

Hospitality as a Vocation Design Plan

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Hospitality as a Vocation

Experience Overview	<p>This experience serves as a follow-up to St. Therese of Lisieux staff members' recent professional development day, during which their dismissive attitudes toward training prevented them from practicing scenarios of empathic problem-solving hospitality. Ultimately, before this meaningful practice can occur, staff members must improve their attitudes toward continued education.</p> <p>To accomplish this attitudinal shift, staff members will engage in a new learning experience designed to showcase their proudest hospitality experiences and the talents embodied within them. Through reflection via the Parable of the Bags of Gold/Talents, participants will recognize that professional development opportunities also produce experiences from which their talents are displayed and enhanced. In addition to reflecting individually, participants will collaborate with peers during the experience and within accountability groups throughout the subsequent five weeks, allowing for trackable attitudinal growth.</p>
Goal	Prompt St. Therese of Lisieux staff members to improve their attitudes toward continued hospitality education by recognizing its ability to enrich their talents.
Participant Description	<p>All St. Therese of Lisieux staff members will be required to participate. Participants' demographics vary, yielding teams diverse in education level, employment status (i.e., full- or part-time), and age, with staff members ranging from 22 to 82 years old. Some older participants lack mobility and digital literacy but remain as necessarily apt and cooperative as their team members. These qualities complement participants' ability to learn quickly and navigate the often-demanding environment confidently. Participants are hard-working, devout individuals united by their Catholic faith and the resulting service-oriented vocations, which motivate them to serve parishioners and guests unfamiliar with the faith. Guided by Catholic values, participants are fulfilled by this stewardship, shepherding others through their faith journeys while enriching their own. Participants' shared sense of purpose yields a work environment rich in empathy for others.</p> <p>In addition to most participants' 10+ years of experience in church roles, all had worked <i>secular</i> service-oriented jobs, becoming proficient in hospitality, direct customer care, and problem-solving. Participants are immensely proud of their previous careers and discuss them often, sharing how those experiences inform their current roles. Due to this existing depth of prior knowledge, participants are also highly confident in their</p>

	abilities. As such, they view continued learning or practice as futile, making new opportunities and policies challenging to adopt.
Participant Empathy Maps	
Discipleship Formation	<p>Demographics Women aged 20s to 60s, married or in a relationship, college-educated with one advanced degree, Caucasian & Hispanic, full- & part-time workers, Catholic, most are mothers</p> <p>Says Catechists make themselves “visible” to guests, the program is “community-based,” some guests only feel “obligated” to engage with DF, “guests appreciate having options”</p> <p>Thinks Hospitality as “advising,” church can be intimidating to outsiders, hospitality as “levels of interaction,” guests require varying levels of care</p> <p>Does Interact with children & parents, integrate FOP parents & children into programs, coordinate building programs</p> <p>Feels Faith-based calling to serve others, empathy toward guests, personal connection to each family</p> <p>Goals Improved interdepartmental collaboration, streamlined technology communications, improved conflict-resolution skills, culturally sensitive hospitality</p> <p>Pain Points Communicating disciplinary expectations, inter-parish/FOP guest communication, training on known material</p>

Maintenance	<p>Demographics Men aged 20s to 50s, Caucasian, high school to college-educated, Catholic, single or in a relationship, full-time workers, one with children</p> <p>Says “Everything you do is for someone else,” “the retreat was not a retreat,” “you never know who’s coming through the door”</p> <p>Thinks The job is “service-oriented,” hospitality is not a subject that requires continued education, focus should be on human interaction</p> <p>Does Address concerns, coordinate with volunteers, coordinate with contractors, greet building guests, refer building guests to departments, assist with donation drop-offs/pickups, set up events</p> <p>Feels Moral obligation to help guests, bored during presentation-style trainings, connection to evangelization mission, faith-based calling to serve others</p> <p>Goals Improved conflict-resolution skills, common (staff) goal focusing on leading others to Christ, improved ability to navigate FOP changes, increased interaction between staff members</p> <p>Pain Points Training on known material, FOP focus; not enough on the Church mission, lengthy training</p>
Administrative Assistance	<p>Demographics Women aged 60s to 70s, widowed or in a relationship, community college and/or high school, Catholic, mothers, Caucasian, part-time workers</p> <p>Says “Guests can hear you smile through the phone,” “it’s great to see young people,” hospitality is “step by step,” “99% of staff are gifted in hospitality”</p> <p>Thinks Guests should feel acknowledged, some guests are more devotional than spiritual, customer service background informs hospitality</p>

