are not members of the congregation, it is worth considering adding a member of the school family to the committee.

The Call Committee should be approved by the Church Council, Board of Directors or equivalent body.

Step 3: At the first Call Committee meeting, establish a tentative timeline with actual dates, review the overall process with the committee, and review the exact mandate the committee has been given.

It is a high calling to be chosen to serve on the Call Committee. Seek the Holy Spirit's guidance at every step. Invite the congregation to be part of this important process. Petitions in the general prayers each Sunday allow the congregation to be involved as a corporate body. Encourage individual members of both the congregation and school families to be praying about the entire process.

It is important to keep the congregation fully informed of the process. In some cases the Senior Pastor will be part of the Call Committee. If the Senior Pastor is not part of the committee, it is important for the Call Committee chairperson to keep him fully informed at each step of the process.

It is also very important to keep the entire faculty and staff fully informed at each step of the process. In some cases a member of the faculty will serve on the Call Committee. This role works best when the educator serves NOT as a representative of the entire faculty, but as an educator sharing his/her own views as an educator. It is impossible for one teacher to speak for the entire faculty. It is strongly suggested that the chair of the Call Committee make regularly scheduled reports to the faculty at each step of the process. Input from the entire faculty and staff to the Call Committee should be welcomed.

In establishing your timeline, be specific about dates and include sufficient meeting times. It is always easier to subtract dates from a timeline, should you find you do not need all of them.

See **Appendix A** for a suggested timeline.

Step 4: Review the qualifications for the vacant office and review the ministry (job) description.

The appropriate board should begin reviewing the qualifications and ministry (job) description as soon as an impending vacancy becomes known. If there is no previous list of qualifications for the position, one should be established. The ministry description should be reviewed and rewritten. The new ministry description should be approved by the Church Council, Board of Directors or equivalent body.

It is imperative to know what one is searching for before the actual search begins. The Call Committee should review the material and become very familiar with both the qualifications and the ministry description.

See **Appendix B** for suggested qualifications and **Appendix C** for an outline for a ministry description.

Step 5: Call for candidates

(Step 5 can be done simultaneously with Step 6)

The congregation should publish the names of the Call Committee members, including contact information for the chairperson, a general timeline for the calling process, and the list of the criteria that has been established for the vacant office.

Nominations should be invited from congregation members, school families and other interested parties. The Call Committee should prepare a nomination form that includes criteria for the candidate and a nomination deadline. The form should ask for the candidate's name, where he/she is currently serving, and contact information (address, phone, e-mail). The nominator should sign the form and list phone numbers where he/she can be reached. In addition, space should be provided where the relationship of the candidate and nominator can be spelled out. Reasons why the nominator thinks the candidate should be considered may also be asked for on the nomination form. The name of one other person who knows that candidate well, and contact information, may also be requested on the nomination form.

See **Appendix D** for a sample nomination form.

As names are received, they should **immediately** be passed on to the Northern Illinois District office so that the candidate's biographical information and evaluations can be compiled.

Step 6: Request a list of candidates from the District Office

(Step 6 can be done simultaneously with Step 5)

A list of potential candidates should be requested from the District Office. Please include the list of qualifications and the ministry description. It is also very helpful to include an approximate salary range, including the health care benefits, etc.

Step 7: Publish the candidate list and invite comments

Once the list of candidates is received from the District Office, this list, along with the nominations from congregational contacts, should be printed and available for the congregation and school families to review (just the name and current location for each candidate). This is an excellent opportunity for the Call Committee to request the congregation's continued prayers for each of these men and women and for the entire calling process. In addition, these names should be shared directly with the faculty and staff. Names can still be added to the list at any time.

The Call Committee should invite written/signed comments from members of the congregation and school communities regarding any relevant knowledge they may have about any of the candidates.

All Call Committee members should receive copies of any information on the candidates that is received from the District Office and other sources. Remember, candidate information is confidential and should be viewed only by the Call Committee.

