

Staff Development Program

Procedure Manual

**This manual is designed primarily for the
Performance Reviews and Individual Development Plans
of associate, district, state and local directors.**



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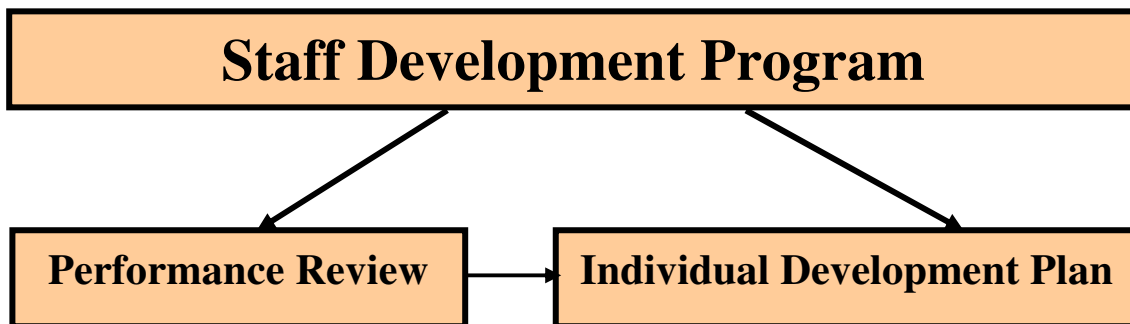
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Summary of the program

The personal and professional development of the CEF staff is important to the worker, the local chapter/state and CEF as a whole. As the staff grows personally and professionally, they will excel in their current position, for additional responsibility and for a more satisfying service to the Lord. As they develop they are able to take on increased responsibilities resulting in advancement in the ministry of CEF.

The staff development program is made up of two phases. First the performance review done in the fall followed by the individual development plan finalized by February. The plan is then reviewed regularly.



Each of these tools focuses on potential as well as performance.
The following pages explain these tools.

Principles for Conducting Evaluations

Staff evaluations are important for development, motivation, advancing CEF goals, and fostering positive relationships between supervisors and staff. The staff evaluation generally reviews each individual's performance against his/her job description, goals, competency list and standard agreed at the previous evaluation. Individual training needs are also established (IDP).

Guidelines

1. Be prepared for the review by gathering input from others and securing supporting documents. Take time to consider the staff's strengths and weakness, current challenges and how they could be developed. Ask yourself, "Could this staff be put to better use in a different role?" and "Is this staff ready for greater responsibilities?"
2. Conduct the interview in private and comfortable surroundings. Do all you can to minimize interruptions during the interview.
3. Strive for a friendly and relaxed atmosphere. This should be a positive experience.
4. Show your appreciation of the staff's accomplishments by telling them how they add value to the team.
5. Be frank and tactful in discussing the employee's short comings. It is OK to review past errors but do not dwell on them.
6. Direct criticism at the staff's work rather than at him/her personally
7. Let the staff talk; don't dominate the conversation.
8. Do not use performance reviews to handle matters of discipline.
9. Performance reviews should provide the platform for development and motivation; preparing the staff for the IDP.
10. The review should conclude when the staff
 - a. has a clear understanding of what you wanted to cover
 - b. has expressed personal ambitions and special interest
 - c. has had a chance to discuss problems
 - d. knows how you appraised him/her
 - e. knows how you personally appreciate them

Performance Review - Procedure

The performance review is an annual assessment of the staff based on a standard list of competencies established for the current position held by the staff. The review also highlights last year's accomplishments and establishes ministry goals for the coming year. The review is conducted by the staff's supervisor with input from others and will take place each year between September and December.

The following steps will help you to conduct a successful performance review.