	<p>Does “Front-line” welcome of building guests, refer building guests to departments, arrange funeral details, answer office phone, collect donations</p> <p>Feels Moral obligation to help guests, empathy toward guests, spurred to be more hospitable, siloed, pressured to make good first impressions</p> <p>Goals Learn more from others, practice situational awareness, increase awareness of God’s presence at work</p> <p>Pain Points Training on known material, redundancy during training, lack of PD opportunities for whole staff</p>
Directorship	<p>Demographics Men & women aged 40s to 70s, Catholic, half are parents, varying relationship statuses, full-time workers, Caucasian, high school to advanced degrees</p> <p>Says “Two ears, one mouth,” “staff retreat was professional development,” “getting to someone’s level” is important, “hospitality must be the #1 driver of every encounter”</p> <p>Thinks Hospitality as “problem-solving,” guests should feel like the #1 priority, hospitality as “going the extra mile,” every employee should display hospitality, first impressions are key</p> <p>Does Work with volunteers, address concerns, coordinate building programs, meet with guests and parishioners</p> <p>Feels Obligated to “make up for” bad hospitality, investment in the parish, pressured to make good first impressions, empathy toward guests</p> <p>Goals Make people return to the church, improved conflict-resolution skills, practice situational awareness, practice “adapting to someone,” make hospitality training ongoing</p> <p>Pain Points Training on known material, hospitality becomes relaxed with regular guests, poor training reception</p>

Clergy	<p>Demographics Men & women aged 60s to 80s, college-educated with advanced degrees, Catholic, Caucasian, full- and part-time workers, celibate or married with children (deacon)</p> <p>Says “Guests in our house; God in our house,” “teachings from home inform hospitality,” “find the root problem,” “you never know who’s coming through the door,” “say something to every guest!”</p> <p>Thinks Clergy members have “public” and “private” duties, ability to read people is “95% accurate,” guests require varying levels of care, hospitality is a universal need, hospitality is informed by Franciscan teachings</p> <p>Does Serve as the public face of St. Therese, address concerns, provide ministry, meet with guests and parishioners, welcome guests, confirm preparatory measures</p> <p>Feels Some guests are insincere in dealings with Church, rewarded, moral obligation to help guests, obligation to remember guests, tired after being hospitable</p> <p>Goals Learn to overcome “bad moods” and inner conflict, increase “follow-up” opportunities</p> <p>Pain Points Guests not willing to “work” for the solution, dealing with “scammers,” poor training reception, lack of parish-sponsored transportation</p>
Parish Nurse	<p>Demographics Woman aged 70s, Catholic, college-educated with advanced degree, “retired,” mother, married, Caucasian</p> <p>Says “Church hospitality is different from corporate,” respect contributes greatly to hospitality, hospitality is “step by step,” “hospitality benefits the whole community”</p> <p>Thinks Guests as “customers,” respect is earned, she’s “seen it all,” hospitality as “customer service,” guests are often “vulnerable” at church</p>

	<p>Does Coordinate with volunteers, coordinate donation drop-offs/pickups, provide medical information & resources, organize informational events</p> <p>Feels Empathy toward guests, disrespected by guests of younger generations, fulfilled by her job</p> <p>Goals Improved interdepartmental collaboration, improved attention to audience, improved conflict-resolution skills, improved inter-generational connection, practice “new situations”</p> <p>Pain Points Training on known material, “businesslike” focus on hospitality, unwillingness to accept change</p>
Session Specifics	“Hospitality as a Vocation” encompasses one facilitated all-staff experience in the Social Hall and five weekly, participant-led accountability group meetings conducted where groups choose. Both elements involve collaborative storytelling sessions and individual reflections, whose prompts and writing spaces will be available in pre-printed, supplied workbooks.
Performance Outcomes	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Recognize their talents using the labeled personal examples of “radical” hospitality. • Respect their team members’ hospitality roles within the organization. • Acknowledge learning experiences as opportunities for continued talent growth. • Decide whether to bury or multiply their talents. • Engage in continued reflection throughout five weeks.
Participant Prerequisites	Participants must arrive knowing that hospitality is an underlying factor in their roles as stewards of the Church. In addition, because this experience requires connections to guiding Catholic principles, participants must be familiar with Catholic scripture and its interpretations. Practically, participants must know how to read, write, and discuss reflective material at an adult level.
Facilitator Prerequisites	The facilitator must be able to blend knowledge of Catholic teachings with professional experience in customer service. To reach participants, the facilitator must display these areas of expertise without appearing superior. Additionally, the facilitator must speak concisely and effectively to maximize participants’ reflection and collaboration opportunities, thereby mitigating their existing disinterest. Finally, the facilitator must be comfortable using Microsoft PowerPoint and a handheld microphone.

