



**NEXT GENERATION
LEADERSHIP PROGRAMME**

Creating servant leaders for the African Church

MODULES 1 – 9

LEARNING LEADER GUIDES

**Servant Leadership Programme
for Alumni**



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MODULE 1 WELCOME MODULE

Learning Leader Guide

**Servant Leadership Programme
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Welcome to the Servant Leadership Programme

As you move through this programme, take advantage of the opportunity to bring your whole self to your experience.

Take time to reflect on your motivations and intentions (heart), the beliefs and theories presented (head), how you may use your gifts and talents in your actions and service to others (hands), and what practices you may wish to enhance, eliminate, or change to become more effective (habits).



Questions for Servant Leaders

Heart - Am I a self-serving leader or a serving leader? What are my motivations? My intentions?

Head -What beliefs and theories do I hold about leadership? What more might I learn? What might I contribute?

Hands -What ideas do I have? Who will I inspire? What will I implement?

Habits: Who do I want to be as a leader? What practices and behaviors will express my values and intentions?

Programme Aspirations

This Servant Leadership Programme experience is designed to support you in your growth and development as a servant leader by:





- Growing in community with each other
- Drawing inspiration from Jesus, women, and each other as models of servant leadership
- Learning the difference between traditional models of leadership and servant leadership
- Discovering and applying servant leader mindsets, habits, and practices upon a synodal platform
- Offering supplemental materials, activities, and resources that you may share or use in your team, organization, and congregations.

Programme Format

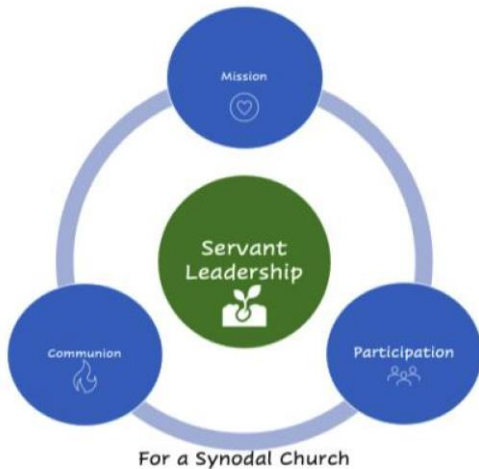
The format of the programme draws inspiration from the synodal process; a process of listening, encountering, dialoguing, and discerning in community with others and with the Holy Spirit. In the process we engage in deep reflection, build trust in ourselves and in each other through active and deep listening with empathy, reflection, and discernment.

In turn, we explore and discover how we might draw from our leadership development experience to create and foster a similar environment with those whom we lead and serve.

Icons Used in this Learning Leader Guide

	RESOURCES FOR LEADING AND LEARNING: Additional information may be found in the appendix. You are encouraged to reference these resources to support your ongoing learning and servant leadership. Share with others to incorporate into their leadership, teaching or development and formation of others.
	JOURNAL: Capture your reflections on your learning experiences. Write down key ideas or new concepts. Highlight insights and shifts of thinking to inform new ways of being (leadership mindsets, behaviors and practices) and doing (actions).
	ASSESSMENT: Respond honestly to self-assessments that capture your current thinking, feelings, and behaviors in relationship to a leadership principle or practice. There are no right or wrong answers. Identify your strengths and opportunities for growth and incorporate your insights and new awareness into your individual leadership action plan.
	REFLECTION: Take a moment to reflect, in any way you like (journaling, silent prayer or meditation) on how the Holy Spirit might be using the tenets of synodality in your life.

The Synodal Platform and Servant Leadership



Synod is an ancient and venerable word in the Tradition of the Church, whose meaning indicates the path along which the People of God walk together. As People of God, walking and journeying together, synodality is lived out through our daily words, actions, and interactions with each other.

The synodal process is characterized by three dimensions:

- **Communion:** Listening to the Word of God
- **Participation:** Serving one another through the gifts each have received from the Holy Spirit
- **Mission:** Bearing witness to the living Gospel

Synodality is expressed through our style or set of behaviors and mindsets for how we live, work, and pray together as Catholics who follow in the way of the Gospel. As baptized and confirmed members of the church, every individual is endowed with the gifts, talents and charisms that will renew, transform, and sustain the church’s vitality now and into the future.

Studying and practicing servant leadership offers church members, all of whom have the potential to serve and lead, a set of traits and competencies, and associated skills and practices, that are congruent with the characteristics of synodality:

Characteristics of Synodality (Tenets)	Traits and Competencies of Servant Leaders (Behaviors)
<ul style="list-style-type: none"> ● Courage ● Humility ● Dialogue ● Openness, Non-judgment ● Discernment ● Belonging ● Visionary ● Hopeful ● Agency 	<ul style="list-style-type: none"> ● Leads with a Moral Authority ● Compassionate Collaborator ● Skilled Communicator ● Puts People First ● Systems Thinker ● Person of Character ● Has Foresight

What Develops in Servant Leadership Development?

Individuals who participate in the Servant Leadership Programme examine their leadership motives to better understand how they may help create a just and caring society through their apostolic works. The program structure and experience draw not only on theory and best practices, but creates a space for discussion of the issues, challenges, opportunities, hardships, and joys experienced by the participants. Everyone has something to learn and to offer as a community of learners.

The journey of leadership development, as James Kouzes and Barry Posner write in *The Leadership Challenge*, begins with self, “The quest for leadership is first an inner quest to discover who you are.”

“The quest for leadership is first an inner quest to discover who you are ...”

Learning to lead is about discovering what you care about and value.”

-Kouzes and Posner

As leaders explore what has meaning for them, they are better able to serve others and their organization by more effectively aligning their values with their actions, and developing in three areas:

- Self-Awareness (Leading Self)
- Personal Effectiveness (Leading Others)
- Organizational Effectiveness (Leading Organizations)

When individuals honestly assess and reflect on their leadership behaviors and open themselves up to learning, they grow in:

- **SELF-AWARENESS** of personal strengths and weaknesses; what one does well and not so well. Developing emotional intelligence by accurately identifying and understanding our emotions and reactions of others and effectively managing ourselves and our relationships
- **SELF CONFIDENCE:** developing a surer sense of what one has to offer others; developing a sense of risk taking and the ability to overcome challenges.
- **THE ABILITY TO VIEW LIFE FROM A BROADER, SYSTEMIC POINT OF VIEW:** learning to see the big picture and how to handle ambiguity while organizing complex situations.
- **THE ABILITY TO WORK IN SOCIAL SYSTEMS:** learning how to motivate, delegate, influence, build teams, manage conflict, and work with difficult people.
- **THE ABILITY TO THINK CREATIVELY:** learning to move beyond one’s own familiar frameworks and assumptions, learning to innovate and open up new opportunities.
- **THE ABILITY TO LEARN:** learning how to reflect and learn from experience; learning how to recognize when new behaviors, skills and attitudes are called for.

Building the Learning Community Activity

This activity fosters curiosity and surfaces the interests, talents, and gifts of those present in the group. In this activity we will focus our attention on the challenges and opportunities you encounter in your leadership. Everyone contributes to the conversation and notices patterns together. Our objective is to begin to identify together the broader individual and collective learning agenda.

Invitation:

What challenges and opportunities do you bring to this gathering?
What successes do you bring to this gathering?
What gifts do you hope to receive and offer to this community of learners?

Discussion:

What new patterns did you discover in your conversations?



Individual Reflection

What am I hoping to learn? What am I hoping to share with others?

Additional Resources for Leading and Learning

	Articles and Online Resources <ul style="list-style-type: none"> • For a Synodal Church: Official Handbook for Listening and Discernment in Local Churches
	Lessons and Activities <ul style="list-style-type: none"> • Common Discernment and Decision Making in the Church Online Course

The word Ubuntu, translated to English, roughly means, “I am because we are.”
 Nelson Mandela has described Ubuntu with these words:

“A traveler through a country would stop at a village and he didn’t have to ask for food or for water. Once he stops, the people give him food, entertain him. That is one aspect of Ubuntu, but it will have various aspects. Ubuntu does not mean that people should not enrich themselves.

The question therefore is: Are you going to do so in order to enable the community around you to be able to improve?”



