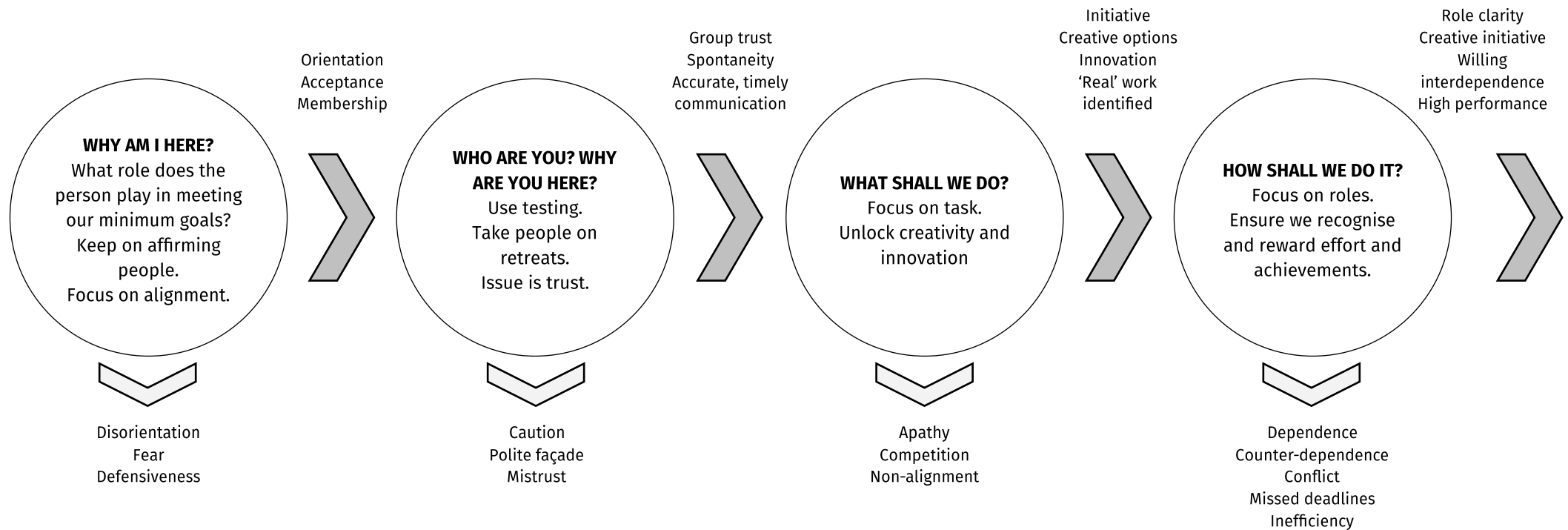# STAGES IN TEAM DEVELOPMENT
Additional Handout for Leading Well with Others

Teams don't just happen. A team in formation must answer a number of key questions and resolve some important issues as it creates a climate that engenders high levels of co-operation. If these issues are not resolved satisfactorily, they can sabotage the team effort at any point along the way.

Orientation
Acceptance
Membership

Group trust
Spontaneity
Accurate, timely
communication

Initiative
Creative options
Innovation
'Real' work
identified

Role clarity
Creative initiative
Willing
interdependence
High performance

WHY AM I HERE?
What role does the person play in meeting our minimum goals?
Keep on affirming people.
Focus on alignment.

WHO ARE YOU? WHY ARE YOU HERE?
Use testing.
Take people on retreats.
Issue is trust.

WHAT SHALL WE DO?
Focus on task.
Unlock creativity and innovation

HOW SHALL WE DO IT?
Focus on roles.
Ensure we recognise and reward effort and achievements.

Disorientation
Fear
Defensiveness

Caution
Polite façade
Mistrust

Apathy
Competition
Non-alignment

Dependence
Counter-dependence
Conflict
Missed deadlines
Inefficiency

TEAM SURVEY
Additional Handout for Leading Well with Others

(Taken from The Performance Factor, by Pat MacMillan, 2001)

