

LUTHERAN CHURCH OF AUSTRALIA



Lay Ministry - Serving God, Serving You

LAY MINISTRY

The Uniform Framework for Training & Equipping Lay Workers

Board for Lay Ministry (BLM)

September 2008

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The logo for the Board for Lay Ministry features two hands raised in prayer. The hands are in different colours representing lay workers working hand in hand with pastors in ministry. The cross in the palms of the ministry teams' hands emanates from the shape of the church underneath. The curve represents the Holy Spirit moving through the church out into the world.

Contents

	<i>Page</i>
Foreword	4
Executive summary	
Background	5
Key features of the framework	5
Recommendation	5
1 Introduction	
Growth in lay worker numbers	6
Current lay worker training and accreditation arrangements	7
Perceived need for skills-based as well as theological training	8
BLM's response to the survey	8
2 Outline of lay worker training needs	9
3 Future training and accreditation arrangements	
Key elements of the framework	10
Classification of lay worker roles	10
Revised salary scales for lay workers	12
Accreditation of lay workers	12
Other features of the framework	12
Governance and management of the training framework	14
4 Implementation: implications for the Board Lay Ministry	16
5 Recommendation	16
Appendixes	
A: Role and function of the Board for Lay Ministry	17
B: Lay worker survey 2007	18
C: Training needs of lay workers identified by lay workers and their employers	24

Foreword

The Lutheran Church of Australia is using the paid services of more lay people as congregations, boards and districts seek to provide relevant ministries for their communities. This in turn has seen a considerable growth in the numbers of lay people being employed in part-time and full-time positions. Many of these people commence their ministry with little or no previous ministry-related training, but with a passion for the roles they fill.

In 2007 a survey of lay workers and their employing congregations identified availability of appropriate training as the major issue. Lay people are currently required to undertake studies within the first year of their employment, and some courses are available through training organisations established by the Lutheran Church of Australia and other Christian organisations. However, with the diversity of positions and circumstances applicable to each lay worker, the current provisions need to be improved if we are to provide training matched as far as possible to individual needs, so that all lay workers can carry out their ministries more effectively.

The Board for Lay Ministry, together with the College of Presidents and the General Church Council, has expressed a desire to find ways of supporting the employing organisations, and the lay people they call to work in their communities, by offering suitable training.

This paper therefore addresses the perceived training needs of lay people, their employers and the Lutheran Church of Australia, taking into account the diversity of roles, the physical locations and the existing work loads. It proposes a training framework that draws on both vocational training and higher education. The framework includes a scheme to classify lay work positions based on their scope and level of responsibility and autonomy, and recognition of prior learning and work and life experiences of lay workers.

Chris Pfeiffer
Chair
Board for Lay Ministry
Lutheran Church of Australia

Executive summary

Background

The number of people called to lay ministry positions in our Lutheran communities continues to increase. As at May 2008, the Lutheran Church of Australia (LCA) employs 170 lay workers.

These people are employed in many and varied ministry positions including camping ministries, chaplaincy, pastoral care, youth and family ministries, music and worship leadership, and parish nursing, in churches, schools, districts, aged care facilities, as well as many other positions. Their roles also vary in scope and in associated levels of responsibility and autonomy. This diversity in the scope and nature of lay worker roles peculiar to the local requirements increases the challenge the LCA faces to ensure that suitable training is available to equip each lay worker for their particular role.

A survey of lay workers and their employers conducted by the Board for Lay Ministry (BLM) in May 2007 showed that the LCA's current lay worker training arrangements and accreditation requirements are not fully meeting their needs. The survey provided data on the perceived training needs and their priority. In response, BLM started to examine alternative approaches to meeting these needs.

In February 2008 the General Church Council (GCC) authorised BLM to continue to explore options for a uniform framework for training and equipping lay people for service in the LCA.

This paper presents a framework for the future training and development of lay workers. It has been developed in consultation with Australian Lutheran College (ALC), the LCA's tertiary training institution, and Delta Ministries, a provider of nationally accredited vocational training for lay Christians in ministry. BLM intends to include LCA district training providers in discussions of delivery options after the curriculum has been finalised.

Key features of the framework

The training framework includes:

- a strategy that assists employers to classify their lay work positions, based on the scope, the level of responsibility and the autonomy of the role;
- a basic standard for accreditation as a lay worker of the LCA, based on assessment of competence in core theological knowledge and practical ministry skills;
- flexible training pathways that combine vocational education and training (VET) and higher education options, and permit lay workers and their employers to identify the training needed to cover gaps in prior learning and experience;
- pathways to a stepped set of qualifications to underpin career planning for lay workers.

The framework recognises both:

- the wide range of roles being undertaken by lay workers in the LCA; and
- the wide differences in education, work and life experiences of people taking up lay worker positions, and their different career goals.

Recommendation

General Church Council endorsed the framework for future training and equipping of lay workers across the LCA, and authorised the BLM to implement the planned framework in ongoing consultation with ALC, Delta Ministries and LCA Districts.

1 Introduction

Growth in lay worker numbers

The number of people called to lay ministry positions in the LCA continues to increase. As at May 2008 170 lay workers were employed across the LCA, 120 in part-time positions and 50 full-time.

The increase in lay worker numbers has occurred at the same time as a reduction in the number of ordained pastors and church membership. During this period, churches are also reporting a decrease in the numbers of members willing to volunteer their time to lead ministries. In part this is due to changes in our society, with most adults under 60 now in paid employment.

Other factors that may be contributing to the growth in lay ministry include:

- a more personal mission and ministry focus in the church, especially among our younger people.
- recognition that pastors are not necessarily able to carry out all areas of ministry..
- people's preparedness to give a few years of their life to ministry (though not feeling a call to ordained ministry).

The appointment by BLM of a Director to implement policies and decisions of the board have also contributed to an increased awareness of the ministry provided by lay workers at all levels of the church. The Director assists employers in the processes of recruiting and employing lay workers and provides support, information and encouragement to lay workers and their employers.

