Standards for Readiness – Behavioral Markers

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| Dimension | Standard | Behavioral Marker |
| Human | Actively tending to my physical well-being so as to respond to others | * Engagement in exercise/diet
* Appropriate medical intervention
 |
| Human | Takes time to respectfully consider options/outcomes |  |
| Human | Appropriate reaction to hardships/obstacles |  |
| Human | Balances appetites/passions with moderation in use of goods |  |
| Human | Balances abilities and limitations |  |
| Human | Awareness of any selfishness and individualism |  |
| Human | Acknowledges Source of Issues vs. projection |  |
| Human | Knows what to do to address issues in self |  |
| Human | Able/motivated to Address any issues | * Unresolved emotions/issues
 |
| Human | Acts Upon the Issue |  |
| Human | Consistency between words and actions |  |
| Human | Completes things without prompting |  |
| Human | Does the right thing even when no one is looking |  |
| Human | The manner in which he endures suffering or stress | * Complaining
* Reframing
* “mental toughness” (Chet)
 |
| Human | Tools used to endure suffering or stress | * Development and use of coping skills for stress
* Time Management
* Ability to Prioritize Time, Attention, etc.
 |
| Human | Love of the truth |  |
| Human | Ability to reframe things positively | * To verbalize a positive aspect of an apparent negative
 |
| Human | Openness of Mind | * Able to entertain/appreciate alternative views
* Accept Uniqueness of others (Chet)
 |
| Human | A sense of realism |  |
| Human | Awareness of Non-verbals |  |
| Human | Demonstrates Empathy | * Attempts to share the emotions of those around him (empathy)
* Able to offer sympathy or compassion
 |
| Human | Engages in active listening |  |
| Human | Open to service of Others |  |
| Human | Open to the Voice of God through self-reflection |  |
| Human | Behavior being guided by self-reflection |  |
| Human | The goal of actions is for the good of others and not my own benefit |  |
| Human | Putting others before myself/dedication to service/spirit of sacrifice |  |
| Human | Demonstrates Loyalty |  |
| Human | Ability to manage conflict |  |
| Human | Ability to collaborate |  |
| Human | Ability to Communicate Effectively |  |
| Human | Capacity to transmit consolation | * Able identify current feeling state of the other
* Acknowledge/validate this state
* Offer insight that does not diminish this state
 |
| Human | Gives to God praise and worship |  |
| Human | Gives to others because of their dignity, not because I judge them worthy |  |
| Human | Ability to Organize People and Projects |  |
| Human | Ability to dialogue with those of other religions |  |
| Human | Awareness of One’s Own Culture |  |
| Spiritual | Simplicity of Heart |  |
| Spiritual | Total giving of self and disinterest for self |  |
| Spiritual | Humble and helpful love for the brothers and sisters, especially the poorest, the suffering and most needy |  |
| Spiritual | Incarnate his spirituality in the real life and history of the people whom he encounters each day in places where he lives, works, and serves |  |
| Spiritual | Habit of Prayer - Scripture |  |
| Spiritual | Habit of Prayer - Spiritual reading, meditation, and *lectio divina* |  |
| Spiritual | Habit of Prayer - LOH |  |
| Spiritual | Frequent, non-Obligatory Mass/Reconciliation |  |
| Spiritual | Understanding the Meaning of - Obedience |  |
| Spiritual | Understanding the Meaning of - Celibacy |  |
| Spiritual | Understanding the Meaning of – Simplicity of Life |  |
| Spiritual | How prayer and simplicity of life and commitment to the poor add credibility to his capacity to witness to and preach effectively the Word of God |  |
| Spiritual | Relationship between spirituality and his commitment to the ministry of charity, which includes the promotion of justice |  |
| Spiritual | Awareness of challenges of spiritual leadership that his ministry will entail |  |
| Spiritual | Ability to articulate diaconal call through the primary ministries of word, liturgy, and charity |  |
| Spiritual | Deepen and cultivate a service commitment to God’s Word, the Church, and the world through identification of Christ the Servant |  |
