

Next Step on Soulcare/Selfcare Journey

Step One: Make a commitment to a plan

Step Two: Suggested steps for starting a new habit:

- Recruit an accountability partner and share your plan
- Check out the links to tools below “If you don’t do anything else, do one of these!”
- Overall, do what works best for you and your family and be gentle with yourself!

Step Three: Take the next step:

2021 SelfCare/SoulCare Goal: Designate one hour, half, full day a week for **Sabbath***

Tools: Lectio Divina Journaling (see soulcare/selfcare page under Sabbath tools)

Journal and Pen(s)

*If you have children, make it a family day.

Great resource for young families too busy to have a sabbath: [Sabbath in the Suburbs: A](#)

[Family’s Experiment with Holy Time](#) by MaryAnn McKibben Dana

Other SoulCare/SelfCare Resources:

Clergy SelfCare in Face of Depression Rev. Dr. Paul H. Lang, Senior Pastor, Cary Presbyterian Church, Cary NC

The Holy Pause (link)

Top 3 Delegation Tips www.timemanagementcoach.info(link)

[Managing Upward Leaping Monkeys](#) HBR

[Brene Brown, Day 2](#) (9/15/20)

[Flourishing in Ministry \(University of Notre Dam Wellwork Research\)](#) (9/15/20)

[The Path to Resiliency By Rev. Karna Hagen Moskalik](#) (Luther Seminary) (9/15/20)

[Lament Tool Kit \(Faithward.org\)](#) (9/15/20)

[Tending to Communal Trauma through Spiritual Practices](#) By RUTH SORENSON-
PROKOSCH (ECLA) (9/15/20)

[For more resources January - May 2020](#)

JHH 2/21

SELF-CARE

A SELF-ASSESSMENT CHECKLIST

Exercise

As spiritual leaders, all of us are at risk of crossing boundaries inappropriately, thereby violating our role and abusing those who are vulnerable. But this risk of doing harm to those we serve or supervise can be considerably reduced through self-knowledge and self-care. If we understand our personal history and its effects on us, our behavior and perceptions are less likely to be shaped by that history. If we are aware of our personal needs and are taking care of those needs in appropriate ways, we are less likely to impose those needs inappropriately upon our ministerial relationships. Furthermore, if we are aware of the power implicit in our role and how that power affects those we serve and supervise, we are less likely to misuse that power.

Use this checklist to assess your risk of violating boundaries. If you answer "no" to the first question in "Personal History" skip to the questions under "Psychosexual Integration." An answer of "no" to any question, except the first, indicates an area in which self-awareness and self-monitoring are crucial.

Personal History

- | | | |
|-----|----|--|
| Yes | No | Does my personal or family history include sexual abuse, alcohol and drug abuse, or other family dysfunction? |
| Yes | No | Am I coming to terms with the issues and feelings involved in my personal history? Am I able to identify areas in my history where I need healing? |
| Yes | No | Am I taking steps to address the areas where I need healing? |

Psychosexual Integration

- | | | |
|-----|----|---|
| Yes | No | Have I discussed my sexual history with someone (a professional or a friend)? |
| Yes | No | Am I comfortable with my sexual orientation? |
| Yes | No | Do I monitor my sexual fantasies for inappropriate persons, such as children, clients, congregants, employees, etc.? |
| Yes | No | Are my personal friendships and intimate relationships appropriate—namely, age-appropriate and not involving anyone with whom I have a professional relationship? |
| Yes | No | Am I able to identify my emotional/sexual needs and meet them appropriately? |

SELF-CARE
SELF-CARE INVENTORY
Exercise

I take a real vacation each year.

I walk every day.

I have an interest/hobby that has nothing to do with my job.

I have a pet and I spend time with her /him.

I have regular prayer time each day.

I am active in an organization that has no connection to my job.

I have one close friend with whom I can talk honestly.

I spend time gardening.

I fast from electronic activity (email, facebook, etc.) at least one day a week.

I read at least one book a month for pleasure.

I play a musical instrument and practice regularly.

I take off at least 1.5 days per week.

I meet regularly with a spiritual director or therapist.

I meet regularly with a colleague with whom I can honestly share.

I exercise regularly.

I do not smoke.

I try to eat healthy, regular meals.

I listen to relaxing music regularly.

I try to get sufficient sleep.

I am careful how much alcohol I consume.

I get an annual physical.

For those with a partner:

I eat most evening meals with my partner/ family.

My partner and I get away for an overnight at least once every 6 months.

For those with children at home:

I attend most of my children's extra-curricular activities.

Once a month I do something special with my children.

What other self-care strategies do you use?

Read and Reflect:

"For the sake of others' welfare, do not neglect your own welfare. Understand your highest purpose and turn toward it. *Li*

(*Dhammapada*, The Self:10)

"The people of Israel shall keep the Sabbath, making the Sabbath an enduring covenant for generations to come."

(*The Torah*, Exodus 31:16)

"The apostles gathered around Jesus, and told him all that they had done and taught. He said to them, 'Come away to a deserted place all by yourselves and rest a while.' For many were coming and going, and they had no leisure even to eat. And they went away in the boat to a deserted place by themselves."¹¹

(Mark 6:30-32,NRSV)

DELEGATION SELF ASSESSMENT

E. Stanley Ott, Barnabas Leadership Group

For each of the following questions, answer Yes or No regarding the way you usually deal with delegation. Don't think too long on a question; go with your first reaction.

