

# CHAPTER 6

## LEADERSHIP SKILLS

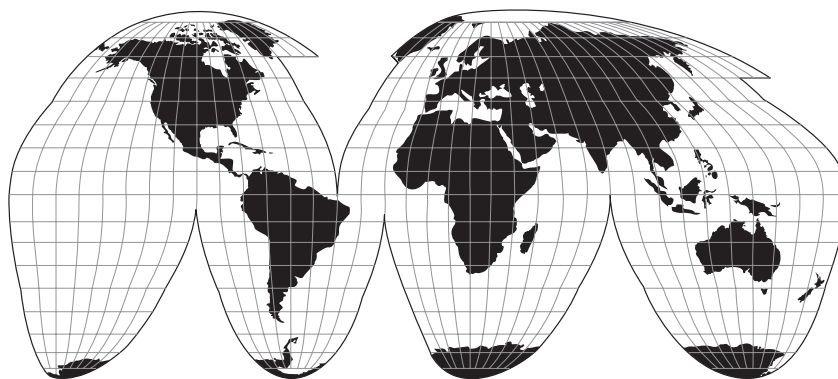
---



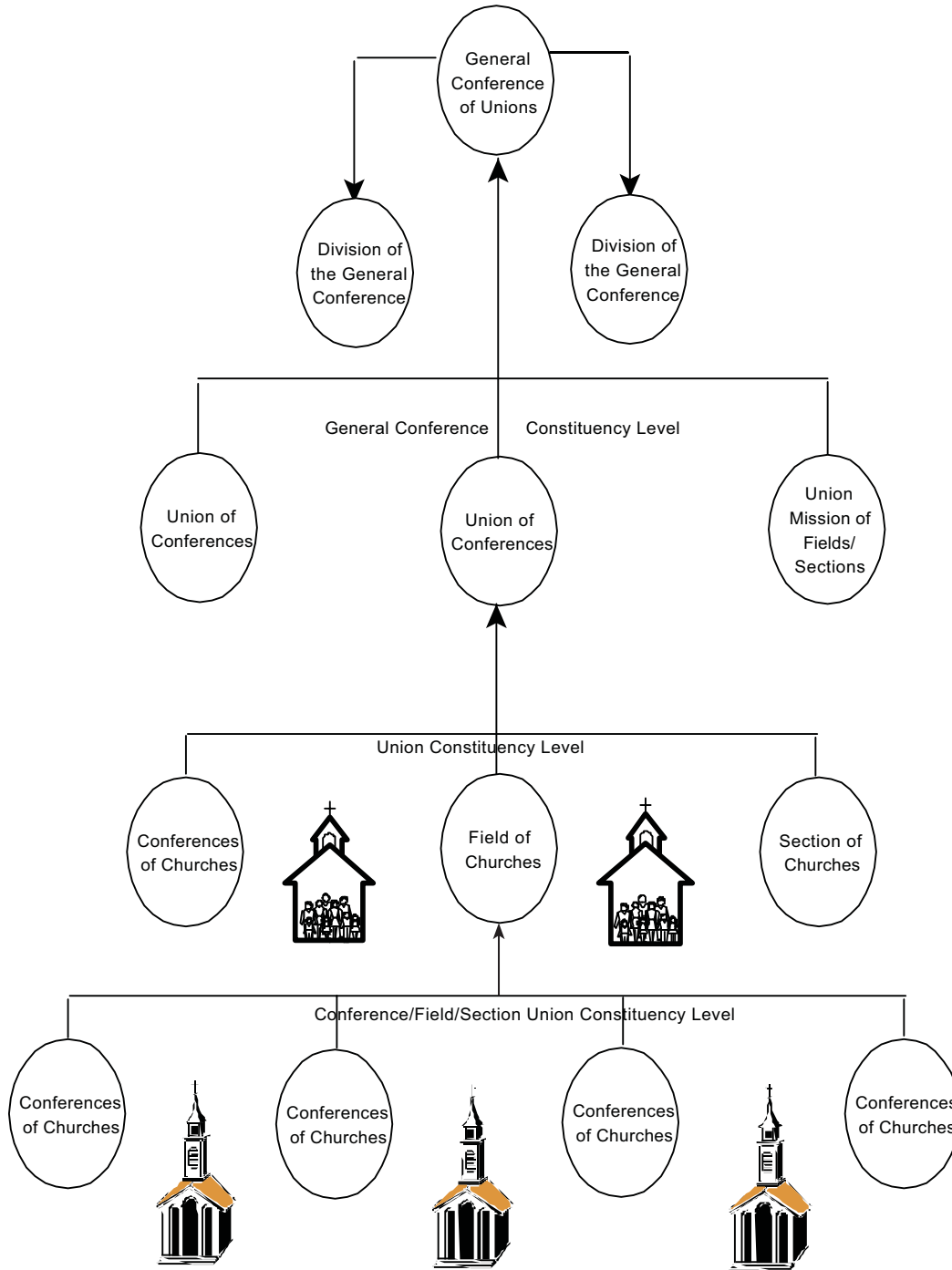
### UNDERSTANDING THE STRUCTURE AND ORGANIZATION OF THE CHURCH

There are four levels leading from the individual believer to the worldwide organization of the work of the church (*Church Manual, p. 26*):

1. **The local church**—it is a united organized body of individual believers.
2. **The local conference or local field/mission**—it is a united organized body of several churches in a state, province, or territory.
3. **The union conference or union mission**—it is a united body of several conferences, missions, or fields within a larger territory.
4. **The division**—this is a section of the General Conference, with administrative responsibility assigned to each in designated geographical areas covering several unions.
5. **The General Conference**—this is the largest unit of organization; and it embraces unions in all parts of the world.



### The Constituent Levels of the Seventh-day Adventist Church



Note: The organizational structure of the Seventh-day Adventist Church consists of the following levels: (1) **Local Church**, (2) **Conference/Fields/Sections**, (3) **Unions/fields** which are composed of several Conferences/fields/sections, (4) **General Conference** which is composed of **Divisions** supervising unions/fields in a specific geographical area.

## WORKING COOPERATIVELY WITH OTHER MINISTRIES

**Introduction:** There is great value for Children's Ministries to work cooperatively with other ministries because of the many benefits they offer. Leaders can learn from each other as different individuals provide wider perspectives on issues and ideas. There is also the cost-effective aspect when several ministries can share costs in running one program. Working together with other colleagues also allows the group to model a team approach in areas like supporting each other's committees, working from the same biblical basis, etc.

### Sabbath School and Children's Ministries

- ☺ Organize training events together as there are more people to help, more energy, and lower costs.
- ☺ Promote children's Sabbath School programs by using a unified approach.
- ☺ Use a team teaching approach for there is more power, it is livelier, and it has a wider appeal.
- ☺ Publish resources together as it is cost effective and it provides more bargaining strength.

### Family Ministries and Children's Ministries

- ☺ Organize parenting seminars for families with young children, or older children.
- ☺ Provide guidelines and rules for *Child Protection*.
- ☺ Provide a family-friendly church environment by involving families in worship.
- ☺ Organize seminars on *Faith Development of Children*.
- ☺ Involve parents in *Kids' Discipleship*.
- ☺ Provide seminars on *Teaching Sexuality to Children*.



### Education and Children's Ministries

- ☺ Organize Weeks of Prayer and help children make decisions to accept Jesus.
- ☺ Plan weekly worships.
- ☺ Set up centers for *Kids' Discipleship* in targeted schools.
- ☺ Get college students involved in mentoring children.