There is some evidence that lay worker ministries are bearing fruit in our churches. Australian Bureau of Statistics figures show that the number of people identifying themselves as Lutherans has remained static over the past three census periods:

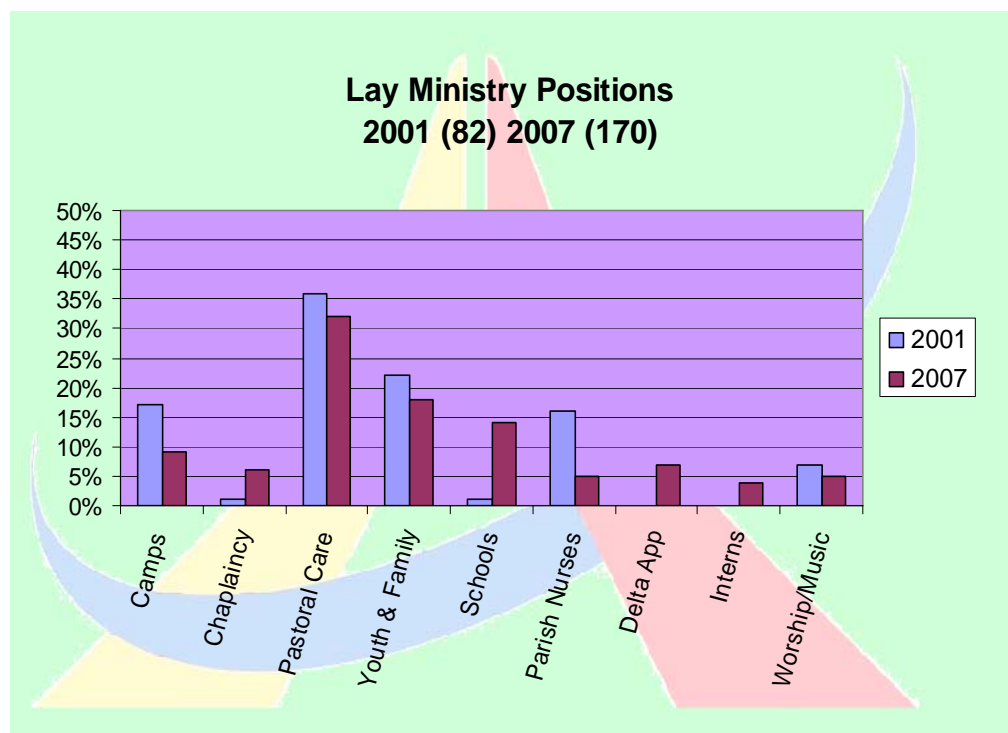
Census year	1996	2001	2006
Number of people in the denomination	249989	250365	251107

National Church Life Survey figures show that from 1991 to 2001 weekly attendance across LCA churches had declined by 18%. In contrast, the BLM's 2007 survey of lay workers and their employers, showed that over 50% of churches employing lay workers were experiencing membership growth, with most of the remaining percentage reporting static attendances.

Lay workers fulfil a diversity of functions in our churches and districts, as shown in Figure 1. Their ages range from 18 to 60+, with an average age of 43.6 in 2001 and 42.3 in 2007. Their educational and work experience backgrounds are also diverse.

Much of the growth in lay worker employment has been in the cities or major regional centres and the main roles were in pastoral care, school chaplaincies (aided by government grants), and youth and family ministry. Pastoral ministry in the area of Aged care is emerging as a potential future area for growth. Lay involvement in leading worship is also increasing.

Figure 1: Range of lay work functions in 2007 compared with 2001



Attachment B summarises other results from the 2007 survey of lay workers and employers.

Current lay worker training and accreditation arrangements

The LCA is rightly concerned that those who would serve as lay workers in the LCA are fully equipped to carry out the service for which they are engaged. The LCA expects that they will have a basic understanding of the Christian faith and Lutheran theology, and therefore requires that lay workers complete some theological study as a condition of their employment. The level of theological study considered necessary is directly related to the teaching and leadership responsibilities of the individual lay worker.

The employing body is responsible for ensuring that lay workers are properly equipped for the area in which they serve. Where appropriate, employers are encouraged to allow a lay worker time off to engage in studies.

The responsibilities of the Board for Lay Ministry (BLM) (see **Attachment A**) include promoting and supporting the training of lay workers through the Australian Lutheran College (ALC) and other approved institutions, setting the minimum requirements for accreditation, and accrediting those who have met those requirements. The Board annually reviews the appropriateness of the education and training requirements for lay workers.

Currently BLM will accredit a person as a lay worker of the LCA if they have attained:

- a Diploma in Theology from ALC or
- a Bachelor of Theology from ALC or
- a Graduate Diploma of Theology in Faith Community Nursing from ALC or
- an equivalent course at other approved institutions provided they have subsequently received and accepted an appointment as a lay worker in the LCA, or have prior

experience in a position within the LCA.

Accreditation as a lay worker may also be granted upon satisfactory completion of the **minimum requirements of study**, as determined by the Board, and after a **minimum of six months of employment** as a lay worker of the LCA. The current minimum study requirements are either:

- successful completion of the ALC courses in *The Christian Faith* (compulsory), *The Bible Today* and a selection of two other subjects from the Diploma in Theology; or
- successful completion of a Lutheran Theology module offered by the LCA plus successful completion of three other subjects that are relevant to the lay worker's role, taken from ALC or from other appropriate Christian training institutions.

Perceived need for skills-based as well as theological training

The 2007 lay worker survey showed that many lay workers do not feel fully trained and equipped for their role, are not currently studying, and do not have a clear plan for their future training and development. The survey also showed a reduction in the percentage of lay workers seeking accreditation. About 75% of lay workers and their employers felt that ALC is not currently meeting all their training needs and a majority of these employers felt that ALC shouldn't be expected to meet all these needs.

When asked to rank training needs, both lay workers and their employers gave a high priority to practical skills such as empowering others to lead, ministry planning, self-management and team building.

BLM's response to the survey

In exploring alternative approaches to training and equipping lay workers for the LCA, the BLM initially held discussions with both ALC and Delta Ministries.

ALC is the tertiary institution of the LCA. In addition to equipping men to become ordained pastors and providing a Lutheran studies component for trainee and practising teachers, it offers a lay studies curriculum aimed at preparing lay people for church work. This curriculum includes the core theological studies currently required for accreditation as a lay worker.

Delta Ministries offers nationally accredited vocational training to people of all denominations. It operates as a Local Training Institute of the Australian College of Ministries (ACOM), which is one of Australia's largest Christian leadership and discipleship colleges. ACOM believes that 'training should take place in real life ministry contexts'. While committed to academic excellence, the primary intent of ACOM training is the development of practical skills that work in both the church and community. Its study programs 'focus on developing knowledge, values and skills needed by a leader for the future while fostering personal development and spirituality in the midst of the busyness of life' (www.acom.edu.au).

