

Matching MEMBERS AND MINISTRY

Remember the toy that requires preschoolers to match different-shaped pegs to different-shaped holes? It wouldn't be much of a challenge if there were only a single round hole with a single round peg. The challenge comes in placing a variety of shapes into a variety of holes.

by Ed Wright and Michael Felder

Adult Sunday School classes find it relatively easy to fill a single leadership hole by placing an adult in the position of class teacher. Classes, however, seem challenged to find matches between the variety of hole shapes, that is leadership positions, and the variety of pegs, class members.

Classes need a tool for identifying which adults fit into which class leadership roles for new or existing classes. This article provides you with just such a tool.

The Shape of the Holes

The CD-ROM found in *Essentials for Excellence*, by Alan Raughton and Louis Hanks (LifeWay Press, 2003), suggests an excellent approach to organizing adult class leaders from the birth of a class until it multiplies. The basic organization includes a teacher, a ministry coordinator, and an apprentice. As the class grows, the leadership expands to include a visitation-evangelism coordinator and care group leaders. Finally, the class adds a class fellowship coordinator, a prayer coordinator, and a missions coordinator.

The survey on the next page will help you discover who is best suited for each responsibility. You might even look for new leaders in other existing adult classes.

Your church or adult class might list different titles and responsibilities for class leaders. Matching these particular positions and titles is not as important as developing a class organization that supports a comprehensive adult class ministry. If you need to, adapt this survey for your unique list of class leaders.



Matching the Pegs and Holes

Some who take this survey will score high in two or three areas. This indicates that they could serve in multiple or combination roles. Combinations might include a teacher/fellowship coordinator or a ministry coordinator/care group leader.

You may find that several members score high in the same ministry area. See this as a strength and build on it. Build your leadership team and ministries on your members' expressed interests. You might need to create and fill positions in a different order than previously suggested. Periodically survey new members to discover their ministry interests, then add them to the leadership team to round out the class ministry.

Adding class leaders who sense a calling and are gifted for ministry can bring new energy and ministry opportunities to your class. This energy may lead to adding new classes with new, well-equipped leaders who reach new adults and thus multiply your class ministry. Consider the joy of placing the right pegs in the right holes and seeing God at work in and through your members.

Survey Instructions

Ask those who take the survey to rate their response to each question numerically, as indicated by the scale at the top of the survey.

When they complete their responses, transfer the numbers to the scoring sheet. (the value for question #1 is placed beside #1 on the scoring sheet and so on.)

Add the numerical values across the row and indicate the total. The positions with the highest totals indicate the best match of that person to a ministry area.

The ministry coordinator and teacher need to keep a copy of the survey results. You never know when a class will need to fill a new ministry hole. LA

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Matching Members and Ministry Survey

Please answer each question with a number, 1-5.

1=Rarely 2=Seldom 3=Often 4=Usually 5=Almost always

1. ____ When I am around new people, I look for ways to discover their spiritual condition.
2. ____ I lead by setting the example, enlisting others in the effort, and helping them to do their assigned task well.
3. ____ I have great joy in learning and helping others understand new things.
4. ____ I see great value in people serving together.
5. ____ I enjoy hosting parties and family gatherings.
6. ____ I am naturally attracted to people who are hurting.
7. ____ I make a personal prayer list as others share their prayer concerns.
8. ____ I often share my faith with others.
9. ____ When a group needs to get something done, they look to me to coordinate their efforts.
10. ____ When confronted with an unfamiliar biblical concept, I make a note and do some research.
11. ____ I am interested in missions giving and activities.
12. ____ I think it would be fun to be an activities director on a cruise.
13. ____ I notice other people's needs.
14. ____ I strive to be a prayer warrior.
15. ____ I have very little problem approaching people and starting a conversation.
16. ____ Some people might see me as a task-oriented person.
17. ____ When I'm taught, I cannot be passive. I respond to discussion questions, search the context of the passage or parallel verses, and consider cross references.
18. ____ I enjoy or would enjoy going on mission trips.
19. ____ I'm good at enlisting and coordinating others in a single effort.
20. ____ I get more enjoyment from meeting someone's need than from completing another item on my to-do list.
21. ____ People often tell me their prayer concerns and ask me to pray.
22. ____ I know how to present the plan of salvation. (1=very uncomfortable to 5=very comfortable)
23. ____ I will take action if I see that needs are not being met.
24. ____ As I study Scripture, I consider how God wants me to change in response to His Word.
25. ____ I participate in service projects.
26. ____ I notice and think of suitable fun activities for my family, friends, or class.
27. ____ People comment that I have encouraged them.
28. ____ I ask for updates on prayer concerns so my prayers are appropriate and timely.
29. ____ When I see someone sitting alone, I go over to meet them or sit with them.
30. ____ People tend to follow my leadership.
31. ____ When I study my Bible, I become curious about unfamiliar words, phrases, and the background of the passage.
32. ____ I think of new community ministries that my church or class could do.
33. ____ I take action to include everyone in the fun at the parties or fellowships I host.
34. ____ When others hurt, I take steps to comfort them and to provide practical help.
35. ____ I have been or I am currently a member of a prayer chain.
36. ____ When I know someone needs Christ, I begin to think of ways to present the gospel.
37. ____ I have been able to make effective plans to achieve the goals of a group.
38. ____ I love discovering Bible truths and sharing them with others.
39. ____ In ministry, not seeing immediate spiritual results is not a problem for me.
40. ____ Instead of focusing on just a few friends, I enjoy making new friends and maintaining many friendships.
41. ____ I write notes and make calls to encourage others.
42. ____ I sense God's activity and perspective as I hear prayer concern updates.