### Health and Children's Ministries

- ☺ Provide HIV Aids education and counselling for leaders and children.
- ☺ Organize seminars on lifestyle issues, particularly childhood obesity.
- ☺ Organize drug education.
- ☺ Educate children in understanding their sexuality.
- ☺ Build self-worth in children.

### **Stewardship and Children's Ministries**

- ☺ Print children's tithe envelopes for children to use.
- ☺ Involve children in Investment programs.
- ☺ Organize seminars on stewardship

### **Youth and Children's Ministries**

- ☺ Organize *Adventurers program*.
- ☺ Organize *Kids' Discipleship* program for children and youth.
- ☺ Plan mentoring programs for youth to mentor children.
- ☺ Provide training programs for youth to be involved with children's ministries.

### **Personal Ministries and Children's Ministries**

- ☺ Organize evangelistic programs for children.
- ☺ Provide training programs for children to develop skills in door-to-door outreach.

### **Women's Ministries and Children's Ministries**

- ☺ Organize parenting seminars for mothers.
- ☺ Organize the seminar "True Love Waits" for young women.

### **Global Mission/ADRA and Children's Ministries**

- ☺ Plan service projects for children to participate in the community.
- ☺ Launch a project to involve children in fundraising for HIV/AIDS orphans.

### **Ellen G. White Estate and Children's Ministries**

- ☺ Plan yearly programs with emphasis on Ellen White and the Adventist heritage for children's church.
- ☺ Develop materials and resources for children that could be used at children's retreats, Bible camps, and weeks of prayers.



## RECRUITING AND MANAGING VOLUNTEERS

The primary frustrations of many Children's Ministries leaders are finding, training, and motivating volunteers. Finding the right volunteers can be tough. Those who are willing are not always skilled. Moreover, those who are outstanding often times say no. However, do not be discouraged. Continue to be on the lookout for volunteers at all times.

The primary frustrations of many Children's Ministries Coordinators are finding, training, and motivating volunteers. Finding the right volunteers can be tough. Those who are willing aren't always skilled. And those who are outstanding often times say no. How do we find the help we need?

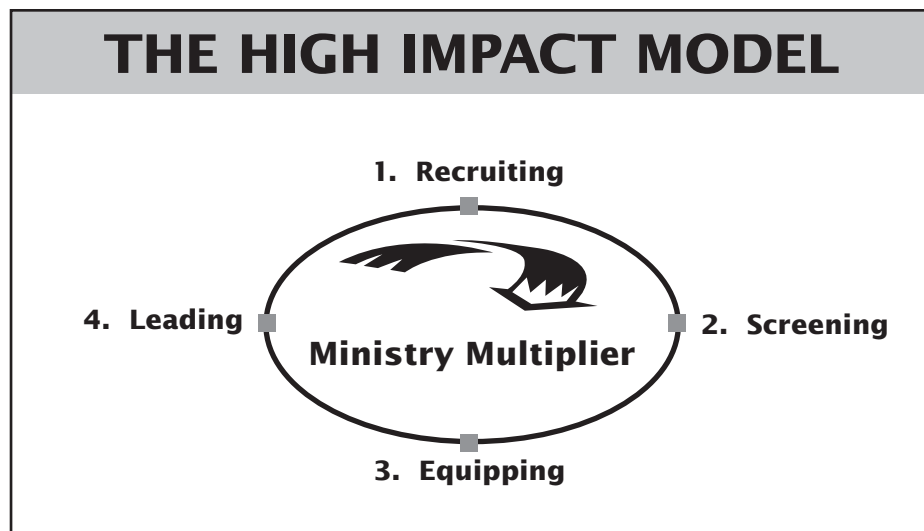
### WHAT IS A VOLUNTEER?

- ☺ Someone who does not have to do it, but does it anyway!
  - ✓ You can't fire them.
  - ✓ But they can quit whenever they want to.

### THE HIGH IMPACT MODEL OF VOLUNTEER MANAGEMENT

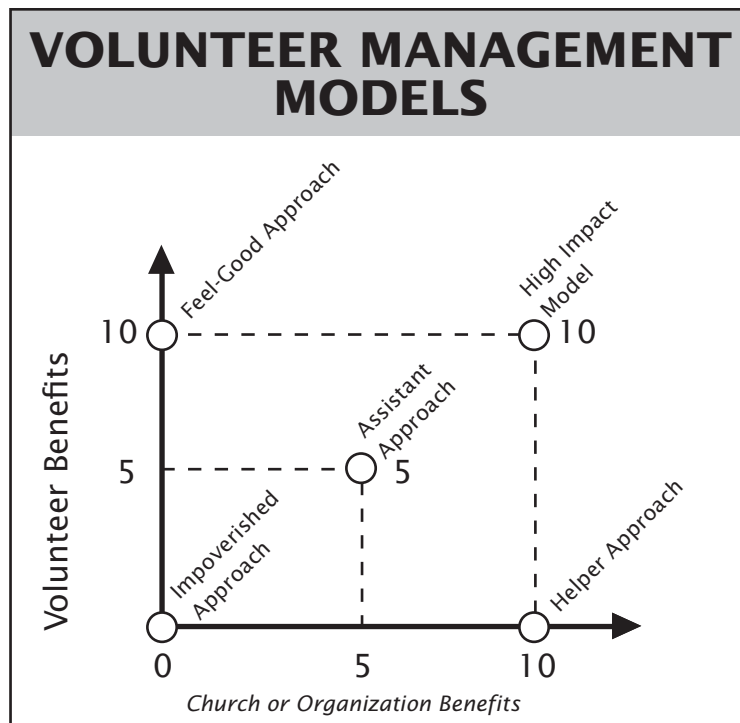
This model is composed of four tasks:

1. Recruiting
2. Screening
3. Equipping
4. Leading



## VOLUNTEER MANAGEMENT MODELS

We use different approaches in managing volunteers. However, using the high impact approach model in managing volunteers is more effective in the success of Children’s Ministries if we want to groom future leaders. Let’s take a look at five models of management as shown in the diagram below. The vertical grid represents volunteer benefits and the horizontal grid represents the church’s benefits.



### Types of Models:

- |                                   |   |                                |
|-----------------------------------|---|--------------------------------|
| 1. <i>Impoverished Approach</i> — | Pastors do everything;<br>No volunteers involved.   | Score: Volunteer 0; Church 0   |
| 2. <i>Helper Approach</i> —       | Volunteers asked to help; they<br>are used and abused.  | Score: Volunteer 0; Church 10  |
| 3. <i>Feel Good Approach</i> —    | Volunteers tell where they<br>want to serve.  | Score: Volunteer 10; Church 0  |
| 4. <i>Assistant Approach</i> —    | Class distinction between<br>leader and volunteer; no effort<br>to mentor and train for leadership.   | Score: Volunteer 5; Church 5   |
| 5. <i>High Impact Approach</i> —  | Church-wide commitment<br>to select and disciple volunteers;<br>team building to reach kingdom goals. | Score: Volunteer 10; Church 10 |

## 1. RECRUITING VOLUNTEERS

- ☺ A recruiter today:
  - ✓ constantly looks for volunteers
  - ✓ keeps a current file of likely volunteers
  - ✓ has a description for each job
  - ✓ has a supply of ministry application forms

## 2. SCREENING VOLUNTEERS

*“Like an archer who wounds everyone, so is he who hires a fool or who hires those who pass by.” Proverbs 26:10*