After a presentation of BLM's initial findings that a combination of practical vocational and more theoretical higher education studies may better meet the needs of the church and its lay workers, the LCA's General Church Council (GCC) resolved in February 2008 to: *'Endorse the action of the Board for Lay Ministry in its continued discussions with the various groups of the LCA to provide a uniform framework for training and equipping lay people for service in the LCA.'*

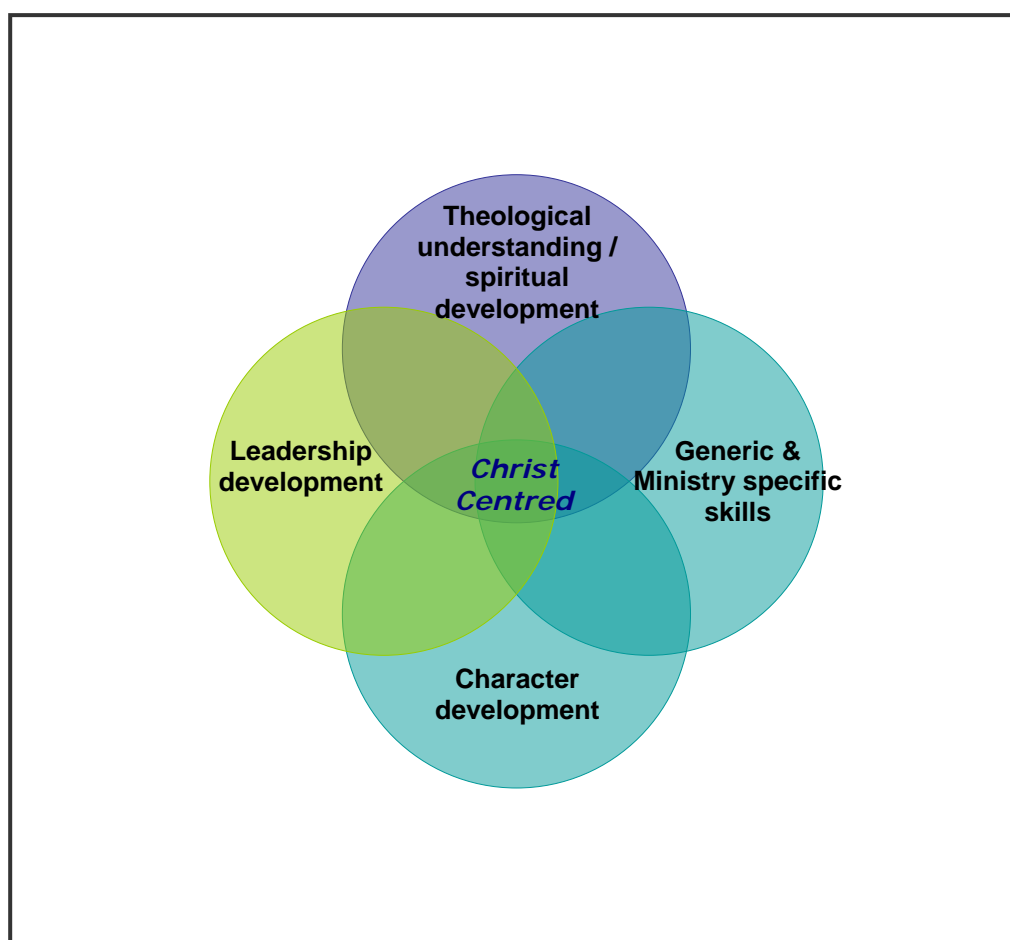
This paper outlines the perceived skills needs of lay workers, and then presents a framework

for the future training and development of lay workers that utilises a combination of vocational and higher education courses, initially to be delivered collaboratively through ALC and Delta Ministries. Opportunities for district training providers and other organisations to support the framework will be explored during the implementation phase.

2 Outline of lay worker training needs

Attachment C shows the training needs for lay workers as identified by lay workers and their employers in the 2007 survey. The second part of Attachment B covers other areas that need to be taken into account in developing new approaches to training and equipping lay workers.

After discussions with lay workers, employers, vocational educators and ALC staff, BLM has concluded that future learning should encompass the four areas illustrated below.



- **Theological understanding / spiritual development:**
The ministry of the lay worker must be underpinned by key theological foundations. Importantly the learning process is not simply an academic exercise but rather a spiritual journey. Learners need to be encouraged in this journey by suitable mentors.
- **Character development:**
To be effective in ministry, lay workers need to develop such attributes as: interpersonal sensitivity, a concern for personal impact, relationship building skills, ability to show initiative, self confidence, a team orientation, tenacity and resilience. They also need to be trained in self awareness and be able to recognise and seek help in dealing with their

own issues.

- **Generic and ministry-specific skills development:**
Generic ministry skills include ministry planning, goal setting, administration, time management and other organisational skills. Other skills will need to be developed that are specific to the ministry role being performed, eg those related to being a youth worker, a contemporary worship leader, a spiritual life coordinator, a counsellor, a school chaplain.
- **Leadership development:**
This area includes the ability to develop and mentor others, manage conflict, direct or influence others, facilitate ministry teams, engage, inspire and gain others' commitment. For more senior lay work positions it may also include strategic thinking and planning, and advanced people and resource management skills.

3 Future training and accreditation arrangements

Key elements of the framework

Success of the new arrangements depends on implementing the following key elements of the framework:

1. A scheme for classifying the roles of lay workers employed in the LCA, based on the levels of responsibility and autonomy of the role, and the level of theoretical and practical knowledge and skills required to effectively perform at that level.
2. A revision of lay worker salary scales in line with the role classification.
3. Revised accreditation requirements that are driven not only by qualifications as such but by demonstrated competence in applying both the required theological knowledge and practical ministry-related skills in a ministry context.
4. Learning delivery approaches that emphasise action learning in the workplace rather than classroom-based approaches.
5. Learning pathways with multiple entry and exit points, to cater for diverse learning needs and career goals.
6. BLM accredited learning consultants who would work with the lay worker and their employer to develop individual learning plans tailored to the needs of each participating lay worker identifying the lay workers knowledge and skills gaps and plan a learning program to address these.
7. Using Recognition of Prior Learning principles to take account of previous formal and informal learning and the lay worker's existing skills base.
8. Involvement of BLM in delivery of some essential LCA requirements, such as Safe Place and Child Safe training.

Classification of lay worker roles

Four levels of lay worker are recommended, which reflect the different levels of skill and scope of the roles undertaken by lay workers:

- Trainee
- Lay worker level 1
- Lay worker level 2
- Lay worker level 3

By defining the knowledge, skills and responsibilities associated with each of these levels, we can create learning pathways to underpin a lay worker's career progression. As the

number of lay worker roles across the LCA continues to increase, it becomes more urgent to provide clear career pathways. The definition of knowledge, skills and responsibilities associated with each level will also assist employers to establish clear criteria for their lay work positions and will clarify expectations of roles for both the lay worker and their employer.

Trainee lay workers are likely to have had little previous post-school or post-university work experience. They will undertake an apprenticeship program over a one or two year period that includes a practical placement at an LCA institution, or they may undertake the apprenticeship in conjunction with paid employment and an assigned supervisor. The trainee would work with supervision to help carry out, review and maintain a 3 month position plan that serves the LCA community. The position would include organising and overseeing programs and activities, coordinating volunteers, and helping with recruiting and training of volunteers.