Step 8: Initial contact with all candidates

The initial contact with each candidate is by phone. The Call Committee should determine who will contact each candidate. Usually several members of the Call Committee participate in placing these calls. The Call Committee should use a standard format when contacting all candidates.

See **Appendix E** for a sample script.

The key questions that you need to ask are:

(8A.)

Would you be open to prayerfully considering a call to be _____ at _____ Lutheran Church & School, _____, Illinois, if the Holy Spirit would lead us to extend you a call?

(8B.)

Are there any factors in either your personal or ministry life that would limit you from fully and openly considering a call to serve in our congregation?

It is very important that the exact responses of the candidates be written down and brought back to the committee.

Remember, every contact with a candidate is important. The candidate is evaluating you, even as you are attempting to discern the Lord's will and evaluate the candidate.

Eliminate outright any candidates that said "no" in 8A, and those in 8B that had significant limiting factors as determined by the Call Committee. Proceed to Step 9.

Some committees like to send a short questionnaire (4-5 questions) to the candidate list at this point to assist with the next step. Another option is to send the questionnaire to the short list of 5 to 8 candidates, after Step 9. Because of the time that this requires (for both the Call Committee's process and the candidates themselves), the Call Committee should review the pros and cons of sending any written questionnaires.

Step 9: Reduce the number of candidates. * Critical Step *****

At this point, most congregations will have a good number of candidates. Step 9 is the critical step of reducing this number to 5 to 8 viable candidates. This is a crucial step of discernment for your congregation by the Call Committee. Prior to this meeting, the Call Committee members should have received and studied all information gathered thus far on the candidates (from the District Office, members, phone calls, questionnaires, etc.). As a committee, you should review the possible methods of reducing the candidates and select the method you think will be the most effective. Two methods are suggested below.

Method One: As one large group discuss each of the candidates, then rate them.

Begin with prayer, asking God to guide each of you. As an entire Call Committee, discuss each candidate's strengths, and raise any concerns or questions. After each discussion, committee members separately assign a rating to the candidate according to a predetermined rating system. (Some use a 10 to 1 scale; others A, B, C; and others a 1, 2, 3.) Individuals may go back and change a rating at any time. After all candidates are discussed, the ratings of each should be compiled and calculated. The Call Committee then should make a determination of those who are clearly in and those clearly out. For example, out of 12 candidates you may have 3 that are very highly rated (clearly in) and 3 that received the lowest ratings (clearly out), leaving you with 6 that are in the "middle."

One word of caution: It is tempting to start assuming that some candidates are "better" than others. It is very important that the Call Committee keep an open mind about each of the candidates. It is easy for someone to appear on paper not as qualified as another candidate, when he/she may have just the gifts that the Holy Spirit wants for your school, and he/she may actually be the strongest leader.

Now, go back and discuss the "middle" candidates. Point out apparent strengths. Raise questions and concerns. After everyone has had a chance for input, vote again. Some committees like to use an actual ranking system at this point. For example, of the 6 in the "middle," select the candidate that you think least matches your ministry profile and assign 1 point. Of the remaining 5, decide who best matches the profile and assign 6 points. Go back and forth until you have them all ranked, with the most qualified receiving 6 points and the least qualified receiving 1. At this point the committee needs to determine how many from the "middle" 6 they want to add to the 3 "clearly in" who were selected in the first division. The goal is to have 5 to 8 candidates left after this step.

Method Two: Rate each candidate individually, then discuss them in committee.

In a second method, each Call Committee member gives each candidate a rating before any discussion as a committee. When the Call Committee comes together, immediately calculate the points for each of the candidates and divide them into the three groupings: those clearly in, those clearly out, and those in the middle. The Call Committee as a whole then begins the discussion about the "middle" group of candidates.

Some Call Committees send out a short questionnaire to each of the 5 to 8 remaining candidates, if one was not used prior to Step 8.

Step 10: Review the short list of candidates.

(5 to 8 candidates)

The goal of this step is to review the short list of candidates and eventually narrow it down to several finalists who will be invited to your site for a personal interview. The review process should include both reflection on the candidate by others who know him/her and a telephone interview of the candidate by the entire Call Committee.