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**MODULE 2
THE SHIFTING PARADIGM OF LEADERSHIP**

Learning Leader Guide

**Servant Leadership Programme
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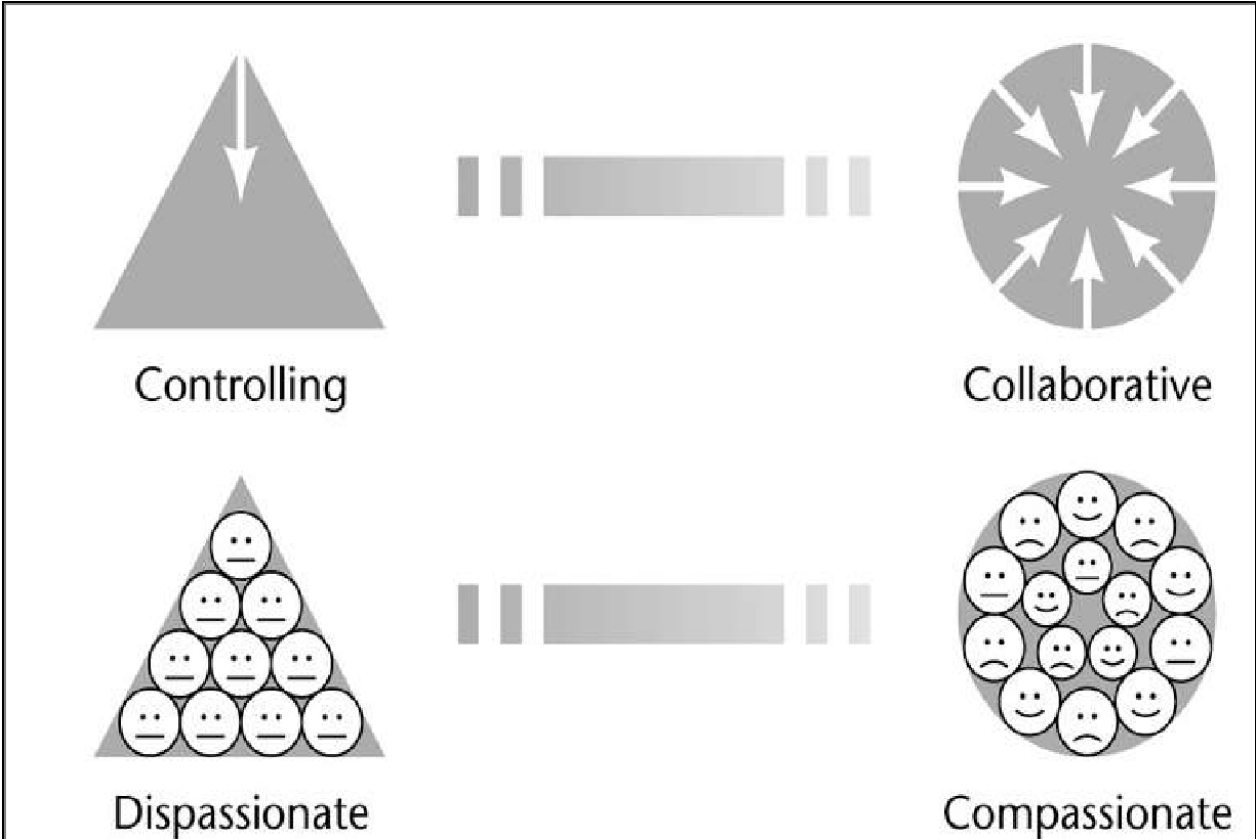
The Shifting Paradigm of Leadership

Leadership Themes Over Time

1920's	<p>The ability to impress the leader's will on those led, to induce:</p> <ul style="list-style-type: none"> - Obedience, Respect, Loyalty Cooperation - Emphasis on control and centralization of power
1930's	<p>Influencing people to cooperate in the achievement of common goals</p> <ul style="list-style-type: none"> - Use of emotional appeal, rather than authority - Recognition of different personality traits
1940's	<p>Leadership function is a dynamic relationship</p> <ul style="list-style-type: none"> - Persuading, Influencing - Interaction involving behavior by and toward the individual "lifted" a person to a leader role by others
1950's	<p>Leaders move the group toward its goals</p> <ul style="list-style-type: none"> - Directing activities of the group - Inducing a subordinate to behave in a desired manner - Directing, guiding, influencing, or controlling the thoughts, feelings, or behaviors of others
1960's	<p>Exercising influence over others</p> <ul style="list-style-type: none"> - Cue-ing the behavior of others to conform to leader's objectives - Ability to influence the decisions and actions of others; therefore, exercising power over the decision-making process - Higher degree of personal initiative and risk than the executive
1970's	<p>Ability to influence others and to influence organizational policy and practice</p> <ul style="list-style-type: none"> - Leader exhibits behavior and shares information so that others are convinced that to follow the leader's suggestions will lead to better outcomes - An emotional relationship at least as much as it is a juridical one - Requires the cooperation of others <p>Greenleaf introduces the concept of servant leadership.</p>
1980's	<p>Leaders are agents of change</p> <ul style="list-style-type: none"> - Ability to mobilize others and to set constraints - Communicating the what and how of a job; Motivating others to do it - One person attempts to construct the social world for others - Relationship between individuals that is oriented toward social visions and change
1990's	<p>Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.</p> <ul style="list-style-type: none"> - The relationship is based on influence. - Leaders and followers are the people in this relationship. - Leaders and followers intend real changes. - Leaders and followers develop mutual purposes.
2000's	<p>Leaders co-create a vision of the future</p> <ul style="list-style-type: none"> - Leaders know their people, seek to understand their concerns, address their needs, and help people to grow and develop in their potential - Committed to the growth of individual and collective; community builder - Leaders foster and create environments of psychological safety and experimentation

Drawn from Joseph C. Rost, *Leadership for the Twenty-first Century*






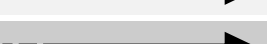
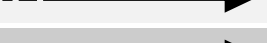




Emerging Leadership Styles and Theories



Individually Oriented	Collectively Oriented
Personal Drive to Achieve	Desire to Serve Others
Dispassionate	Compassionate
Controls Information to Maintain Power	Shares and Distributes Power – Leader Among Equals
Value Comes from Individual Talent	Value Comes from Collaboration
Ethnocentric	Pluralistic
Focused on Immediate	Focused on Immediate and Long-Term Vision

The Leadership Paradigm Shift

Phil Hunsaker and Tony Allesandra in their book, *The New Art of Managing People* (Free Press, 2008) describe the shift from technical management and leadership to integrative management and leadership.

<i>Technical Management and Leadership</i>		<i>Integrative Management and Leadership</i>
Blind faith on the Leader		Generate and sustain trust
Catching someone doing wrong		Catching someone doing right
Controlling leadership		Collaborative leadership
Ethnocentric leadership		Cross-cultural leadership
Exclusive authority		Democratic participation
Exercising control		Providing support
Giving commands		Communicating meanings
Hierarchical leadership		Participatory leadership
Idealistic mission statements		Shared mission practices
Individual focus		Collective focus
Leader first		Servant first
Leaders are born		Leaders are made
Leading by command		Leading by example
Local / national context		Global / international context
Maximizing personal profit		Fostering social justice
Performing leadership		Developing leadership
Power		Empowerment
Self-focused		Other-focused
Short-term planning		Visionary leadership

Activity: What Are Your Shifting Leadership Paradigms?

Reflect on your leadership perspectives and behaviors.
 What paradigms would you like to shift individually, collectively, organizationally?
 Your paradigm shifts could be either practiced or desired.

<i>Technical Management and Leadership</i>		<i>Integrative Management and Leadership</i>
	➔	
	➔	
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Individual Reflection

What are your shifting leadership **paradigms**? What initial thoughts do you have for how to make this **shift**?






Synodal Reflection

A core tenet of synodality is **COURAGE**.

Take a moment to reflect, in any way you like (journaling, silent prayer or meditation) on how the Holy Spirit might be asking you to have courage.

