

# Small Church Initiative

## Peer

## Mentoring

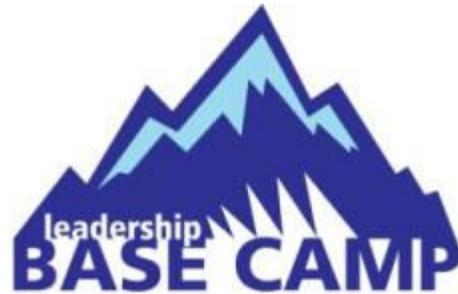


## PARTICIPANT WORKBOOK

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## Table of Contents

Session	Title	Page	Date
1	Orientation / Managing Transitions . . . . .	5	
2	Change . . . . . <u>Managing Transitions</u> by William Bridges	21	
3	Spiritual Formation . . . . . <u>Soul Revolution</u> by John Burke	33	
4	Prayer . . . . .	43	
5	Self-Care . . . . . <u>Momentum for Life</u> by Michael Slaughter	53	
6	Preaching . . . . .	63	
7	Organization . . . . . <u>Winning on Purpose</u> by John Edmund Kaiser	75	
8	Teams pt. 1 . . . . . <u>Five Dysfunctions of a Team</u> by Patrick Lencioni	85	
9	Teams pt. 2 . . . . .	95	
10	Relationships pt. 1 . . . . . <u>Crucial Confrontations</u> by Patterson, Grenny, McMillan, and Switzler	109	
11	Relationships pt. 2 . . . . .	123	
12	Coaching . . . . .	133	
13	Healthy Church . . . . . <u>Five Practices of Fruitful Congregations</u> by Robert Schnase	145	

**NAME:** \_\_\_\_\_

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# Peer Mentoring



## Session One Orientation

**NOTES**

*"What you get by achieving your goals is not as important as what you become by achieving your goals."*

Zig Ziglar

*"You must get involved to have an impact. No one is impressed with the win-loss record of the referee."*

John Holcomb

*"God doesn't call people who are qualified. He calls people who are willing, and then qualifies them."*

Richard Parker

*"People of humility don't think less of themselves, they just think about themselves less."*

Ken Blanchard and  
Norman Vincent Peale

## **SCI Peer Mentoring Orientation – Agenda**

### **Day One**

Opening – Welcome / Prayer / Housekeeping / Objectives

Introductions

Overview of Mini-Consultation Process

Self-Study Process

WebEx Training

Managing Transitions

Spiritual Formation

Dinner

Entertainment

### **Day Two**

Worship

Peer Group Breakouts

Wrap-Up – Closing / Q & A / Key Learnings / Action Steps / Evaluations

## Group Covenant

I covenant with my Peer Mentoring group to do the following:

1. Pray regularly for my fellow group members.
2. Complete all of the required reading and other homework between each session so that I will be prepared for our next time together.
3. Attend and to be on time for each session and when returning from breaks in order to keep us on schedule.
4. Be engaged by participating openly and honestly in all group sessions.
5. Be curious by asking questions and seeking clarification when needed.
6. Be respectful to others in the group and interact in a respectful manner as we share our unique personal perspectives and ideas.
  - Keep confidential any personal matters shared by others in the group.
  - Keep my phone on vibrate or silent and only check email/voicemail on breaks.
  - Only use a person's real name if sharing a positive example.
  - Be patient with others as we all learn and grow.
7. Understand that each session goes quickly, and that the facilitator may need to move things along in order to keep us on track.
8. Report back to my church after each session to share key learnings and progress on our action steps.
9. Meet with the other representatives from our church's leadership team between sessions to work on our action steps and prescriptions.
10. As a pastor, I agree to report to my DS after each session with key learnings, action steps, progress on prescriptions, and results.
11. Others?

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

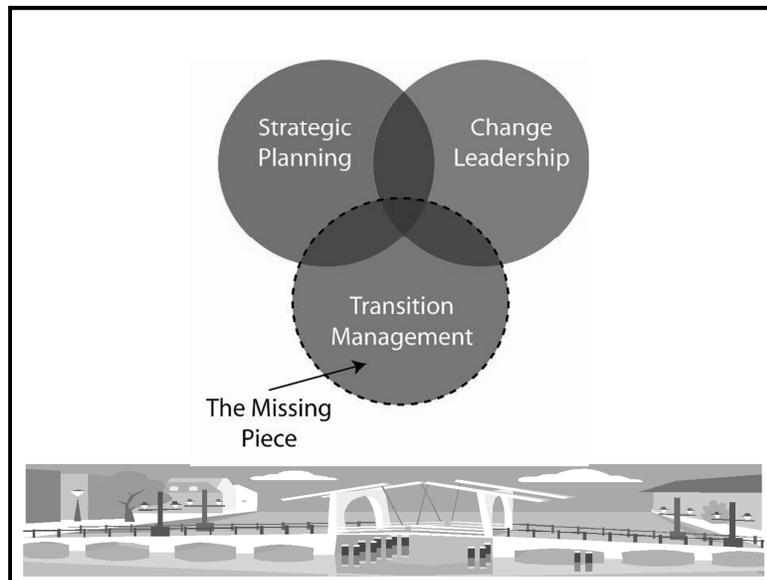
## Leadership Teaching – Managing Transitions pt. 1

### Change vs. Transition

What is change?

Where do changes come from?

Do we have to change?



**Change: and event / it is situational and it is external to us**

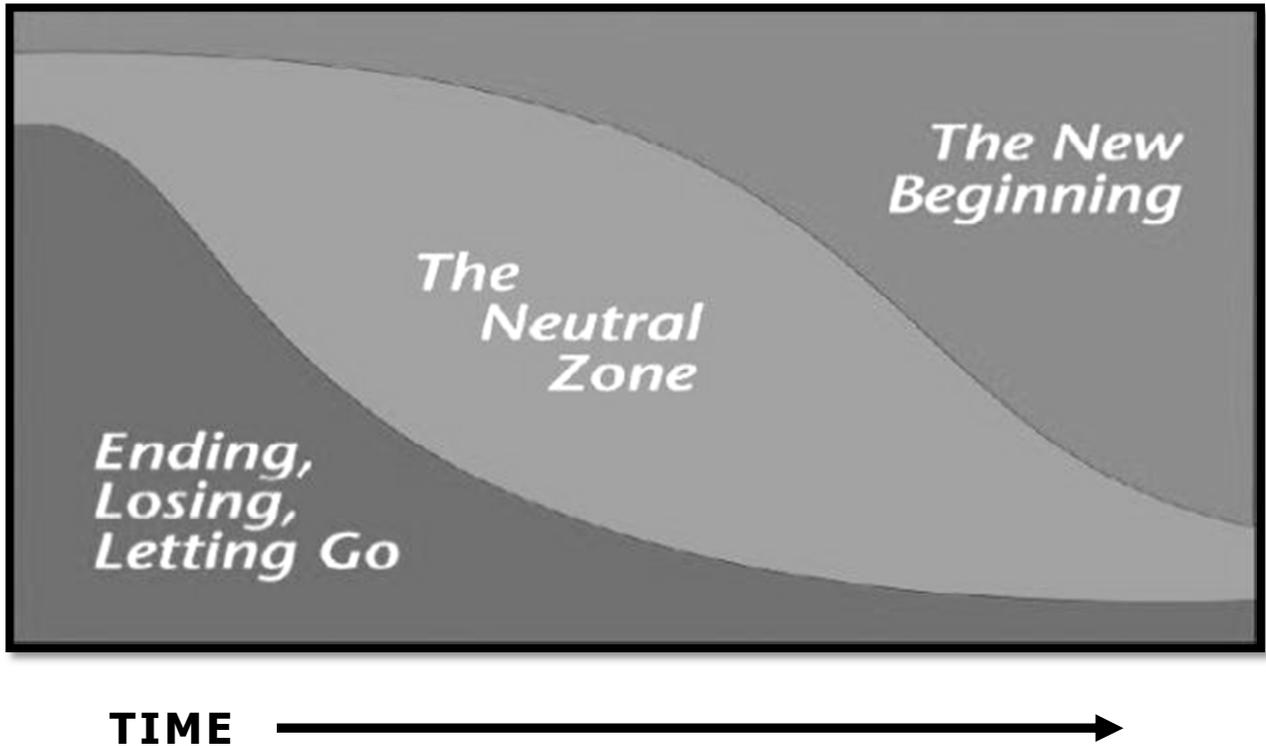
## Change

**SOMETHING OLD STOPS**

**SOMETHING NEW BEGINS**

## Leadership Teaching – Managing Transitions pt. 1

### The Three Phases of Transition



### Phases of Transition

Endings	Neutral Zone	Beginnings
Loss	In-between time	Being "with it"
Letting Go	Chaos	The new chapter
Getting closure	Clean slate	Renewal
Saying good-bye		New stage of energy

Change Management starts with the **change**.

Transition Management starts with **where people are**.

## Leadership Teaching – Managing Transitions pt. 1

### Core Activities of Transition Management

1. \_\_\_\_\_ where groups and key individuals are in the three-phase transition process.
2. Implement strategies for \_\_\_\_\_.
3. Implement strategies for \_\_\_\_\_ and profiting from the neutral zone.
4. Implement strategies for \_\_\_\_\_.

### Resistance

It's the transitions, not the change that people often resist.

- \_\_\_\_\_ of their identity and their world
- \_\_\_\_\_ of the neutral zone
- \_\_\_\_\_ of failing in a new beginning

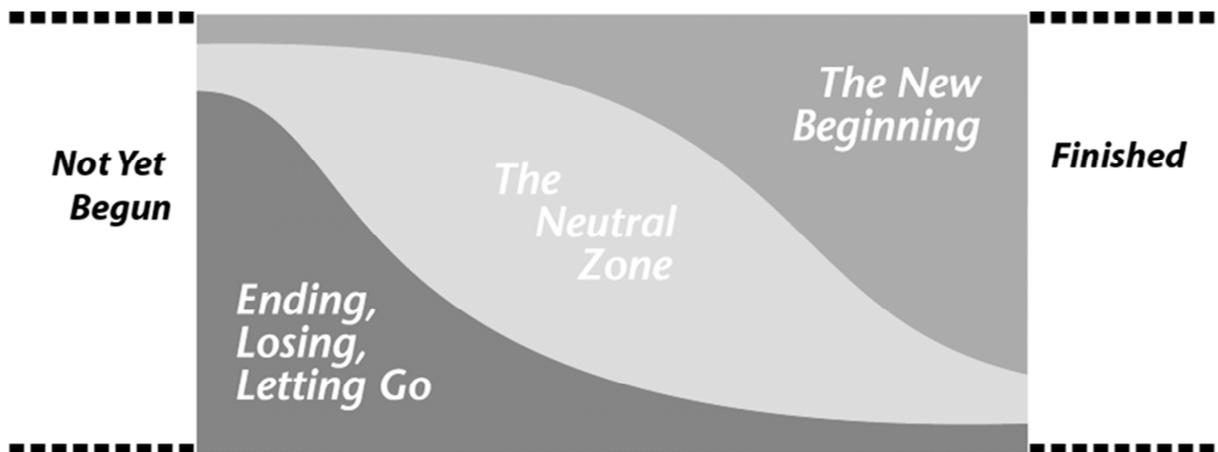
**CHANGE + HUMAN BEINGS = TRANSITION**

## Locating People in Transition

At any moment in time we will have people in various stages of transition.

Who is in transition and where are they in the transition process?

- Ways to determine:
  - Signs – 5 telltale signs – GRASS
    - **G**\_\_\_\_\_ – change creates “winners” and “losers”
    - **R**\_\_\_\_\_ – people who don’t benefit are resentful
    - **A**\_\_\_\_\_ – Are we next? / worry
    - **S**\_\_\_\_\_ – focus on self
    - **S**\_\_\_\_\_ – change drives transition, transition drives illness
  - Words – each phase has characteristic signals
  - Losses – loss usually sends people into ending phase of transition
- Where is your team in the transition process?



## Managing Endings

Who stands to lose what?

- Who? \_\_\_\_\_

You      Staff      Leaders      Ministries      Congregation      Community

- What? \_\_\_\_\_

Turf      Status      Power      Influence      Relationships  
Membership      Routines      Structure      Meaningful work      Control of destiny  
Personal identity      Competence      Other?

### Strategies to Manage Endings:

Make sure you have:

- Clarified what is and what is not ending
- "Sold" the problem without putting down the past
- Given people all the information they need
- Removed excuses to hold on to the past
- Understand and accept that a feeling of loss is natural and necessary

How can you begin communicating right now?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Does something need to signify / celebrate the ending?

Examples:

## NOTES

*"It is a terrible thing to look over your shoulder when you are trying to lead—and find no one there."*

Franklin Delano Roosevelt

*"It isn't the changes that do you in, it's the transitions."*

William Bridges

*"There is no fruit which is not bitter before it is ripe."*

Publilius Syrus  
Latin writer

## Lead Like Jesus

Leadership is an influence process.

Leadership Style = The pattern of behaviors you use with others, over time, as perceived by them.

### **There is no best leadership style!**

We need to learn to vary our leadership style based on the needs of the people we are leading.