The most critical part of the review process is to contact references, co-workers, and evaluators. **At least four people should be contacted for each candidate.** One or two Call Committee members should make all of these contacts, usually by phone. Use the same review format for each candidate and write out the responses to share with the full committee.

See **Appendix F** for a sample review sheet.

As a group, the Call Committee should consider the candidate reviews and narrow the short list down to the top 4 or 5 candidates.

A phone interview should be conducted with each of these candidates. Most Call Committees use a conference phone (speaker phone) for the interview phone call.

It is important to contact the candidate and schedule the phone interview in advance. One week to 10 days minimum advance notice may be needed. If possible, interview all 4 or 5 candidates by phone on the same day. Allow enough time between interviews for discussion and a break to clear one's mind.

The Call Committee should formulate a list of interview questions to be used with all candidates. The District Office is available to assist in creating the interview questions. Input from the ministry board, pastor, and other staff is encouraged. At the time of the interviews, each Call Committee member should have the list of questions with sufficient room between each question to jot down comments. It should be decided ahead of time who will ask which questions. Many Call Committees have two or three members reading the questions. **Begin and end each of the interviews with prayer.** Use the same format for each candidate.

At the conclusion of the phone interviews, the Call Committee should select 2 or 3 finalists to invite for personal interviews and set some possible dates for this to occur. Determine who will contact each finalist and set up the interview (interview details are in Step 11).

At this point, the date of the official call selection meeting could be planned and announced, requesting the congregation and school community to continue to keep the process in their prayers.

Step 11: Personally interview remaining candidates.

(2 or 3 finalists)

At this point, contact additional references for each remaining candidate. Use the biographical and evaluative material on each candidate to determine your list of contacts. Choose people from former ministry sites, senior pastors, administrators, etc. These should be people not initially listed as references by the candidate.

*Use the same review sheet developed for Step 10 (see **Appendix F**).*

Invite the candidate to your church and school for a personal visit and interview. The invitation should also be extended to the candidate's spouse, with expenses covered by the congregation. Some Call Committees like to invite candidates in on different weekends and some find it best to fly them in on the same weekend. Make the visit informative and welcoming. It is important to make sure conditions for the interviews are as similar as possible.

The District Office is available to assist in formulating the interview questions. The questions should be different from those used in the phone interview process.

At this point in the calling process, the final details of salary considerations should be completed. In some cases it may be apparent that a difference exists between what the candidate is currently making in comparison to the calling congregation's compensation proposal. Cost of living and other factors must also be part of the total comparison.

One of the larger factors to consider is the health and benefit package. Under the provision of the Concordia Worker Benefit Plans your congregation is *required* to pay the entire premium for the Retirement Plan and Disability & Survivor Plan. The provisions of the Concordia Health Plan are different and *require* only that your congregation pay 50 percent of the premium for the worker. Most congregations, however, provide full Concordia Health Plan coverage for the worker and give consideration to also providing Concordia Health Plan coverage to a worker's spouse and dependents. If your congregation does not pay for the worker's spouse and dependents, the worker is making payments from his/her taxable income. On the other hand, if the congregation provides this health care coverage insurance as a supplemental benefit the amount is free of income tax for the worker. This can be a sizeable compensation difference between two ministry sites.

Information should be gathered for the call documents in advance of the call selection meeting **to ensure that call documents can be sent out immediately after the meeting.** Call documents may be ordered from Concordia Publishing House or the District Office. There is a small fee. (See details of what to include with call documents in Step 13.)

Step 12: Meet for the call selection.

Prior to the call selection meeting, contact the 2 or 3 finalist candidates to determine if they are still open to prayerfully considering a call from your congregation.

The Call Committee needs to decide in advance whether to list the entire slate of candidates or only the 2 or 3 finalists. Past history often dictates this decision.