Additional Resources for Leading and Learning

	<p>Articles and Online Resources</p> <ul style="list-style-type: none">• Scripture Based Leadership• Servant Leadership: How to Lead with Heart TEDx with Liz Theophille
	<p>Self-Assessments</p> <ul style="list-style-type: none">• Servant Leadership Self-Assessment• Servant Leadership 360 Feedback
	<p>Lessons and Activities</p> <ul style="list-style-type: none">• Introduction to Servant Leadership – eLearning lesson produced by the Next Generation Leadership Program for the Scholar SLP Programme• Building the Learning Community Guide (NGLP)



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MODULE 3 **SERVANT LEADERSHIP:** **LEADING FOR THE MISSION**

Learning Leader Guide

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Servant Leadership Goal and Definition

Many people around the world have come to know the term “servant leader”, first coined by Robert K. Greenleaf, in 1970. However, many Christians’ writing on leadership point to Jesus of Nazareth as the greatest role model when it comes to understanding and adopting the servant-leadership approach in one’s ministry.

*Leading like Jesus is “love-based leadership”
where leaders are committed to developing others, achieving results,
and extending grace and forgiveness.*

The Goal of Servant Leadership

“The goal of servant leadership is to create a more caring and just society where the less able and the more able serve each other with unlimited liability.”

He raised powerful, enduring questions for leaders and their organizations:

- *How do we get out of our own way and listen deeply to others and ourselves?*
- *How do we develop others who will become regenerative forces in our organizations and institutions?*
- *How can we, mere mortals, become more serving in a turbulent world?*
- *How can institutions correct deficiencies in their service to society?*
- *How to make big also beautiful? To create community inside large institutions?*

The Definition of Servant Leadership

“It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. This is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions.”

Servant Leadership is Transformational Leadership

Transformational leadership is, “A style of leadership where one or more individuals engage with others in such a way that leader and follower raise one another to higher levels of motivation and morality (James McGregor Burns).”

Others define transformational leadership as:

- Visionary agents with a mission who are capable of motivating followers to accept new goals or ways of doing things (Hodgetts, Luttans, 2000)
- The ability of the leader to create a shared vision and strong identification with team members, based on more than rewarding completion of a project or task (Keegan, Hartog, 20014)
- Leaders who demonstrate a strong consideration for, and support of individual and team needs; develops connections to help other achieve their full potential (Parker, Craig 2008)

Reflection: Who Helped Me?



Think of a time when someone showed servant leadership in a profound way.
Record as much as you can below.
After you have finished, share your stories with your table mates.
Do the servant leaders in your stories share similar traits or behaviors?

1. Name or relationship to me

2. A moment I remember

3. What he or she said and did

4. How they made me feel

5. What I learned or took away from the moment

Key Characteristics of Servant Leaders

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. -Corinthians 13 4-8

Laub (1999)	Dennis and Bocarnea (2005)	Barbuto and Wheeler (2006)	Wong & Davey (2007)	Sendjaya, Sarros and Santorra (2008)	van Dierendonck and Nuijtn (2011)
Developing People	Serving and Developing Others	Altruistic Calling	Empowerment	Transforming Influence	Empowerment
Providing and Sharing Leadership	Consulting and Involving Others	Emotional	Trust	Voluntary subordination	Humility
Displaying Authenticity	Humility and Selflessness	Healing	Humility	Authentic Self	Standing Back
Valuing People	Modeling Integrity and Authenticity	Persuasive	Agape Love	Transcendental	Stewardship
Building Community	Inspiring and Influencing Others	Mapping	Vision	Spirituality	Authenticity
		Organizing		Covenantal	Forgiveness
		Stewardship		Relationship	Courage
		Wisdom		Responsible	Accountability
				Morality	



Individual Reflection

When you review the characteristics of servant leadership identified by these scholars, what stands out to you as a common theme in your leadership?

The Seven Pillars of Servant Leadership

“Wisdom has built her house; she has hewn her seven pillars (Proverbs 9:1).”

21st century leadership studies are concerned with understanding who a leader is and is becoming, and how he or she responds to others. The Seven Pillars of Servant Leadership synthesize the key characteristics and competencies of servant leaders found in the research over the past twenty years. Embedded within each pillar are three core leadership traits or competencies (behaviors, skills, attitudes).

<p>Has Foresight</p>	<p>Imagines possibilities, anticipates the future, and proceeds with clarity of purpose.</p> <ul style="list-style-type: none"> ● Visionary ● Displays Creativity ● Takes Courageous and Decisive Action
<p>Leads with Moral Authority</p>	<p>Worthy of respect, inspires trust and confidence, and establishes quality standards for performance.</p> <ul style="list-style-type: none"> ● Accepts and Delegates Responsibility ● Shares Power and Control ● Creates a Culture of Accountability
<p>Compassionate Collaborator</p>	<p>Strengthens relationships, supports diversity, and creates a sense of belonging.</p> <ul style="list-style-type: none"> ● Expresses Appreciation ● Builds Teams and Communities ● Negotiates Conflict
<p>Systems Thinker</p>	<p>Thinks and acts strategically, leads change effectively, and balances the whole with the sum of its parts.</p> <ul style="list-style-type: none"> ● Comfortable with Complexity ● Demonstrates Adaptability ● Considers the Greater Good
<p>Puts People First</p>	<p>Helps others meet their highest priority development needs</p> <ul style="list-style-type: none"> ● Displays a Servant’s Heart ● Is Mentor-Minded ● Shows Care and Concern
<p>Person of Character</p>	<p>Makes Insightful, Ethical, and Principle-Centered Decisions</p> <ul style="list-style-type: none"> ● Maintains Integrity ● Demonstrates Humility ● Serves a Higher Purpose
<p>Skilled Communicator</p>	<p>Listens Earnestly and Speaks Effectively</p> <ul style="list-style-type: none"> ● Demonstrates Empathy ● Invites Feedback ● Communicates Persuasively

Servant Leadership Practices

1. **Listening.** A deep commitment to listening intently to others accompanied with periods of reflection.
2. **Empathy.** Assumes positive intent; does not reject others personally even when one does not accept their behavior.
3. **Healing.** Care of self and others; in search of “making whole” those who have suffered or experienced emotional hurts.
4. **Awareness.** Self-awareness means being “sharply awake” to issues involving values and ethics; able to find inner serenity in the face of volatility, uncertainty and complexity.
5. **Persuasion.** Exercise influence and build consensus rather than rely on positional authority.
6. **Conceptualization.** Conceptualize and communicate concepts on balance with day-to-day demands and workload.
7. **Foresight.** Captures lessons learned from the past and considers the realities of the present to inform decisions for the future.
8. **Stewardship.** Hold their institutions in trust for the good of society.
9. **Commitment to the Growth of People.** Deeply committed to nurturing the whole person.
10. **Building Community.** Model the way and create cultures of community by being in integrity with core values, collaborating and acting with transparency.

The Best Test

Greenleaf provides four foundational questions to determine the servant leader:

- Do those served grow as persons?
- Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?
- What is the effect on the least privileged in society?
- Will they benefit, or, at least, not be further deprived?

Jesus as a Role Model for Servant Leadership

The most important thing in leadership is the leader; and the most important part of the leader is his or her heart; and the most important connection to a leader's heart is God.
(Blanchard et al, xi)

Sylvanus N. Wosu, in his book, *Leader as Servant: The Laws of Integrative, Transformative Leadership* (2014), recognizes Jesus as the greatest leader of all time. He explains that Jesus' leadership was so effective because he was fully present to his disciples and his followers by choosing to lead through serving.

When Jesus said, "If I then your Lord and Teacher, have washed your feet, you also ought to wash one another's feet (John 13:13)" he demonstrated to his disciples that he recognized his leadership role, however, he was confident enough in Himself to lead, not by lording his power and authority over, but by modeling a serving attitude.

We can view Jesus' leadership through the lens of the 4 H's:

Jesus' Motivation (Heart):

Ken Blanchard and his colleagues claim that "the most important thing in leadership is the leader; and the most important part of the leader is her heart; the most important connection to a leader's heart is God (Lead Like Jesus, 2016)." *"By myself I can do nothing; I judge only as I hear, and my judgment is just, for I seek not to please myself but him who sent me (John 5:30)."*

Jesus led with his heart. Out of love for his followers, and as an example to those who believed in Him, he submitted himself to God's will. In times of temptation, doubt, and fear, His spiritual strength and fortitude was nourished through prayer and contemplation – asking "Whose Am I?" and "Who Am I?" *"Very early in the morning, while it was still dark, Jesus got up, left the house and went off to a solitary place, where he prayed (Mark 1:35)."*

Jesus as an Effective Communicator (Habits):

Jesus was an outstanding communicator. In less than three years he was able to train his disciples to emulate his principles and values, and prepare them to share his message.