Timing	Outcomes	Content	Activities	Assessments
20 min.		<p>Introduction</p> <ul style="list-style-type: none"> Existing parish hospitality Parish mission statements Participants' previous work experiences 	<ol style="list-style-type: none"> 1. The facilitator introduces themselves, welcomes participants, and leads them in an opening prayer. 2. The facilitator acknowledges the existing hospitality emphasis and performance in the church community. They ensure participants that the experience seeks to <i>strengthen</i>—not disregard—this prior knowledge. The facilitator then mentions the parish mission statements (i.e., “bring others to Christ” and “come to the table”) and how they are fulfilled through the participants embodying hospitality by using their talents. 3. The facilitator walks to each table group and distributes three “bags of gold” (i.e., paper bags) to everyone. 4. Participants inspect their bags of gold and note the unique label on each (e.g., “kept the hardware store open late so an elderly woman could finish shopping”). Concurrently, participants will notice the gold foil-wrapped Hershey’s chocolate nuggets inside each bag. 5. The facilitator explains that each label denotes one example of another team member performing an act of “radical” hospitality in a previous work role. They invite participants to stand (as they are able) and correctly match the bags of gold to the team members whose respective actions are written on the labels. 6. Participants intermix and discuss amongst themselves to accurately distribute each bag of gold while collecting those attributed to them. 7. Once all participants collect their three bags of gold, they return to their table groups. 	

Timing	Outcomes	Content	Activities	Assessments
25 min.	Participants will recognize their talents using the labeled personal examples of “radical” hospitality.	<ul style="list-style-type: none"> • The Parable of the Bags of Gold • The parable’s “talent” interpretation • Participants’ previous work experiences • Participants’ talents 	<ol style="list-style-type: none"> 1. In their table groups, participants verbally retell the Parable of the Bags of Gold, identifying and sequencing its plot points. 2. The facilitator invites a volunteer to share their group’s retelling aloud. Other groups listen for any details they may have missed during their discussions. 3. The facilitator pivots the discussion by asking participants to name the parable’s alternate title (i.e., the Parable of the <i>Talents</i>). 4. Table groups discuss the parable’s “talent” interpretation. 5. The facilitator encourages individual group discussions to merge into an all-staff discussion on talents, as symbolized in the parable. Participants engage in a large-group discussion on the subject. 6. The facilitator reminds participants that one’s talents are visible in their experiences. They tell a short, personal story about a time when they benefitted from someone’s radical hospitality. After finishing the story, the facilitator identifies the talent that led the individual to perform the hospitable act. (For example, an individual keeping a store open late for an elderly customer to finish shopping indicates a talent for <i>patience</i>.) 7. Individually, participants analyze the experiences labeled on their bags of gold, reflecting on the talent that motivated them to engage in each example. In their pre-printed, reflective workbooks (forthcoming), participants write their three (different) talents in the corresponding spaces. 	Individually written talents.

Timing	Outcomes	Content	Activities	Assessments
25 min.	Participants will respect their team members' hospitality roles within the organization.	<ul style="list-style-type: none"> Participants' talents Participants' roles at St. Therese of Lisieux Participants' appreciation for each other 	<ol style="list-style-type: none"> Referencing their reflective workbooks, one participant at a time shares their talents aloud within table groups. After that participant has shared their three talents, the "listeners" within each table group offer stories and examples of the "sharer" embodying each talent in their current role at St. Therese of Lisieux. Every listener is to discuss and identify the following for each team member and talent: <ol style="list-style-type: none"> A story/example (detailed above) When they recognized the sharer's talents How their team member's talents positively impact them (i.e., their personal significance) Once listeners identify the elements above, they will create a "paper plate award" for the team member who shared their experiences and talents. Each paper plate award should include the following: <ol style="list-style-type: none"> The team member's name The team member's talents A fun "title" for the recipient based on their talents (as decided by the "listeners") This activity repeats for each table group member. 	Participant-created paper plate awards.
15 min.	Participants will acknowledge learning experiences as opportunities for continued talent growth.	<ul style="list-style-type: none"> Participants' previous work experiences Participants' talents The Parable of the Bags of Gold 	<ol style="list-style-type: none"> The facilitator asks each participant to hold all three of their bags of gold in one hand, representing three past experiences that strengthened three associated talents. The facilitator then walks around the table groups and places an additional three bags of gold into each participant's free hand. Two of the new bags are labeled "Future Experience." The remaining bag's label features a header that reads "Talent Growth Experience" and a blank writing space beneath. 	Individually written reflections.