It is important to assist the voting group in gaining some insights prior to voting. Call Committee members should be introduced to those assembled. In many cases, the Call Committee chairperson may give a brief overview of the process. Additional information is presented about the finalist candidates. Many committees have done a written page or half page highlighting biographical information about each finalist, his/her family, his/her positions of leadership, and other relevant information. Any questions from the congregation are answered as fully as possible. The Senior Pastor leads the voting assembly in prayer. The ballots are distributed and counted. When one candidate has a majority, unless otherwise stipulated by the constitution of the congregation, the balloting is complete. If a majority is not achieved on the first ballot, the candidate with the least number of votes is dropped and a second ballot taken. At the conclusion of the balloting, a resolution may be requested to make the selection unanimous.

Immediately following the call selection meeting, the called person should be notified by telephone. Send a letter to the calling body currently served by the called person. Also promptly inform candidates who were interviewed and not called.

Step 13: After the call is placed.

Send out the call documents **the next day** if possible. Many congregations use overnight express. Include an invitation for the candidate and spouse to visit again at congregational expense. Provide real estate information, community information, school information, and any other information that might be helpful to the called person. Be sensitive to the job situation of the spouse; any information that can be provided in this area is often very helpful. A letter from the Senior Pastor, Call Committee chairperson, and Board of Education chairperson may accompany the call documents. Other congregational leaders and faculty / staff members may also choose to write letters to the called person.

It is very important that the members of the congregation keep the called worker and both congregations in their prayers during this time.

Moving expenses for a called worker: If your congregation has called a professional worker from another site, it is customary for the congregation to pay all necessary and reasonable moving expenses for the worker and family. The utilization of a commercial/professional moving firm indicates to the worker that, as a congregation, you are concerned about the worker's welfare and the protection of his or her personal property.

Keep the District Office informed of calls offered, declined and accepted.

If the call is accepted, request authorization from the District President to install the called person. If the call is declined, restart the calling process at whatever step is appropriate.

Inform the District Office of the installation date and installing official. A commissioned minister must be installed by an ordained pastor on the LCMS roster.

Begin the orientation process for the new worker.

Appendix A

Sample Timeline

(This is a suggested timeline for a 3-month process; each call process will have its own timeline. The timeline for calling teachers tends, by necessity, to be the shortest. Establish your target timeline length and then establish specific meeting dates at the outset of the process to ensure that all Call Committee members can fully participate in the process.)

When an impending vacancy becomes known:

1. Review worker qualifications and ministry/job description (done by Board of Education or appropriate group; approved by Church Council or Board of Directors, etc.)
2. Establish calling process and a Call Committee (per congregation's constitution)

During first month of Call Committee's work: (January, for example)

3. Call Committee has first meeting and establishes a tentative timeline including target date for personal interviews
4. Call Committee reviews qualifications and ministry description
5. Request candidate nominations from congregation and school families
6. Submit qualifications and ministry description to District Office requesting a list of candidates (also submit candidate names to District Office as they are received through congregational channels)
7. Make candidate list available and invite comments

During second month of Call Committee's work: (February)

8. Contact all candidates and ask them questions from 8A and 8B
9. Reduce the number of candidates to short list (5 to 8)
10. Contact references and review candidates
11. Conduct phone interviews with 4 or 5 candidates

During third month of Call Committee's work: (March)

12. Personal interview with 2 or 3 finalists (1 or 2 weekends)
13. Meet for call selection
14. Send out call documents immediately, next morning after call!

Appendix B

Sample Qualifications for Commissioned Minister

Qualifications for a position at _____ Lutheran Church & School, _____, Illinois

1. A deep faith in Jesus Christ as Savior and Lord
2. Rostered member of the LCMS
3. Experience in a Lutheran school setting
4. Successful ministry experience
5. A valid state teaching certificate (*if applicable for your ministry description*)
6. Ability to relate enthusiastically to students, families, congregation, co-workers, and the community on a professional and personal basis
7. Evidence of professional growth as a life-long learner
8. Willingness to participate as a "team player"

ADDITIONAL: Qualifications to add for an Administrator position

9. A master's degree (or certificate) in educational administration/leadership or a willingness to work toward such a degree
10. Successful administrative experience
11. Demonstrated examples of proactive leadership¾ patterns of success in leadership

Appendix C

Outline for Writing a Ministry Description

The ministry (job) description for each position should be as specific as possible to ensure the right candidate is considered for the position and, as the information is shared with the candidate, to give an accurate picture of what would be expected of him/her. Each time a position becomes vacant, the ministry description should be reviewed and updated, if not completely rewritten.