He invited others into His vision and mission, and was clear in his expectations.

He offered support to his disciples, recognizing "teachable moments" and using inquiry, active listening, and joint decision-making to discover their personal purpose and guide them toward meaningful action.

Jesus as Teacher (Head)

As a teacher, Jesus encouraged and guided his disciples in their spiritual growth, attending to their unique needs and empowering them in their ability to share their knowledge and the Gospel more broadly. *"Go and do Likewise (Luke 10:37)."*

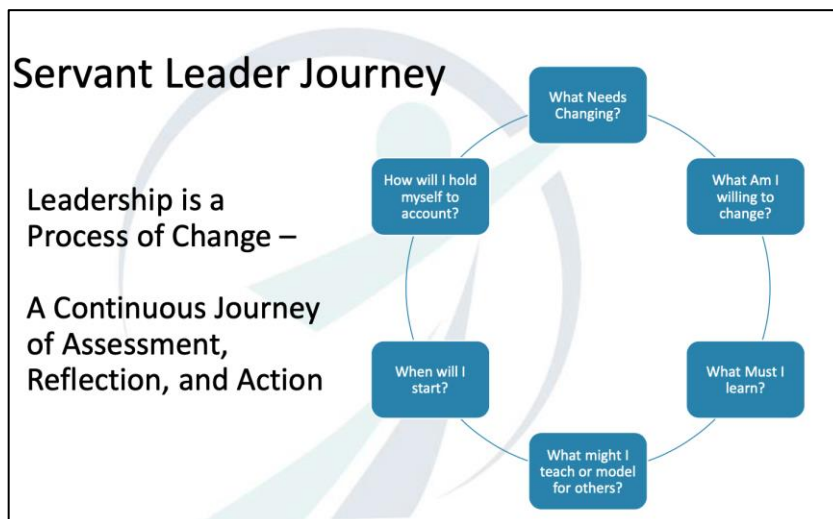
Jesus as Healer (Hands)

Matthew 9 shares the stories of Jesus' healing works in the synagogues, towns, and villages. As Jesus shared the good news, He healed disease, and He ate with sinners. *"When the Pharisees saw this, they asked his disciples, 'why does your teacher eat with tax collectors and sinners?' On hearing this, Jesus said, 'it is not the healthy who need a doctor but the sick. But go and learn what this means: 'I desire mercy, not sacrifice.' I have not come to call the righteous, but the sinners. (Matthew 9:11-12)."*

Expressing empathy and compassion, and acting with humility, Jesus' leadership is directed at building community by nurturing all with His empathy and acceptance. According to Sylvanus Wosu, author of *Leader as a Servant Leadership Model: The Laws of Integrative Transformational Leadership*, leading as servant "seeks to lead and empower followers both as individuals and community to serve each other" in order to build a better functioning society. Change and transformation, Wosu claims, begins at the leader-follower, or student-teacher level, but then needs to be fostered at the departmental, institutional, and societal level.

Jesus demonstrated this by teaching and mentoring others to become disciples locally and by empowering them to become influencers at the community level. *"When he saw the crowds, he had compassion for them, because they were harassed and helpless, like sheep without a shepherd. Then he said to his disciples, 'The harvest is plentiful, but the laborers are few; therefore, pray earnestly to the Lord of the harvest to send out laborers into his harvest (Matthew 9:36 – 38).*

The Servant Leader's Journey



Individual and organizational transformation is a change process where the leader continually assesses themselves and the environment, identifies new learning and practices to meet or improve the conditions, and takes action to achieve concrete results.

Questions for Leaders

Ask Yourself, What Needs Changing?

- *What are my strengths? Where do I have room to grow?*

Express a Desire to Change

- *Am I willing to commit to changing my behaviours?*
- *What investments am I willing to make with my time, energy, resources?*

Find and Claim Incentives to Change

- *What results would I expect to see as a result of a change?*

Acquire the Knowledge, Skills, Attitudes and Abilities Needed to Change

- *What opportunities exist to acquire new knowledge and skills?*
What resources are available to me?

Apply

- *Practice, practice, practice, test, test, test*
- *Where can I try out new practices? Am I willing to seek and obtain feedback? From whom?*
- *How will I hold myself accountable? How will I know that I have developed new habits?*

Meet the Best Test

- *Do my new habits meet the Best Test? Am I contributing to the greater good of my community, organization, and society?*



Synodal Reflection

A core tenet of synodality is **HUMILITY**.

Take a moment to reflect, in any way you like (journaling, silent prayer or meditation) on how the Holy Spirit might be asking you to be humble.





Self- Assessment Reflection

Choose an image that best describes your servant leadership strengths and opportunities for growth **today** and write down a brief explanation for why you chose the image.

Now, choose an image that best describes where you would like you to be **6 months** from now in your servant leadership and write down a brief explanation for why you chose the image.

If I invest time in my personal growth and development, I will expect to see the following changes:

Additional Resources for Leading and Learning

	<p>Articles</p> <ul style="list-style-type: none"> • Practicing Servant Leadership by Larry Spears • The Servant as Leader by Robert Greenleaf • Teacher as Servant Leader by Richard Bowman • All Things Connected by Linda Belton • Article: What Can Hunter-Gatherers Teach Us About Servant Leadership?
	<p>Lessons and Activities</p> <ul style="list-style-type: none"> • Vincent on Leadership: The Hay Project at DePaul University



**NEXT GENERATION
LEADERSHIP PROGRAMME**

Creating servant leaders for the African Church

**MODULE 4
PERSONAL AND SPIRITUAL DEVELOPMENT**

Learning Leader Guide

**Servant Leadership Programme
for Alumni**

Personal and Spiritual Development

“Very early in the morning, while it was still dark, Jesus got up, left the house and went off to a solitary place, where he prayed” (Mark 1:35).

The demands of servant leadership often wear on leaders who have been entrusted by their followers to fix problems, make difficult decisions, and to persist, oftentimes, in the face of difficulty, adversity, complexity, and change.

In the gospel according to Mark, the next morning, after a busy day, Jesus wakes early to spend time by himself and with his Father:

As soon as they left the synagogue, they went with James and John to the home of Simon and Andrew. Simon’s mother-in-law was in bed with a fever, and they immediately told Jesus about her. So he went to her, took her hand and helped her up. The fever left her, and she began to wait on them.

That evening after sunset the people brought to Jesus all the sick and demon possessed. The whole town gathered at the door, and Jesus healed many who had various diseases. He also drove out many demons, but he would not let the demons speak because they knew who he was. Very early in the morning, while it was still dark, Jesus got up, left the house and went off to a solitary place, where he prayed. Simon and his companions went to look for him, and when they found him, they exclaimed: “Everyone is looking for you!”

Jesus replied, “Let us go somewhere else—to the nearby villages—so I can preach there also. That is why I have come.” So he traveled throughout Galilee, preaching in their synagogues and driving out demons. (Mark 1:29 – 39)

❖ **Why does Jesus go off to a solitary place?**

❖ **What important lessons does this passage hold for servant leadership?**



Synodal Reflection

A core tenet of synodality is **HOPE**.

Take a moment to reflect, in any way you like (journaling, silent prayer or meditation) on how the Holy Spirit might be asking you to be hopeful.

Stages of Personal Development

We have to learn how to evolve to wisdom in a single lifetime, and we have to do that learning quickly. and perhaps the demand is highest on leaders who are guiding people and organizations through a new tomorrow.

- Jennifer Garvey Berger

As we've discussed, leaders need to be clear about the values that guide their own actions, and the values that drive their organization's choices. They need to make decisions that are smart and wise; that balance what is right for themselves, for their organization, and what is socially responsible.

Leaders need to know how to motivate and develop others in their mindsets and skillsets; to know how to create and maintain organizations and teams that are cohesive, productive, and reliable. And leaders today need to know how to stay healthy and keep their organizations healthy.

