

CATHOLIC DEVELOPMENT + QUARTERLY +

An informational DIGEST to guide development personnel in the emerging field of development.

Volume VIII, Edition 4

THE ROLE OF THE CHIEF ADMINISTRATOR IN DEVELOPMENT

For a number of years, in the pages of this newsletter we have advocated that development is really about vision and leadership. That vision should allow people to have ownership of the vision. Leadership gives the diocesan, school or parish community direction and vigor with its plans and objectives addressing achievements yet to be accomplished and challenges to be addressed in the future.

We have mentioned the term "paradigm shift" many times in these pages as well. A paradigm shift is a drastic unforeseen "change of rules" in regard to how we organize and operate our institutions. In the case of Catholic institutions, the paradigm shift resulted from the decline in the number of religious women, priests and brothers over the last 25 years.

At the same time, a highly educated, affluent and a more secular Catholic middle class emerged which requires stronger, more challenging and visionary leadership.

Our parishes, schools and diocesan agencies moved to predominately lay staffing which requires just and equitable salaries which, in turn, requires leadership that will attract the resources to fund these ever expanding programs and ministries.

The Church needs the type of priestly and lay leadership that will meet these challenges with vision, 1990s skills vs. 1960s skills and an optimism that will secure the future of our Church, schools, parishes and agencies.

For too long, we have made the mistake of relying on tuition, a narrow interpretation of the stewardship concept, excuse making -- "As principal, its not my job," or "I wasn't ordained to be a fundraiser," or "Why doesn't the diocese do this or do that," and seeking advice and counsel from the wrong lay people.

Probably the biggest mistake is closing over 4,000 Catholic schools in the last 25 years. We now have a whole generation of Catholic young people many of whom haven't attended a Catholic school. To those who have closed Catholic schools or are of the opinion to close a Catholic school because of their distaste for financial issues, we offer this revelation: we could close every

Catholic school tomorrow and the need to state our case for financial support and to attract resources would not go away. Be it new church construction, CCD, RCIA, adult education, church renovation, retirement programs or new ministries, resources are required. Closing Catholic schools will not make the challenge go away.

LEADERSHIP REQUIRES THAT GOOD MINISTRY EQUAL GOOD MANAGEMENT

The Chief Administrator of a Catholic school, parish, ministry or diocesan agency should view any and all of these challenges as what we like to call "FBW" or faith building work.

It is his/her job to attract people of faith, talent, influence and affluence to serve on Development Councils to meet these financial challenges. Much of our current board structure does not allow this work to take place. Canon Law holds that Finance Councils focus on resources and general financial aspects. However, most Finance Councils have evolved to budgeting, monitoring, reporting, projecting and cost cutting bodies -- not assisting the administrator or pastor in attracting the resources to achieve a vision for the future.

Therefore, the role of the Chief Administrator in development is to make a commitment to the development concept and work with it in the following fashion (the chief administrator can apply this working model to any governing board: board of education, parish council, Finance Council, etc.). Think of management as action and the following actions comprise good management to implement a quality, volunteer-driven development program: educate, recruit, convene, facilitate, release, monitor:

- **EDUCATE:** The visionary leader of the modern Catholic parish, school, diocese or agency must educate himself/herself about the concept of development and its nuances and its demand for changing the old ways of doing things. In order for development to be effective, leadership must understand, support, lead and become fluent in the development arena. Educational opportunities, including the use of outside counsel, can enhance knowledge and skills and raise the leader's comfort level to lead these programs. Studies indicate that the best development programs are the ones that work with a consultant on an ongoing basis.
- **RECRUIT:** Talented volunteers should be invited to serve as members of the Development Council (see CSDDQ September, 1994, "[THE DEVELOPMENT COUNCIL](#)") whose sole purpose is to assist the institution in making its case for support to achieve its goals and objectives. Men and women of great faith and dedication as well as influence and affluence are essential to the development process.
- **CONVENE:** This group needs to be convened, by the chief administrator, on a regular basis. Monthly meetings may be required in the earlier stages, but no less than quarterly on a regular basis. The development officer serves as staff for the Council. If no development officer is in place, annual gifts of \$1,000 a year from each council member are encouraged to fund a part time or full time development officer. (References to development council criteria, annual gifts and roles are covered in "THE DEVELOPMENT COUNCIL" edition of CSDDQ).

- **FACILITATE:** The development program must be supported and facilitated, meaning that the volunteers are encouraged and that the administrator is understanding of the concept enough to guide, support and direct the program. The support is needed for both volunteers and development staff. The facilitation will be positively viewed as a priority if the chief administrator is involved. If he or she is not involved, it is not viewed as a priority and will consequently suffer.
- **RELEASE:** The Development Council and development officer should work together to achieve the adopted goals of the development program. Between convening meetings and facilitating the development process, the Council and staff are then released to do the work of development. If the administrator has "recruited" the right people he/she should demonstrate confidence in them to implement the program and seek his/her assistance, input and time when needed.
- **MONITOR:** The administrator should insist on being updated and regularly informed about activities of the development program. That way, he/she can speak articulately when asked and not be "blindsided" or embarrassed by activities he/she knows nothing about. Remember, anxiety levels always increase when anyone deals with issues of money and finance. Information, awareness and a consistent approach to seeking financial support is essential.

Monitoring also requires sound, effective reporting at Development Council meeting by chairpersons of subcommittees. In short, the Chief Administrator should "make sure that development happens," much like he/she would "make sure" that good worship, ministry, teaching and Christian community "happens." They don't "happen" by accident but rather through a systematic, accountable and measurable approach as well as quality administration. Deploying a professional program, using outside counsel, is the goal. The results of achieving the goal will be financial support.

INSTITUTION/COMMUNITY SUPPORT

Another important aspect of the Chief Administrator's role is galvanizing appreciation, allegiance and acceptance for the development program. Publicly and privately, the Chief Administrator should talk about his/her vision for the institution: what difference it makes, where it is going and what resources will be required in the future. Advancing that vision is the most important role of the Chief Administrator. The development process simply helps that vision for the future become reality. In turn, the case for support continues to build among the various publics of the institution. Scheduling strategy sessions as well as development workshops and in-service for other boards, committees and lay leaders should be part of his/her role in development (see our toll free number listed below regarding CODES' Members discounts on workshops and on site in-service).

+QUARTERLY+ CHECKLIST

This edition's **+QUARTERLY+ CHECKLIST** provides examples of the role of the Chief Administrator in development:

VIEW THE STRATEGIC PLANNING and accreditation processes as opportunities to stimulate and provide substance to the development program; extend these processes to the next step as gift options and funding opportunities.

LEAD THE MAJOR GIFT CALLING PROCESS by making calls for major gifts accompanied by a member of the Development Council or the development officer.

INTERVIEW A COLLEGE PRESIDENT and seek out information on his/her activities and role in the development program.

CALL ONE ALUMNUS/ALUMNA, ONE PARENT, ONE PARISHIONER OR ONE MAJOR DONOR each week to thank them for their support and update them on the exciting activities going on as well as the impact of their gifts.

USE REGULAR OUTSIDE COUNSEL to build confidence and to assist in guiding and designing the development program. No one expects you to have all of the answers and experience.

BE VISIBLE at special donor-related events, alumni reunions, write a letter of transmittal for each annual report. Stop in and give people a pat on the back at an occasional evening phonathon.

ADVANCE THE VISION of the institution publicly and privately by speaking to the difference the institution makes to the community, the nation and the world as well as making the case for resources required to maintain an institution of excellence.

SET THE STANDARD for excellence in development that other schools may model.

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