\_\_\_\_\_ performance planning

\_\_\_\_\_ day-to-day coaching

\_\_\_\_\_ performance evaluation

**Novice** – someone just starting out  
Low Competence / High Commitment

**Apprentice** – someone in training  
Low to Some Competence / Low Commitment

**Journeyman** – someone capable of working on their own  
Moderate to High Competence / Variable Commitment

**Master/teacher** – someone highly skilled and able to teach others  
High Competence / High Commitment

***Levels are task or goal specific NOT person specific.***

## Lead Like Jesus

Needs of a Novice: \_\_\_\_\_

\_\_\_\_\_

Needs of an Apprentice: \_\_\_\_\_

\_\_\_\_\_

Needs of a Journeyman: \_\_\_\_\_

\_\_\_\_\_

Needs of a Master/Teacher: \_\_\_\_\_

\_\_\_\_\_

Our role as a leader:

1. **Diagnose** – understand what level a person is at on this specific task
2. **Flexibility** – use a variety of leadership styles comfortably

A Leader Has Three Choices:

- Match
- Over-supervise
- Under-supervise

## Key Learnings

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## Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"Just because everything is different doesn't mean that anything has changed."*

Irene Peter  
American writer

## Best Practices

- Sign-up your leadership/management team for a half-day Introduction to Situational Leadership® session (contact Ken Willard for details through the Annual Conference office)
- Hold quarterly discussions with staff (paid and unpaid) to discuss goals performance and development opportunities
- Communicate, communicate, communicate....and then communicate some more
- Look for ways to compensate for losses. Be creative.
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

Lead Like Jesus, by Ken Blanchard & Phil Hodges

Leadership and the One Minute Manager, by Ken Blanchard, Patricia Zigarmi and Drea Zigarmi

*"Nobody can go back and start a new beginning, but anyone can start today and make a new ending."*

Maria Robinson

"You got to be careful if you don't know where you're going, because you might not get there." – Yogi Berra

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

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10. How would you rate the session overall?					

What, if anything, would you suggest to improve this session in the future?

\_\_\_\_\_

\_\_\_\_\_

What is your biggest take-away from this session?

\_\_\_\_\_

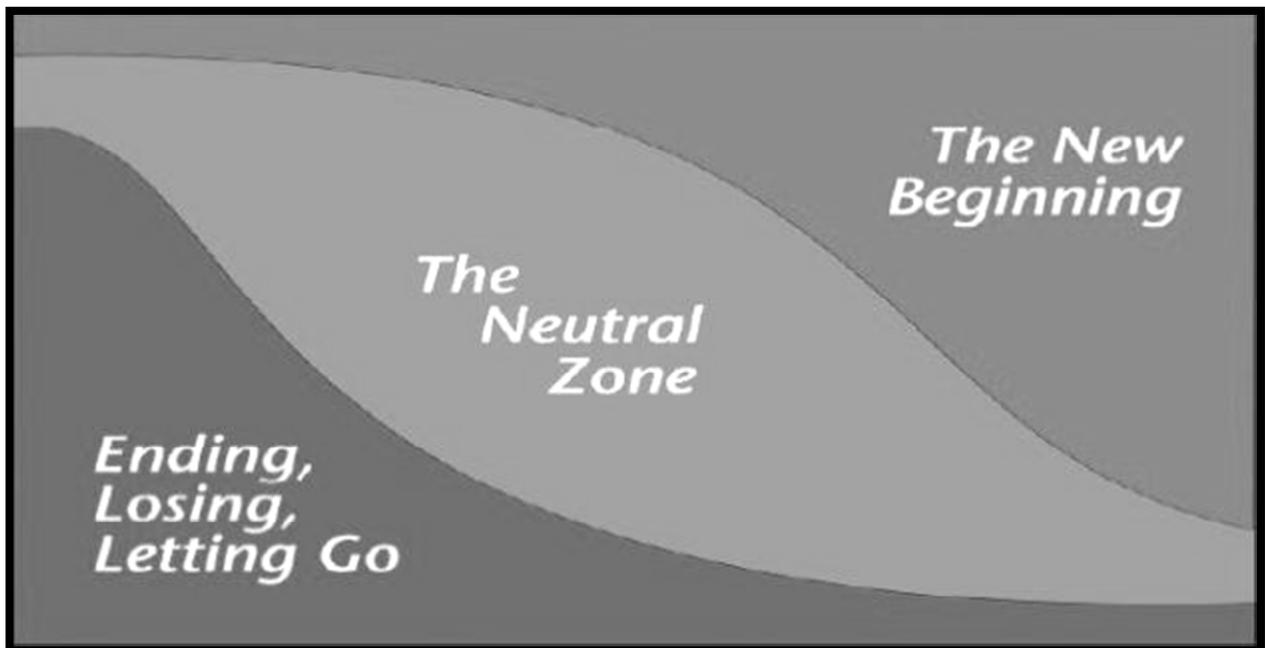
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# Peer Mentoring



## Session Two Transitions pt. 2

## NOTES

*"If you have always done it that way, it is probably wrong."*

Charles Kettering  
American Inventor

*"I'm a great believer in luck, and I find the harder I work the more I have of it."*

Thomas Jefferson

*"The only things that evolve by themselves in an organization are disorder, friction and malperformance."*

Peter Drucker

## Objectives

Our core purpose today is to:

Increase our ability to navigate and facilitate changes in our churches by managing transitions.

To achieve this core purpose, you will learn to:

- Build on what we covered during our last session
- Be able to navigate through the neutral zone
- Be able to support new beginnings

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*"Life is either a daring adventure or nothing."*

Helen Keller

## **Class Format**

**Pre-Class:** Participants will email updates of their action steps and prescriptions to the Peer Mentoring leader at least 24-hours in advance.

30 minutes Opening, prayer, agenda and spiritual formation

30 minutes Peer Mentoring

45 minutes Leadership training

15 minutes Homework assignments, key learning and wrap-up

**Post-Class:** Participants will be required to submit their evaluations and action steps via email to their Peer Mentoring leader within 24 hours of the session.

**Note:** It is recommended that each pastor schedule 2 ½ hours on their calendar each month for Peer Mentoring – two hours with the group and thirty minutes to write their action steps and complete the evaluations.

## **Peer Mentoring Notes**

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## Leadership Teaching – Managing Transitions pt. 2

### Leadership Skills needed to Navigate

Change Leadership	Transition Management
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

People skills

Patience

Tenacity

Internal focus

Creativity

Listening / Coaching skills

Project management

Communication skills

Individual focus

Short-term view

Process Expertise

Awareness

Medium and long-term view

## Leadership Teaching – Managing Transitions pt. 2

### Leading people through the Neutral Zone

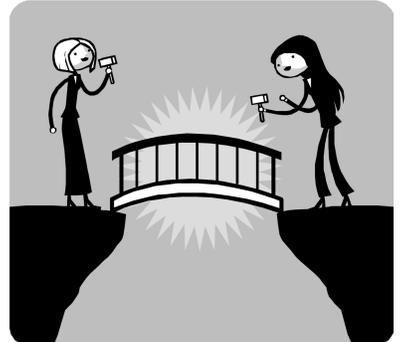
Where are you? Two key issues must be addressed:

1. Filling the \_\_\_\_\_ and \_\_\_\_\_ what was lost in the endings phase.
2. Using neutral zone time \_\_\_\_\_

### Four-part "Safety Net" to get from one side to the other...

**give to others, get for yourself**

- 1) Control    2) Understanding    3) Support    4) Purpose



### Great Leaders focus on:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Leadership Teaching – Managing Transitions pt. 2

### Improving Communication during Transition

Remember the Basics:

- 6x rule
- Vary the medium
- Ensure it is two-way
- Consider timing
- Ensure consistency
- People trust \_\_\_\_\_ over words
- Understanding is more important than \_\_\_\_\_
- Listening is twice as important as talking
- Tell them the truth – good news and bad
- People usually complain before they \_\_\_\_\_



Any void in communication/information will be filled...  
usually not with accurate information.

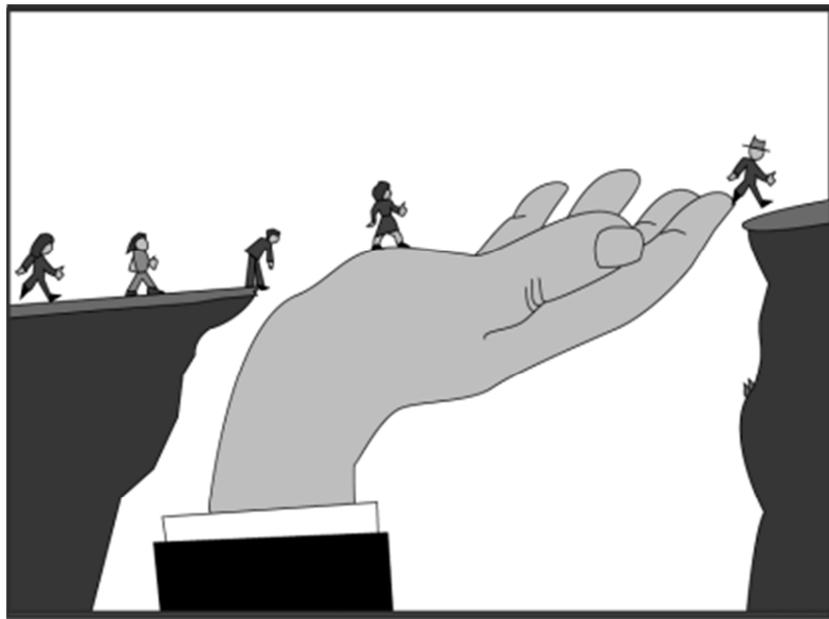
**CHANGE + HUMAN BEINGS = TRANSITION**

## Strategies for New Beginnings

- Clarify the changes
- Convert possibilities into objectives and make a plan
- Focus on a few quick successes
- Be open to shifts and realize that mid-session adjustments are often necessary
- Harness the ideas and energy that came from the neutral zone

### Seven Principles of Transition Management

1. You have to end before you begin.
2. Between the ending and the beginning, there is a gap.
3. That gap can be creative.
4. Transition is \_\_\_\_\_.
5. Transition is also a source of renewal.
6. People go through transition at different \_\_\_\_\_.
7. Most organizations are running a "transition deficit."



### Key Learnings

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### Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"The world hates change, yet that is the only thing that has brought progress."*

Charles Kettering

*"Always go to other people's funerals, otherwise they won't come to yours."*

Yogi Berra

## Best Practices

- Review organizational structures, reporting relationships, work schedules, anything that might help move people through to the new beginnings
- Communicate values, mission, and vision as ways to ensure everyone understands what is important
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

Transitions: Making Sense of Life's Changes, by William Bridges

The Way of Transition: Embracing Life's Most Difficult Moments, by William Bridges

Force for Change: How Leadership Differs from Management, by John P. Kotter

The Dance of Change, by Peter M. Senge and Art Kleiner

Navigating Through Change, by Harry Woodward Ph.D. and Mary Beckman Woodward

Managing Change at Work, by Cynthia D. Scott, Ph.D., M.P.H. and Dennis T. Jaffe, Ph.D

Deep Change: Discovering the Leader Within, by Robert Quinn

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

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What, if anything, would you suggest to improve this session in the future?

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What is your biggest take-away from this session?

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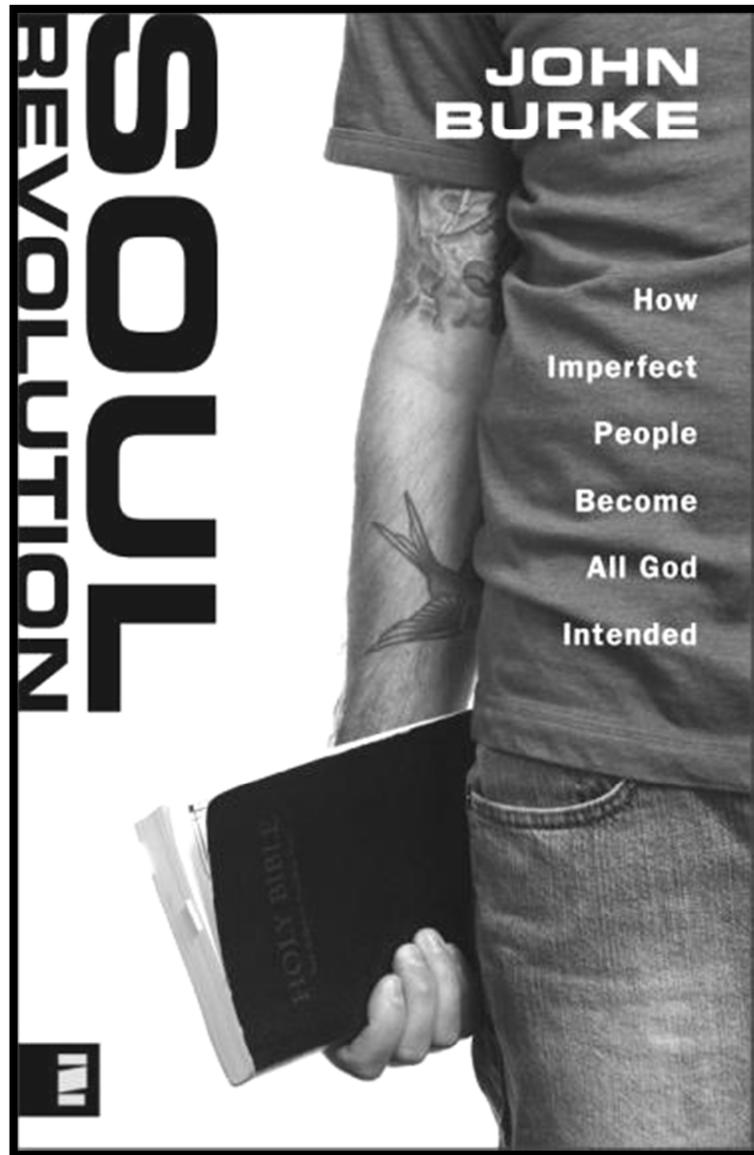
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Other comments: \_\_\_\_\_

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# Peer Mentoring



## Session Three Spiritual Formation

## NOTES

*"Cast all your anxiety on him because he cares for you."*

1 Peter 5:7

*"Be joyful always; pray continually; give thanks in all circumstance, for this is God's will for you in Christ Jesus."*

1 Thessalonians 5:16-18

*"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes."*

Marcel Proust

## Objectives

Our core purpose today is to:

Focus on our own spiritual formation as we begin our Peer Mentoring journey.