A ministry description can take many forms. The following is a suggested outline to use in writing a detailed ministry description before calling a worker to serve in your church and school.

A. General Position Description - This paragraph names the position and states the broad scope of the position and how it relates to the mission/vision of the congregation.

B. Skills Required - This is a list of specific skills needed for the planned ministry (as opposed to the character traits listed in the qualifications for a church worker). Example:

1. Ability to teach mathematics at the junior high level
2. Ability to lead and motivate teens in the congregation's youth ministry

C. Experience - This is a list of previous experiences by the candidate that are desired or required by the calling congregation. Example:

1. Minimum 2 years of service in an LCMS school setting
2. Service in a team setting and demonstrated ability as a team leader (*or team member, as the case may be*)

D. Specific Responsibilities - Here are listed those specific duties that the worker is expected to fulfill as part of his/her call. Example:

1. Teach 4th grade self-contained classroom
2. Organize and lead annual youth mission trip

E. Administrative and Miscellaneous Responsibilities - Those additional duties that it is expected the called worker will be assigned. (These may be open to adjustment, based on the skill sets of the various candidates.) Example:

1. Manage the primary grade library
2. Act as school liaison to the Parent-Teacher Organization

This position reports to: _____

Possibilities might include a senior pastor, department head, assistant principal, principal, etc., depending on how your ministry setting is organized.

Appendix D

Sample Nomination Form

Those who wish to suggest names of a candidate for the position of _____ at _____ Lutheran Church and School, _____, Illinois, are asked to complete this form and leave it in the church or school office for the Call Committee. The ministry description and qualifications for the position are available from the church and school offices. The deadline for suggesting names is _____.

Having carefully and prayerfully considered the needs of our congregation and school, and the ministry description, I wish to nominate the following worker as a candidate to be considered for a call to our church:

Name:

Current Place of Service:

Address:

City/State/Zip:

Phone and E-mail:

I believe he/she will meet our needs as specified in the job description for the following reasons:

Please state whether you know him/her personally, the nature of the relationship and for how long a time:

If you do not know him/her personally, state the source of your information and the basis upon which you are making your nomination:

If possible, please provide the name and contact information (address, phone, e-mail) for another person who knows this person well.

My Signature / Date

You may contact me at (phone number and e-mail):

Appendix E

Sample Script for Initial Contact with Candidates

Name of candidate:

Phone:

Member of Call Committee making contact: Date:

Good evening. I am _____ a member of the Call Committee for _____ Lutheran Church & School, _____, Illinois. We are putting together a call list for the position of _____.

Our church and school have a vibrant, exciting ministry. We have an average worship attendance of _____. We currently have _____ number of students in our school with _____ faculty and staff members.

Would you be open to prayerfully considering a call to be _____ at _____ Lutheran Church & School, if the Holy Spirit would lead us to extend you a call?

(Record candidate's response as precisely as possible)

Are there any factors in either your personal or ministry life that would limit you from fully and openly considering a call to serve in our congregation?

(Record candidate's response as precisely as possible)

Thank you!