	Almost Never 1	Seldom 2	Occasionally 3	Fairly Often 4	Always 5
1. As a team we are clear about our task/mission.	◯	◯	◯	◯	◯
2. I am very clear about my role and expected contribution to this team.	◯	◯	◯	◯	◯
3. Overall, I feel the team is very responsive to the leadership/direction of our team leader.	◯	◯	◯	◯	◯
4. Our key work processes (e.g. planning, marketing, budgeting etc.) are clearly defined and understood by everyone.	◯	◯	◯	◯	◯
5. We have a written set of ground rules/operating principles.	◯	◯	◯	◯	◯
6. We have a safe environment that encourages open, clear, honest communication.	◯	◯	◯	◯	◯
7. I am crystal clear about our team goals, objectives, and measures.	◯	◯	◯	◯	◯
8. I am clear about the roles and expected contributions of my team mates.	◯	◯	◯	◯	◯
9. Our team leader effectively facilitates team member input in decisions, problem solving, planning, etc. As a result, we consistently tap into the collective IQ of our team.	◯	◯	◯	◯	◯
10. We have taken the time to discuss and design our processes.	◯	◯	◯	◯	◯
11. Overall, we have a high level of trust in the character of other team members.	◯	◯	◯	◯	◯
12. We avoid overloading each other with low-priority email and voice mail (e.g. indiscriminate use of FYI).	◯	◯	◯	◯	◯
13. I believe that I will personally benefit by accomplishing our team goals.	◯	◯	◯	◯	◯
14. My role matches my skills, knowledge and experience.	◯	◯	◯	◯	◯

	Almost Never 1	Seldom 2	Occasionally 3	Fairly Often 4	Always 5
15. Our team leader consistently releases the leader in everyone by supporting/ encouraging individual team member leadership where his or her functional expertise is needed by the team.	◯	◯	◯	◯	◯
16. We regularly sit down and ask how we are doing – what we are learning – in order to improve our processes.	◯	◯	◯	◯	◯
17. We appreciate the unique contribution of each team member.	◯	◯	◯	◯	◯
18. In making decisions, solving problems etc.. there is a lot of listening and understanding.	◯	◯	◯	◯	◯
19. Overall, team members are unified about and aligned with team goals.	◯	◯	◯	◯	◯
20. We consistently leverage one another's skills, experience and knowledge.	◯	◯	◯	◯	◯
21. Our team leader creates an environment in which initiative and creativity is encouraged.	◯	◯	◯	◯	◯
22. Our key processes are documented (written out, mapped, flow-charted).	◯	◯	◯	◯	◯
23. We accept the differences of each team member.	◯	◯	◯	◯	◯
24. We productively channel conflict into creativity and commitment.	◯	◯	◯	◯	◯
25. Our goals demand that we co-operate to high levels to achieve them.	◯	◯	◯	◯	◯
26. Team members are quick to assist others in their role when needed.	◯	◯	◯	◯	◯
27. Our team leader is effective in managing the boundaries between our team and other organisational entities (e.g. top management, other teams, the larger organisation, different functions etc.).	◯	◯	◯	◯	◯

	Almost Never 1	Seldom 2	Occasionally 3	Fairly Often 4	Always 5
28. As a team, we take a systematic approach to meetings, decision-making, problem solving, and planning.	◯	◯	◯	◯	◯
29. We treat one another with dignity, respect and courtesy.	◯	◯	◯	◯	◯
30. I feel heard and understood.	◯	◯	◯	◯	◯
31. Our team has a sense of urgency about our goals. Time is important.	◯	◯	◯	◯	◯
32. The team is clear that although we all have individual roles and responsibilities, there is an overall mutual accountability for team results.	◯	◯	◯	◯	◯
33. Our team leader could be described as a 'servant leader'.	◯	◯	◯	◯	◯
34. We have an effective process for setting and managing priorities.	◯	◯	◯	◯	◯
35. Overall, we trust that other team members have the competence to get their part of the job done with excellence.	◯	◯	◯	◯	◯
36. We do our best to create 'interpersonal slack' for miscommunications when they occur between team members.	◯	◯	◯	◯	◯
37. I have work/action plans that support the achievement of our team goals.	◯	◯	◯	◯	◯
38. Even though I have a specific role responsibility, I am expected to contribute input into other roles.	◯	◯	◯	◯	◯
39. Team members are free to express their opinions (pro or con) on any issue relating to the team.	◯	◯	◯	◯	◯
40. Our meetings are crisp, efficient, and characterised by effective communication.	◯	◯	◯	◯	◯
41. Team members have a good understanding of one another (e.g. aspirations, personalities, skills etc.).	◯	◯	◯	◯	◯
42. This team has mastered the art of 'straight talk'. We know how to be tough on issues and soft on people.	◯	◯	◯	◯	◯

Scoring

Assign a value of one to all marks in column one a two to column two marks and so on through column five. Then:

1. Total the score for each of the columns below. The maximum possible score for a single column is 40.
2. Add the total columns for each team characteristic to determine the overall team score, entering this total in the box to the far right.