Steps

1. A month before the review, supervisor collects information from other people (worker being evaluated, peers, staff, board/committee members, others). You should have input from three to seven people (see sample questions on page 5).
2. The person being reviewed should do a self appraisal and bring it to the review.
3. Set up appointment
 - a. Date - between September and December
 - b. Place - free from distraction with a relaxed and informal atmosphere
 - c. Time - allow one to two hours
4. Secure supporting documents
 - a. List of competencies for current position and rating scale
 - b. Job description
 - c. Last years performance review and IDP (if applicable)
 - d. Strategic plan for the area (if applicable)
 - e. Input from others (see #1)
 - f. Look over all correspondence, reports, minutes, newsletters, etc.
5. Do your evaluation of the staff
6. Conduct the performance review
 - a. Introduction – relax the worker – open with positive statements, smile, be warm and friendly
 - b. Review and Measure – Review goals and accomplishments from last year, review the competency list and mark the rating
 - c. Allow for Q&A time
 - d. Indicate the overall level of performance and write comments on the rating.
 - e. Agree on new goals for the coming year.
 - f. Close meeting in prayer
7. Be sure all results are in writing at the close of the interview and that both the supervisor and staff sign the form and have a copy.
8. At end of review, establish a day for IDP meeting. Due to distance and time, this could take place on the same day as the performance review.

Sample Questions for Requesting Input

When gathering information for the performance review, select five or six questions and submit to three to seven people (committee/board members, peers, staff, volunteers and others who work with the person). Remember this information is to be kept confidential.

1. General - Give specific examples of what you appreciate the most about this person.
2. General - Give examples of how this person could be more effective in ministry.
3. General - Is this person ready to take on added responsibility in CEF? If yes, what?
4. Administrative/Organizational Skills – Does this person manage his time wisely? Give examples.
5. Big Picture Thinker - Describe how this person implements the vision/direction of the ministry and empowers/enables others to carry it out.
6. Coaching and Mentoring Skills - Describe how this person shares information, suggestions, advice, resources and support to help others to be more successful.
7. Commitment to Personal Development – Does this person seek opportunities to master new knowledge? Give examples.
8. Communication Skills – Does this person ensures that important information from the next higher office is shared with staff and others as appropriate? Give examples.
9. Influence/Conflict Resolution - Give specific examples of how this person handles conflict.
10. Integrity/Character/Attitude – Is this person’s testimony a positive image of the body of Christ and CEF in the community? Give examples.
11. Leadership – Does this person include others in the decision-making process to help make the most appropriate decision and to gain buy-in? Give examples.
12. Planning and Analysis - Describe this person’s ability to determine the root cause of the problem and identify solutions.
13. Goal Orientation - Describe their sense of urgency about solving problems and getting work done.
14. Team Player - Describe this person’s relationship with other staff, committee and volunteers.
15. Job Function Skill - Describe this person’s skill level for the current position.
16. Diversity – Does this person demonstrate that he values peoples with diverse backgrounds (race, economics, age, church denomination, etc.) in clubs, training classes, on staff and serving on committees? Give examples.

Performance Review

Staff Member _____ Date _____

Supervisor _____

Position of people who provided input _____

Last Year's Accomplishments _____

Competency List and Rating

Competency List	Role Model	Exceeds Expectation	Meets Expectation	Needs Improvement
Administrative/Organizational Skills				
Big Picture Thinker				
Coaching and Mentoring Skills				
Commitment to Personal Development				
Communication Skills				
Influence/Conflict Resolution				
Integrity/Character/Attitude				
Leadership				
Planning and Analysis				
Goal Orientation				
Team Player				
Job Function Skills				
Values People With Diverse Backgrounds				

Overall Rating _____

Comments on Performance _____

Goals for Next Year _____

Supervisor's Signature _____ Date _____

Staff Member's Signature _____ Date _____

Description of Competency

(To be used to understand the competency – not as a point by point discussion with staff.
Apply each skill in relationship to the staff's given responsibility.)

1. Administrative/Organizational Skills

- Gets things done with little supervision
- Manages time wisely
- Keeps accurate and timely records
- Submits accurate work
- Prioritizes effectively

2. Big Picture Thinker

- Sees more than their assigned area
- Understands how different components of the organization works together
- Actively seeks out and identifies opportunities to develop ministry to children.
- Ensures that people understand how their work relates to CEF's overall mission
- Acts to align own goals with the strategic direction of CEF
- Has a plan to implement the vision/direction of the ministry and empowers/enables other to carry it out.
- Communicates a clear, vivid and relevant picture of where CEF is heading
- Understands the mission and purpose of CEF, its ministries, and organizational units
- Has a vision of what can be done and can make it clear to others