- ☺ Why screen volunteers?
  - ✓ to find out whom God has called to ministry
  - ✓ to match a person’s gifts to ministry
  - ✓ to gauge their interest
  - ✓ to protect children
  - ✓ to protect the church from liability
  - ✓ to establish agenda harmony
- ☺ Who does the screening?
  - ✓ the Children’s Ministries Coordinator
  - ✓ the leader of the ministry
  - ✓ the church screening committee
- ☺ The roles of screeners
  - ✓ the Children’s Ministries Coordinator
    - accepts applications
    - consults with ministry leader
  - ✓ the ministry leader
    - casts a vision
    - shares a mission
    - applies the 7 C’s
  - ✓ the screening committee
    - does background checks and interviews
- ☺ The Seven C’s
  - ✓ calling to ministry
  - ✓ character—God’s screening
  - ✓ chemistry—attitude, willingness



A CALL FOR  
VOLUNTEERS

- ✓ competency—training, experience
- ✓ consistency/congruence
- ✓ commitment
- ✓ condition—mental, physical, spiritual

☺ Committed volunteers say with David:

*“I will not sacrifice to the Lord my God burnt offerings that cost me nothing.” II Samuel 24:24.*

- ☺ “The best predictor of future performance is past performance.”
- ☺ “When volunteers fail, the fault lies with the recruiter/screener not with the volunteer.”

### 3. EQUIPPING VOLUNTEERS

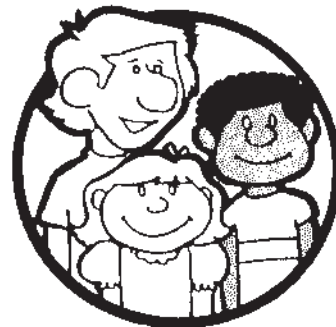
- ☺ We equip volunteers by providing:
  - ✓ ministry descriptions
  - ✓ essential equipment
  - ✓ resources: human, financial, paper
  - ✓ training: seminars, demonstration, role model/mentor
  - ✓ support, evaluate, affirm
- ☺ A Ministry Description tells:
  - ✓ title of position/ministry
  - ✓ a list of ideal/essential functions
  - ✓ a list of essential training required
  - ✓ additional skills essential to the job
  - ✓ additional ministry training

*God will give it TO you  
if he can get it THROUGH you!*

- ☺ Why training fails?
  - ✓ we neglect to provide an application form and get a commitment to attend training.
  - ✓ training is not relational
  - ✓ information only



- ✓ lack of communication
  - ✓ no feedback—either direction
  - ✓ irrelevant
  - ✓ speaker not outstanding
- ☺ How to make training relational?
- ✓ call everyone by name; work the room and have a good time
  - ✓ take an interest in each other; share joys and concerns
  - ✓ be a support group; pray together
  - ✓ go out to eat once in a while and talk around the table
  - ✓ use humor; plan surprises
- ☺ Attracting people to training
- ✓ call it a leadership team meeting
  - ✓ require attendance
  - ✓ take up issues
  - ✓ listen to experiences volunteers relate
  - ✓ let everyone give input
  - ✓ reinforce and give feedback
  - ✓ don't talk a lot
  - ✓ don't waste their time
- ☺ Jehoshaphat's training
- ✓ consider carefully what you do
  - ✓ your work is for God
  - ✓ God is with you
  - ✓ fear of the Lord be upon you
  - ✓ no injustice, favoritism, bribery
  - ✓ serve faithfully, wholeheartedly



**TEACHERS NEEDED  
FOR ALL AGES**

#### 4. LEADING VOLUNTEERS

- ☺ Basic requirements
- ✓ cast a vision
  - ✓ define the mission
  - ✓ mentor (personally advise/supervise)
  - ✓ disciple (offer spiritual leadership)
- ☺ Effective leaders ...
- ✓ apply the Gospel—pour out love
  - ✓ listen to God's voice
  - ✓ take the Bible as authority
  - ✓ depend on prayer

✓ balance their whole life

## 5. MULTIPLYING MINISTRY

- ☺ Always be mentoring leaders
- ☺ Increase responsibilities incrementally
- ☺ Mentor someone to take your place
  - ✓ encourage their personal growth
  - ✓ ask them to team up with you
  - ✓ gradually turn responsibility over

## HIGH IMPACT PRINCIPLES

- ☺ A volunteer is a child of God
- ☺ Church leadership needs to practice human stewardship too
- ☺ Recognize a volunteer's enhanced value
- ☺ Serving is a privilege
- ☺ Volunteers are capable partners
- ☺ The essential functions of a leader are to recruit, screen train and disciple



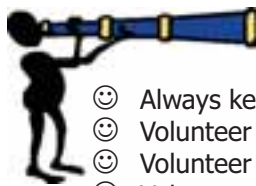


## Adventist Risk Management, Inc.

*The risk management service of the Seventh-day Adventist Church worldwide*

- ☺ Children will be supervised by adult(s) at times. Children's programming will be conducted on an abuse free no-harassment tolerated basis at all times

### *Safeguarding Children's Ministries* *Volunteer Management - Best Practices*



#### **Focus On Mission**

- ☺ Always keep your MISSION the primary focus
- ☺ Volunteer orientation is Mission driven
- ☺ Volunteer practices and policies are Mission focused
- ☺ Volunteer dismissal is in support of your Mission

#### **Opportunity for Best Practices in Children's Ministries**

*“The local church should take reasonable steps to safeguard children engaged in church-sponsored activities by choosing individuals with high spiritual and moral backgrounds as leaders and participants in programs for children.”*

*Church Manual Revision—2000*

*Page 120*

#### **Churches Are Vulnerable**

- ☺ Community of Trust
- ☺ Ignorance of Facts concerning Child Abuse
- ☺ Lack of Safeguards to protect children
- ☺ Numerous Opportunities to work with children
- ☺ Easy Access to children without screening requirements
- ☺ Constant Need for Volunteers to work in Children and Youth ministries



#### **Organizational Responsibilities**

- ☺ Duty to Protect all Children from Harm
- ☺ Safe Participation in Church or School Activities
- ☺ That all Activities are properly supervised by trained employees or volunteers
- ☺ Proper Maintenance of Facilities to limit opportunities for Harm
- ☺ Duty to Exercise Reasonable Care in Staffing that will include:

- ✓ Careful Selection of Employees and Volunteers
- ✓ Appropriate Training of staff members and volunteers
- ✓ Proper Supervision of staff members and volunteers
- ✓ Appropriate Action when it is necessary to remove staff members
- ✓ Duty to Report all incidents of suspected child abuse in accordance with the law

### **Responsibility to Children & Adults**

- ☺ Adults with known prior acts of child abuse or other inappropriate conduct will not be allowed to participate in church-sponsored children's ministry programs
- ☺ Appropriate steps will be taken to avoid the suspicion of adults involved in supervision through the use of the following protective measures:
  - ✓ The Six month rule will be used to get acquainted with new volunteers
  - ✓ Two Adult rule will be practiced at all church sponsored activities
  - ✓ Require all adult volunteers to participate in an annual child abuse awareness program
  - ✓ All allegations of inappropriate conduct will be promptly investigated by the church and appropriate corrective measures taken
- ☺ If allegations are made against an adult for inappropriate conduct with a child we will respect the individuals rights and treat all matters involving the situation on a confidential basis
- ☺ We have a duty to conduct all activities in harmony with the counsel of Matthew 7:12



