

Church Worship Production Leadership

Participant Workbook

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Saturday October 10 2026

Board Room

Session 1: Lead the Room Behind the Room: Production Leadership Lab. 9:30–10:45 AM.

Session 2: When the Plan Changes: Leading Under Pressure. 11:00 AM–12:15 PM.

Production is the stewardship of what people experience. Use this workbook to clarify a handoff, practice a response, and choose an improvement for your own church.

Name: _____

Church or ministry: _____

Production role: _____

The first session helps us build a team that can execute the plan. The second helps us lead that team when conditions change. Both treat people, including volunteers and online participants, as part of the responsibility.

Use anonymous examples when discussing real challenges. These exercises are for learning together. Adapt the suggested roles and processes with your church's pastoral and production leaders.

Session 1 worksheets: Pages 2–6.

Session 2 worksheets: Pages 7–11.

Sunday reference: Page 12.

Session 1 Personal Production Audit

A recent challenge

Describe a recent production problem without naming a person.

What did the operator know at the moment of the problem? What remains unknown?

Where did the problem first become possible?

Contributing causes

Mark each contributor that evidence supports. More than one may apply.

Technical: Equipment, configuration, or a signal path.

Procedural: A missing step, unclear process, or failed handoff.

Relational: Fear, conflict, or reluctance to report relevant information.

Leadership: Unclear ownership, incompatible instructions, or insufficient training and support.

What evidence would help you distinguish the causes?

What should you ask before assigning responsibility?

Session 1 Authority and Handoffs

Decision agreement

Complete with role names first. Confirm actual names and authority with your church's leaders after the conference.

Decision	Owner	Who needs to know	Escalation trigger
Ministry direction			
Live service coordination			
Technical workaround			
Platform communication			
Emergency response			

Which role is combined with another in your setting?

Who receives a change when the usual coordinator is absent?

A complete handoff

Decision or change: _____

Person communicating it: _____

Affected roles: _____

How they confirm understanding: _____

Current plan location: _____

What requires a go cue: _____

One agreement you need to discuss with pastoral or worship leadership:

Session 1 Volunteers and Communication

A sustainable assignment

Choose one volunteer responsibility and describe the expectation.

Role: _____

Arrival time and duties: _____

Training and support: _____

Rotation or service frequency: _____

Absence or break request route: _____

Readiness evidence for independent service: _____

Rewrite “You always mess this up” as a private coaching statement with a specific observation, expected standard, and offered support.

Communication practice

Rewrite “Can we get something up there?” as a clear production cue.

Receiver: _____ Action: _____ Timing: _____

Expected acknowledgment: _____

Completion report: _____

Where does your team hesitate to ask for help or report a mistake?

One leadership response that could make truthful reporting easier:

Session 1 Invisible Production Audit Lab

The case

The plan says two songs, welcome, testimony video, sermon. At 9:42, the worship leader tells audio that song two will include an extra chorus and an extended transition. At 9:47, the pastor tells the stage liaison to move the video after the sermon. The liaison says “Got it” but does not notify production. At 10:12, video starts at the old cue while the pastor is speaking. Lyrics also misses the extra chorus. After service, someone says, “The booth needs to pay attention.”

Timeline and knowledge

Time or event	Who knew what	Missing handoff or question
9:42 arrangement change		
9:47 order change		
10:12 visible errors		
After service		

What are the facts? What are you assuming?

Two questions to ask before reaching a final judgment:

Contributing causes and evidence:

New detail from the facilitator and how it changes your analysis:

Session 1 Prevention and Commitment

A process the team can use

Name the decision owner, communicator, affected roles, and confirmation.

Write the exact 30 second change announcement your group will rehearse.

Write a fair coaching statement for the operator.

How would this process work with only three people?

Seven day commitment

One improvement: _____

Owner: _____

Person whose agreement I need: _____

First action: _____

Test or rehearsal date: _____

Evidence that the improvement helped: _____

Review date: _____

What must change if the coordinator is absent?

Session 2 STEADY Response Tool

Six prompts for a changing service

S Stabilize yourself. Use a brief pause when appropriate. Speak in observable terms and give usable instructions. Immediate protective action takes precedence.

T Triage the situation. Identify what is known, who is affected, and what gets worse if you wait. Apply the agreed priority order.

E Establish the next plan. Choose a feasible fallback that preserves the ministry purpose. Confirm the decision owner when instructions conflict.

A Assign and announce. Name the owner of each action, communicate the changed plan, and receive critical acknowledgments.

D Do and double-check. Execute and verify the result at the affected endpoint. Repeat the cycle if conditions change or recovery fails.

