DIFFERENCES BETWEEN DEVELOPMENTAL ROLES

	Pastoral Care	Mentoring	Coaching	Supervision	Line Management	Sponsor	Spiritual Direction	Counselling	Therapy
DEFINITION	Offering help and care to others in a church or the wider community. Pastoral care in this sense can be applied to listening, supporting, encouraging and befriending.	A more experienced person offering a developmental space for a less experienced person to explore a variety of things. Dynamic, intentional voluntary relationship of trust.	Facilitating an individual through the process of achieving a specific development of competence and capacity in relation to their professional role.	A process of reflective learning to develop and support the learning skills and understanding of the supervisee.	An employee's immediate superior, who oversees and has responsibility for the employee's work, ensuring it aligns with the overall objectives of the organisation.	Provides career guidance and protection, creating opportunities for someone to progress in their role.	Offers accountability, direction, insights for commitments and decisions affecting the development of the spiritual life.	A process in which the counsellor helps a person in distress understand the causes of their problems and guides them through the process of learning to make good life decisions (usually focused around behaviour patterns and/or life events).	A process of treating mental and emotional disorders through the use of psychological techniques with the goal of bringing improved social and vocational functioning, and personality growth (usually focused around deeper emotional problems).
PRIMARY FOCUS	Support in struggle or crisis and/or spiritual development.	Personal development.	Personal development.	Work experience.	Care and development of member of staff.	Career progression.	Spiritual development – removing obstacles to the work of God.	Solving problem(s), healing hurts, overcoming distress.	Solving problem(s), healing hurts (often from early life), overcoming dysfunction.
SITUATION	1-1 or family.	1-1 or triplets.	1-1 or group.	1-1	1-1	1-1	1-1	1-1	1-1 or group.
TIME FRAME	Short – medium term.	Medium – long term.	Short – medium term.	Medium – long term.	Ongoing while in employment.	Short – medium term.	Medium – long term.	Short – medium term.	Medium – long term.
FREQUENCY (ON AVERAGE)	Varies according to need.	Monthly or six to eight weekly. Not intensive.	Varies. Intensive.	Weekly to monthly.	Weekly catch-ups, and annual reviews.	Infrequent.	Three or four times per year. Not intensive.	Weekly. Intensive.	Weekly. Intensive.
STRUCTURE	Individualised.	Informal and individualised.	Practical, structured, focused.	Formalised and regular.	Formalised and regular.	Individualised.	Varies.	Formalised and regular.	Formalised and regular.
CONTENT	Listening and practical support in crisis.	Broad range of issues. Mentor provides perspective, wisdom, encouragement, support, challenge, accountability and prayer.	Broad range of issues. Coach uses coaching tools to enable the person to define goals and craft solutions. Provides guidance, practice and feedback where needed.	Supervisor provides environment for person to reflect on practice and learn. Normally if vicar supervising curate, supervisor expected to write a report.	Terms and conditions. Work performance. 'Career' development.	Future orientation, opening doors that the individual can't open.	Inner life of the spirit. Listening. Reflecting back. Sharing insights.	Listening. Reflecting back. Acknowledging feelings.. Enable coping. May include planning action.	Listening. Identifying and changing deep-seated dysfunctional beliefs and emotions (and understanding their origins). Creating healthier patterns of thinking, feeling and being.
PRACTITIONER	Often role based (i.e. part of practitioner's wider role in relation to individual e.g. vicar, house group leader).	Usually a volunteer with minimal training. Often older/more experienced, respected ('role model'). Offering wisdom and perspective, the mentor needs to understand the mentee's role and their context to do this.	Skilled practitioner. The coach needs to understand the person (their personality, strengths and development areas), the nature of the learning, and the coaching process to get them there.	More experienced practitioner in the field.	Role based.	Sometimes role based, often outside immediate context.	Experienced and usually some level of training. Role based or volunteer. Often older/more experienced.	Trained – normally qualified. May be a supervised volunteer. Practitioner warm but neutral.	Trained and qualified, normally using very specific approach (e.g. CBT, CAT). Supervised. Practitioner neutral.
PAYMENT	Not usually paid. Professional or volunteer.	Not usually paid.	Professional or volunteer.	Not usually paid.	Not paid.	Not paid.	Not usually paid.	Often paid, though not necessarily by individual user directly – sometimes volunteer.	Professional, paid.
RELATIONSHIP	Known in role or some capacity. May have relationship beyond but needs care on boundaries.	May be known to user. May have relationship outside mentoring but needs care on boundaries.	May be known. May have personal or professional relationship outside coaching.	Can be a 'managerial' relationship.	Known in role.	Known in role or some capacity.	May be known to user but rarely close. May have relationship outside mentoring but needs care on boundaries.	Not usually known. Not usual to have relationship beyond counselling.	Not usually known. Should not have relationship beyond therapy.
TRIGGER	Crisis requiring immediate response or ongoing need for care. May need to be referred on to a different helping role.	Desire to move on, develop as whole person, become the person they were made to be.	Need or wish to develop in a particular area (skill, competency, attitude).	At an early stage of learning new role.	Employment (can be voluntary).	Looking for further 'career' opportunities (opportunities to network and build relationships).	Wanting to grow in the spiritual life.	Crisis/problem, often emotional and linked to a life event.	Crisis/problem, a deeper dysfunction often rooted in early life. Problems are repeated throughout life (there is a persistent pattern to the problem over time).