### **Six Month Rule & Volunteer Selection**

- ☺ Adopt the practice that no adult will be considered for a volunteer leadership role in a church sponsored children's ministry program until they have been a member of the congregation for a minimum of six (6) months
- ☺ Require all adult volunteers to complete a Volunteer Service Information Form in order to be considered as a candidate for volunteer service at your church
- ☺ Appoint a small committee (3-5 members) Volunteer Service Review Committee to conduct the evaluation of all volunteer applicants for children's ministry programs.
- ☺ Determine the appropriate level of volunteer screening required for all volunteer positions involving children's ministry programs
- ☺ Conduct a basic level of screening for all adult volunteers that would include the following elements:
  - ✓ Personal interview of the volunteer applicant by the leader of the children's ministry department i.e. Sabbath School department leader, Pathfinder Director, Adventurer's Director etc...
  - ✓ Completion of the required Volunteer Service Information Form in full and signed by the adult volunteer
  - ✓ Personal reference checks by the Volunteer Service Review Committee
- ☺ If additional level of screening is warranted for the volunteer position it should be



- completed before the adult is allowed to work in the program
- ☺ The Volunteer Service Review Committee will notify the appropriate leader and the adult volunteer when their application for volunteer service has been approved
- ☺ All information received and the Volunteer Service Information Form will be maintained by the local church on a confidential basis and kept in a locked file

## **Levels of Screening for Volunteer Service**

### **Basic – All Volunteers**

- ☺ Personal interview of volunteer applicant
- ☺ Completion of Volunteer Service Information Form w/signature
- ☺ Personal reference checks by screening committee

Intermediate – Volunteers with high level of interaction with children including the involvement of off-site activities

- ☺ All of the element of Basic screening plus
- ☺ Home visit and Observation
- ☺ State Criminal History check and State Sex Offender Registry check – this may require finger printing and the written permission of the applicant to obtain access to this information from law enforcement agencies

Comprehensive – Volunteers with direct one-on-one personal interaction with children i.e. Big brothers, In-home or over night care etc...

- ☺ All of the elements of Basic & Intermediate screening plus
- ☺ FBI Criminal History check
- ☺ National Child Abuse Registry check
- ☺ Psychological Evaluation

*Effective screening of volunteers requires considering the mission of the organization and the activities of volunteers necessary to accomplish that mission. Designers of effective screening must also consider the willingness of volunteers to give up some of their privacy for a greater good. Screening must be thorough enough to impact child abuse, but should not intrude on the privacy of volunteers more than required for the safety of the children with whom they work. Every youth-serving organization should understand that even well screened volunteers may still*

*pose a threat to the children with whom they work.*

**Source:** The National Assembly of National Volunteer Health & Social Welfare Organizations – National Collaboration for Youth – Screening Guide for Volunteers.

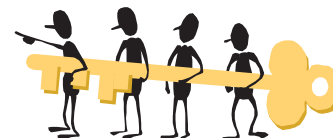
### **Resource Tools for Volunteer Service**

- ☺ Volunteer Service Information for Children’s Ministry (Church Model)
- ☺ Child Protection Policy & Procedures Guidelines (Church Model)
- ☺ Children’s Ministries Staff Volunteer Service Information Form – North American Division – Children’s Ministries Department

### **A Caring Ministry ~ Minimizing Resistance to Achieve Cooperation**

- ☺ Always keep your FOCUS on your Mission.
- ☺ Invite adults to apply for the privilege of volunteering in your children’s ministry program and conduct an orientation program to acquaint interested individuals in your ministry.
- ☺ Jesus placed a very high value on the protection of children (Matthew 18:1-6), therefore child protection is an essential element in all children’s ministries and adults will be expected to conduct themselves at all time in accordance with Biblical principles in their dealings with children at your church.
- ☺ Set the example by having all children’s ministries leaders participating in the screening program even if they have been a volunteer for many years at your church.
- ☺ Resist becoming involved in a prolonged discussion of why screening of volunteers is a mandatory requirement at your church. Handle these types of questions in a private meeting with the individual who is raising the objection to the screening process.
- ☺ Carefully review all Volunteer Service Information Forms to be sure that they are completely filled out including a the signature of the applicant.
- ☺ Personally invite a volunteer applicant to complete any missing information and resubmit their form for consideration. Any objections to specific questions on the form should be addressed and the applicant encouraged to participate in the screening process in order to maintain the integrity of your program. Keep the FOCUS on your mission.
- ☺ Don’t short cut the screening process. All volunteers need to complete a minimum basic level of screening.
- ☺ If the applicant continues to refuse to cooperate with your established screening process they should not be allowed to serve in a volunteer position involving children.

### **Key Elements for Volunteer Training**



- ☺ Education on the Mission of your Children’s Ministry program
- ☺ Understanding of the expectations, code of conduct and rules that will be followed in your program in relating to and interacting with children

- ☺ Awareness education on child abuse (physical and sexual) and what steps your church has taken to prevent the occurrence of child abuse incidents in your program
- ☺ Good Touch – Bad Touch education and training on how to affirm children in an appropriate manner
- ☺ Education on how to determine the appropriate level of supervision to conduct your program in a safe manner at all times
- ☺ Make it clear that failure to comply with the established code of conduct and rules may result in the volunteer being asked to no longer participate in your program.
- ☺ Use professional members (teachers, physicians, attorneys, social workers etc...) of your church family and invite them to help you conduct the training of volunteers in order to bring credibility and support for your child protection efforts.

**Adventist Risk Management provides these guidelines and forms to assist with the development of safety and risk control programs. Adventist Risk Management assumes no responsibility for the management or control of the insured's safety activities. Liability on the part of Adventist Risk Management, Inc. is hereby disclaimed.**



**Adventist Risk Management, Inc.**

*Providing Solutions ... To Minimize Risks*

June 2001

*Seventh-day Adventist Church*

*Children s Ministries  
Volunteer Information*

(A Best Practices Model)

**Welcome & Introduction to Volunteer Service**

Thank you very much for answering God s call to work with our children and youth. Your ministry of love and instruction is of primary importance to the \_\_\_\_\_ Church family. We appreciate your dedication of time, energy, creativity, care and talents towards the spiritual growth of our kids.

The \_\_\_\_\_ pastoral staff and church board is committed to supporting your ministry in every way possible. One area in which we want to help involves providing a safe environment for our children and for our volunteers. Therefore we have voted a children s ministry volunteer policy and purpose statement designed to create that protective atmosphere. Our desire is that such a policy will help protect our children from any type of abuse and protect volunteers from any type of false accusations. So please read the following statement in this brochure carefully and work within its boundaries.

Beyond protecting our children from abuse we also desire to empower our volunteers to help our kids grow in their experience and understanding of Jesus and his saving grace. So we encourage you to walk with God daily, letting his love fill you up and spill over to our kids. If we can assist you in any way in your spiritual journey, please contact the a member of the pastoral staff and we will be happy to help.

God bless you as you continue to answer His call in ministry.

In His Service,

\_\_\_\_\_ Pastoral Staff and Church Board

*The local church should take reasonable steps to safeguard children engaged in church-sponsored activities by choosing individuals with high spiritual and moral backgrounds as leaders and participants in programs for children.*

*Seventh-day Adventist Church Manual Revision — 2000*



## Children's Ministries Volunteer Purpose and Policy Statement

### (Purpose Statement)

The congregation and staff of the \_\_\_\_\_ Seventh-day Adventist Church are committed to providing a safe environment to help children learn to love and follow Jesus Christ. At this time, the disturbing and traumatic rise and recognition of physical and sexual abuse of children has claimed the attention of our nation, our society and this church. Churches with programs for children are not insulated from those who abuse kids.