Appendix F

Sample Review for a Commissioned Minister Candidate

Name of candidate _____ Date _____

Name of reviewer _____ Phone _____

Relationship of reviewer to the candidate _____

Name of Call Committee member contacting reviewer _____

1. Please share some of your insights and observations about this candidate as a ministry leader and in general:

2. Please share what his/her strengths are:

3. Areas still developing or weaknesses:

4. Special contributions to a church/school staff:

5. In the following areas, please rate the candidate 1 (low) to 5 (high). Use N/A where you have no experience or basis on which to rate the candidate.

judgment _____

trustworthiness _____

spiritual maturity _____

overall organizational skills _____

public relations skills _____

communication skills _____

strategic planning skills _____

working together with a board _____

recruiting/motivating volunteers _____

equipping/instructing others _____

ADDITIONAL qualities to review for a teacher/administrator

ability to work with parents _____

relating to building/grounds supervisor _____

ability to lead a staff _____

school funding oversight _____

student recruitment _____

church-school relations _____

educational technology _____

rapport with students _____

creating safe, orderly school environment _____

(Other qualities/skills may be listed, as needed, to reflect your ministry description.)

In which of the above areas is the candidate the strongest?

In which of the above areas would the candidate not be as strong?

6. Would you employ this person? Why or Why not? Would he/she be one of your first selections for your staff?

7. Please share any additional thoughts that you think the calling committee should be aware of regarding this candidate.

Thank you!

Part 3 - BEHAVIOR-BASED INTERVIEWING

NID Resource for Boards and Call Committees

Calling individuals to fill vacancies or newly created positions is an important process. Hiring the best candidate for a job or ministry position is also of great importance. The work of the Holy Spirit is paramount in the process, however congregations and other hiring agencies have a role as well. The interviewing process is used to gather information on candidates. This document is intended to be a resource document to assist congregations, boards, and hiring agencies in conducting effective interviews.

The "behavior-based" interviewing technique is presented as an effective model. Sample questions are suggested as possible interview questions in 15 categories. Sample questions for calling or hiring a teacher or administrator are included. The sample questions are not meant to be all inclusive. Specific questions on instructional practice, administrative style, etc., are not included in the sample questions. Adapting this style of question to other ministry areas is encouraged.

Introduction

Behavior-based interviewing is best defined as, "a thorough, planned, systematic way to gather and evaluate information about what candidates have done in the past as a way to show how they would handle future situations."

The key assumption is that interview candidates who have previously demonstrated a particular behavior to address a situation will repeat that behavior in the future when confronted with a similar set of circumstances. The interviewing authority determines which specific behaviors are necessary for success and then seeks out candidates who have shown that they are capable of exhibiting those behaviors.

Methodology

To utilize behavior-based interviewing successfully, it is necessary to include some form of the following steps:

1. Identify those knowledge, skills and abilities, behavior and core competencies key to successful performance based on an analysis of the ministry position. Ask questions that focus on key competencies. Each candidate is asked the same questions. Look for consistency of responses that are comparable between the candidates.
2. Determine which behavioral or situational questions elicit the desired behaviors for each particular position. Examples sought might address values/ethics, work intensity, relationship skills, problem solving, people management, and others associated with success in the ministry position.
3. Develop a tailored, structured format for asking questions. Typically, open-ended, structured questions are developed and incorporated into an interview instrument, and each applicant is asked the same questions.
4. Interviewers need to:
 - Take notes
 - Record actual responses
 - Omit prejudicial or judgmental comments
 - Maintain a consistent format for each candidate

Conclusion

Because of its apparent capability of predicting position success, behavioral interviewing in its various forms is becoming increasingly popular. Because each teaching or administrative position is unique, it is necessary to determine what specific behaviors are associated with position success. This is an important process that should not be rushed.

Do's and Don'ts of Interviewing

Do

- Listen attentively for behavioral responses.
- Recast the question when a candidate's answer is not clear.
- Ask follow-up questions if clarification is needed.
- Focus on past behavior rather than future projection – "What have you done when..." rather than "What would you do if..."
- Ask questions from first person singular rather than first person plural ("tell me..." not "tell us...").
- Use positive reinforcements when appropriate – "That's helpful, you really clarified that."
- Use pauses to give the candidate a chance to think through responses.
- Pace the interview. Stay on task.
- Be conscious of your attending behavior – be relaxed, establish eye contact, etc.
-
- Recapitulate when needed – "I did not capture what you were trying to say. Please describe for me again..."
- Offer candidate the opportunity to ask questions.
- Once finished, explain the next steps of follow-up contact.
- Thank the candidate.
- Follow through as promised.