| Spiritual | Choice of a lifestyle of sharing and poverty (i.e., not obsessed with possessions) |  |
| Spiritual | Develop ascetic tools (mortification, sacrifice, and generosity towards others) |  |
| Spiritual | Accountability |  |
| Spiritual | Obedience |  |
| Spiritual | Lead and engage others in prayer |  |
| Spiritual | Participation in Spiritual Direction |  |
| Intellectual | Awareness of Family Life Perspective |  |
| Intellectual | Awareness of national Multicultural Diversity (Additional Considerations – Multi-Cultural Diversity) |  |
| Intellectual | Incorporation of the Gospel into all Aspects of Society |  |
| Intellectual | Awareness of Social Dimensions of the Gospels as Taught by the Church (e.g., social encyclicals of the popes) |  |
| Intellectual | Understanding of issues of particular concern for the Church |  |
| Intellectual | Open to and Study of the beliefs and practices of other religions and Christian denominations |  |
| Intellectual | Ability to explain his faith and bring to maturity a lively ecclesial conscience |  |
| Intellectual | Ability to read a situation and an adequate enculturation of the Gospel (i.e., engagement between the Gospel and culture) |  |
| Intellectual | Missiology – learning how to evangelize |  |
| Intellectual | Knowledge of communication techniques and group dynamics, ability to speak in public, and to be able to give guidance and counsel |  |
| Intellectual | Ability to evaluate his society and culture in light of the Gospel and to understand the Gospel in light of the particular features of the society and culture in which he will be servicing |  |
| Pastoral  | Pastoral Mindset – Pastoral Responsibility |  |
| Pastoral  | Pastoral Mindset – Servant-Leadership |  |
| Pastoral  | Pastoral Mindset – A realistic sense of his limitations | * Is the Aspirant aware of his limitations in interactions with others? (e.g., knows when to refer)
* Is the Aspirant aware of his own areas of challenge/need to be improved?
 |
| Pastoral  | Pastoral Mindset – a strong missionary sense |  |
| Pastoral  | Pastoral Action - Respect for ecclesial communion | * Is the Aspirant able to appreciate the underlying, shared aspects of other faith traditions?
 |
| Pastoral  | Pastoral Action - Appropriate multicultural awareness through exposure and sensitivity, suitable to the needs of the diocese |  |
| Pastoral  | Pastoral Action - Commitment to ecumenism and interreligious dialogue (Additional Considerations – Ecumenism experience, not just academic with “respect and collaboration among people of good will” 160) | * Is the Aspirant able to appreciate the beliefs/importance of other faith traditions?
 |
| Pastoral  | Pastoral Action - Commitment to new evangelization |  |
| Pastoral  | Pastoral Action - Church’s commitment to Social Justice and Charity (Additional Considerations – Social Justice including commitment to the poor and understanding Church teachings as related) |  |
| Pastoral  | Pastoral Skill - Explanation of applicable norms and policies for marriage preparation and canonical processes |  |
| Pastoral  | Pastoral Skill - Liturgical Praxis |  |
| Pastoral  | Pastoral Skill - Proclamation of the Word in Varied Contexts of Ministerial Service (e.g., homily, catechesis, preparation of the sacraments) |  |
| Pastoral  | Pastoral Skill - Correct use of internet in pastoral ministry |  |
| Pastoral  | Pastoral Skill - Technical training in pastoral counseling with emphasis on referral |  |
| Pastoral  | Pastoral Skill - Guidance of family teams, small communities, groups and movements, etc. |  |
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| Additional Considerations |  |  |
| Family Life | ...explore ways to keep his family life as a priority in the face of growing demands for formation and ministry...involvement of the wife in “appropriate ways” (148, p. 81) | * additional time dedicated to spouse
* enhanced communication with spouse
* time with children
* prioritizing household tasks/responsibilities for completion that might be overlooked because of formation responsibilities
* increased shared mass attendance
* LOTH together
 |
| Multicultural Diversity | * Formal Training (155)
* language (156)