Permission is granted to reproduce this and the following page for use in a local church.

Scoring sheet for instrument to determine your best fit as an Adult SS class leader.

1. Visitation-Evangelism Leader:	Total:
Add #1 _____ #8 _____ #15 _____ #22 _____ #29 _____ #36 _____	_____
2. Ministry Coordinator:	
Add #2 _____ #9 _____ #16 _____ #23 _____ #30 _____ #37 _____	_____
3. Teacher or Apprentice:	
Add #3 _____ #10 _____ #17 _____ #24 _____ #31 _____ #38 _____	_____
4. Missions Coordinator:	
Add #4 _____ #11 _____ #18 _____ #25 _____ #32 _____ #39 _____	_____
5. Fellowship Coordinator:	
Add #5 _____ #12 _____ #19 _____ #26 _____ #33 _____ #40 _____	_____
6. Care Group Leader:	
Add #6 _____ #13 _____ #20 _____ #27 _____ #34 _____ #41 _____	_____
7. Prayer Coordinator:	
Add #7 _____ #14 _____ #21 _____ #28 _____ #35 _____ #42 _____	_____

Teacher—Develops an environment in which people have the opportunity to accept Christ and mature as Christians. The teacher serves as the primary class leader and enlists the ministry coordinator and apprentice. The teacher also leads class members to encounter God through group and personal Bible study. The teacher works with church leaders and the class to start new classes and send members out into service.

Apprentice—Develops skills in anticipation of serving as a teacher. The apprentice teaches once every six weeks and more often in preparation for starting a class. This leader assists the teacher in encouraging spiritual and service growth in members. Knowing the class needs, the apprentice suggests discipleship studies. The apprentice promotes and teaches these studies to meet specific needs beyond the Sunday School hour.

Ministry Coordinator—Leads the class ministry through example, delegation, and accountability. Until other class leaders are enlisted, the coordinator develops and implements evangelism, evangelism training, greeting and registering guests, record keeping, guest and prospect follow-up, class member care, and fellowships. When appropriate, the coordinator enlists the leaders below to take over these ministries.

Visitation-Evangelism Coordinator—Develops and implements a class evangelism strategy including prospect discovery, guest welcome and registration, guest follow-up, evangelism training, and the personal enlistment of members to implement these plans.

Care Group Leader(s)—Minister to four to six members and members-in-service. With other leaders they make sure every member is contacted regularly for absenteeism, crises, encouragement, and evangelism.

Fellowship Coordinator—Encourages closer class relationships through ongoing activities and events that bring people together for fun and fellowship.

Missions Coordinator—Leads the class to support missions giving, education, and participation. Encourages and plans member involvement in church- and class-sponsored mission and ministry projects.

Prayer Coordinator—Encourages personal daily devotional and Bible study activities. Leads the class to become involved in the prayer ministry of the church and coordinates the prayer ministry of the class.