3. Coaching and Mentoring Skills

- Provides timely guidance and feedback to help staff or volunteers accomplish a task or solve a problem
- Gives people assignments and experiences that will help develop their abilities
- Regularly meets with employees to review their development progress
- Expresses confidence in others ability to be successful
- Shares information, suggestions, advice, resources and support to help others to be more successful
- Encourages individuals/groups to set their own goals consistent with organizational goals
- Establishes and maintains formal and informal methods to track staff progress and performance
- Encourages groups to resolve problems on their own; avoids prescribing a solution.
- Monitors progress and evaluates performance
- Provides training and development activities

4. Commitment to Personal Development

- Builds on strengths and addresses weaknesses
- Has completed all CMI courses required for current position
- Seeks opportunities to master new knowledge
- Is personally on a growth plan
- Sets specific goals for personal development and works toward reaching these goals
- Attends CEF conferences, workshops, seminars etc.
- Is willing to try new ideas
- Has the ability to separate evaluation from criticism – coping with feedback

5. Communication Skills

- Ensures that others involved in a project are kept informed about developments and plans.
- Ensure that important information from the next higher office is shared with staff and others as appropriate.
- Uses multiple means to communicate important messages (memos, newsletters, meetings, email, etc)
- Has good oral skills to make clear and convincing oral presentations (to individuals and groups).
- Uses communication methods appropriate to the situation.
- Has good written skills including correct spelling, grammar and punctuation
- Asks clarifying questions when understanding is incomplete
- Has good interpersonal skills showing an understanding of the other person's interests, needs and concerns.

6. Influence / Conflict Resolution

- Develops, maintains, and strengthens partnerships with others.
- Takes a personal interest in others (by asking about their concerns, interests, family, friends hobbies) to develop relationships.
- Involves others in a process or decision to ensure their support.
- Considers objectives and desires of all parties and strives for a win-win solution
- Is able to bring people to their point of view without offense or resentment
- Demonstrates an appreciation of the differences in how others feel about things.
- Exhibits consideration of the feelings of others when/before taking action.
- Expresses appreciation and encouragement to other
- Gives time and energy to relationships
- Has the ability to influence others (ability to positively persuade others)
- Addresses problems and handles conflict tactfully

7. Integrity / Character / Attitude

- Has a good Christian testimony with family, church and community
- Is willing to submit to authority
- Follows biblical principles when confronting others
- Demonstrates honesty, keeps commitments and behaves in a consistent manner
- Maintains self-control
- Maintains an appropriate sense of humor under difficult circumstances.
- Maintains focus and remains optimistic and persistent even under pressure, deadlines and adversity.
- Respects the confidentiality of information and concerns shared by others
- Takes responsibility for own mistakes; does not blame others
- Demonstrates proper motives

8. Leadership

- Helps others to successfully manage organizational change.
- Facilitates the implementation and acceptance of change within the workplace.
- Identifies a clear, motivating, challenging vision and direction
- Delegates wisely
- Carefully weighs the priority of things to be done.
- Stresses accountability and continuous improvement
- Makes things happen

- Evaluates priorities to ensure the “true” top priorities are handled satisfactorily
- Builds on ideas of others to come up with new ways to address issues or problems
- Makes timely and sound decisions
- Takes responsibility for decisions
- Identifies and understands issues, problems and opportunities
- Includes others in the decision-making process as warranted to help make the most appropriate decision and to gain buy-in
- Delegates decision making and work functions to others in an appropriate manner to maximize organizational and individual effectiveness
- Clearly communicates the parameters of the delegated responsibility including decision making authority and any required actions, constraints or deadlines.
- Maintains effectiveness when experiencing major changes in work task or the work environment
- Makes effective decisions and achieves desired results
- Manages performance to achieve expected results
- Keeps supervisor informed of progress, issues, and potential problems
- Motivates others to work toward a goal

9. Planning and Analysis

- Approaches a complex task or problem by breaking it down into its component parts and considering each part in detail
- Is able to identify external resources/individuals with specific talents to help plan, analyze and accomplish goals
- Has the ability to assimilate large amount of data then breaking it down for meaningful conclusions
- Demonstrates strategic planning for their position
- Has the ability to determine the root cause of the problem and identify solutions
- Sees the greatest need and can develop a plan to get it solved
- Has the ability to implement a plan and get the proper results
- Finds ways to measure performance against goals

10. Goal Orientation

- Has a strong sense of urgency about solving problems and getting work done.
- Develops clear and challenging but achievable goals
- Identifies and pursues desired outcomes for projects and meetings
- Continues to work toward achievement of goals in the face of obstacles.
- Sets long and short range goals
- Formulates strategies that are achievable, cost-effective and address CEF’s goals.