To achieve this core purpose, you will learn to:

- Identify where we are in our own spiritual journey
- Determine what some possible next steps would be on our journey
- Define the key concepts from the book Soul Revolution
- Establish a strong spiritual formation for ourselves

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*"There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle."*

Albert Einstein

## Spiritual Journey

We can get so focused on helping others on their spiritual journeys that we are not taking time to focus on our own.

Take a few minutes now to reflect on and answer the following questions:

1. **Bible reading** – Describe the time that you are spending reading the Bible:

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What ONE thing would you like to improve on regarding your Bible reading?

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2. **Prayer** – What is the strongest area of your prayer life?

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What area of your prayer life needs some focus?

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3. **Meditation** – describe your quiet time listening for God's word:

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4. How would Jesus describe your spiritual journey?

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## Spiritual Journey Next Steps - Activity

What are the next steps for you on your personal spiritual journey?

**Possible next steps:**

•	•	•
•	•	•
•	•	•
•	•	•

Which is the right ONE for you?



## Soul Revolution – Key Concepts



- 60 – 60 Experiment
- Where do you struggle to trust God’s love or goodness? Why is this?

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- Stay connected to God’s Spirit, as a branch connects to a tree – and ...

Bumper sticker

_____ <b>HAPPENS!</b>
-----------------------

- There is really only one \_\_\_\_\_ with a capital S. Putting something before God.
- You may be asking, “But how do I know if these prompting thoughts are from God? What if they’re just my random thoughts?” The answer is: you only learn \_\_\_\_\_. Act in faith.
- Four new ways of relating that God’s Spirit will lead us into:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Key Learnings

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### Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"Humor is in fact an essential element in the mirth of creation. We can see how, in many matters in our lives, God wants to prod us into taking things a bit more lightly."*

Pope Benedict XVI

## Best Practices

- 60 – 60 Experiment
- Partner with someone that will help hold you accountable on your spiritual journey
- Find someone to help coach you in this area
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

Celebration of Discipline: The Path to Spiritual Growth, by Richard J. Foster

Preyed on or Prayed For, by Terry Teykl

Pray the Price: United Methodist United in Prayer, by Terry Teykl

Care of the Soul: How to Add Depth and Meaning to Your Everyday Life, by Thomas Moore

Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry, by Ruth H. Barton

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9. I intend to use what I learned in this session in my church.					
10. How would you rate the session overall?					

What, if anything, would you suggest to improve this session in the future?

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What is your biggest take-away from this session?

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Other comments: \_\_\_\_\_

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# Peer Mentoring



## Session Four Prayer

## NOTES

*"I have so much to do  
that I spend several  
hours in prayer before I  
am able to do it."*

John Wesley

*"God never gives us  
discernment in order that  
we may criticize, but that  
we may intercede."*

Oswald Chambers

## Objectives

Our core purpose today is to:

Deepen our understanding of prayer, to commit ourselves to develop a closer relationship with God through prayer and to help our laity grow in their prayer lives.

To achieve this core purpose, you will learn to:

- Learn the difference between prayer as a gift or a duty
- Learn the five elements of prayer
- Discover different kinds of prayer groups to offer your people
- Consider getting closer to God through the Jesus Prayer

### Key Ground Rules:

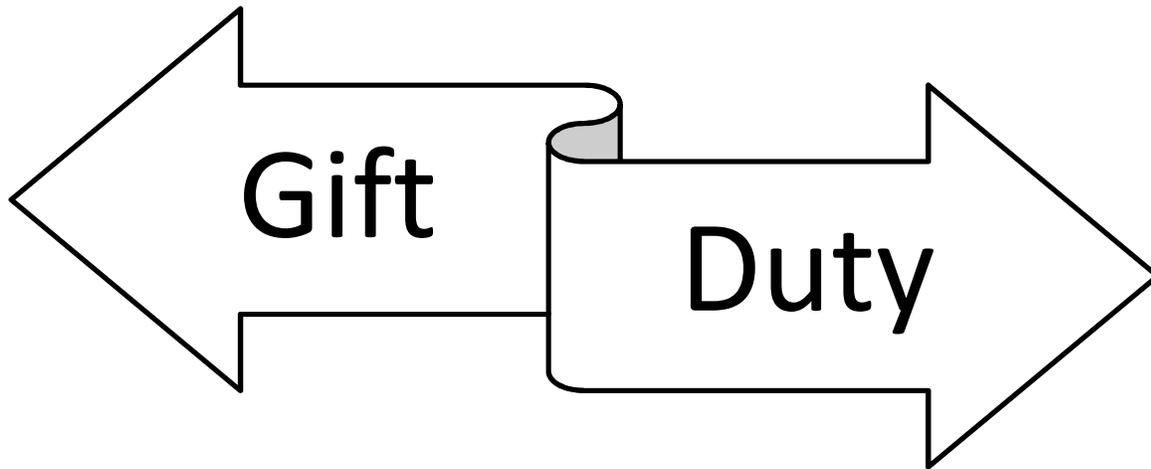
- Be on time
- Be engaged
- Be curious
- Be respectful

*"I have been driven many times to my knees by the overwhelming conviction that I had absolutely no other place to go."*

Abraham Lincoln



## Prayer



### Elements of Prayer

**P**RAISE

**T**HANKSGIVING

**C**ONFESSION

**I**NTERCESSION

**P**ETITION

## Prayer

“If we confess our sins, he who is faithful and just will forgive us our sins and cleanse us from all unrighteousness.”

1 John 1:9

“Ask and you shall receive; seek and you shall find; knock and the door will be opened to you.”

Matthew 7:7

The Jesus Prayer – “Lord Jesus Christ, Son of God, have mercy on me a sinner.”

“Rejoice always, pray continually, give thanks in all circumstances; for this is God’s will for you in Christ Jesus.”

1 Thessalonians 5:17

## Key Learnings

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## Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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## Best Practices

- Preach a sermon series on prayer elements
- Start a prayer team in your church
- Expand your own prayer life using the Jesus Prayer
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

Touch the World Through Prayer, by Wesley L. Duewel

Discovering the Power of Prayer, by Max Lucado

**Facilitator:** \_\_\_\_\_

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**Name (Optional)** \_\_\_\_\_

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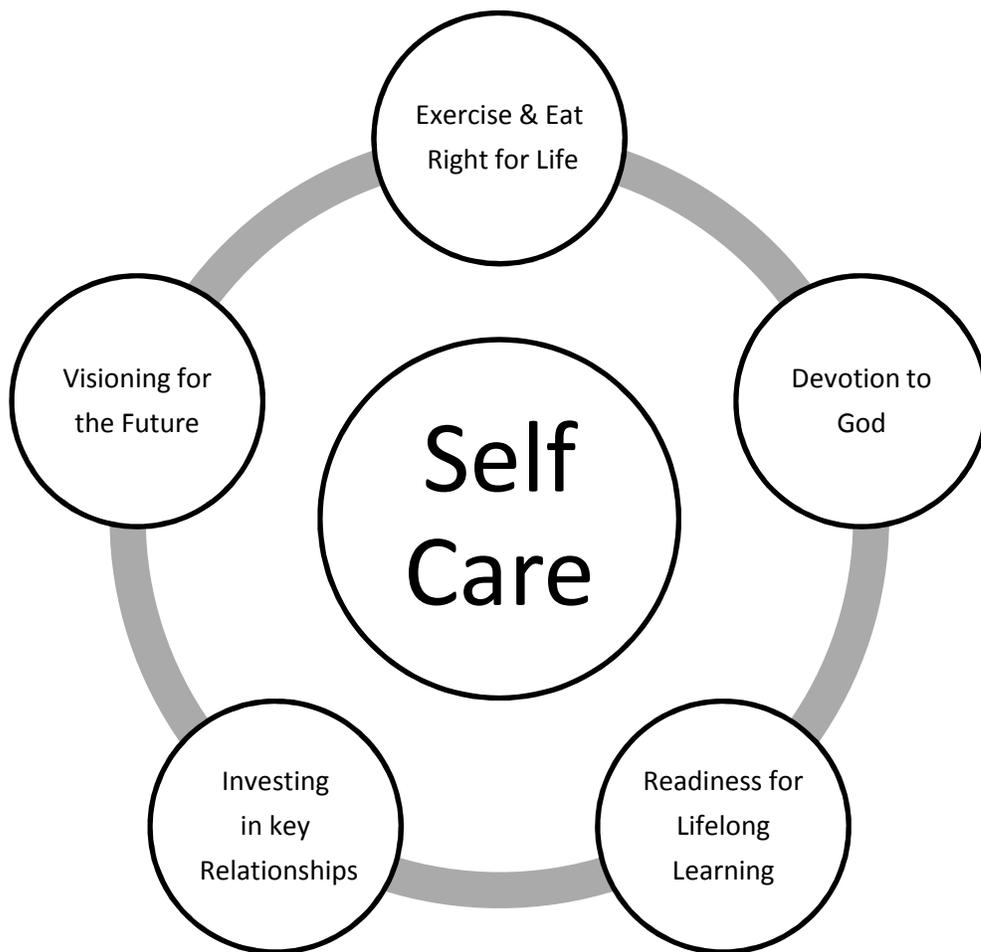
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Other comments: \_\_\_\_\_

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# Peer Mentoring



## Session Five Self-Care

## NOTES

*"Solitude is a good place to visit but a poor place to stay."*

Josh Billings

*"The name of the game is taking care of yourself, because you're going to live long enough to wish you had."*

Grace Mirabella

*"There is a connection between self-nurturing and self-respect."*

Julia Cameron

## Objectives

Our core purpose today is to:

Apply Biblical principles for sustaining our physical health, personal integrity, and strategic focus.

To achieve this core purpose, you will learn to:

- Understand how to apply "D-R-I-V-E" in our lives
- Determine where we have the greatest opportunity for growth
- Develop a plan to create momentum in our lives

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*"If I don't prioritize how and with whom I spend my time, circumstances and other people will decide for me."*

Michael Slaughter



## Leadership Teaching – Momentum for Life

### D\_\_\_\_\_

- Daily Bible study / journaling / prayer / meditation
- S.O.N. = Scripture we read, Observations we journal, practical applications we Name for our lives
- Focused on God's presence



### R\_\_\_\_\_

- Lifelong learning [the word disciple means "learner"]
- Work is meant to be both fruitful and fulfilling. Growth and fruitfulness go hand in hand. / The sister of creativity is excellence. / READ—OBSERVE—DO

### I\_\_\_\_\_

- Key relationships, beginning with our family
- If we don't prioritize how and with whom we spend our time, circumstances and other people will decide for us.

### V\_\_\_\_\_

- The missional element / the most critical discipline, the one that all the others point toward and support
- The sequence is powerful: receive, conceive, and achieve. This is the process of visioning—the disciplined practice of formulating God's purpose for your life.

### E\_\_\_\_\_ & E\_\_\_\_\_

- The physical element
- Until we are able to exercise discipline over our bodies through the power of the Holy Spirit, our minds and spirits will be held hostage to our appetites and passions.

**Faith + Discipline = Momentum for Life**

## Determining My D-R-I-V-E

Review each of the five disciplines. Force rank them in order from your strongest area (5) to your area for greatest improvement (1).

	<b>Devotion</b>	If you're too busy to spend time talking to your Creator, then you're defaulting to lesser tasks.
	<b>Readiness</b>	If the tyranny of the urgent squelches your readiness for lifelong learning, then you're defaulting to lesser tasks.
	<b>Invest</b>	If you don't have any room in your life to invest in key relationships, then you're defaulting to lesser tasks.
	<b>Vision</b>	If you're too consumed with the present to cultivate a vision of the future, then you're defaulting to lesser tasks.
	<b>Exercise &amp; Eat</b>	If you don't have time to exercise or eat right—you're not recognizing your body as the temple of God—then you're defaulting to lesser tasks.

Now, look at what you ranked the strongest (5) of the disciplines. What will you do in order to continue to grow in this area?

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Look at the area you ranked the lowest (1) of the disciplines. What will you do in order to not let this prevent you from reaching your potential for God?