1. I spend more time than I should doing work my subordinates could do.
2. I often find myself working while my subordinates are idle.
3. I believe I should be able to personally answer any question about any project in my area.
4. My "in box" mail is usually full.
5. My subordinates usually take initiative to solve problems without my direction.
6. My operation functions smoothly when I am absent.
7. I spend more time working on details than I do planning or supervising.
8. My subordinates feel they have sufficient authority over personnel, finances, facilities, and other resources for which they are responsible.
9. I have bypassed my subordinates by making decisions that were part of their jobs.
10. If I were incapacitated for an extended period of time, there is someone who could take my place.
11. There is usually a big pile of work requiring my action when I return from an absence.
12. I have assigned a job to a subordinate primarily because it was distasteful to me.
13. I know the interests and goals of every person reporting to me.
14. I make it a habit to follow up on jobs I delegate.

Source: The College of St. Scholastica Duluth MN

http://ri.search.yahoo.com/_ylt=A0LEVyZuTQdUH8sAzdFXNyoA;_ylu=X3oDMTEzY2J2dXVvBHNIYwNzcgRwb3MDMQRjb2xvA2JmMQR2dGikA1ZJUDM4NF8x/RV=2/RE=1409793519/RO=10/RU=http%3a%2f%2ffaculty.css.edu%2fdswenson%2fweb%2fDELEGTST.HTM/RK=0/RS=LYAdsFKZuRFmfh4Ymxut6iM8mBc-

15. I delegate complete projects as opposed to individual tasks whenever possible.
16. My subordinates are trained to maximum potential.
17. I find it difficult to ask others to do things.
18. I trust my subordinates to do their best in my absence.
19. My subordinates are performing below their capacities.
20. I nearly always give credit for a job well done.
21. Subordinates refer more work to me than I delegate to them.
22. I support my subordinates when their authority is questioned.
23. I personally do those assignments only I can or should do.
24. Work piles up at some point in my operation.
25. All subordinates know what is expected of them in order of priority.

Scoring

Give one point for each "Yes" for numbers 5, 6, 8, 10, 13, 14, 15, 16, 20, 22, 23, and 25; and one point for each "No" for numbers 1, 2, 3, 4, 7, 9, 11, 12, 17, 19, 21, and 24.

Interpretation

- **Scores 20-25:** You follow excellent delegation practices that help the efficiency and morale of your work group. These skills maximize your effectiveness as a leader and help develop the full potential of your subordinates. **Scores 15-19:** Your score is adequate, but nothing special if you are striving for excellence in leadership. To correct the deficiency, review the questions you missed and take appropriate steps so that you will not repeat these delegation mistakes. **Scores 14 and below:**

Source: The College of St. Scholastica Duluth MN

<http://ri.search.yahoo.com/ ylt=A0LEVyZuTQdUH8sAzdFXNyoA: ylu=X3oDMTEzY2J2dXVvBHNIYwNzcgRwb3MDMQRjb2xvA2JmMQR2dGikA1ZJUDM4NF8x/RV=2/RE=1409793519/RO=10/RU=http%3a%2f%2ffaculty.css.edu%2fdswenson%2fweb%2fDELEGTST.HTM/RK=0/RS=LYAdsFKZuRFmfh4Ymxut6iM8mBc->

Delegation weakness is reducing your effectiveness as a leader. The overall performance of your work group is lower than it should be because either you are unable or unwilling to relinquish power to others. In addition, delegation mistakes may cause dissatisfaction among subordinates. At the least, they will not develop job interest and important skills unless you improve in this area.

Suggestions for delegation

1. Don't delegate the bad jobs, saving the good ones for yourself.
2. Share power with subordinates.
3. Know your subordinates.
4. If you delegate work that is not within a subordinate's normal job, be sure to explain why.
5. Delegate work evenly among all subordinates.
6. Once you have delegated a task, follow up to make sure the job is done properly, being careful not to oversupervise.
7. Delegate only if you have confidence that the subordinate is capable of handling the assignment.
8. Define responsibilities for each subordinate and make this information known to others.
9. Delegate in such a way that a subordinate receives instruction from only one person and is held accountable to only one person.
10. When you delegate authority, be sure to back your subordinate if that authority is questioned.
11. Let employees know what decisions they have the authority to make and delegate decisions to the lowest possible level where they can be competently exercised.
12. Delegate with consistency.

Source: The College of St. Scholastica Duluth MN

http://ri.search.yahoo.com/_ylt=A0LEVyZuTQdUH8sAzdFXNyoA;_ylu=X3oDMTEzY2J2dXVvBHNIYwNzcgRwb3MDMQRjb2xvA2JmMQR2dGika1ZJUDM4NF8x/RV=2/RE=1409793519/RO=10/RU=http%3a%2f%2ffaculty.css.edu%2fdswenson%2fweb%2fDELEGTST.HTM/RK=0/RS=LYAdsFKZuRFmfh4Ymxut6iM8mBc-

13. Delegate whole tasks so that subordinates can see projects through to completion; allow sufficient time to get jobs done.
14. Insist on clear communication when delegating work.
15. Reinforce good performance.
16. Make good use of questions when delegating work.
17. When you assign tasks, be sure they can be accomplished.
18. Explain the importance of assignments.
19. Learn to live with the work that is not done to the way you would do it.
20. Avoid delegating tasks that are pets, personal, and petty.
21. Follow the three D's for all work: Do it, delegate it, or Ditch it.

If you have suggestions or comments on this page--delegate it!