QUESTION NUMBERS

1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
7 ◯	8 ◯	9 ◯	10 ◯	11 ◯	12 ◯
13 ◯	14 ◯	15 ◯	16 ◯	17 ◯	18 ◯
19 ◯	20 ◯	21 ◯	22 ◯	23 ◯	24 ◯
25 ◯	26 ◯	27 ◯	28 ◯	29 ◯	30 ◯
31 ◯	32 ◯	33 ◯	34 ◯	35 ◯	36 ◯
37 ◯	38 ◯	39 ◯	40 ◯	41 ◯	42 ◯

- -

| ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

Identifying the Strengths and Weaknesses of your Team

Here are how the scores inform you as to the six key areas of team work.

Common Purpose	Clear Roles	Accepted Leadership	Effective Processes	Solid Relationships	Excellent Communication	Overall Score
◯ +	◯ +	◯ +	◯ +	◯ +	◯	◯

Reviewing the totals for each column, answer the following questions:

1. Overall, which characteristic was scored the highest?

2. Weakest?

3. Relatively speaking, do these scores present a reasonable assessment of the strengths and weaknesses of your team?

Yes ◯   No ◯   Unsure ◯   If not, why not?

4. Were there any surprises in these scores for you? That is, are any scores lower or higher than you would have guessed?

Yes ◯   No ◯   Unsure ◯

If yes, for which characteristics, and why do you think there is a difference?

5. As you reflect on the current performance of your team and the scores above, what one characteristic, if strengthened, could most improve your team?

Purpose ◯   Roles ◯   Leadership ◯   Processes ◯   Relationships ◯   Communication ◯

As a first step in increasing your team effectiveness, you will need to identify a specific issue within that characteristic that you want to improve.

TEAM COMMUNICATION EVALUATION
Additional Handout for Leading Well with Others

	Almost Never 1	Seldom 2	Occasionally 3	Fairly Often 4	Always 5
1. We value and encourage the input of everyone in any discussion.	○	○	○	○	○
2. We are active listeners – we listen with our ears, eyes, minds and hearts (listen for both words and music).	○	○	○	○	○
3. We make effective use of creative tools to surface the best idea (brainstorming, nominal group technique etc.).	○	○	○	○	○
4. We keep each other's confidences. We do not indiscriminately copy, forward or communicate messages that may be sensitive to the sender.	○	○	○	○	○
5. We pay attention to what is not being said.	○	○	○	○	○
6. We encourage constructive criticism and questioning of ideas.	○	○	○	○	○
7. We listen to each other with the same respect and courtesy that we show clients or the CEO.	○	○	○	○	○
8. We have discussed and decided the appropriate channels (e.g. in person, written, voice mail, email etc.) for different topics and types of communication.	○	○	○	○	○
9. We have discussed the different communications channels (e.g. in person, written, voice mail, email etc.) preferred by different team members.	○	○	○	○	○
10. We do our best to create a positive attitude and 'interpersonal slack' for miscommunications in this fast track, communicate-on-the-fly world.	○	○	○	○	○
11. We have a safe team environment that encourages open, clear communication.	○	○	○	○	○
12. Team members feel 'listened to'.	○	○	○	○	○
13. Team members feel connected and have a sense they know what is going on in the team.	○	○	○	○	○

	Almost Never 1	Seldom 2	Occasionally 3	Fairly Often 4	Always 5
14. We have a clearly defined process for handling conflict, which everyone follows.	◯	◯	◯	◯	◯
15. As a team we have mastered the art of 'straight-talk' – we are tough on issues but not tough on people.	◯	◯	◯	◯	◯
16. We never attack each other's personality or character.	◯	◯	◯	◯	◯
17. We make written documents reader-friendly and easy-to-follow.	◯	◯	◯	◯	◯
18. Topic, importance/urgency and desired action (e.g. act on, decide, respond, file, FYI) are immediately clear to readers.	◯	◯	◯	◯	◯
19. We avoid overloading each other with emails and voice mails (indiscriminate use of FYI).	◯	◯	◯	◯	◯
20. Topic, priority and desired action is immediately clear in both email and voice mail.	◯	◯	◯	◯	◯

Scoring: assign a value of one to all marks in column 1, a two to column 2 marks and so on through column 5. Next, total your overall score which will fall somewhere between 20 and 100. How did you do?