It can be helpful both personally and professionally to draw upon a general framework of human and organizational development to gain perspective on your own life journey and the values you presently hold, as well as assist you in leading others who are in different places, for whatever reasons.

The research into human psychological and spiritual growth of recent decades now provides us with a number of models from which to choose to talk about these stages. Western psychologists have proposed theories that contain as few as three and as many as 8, 12, and even more such stages or levels of development.

Maslow's Theory of Human Development

Just as our physical body passes through various stages of development from the womb to the tomb, so, too, does our interior self grow and develop.

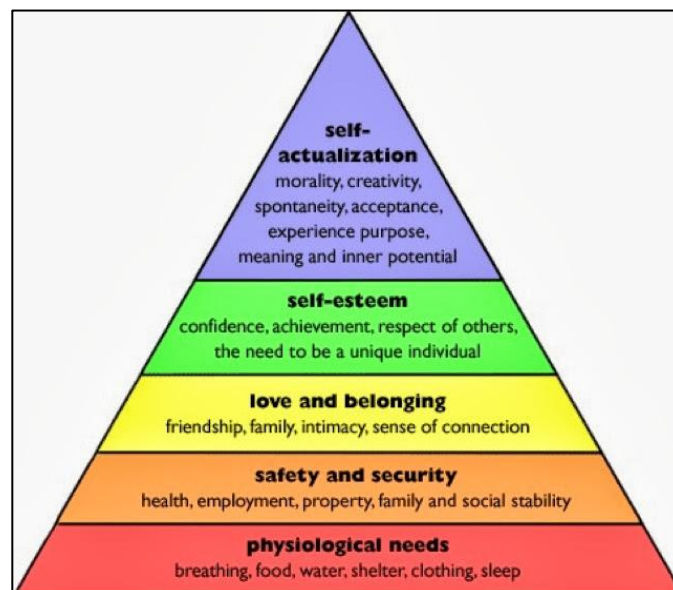
Abraham Maslow, who began his career as a psychologist, and later applied his theory of human development to management, was interested in the study of human potential and how we fulfill that potential. He believed that a person is “always becoming” and seeks self-actualization,

'It refers to the person's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially.

The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions' (Maslow, 1943, p. 382–383)

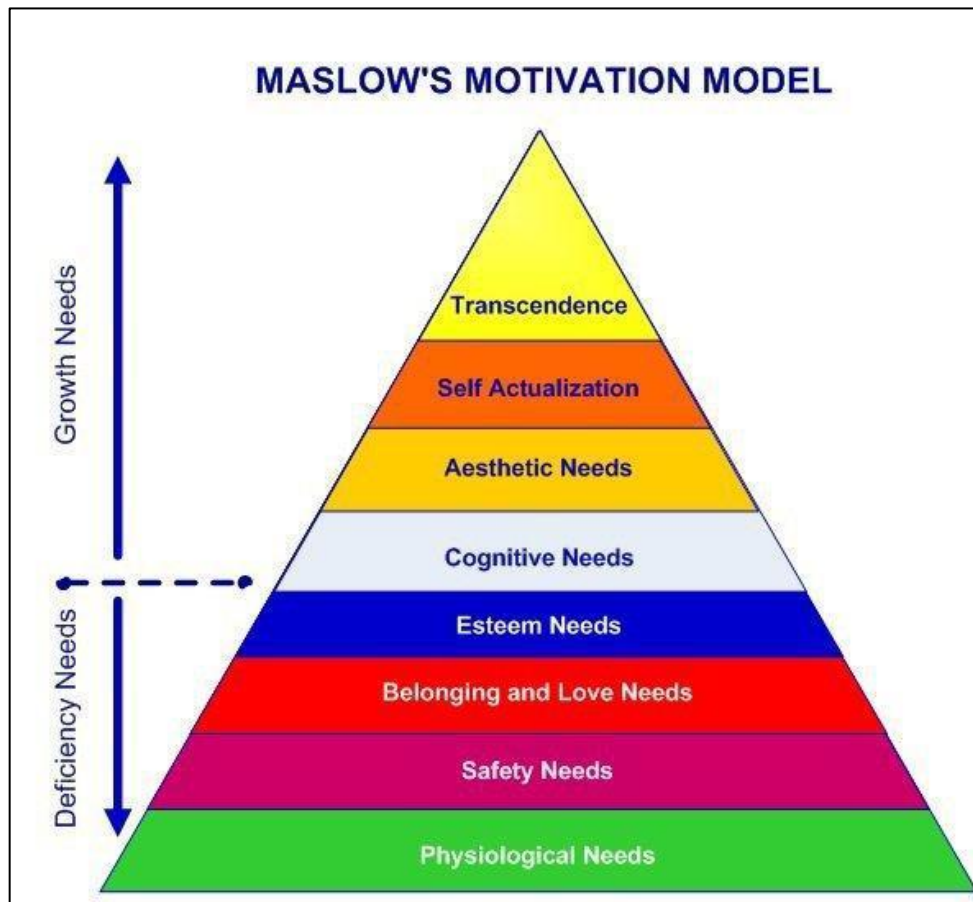
Maslow developed the Pyramid or Hierarchy of Needs, which illustrates that people are motivated to achieve certain needs, and that some take precedence over others.

The most basic, human primary need is for physical survival. As other needs are satisfied, we seek to satisfy additional needs such as safety, belonging, self-esteem, and self-actualization or self-fulfillment.



The order of needs is not rigid; it is flexible based on external circumstance or individual differences. Most human behavior is multi-motivated – simultaneously motivated by more than one basic need.

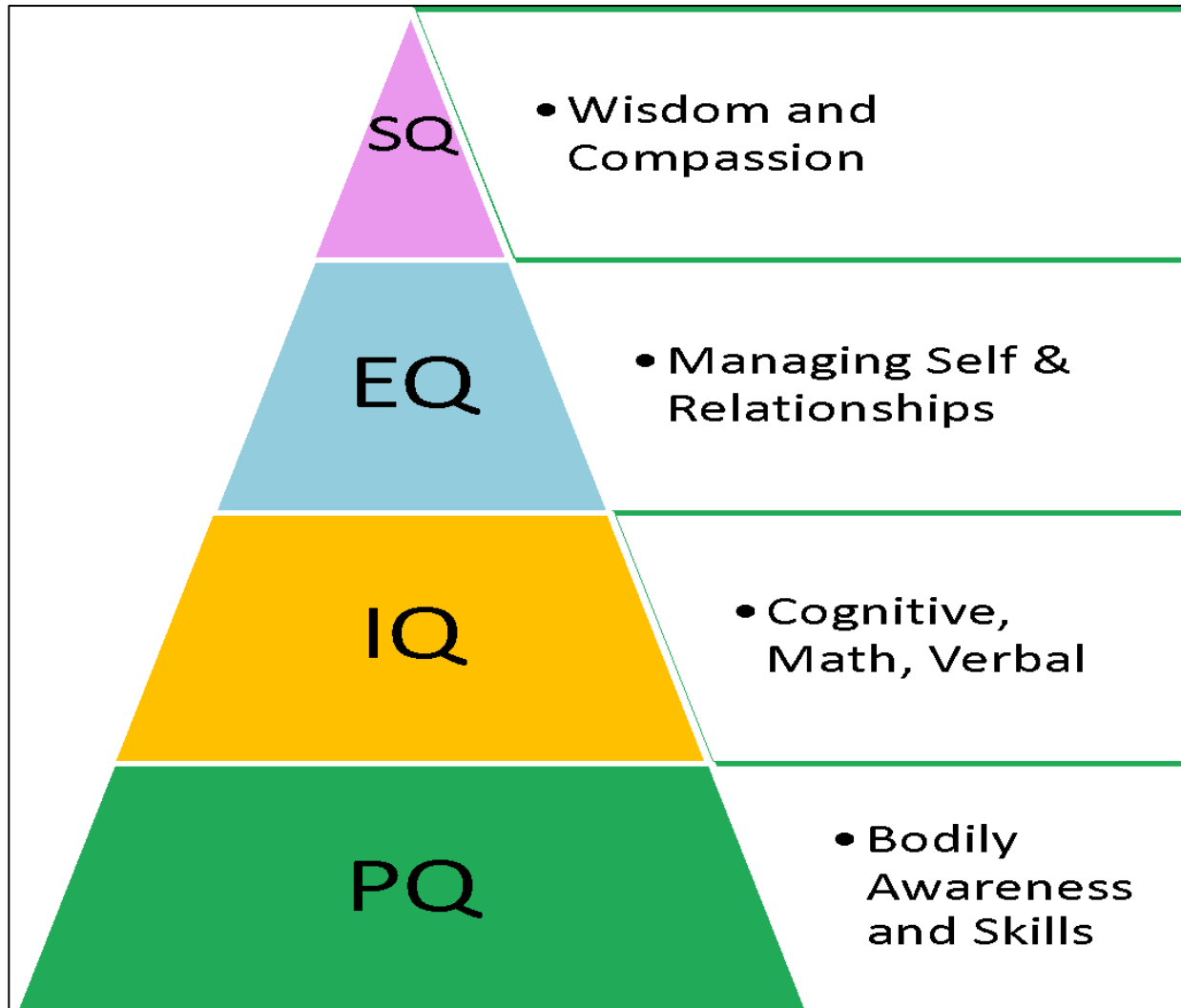
Changes to the 5-stage model expanded to seven and 8-stage model in the 60's and 70's that included the addition of cognitive needs, aesthetic needs, and the need for transcendence.