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### Key Learnings

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### Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"May the LORD bless you from Zion;  
may you see the prosperity of Jerusalem  
all the days of your life.  
May you live to see your children's children—peace be on Israel."*

Psalm 128:5-6

## Best Practices

- Find your listening post – a Holy spot where you can connect with God
- Exercise every day – does not have to a lot..just something
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

Transformation Journal: A one year journey through the Bible, by Sue Nilson Kibbey & Carolyn Slaughter

An Ordinary Day with Jesus: Experiencing the Reality of God in Your Everyday Life, by Ruth Haley Barton and John Ortberg

Come Thirsty: No Heart Too Dry for His Touch, by Max Lucado

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

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What is your biggest take-away from this session?

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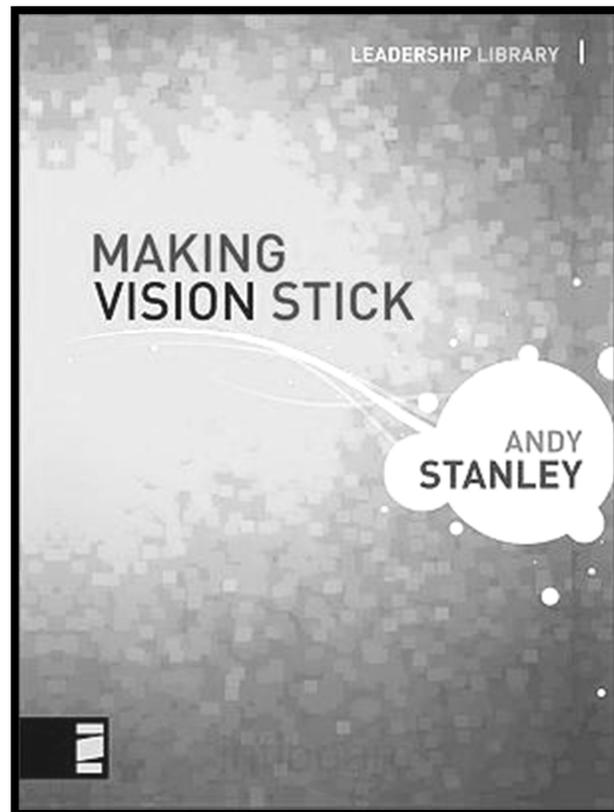
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# Peer Mentoring



## Session Six Preaching

## NOTES

*"Vision casting will always include an element of waking people out of their apathy. Vision casters rarely bring new information to the table. What they bring is an impassioned concern about an existing problem. They bring fresh eyes."*

Andy Stanley

*"Give us clear vision that we may know where to stand and what to stand for—because unless we stand for something we shall fall for anything."*

Peter Marshall

## Objectives

Our core purpose today is to:

Position and present our vision for our church as the solution to a problem that must be addressed immediately.

To achieve this core purpose, you will learn to:

- Determine how to make our vision stick
- Understand how our vision might leak
- Develop a plan to cast the vision of my church

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*"If it's a mist in pulpit, it's a fog in the pew."*

Howard Hendricks

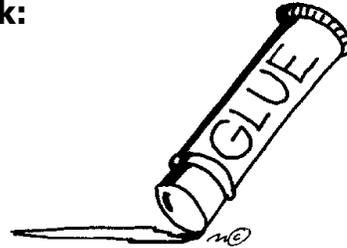


## Leadership Teaching – Making Vision Stick

Vision doesn't have much adhesive.

**Three primary obstacles to making vision stick:**

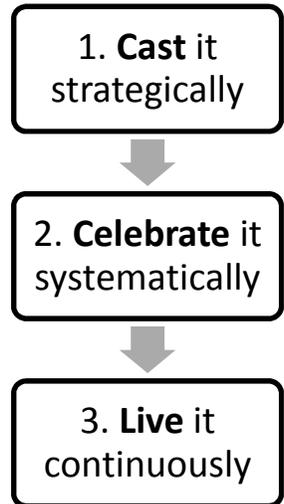
1. **Success**
2. **Failure**
3. **Everything in between**



Vision is about what could be and should be, but life is about *right this minute*.

Five things you can do to significantly increase the adhesiveness of your vision:

1. **State** the vision simply. →
2. **Cast** the vision convincingly. →
3. **Repeat** the vision regularly. →
4. **Celebrate** the vision systematically. →
5. **Embrace** the vision personally. →



**Casting a vision provides definition.**

**Celebrating a vision provides inspiration.**

**Living out a vision provides credibility.**



## **Leadership Teaching – Making Vision Stick**

### **State the Vision Simply**

- People don't remember or embrace paragraphs. They remember and embrace sentences.
- It is better to have a vision statement that is incomplete and memorable than to have one that is complete and forgettable.

### **Cast the Vision Convincingly**

- Every vision is a solution to a problem.
  - Define the problem...offer a solution...present a reason.
- Be strategic about how you cast vision.

### **Repeat the Vision Regularly**

- Be strategic about when you cast vision. Timing is important.
- Discussion reinforces information.

### **Celebrate the Vision Systematically**

- What's celebrated is repeated.
- Make celebration a part of your culture. Build it into your schedule.
- Use illustrations, storytelling, baptism, notes, emails, letters
- People are already celebrating something.

### **Embrace the Vision Personally**

- Your willingness to embody the vision of your organization will have a direct impact on your credibility as a leader.
- The primary thing that will keep you from living the vision is life.
- If you lose your burden you lose your passion.  
If you lose your passion you will lose sight of your vision.

## Leadership Teaching – Making Vision Stick

### Vision Slippage Indicators

- New projects
- New programs
- New products
- Requests
- Stories
- Complaints

Keep an eye on programming.  
Think steps not programs.

What people complain about communicates their understanding of the vision.

Are all the prayer requests about people already a part of the church? Does that reflect your vision?

Do the stories people tell support your vision?



## NOTES

*"Leaders establish the vision for the future and set the strategy for getting there; they cause change. They motivate and inspire others to go in the right direction and they, along with everyone else, sacrifice to get there."*

John Kotter

### Key Learnings

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### Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"Vision without action is a dream. Action without vision is simply passing the time. Action with vision is making a positive difference."*

Joel Barker

## Best Practices

- Get feedback from a worship design team on your preaching.
- Invite another pastor to come hear you preach and give you feedback.
- Read the book *Deep Change* by Robert Quinn and preach on your own “changes” and actions to spend time in the community making relationships with non-churched people, and your own actions toward “making new disciples”, instead of only relating to church folks.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

Deep Change: Discovering the Leader Within, by Robert Quinn

Communicating for a Change, by Andy Stanley and Lane Jones

Unleashing the Word, by Adam Hamilton

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

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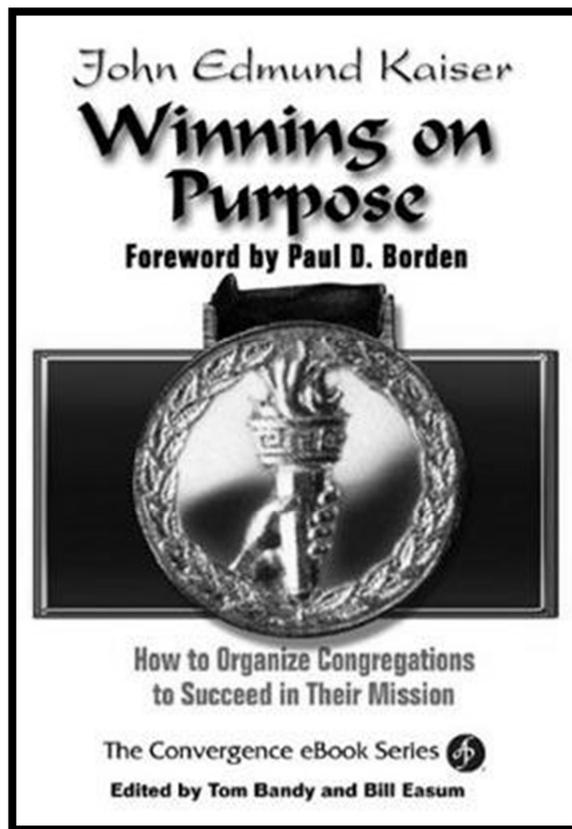
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# Peer Mentoring



## Session Seven Organization

## NOTES

*"Management does things right and seeks efficiency; leadership does the right things and seeks effectiveness;... governance defines what is right and seeks accountability."*

John Kaiser

*"So the churches were strengthened in the faith and grew daily in numbers."*

Acts 16:5, TNIV

## Objectives

Our core purpose today is to:

See how we can best organize our congregations in such a way as to succeed in our mission.

To achieve this core purpose, you will learn to:

- Understand the church structure proposed in the book, Winning on Purpose
- Develop a plan to adjust your church structure where needed
- Apply the key concepts from the strategy to your church

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*"If it doesn't matter who wins or loses, then why do they keep score?"*

Vince Lombardi



## **Leadership Teaching – Winning on Purpose**

Why does our congregation exist?

- \_\_\_\_\_ (1) Our congregation exists for us—the people inside.
- \_\_\_\_\_ (2) Our congregation exists for others—the people outside.
- \_\_\_\_\_ (3) Our congregation exists for both.

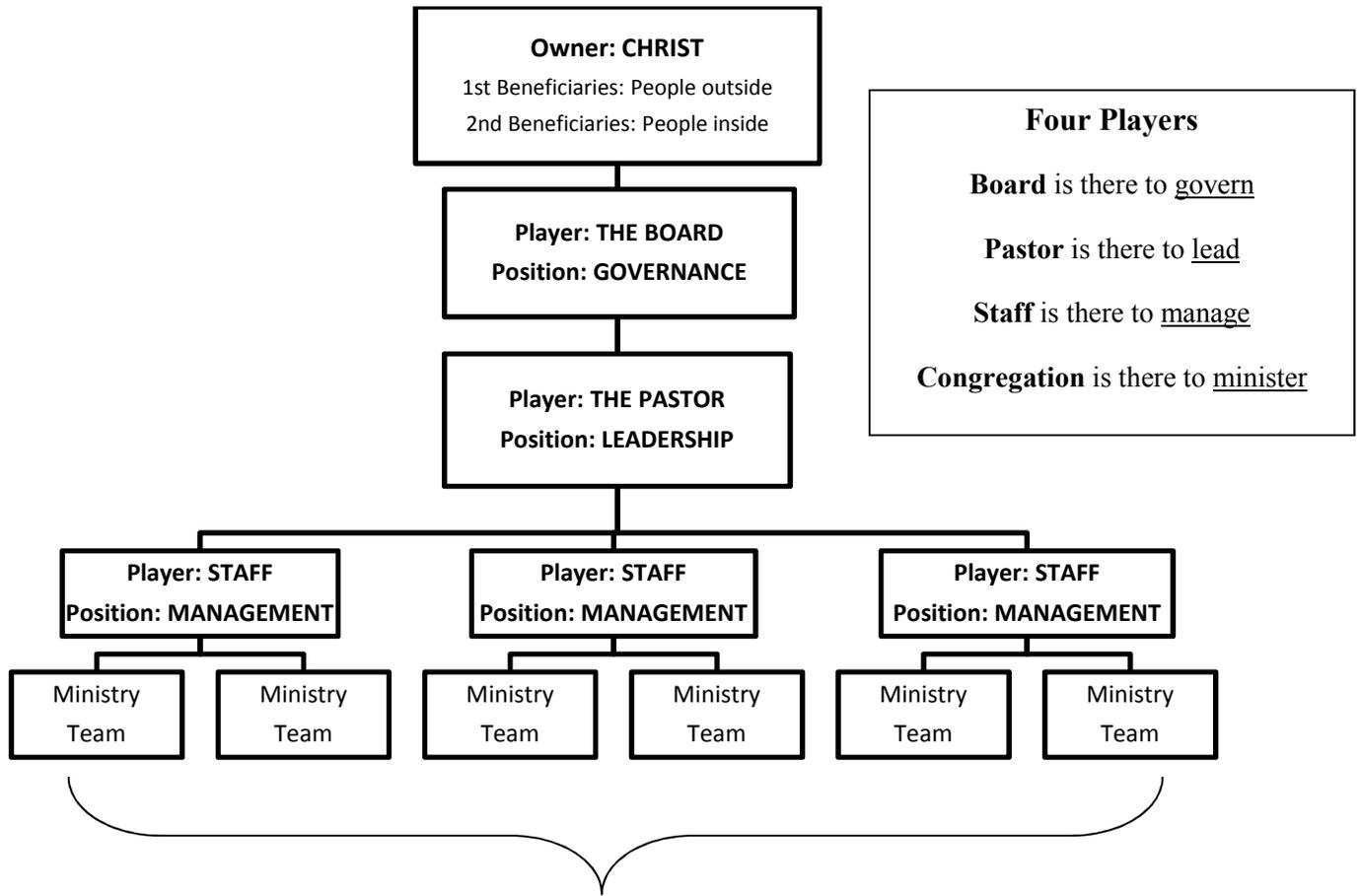
The mission of Christ to the world comes first, and supporting the mission team comes second but not far behind.

### **The First Step is to Stop Defeating Ourselves**

**Problems of Inward Focus** (*It's hard to win if you're not in the game.*)

1. The Great Commission, to make disciples, is displaced by other good pursuits.
2. Putting the desires of insiders first leads to divisions based on opposing special interest groups. (style of music, use of technology, worship times, etc...)
3. In the absence of biblical mission, the congregation suffers a lack of vision, which leads to a plateau and decline.
  - When we aim at nothing in particular, \_\_\_\_\_.
  - Broken structure provides poor accountability; absent structure provides none at all.
  - Lack of \_\_\_\_\_ will facilitate the path of least resistance, which is inward focus.
  - If the majority sets the standard for a ministry, it should not be surprising to find that standard set fairly low.