SCORE	
Column 1	
Column 2	
Column 3	
Column 4	
Column 5	
TOTAL	

80-100 As clear as crystal

60-79 Not bad, but could be better

40-59 'Say again…?'

30-39 Message fragments and static

Less than 30 'Huh?'

TEAM MEETING EVALUATION
Additional Handout for Leading Well with Others

(Taken from The Performance Factor, by Pat MacMillan, 2001)

	Almost Never 1	Seldom 2	Occasionally 3	Fairly Often 4	Always 5
1. The purpose and objectives of our meetings are clearly defined before we meet.	◯	◯	◯	◯	◯
2. Our meetings tend to start on time.	◯	◯	◯	◯	◯
3. Our meetings tend to end on time.	◯	◯	◯	◯	◯
4. Those attending have the authority necessary to make needed decisions.	◯	◯	◯	◯	◯
5. We review progress during the course of our meeting.	◯	◯	◯	◯	◯
6. We have agreed on a systematic process to make decisions.	◯	◯	◯	◯	◯
7. The individuals who attend the meetings have to be there (e.g. to give data, make decisions etc.) and they feel the time involvement is worthwhile.	◯	◯	◯	◯	◯
8. We start meetings with a clear statement of objectives.	◯	◯	◯	◯	◯
9. People come prepared (e.g. completed pre-work etc.).	◯	◯	◯	◯	◯
10. We stay on course and don't allow the participants to get off the subject.	◯	◯	◯	◯	◯
11. Participants have a clear understanding of their roles in the meeting.	◯	◯	◯	◯	◯
12. People retain interest and attention during the meeting.	◯	◯	◯	◯	◯
13. We 'conserve' decisions and ideas that are generated in the meetings through effective use of minutes, memos etc.	◯	◯	◯	◯	◯
14. Our meetings generally allocate the proper amount of time for the subject at hand.	◯	◯	◯	◯	◯
15. We follow up and implement decisions made in our meetings.	◯	◯	◯	◯	◯
16. We have a clear set of meeting ground rules that outline participant rules and responsibilities.	◯	◯	◯	◯	◯

	Almost Never 1	Seldom 2	Occasionally 3	Fairly Often 4	Always 5
17. Presenters for agenda items make it clear how they want us to listen (e.g. for feedback, decision-making etc.).	◯	◯	◯	◯	◯
18. If a regularly scheduled meeting is not needed, we will cancel it.	◯	◯	◯	◯	◯
19. FYI material that can be effectively communicated by memo or email is not covered at our meetings.	◯	◯	◯	◯	◯
20. Presenters make effective use of presentation tools (e.g. PowerPoint, overheads, flip charts, hand outs etc.).	◯	◯	◯	◯	◯

Scoring: assign a value of one to all marks in column 1, a two to column 2 marks and so on through column 5. Next, total your overall score which will fall somewhere between 20 and 100. How did you do?

SCORE	
Column 1	
Column 2	
Column 3	
Column 4	
Column 5	
TOTAL	

More than 80   'Excellent, I love these meetings!'

66-80   'Pretty good, but we can improve.'

51-65   'Mundane, I'll send my assistant.'

36-50   'Painful experience – just send me an email.'

20-35   'Dismally poor. Don't send me anything!'

How did other team members score this survey?

Is there an agreement on areas needing improvement?

What specific actions will you take to improve meeting effectiveness?

LEADING TEMPORARY TEAMS
Additional Handout for Leading Well with Others

Football teams become champions when they train and play together, under good management, over a sustained time period. Orchestras play best when they rehearse and perform frequently together with a great conductor. Musicals win awards when cast and crew have practised, polished and created together under an inspired director. Even actors who specialise in improvisation perform to their best when they have a high level of trust gained from working together frequently. Teams that excel have two things in common: great leadership and great, well-established relationships.

None of this seems to bode well for temporary teams.

I am using 'temporary' in a specific way: A temporary team is one that gathers for a targeted, short-term project and then disperses, never to be re-assembled even if the project happens again.