Spiritual Growth and Development

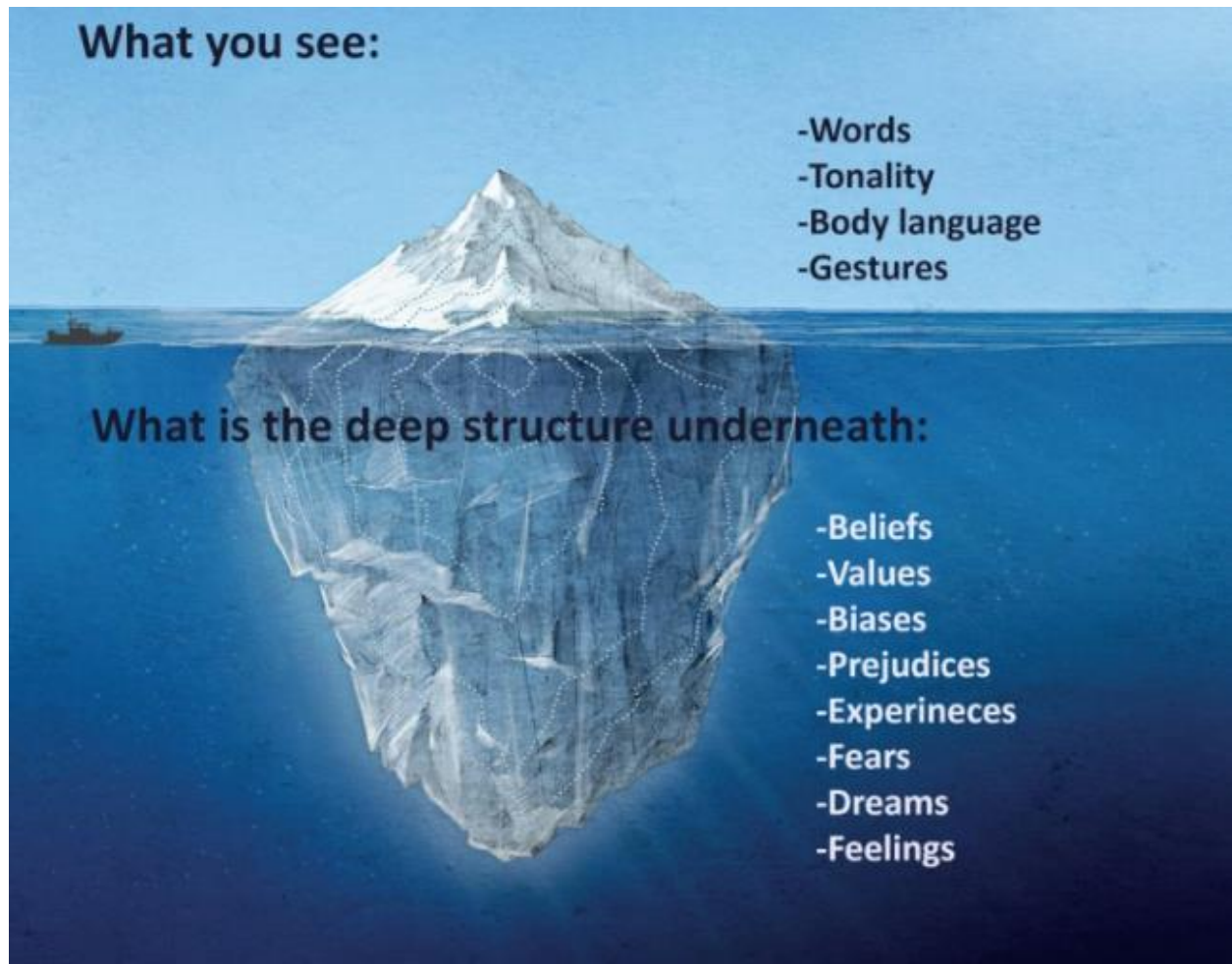
Go far enough on the inner journey, they tell us – go past the ego toward true self – and you end up not lost in narcissism but returning to the world, bearing more gracefully the responsibilities that come with being human.

- Parker Palmer



Spiritual Intelligence is the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances.

Personal Values



- Below the surface
- Reflect what is important to us
- Together with our beliefs, drive:
 - Decision-making
 - Action
- “Guidelines” for leadership

Personal Values Exercise



PART ONE: Recall a defining moment in your life – one that you are willing to share with others. It could be a peak experience or a regrettable decision or misfortune. An event that shaped or changed the trajectory of your life.

Write down the events using the following structure:

The details of the event and when it occurred

Who had a significant role in in the situation

The impact it had on you and your choices and decisions

The lessons this experience held for you

PART TWO: GROUP DISCUSSION

1. Create a group of no more than 3-4
2. Each person shares their story (no more than 5 minutes)
3. As the person tells the story, members of the group write down key values they hear on one page with the person’s name at the top.
4. After all stories are told, individuals receive their paper from group members
5. Individually review your papers and identify 1-3 values that most resonate with you

Examples of Core Values

Abundance	Daring	Intuition	Preparedness
Acceptance	Decisiveness	Joy	Proactivity
Accountability	Dedication	Kindness	Professionalism
Achievement	Dependability	Knowledge	Punctuality
Advancement	Diversity	Leadership	Recognition
Adventure	Empathy	Learning	Relationships
Advocacy	Encouragement	Love	Reliability
Ambition	Enthusiasm	Loyalty	Resilience
Appreciation	Ethics	Making a Difference	Resourcefulness
Attractiveness	Excellence	Mindfulness	Responsibility
Autonomy	Expressiveness	Motivation	Responsiveness
Balance	Fairness	Optimism	Security
Being the Best	Family	Open-Mindedness	Self-Control
Benevolence	Friendships	Originality	Selflessness
Boldness	Flexibility	Passion	Simplicity
Brilliance	Freedom	Performance	Stability
Calmness	Fun	Personal Development	Success
Caring	Generosity	Proactive	Teamwork
Challenge	Grace	Professionalism	Thankfulness
Charity	Growth	Quality	Thoughtfulness
Cheerfulness	Flexibility	Recognition	Traditionalism
Cleverness	Happiness	Risk Taking	Trustworthiness
Community	Health	Safety	Understanding
Commitment	Honesty	Security	Uniqueness
Compassion	Humility	Service	Usefulness
Cooperation	Humor	Spirituality	Versatility
Collaboration	Inclusiveness	Stability	Vision
Consistency	Independence	Peace	Warmth
Contribution	Individuality	Perfection	Wealth
Creativity	Innovation	Playfulness	Well-Being
Credibility	Inspiration	Popularity	Wisdom
Curiosity	Intelligence	Power	Zeal

PART THREE: POST ACTIVITY REFLECTION AND GROUP DISCUSSION NOTES

- What surprised you?
- What patterns/trends did you see in the notes?
- What values did others perceive as informing your actions and behaviors?
- What do you consider to be your “top 3-5 values?”



Individual Reflection

Who do I serve? What do they value?