Level 1 lay workers will have had sufficient experience and/or training to enable them to carry out their assigned duties under general direction. Lay workers at this level are responsible and accountable for their own work within established routines, methods and procedures. They would be expected to work under supervision to prepare, implement, review and maintain a 12-month ministry plan aligned to the mission and vision statements of the LCA community being served. The lay worker's ministry area may be part of a larger, longer-term community strategy. The lay worker will be moving away from activity planning towards 12-month intentional ministry planning that recognises the future need to develop empowered teams and identifies resources necessary to move in that direction.

The leadership skills of a level 1 lay worker will still be under development. If not already accredited they would be expected to commit to working towards this. A learning adviser would work with the lay worker and their employer to identify their knowledge and skills gaps and plan a learning program to address these.

Level 2 lay workers will be able to demonstrate that they possess the knowledge, skills and attributes required to perform specialised or non-routine tasks or features of ministry work. They will be able to formulate longer-term ministry goals and strategies for their implementation. They will be fully developed team leaders capable of inspiring, resourcing and mentoring teams of volunteers or other lay workers. They will require only general guidance or direction and will be expected to exercise initiative, discretion and judgement in carrying out their assigned duties. They may be required to guide and assist level 1 lay workers (including guidance in relation to quality of work) and would be able to train such lay workers through personal instruction and demonstration.

Level 3 lay workers will have specialist qualifications, knowledge and experience that enable them to competently lead and manage significant resources (people and budget), and/or to carry out a pastoral ministry with significant independence, autonomy and professional skill. They will take full responsibility for developing long-term strategies and achieving agreed long-term outcomes. They may answer to a board of management that meets once or twice a year. If required, they would be able to train and supervise employees and assist in the delivery of training courses. They may be required to develop policy and operational procedures to guide their staff and/or volunteers.

Non-accredited lay workers who are recruited at level 2 or 3 would be expected to commit to undertaking studies to address any gaps in their theological knowledge or ministry-related skills in order to achieve accreditation (within the first 12 months if they are employed full-time).

Revised salary scales for lay workers

When the new classification structure has been agreed, BLM will propose to the LCA's GCC a scale with appropriate salary ranges for each level of layworker.

BLM is not proposing the introduction of an award for Lutheran lay workers. However we intend to benchmark our work against classification structures (and associated salary scales) appended to awards such as the various State awards covering Social and Community Services employees, which are widely used in the not-for profit sector and cover jobs that frequently involve counselling, caring and people support functions.

Accreditation of lay workers

Under the new framework, accreditation will not be driven by qualifications, but rather will be based on a blend of theoretical and practical competency-based learning, covering the four knowledge and skills areas identified in section 2 above.

The minimum standard for accreditation will be satisfactory completion of a combination of courses and extra BLM requirements as follows:

- *Theological subjects* through ALC or their equivalent
 - The Christian Faith
 - The Bible Today
- *Vocational Education workshops* through Delta Ministries or their equivalent (or groups from Districts who have negotiated workshops with Delta)
 - Teamwork and Leadership
 - Ministry Planning
 - Mentoring
 - Communication and Relationships
 - Time, Self & Project Management
- *Other BLM requirements which may include:*
 - BLM induction
 - Safe Place training
 - Child Safe training
 - Police checks

Other features of the framework

Collaboration: The learning framework is an open and collaborative model that draws on the expertise of BLM, ALC and Delta. It involves a close working relationship with the churches (employers), districts and district-based learning providers. BLM will be responsible for the management of the learning environment, including the determination of learning pathways for trainees and lay workers, in conjunction with other key stakeholders. ALC will be responsible for the higher education component and Delta will be responsible for coordinating national delivery at a vocational education level.

National delivery model: The framework encompasses a national delivery model, allowing for a consistent approach to development. As a national learning delivery model it is expected that delivery arrangements may vary from district to district. It is also envisaged that ALC and Delta may assist each other in delivery. Where determined appropriate, BLM may draw upon the expertise of other learning providers, in consultation with ALC and Delta. Where appropriate, online technologies may be used to support / sustain learning, communication and collaboration.

Action based learning: there will be less emphasis on learning delivery by educational institutions, and more emphasis on learning within context. Wherever possible, assessment will be based on workplace based events/activities, with an emphasis on demonstration of behaviours rather than just on presenting theoretical concepts or academic information. Life experience can be used to demonstrate some behaviours.

Lifelong learning: learning shouldn't stop with achievement of the required studies. Continuing professional, personal and spiritual development will be important.

Multiple entry and exit points: depending on developmental levels, previous experience and qualifications, emotional maturity, call, etc., learners may enter and exit at different points of the learning pathway. Recognition of Prior Learning will be actively promoted at the Certificate IV (vocational) qualification level. Articulation or credit transfer from the vocational to higher education qualifications will be addressed to maximise the recognition of prior learning.

Development of individual learning and professional development pathways: each learner will be appointed a learning consultant. Learning consultants will be accredited by BLM to fulfil the role of:

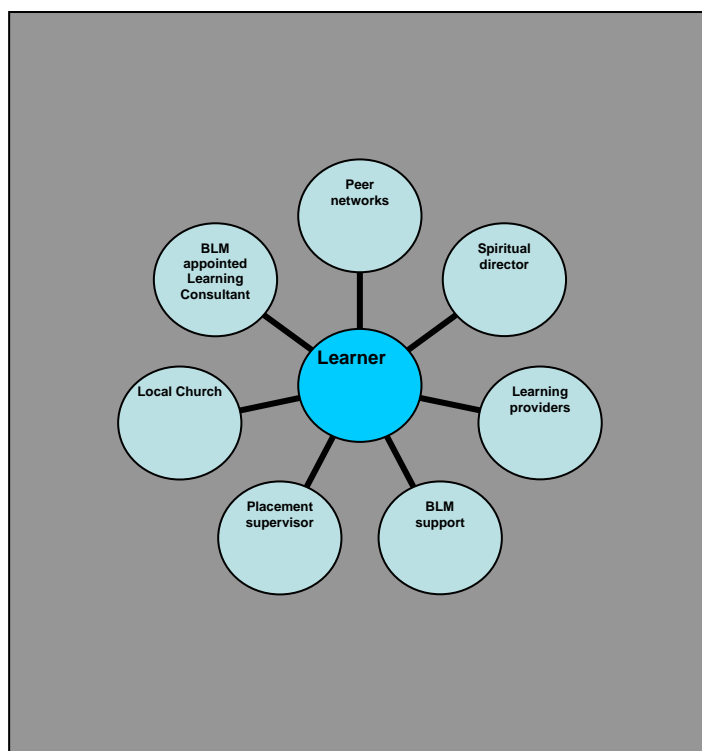
- Being the first point of contact for individuals interested in developing a learning pathway
- Assisting individuals to determine their gifting; including their learning, ministry, spiritual, and vocational pathway.
- Developing a learning plan that reflects the above.
- Facilitating discussions between the learner, learning providers and others involved in the learning process (see diagram below) on an ongoing basis.
- Periodically reviewing the learning plan to determine its ongoing appropriateness.