Temporary teams (TTs) tend to form for mission. So, for example, a children's holiday club, a beach mission, any kind of mission, a youth camp or Venture – all of these would be run by TTs. Leading a TT can feel like gunning for an Olivier Award after scant rehearsals or trying to win the World Cup with a team who rarely play together (maybe the latter sounds a bit too familiar?!).

JOYS OF TEMPORARY TEAMS
So why do it? This is an article on leadership, not missiology, but I think there is a question around why we so often do mission (especially with children) under these kind of circumstances. I look forward to reading that article some time! But for those who do lead or participate in TTs, there are lots of positives:

- **Unity** around a single vision and purpose.
- Great **energy** over a short time-span.
- Prayer and a **'high spiritual temperature'**.
- Involvement and **creativity** as each person uses their gifts and plays their part.
- Opportunity for **building relationships** across more established networks or cliques.
- Great **equality** as each person makes an essential contribution, giving a high level of 'buy-in'.
- Rapid **growth** of new skills.
- **Fun** – and it's all over in a week!

At best, TTs are workshops where new skills are sharpened, new relationships forged and the kingdom of God grows. People lay aside differences and work all-out for Christ's glory. Good stuff. But, of course, there are challenges too.

CHALLENGES OF TEMPORARY TEAMS
- **Time pressure** – which leaves people feeling under-prepared, over-stretched and downright grumpy.
- **Lurking tensions** – the kind of differences that normally separate us, (theological, stylistic or personality clashes), can emerge in the pressured time-frame.
- **Lack of support** for team members due to – oh yes – lack of time.
- **Competitive spirit** amongst those who see the project as a platform for their gifts.
- **Sense of inadequacy** amongst those who don't know what their contribution is.
- **Superficial** sense of community as the context for spiritual formation, which can be detrimental both for team and punters.
- **Getting stuck** – being in the same role year on year has its particular challenges.

At worst, TTs are riddled with stress, insecurity, fatigue and division. Not an ideal basis for any kind of gospel work.

If you've ever led a TT, you will have heard people cry 'if only church could be like this.' The positives listed above reinforce this. But church, by definition, is a long-term commitment. In churches, we can't hide behind the pressure of time constraints, we have to grow in grace with others, often confronted by our own sinfulness. Jesus was pretty challenging about our attitude to serving (e.g. Luke 17:7-10), but it is where he grows our character. The truth is, that some of the reasons people love being on TTs are exactly why they also need to be on longer-term teams back in their local churches.

However, most TTs have a more long-term element. People return to beach mission year after year. Holiday club helpers get hooked. Ventures become a way of life (after 26 years, some might call me institutionalised!).

A team with an established core and a constantly changing fringe can offer deeper relationships and a better context for training and mentoring those who come in, full of new ideas and energetic enthusiasm. Training days, planning sessions and team-building exercises all help ground the team in godly relationships.

So, what are the key lessons for those of us who lead such teams? Normally I would look for biblical resources, but I struggled to find a true TT in the pages of Scripture. Paul's missionary journeys were far longer than a week, Jesus gathered a team that walked with him for three years, the builders of the temple took decades.

But reflecting on my own experience (and picking the brains of others who do this stuff), here are a few imperatives for TT leaders:

1. **Hold the vision** All teams need vision. TTs face fewer diversions than settled ones, but cannot depend upon new members to grasp the vision straightaway. In any team, refocusing on the vision is important – in a TT, it's crucial.
2. **Make time** If you, as team leader, spend the project saying 'I'm so busy,' guess what your team will be saying? You need to model making time for prayer, for devotion, for relationships. Team meetings that focus on business never leave time for prayer, whereas when prayer comes first, business still gets done.
3. **Make time** (unashamed repetition here) Invest in relationships and give permission for the team to do the same. Obviously, this is not at the cost of the project (which is why you need to hold the vision), but it will help the vision to be realised.
4. **You are not their pastor** You have a mentoring role, but TTs are not churches. Team members with pastoral issues need to be encouraged, gently, but firmly, to work them out in the context of their home church. At our Venture holiday, we sometimes take too many risks, including team members who are not properly rooted in a local church. Result – we lose time and energy pastoring them. Of course, we should look after people, but they need Christian community beyond the TT.
5. **Grow the core** It is up to you to identify key players and invest in them. This takes the TT on to a more established foundation. Be strategic about who you work with in this way – they will share the load with you, energise you and hold you accountable for the vision.
6. **Celebrate success and accompany the weak** I love the model of Deborah – she goes with Barak to the battle when he is fearful (see Judges 4-5) and praises Jael when she is triumphant. All teams need encouragement from their leaders, a TT is no exception.
7. **Lead yourself.** TTs operate, by their very nature, in intense circumstances. For example on a residential TT, lack of sleep, eating junk, skipping time with God are all easy temptations. But they lead, at the very least, to bad-temper and ill-health, and at worst to a hollow, superficial leadership which gives the devil a foothold and undermines everything the TT is for.