What is the importance of this activity to my growth as a servant leader?

Additional Resources for Leading and Learning

	<p>Articles and Online Resources</p> <ul style="list-style-type: none"> • The Elephant and the Rider Video • Twelve Principles of Spiritual Intelligence
	<p>Assessments</p> <ul style="list-style-type: none"> • Spiritual Intelligence Self-Assessment • Meaning in Life Questionnaire • Brief Strengths Test • VIA Survey of Character Strengths
	<p>Lessons and Activities</p> <ul style="list-style-type: none"> • Personal Values Activity



**NEXT GENERATION
LEADERSHIP PROGRAMME**

Creating servant leaders for the African Church

**MODULE 5
LEADING WITH EMOTIONAL INTELLIGENCE**

Learning Leader Guide

**Servant Leadership Programme
for Alumni**

Emotional Intelligence

	<ul style="list-style-type: none"> • Howard Gardner developed a theory of multiple intelligences, offering a broader view of intelligence than the traditional “IQ” • Although we all possess each to some degree, we vary in our natural preferences/focus • This impacts how we experience the world and how we learn • We can acquire skills in each of these areas throughout our lives
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	<p>“Emotional intelligence is our ability to accurately identify and understand our emotions and reactions, those of others, and manage all effectively in our relationships.”</p> <p>- Daniel Goleman</p>
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John 8:1 – 11

But Jesus went to the Mount of Olives.

At dawn he appeared again in the temple courts, where all the people gathered around him, and he sat down to teach them. The teachers of the law and the Pharisees brought in a woman caught in adultery. They made her stand before the group ⁴ and said to Jesus, “Teacher, this woman was caught in the act of adultery. In the Law Moses commanded us to stone such women. Now what do you say?” They were using this question as a trap, in order to have a basis for accusing him.

But Jesus bent down and started to write on the ground with his finger. When they kept on questioning him, he straightened up and said to them, “Let any one of you who is without sin be the first to throw a stone at her.” Again, he stooped down and wrote on the ground.

At this, those who heard began to go away one at a time, the older ones first, until only Jesus was left, with the woman still standing there. Jesus straightened up and asked her, “Woman, where are they? Has no one condemned you?”

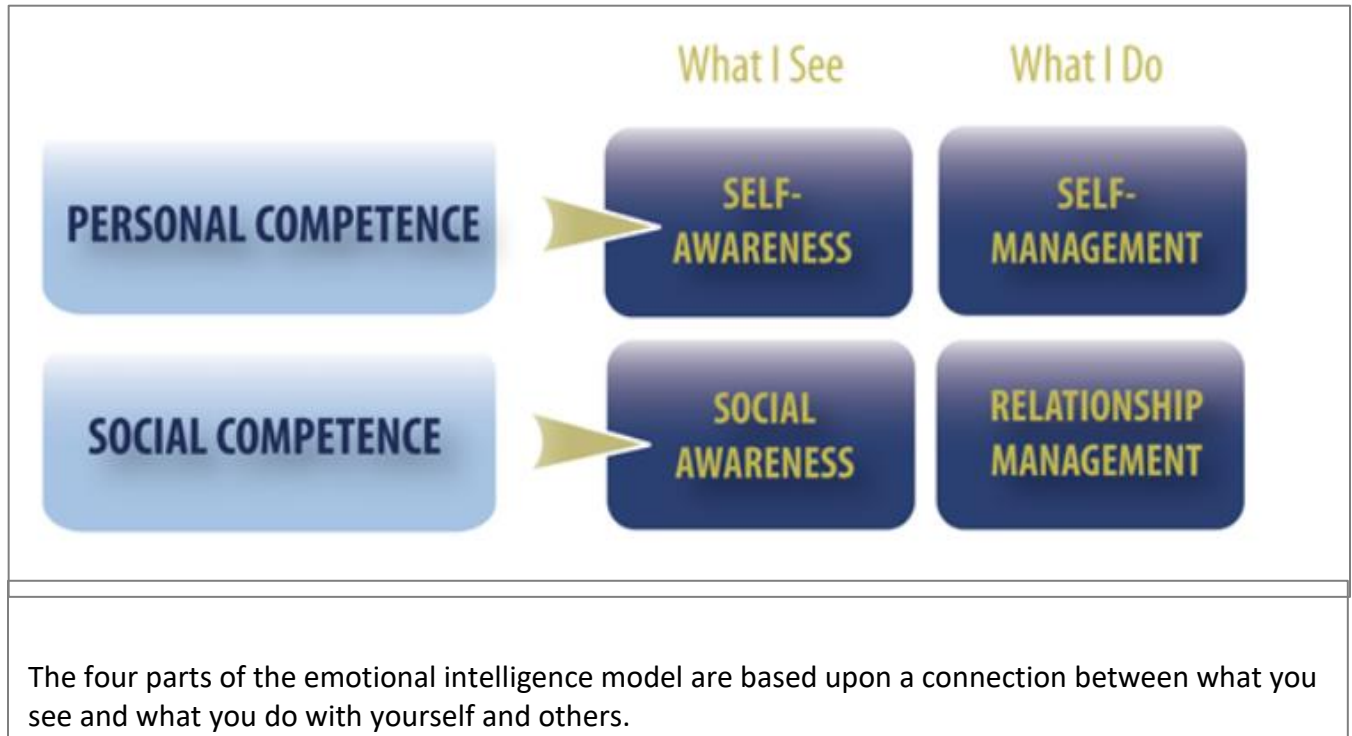
“No one, sir,” she said.

❖ **Watch the video of Jesus’ interaction with the adulteress.**

❖ **What do you observe about His emotional intelligence?**

What is Emotional Intelligence (EQ)?

Emotional Intelligence (E.I.) is the ability to accurately identify and understand our emotions and reactions, those of others, and manage them in our relationships. In short there are two aspects of EQ: What You See and What You Do.



5 Hallmarks of Emotional Intelligence

Daniel Goleman, psychologist and author of *Emotional Intelligence*, offers a model that helps us to understand crucial competencies that leaders use to understand social situations, navigate change, move through conflict productively, and foster healthy relationships and organizations.

	DEFINITION	HALLMARKS
Self Awareness	<ul style="list-style-type: none"> The ability to recognize and understand your moods, emotions, and drives as well as their effect on others 	<ul style="list-style-type: none"> Realistic self assessment Self-deprecating sense of humor Self-confidence
Self Management	<ul style="list-style-type: none"> The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment—to think before acting 	<ul style="list-style-type: none"> Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	<ul style="list-style-type: none"> A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence 	<ul style="list-style-type: none"> Strong drive to achieve Optimism, even in the face of failure Organizational commitment
Empathy	<ul style="list-style-type: none"> The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions 	<ul style="list-style-type: none"> Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers
Social Skill	<ul style="list-style-type: none"> Proficiency in managing relationships and building networks Ability to find common ground and build rapport 	<ul style="list-style-type: none"> Effectiveness in leading change Persuasiveness Expertise in building and leading teams

Emotional Intelligence Competencies

EMOTIONAL SELF -AWARENESS is the ability to recognize what you are feeling. Understanding your habitual emotional responses to events and recognizing how your emotions affect your behavior and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current. Indicators of emotional self-awareness include:

- I understand and apply the feedback others give me.
- I seek feedback from others.
- I can accurately describe how I am feeling to myself and others.
- Things that happen in my life make sense to me.

EMOTIONAL SELF -MANAGEMENT is the ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions and can you from hasty decisions that you later regret.

Indicators of emotional self-management include:

- I can stay calm even in difficult circumstances.
- I am aware of what triggers my emotions or reactions.
- I can change my emotional state by examining my thoughts and choosing to feel differently.
- I do not allow myself to get irritated by things or people that are outside of my control.
- I do not say or do things I later regret.