Don't

- Engage in counseling.
- Evaluate when gathering information.
- Make a judgment of behavior while gathering information.
- Give feedback or react to answers.

Compare and contrast to another candidate.

- Elaborate on philosophies.
- Over-talk. Interviewer should only speak 15% of the time.
- Use ineffective questions.
 - Closed ended questions
 - Vague questions
 - Run-on questions
 - Telegraphing the right answer
- Jump to premature conclusions.
- Elicit defensiveness.
- Size up the candidate in the first 3 minutes.
- Inquire about hypothetical situations.
- Hire someone because they are available.

Interview Guide – Teacher Position

I. Personal Motivation

1. In what ways have you attempted to make yourself more effective as a Christian teacher?
2. Describe your most important accomplishments. How did you go about reaching your goals?
3. Describe your ideal work or ministry assignment. Tell me about the time you came closest to having this kind of assignment and what you found rewarding about it.

II. Building Body Cohesiveness

1. Describe the steps you take to get a class to work as a cohesive unit. Give me an example of when you did that.
2. How do you help new students who enroll midterm to become an integral part of the classroom?
3. Tell me about a time when you confronted students who were undermining the unity of the entire classroom. How did you bring about reconciliation and healing?

III. Growth Commitment

1. Articulate your philosophy on how your classroom functions as an outreach for the church and how you have implemented that philosophy.

2. How have you kept yourself up-to-date on educational principles and practices?

IV. Visioning Capacity

1. Tell me about an important time you created an opportunity out of an obstacle? How did you create that opportunity?

2. When were you successful in selling a concept to people who initially opposed you? How did you convince them?

3. What is your best example of building a class project or program from the ground floor up? Describe the process you went through in developing a clear vision.

V. Responsiveness to Community

1. How do you keep your finger on the pulse and culture of the local community?

2. How have you shifted classroom priorities to be responsive to needs in the local community?

VI. Creating Ownership of Ministry

1. In what ways have you motivated your students to commit themselves to classroom goals?

2. What steps have you taken to ensure that your classroom ministry would flourish in your absence?

3. Describe someone you mentored who is now mentoring others. How did you develop that person and what kind of results is he or she having?

VII. Gift Utilization

1. What process do you use to match students with opportunities unique to them as individuals?

2. How do you cultivate giftedness in your students?

VIII. Relationship Building

1. To what extent are you the initiator in developing relationships? Tell me about a relationship you built.

2. How do you help students develop positive relationships?

3. What steps do you take to help students and parents feel secure, trusting and open with you?

4. Tell me about a relationship you salvaged after a conflict or falling out with the person.

5. Describe the teacher-student relationship you have attained in your classroom and how it affects classroom discipline.

6. Describe the teacher-parent relationship you have attained and show how it affects classroom discipline.

IX. Flexibility

1. Tell me about a demanding period in your life. How did you manage the multiple demands placed upon you?
2. How do you see that your work gets completed when it is disrupted by emergencies or other unforeseen circumstances?
3. Describe the most recent teaching innovation or perspective that you have adopted.

X. Balancing

1. How do you balance the competing demands of ministry and home?
2. In what way is your home life integrated into ministry?
3. Describe the process you use in making major personal decisions?

XI. Outreach

1. How do you convey a positive Christian witness and yet maintain respect for the un-churched student?
2. Tell me about something you have done to create an outreach-sensitive environment in your classroom?

XII. Resilience

1. What do you do to keep yourself going when the pressure gets thick?
2. Describe your most unproductive period in ministry or on a job. How did you change the situation?
3. Describe a time when your expectations were high but the results were low. How did you react?

XIII. Demonstrating Strong Christian Faith

1. Describe how you exercise such disciplines as Bible study, prayer, and personal devotion.
2. What examples of demonstrating Christian faith in your personal life could you share with others who struggle with faith issues?
3. Describe how you practice Christian stewardship in your life.

XIV. Nurturing Faith

1. How do you nurture faith in your students?
2. How do you help students to integrate their Christian faith into their actions?