AND FINALLY
People often assume those good at working with children/youth should lead such temporary teams. However, whilst there is some overlap in skill set, there are a number of different skills required to lead a TT. Those who lead temporary teams are generally leading adults rather than delivering hands-on youth work. The temptation in a temporary team is to try and do both which can often be a fatal error. Regardless of age focus, the principle is that the leader of the TT is not usually best placed to also 'deliver/present' the work but to facilitate the team to do so.

As long as we commit to, and recognise value in, short-term mission projects, we will always have temporary teams. If we have the privilege and responsibility of leading such teams, we need to recognise that our leadership skills are stretched in different ways than in 'regular' service, and adapt accordingly.

We must also beware of a TT culture which distances itself from long-term relationships and the call on every Christian to serve in their local context, at work, at church and in their network or neighbourhood. If we can hold the temporary in tension with the long-term, then we can point people onwards to the eternal.

BY SAMI WATTS (LEAD ON, APRIL 2015)

TO FIND OUT MORE ABOUT THE MINISTRY OF VENTURES, PLEASE VISIT WWW.VENTURES.ORG.UK.

FOR REFLECTION
- What experience do you have of being on or leading a temporary team? Can you think of more joys and challenges from this experience?
- If you are a church leader, how might you support those in your church who lead TTs? If you are a TT leader, how can you feed your experience back into the local church? If you lead in both contexts, what transitions do you need to make between the two roles?

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).

	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.

A GUIDE TO FEEDBACK
Additional Handout for Leading Well with Others

SEQUENCE	EXPLANATION
1. 'When you…'	Start with a 'When you…' statement that describes the behaviour without judgment, exaggeration, labelling, attribution or motives. Just state the facts as specifically as possible.
2. 'I feel…'	Tell how their behaviour affects you.
3. 'Because …'	Explain the effects of the behaviour
4. 'I realise…'	Empathise with the other person's situation, interests or viewpoint
5. 'I would like…'	Describe the change you want the other person to consider…
6. 'Because…'	…and why you think the change will alleviate the problem.
7. 'What do you think?'	Listen to the other person's response. Be prepared to discuss options and compromise on a solution.

How the feedback will work: when you (do this), I feel (this way), because (of such and such). I realise from your point of view (doing X), but I would like (you to do X) because I think it will accomplish (Y). What do you think?

Example: 'When you are late for meetings, I get angry because I think it is wasting the time of all the other team members and we are never able to get through our agenda items. I realise you don't intend to be late but I would like you to consider finding some way of planning your schedule that lets you get to these meetings on time. That way we can be more productive at the meetings and we can keep to our tight schedules. What do you think?

Watch out for…

- **Don't use labels** Be clear, specific and unambiguous. Words like 'immature', 'unprofessional', 'irresponsible' and 'prejudiced' are labels we attach to sets of behaviours. Describe the behaviour and drop the labels. For example, say, 'You missed the deadline we had all agreed to meet' rather than 'You're being irresponsible and I want to know what you're going to do about it!'
- **Don't exaggerate** Be exact. To say 'You're always late for deadlines' is probably untrue and, therefore, unfair. It invites the receiver to argue with the exaggeration rather than respond to the real issue.
- **Don't be judgmental** Or at least don't use the rhetoric of judgment. Words like 'good', 'better', 'bad', 'worst' and 'should' place you in the role of a controlling parent. This invites the person receiving your comments to respond as a child. When that happens, and it will most of the time, the possibility of constructive feedback is lost.
- **Speak for yourself** Don't refer to absent, anonymous people. Avoid such references as 'A lot of people here don't like it when you…' Don't allow yourself to be a conduit for other people's complaints. Instead, encourage others to speak for themselves.
- **Restrict your feedback to things you know for certain** Don't present your opinions as facts. Speak only of what you saw and heard and what you feel and want.
- **Help people hear and accept your compliments when giving positive feedback** Many people feel awkward when told good things about themselves and will fend off the compliment ('Oh, it wasn't that big a deal. Others worked on it as much as I did.'). Sometimes they will change the subject. It may be important to reinforce the positive feedback and help the person hear it, acknowledge it, and accept it.