Timing	Outcomes	Content	Activities	Assessments
		<ul style="list-style-type: none"> • Learning experiences • Participants' attitudes 	<ol style="list-style-type: none"> 3. The facilitator asks participants how they would feel if they doubled their talents, just as the first two servants in the parable did. Then, they remind participants that talent growth can only occur through continued cultivation of experiences—some of which can be professional development opportunities (like this one!). 4. The facilitator directs participants to open the new bag of gold labeled “Talent Growth Experience,” in which they find the same gold foil-wrapped chocolate nuggets. 5. The facilitator asks each participant to identify a point when they demonstrated an act of “radical” hospitality toward a team member during this experience. 6. Participants write their personal examples within the blank space on the “Talent Growth Experience” bag. Then, as they did at the beginning, participants write the associated talent (different from the first three) in their workbooks. 7. The facilitator verbalizes the connection between participants' talents, the experience, and the new chocolate nuggets, saying, “The ‘Talent Growth Experience’ bag represents this and future professional development opportunities. As you see, this experience produced the same opportunity to grow your talents as any other!” 8. The facilitator then invites participants to return to their workbooks and write how they feel about this connection. 9. The participants free-write a “minute reflection” in the corresponding space within their workbooks. 	

Timing	Outcomes	Content	Activities	Assessments
5 min.	Participants will decide whether to multiply or bury their talents.	<ul style="list-style-type: none"> • Participants' talents • Learning experiences • The Parable of the Bags of Gold • Participants' vocations • Participants' attitudes 	<ol style="list-style-type: none"> 1. The facilitator invites a volunteer to share aloud the talent that they strengthened through participation in this experience. They listen carefully to the response. 2. Referencing what was shared, the facilitator again touts "talent growth experiences" (i.e., professional development opportunities) as worthwhile methods of enriching one's talents. 3. The facilitator recalls the parable and its "talent" interpretation, reminding participants of their faith-driven duties to <i>use</i> their talents to please God. 4. The facilitator explains that the group will vote on their course of action, offering participants two choices: <ol style="list-style-type: none"> i. Bury their talents ii. Multiply their talents 5. The facilitator announces one choice at a time between pauses, during which participants raise their hands to indicate their decisions. 	Individual vote via the raising of hands.
30 min.		Experience Conclusion <ul style="list-style-type: none"> • The Parable of the Bags of Gold • Participants' talents • Parish community • St. Therese of Lisieux • Continued reflection 	<ol style="list-style-type: none"> 1. The facilitator recalls the ending of the parable, when the master rewarded the servants who multiplied their gold/talents and said, "For whoever has will be given more, and they will have an abundance." The facilitator then reminds participants that they are surrounded by team members who also multiply their talents, creating that abundance as a community. It is this communal abundance that renders the parish so hospitable. 2. To conclude the experience in community, the facilitator invites the participants to gather around a nearby table covered in protective drop cloths. On the table are paint-filled trays and a ceiling tile with pre-painted flower stems. 	

Timing	Outcomes	Content	Activities	Assessments
			<ol style="list-style-type: none"> 3. The facilitator explains that each participant will dip their hand into a paint tray and place it onto the ceiling tile above any pre-painted stem to create a rose petal, with each team member's successive addition forming a mural in homage to St. Therese of Lisieux. The facilitator clarifies the connections to talents and community, saying, "Each handprint represents you and your talents, all of which multiply together to make the parish community more beautiful." 4. Participants collaborate on the mural by taking turns adding petals and determining where their handprints would best complement others'. 5. The facilitator explains that, once dry, the mural will be installed in the staff lounge to serve as a visible reminder of the need for staff members to grow their talents with their team members. 6. The facilitator commends participants for the reflection and collaboration they engaged in during the experience but calls for those actions to be <i>continuous</i>. 7. The facilitator introduces participants to "minute reflections" and the weekly accountability groups¹ they will engage in throughout the following five weeks. 8. Using the REMIND code projected on the screen by the facilitator, participants enroll their phone numbers and accept daily texts that remind them to complete their "minute reflections." 9. The facilitator thanks participants for their engagement during the experience and in the coming weeks. 	

¹ Accountability groups consist of the same team members as participants' table groups.

Timing	Outcomes	Content	Activities	Assessments
5 weeks	Participants will engage in continued reflection throughout five weeks.	<ul style="list-style-type: none"> Continued reflection Parish community 	<ol style="list-style-type: none"> Participants will receive daily text messages (Monday through Friday <i>business</i> days) for five weeks, reminding them to complete corresponding, pre-written reflection prompts in their workbooks. In their workbooks, participants are encouraged to reflect how they see fit, using whatever media is available/appealing to them at the time of reflection. Once a week, participants meet with their accountability group members at a pre-determined time/location within the building. Although there is no concrete agenda, participants are encouraged to discuss the (previous) week's reflection prompts and any recent hospitality experiences at the parish. 	<p>Daily, individually written "minute reflections."</p> <p>Participation in weekly accountability groups.</p>