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	Pastoral Care	Mentoring	Coaching	Supervision	Line Management	Sponsor	Spiritual Direction	Counselling	Therapy
MINI CASE STUDIES (EXAMPLES)	Sam's father died three years ago, and then his mother died three weeks ago. Having got through all the frantic activity associated with the funeral, he finds himself feeling a strange combination of emotions. He doesn't quite understand what is going on, but senses a deep sadness that at times overwhelms him. An older man in the congregation chats with Sam after church one Sunday, and offers to visit him during the week. Over a coffee, Sam pours his heart out to John, who listens attentively. Over the coming months John visits Sam on a number of occasions, and through the care offered Sam finds himself moving through a variety of stages in his grief, eventually coming to a place of peace.	Chitra is a first time incumbent. She is experiencing the challenges and the excitement of becoming the vicar God made her to be. Chitra wants to share her journey with someone she looks up to and believes in. Someone who has been there before, who understands what she is facing and who can see and help draw out her ability to succeed. Chitra shares her aspirations with her mentor. She regularly shares key snippets and events of the month that stand out for her. Her mentor helps her to make sense of her experiences and feelings, adding her own insights and experiences as is helpful. Chitra records her learning and what she wants to do for next time. In the months ahead, she finds herself 'acting like her mentor' (embodying something of what her mentor has passed on).	Roger wants to develop his relationship skills. He admits to knowing very little about his team at a personal level. When conflicts arise within his team he is at a loss as to how to deal with them. His team feels that he does not really engage with them. Roger's coach helps him to understand the impact of his behaviour on his team. Together, they also create an alternative vision of how he would prefer to come across. They discuss some of the reasons for Roger's lack of engagement and start developing new beliefs and attitudes about relationships. Together, they create a plan of how Roger can conduct regular one to one meetings with each of his team. Roger's coach teaches him coaching skills and Roger practices these before holding his one to one meetings. Roger's coach facilitates feedback from the team so that Sam can monitor his progress.	Matt, June and Adrian are training incumbents. They each meet with their curate on a weekly or fortnightly basis for a supervision session on whatever the curate would like to discuss. As deacons Jane, Si and Peter appreciate this time as a space to which they can bring questions and feelings, not just about how to do different kinds of ministry, but the impact it is having on themselves and others. Recording their thoughts, feelings and questions helps them see a progression in their understanding. Their training incumbents meet, as a threesome, every six weeks. This helps them progress in their developing skill of being a supervisor, and is a safe place to bring any concerns they have about their curate.	Jack meets with his line manager weekly. His line manager uses this time to keep him duly informed of key decisions, communications, events and people's activity that impact his work. They also align diaries and agree involvement in key meetings. One to ones additionally serve to monitor Jack's progress against agreed goals, milestones and timeframes. Jack has the opportunity to explain what he has done and to share any difficulties or challenges he is experiencing. Jack's line manager has the opportunity to provide honest feedback. Jack and his line manager problem solve together to agree ways forward and to amend his work objectives, methods, timescales, etc. as appropriate.	Bex is seeking to make a career change to become a manager within a Christian charity. Few of her close contacts work outside of the Church. Her sponsor is a contact of a contact, who has previously worked as a manager for Tearfund. Her sponsor takes time to explain the nature of his previous role and the likely joys and challenges that she could expect to face. He introduces her to two of his ex-colleagues who agree to meet informally with her to share information and contacts. Her sponsor hears of a potential opportunity to partake in a short-term charity project requiring outsourced project managers. This provides scope for Bex to prove herself and to work alongside directors who will be recruiting in the near future. Her sponsor introduces her to the project lead.	Shouggi has been a Christian for just over ten years, and senses that things have got a little stuck in his relationship with God. He longs to learn how to pray better, and to find ways to develop his spiritual life using a variety of approaches that he has heard others talk about but doesn't really understand himself. He approaches his diocesan adviser who links him with a spiritual director. They meet once a term (three times a year) for about two hours. Shouggi talks about his prayer life, and the spiritual director offers reflections and some guidance on ways he could grow in prayer. Over a number of years Shouggi tries a number of things that have not been part of his spiritual life before. He starts taking a regular quiet day where silence and solitude put him in a very different place from his normal busy full-on days. He takes fasting much more seriously, and develops a discipline of fasting on a regular basis. He focuses on growing in his 'adoration' of God.	Jonny and his wife are experiencing marital difficulties. Their children have recently flown the nest and Jonny's wife is continuing to flourish in her second career. She has become more vocal of late, voicing her opinions of Jonny more strongly, especially his reluctance to express his feelings towards her and to invest in their relationship. Jonny is concerned about his marriage, although he cannot see how to move forward. Jonny's counsellor provides a safe space for Jonny to tell his story. What Jonny values most about his time with his counsellor is the way he listens without judgement and gives him time to talk even when he does not know what he might say. Over time, Jonny finds himself feeling comfortable about expressing his feelings with his counsellor. In doing so he gains new perspective and begins expressing more of his feelings to his wife.	Carol is 45 years of age. She is a workaholic. She spends very little time with family and friends and finds it very hard to relax. She is on the go the whole while, and even when she is on top of her current workload, she worries about next year's events. Carol is very fearful. On occasions Carol has panic attacks and her anxiety can disturb her sleep. (Similarly, as a child, Carol remembers overworking for exams, and shaking in bed with fear months before exams.) Carol's therapist helps her to understand the origins of her anxiety (her childhood experience of living with her father who could not work due to mental illness). Her therapist helps her to challenge her dysfunctional beliefs about her current safety. By changing deep patterns in her thinking, feeling and being, Carol is able to feel more self-assured and has less need to 'cling' to her work. She starts relating to her work differently.

GENERAL COMMENTS

- This chart is best understood when used in conjunction with the empowering relationships umbrella diagram.
- There are many areas of overlap between these helping roles.
- Knowing the need/trigger helps to identify which is the appropriate type of relationship to enter.

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