ROLES THAT PEOPLE PLAY
Additional Handouts for Leading Well with Others

An exercise to help you identify the differing ways in which people influence and support you at present, and to identify the gaps, thus highlighting possible areas for action in the future. Relationships are a major factor contributing to our development and well-being, and it is often useful to look at people in terms of the roles that they play in our lives – remembering that one person may play several roles.

Write the names of people that you know under each category and make a few notes about why they are there.

1. **Energy givers – people who give you something positive.**
   We all need these people – they give you the warmth and reassurance to keep going when life gets tough, and give you comfort when you fail. Their warmth restores you. They are easy to be with. They boost your confidence because you know they are on your side. They increase your enthusiasm for life and work.

2. **Energy drainers – people who drain your energy.**
   These people don't realise the effect they have on you, but being with them either makes you feel ineffective and frustrated, or exhausted and apathetic. They may be nice, well-meaning people, but they take away your energy. They may be over bright and chatty or dull and gloomy. They take up too much of your time and sap your confidence and zest.

3. **Role models – people who have set the precedent.**
   These are the people who have done what you are thinking of doing and against whom you may be compared (or compare yourself). They can be a positive influence – perhaps offering creative, innovative, visionary, pioneering ways of working that you aspire to. Or they can be negative – perhaps setting standards of behaviour or ways of working which you don't value.

4. **Heroes and heroines – people who inspire you.**
   These may be people you know or could also be people who you don't know personally. They can be alive or dead, real or fictitious. They contribute to your sense of purpose and your determination, and can help you see where your goals for the future lie or inspire ideas of what you may do or become.

5. **Neutral people – those who will help if you ask them.**
   These are the people who aren't particularly interested in you, but will help if you take the initiative. You will have to ask for their advice, ideas and information, but they will be quite happy to give it. This is likely to be a large category and may overlap with many of the others. They are not telepathic so you will need to tell them what you want.

6. **Enemies – people who actively oppose you.**
   These people don't like you or what you stand for. They may resent your leadership or feel threatened by what you are trying to do. You may not have anyone opposing you quite so strongly as this implies, but you may know of people on the edge of this role. Enemies put you down, undermine the support you get from others and the confidence you build up. They may be acting on a prejudice.

7. **Mentors – people who believe in you more than you believe in yourself.**
   Mentors/spiritual directors/soul friends/coaches listen, support you, give you advice, challenge you, understand your situation, and believe in your potential. It is important that they can see you objectively, and give you constructive feedback.

8. **Gardeners – people who grow you.**
   These are the people who have a reputation for giving people opportunities and for stretching them. After that – it's up to you! If you grab the opportunities offered, you can develop more quickly. If you haven't come across one of these, keep your eyes and ears open! Gardeners are good at involving people and using people's gifts and enjoy seeing others do well.

9. **Apprentices – people to whom you are especially helping and encouraging.**
   Who are you opening doors for? These people will be the special few whom you are encouraging, believing in, fostering their potential. They look to you for encouragement and may regard you as a mentor or role model. These people are important because they can free you up – you may be able to involve them as part of your team and use their special skills, gifts and enthusiasm.

THINK ABOUT THESE QUESTIONS:

- Are there any categories predominating? If so, which?
- How do you feel about this?
- Are there any categories totally missing? If so, which?
- Do you want to do anything about this?
- Are you inspired?
- Where is your main help and support coming from?
- Who is giving you constructive feedback?
- Do you want to alter or expand this?
- Is the path ahead helped or hindered by the precedent that has been set?
- Are you getting enough objective advice and feedback?
- Are you being challenged enough?
- Are you getting enough warmth?
- Is your access to information and ideas wide enough, or are all your ideas coming from one area?
- What do you want to change?

Adapted from Springboard Women's Development Workbook, Liz Willis and Jenny Daisley