11. Team Player

- Lets others know he/she is willing to work with them to meet their needs
- Identifies what needs to be done and takes action before being asked, when the situation requires it
- Seeks out others involved in a situation to learn their perspectives
- Is tactful, compassionate and sensitive and treats others with respect
- Acknowledges and thanks people for their contributions in completing work.
- Is supportive of CEF and the USA department (loyal)
- Has respect of other team members (peers supervisors and staff)

- Works well with others, encourages others
- Is willing to take on tasks
- Is willing to compromise when appropriate

12. Job Function Skills

- Is proficient in their assigned responsibilities
- Has good knowledge of the Scripture and growing personally
- Regularly raises support for the ministry
- Is able to communicate God’s Word to others.
- Has completed the specialized training for their position
- Has the skills or knowledge to do the job
- Develops programs, resource plans and budgets for projects
- Proficient in using appropriate computer software, e-mail and internet resources
- Abides by the organizational manual

13. Values People With Diverse Backgrounds

- Ministry shows diversity in people (multi ethnic), location (urban and rural), economics (rich and poor), age, church denomination etc in clubs, training classes, on staff and serving on committees.
- Shows respect for people regardless of race, gender, disability, lifestyle or viewpoint
- Seeks to understand the perspective of others when he or she disagrees with them and responds appropriately.
- Fosters an environment in which people who are culturally diverse can work together cooperatively and effectively in achieving CEF goals
- Recruits, develops and retains a diverse staff – paid and volunteer
- Cultural flexibility in ministry

Rating Scale

The rating will vary according to the position. For example a person may score “exceeds expectation” as a local director but when moved to a state director position might be scored as “meets expectations”.

Role Model – If this is marked, the person should be developing others in this area. This is the person you want your staff to go to for advice in this area. They excel in this area above their peers.

Exceeds Expectations – Marking this means they are demonstrating performance and skills above what is normally expected in this area for their position.

Meets Expectations – This person consistently demonstrate performance and skills expected for a person in their position.

Needs Improvement – Marking this means in this area the person’s performance and skills demonstrates a need for improvement in order to meet the expected requirements of their position. This area should be part of the IDP.

Individual Development Plan - Procedure

The individual development plan (IDP) is a plan for personal and professional growth developed jointly between the staff and supervisor. This plan includes no more than three targeted areas to be developed in the coming year including “need improvement” items from the performance review plus areas of strength to continue to develop and model before others. With each targeted area there will be a plan for development (like seminars, practical experience, books or tapes, online course, etc.) This plan can be done at the conclusion of the performance review but we recommend you select a later date so the knowledge you learn from the performance review can be included on the IDP. The IDP should be written by the end of February and reviewed regularly.

The following steps will help you to conduct a successful IDP.

Steps

1. Set up appointment, if not done at the conclusion of the performance review
 - a. Date – January or February
 - b. Place - free from distraction
 - c. Time - allow at least one hour
2. Secure supporting documents
 - a. Review performance review
 - b. Review last years IDP (if applicable)
 - c. Resource list
3. Select no more than three areas you would like the staff to target in the coming year.
4. Meet with the staff
 - a. Discuss with the staff their desire for the future and what areas they feel needs to be strengthened. Be sure to ask, “What do you think should be on your IDP?”
 - b. Remember to relate the IDP with new skills needed for new responsibilities.
 - c. Together select no more than three areas to target in the coming year.
 - d. Discuss the avenue of development (seminar, books, tapes, work experience, project, mentor, etc) for each targeted area.
 - e. Allow for Q&A time
 - f. Ask thought-provoking questions
 - g. Close meeting in prayer
5. Be sure all results are in writing at the close of the meeting and that both the supervisor and staff have a signed copy.
6. Set up date for next progress review. This is a meeting or phone call to see how they are doing.

Individual Development Plan

Staff _____ Position _____ Supervisor _____

Current Date _____ Review Period from _____ to _____

Select no more than three targeted areas each year.