## Accountable Leadership



## Accountability is How We Keep Score

Organizational structure of a congregation: the arrangement of responsibility, authority, and accountability in leadership and ministry.

### Three Real-World Structures of Church Government

	<b>Bureaucratic Structure</b>	<b>Authoritarian Structure</b>	<b>Accountable Structure</b>
<b>FORMULA</b>	Responsibility - Authority	Responsibility + Authority	Responsibility + Authority + Accountability
<b>RESULT</b>	= "Safe" but not effective	= "Effective" but not safe	= Safe and Effective
<b>PASTOR AS</b>	Employee	Dictator	Leader

### Key Learnings

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### Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"The winds of God are always blowing, but you must set the sails."*

Unknown

*"A winner is someone who recognizes his God-given talents, works his tail off to develop them into skills, and uses these skills to accomplish his goals."*

Larry Bird

## Best Practices

- Go to one team/committee model. (From Winning on Purpose)
- Have teams focus on one purpose and then disband when completed.
- Don't have committees or positions just because you have always done it that way.
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

The Very Large Church: New Rules for Leaders, by Lyle E. Schaller

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You, by  
John Maxwell

Hit the Bullseye: How Denominations Can Aim the Congregation toward the Mission  
Field: by Paul Borden

Effectiveness by the Numbers: Counting What Counts in the Church, by William R. Hoyt

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

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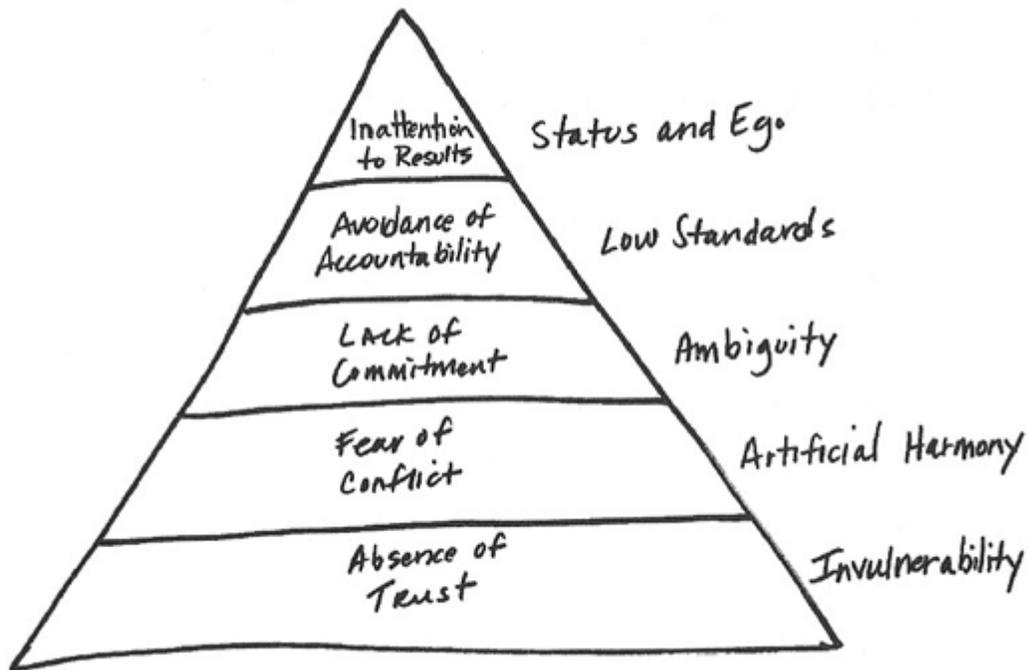
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# Peer Mentoring



## Session Eight

### Five Dysfunctions of a Team pt.1

## NOTES

*"Hard work spotlights the character of people: some turn up their sleeves, some turn up their noses, and some don't turn up at all."*

Sam Ewig

*"If you look for the worst in people and expect to find it, you surely will."*

Abraham Lincoln

## Objectives

Our core purpose today is to:

Understand the Five Dysfunctions of a Team and begin to see our role as a leader in overcoming them.

To achieve this core purpose, you will learn to:

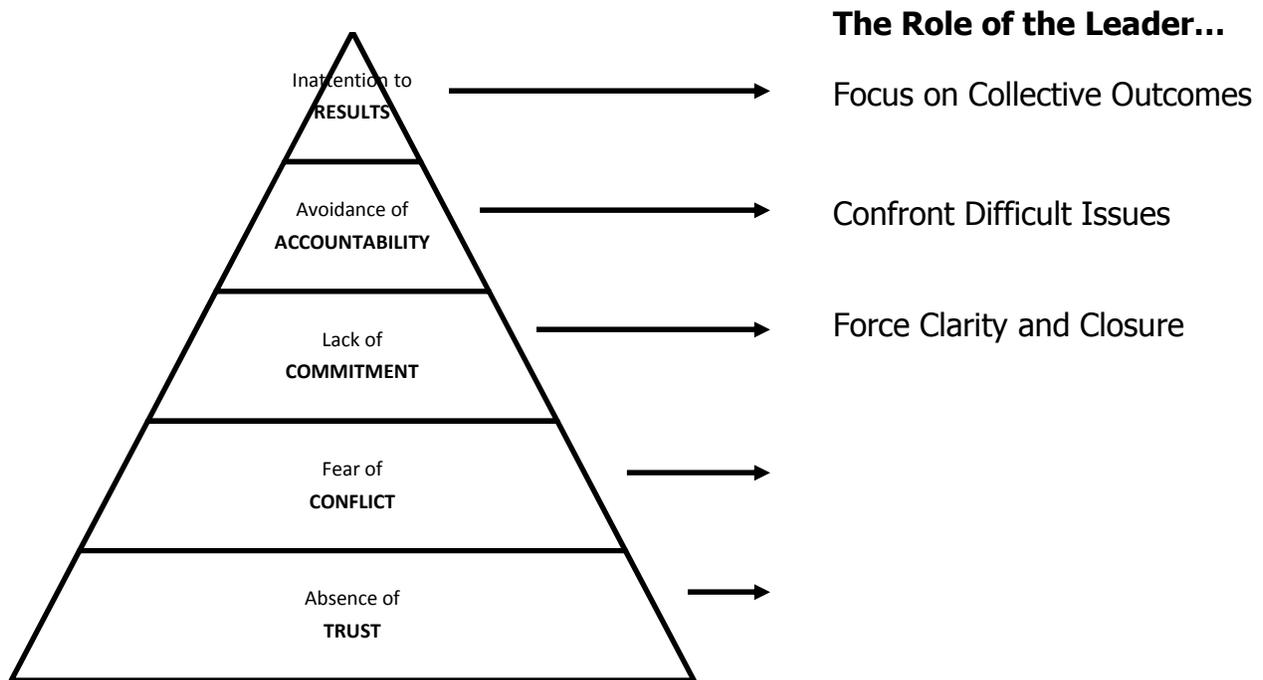
- Identify each of the five dysfunctions
- Understand how each of the dysfunctions connects to the others
- See the dysfunctions as opportunities for growth in myself and my team

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful



## Leadership Teaching – The Five Dysfunctions of a Team



**#1: Absence of Trust** – The fear to be vulnerable with team members prevents the building of trust within the team.

**#2: Fear of Conflict** – The desire to preserve artificial harmony stifles the occurrence of productive, ideological conflict.

**#3: Lack of Commitment** – The lack of clarity and/or fear of being wrong prevents team members from making decisions in a timely and definitive way.

**#4: Avoidance of Accountability** – The need to avoid interpersonal discomfort prevents team members from holding one another accountable for their behaviors.

**#5: Inattention to Results** – The desire for individual credit erodes the focus on collective success.

## NOTES

*"We're never so  
vulnerable than when we  
trust someone – but  
paradoxically, if we  
cannot trust, neither can  
we find love or joy."  
Walter Anderson*

### Key Learnings

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### Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"Things which matter most must never be at the mercy of things which matter least."*

Goethe

## Best Practices

- Use some type of assessment for your team to give you insights into yourselves and the whole team and to give you a common language to use. (Examples are listed below.)
- Do the 5 Dysfunctions assessment with your staff team or your council/board. Discuss the results.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

MBTI<sup>®</sup> - Myers-Briggs Type Indicator<sup>®</sup> available online in short forms or at:

[www.cpp.com](http://www.cpp.com)

DiSC<sup>®</sup> - visit [www.inscapepublishing.com](http://www.inscapepublishing.com) for more information

Now, Discover Your Strengths by Marcus Buckingham

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

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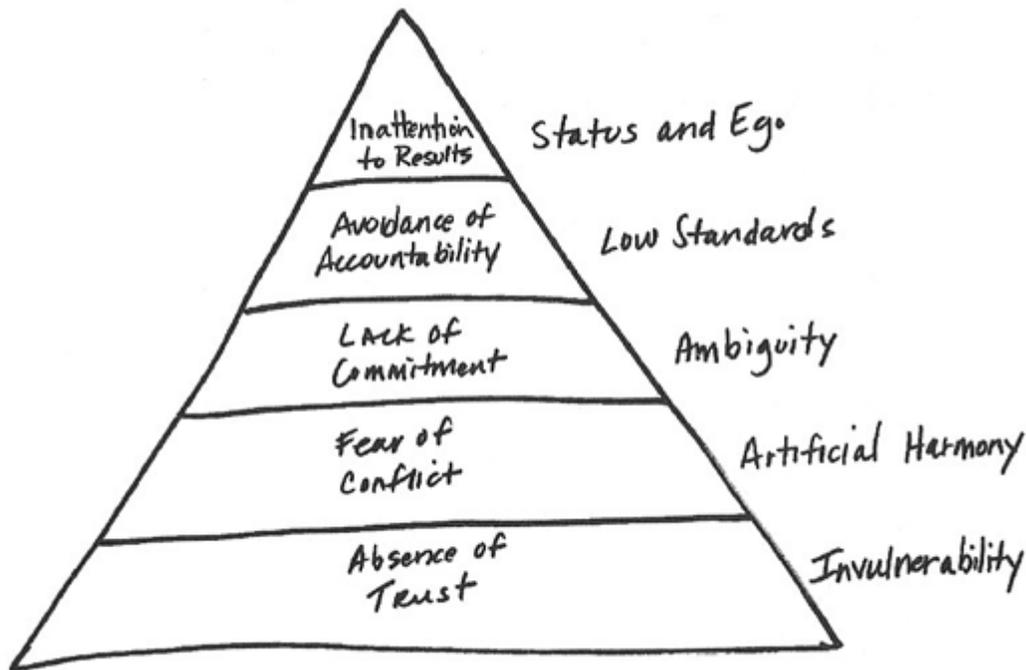
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# Peer Mentoring



## Session Nine

### Five Dysfunctions of a Team pt.2

## NOTES

*"Coming together is a beginning.  
Keeping together is progress.  
Working together is success."*  
Henry Ford

*"The ratio of We's to I's is the  
best indicator of the  
development of a team."*  
Lewis B. Ergen

## Objectives

Our core purpose today is to:

Understand how to overcome the Five Dysfunctions of a Team in our ministry.

To achieve this core purpose, you will learn to:

- Assess the level of dysfunction in our teams
- Understand how to overcome each dysfunction
- Identify tools which can be used to overcome dysfunction on our teams

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful



## Leadership Teaching – The Five Dysfunctions of a Team

### Team Assessment:

Use the scale below to indicate how each statement applies to your team. Be sure to evaluate the statements honestly and without over-thinking your answers.

**3 = Usually**

**2 = Sometimes**

**1 = Rarely**

1. Team members are passionate and unguarded in their discussion of issues.  
\_\_\_\_\_
2. Team members call out one another's deficiencies or unproductive behaviors.  
\_\_\_\_\_
3. Team members know what their peers are working on and how they contribute to the collective good of the team.  
\_\_\_\_\_
4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.  
\_\_\_\_\_
5. Team members willingly make sacrifices (such as budget, turf, headcount) in their district or areas of expertise for the good of the team.  
\_\_\_\_\_
6. Team members openly admit their weaknesses and mistakes.  
\_\_\_\_\_
7. Team meetings are compelling and not boring.  
\_\_\_\_\_
8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed upon, even if there was initial disagreement.  
\_\_\_\_\_
9. Morale is significantly affected by the failure to achieve team goals.  
\_\_\_\_\_
10. During team meetings, the most important – and difficult – issues are put on the table to be resolved.  
\_\_\_\_\_
11. Team members are deeply concerned about the prospect of letting down their peers.  
\_\_\_\_\_
12. Team members know about one another's personal lives and are comfortable discussing them.  
\_\_\_\_\_
13. Team members end discussions with clear and specific resolutions and calls to action.  
\_\_\_\_\_
14. Team members challenge one another about their plans and approaches.  
\_\_\_\_\_
15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.  
\_\_\_\_\_

**Scoring:** Add your scores for the 15 statements as indicated below:

**Dysfunction #1:  
Absence of Trust**

Question 4: \_\_\_\_\_

Question 6: \_\_\_\_\_

Question 12: \_\_\_\_\_

**Total:** \_\_\_\_\_

**Dysfunction #2:  
Fear of Conflict**

Question 1: \_\_\_\_\_

Question 7: \_\_\_\_\_

Question 10: \_\_\_\_\_

**Total:** \_\_\_\_\_

**Dysfunction #3:  
Lack of Commitment**

Question 3: \_\_\_\_\_

Question 8: \_\_\_\_\_

Question 13: \_\_\_\_\_

**Total:** \_\_\_\_\_

**Dysfunction #4:  
Avoidance of Accountability**

Question 2: \_\_\_\_\_

Question 11: \_\_\_\_\_

Question 14: \_\_\_\_\_

**Total:** \_\_\_\_\_

**Dysfunction #5:  
Inattention to Results**

Question 5: \_\_\_\_\_

Question 9: \_\_\_\_\_

Question 15: \_\_\_\_\_

**Total:** \_\_\_\_\_

- A score of 8 – 9 is probable indication that the dysfunction is not a problem for your team.
- A score of 6 – 7 indicates that the dysfunction could be a problem.
- A score of 3 – 5 is an indication that the dysfunction needs to be addressed.