Y Yield to learning. After stabilization, review what happened and what people knew. Choose an improvement with an owner, date, and rehearsal.

The first five prompts can cycle during an incident. Yield follows when the situation permits review. This is a workshop tool to adapt with local leaders.

Your language

My first useful sentence under pressure:

A clear action assignment:

How I will verify the result:

Session 2 Priorities and Triage

Suggested priority order

1. Protect people and follow the church's emergency response procedures when needed.
2. Protect dignity and pastoral care, including image and audio privacy.
3. Preserve intelligible communication and participation for affected audiences, including online participants and access needs.
4. Preserve service continuity with a feasible fallback.
5. Restore enhancements such as preferred shots and transitions.

Assess severity rather than assuming the room always outranks online participants. Assign parallel work when it is safe and responsibilities are clear.

Practice case

The pastor's speech is unintelligible online but clear in the room. The intended lighting look is late. Video asks whether to run the closing clip. No emergency is reported.

What is known? What is unknown?

My first action and its owner:

What can wait and why?

What endpoint will establish recovery?

What would change my priority?

Session 2 Simulation Worksheet

The 90 Second Decision

Fictional service time: 10:42 AM. Pastor is closing. The primary wireless mic cuts out. House speech is difficult to follow and livestream audio is intermittent. Pastor calls the waiting worship team forward for extended ministry. A closing video is next in the old plan. A tested backup mic is at stage left. A liaison can reach Pastor. No emergency is reported.

Role assignments: _____

Decision owner and change coordinator: _____

Round	Priority and owner	Exact cue	Verification
Initial scenario			
Inject 1			
Inject 2			
Replay			

Record each new fact before changing the plan. The facilitator will reveal the injects during the exercise.

Observer review

Score 0 = absent, 1 = incomplete, 2 = clear and usable.

Priority ____ Authority ____ Assignment ____ Communication ____

Dignity ____ Verification ____ Total ____ / 12

One instruction that reduced uncertainty:

One missing acknowledgment or unsupported assumption:

An observable improvement during replay:

Session 2 After Action Review

Facts before conclusions

What did we expect to happen?

What happened and in what sequence?

What did people know at each decision point?

What preserved participation? What made recovery harder?

Did we protect dignity in both pictures and transmitted speech?

Improvement agreement

Specific change: _____

Owner: _____

Completion date: _____

Rehearsal or test: _____

Evidence of success: _____

Review date: _____

Discuss personal accountability privately when needed. Complete the system review with an observable action.

Thirty Day Leadership Action Plan

Within seven days

Confirm one decision owner or change handoff with pastoral and worship leadership. Choose one improvement from today's lab.

My action: _____

Owner or conversation partner: _____

Date: _____

By day fourteen

Document one critical fallback and an alternate communication route. Train a second person and review volunteer capacity for the role.

My action: _____

Person I will develop: _____

Date: _____

By day thirty

Run a short disruption rehearsal. Verify the affected audience's experience. Complete an after action review and revise the process.

My rehearsal: _____

Evidence I will collect: _____

Date: _____

Leadership reflection

What does my team have to survive in order to serve?

What do I want them to experience from my leadership next Sunday?

Sunday Production Reference

Before the service

Confirm the current plan and who owns changes. Check critical equipment and a tested fallback. Confirm who relays platform decisions. Review sensitive ministry filming and audio guidance. Confirm volunteer readiness and capacity.

During disruption

S Stabilize yourself

T Triage the situation

E Establish the next plan

A Assign and announce

D Do and double-check

Y Yield to learning after stabilization

Priority order: People and safety. Dignity and pastoral care. Intelligible participation. Service continuity. Enhancements. Assess affected audiences and work in parallel where appropriate.

Cue pattern: Receiver, action, timing, acknowledgment, completion report.

Example: "Video, hold closing clip until producer calls. Confirm."

Readback: "Video held until producer calls."

Recovery question: "What evidence tells us people can participate again?"

After the service

Review the timeline and what each person knew. Recognize what helped. Address responsibility fairly. Choose one improvement, owner, date, and rehearsal.

Scripture and further reading

Exodus 18:13–26. 1 Corinthians 12:12–27. Ephesians 4:11–16. Mark 4:35–41. Nehemiah 4:16–20. James 1:19–20.

Amy Edmondson, "Psychological Safety and Learning Behavior in Work Teams," 1999, doi.org/10.2307/2666999.

Grant S. Shields and colleagues, "The Effects of Acute Stress on Core Executive Functions," 2016, doi.org/10.1016/j.neubiorev.2016.06.038.

S.T.E.A.D.Y. and the exercises are conference teaching tools for Jamar Jones. Adapt them with your ministry leaders.