Therefore, the \_\_\_\_\_ Seventh-day Adventist Church believes that it is vital to take decisive steps to ensure that the church and its programs, to the best of its ability, are safe and provide a joyful experience for children and youth.

The following policies have been established and reflect our commitment to provide protective care of all children when they are attending any church sponsored programs or activities at the \_\_\_\_\_ Church.

### (Policy Statement)

- I. Volunteer who work with children and youth are required to:
  - a) Be an active member of this congregation for a minimum of six (6) months, unless an exception is granted by the Volunteer Services Review Committee and approved by the Church Board.
  - b) Must complete and sign a Volunteer Service Information Form and submit it to Volunteer Services Review Committee for screening and approval.
  - c) All applicants for volunteer service will provide personal references that will be reviewed by the Volunteer Services Review Committee.
  - d) All volunteers are expected to support and comply with the rules of conduct established for volunteer service at the \_\_\_\_\_ Seventh-day Adventist Church.
  
- II. All workers interacting with children must observe the two person rule which means that workers must avoid one-on-one situations with children at all times.
  
- III. All children and youth programs must provide no less than two adults to supervise the activities of children and youth.

- IV. Adult survivors of childhood physical or sexual abuse need the love and acceptance of this church family. Individuals with such a history must discuss their desire to work with children and youth with one of the pastoral staff, in a confidential interview, prior to receiving approval to work in these areas.
- V. Individuals who have committed physical or sexual abuse and those under investigation, whether or not convicted, may not work in any church sponsored activity or program involving preschoolers, children or youth.
- VI. Opportunities for training in the prevention and recognition of abuse of children will be provided by various ministry areas of our church. Workers in these areas will be expected to participate in such training.
- VII. Workers must immediately report to the pastor or church administration any behaviors or other incidents, which seem abusive or inappropriate. Upon notification, appropriate actions will be taken. These actions may include following the guidelines and policies of the \_\_\_\_\_ Conference office, the operating protocols established by this Church and the applicable compliance with state and federal laws.
- VIII. Guidelines for volunteers who work with children and youth will be provided to each volunteer.

Voted by: \_\_\_\_\_ Church Board \_\_\_\_\_ Date

**SOURCE ACKNOWLEDGEMENT:**

Laurel Hills Seventh-day Adventist Church and the Southeastern California Conference

**Adventist Risk Management provides these guidelines and forms to assist with the development of safety and risk control programs. Adventist Risk Management assumes no responsibility for the management or control of the insured's safety activities. Liability on the part of Adventist Risk Management, Inc. is hereby disclaimed.**



**Adventist Risk Management, Inc.**  
*Providing Solutions To Minimize Risks*

June 200z

## Sample Volunteer Application Form

Name: \_\_\_\_\_ Sex: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Driver's license number: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Occupation: \_\_\_\_\_

Employer: \_\_\_\_\_

Birth date: \_\_\_\_\_

Marital status: \_\_\_\_\_

Name of spouse: \_\_\_\_\_

Names of children and ages, if applicable: \_\_\_\_\_

\_\_\_\_\_

Desired position: \_\_\_\_\_

Children's program: \_\_\_\_\_

Age level: \_\_\_\_\_

Previous ministry experience (program, age level, position):

\_\_\_\_\_

\_\_\_\_\_

Church membership: \_\_\_\_\_

Address of your church: \_\_\_\_\_

How long have you been attending this church? \_\_\_\_\_

\_\_\_\_\_

Membership date: \_\_\_\_\_

\_\_\_\_\_

Write a brief statement of your Christian beliefs:

Please provide two non-family personal character references (these people must be from outside our church):

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

Address: \_\_\_\_\_ Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Telephone: \_\_\_\_\_

Have you ever been arrested, convicted, or pleaded guilty to a criminal act? \_\_\_  
If so, please explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I affirm to the best of my knowledge that the information provided on this application is correct. I authorize any reference or church listed on this application to supply any information that may pertain to my character and fitness to work with children. I hereby release any organization or individual from any liability from any damages that I may incur.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Reference Check Form

Name of applicant: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

How long have you known the applicant and in what capacity?

How well do you know the applicant?

Comment on the applicant's family background.

Comment on the applicant's personality and character.

Comment on the applicant's spiritual journey.

From your assessment, how well is the applicant suitable for working with children?

Would you recommend this applicant?

\_\_\_\_\_ with no reservation    \_\_\_\_\_ with some reservation    \_\_\_\_\_ not at all

Name of reference: \_\_\_\_\_

Address: \_\_\_\_\_

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

Position or Occupation: \_\_\_\_\_

Referee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## BUDGETING

The budget is your ministry vision expressed in money. A budget is, at best, simply an estimate as to the amount of money you think you will spend during a specific time. **It is better to estimate too high than too low.**

1. Consider the needs.
  - ☺ Look at department's goals
  - ☺ What worked or did not work last year?
  - ☺ Consider the financial conditions of the department
  - ☺ Can you afford "new ideas"?
  - ☺ When possible, set figures high
2. Identify your categories.
  - ☺ Books and other resources
  - ☺ Printing and photocopying
  - ☺ Translation costs
  - ☺ Equipment
  - ☺ Writers' fees
  - ☺ Gifts
  - ☺ Conventions and workshops
3. Evaluate the past budgets of the department. Did you accomplish all the plans as budgeted? Were there areas that require a carry-over into the new year?
4. Set your figures. Prioritize the department's needs and programs, and determine the costs involved in accomplishing those programs. Be a visionary and set bigger budgets for your programs.
5. Itemize and justify your figures.
6. Discuss the budget with the appropriate person/committee.
 

If the church treasurer returns the budget to you with the recommendation to reduce the bottom line, then you need to put each category and figure through a rigorous examination. For every figure, ask these questions:

  - ☺ Can we get along this year without this purchase?
  - ☺ Can we accomplish the same goal less expensively?
  - ☺ Is this purchase vital to our ministry vision?
  - ☺ Is the timing right for this purchase or expense?
  - ☺ Have we done all we can to justify this expense?
  - ☺ Does experience support such a purchase?
  - ☺ Are we willing to bend on this purchase?
  - ☺ How might we raise the money needed elsewhere to accomplish our vision?
7. Evaluate and adjust your budget on a regular basis



### ***Budget for Children's Ministries Department***

#### **Purchase of Resources**

Departmental books, tapes, etc. \_\_\_\_\_  
 Resources for division directors \_\_\_\_\_  
 Demonstration felts, devices, etc. \_\_\_\_\_

#### **Development of Resources**

Departmental Handbook \_\_\_\_\_  
 Monthly/quarterly newsletter \_\_\_\_\_  
 Special Publications:  
 Ellen White Emphasis package, \_\_\_\_\_  
 Fundamental Beliefs for Children \_\_\_\_\_  
 Pastors and Elders Handbook for Children's Ministries \_\_\_\_\_  
 Brochures for special events:  
 Prevention of Child Abuse \_\_\_\_\_  
 What is Children's Church? \_\_\_\_\_  
 Working with Special Needs Children \_\_\_\_\_  
 Translation costs \_\_\_\_\_