## Overcoming The Five Dysfunctions

### Dysfunction #1: Absence of Trust

The first requirement of a functional team is trust. This requires a willingness on the part of team members to be vulnerable with one another. There are a number of ways that a team can begin to demonstrate vulnerability-based trust with one another. Below are a few ideas.

#### *Strategy for Overcoming:*

- Identify and discuss individual strengths and weaknesses
- Spend time together in face-to-face meetings and working sessions when possible

#### *Tools for Overcoming:*

##### **Personal Histories**

- Team members go around the room during a meeting and answer a short list of questions about themselves. Simply by describing these relatively innocent attributes or experiences, they will begin to relate to one another on a more personal basis.

##### **Gallup StrengthsFinder®**

- Share the whole team's top five Signature Themes with the group during a meeting and have them discuss ways to best utilize each other's strengths for the benefit of the team. Facilitate a conversation that encourages understanding and empathy.

### Dysfunction #2: Fear of Conflict

All great relationships, the ones that last over time, require productive conflict to grow and improve. Beyond mere recognition, below are a few simple methods for making conflict more common and productive.

#### *Strategy for Overcoming:*

- Acknowledge that conflict is required for productive meetings and discussions
- Establish common ground rules for engaging in conflict
- Understand individual team members' natural conflict styles

## **Overcoming The Five Dysfunctions, *continued***

### *Tools for Overcoming:*

#### **Mining Exercise**

- Requires an individual, typically the team leader, to have the courage and confidence to call out sensitive issues and force team members to work through them. The “miner” must remain objective and be committed to the conflict until it is resolved.

#### **Real-time Permission**

- An effective way to encourage and maintain healthy debate is to recognize when the individuals engaged in conflict are becoming uncomfortable with the level of discord and then interrupt to remind them that the conflict is necessary.

### **Dysfunction #3: Lack of Commitment**

In the context of a team, commitment is a function of two things – clarity and buy-in. Effective teams make clear and timely decisions around direction and priorities and move forward with complete buy-in from everyone, avoiding the desire for consensus. Below are a few ideas.

### *Strategy for Overcoming:*

- Review commitments at the end of each meeting to ensure everyone is aligned
- Adopt a “disagree and commit” mentality – make sure all team members are committed regardless of initial disagreements

### *Tools for Overcoming:*

#### **Commitment Clarification / Cascading Communication**

- At the end of a meeting, review the decisions and agree on what needs to be communicated and when the communication will take place.

#### **Deadlines**

- Use clear deadlines for next action steps and follow-up to ensure completion.

## **Overcoming The Five Dysfunctions, *continued***

### **Dysfunction #4: Avoidance of Accountability**

In the context of a team, accountability refers to the willingness of team members to call their peers on performance or behaviors that may hurt the team. The key to overcoming this dysfunction is adhering to a couple of key management tools. They are listed below.

#### *Strategy for Overcoming:*

- Explicitly communicate goals and standards of behavior
- Regularly discuss performance versus goals and standards

#### *Tools for Overcoming:*

##### **Publication of Goals and Standards**

- Collectively, teams clarify publicly exactly what they need to achieve, who needs to deliver what and how everyone must behave in order to succeed.

##### **Team Effectiveness Exercise**

- Team members identify the single most important contribution that each of their peers makes to the team as well as the one area that they must either improve upon or eliminate for the good of the team.

### **Dysfunction #5: Inattention to Results**

An unrelenting focus on specific objectives and clearly defined outcomes is a requirement for any team that judges itself on performance. To ensure that the team is focused on results, the team leader needs to make results clear and reward only those behaviors and actions that contribute to those results. Below are some effective ways for teams to focus on results.

#### *Strategy for Overcoming:*

- Keep the team focused on tangible group goals
- Reward individuals based on team goals and collective success

## Overcoming The Five Dysfunctions, *continued*

### *Tools for Overcoming:*

#### **Publication of Goals and Standards**

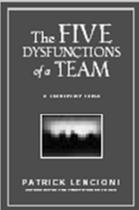
- Collectively, teams clarify publicly exactly what they need to achieve, who needs to deliver what and how everyone must behave in order to succeed.

#### **Public Declaration of Results**

- Teams that are willing to commit publicly to specific results are more likely to work with a passionate, even desperate desire to achieve those results.

#### **Results-Based Rewards**

- An effective way to ensure that team members focus their attention on results is to tie some type of reward to the achievement of specific outcomes.



### The Five Dysfunctions of a Team

**Dysfunction #1: Absence of Trust**  
Strategy for Overcoming:

- Identify and discuss individual strengths and weaknesses
- Spend considerable time in face-to-face meetings and working sessions

**Dysfunction #2: Fear of Conflict**  
Strategy for Overcoming:

- Acknowledge that conflict is required for productive meetings
- Understand individual team member's natural conflict styles, and establish common ground rules for engaging in conflict

**Dysfunction #3: Lack of Commitment**  
Strategy for Overcoming:

- Review commitments at the end of each meeting to ensure all team members are aligned
- Adopt a "disagree and commit" mentality—make sure all team members are committed regardless of initial disagreements

**Dysfunction #4: Avoidance of Accountability**  
Strategy for Overcoming:

- Explicitly communicate goals and standards of behavior
- Regularly discuss performance versus goals and standards

**Dysfunction #5: Inattention to Results**  
Strategy for Overcoming:

- Keep the team focused on tangible group goals
- Reward individuals based on team goals and collective success



The diagram is a pyramid with five horizontal layers. From top to bottom, the layers are labeled: Inattention to Results, Avoidance of Accountability, Lack of Commitment, Fear of Conflict, and Absence of Trust.

## Key Learnings

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## Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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*"It's what you learn after you know it all that counts."*

John Wooden

## Best Practices

- Conduct a workshop with your whole team on these concepts. (Contact the conference office or Ken Willard if you are interested in hiring someone to facilitate the workshop.)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

The Five Dysfunctions of a Team, by Patrick Lencioni

Overcoming The Five Dysfunctions of a Team – A Field Guide for Leaders, Managers, and Facilitators, by Patrick Lencioni

Death by Meeting, by Patrick Lencioni

Leading Change, by John P. Kotter

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

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What, if anything, would you suggest to improve this session in the future?

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What is your biggest take-away from this session?

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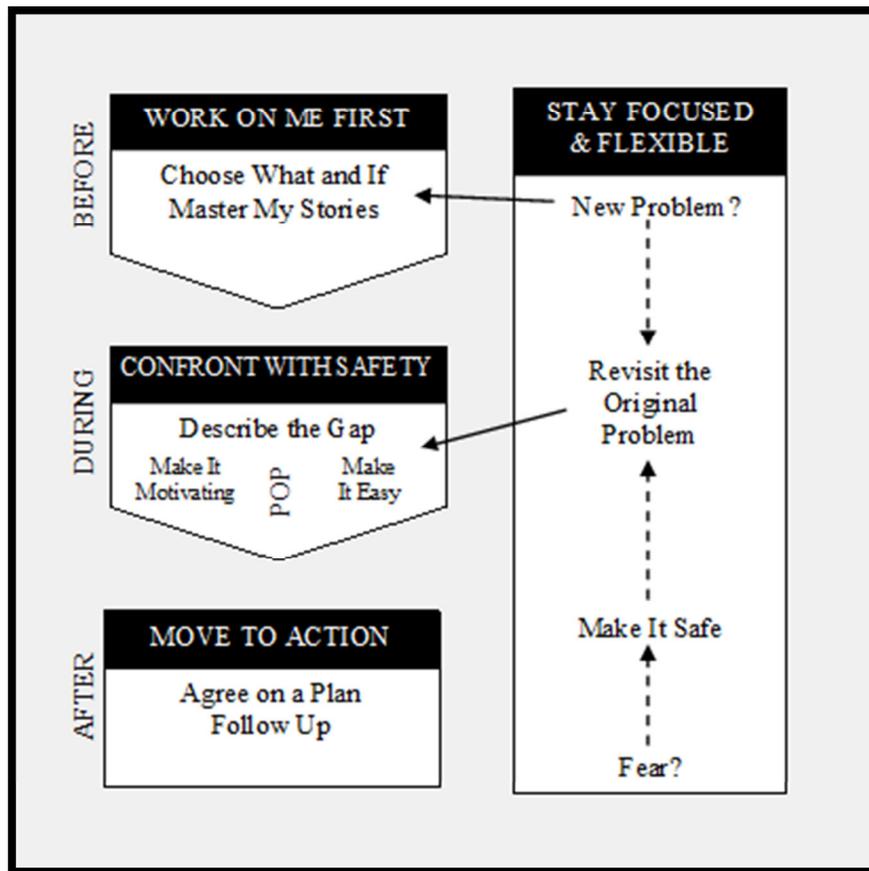
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# Peer Mentoring



## Session Ten Relationships pt.1

## NOTES

*"The really difficult moral issues arise, not from a confrontation of good and evil, but from a collision between two goods."*

Irving Kristol

*"Teach us to number our days and recognize how few they are; help us to spend them as we should."*

Psalm 90:12

## Objectives

Our core purpose today is to:

Begin to see how Crucial Confrontations applies to the accountability leadership model for our ministry.

To achieve this core purpose, you will learn to:

- Assess our current level of crucial confrontation skills
- Understand what to work on first
- Determine how to confront with safety

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

**What do you do when someone  
disappoints you?**

**Fight or Flight?**

**To *confront* means to hold someone  
accountable, face-to-face.**

*"Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships."*

Stephen R. Covey



## Leadership Teaching – Crucial Confrontations

**Self Assessment:** To measure your skill level and see where you need to focus, candidly review the following statements. Check “Yes” if they apply to you. Check “No” if they do not.

### Choose What and If

- | Yes                      | No                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. To avoid getting into an argument, I tend to put off certain discussions longer than I should.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Sometimes when people disappoint or bother me, I confront them—only to realize that I talked about the easy problem, but not the real root problem. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Parts of my life would improve if I could just figure out how to talk about certain hot topics without taking too much risk.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Occasionally I talk myself out of holding a certain discussion by convincing myself it’s better to cope than it is to risk an ugly confrontation.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. With some of the problems I care about the most, I find myself bringing up the same issues over and over again.                                     |

### Master My Stories

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 6. When others do things that are mean or selfish and I’m less than kind in return, I tell myself that they deserved it.                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. When others don’t deliver on a promise, there are times when I judge their reasons for doing so more quickly than I should.              |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Sometimes I assume that others cause me problems on purpose, and then I act as if this assumption is actually true when it may be false. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Occasionally I wonder if I’m too quick to anger.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. There are times when I’ve totally blamed others for a problem only to learn that I was partially responsible.                           |

### Describe the Gap

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Sometimes I bring up problems in a way that makes others defensive.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Occasionally I talk to someone about their bad behavior within earshot of others.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. There are times when I can’t figure out how to give others completely honest feedback in a way that won’t offend them. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Sometimes when I bring up a problem I do too much talking and not enough listening.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. When I bring up problems with others, there are times when I make it hard for them to share their views.               |

**Make It Motivating**

Yes

No

- |                          |                          |     |  |
|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 16. | I can't motivate some of the people to change because I don't have enough power to do so.                            |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. | In order to get people to want to do certain things, sometimes I rely on guilt or even threats.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. | There are times when I can't figure out why people aren't interested in doing what they should be doing.             |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. | Sometimes it's hard to get others to understand that the behavior I want from them is really in their best interest. |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. | There are people I routinely deal with who, to be honest, just can't be motivated.                                   |

**Make It Easy**

- |                          |                          |     |  |
|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 21. | When people find a job to be unattractive or noxious, I occasionally turn up the heat so they'll do it no matter what.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. | When someone can't do something, I tend to jump in with my advice, when all they really want is a chance to talk about their ideas.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. | Sometimes I think that individuals who bend over backwards to make jobs easy are pampering people who just need to do their job and be held accountable. |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. | Occasionally after finishing a problem-solving discussion, I forget to check to see if the other person is committed to do what's necessary.             |
| <input type="checkbox"/> | <input type="checkbox"/> | 25. | There are times when I've asked others for their ideas but didn't really need them because I already had a plan of my own.                               |

**Stay Focused and Flexible**

- |                          |                          |     |  |
|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 26. | When talking to others about problems, sometimes I get sidetracked and miss the original problem.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 27. | When people bring up whole new problems during a crucial confrontation, I don't know what to do with the new issue.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 28. | When people get angry in the middle of a discussion, I don't always know how to respond.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 29. | I'm pretty good at staying focused on an issue, but occasionally may miss talking about what the other person really wants to discuss.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | 30. | When someone misses a commitment and should have updated me but didn't, I generally let them off the hook—even though they didn't have the courtesy to involve me. |

**Move to Action**

Yes

No

31. Sometimes I work through a problem but forget to clarify who is supposed to do what by when.

32. There are times when I'm disappointed with what others have done because they have failed to understand exactly what I wanted them to do.