* noted elements shared with Pastoral Dimension above
 |  |
| Social Justice | * stewardship and commitment to the poor (157)
* formation equip to work on behalf of the poor and understanding of Church’s teaching regarding social justice (158)
* noted elements shared with Pastoral Dimension above
 |  |
| Spirit of Ecumenism and Interreligious Dialogue | * “an authentic ecumenical disposition” (159)
* not just academic but ecumenical experience (159)
* achieve a spirit of “welcome, respect, and collaboration among people of good will (160)
* noted elements shared with Pastoral Dimension above
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***The Table Below Is Intended to be Collaboratively Completed by the Aspirant and Mentor Towards the End of Formation***

|  |  |  |
| --- | --- | --- |
| Heart of a Deacon/Other Pastoral Skills | Openness to Feedback/Change/Challenges (Human) | * Non Defensive Approach
* Does not Personalize
* Ability to Reframe a Situation (Human)
 |
|  | Response to Requests for Action | * Eager to Serve
* Ready to say “Yes”
 |
|  | Response to Questions | * Ability to Listen First before Speaking
* Consider first the perception of the other person
 |
|  | Pastoral Skill - Presence | * Is the Aspirant able to be present to the individual through uninterrupted listening?
* Does the Aspirant attempt to control the interaction with the other person?
* Does the Aspirant elicit more information or emotion from the person versus offering his observations?
* Is the Aspirant utilizing non-verbals to facilitate the person discussing issues?
* Does the Aspirant present himself as approachable to other people (e.g., warm, welcoming, non-judgmental)?
* Is the Aspirant able to trust in God’s presence during ministry or is he focused on the need to “fix” or “heal” the person?
* Is the Aspirant able to tolerate and even encourage expression of appropriate, cathartic emotion in the other person?
* Is the Aspirant able to **appropriately** express his own emotions in the Pastoral Setting?
* Does the Aspirant demonstrate good boundaries in his interactions with others regarding self-disclosure?
* Does the Aspirant demonstrate a supportive and professional quality in his interactions? (e.g., respectful, pleasant, even-tempered)
 |
|  | Pastoral Skill – Non Judgmental Perceptions | * Is the Aspirant able to let go of preconceptions/judgments? (Miller)
* Self-Perception doesn’t impact interpersonal interaction
* Can the Aspirant interact in a non-judgmental fashion? (e.g., avoid “right” and “wrong” scenarios)
* Is the Aspirant non-critical in interactions?
 |
|  | Pastoral Skill – Letting Go | * Does the Aspirant need to control the pastoral interaction?
* Is the Aspirant overly self-conscious in the interaction?
* Is the Aspirant able to accept the uniqueness of the other person?
 |
|  | Pastoral Skill – Measure of Success | * Does the Aspirant measure his effectiveness of ministry in quantitative or qualitative terms?
 |
|  | Pastoral Skill – Interpersonal Proficiencies | * Use of Observation of the Other Person’s Non-Verbals
* Awareness of One’s Own Non-Verbals in Interactions
* Engagement in Active listening
 |
|  |  |  |
| Other Dimensions – These are unique ones raised, not part of the National Directory Listing of Core or “Additional”. Also, not part of the “Heart of a Deacon” which we developed. |  |  |
| Employed by the Church | If the person works for the church, how is their ministry going to differ? (Anctil) | Does the Aspirant measure his effectiveness of ministry in quantitative or qualitative terms? |
| Physical / Health – This was part of the past PGP Guidelines/Handbook but is not part of either Edition of the National Directory | Diet | * Is the Aspirant maintaining a healthy diet?
* Is the Aspirant’s BMI within range?
* Does the Aspirant make an effort to eat meals at a regular/routine time?
 |
|  | Rest | * Does the Aspirant balance reactional and work/formation activities?
* Has the Aspirant established and maintained a routine for sleep (e.g., set time to retire)?
* Does the Aspirant review events of the prior/upcoming week to make changes to prevent “over-programming”?
 |
|  | Exercise |  |
|  | Alcohol |  |
|  |  |  |
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