The role of learning consultant may not simply deal with those who indicated their desire to become a lay worker, but also those at the formative stages of identifying their gifting and ministry / vocational options. The learning plans developed would be expected to vary from one individual to another.

Employer commitment to lay worker development: it will be important for employers to demonstrate their commitment to their lay worker and their development by:

- engaging BLM in the determination of the most appropriate learning pathway
- making time available to undertake development as part of their lay worker's workload
- providing regular ongoing support and feedback
- establishing clear goals and parameters for their lay worker's role

Learning relationship management: the following diagram identifies the different players involved in the development process. BLM will have the principal relationship with the learner. The role of learning consultant accredited by BLM will play a critical role in the management and co-ordination of these relationships.



Induction: BLM proposes to run an induction or orientation program for newly appointed lay workers, on at least an annual basis. This would introduce lay workers to:

- the role of BLM, the churches, pastors, learning consultants, mentors, etc. in supporting their learning and their work;
- the available learning and vocational development pathways;
- a network of their peers;
- what makes for an effective lay worker;
- some biblical and spiritual foundations;
- some of the workplace dynamics that may impact on the lay worker's role.

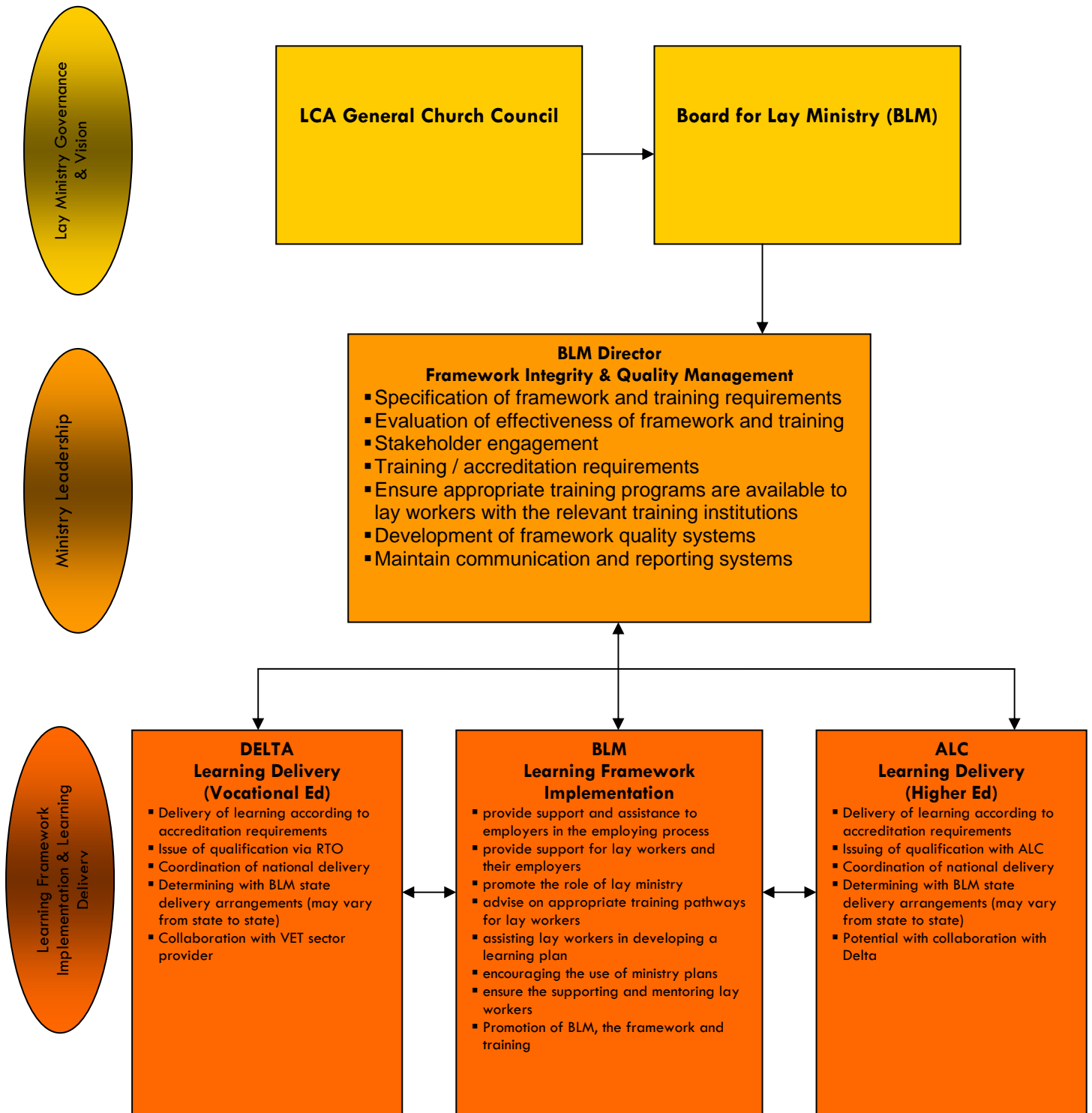
Governance and management of the training framework

Governance and vision for lay ministry in the LCA: BLM is a board of the LCA and is accountable to synod. BLM is vested with the functions shown in Attachment A. It is responsible for establishing a vision for lay ministry and its realisation through close collaboration with the ALC, churches and districts (as employers) and other key stakeholders.

Lay ministry leadership: this is vested with the BLM Director who is accountable to the BLM. The director is a key interface with lay workers, their employers and training providers.

Management and delivery of lay worker training: BLM is responsible for the management of the learning environment, including the determination of learning pathways for learners in conjunction with other key stakeholders. ALC would be responsible for the higher education component and Delta Ministries would be responsible for delivery at a vocational education level. The model places the emphasis on collaboration between BLM and the education providers. As a national learning delivery model it is expected that delivery arrangements may vary from district to district. It is also envisaged that ALC and Delta may assist each other in delivery. Where determined appropriate, BLM may draw upon the expertise of other learning providers. This will be done in consultation with ALC and Delta.

The following diagram illustrates these relationships:



4 Implementation: implications for the Board Lay Ministry

In moving forward BLM will need to undertake further investigation and consultation in the following areas:

- accreditation levels
- curriculum within each of the four areas of theological understanding/spiritual development, generic and ministry-specific skills, leadership development and character development
- training delivery – how, who, where, how much should be outsourced and how much retained by BLM
- classification of lay worker roles and the associated lay worker salary scale
- BLM's resources – with the expected continuing growth in lay worker numbers, is BLM in a position to be able to adequately support, train and resource lay workers and employers?
- the issue of finance to support this training program will require sound analysis
- as lay workers take up this training additional finance may be required to support the training and equipping program as it is implemented across the LCA
- promotion through the LCA will also be a key to ensuring that employers and lay workers are aware of their responsibility to provide and undertake training as part of their employment
- governance: BLM's by-laws, policies, procedures, lay ministry handbook, people resources

5 Recommendation

General Church Council endorsed the framework for future training and equipping of lay workers across the LCA, and authorised the BLM to implement the planned framework in ongoing consultation with ALC, Delta Ministries and LCA Districts.