33. Sometimes I neglect to give others a specific deadline, only to be surprised when they don't deliver by the time I expected them to.

34. I'm pretty sure that either my kids, my spouse, or some of the people I work with think I micromanage them.

35. Sometimes I give people assignments but don't have adequate time to follow up.

**Scoring**

Add up the number of boxes you checked "Yes." Each represents an area where you could use some assistance. Here's what your total score means:

26 – 35      Read the book again and keep it with you at all times!

16 – 25      You could use some help, but at least you're honest.

6 – 15      You're capable and likely are succeeding.

1 – 5      You could teach us a thing or two.

**Chapter-by-Chapter Results**

This survey is divided into the seven chapters that cover crucial confrontation skills (five questions each). Look at your results chapter by chapter. You may want to focus your attention on the chapters where you checked the most "Yes" boxes. These chapters offer the solutions to your most common challenges.

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## NOTES

*"If you're going to speak up when others remain silent, if you're going to hold people to a standard that differs from that of the masses, get the word out. Send out a warning. Differentiate yourself from others. This is particularly wise advice for those moving into new positions of leadership, parents taking over blended families, etc."*

Crucial Confrontations, p43

## Leadership Teaching – Crucial Confrontations

*Before the Crucial Confrontation:*

### WORK ON ME FIRST

#### Choose What and If

- Signs that you're dealing with the wrong problem
  - Your solution doesn't get you what you really want
  - You're constantly dealing with the same issue
  - You're getting increasingly upset
- Confronting the RIGHT issue
  - The ability to reduce an infraction to its bare essence takes patience, a sense of proportion, and precision.
  - You have to distill the issue to a single sentence.
- Think C.P.R.
  - **C**ontent – the first time a problem comes up
  - **P**attern – if the problem continues
  - **R**elationship – when it impacts how you relate to each other
- Two methods for tricking ourselves into remaining silent:
  1. downplaying the cost of not speaking
  2. exaggerating the cost of expressing our views
- Listen to that voice telling you to speak up.

#### Master My Stories



- The Fundamental Attribution Error
- Tell the rest of the story—"Why would a reasonable person do that?"
- Look at all six sources of influence.
- Expand motive to include the force of others
- Add ability—"Can they do what's required?"

## Leadership Teaching – Crucial Confrontations

*During the Crucial Confrontation:*

### **CONFRONT WITH SAFETY**

#### **Describe the Gap**

- Exactly what are we confronting?
  - A Broken Promise (a gap: a difference between what you expected and what actually happened)
- Know what not to do
  - Don't play games / Don't play charades / Don't pass the buck / Don't play read my mind
- End with a question

#### **Make It Motivating**

- Consequences motivate—people are motivated by the consequences they anticipate.
- Explore natural consequences: (change people's hearts by changing their minds)  
Link to existing values / Place the focus on long-term benefits

#### **Make It Easy**

- Jointly explore barriers – deal with the ability barriers
- Jointly explore root causes – encourage their ideas and input
- If they are not able to identify all the causes, "Prime the Pump" – self, others, and things

#### **Pop the Question**

"It sounds like you are willing to do this, but is there anything standing in your way?"

"Is there anything else we need to deal with, or can I count on you to \_\_\_\_\_?"

## Key Learnings

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## Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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## Best Practices

- Practice, practice, practice – work with someone else who knows and understands the process. Get feedback on each phase.
- Meet with a coach or other leader prior to holding a tough crucial confrontation and walk through what you are going to say and try to anticipate challenges from the other person.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Additional Resources

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Crucial Conversations: Tools for Talking When Stakes are High, by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

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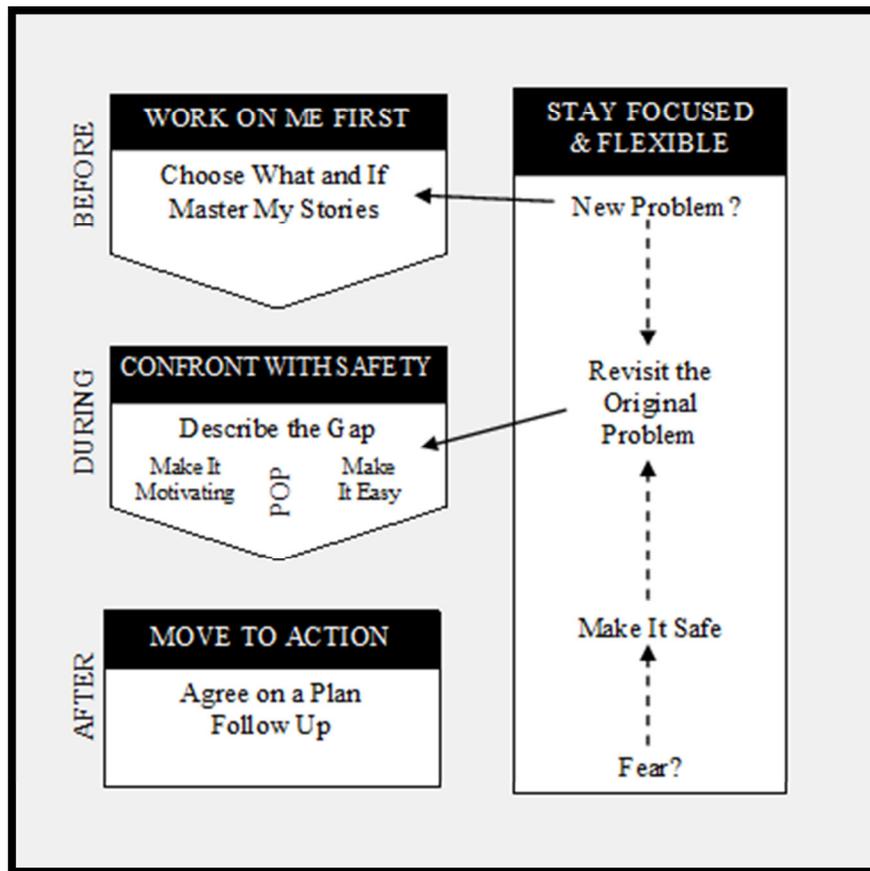
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Other comments: \_\_\_\_\_

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# Peer Mentoring



## Session Eleven Relationships pt.2

## NOTES

*"The art of  
communication is the  
language of leadership."*  
Ellen Hubbard

*"Whatever you do, do it  
enthusiastically, as  
something done for the  
Lord and not for  
men, knowing that you  
will receive the reward  
of an inheritance from  
the Lord—you serve the  
Lord Christ."  
Colossians 3:23-24*

## Objectives

Our core purpose today is to:

Continue to see how Crucial Confrontations applies to the accountability leadership model for our ministry.

To achieve this core purpose, you will learn to:

- Understand how to stay focused and flexible during the confrontation
- Agree on a plan and follow up
- Deal with the truly tough in our environment (“Yeah-Buts”)

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*“Courage changes things for the better...With courage, you can stay with something long enough to succeed at it – realizing that it usually takes two, three, or four times as long to succeed as you thought or hoped.”*

Earl Nightingale



## Leadership Teaching – Crucial Confrontations

### STAY FOCUSED & FLEXIBLE

#### We must be focused and flexible

- Be flexible
  - Note new problems
  - Select the right problem: the original problem, the new one, or both
  - Resolve the new problem and return to the original issue
- Be focused
  - Deal with problems one at a time
  - Consciously choose to deal with new issues, don't allow them to be forced upon you
    - “If something comes up, let me know as soon as you can.”
- When people feel unsafe, step out of the conversation, create safety, and then return.
- These steps can be applied to any new problem that emerges in the middle of a crucial confrontation:
  - Pull out of the original problem
  - Announce the change in topic
  - Confront the new problem
  - Bring it to a satisfactory resolution
  - Decide whether you need to return to the original issue

## Leadership Teaching – Crucial Confrontations

*After the Crucial Confrontation:*

### **AGREE ON A PLAN & FOLLOW UP**

#### **Make a plan complete with WWWF**

- Who
- does What
- by When
- Follow-up
  
- End well – If we don't end well we have wasted our time and efforts
  
- Effective follow-up impacts two crucial confrontations...
  - The one we just had—if we do not follow-up then the other person sees it as a waste of time and that we did not really mean what we said.
  - The next one we have with this person—they will remember that we did not follow-up last time and just go through the motions to get rid of us.

### **"Yeah-But"**

**1.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Key Learnings

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## Action Step

What is **one** action that you are willing to commit to taking between now and our next session together? (A step on your leadership journey toward your goal.)

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## Best Practices

- Practice, practice, practice – work with someone else who knows and understands the process. Get feedback on each phase.
- Meet with a coach or other leader prior to holding a tough crucial confrontation and walk through what you are going to say and try to anticipate challenges from the other person.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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What is your biggest take-away from this session?

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Other comments: \_\_\_\_\_

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## NOTES

*"Leadership is a serving relationship that has the effect of facilitating human development."*

Ted Ward

*"Determine the specific goal you want to achieve. Then dedicate yourself to its attainment with unswerving singleness of purpose, the trenchant zeal of a crusader."*

Paul J. Meyer

## Objectives

Our core purpose today is to:

Apply what was learned from Crucial Confrontations to a "real-world" situation.

To achieve this core purpose, you will:

- Understand a basic "Coaching Framework" designed to complement the Crucial Confrontations model
- Use the key principles from Crucial Confrontations in a leadership/coach role of a case study
- Give and receive feedback in your role of coach/leader

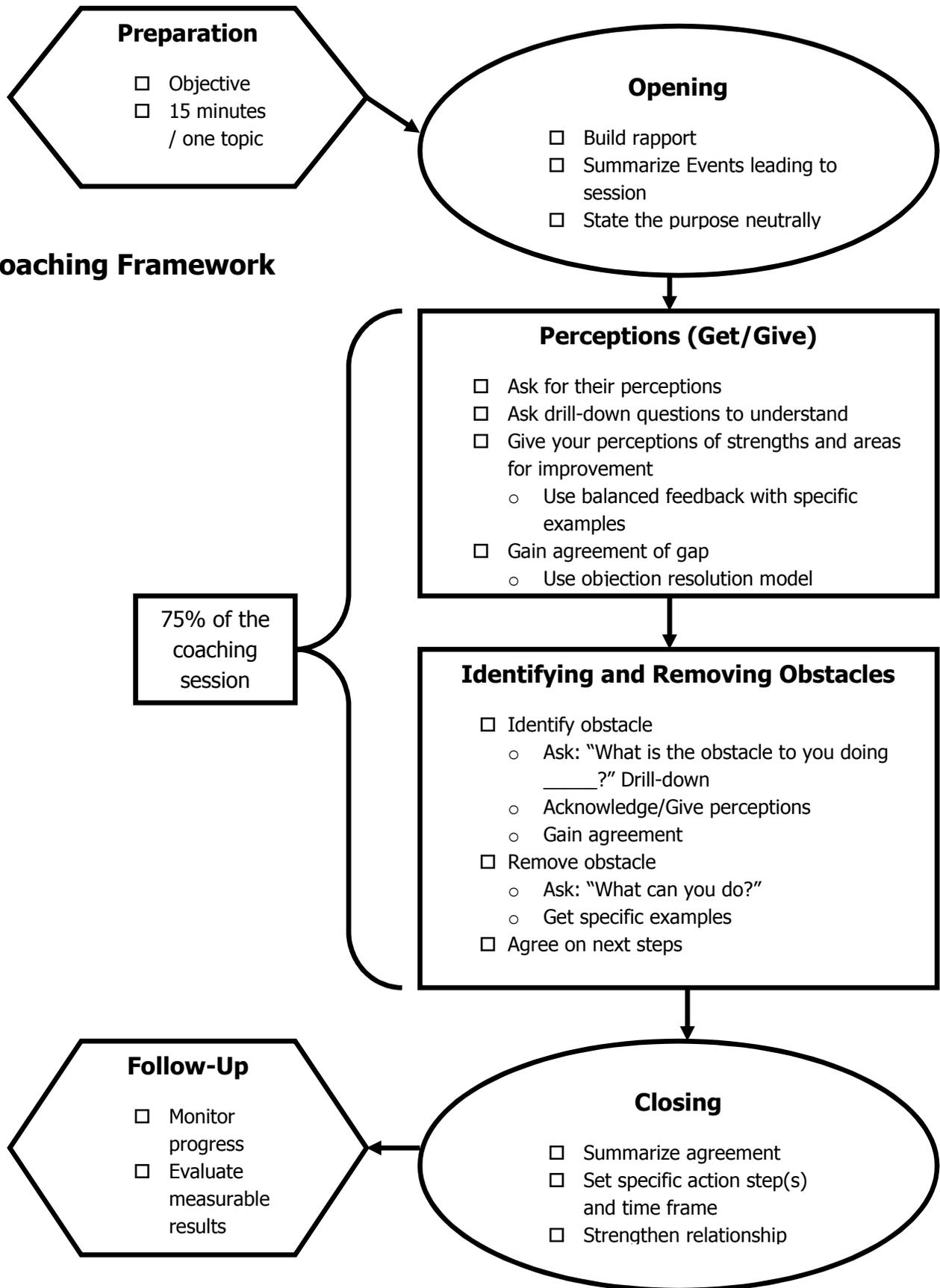
### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*"Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations, forever and ever! Amen."*

*Ephesians 3:20-21*





### Why coach?

- To accelerate learning
- To effect behavioral change
- To improve results

### 3 Myths about coaching

1. It takes too long / I don't have time
2. Only coach when things go wrong
3. You only coach down

Our job as coaches is to:

- 1) Help people reach their goals
- 2) Get them to where they need to be

### Coaching needs to have impact!

#### They Talk First during the perceptions stage

- Both of you may even change your view. It is not a matter of right or wrong.