#### **Training Events**

Annual Advisory \_\_\_\_\_  
 Training workshop for leaders \_\_\_\_\_

#### **Website**

Development and setup fees \_\_\_\_\_  
 Maintenance fees \_\_\_\_\_

#### **Supplies**

Special Stationery \_\_\_\_\_  
 Printer ink cartridges \_\_\_\_\_  
 Pens, pencils, other supplies \_\_\_\_\_

#### **Equipment:**

AccuCut machine \_\_\_\_\_  
 Digital camera \_\_\_\_\_

#### **Miscellaneous**

**TOTAL BUDGET: \$ \_\_\_\_\_**

## COMMITTEES

### How to Serve on a Committee

Committees provide a process for making group decisions, for sharing information, and for organizing the workforce. It involves more people in the process, which provides for feedback and ideas from a varied source. Here are some tips in regard to serving on a committee:



- ☺ Arrive on time.
- ☺ Be informed. Read the agenda ahead of time.  
Listen to the arguments. Follow the reasoning of both sides.
- ☺ Know the rules. Ask questions of experienced parliamentarians before going to committee. Know the SDA rules of order.
- ☺ Speak up and to the point.
- ☺ Keep cool. Getting angry turns people against your cause.
- ☺ Be gracious. Accept defeats with grace.
- ☺ Choose the issues that you are willing to stand for; you cannot fight for every cause.
- ☺ Keep a prayerful attitude.

### Motions

A motion is a proposal that the assembly takes a stand or takes action on some issue. Members can:

- ☺ Present motions (make a proposal)
- ☺ Second motions (express support for discussions of another member's motion)
- ☺ Debate motions (give opinions on the motion)
- ☺ Vote on motions (make a decision)

To make a motion, say, "I move that ...". It is often helpful to write out your motion before presenting it.

#### Four general types of motions:

- ☺ Main Motions – introduces subjects to the assembly for its consideration. A new motion cannot be made if another motion is already before the assembly.
- ☺ Subsidiary Motions – changes or affects how the main motion is handled (they are voted on before the main motion).
- ☺ Privileged Motions – are the most urgent. They concern special or important matters not related to pending business.
- ☺ Incidental Motions – are questions of procedure that arise out of other motions.

Only delegates or members with the right to vote may make motions or speak to motions. As you make motions, remember that your motions must relate to the discussion at hand. It usually will need to be seconded, which means that another member would like to consider your motion. Parliamentary procedure guards the right to free and full debate



on most motions. If amended, amendments must relate to the subject as presented on the main floor. Most motions require only a majority vote, but motions concerning the rights of the assembly or its members need a 2/3 vote to be adopted.

Although a motion may grow out of reports or discussion, a committee should not discuss a topic unless there is a motion, and a second, indicating that the group wants to address that topic.

#### Five methods of voting on a motion:

- ☺ By voice. (Those in favor say “aye” and those opposed say “no.” This is for majority votes only. A member may move for an exact count.)
- ☺ By show of hands. (Members raise their hands as sight verification of or as an alternative to a voice vote.)
- ☺ By roll-call. (If a record of each person’s vote is needed, each member answers “yes”, “no” or “present” (indicating the choice not to vote as his or her name is called.)
- ☺ By ballot. (Members write their vote on a slip of paper. This is done when secrecy is desired.)
- ☺ By general consent. (When a motion isn’t likely to be opposed, the chairperson says, “If there is no objection ...” Members show their agreement by their silence. If someone says, “I object” that matter must be put to vote.)



#### Presenting a motion at a formal committee:

- ☺ Obtain the floor
  - Wait until the last speaker is finished
  - Address the chairperson; say “Mr. or Madam chairperson.”
  - Give your name. The chairperson will recognize you by repeating it.
- ☺ Make the motion
  - Speak clearly and concisely
  - State the motion affirmatively
  - Avoid personal attacks and stay on the subject
- ☺ Wait for someone to second the motion
  - Another member will say, “I second the motion.”
  - Or the chairperson will call for a second
  - If no one seconds it, the motion will not be considered and there can be no discussion unless someone makes a different motion, which is then seconded.
- ☺ Chairperson states the motion
  - The chairperson must say, “It is moved and seconded that ...”
  - After this happens, debating or voting occur
  - The motion is now “assembly property” and no one can change it without consent of the members
- ☺ Speaking to the motion
  - Mover is allowed to speak first

- Direct all comments to the chairperson
  - Keep to the time limit for speaking if the chairperson has stated one
  - The mover may speak again after all other speakers are finished
  - The mover may speak a third time to a motion to suspend the rules with a 2/3 vote
- ☺ Preparing to vote
- A member may call “question” to end debate
  - The chairperson asks, “Are you ready to vote?” or “Question has been called.”
  - If there is no more discussion, or if a motion to stop debate is adopted, a vote is taken
  - The chairperson announces the results.

### **Chairing a Committee**

Much of a committee’s success depends upon its chairperson. When you call a committee meeting, be sure it is for a specific purpose. Committees can waste everyone’s time if they are called when not needed. Here are some tips on how to chair a committee.

- ☺ Set an agenda. Know it and follow it well. Be sure your committee members receive a copy of the agenda beforehand so they know what will be discussed and will come prepared for it.
- ☺ Know the rules. Talk to the church pastor or other experienced persons to learn the rules of order.
- ☺ Be fair.
- ☺ Be impartial. Thank each speaker the same way without indication where you stand on the issue.
- ☺ Appoint a secretary and a timekeeper. Having a secretary to keep the minutes will leave you free to concentrate on the issues being discussed
- ☺ Set a closing time. At the onset of the committee, agree on a closing time and abide by it.
- ☺ Keep the process moving. Remind speakers to focus their remarks to the point.
- ☺ Encourage participation from the body.
- ☺ Be a good communicator. Be able to communicate your ideas, the goals of your organization, and the direction in which the meeting needs to go.

It is recommended that the chairperson be someone other than the department director as the chairperson usually does not speak for or against an issue and this will free the director to speak to the issues.



## Agenda

The agenda is the business to be considered during a meeting. It should be distributed at least 24 hours prior to the meeting. Here is a typical example:

**Children's Ministries Committee  
January 21, 2004  
AGENDA**

1. Approval of Minutes.
2. Committee Reports.
3. Unfinished business.
4. Agenda Items:
  - a) Translation of the Children's Sabbath package into Spanish.
  - b) Revised CHM logo.
  - c) Printing of brochures on Ellen G. White for children.
  - d) Organizing a children's Bible camp for primaries.
  - e) Launching Kids' Discipleship at Spencerville Church.
5. Other Business.
6. Adjournment.

## Meeting Procedures

- ☺ Call to order. The Chairperson says, "The meeting will please come to order."
- ☺ Quorum. (The number of members who must be present for business to be conducted legally. The actual number is usually stated in the bylaws). The chairperson notes if a quorum is present.
- ☺ Minutes. The secretary reads a record of the last meeting.
- ☺ Officers' reports. Often limited to a report from the treasurer, but others may report at this time.
- ☺ Committee reports. First come reports from standing (permanent) committees, then from special (temporary) committees
- ☺ Special orders. Important business previously designated for consideration at this meeting.

- ☺ Unfinished business. Business left over from previous meetings.
- ☺ New business. Introduction of new topics.
- ☺ Announcements. They inform the assembly of other subjects and events. Time of the next meeting should be announced.
- ☺ Adjournment. The meeting ends by a vote, or by general consent, or by chairperson's decision if time of adjournment was prearranged.