Attachment A

Role and function of the Board for Lay Ministry

Mission:

The Board for Lay Ministry exists to encourage, support and assist lay workers¹ and employers in their ministry so people follow Jesus.

By-laws:

In addition to the general duties of a Board of the Church as laid down in Section VIII.G of the By-laws of the Church, the duties of the Board shall be to:

- provide encouragement and support to lay workers employed in the Church;
- promote a deeper understanding of the role of lay workers in the Church;
- ensure appropriate training programs are available to and undertaken by lay workers employed in the Church;
- support and assist congregations, parishes, boards, departments and auxiliaries of the Church in the employment of lay workers;
- show support for the general welfare of lay workers working in the Church by keeping in touch with them through correspondence, visitation, and by encouraging them in their ministry;
- promote the use of lay workers in the work of the Church, both on a full-time and part-time basis, and to assist the employing body in the employment of suitable lay-workers;
- assist congregations, parishes, boards, departments, districts and auxiliaries of the Church to employ and utilise the services of suitable lay workers for ministry;
- work collegially with Presidents, Pastors and Principals in caring for lay workers within their jurisdiction;
- meet regularly with the faculty of Australian Lutheran College so that appropriate training is provided for lay workers;
- determine the minimum requirements for the accreditation of lay workers working in ministry positions within the Church;
- receive applications for financial support from congregations, parishes, boards, departments and auxiliaries, as recommended annually by each of the District Church Councils;
- approve the distribution of funds from the LCA Lay Ministry Fund, the Lutheran Laypeople's League and any other source;
- arrange conferences and seminars for the edification of lay workers working in the Church;
- maintain a register of lay workers working in paid positions within the Church;
- be aware of the trends associated with the role of lay workers in other churches;
- provide support and encouragement for the Executive Director for Lay Ministry; and
- utilise the services of consultants and advisers as required.

BLM's vision for lay ministry:

- Developing a ministry of lay worker leadership that leads to a multiplying effect of disciples making disciples
- A vision led management model that involves the recognition and use of two key factors
 - I God's Purpose Leading – mission and vision statements that reflect God's purpose for His church.
 - II Handing over authority to others – empowerment not delegation.
- The lay worker's role is to lead, teach, equip and prepare people to do the ministry.

¹The term 'Lay Worker' refers to a non ordained person who is employed by a congregation, parish, district or board of the LCA. The office of lay worker is an auxiliary office of the church established to assist in expanding the mission and ministry of the church.

Attachment B

Lay Worker Survey 2007

In October 2006 BLM commissioned a team to help identify how it can better assist lay workers and their employers in ministry.

The team developed the survey for the following purposes:

- to provide information that will guide the future direction of and build the best foundation for lay ministry in the LCA
- to identify the training needs of lay workers
- to assist BLM in identifying and developing training opportunities for lay workers
- to identify differences and commonalities in the demographics and ministry of lay ministry positions
- to gather further information about the role and responsibilities of lay workers that will be helpful to people considering lay ministry as a career

Response rates were as follows:

- From lay workers – 61 responses of 148 = 41%,
- From Pastors and employers – 38 responses of 130 = 29%

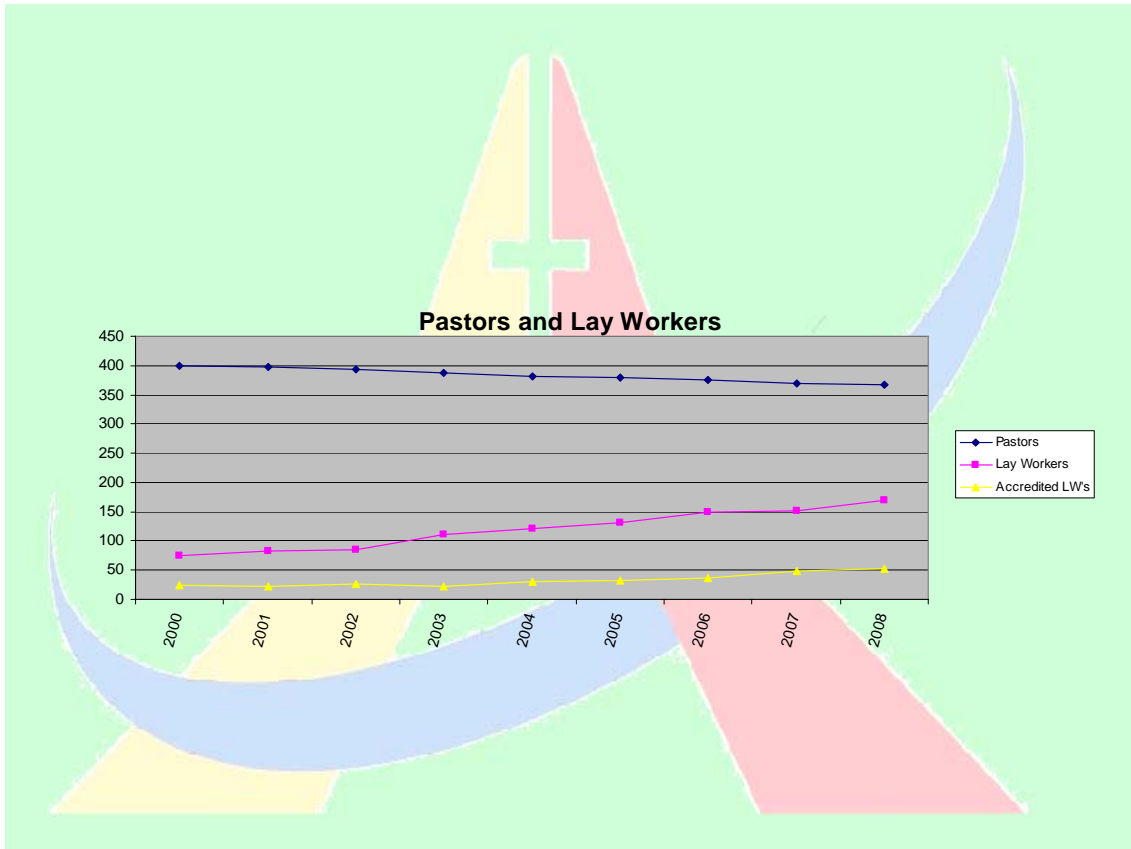
The initial findings from the research seem to indicate that:

1. Lay workers and employers need help in the recruiting process
2. Training and programs that focus on the development of lay workers are considered limited
3. Many hard working and well intentioned lay workers burnout or become frustrated

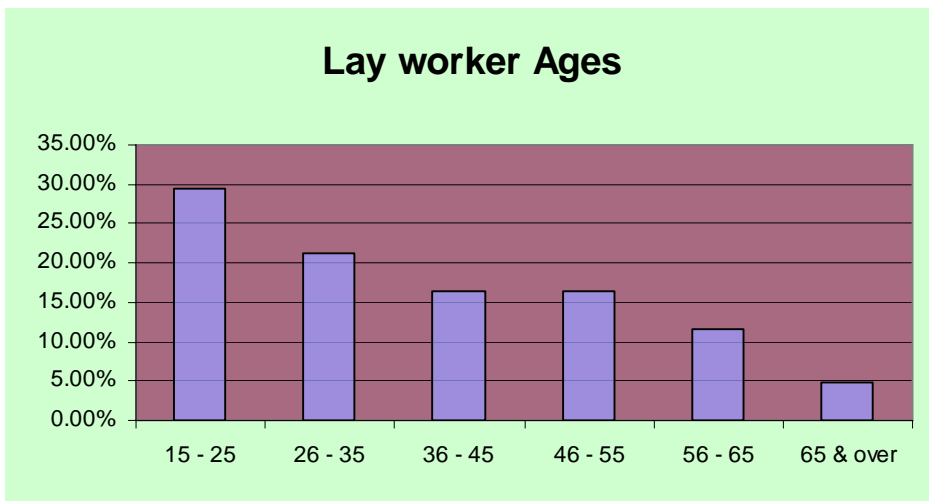
The diagrams and tables that follow illustrate the findings.

Part I: Lay worker statistics

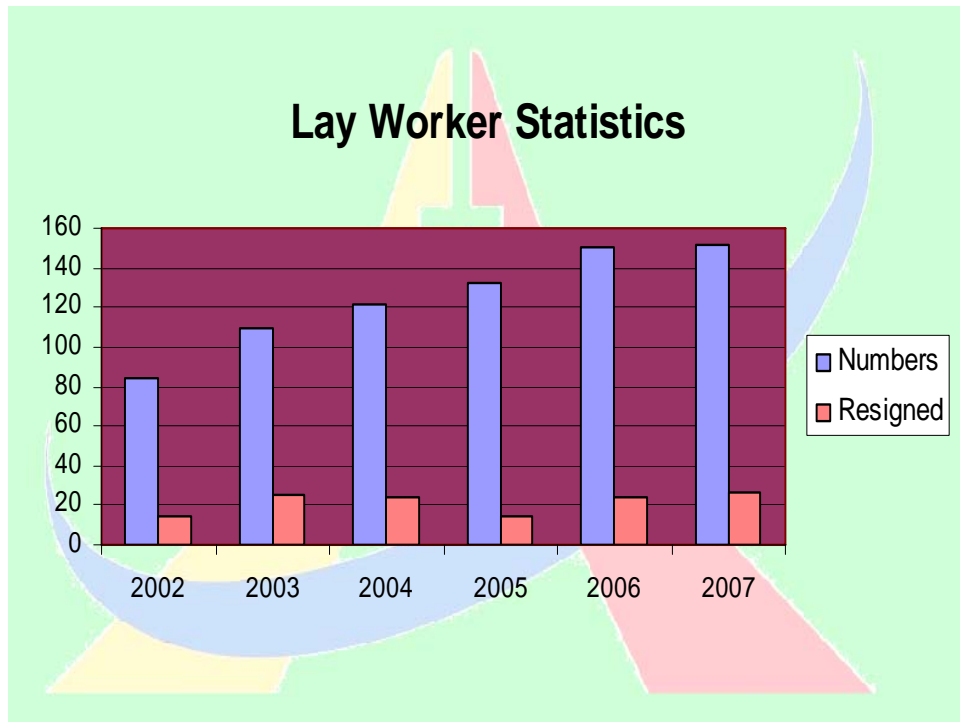
Trends in overall lay worker numbers, and numbers seeking accreditation:



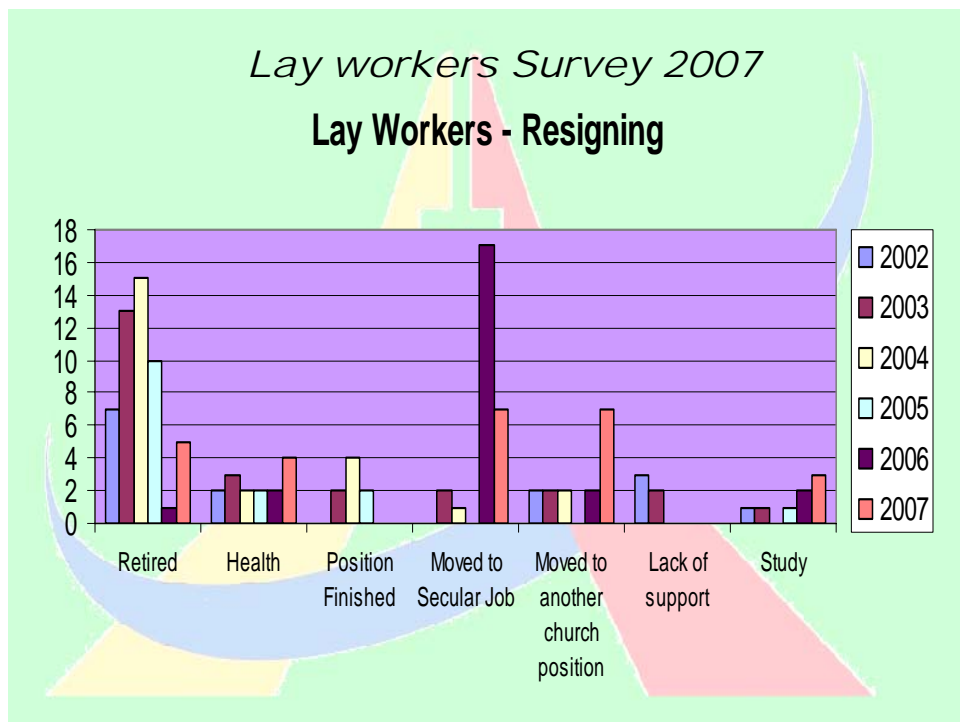
Age profile of lay workers:



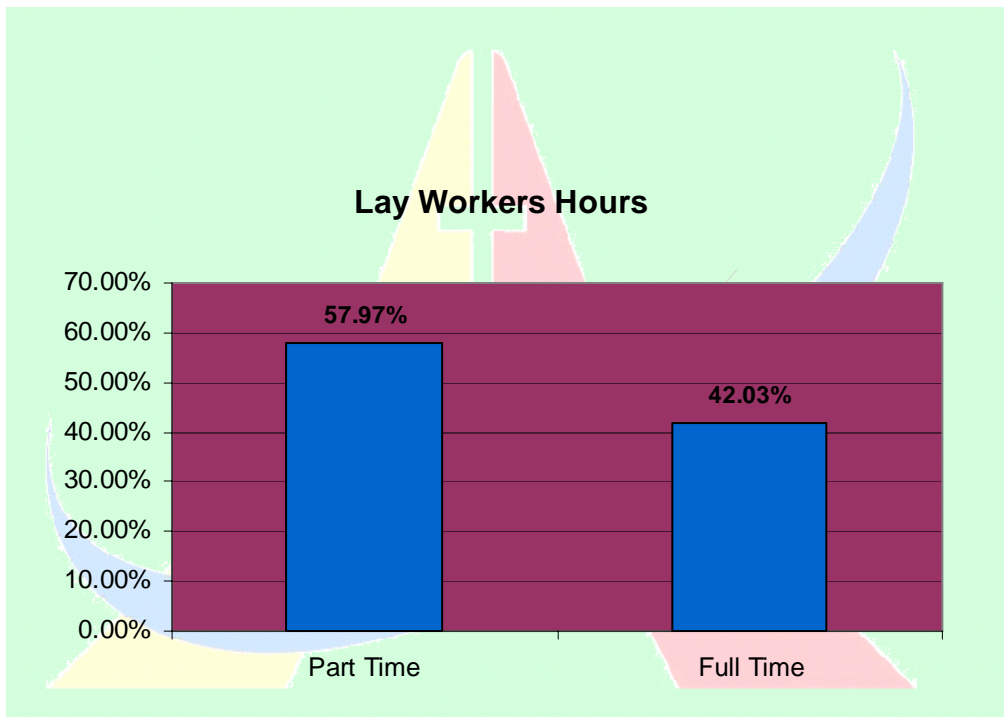
Turnover of lay workers:



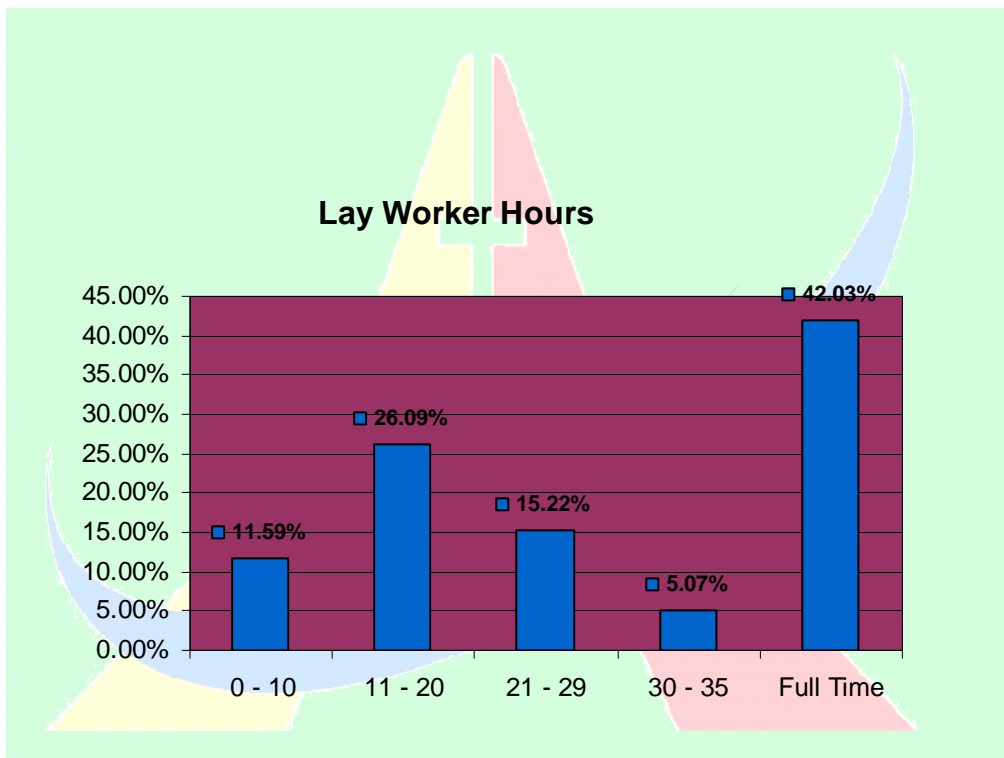
Reasons for the resignation of lay workers:



Percentage of lay workers working in part time and full time positions:



Numbers of hours worked each week:



Part II: Lay worker training needs

Lay workers' responses to questions about training and support for their ministry:

<i>What level of theological training did you have at the time of your first appointment?</i>	
62.2%	No formal theological training
<i>Are you currently studying?</i>	
61.9%	Not studying
20.6%	At Australian Lutheran College
17.5%	Elsewhere
<i>If a person with a passion and the potential for lay work, but lacking the theological training, showed an interest in becoming a lay worker, would you encourage them to undertake:</i>	
57.4%	Appointment as a Lay Worker in conjunction with part time theological study
<i>I have an effective working relationship with my pastor/employer</i>	
58.0%	Very True
35.4%	Mostly True
<i>I am strongly encouraged and supported by my pastor/employer</i>	
57.3%	Very True
32.7%	Mostly True
<i>I am well trained and prepared for the realities of my role</i>	
49.2%	Mostly True
25.3%	Partly True
20.6%	Very True
<i>I am well supported by the people in my specific area of ministry</i>	
47.5%	Very True
39.5%	Mostly True
<i>I have a clear future training and development program</i>	
35.0%	Not True
28.0%	Mostly True
28.3%	Partly True

Perceived role of ALC:



Attachment C

Training needs of lay workers as identified by lay workers and their employers

Training needs	Lay worker perception		Employer perception	
	Rank	%	Rank	%
Empowering people to serve in leadership and ministry	1	76.4%	1	58.9%
Mentoring	2	52.8%	6	32.7%
Ministry Planning	3	52.8%	3	47.8%
Managing Conflict	4	48.2%	8	29.3%
Counselling	5	46.7%	9	29.3%
Self management	6	44.6%	4	45.3%
Communication & interpersonal skills	7	41.5%	11	24.4%
Team Building	8	41.5%	2	55.2%
Organisational skills	9	34.7%	5	39.6%
Goal Setting	11	31.1%	10	26.5%
Chaplaincy	12	28.2%	13	8.1%
Administration	13	22.9%	12	13.4%

Most commonly identified training needs identified by both lay workers and employers.

Most commonly identified training needs identified by either lay workers or employers (but not both).

These results highlight a high degree of alignment between lay workers and employers as to the priority training needs. Further work will need to be undertaken to confirm lay worker needs and to determine what level of training is needed (basic or more advanced).