Targeted Areas	Development Plan	Date Completed
Select 2-3 areas from competency list like leadership, coaching, or organizational skills	List seminar, books, tapes, project, mentor or any other pertinent learning experience	verification of completion, required skill or knowledge mastered
1. _____ _____ _____	_____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____	_____ _____ _____

Comments:

Staff's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Resource list

Following is a resource list for each competency listed on the performance review

Some topics are given and material is needed for these topics.

1. Administrative/Organizational Skills

- a. *The Top Ten Mistakes Leaders Make* by Hans Finzel, chapter 6 Delegates
- b. *The Effective Executive* by Peter F. Drucker
- c. *Winning* by Jack Welch with Suzy Welch
- d. www.ed2go.com – 12 week online classes through Thompson Learning. Classes start monthly and normally are under \$100. These are non-credit courses. The courses offered would help with skills concerning business.
- e. *Organization & Leadership* by Kilinski & Wolford
- f. *What the CEO wants you to know* by Ran Charon
- g. How to prioritize
- h. Time management
- i. *Leadership Handbook of Management and Administration* (James Berkley)
- j. Visit 3 established CEF offices: observe, take notes and ask questions from their insight and experience.
- k. Structure/Organization section in *The Leadership Bible*
- l.

2. Big Picture Thinking

- a. *If You Want to Walk On Water, Then You've Got to Get Out of the Boat* by John Ortberg
- b. *The Power of Vision* by George Barna
- c. *A Fish Out of Water* by George Barna
- d. *Wisdom Hunter*
- e. *The Indomitable Mr. O* by Norman Rohrer
- f. *Dare to Dream? Then Do It: What Successful People Know & Do* (John Maxwell)
- g. *Courageous Leadership* (Bill Hybels) also on CD to listen on CEF travels
- h. *Vision Casting: The Road of Leadership, the Summit at Willow Creek* – Audio book on CD
- i. *Developing a Vision for Ministry in the 21st Century* (Aubrey Malphurs)
- j. *Passionate Visionary: Leadership Lessons from the Apostle Paul* (Richard Ascough)
- k. *Spiritual Leadership* (Henry & Richard Blackaby) Chapter 4 – The Leader's Vision: Where Do Leaders Get It and How Do They Communicate It?
- l. Two week study in *The Leadership Bible* on Communicating Vision

3. Coaching Skills and Mentoring Skills

- a. *Empowered Leaders* by Hans Finzel
- b. *Nurturing the Leader Within Your Child* by Tim Elmore
- c. *The Making of a Disciple* by Phillips
- d. *Mentoring-Confidence in Finding a Mentor and Becoming One* by Bobb Biehl
- e. *The Making of a Christian Leader* by Ted Engstrom

- f. *The Next Generation Leader* (Andy Stanley) Read Section 4: Coaching – Coaching Enables a Leader to Go Farther, Faster
- g. *Developing the Leaders Around You* (John Maxwell)
- h. *Equipping 101* (John Maxwell)

4. Commitment to Personal Development

- a. *Spiritual Leadership* by Henry Blackaby
- b. *A Fish Out of Water* by George Barna
- c. *Top 10 Mistakes Leaders Make* by Hans Finzel
- d. *Spurgeon on Leadership* by Larry J. Michael
- e. *10 Power Principles of Effective Christian Service* by Warren and David Wiersbe
- f. *Improving Your Serve* by Charles R. Swindoll
- g. *Called to be God's Leader-Lessons from the Life of Joshua* by Henry Blackaby and Richard Blackaby
- h. *Ordering Your Private World* by Gordon MacDonald
- i. *Applied Imagination* by Alex F. Osborn
- j. Personal Development Section of *The Leadership Bible* – topics would fit under other categories too.
- k. *Transformation: Letting God Change You from the Inside Out, InterActions Series* (Bill Hybels & Kevin Harney)
- l. *Be All You Can Be* (John Maxwell)

5. Communication Skills

- a. *Communicating to Change Lives* – video series borrow from CEF Leadership Development Department
- b. *The 21 Indispensable Qualities of a Leader* by John C. Maxwell
- c. *Marketing the Church* by George Barna
- d. *Understanding How Others Misunderstand You* by Voges & Braund
- e. *Toast Masters*
- f. *Communicating for a Change Communication* (Andy Stanley and Lane Jones)
- g. Two week study on Communications Skills in *The Leadership Bible*
- h. *Listening and Caring Skills* (John Savage)