### **Preparing the Committee Room**

The physical arrangement of the room requires careful preparation. Here are some things to check:

- ☺ Did you reserve a room?
- ☺ What size of a room is needed? (this depends on the number of committee members)
- ☺ What kind of equipment is needed? Does it work? Is someone assigned to run the equipment?
- ☺ Do you need to print backup material?
- ☺ Do you need pens or pencils?
- ☺ Do you want to provide refreshments? (e.g., pitcher of water or disposable cups)
- ☺ Do you need tables and chairs, lectern or podium? Are they arranged to promote good eye contact for discussion?
- ☺ Are signs posted conspicuously to point members to the correct meeting place?
- ☺ What about the temperature of the room? Do you know how to control it?  
Remember, if it is too warm some will fall asleep and if it is too cold, they will want to rush through the meeting

### **Minutes: Record Keeping**

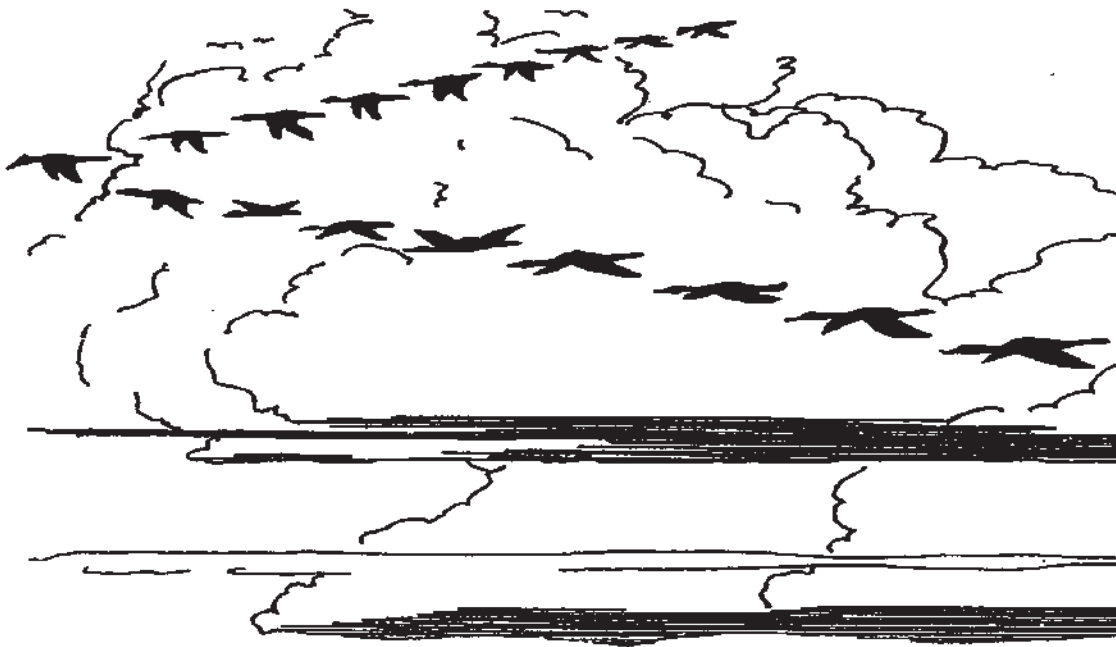
The committee minutes are an efficient way of keeping accurate records. Appoint a secretary for the committee to keep an accurate record of the discussions and the actions voted on by the committee. It is not necessary to write down every single detail. Rather, the secretary of the committee should focus on several key aspects:

- ☺ Who is in attendance and which committee members are absent?
- ☺ What decisions were agreed on either by consensus or by vote?
- ☺ What assignments were made during the course of the meeting? To whom were they made? This is very important so that they can follow-up this meeting with a letter confirming the assignment for each of the persons involved.
- ☺ When will the next meeting be held?

## TEAM BUILDING

In the beginning, God made an individual – and then he made a pair. The pair formed a group, together they begat others, and thus the group grew. Unfortunately, working in a group led to friction, the group disintegrated in conflict, and Cain settled in the land of Nod. There has been trouble with groups ever since.

When people work, things happen. When people work together, better things happen. When people work together with God, eternal things happen!



The Canadian Geese are an excellent example of good teamwork. We can learn from these birds who follow their leader. They show concern for one another by landing when one of their flock is injured or ill and staying by the weak one until it is able to fly again or dies. When the lead goose tires, another moves into the lead position with a fresh sense of direction and energetic stamina. And if you've ever been outside when these geese fly overhead, you've heard them honking. According to one naturalist, the geese honk to assure their leader that everything is all right in the ranks and that the whole flock is following enthusiastically. 🦢

### **Definition of a Team**

A team is a group of people working toward a common goal.

### **Definition of Team-building**

Team building is the process of the enabling of people that leads to a spirit of cooperation, coordination, and commonly understood procedures so as to reach their goal.

### **Characteristics of a Team**

- ☺ There must be an awareness of unity on the part of its members.
- ☺ There must be interpersonal relationship. Members have a chance to contribute, learn from and work with others.
- ☺ The member must have the ability to act together toward a common goal.

### **Guidelines for Effective Team Membership**

- ☺ Contribute ideas and solutions.
- ☺ Recognize and respect differences in others.
- ☺ Value the ideas and contributions of others.
- ☺ Respect and affirm each other, including the leader.
- ☺ Listen and share information.
- ☺ Ask questions and get clarification.
- ☺ Participate fully and keep commitments.
- ☺ Be flexible and respect the team partnership.
- ☺ Have fun and care about the team and the outcomes.

## TEAM PLAYER SURVEY

### Developing Your Team Building Skills

The first step in developing your team building skills is to identify your personal team player style. Without knowing what your style is, it is very difficult to form an effective team that will complement your strengths and weaknesses. Once you know what your own style is, it is equally important to identify the styles (and subsequent strengths and weaknesses) of the other members of your team . . . namely, your employees.

### Identifying Your Team Player Style

**Purpose:** The Team Player Survey will help you identify your style as a team player. The results will lead you to an assessment of your current strengths and provide a basis for a plan to increase your effectiveness as a team player. Teams may use the survey to develop a profile of team strengths and to discuss strategies for increasing team effectiveness.

**Directions:** This is a survey; therefore, there are no right or wrong answers. Please answer each item according to how you honestly feel you function now as a team member rather than how you used to be or how you would like to be. Each sentence has four possible endings.

Rank the endings in the order in which you feel each one applies to you. Click on the number **4** next to the ending which is **most like you** and continue down to a **1** next to the ending which is **least like you**. You must answer ALL questions for the test to be accurate.