#### They Summarize

1. They own it
2. They get it right

#### Follow-up

- Builds accountability
- Ensures change
- Ownership
- Affects 2 coaching sessions [the last one and the next one]

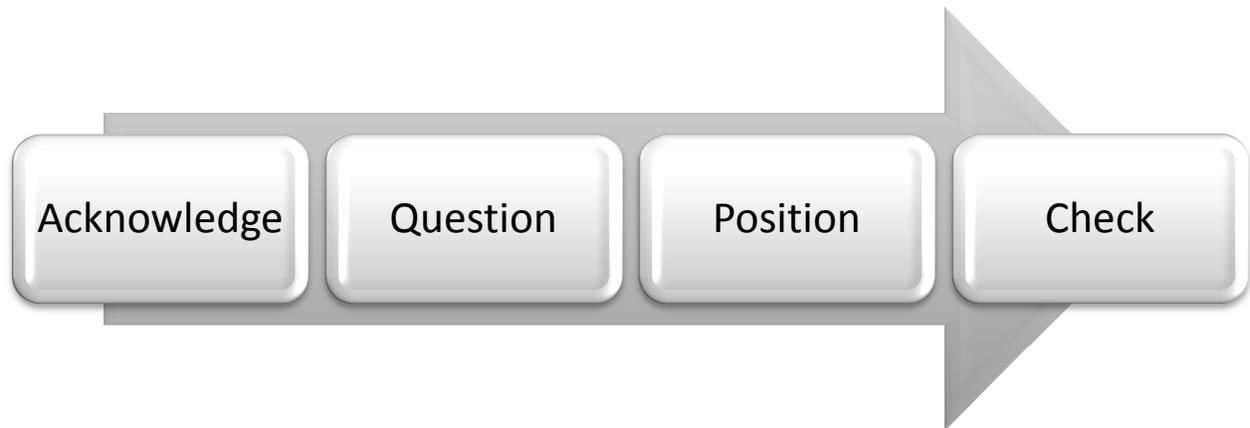
#### Ask before Telling

- People are more responsive
- People prefer to be asked, feel more respected
- Uncovers real obstacles
- Increases commitment and buy-in

#### Ask yourself after the coaching—"Who did all the work?"

**(It should not be you!)**

## Objection Resolution Model



### Acknowledge

- The objection and use genuine empathy where appropriate
- Should be neutral
- Avoid words like: but, however, although, unfortunately,...
- Use: I understand, realize, respect, appropriate, recognize, ...

### Question

- To drill down and understand the "why" behind the objection
- Most objections are smoke screens for the real issue

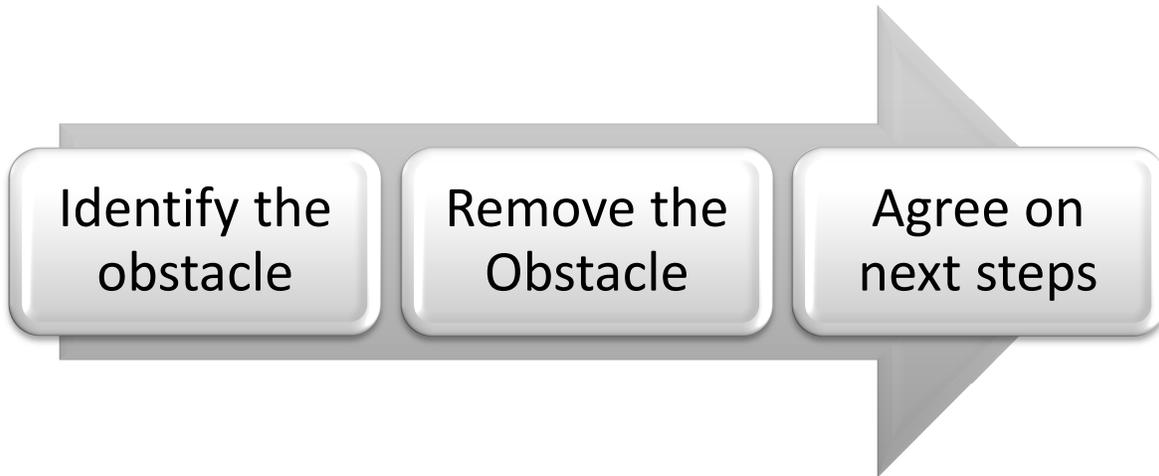
### Position

- A customized, persuasive response
- Tailor to situation

### Check

- For feedback to determine how to proceed

## Identify and Remove Obstacles Model



- This part of the coaching should take the most amount of time

### The Four O's

- Outcome** – determine the desired outcome; What is the impact? What did you want to see happen? What would you like to do going forward?
  - Sometimes you tell instead of asking
  - Some things are non-negotiable
- Obstacles** – identify any obstacles; what got in the way of achieving the desired outcome? List them – focus on internal
- Options** – Brainstorm options; What can you do about it? Get at least 3 options; Let them come up with the options; It is better to get a good option from them, then for us to give them a great option.
  - If they cannot come up with anything:
    1. If they are positive and trying...give them a suggestion just to get the juices flowing. But DO NOT do it for them!
    2. If they are negative and not trying...send them away and have them come back with some suggestions the next day. But DO NOT do it for them!
- Output** – select and output/next steps; What are they going to try 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>; What is their back-up plan? Hold them accountable.

OBSTACLES	
Can Control	Cannot Control

## Key Learnings

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## Action Step

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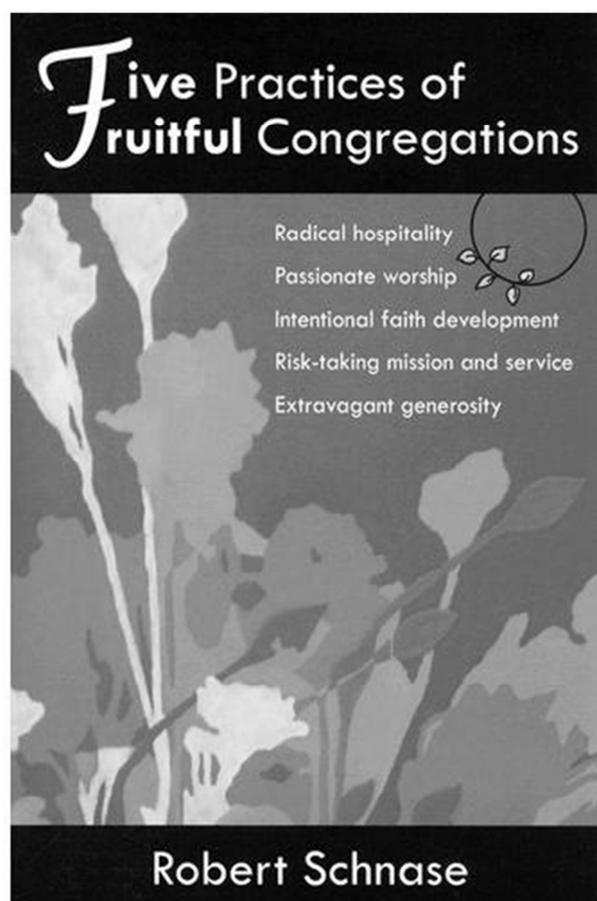
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Other comments: \_\_\_\_\_

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# Peer Mentoring



## Session Thirteen Healthy Church

## NOTES

*"Welcome one another,  
therefore, just as Christ  
has welcomed you, for  
the glory of God."*

Romans 15:7

*"They devoted  
themselves to the  
apostles' teaching and  
fellowship, to the  
breaking of bread and  
the prayers."*

Acts 2:42

## Objectives

Our core purpose today is to:

Celebrate our journey these past 18 sessions!  
See how our churches / our ministries have changed during this time together.

To achieve this core purpose, you will:

- Review each of the five practices of fruitful congregations
- Compare where you and your church were at the beginning of this program and where you are today
- Celebrate the journey together with your group!

### Key Ground Rules:

- Be on time
- Be engaged
- Be curious
- Be respectful

*"How lovely is your dwelling place, O Lord of hosts! My soul longs, indeed it faints for the courts of the Lord."*

Psalm 84:1-2



## Leadership Teaching – Five Practices of Fruitful Congregations

### 1. Radical Hospitality

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### 2. Passionate Worship

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### 3. Intentional Faith Development

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### 4. Risk-taking Mission and Service

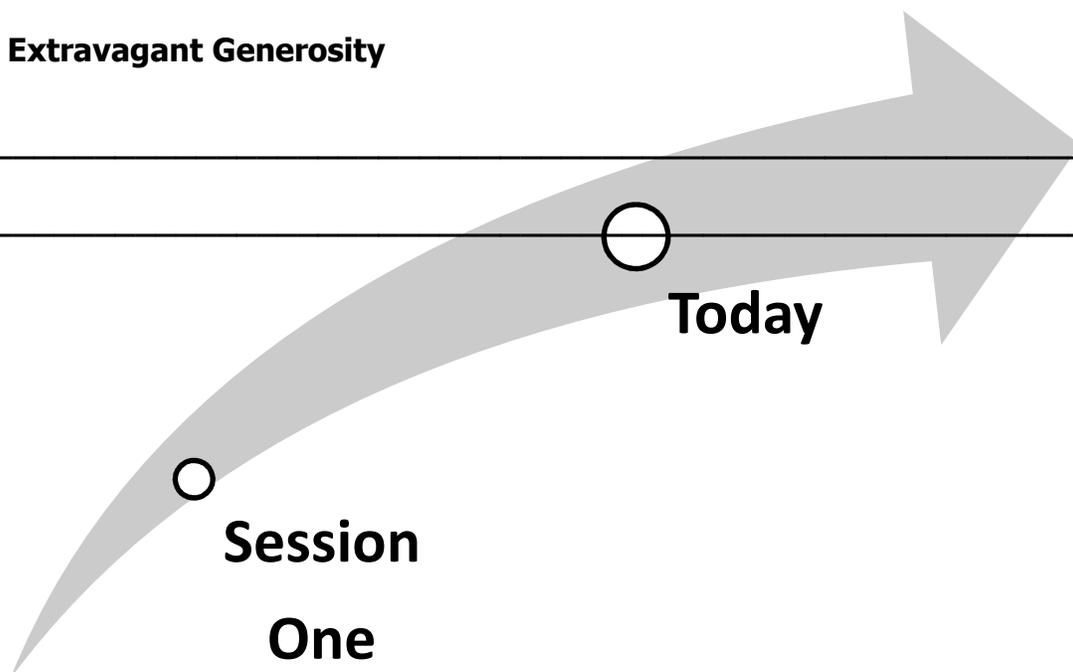
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### 5. Extravagant Generosity

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## NOTES

*"Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."*

Matthew 25:40

*"You will be enriched in every way for your great generosity."*

2 Corinthians 9:11

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

	<b>Poor /Low (1)</b>	<b>Fair (2)</b>	<b>Good/ Medium (3)</b>	<b>Strong (4)</b>	<b>Excellent/ High (5)</b>
1. Objectives were clearly stated and met					
2. Materials were useful/relevant.					
3. The topics covered were what I expected.					
4. The knowledge of the facilitator added richness to my learning experience.					
5. Pace of session was appropriate.					
6. The environment was free of distractions so I could focus on the session.					
7. I was fully engaged during the workshop.					
8. I learned things in this session that are relevant to my church.					
9. I intend to use what I learned in this session in my church.					
10. How would you rate the session overall?					

What, if anything, would you suggest to improve this session in the future?

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What is your biggest take-away from this session?

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Other comments: \_\_\_\_\_

## Total Program Evaluation

**Facilitator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name (Optional)** \_\_\_\_\_

	<b>Poor /Low (1)</b>	<b>Fair (2)</b>	<b>Good/ Medium (3)</b>	<b>Strong (4)</b>	<b>Excellent/ High (5)</b>
1. Objectives were clearly stated and met					
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8. I learned things in this session that are relevant to my church.					
9. I intend to use what I learned in this session in my church.					
10. How would you rate the session overall?					

What, if anything, would you suggest to improve this **total program** in the future?

\_\_\_\_\_

What is your biggest take-away from this **total program**?

\_\_\_\_\_

\_\_\_\_\_

Other comments: \_\_\_\_\_

\_\_\_\_\_