6. Influence / Conflict Resolution

- a. *The Peacemaker* by Ken Sande
- b. *Getting Anger Under Control* by Neil T. Anderson and Rich Miller
- c. Influence strategy / negotiating Book – relating to skill
- d. *360° Leader: Developing Your Influence from Anywhere in the Organization* (John Maxwell)
- e. *Becoming a Person of Influence* (John Maxwell)
- f. *The Power of Influence: Essentials of Understanding Authority for Effective Leadership* (Buddy Harrison)
- g. *Leadership Rocks: Becoming a Student of Influence* (Jay Strack)

7. Integrity/Character/Attitude

- a. *The Winning Attitude* by John Maxwell
- b. *Spiritual Leadership* by Henry Blackaby
- c. *Joseph – A Man of Integrity and Forgiveness* by Charles R. Swindoll
- d. *Developing the Leader Within You* by John C. Maxwell
- e. *10 Power Principles for Christian Service-Ministry Dynamics for a New Century* by Warren and David Wiersbe
- f. *Spiritual Leadership* by J.O. Sanders
- g. www.characterfirst.com
- h. *The Power of True Success* (a book resource of www.iblp.org)
- i. *The Pursuit of Excellence* by Ted Engstrom
- j. *Secrets of Excellence* by George Sweeting
- k. *Trusting God* by Jerry Bridges
- l. *Practice of Godliness* by Jerry Brdiges
- m. *How to Establish Accountability* by Keith Drury
- n. *Disciplines of a Godly Man* by R. Kent Hughes
- o. *The Difference Maker: Make Your Attitude Your Greatest Asset* (John Maxwell)
- p. *Spiritual Leadership* (Henry & Richard Blackaby) Read Chapter 5 – The Leader’s Character: A Life That Moves Others to Follow
- q. *The Next Generation Leader* (Andy Stanley) Read Section 5: Character – Character Determines the Leader’s Legacy
- r. *Leadership from Inside Out* (Michaelson Granberg)
- s. *Attitude 101, What Every Leader Needs to Know* (John Maxwell)
- t. The Character and Integrity studies in *The Leadership Bible*

8. Leadership

- a. *On Becoming a Leader* by Warren Bennis
- b. *Courageous Leadership* by Bill Hybels
- c. *Spiritual Leadership* by J.O. Sanders
- d. *The 21 Irrefutable Laws of Leadership* by John Maxwell
- e. *Organization & Leadership* by Kilinski & Wolford
- f. *Change is Like a Slinky* by Hans Finzel
- g. *Delegating* by _____
- h. *Dying For Change* by Leith Anderson
- i. *Measure of a Man* by Getz
- j. *Be the Leader You Were Meant to Be* by Leroy Eims
- k. *10 Steps to Leadership* by J. Vernon Jacobs
- l. *Be a Leader People Follow* by David Hocking
- m. *The Making of a Leader* by Dr. J. Robert Clinton
- n. *Who Moved My Cheese?* By Spencer Johnson and Kenneth Blanchard
- o. *Dying for change?* by _____
- p. *Empowered Leaders* by Hans Finzel
- q. Empowerment – self and others
- r. Decision making
- s. Risk taking
- t. Vision building / casting