**Each section (A-R) will have one question rated 4, one question rated 3, one question rated 2, and one question rated 1.**

#### A. During team meetings, I usually:

provide the team with technical data or information.       4       3       2       1

keep the team focused on our mission or goals.       4       3       2       1

make sure everyone is involved in the discussion.       4       3       2       1

raise questions about our goals or methods.       4       3       2       1

**B. In relating to the team leader, I:**

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| suggest that our work be goal-directed.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | 4                     | 3                     | 2                     | 1                     |
| try to help him/her build a positive team climate.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | 4                     | 3                     | 2                     | 1                     |
| am willing to disagree with him/her when necessary.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | 4                     | 3                     | 2                     | 1                     |
| offer advice based on my area of expertise.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | 4                     | 3                     | 2                     | 1                     |
| provide reasons why one side or the other is correct.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | 4                     | 3                     | 2                     | 1                     |
| see the differences as a basis for a possible change in team direction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | 4                     | 3                     | 2                     | 1                     |
| try to break the tension with a supportive or humorous remark.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | 4                     | 3                     | 2                     | 1                     |

**C. Under stress, I sometimes:**

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| overuse humor and other tension reducing devices.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  | 4                     | 3                     | 2                     | 1                     |
| am too direct in communicating with other team members.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  | 4                     | 3                     | 2                     | 1                     |
| lose patience with the need to get everyone involved in discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  | 4                     | 3                     | 2                     | 1                     |
| complain to outsiders about problems facing the team.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  | 4                     | 3                     | 2                     | 1                     |

**D. When conflicts arise on the team, I usually:**

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| press for an honest discussion of the differences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  | 4                     | 3                     | 2                     | 1                     |



provide reasons why one side or the other is correct.  4  3  2  1

see the differences as a basis for a possible change in team direction.  4  3  2  1

try to break the tension with a supportive or humorous remark.  4  3  2  1

**E. Other team members usually see me as:**

factual.  4  3  2  1

flexible.  4  3  2  1

encouraging.  4  3  2  1

candid.  4  3  2  1

**F. At times, I am:**

too results oriented.  4  3  2  1

too laid back.  4  3  2  1

self-righteous.  4  3  2  1

shortsighted.  4  3  2  1

**G. When things go wrong on the team, I usually:**

push for increased emphasis on listening, feedback, and participation.  4  3  2  1

press for a candid discussion of our problems.      
 4 3 2 1

work hard to provide more and better information.      
 4 3 2 1

suggest that we revisit our basic mission.      
 4 3 2 1

**H. A risky team contribution for me is to:**

question some aspect of the team's work.      
 4 3 2 1

push the team to set higher performance standards.      
 4 3 2 1

work outside my defined role or job area.      
 4 3 2 1

provide other team members with feedback on their behavior as team members.      
 4 3 2 1

**I. Sometimes other team members see me as:**

a perfectionist.      
 4 3 2 1

unwilling to reassess the team's mission or goals.      
 4 3 2 1

not serious about getting the real job done.      
 4 3 2 1

a nitpicker.      
 4 3 2 1

**J. I believe team problem solving requires:**

cooperation by all team members.      
 4 3 2 1

high level listening skills.  4  3  2  1

a willingness to ask tough questions.  4  3  2  1

good solid data.  4  3  2  1

**K. When a new team is forming, I usually:**

try to meet and get to know other team members.  4  3  2  1

ask pointed questions about our goals and methods.  4  3  2  1

want to know what is expected of me.  4  3  2  1

seek clarity about our basic mission.  4  3  2  1

**L. At times, I make other people feel:**

dishonest because they are not able to be as confrontational as I am.  4  3  2  1

guilty because they don't live up to my standards.  4  3  2  1

small minded because they don't think long range.  4  3  2  1

heartless because they don't care about how people relate to each other.  4  3  2  1

**M. I believe the role of the team leader is to:**

ensure the efficient solution of business problems.  4  3  2  1

- help the team establish long range goals and short term objectives.  4  3  2  1
- create a participatory decision making climate.  4  3  2  1
- bring out diverse ideas and challenge assumptions.  4  3  2  1

**N. I believe team decisions should be based on:**

- the team's mission and goals.  4  3  2  1
- a consensus of team members.  4  3  2  1
- an open and candid assessment of the issues.  4  3  2  1
- the weight of the evidence.  4  3  2  1

**O. Sometimes I:**

- see team climate as an end in itself.  4  3  2  1
- play devil's advocate far too long.  4  3  2  1
- fail to see the importance of effective team process.  4  3  2  1
- overemphasize strategic issues and minimize short term task accomplishments.  4  3  2  1

**P. People have often described me as:**

- independent.  4  3  2  1

- dependable.  4  3  2  1
- imaginative.  4  3  2  1
- participative.  4  3  2  1

**Q. Most of the time, I am:**

- responsible and hard working.  4  3  2  1
- committed and flexible.  4  3  2  1
- enthusiastic and humorous.  4  3  2  1
- honest and authentic.  4  3  2  1

**R. In relating to other team members, at times I get annoyed because they don't:**

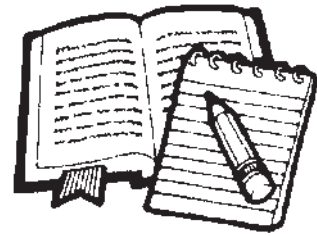
- revisit team goals to check progress.  4  3  2  1
- see the importance of working well together.  4  3  2  1
- object to team actions with which they disagree.  4  3  2  1
- complete their team assignments on time.  4  3  2  1

**Total your score!**

*For more information or comments, please contact [owbo@sba.gov](mailto:owbo@sba.gov) or [answerdesk@sba.gov](mailto:answerdesk@sba.gov).*

## REPORTING

In business, education, and religious circles, statistics play an important part in identifying the strength of programs, projects, departments, or an organization. They are used to prove a point, gain cooperation, as well as obtain financial and material support for projects.



What better way to cast our vision and gain greater support for Children's Ministries than to gather our statistics every year and distribute the exciting results of children making decisions to follow Jesus? Or, reports of children participating in evangelism and reaching out to non-Christians?

There is only one yearly GC Children's Ministries Statistical Report which is due every February 15. It is important that it be filled out and returned promptly to the General C Conference Children's Ministries Department.

### **Responsibilities of the Division Children's Ministries Director:**

- Distribute the GC Statistical Form to the union and conference/mission directors three to four months before the deadline for submission. Statistics are to be gathered by the conferences/missions and unions on a quarterly or bi-annually basis as decided by each division. This gives the director an assessment of how effective the programs are running, and how to make adjustments when there are problems in the implementation.
- Fill out the GC Statistical Form with information gathered from unions, conferences, and missions throughout the division and submit the form to the General Conference Department of Children's Ministries by February 15, each year.

*It is important to be as accurate and consistent as possible in the reporting. (See attached form.)*

## GENERAL CONFERENCE CHILDREN'S MINISTRIES ANNUAL STATISTICAL FORM

*Please complete this form and return it to the General Conference Department of Children's Ministries by February 15.*

- |   |   |
|---|---|
| 1. Number of churches that have a Children's Ministries Co-ordinator          | <input style="width: 60px; height: 20px;" type="text"/> |
| 2. Number of Vacation Bible Schools conducted                                 | <input style="width: 60px; height: 20px;" type="text"/> |
| 3. Number of children attending Vacation Bible schools:                       |   |
| a) Seventh-day Adventist  | <input style="width: 60px; height: 20px;" type="text"/> |
| b) Non-Seventh-day Adventist  | <input style="width: 60px; height: 20px;" type="text"/> |
| 4. Number of Branch Sabbath Schools conducted                                 | <input style="width: 60px; height: 20px;" type="text"/> |
| 5. Number of leader/teacher training seminars conducted                       | <input style="width: 60px; height: 20px;" type="text"/> |
| 6. Number of children under age 14 who were baptized this year                | <input style="width: 60px; height: 20px;" type="text"/> |
| 7. Number of churches that conduct baptismal classes                          | <input style="width: 60px; height: 20px;" type="text"/> |
| 8. Number of outreach/service opportunities in which children participated in | <input style="width: 60px; height: 20px;" type="text"/> |

*You may like to report on highlights of your report or raise issues that concern you.  
We'd like to hear from you.*

---



---

**Division** \_\_\_\_\_

**Year** \_\_\_\_\_