3. Describe how you disciplined someone on a one-to-one basis.

XV. Communications Skills

1. Describe your teaching style.
2. Describe how you communicate with students, parents and staff and the effect it generates.

Interview Guide – Administrator Position

I. Personal Motivation

1. In what ways have you attempted to make yourself more effective as a Lutheran school administrator?
2. Describe your most important accomplishments. How did you go about reaching your goals?
3. Describe your ideal work or ministry assignment. Tell me about the time you came closest to having this kind of assignment and what you found rewarding about it.

II. Building Body Cohesiveness

1. How do you help new school families or new staff become an integral part of the congregation?
2. Describe the steps you take to get a staff to work as a cohesive unit. Give me an example of when you did that.
3. Tell me about a time when you confronted parents, teachers or other individuals who were undermining the unity of the school body. How did you bring about reconciliation and healing?

III. Growth Commitment

1. Articulate your philosophy of church and school growth and how you have implemented that philosophy.
2. Tell me about a time when you were unsuccessful in applying school growth principles. What did you learn from the experience, and how did you benefit from your learning in a later effort?
3. How have you kept yourself up-to-date on educational principles and practices?

IV. Visioning Capacity

1. Tell me about an important time you created an opportunity out of an obstacle. How did you create that opportunity?
2. When were you successful in selling a concept to people who initially opposed you? How did you convince them?
3. What is your best example of building a project, program or group from the ground floor up? Describe the process you went through in developing and sharing a clear vision.

V. Responsiveness to Community

1. How do you keep your finger on the pulse and culture of the local community?
2. How have you shifted school priorities to be responsive to needs in the local community?
3. What methods and techniques have you employed to assess the needs of your local community?

VI. Creating Ownership of Ministry

1. In what ways have you motivated your staff to commit themselves to school goals?
2. What steps have you taken to ensure that your ministry would flourish in your absence?
3. Describe someone you mentored who is now functioning in an administrative capacity. How did you develop that person and what kind of results is he or she having?

VII. Gift Utilization

1. What process do you use to match individuals with ministry opportunities?
2. How do you cultivate giftedness in others?

VIII Relationship Building

1. To what extent are you the initiator in developing relationships? Tell me about a relationship you built.
2. How do you help others develop positive relationships?
3. What steps do you take to help students, parents and staff feel secure, trusting and open with you?
4. Tell me about a relationship you salvaged after a conflict or falling out with the person.
5. Describe the teacher-administrator relationship you have attained and describe how it affects school climate.
6. Describe how your administrator relationship skill affects school discipline?

IX. Flexibility

1. Tell me about a demanding period in your life. How did you manage the multiple demands placed upon you?
2. How do you see that your work gets completed when it is disrupted by emergencies or other unforeseen circumstances?
3. Describe the most recent administrative innovation or perspective that you have adopted.

X. Balancing

1. How do you balance the competing demands of ministry and home?
2. In what way is your home life integrated into ministry?
3. Describe the process you use in making major personal decisions.

XI. Outreach

1. How do you convey a positive Christian witness while maintaining respect for the un-churched family?
2. How do you create an outreach-sensitive environment in your school?

XII. Resilience

1. What do you do to keep yourself going when the pressure gets thick?
2. Describe your most unproductive period in ministry or on the job. How did you change the situation?
3. Describe a time when your expectations were high but the results were low. How did you react?

XIII. Demonstrating Strong Christian Faith

1. Describe how you exercise such disciplines as Bible study, prayer, and personal devotion.
2. What examples of demonstrating Christian faith in your personal life could you share with others who struggle with faith issues?
3. Describe how you practice Christian stewardship in your life.

XIV. Nurturing Faith

1. How do you nurture faith in your staff and students?
2. How do you help the staff to integrate their Christian faith into their actions?
3. Describe how you disciplined someone on a one-to-one basis.

XV. Communications Skills

1. Describe your administrative style.
2. Describe how you communicate with parents, students, staff, and congregation and the effect it generates.