- u. Case Studies: *The Good Book on Leadership: Case Studies from the Bible* (John Borek, Danny Lovett and Elmer Towns)
- v. *The Greatest Among You: A Student's Guide to Servant Leadership* (Randy Sims)
- w. *Spiritual Leadership*, Updated Edition with Interactive Study Guide (J. Oswald Sanders)
- x. *The 21 Irrefutable Laws of Leadership Workbook and CD* (John Maxwell)
- y. *The Leadership Challenge for Christians* (James Kouzes & Barry Posner)
- z. *Masterful Leadership* – Audiobook on CD (Ken Blanchard, John Ortberg & Henry Blackaby)
- aa. *Jesus on Leadership* (C. Gene Wilkes)
- bb. *Leadership Wired* is written by John Maxwell and is available via e-mail on a free subscription basis. It includes a Maxwell Moment, Leadership at Large, interviews and quick quotes. www.maximumimpact.com
- cc. Leadership articles are available at Christianity Today.com. www.christianitytoday.com/leaders/newsletter there is also a link into Leadership Journal.net
- dd. Todd Duncan, Founder of The Group, is recognized internationally as a leader and innovator in personal development, sales and leadership. He has a website with many leadership articles available to read and print. www.theduncangroup.com
- ee. Leadership Summit: this is an annual event by Willow Creek. A 3 day conference via satellite at many locations throughout the US. Well done and “big name” speakers.
- ff. *Developing the Leader Within You* (John Maxwell) Book & Workbook
- gg. *The New Leadership 101* (John Maxwell)
- hh. *The Leadership Secrets of Billy Graham* (Harold Myra & Marshall Shelley)
- ii. *The World's Most Powerful Leadership Principle, How to Become a Servant Leader* (James Hunter)
- jj. *Less Is More Leadership* (H. Dale Burke) 8 Secrets to How to Lead & Still Have a Life
- kk. *Lead Like Jesus* (Ken Blanchard & Phil Hodges)
- ll. *On Track Leadership: Mastering What Leaders Actually Do* (John Kramp)

9. Planning and Analysis

- a. *Progress Charting* – (3 ring notebook, 2 audio cassettes cost \$50.00 www.masterplanninggroup.com)
- b. *Event Planning Checklist* cost \$15.00 www.masterplanninggroup.com
- c. *Master Planning* cost \$17 www.masterplanninggroup.com
- d. *The Time Trap* by R. Alec MacKenzie
- e. *Managing our work* by John w. Alexander
- f. *Strategy for Living* by Edward R. Dayton & Ted Engstrom
- g. *Management: A Biblical Approach* by Myron Rush
- h. *The Empowered Leader* (Calvin Miller) Read Chapter 6 – Defining, Structuring, and Motivating
- i. The Long-range planning study in *The Leadership Bible*

10. Goal Orientation

- a.

11. Team Player

- a. *The Performance Factor* by Pat MacMillan
- b. *The 17 Indisputable Laws of Teamwork* by John C. Maxwell
- c. *Life Together* by Dietrich Bonhoeffer
- d. *Becoming a Healthy Team: 5 Traits of Vital Leadership* (Stephen Macchia)
- e. *The Power of Team Leadership: Achieving Success Through Shared Responsibility* (George Barna)

12. Job Function Skills

- a. *And He Gave Teachers* by Duane V. Hurst
- b. *Growing Servant Leader* cost \$10 www.masterplanninggroup.com
- c. TCE, IOT
- d. Puppetry, object lesson
- e. Computer classes
- f. Computer skills
 - a. MS Office
 - b. Internet
 - c. CEFonline
- g. www.videoprofessor.com – Learn Publisher, Access, Internet, Outlook, Powerpoint, Quickbooks, and more
- h. Continuing Education Modules at CMI

13. Values People With Diverse Backgrounds

- a. *Whiteman's Gospel* by Craig Stephen Smith
- b. *Multicultural Ministry* by David Anderson
- c. *I ain't going back by* _____
- d. *Multiethnic CMI Module*

Progress Reviews and Monitoring Responsibilities

This phase ensures that a plan of action is carried out. It involves open communication where the staff member finds it easy to approach their supervisor for further help or discussion. Supervisors are responsible to monitor progress and provide feedback to the staff on how they are doing.

Progress Reviews can take place quarterly, semi-annually or at whatever intervals seems appropriate to ensure the completion of the established plan.

Responsibilities:

1. It is the supervisor's responsibilities to set up the meetings or phone call for the progress reviews and to hold the staff accountable.
2. It is the staff's responsibilities to fulfill the IDP in a timely manner.

Purpose:

1. Hold the staff accountable
2. Offer encouragement
3. Assist when there is a problem
4. Revise the plan if needed

Steps:

1. Set up appointment (meeting or phone call)
2. Have available a copy of the staff's IDP
3. During the meeting or phone call with the staff
 - a. Discuss their progress
 - b. Give guidance, encouragement, assistance as needed
 - c. Allow for Q&A time
 - d. Close meeting in prayer
4. Be sure all changes or results are in writing at the close of the meeting and that both the supervisor and employee have a copy.
5. Set up date for next progress review

Items on download site

- Performance review form
- IDP form
- Resource list