MOTIVATION is the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

Indicator of motivation include:

- I am clear about my goals for the future.
- I can keep moving forward in my work and life's purpose even when I experience a setback.
- I am energized when I think about the direction my life and work is taking.
- I maintain a good work-life harmony

EMPATHY is the ability to sense, understand and respond to what other people are feeling. Self-awareness is an essential underpinning of empathy. If you are not aware of your own emotions, you will not be able to read the emotions of others. Indicators of empathy include:

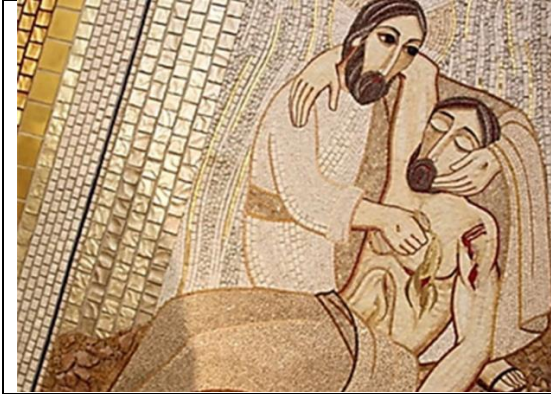
- I am able to accurately read the emotions of others.
- I can focus on others' emotional reactions even when I feel under pressure or am facing high demands.
- Most people around me would describe me as a good listener.

SOCIAL SKILL (RELATIONSHIP MANAGEMENT) is the ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership. Indicators of social skill include:

- I am able to express my concerns even when I think it may upset someone.
- I am generally comfortable speaking to others about their emotions and feelings.
- Others would describe me as being respectfully direct when the situation calls for it.
- I am aware of the effect what I do or say has on others.
- I'm easily able to adapt my communication style to meet others' needs and preferences.



EQ Self-Assessment



Jesus said that the greatest commandment is to "love the Lord your God with all your heart, and with all your soul, and with all your mind" and the second is to "love your neighbor as yourself."

Mark 12:30-31 (NIV)

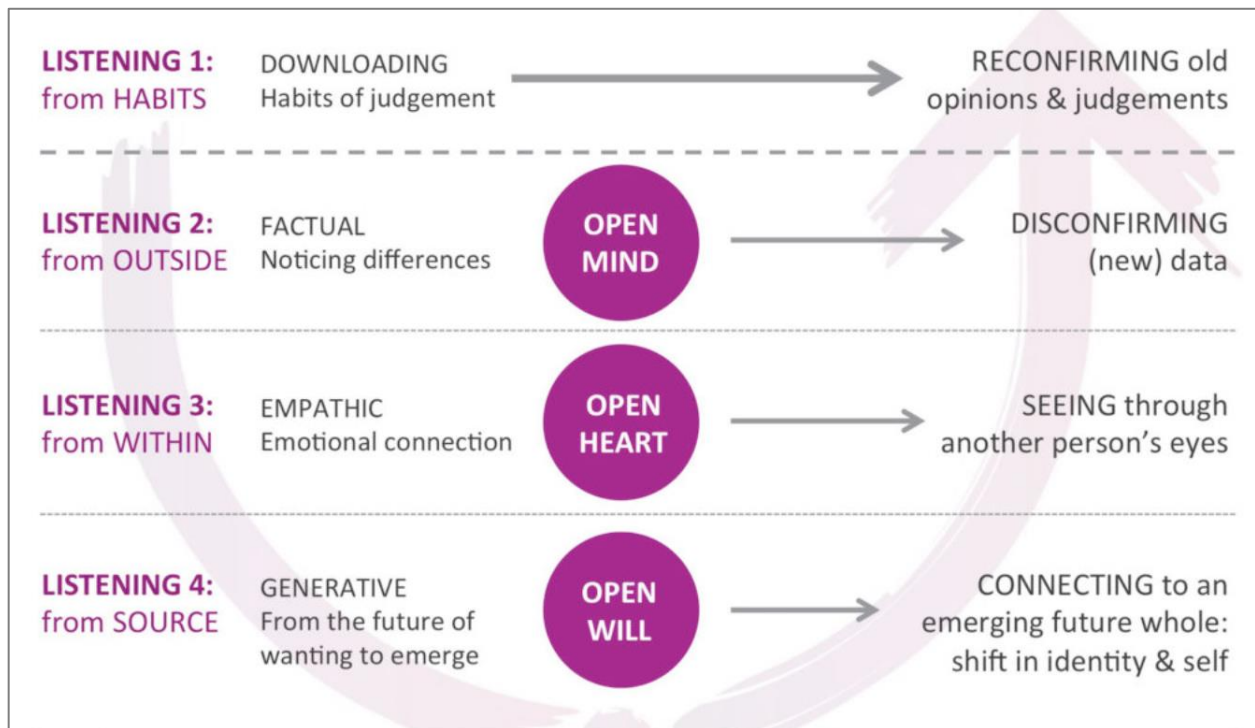
What EQ behaviors best describe me?

What EQ behaviors are harder to enact? What would I like to strengthen or change?

*Take time to listen to the birds,
the waves,
the wind.
Take time to breathe in the air,
the earth,
the ocean.
Take time to be still,
to be silent,
to allow God to fill you up
with deep peace and love.*

- Mairead Corrigan Maguire


Four Levels of Listening



 **Individual Reflection: Thinking About Your Listening**

Listening is most difficult when:

- The other person sees the world differently than we do.
- Our ability to be successful is interdependent with that person and connected to their perspective.
- The issue at hand is important or has high stakes.

 As you watch the video, Picture a conflict you have faced with a person who matters to you. After the video completes, take a moment to think about your relationship with this person and use the awareness of your own emotions and the levels of listening to reflect on these questions:

What is the conversation you want or need to have?

What do you hope for as a result of this conversation?

What assumptions might you be making about this person's intentions?

How might your own attitudes toward the conversation be influencing your perceptions? What are your needs and fears?

What might the other person be fearing or concerned about? What might be common to both of you?

A successful outcome will depend on two things: how *you are* and *what you say*. How might you begin?



Synodal Reflection

A core tenet of synodality is **DISCERNMENT**.

Take a moment to reflect, in any way you like (journaling, silent prayer or meditation) on how the Holy Spirit might be asking you to be discerning.

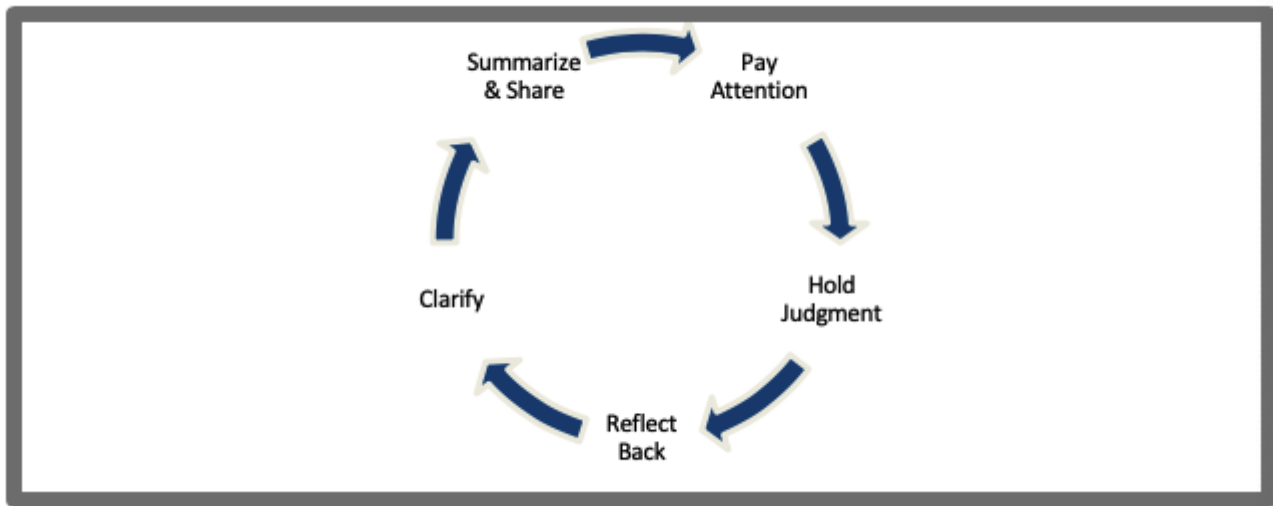
Active Listening

Active listening is critical to gaining understanding.

Active listening contributes to building rapport and relationships by:

- Acknowledging the entire person.
- Taking in the whole message - paying attention to words, tone, feelings, body language.
- Putting aside distracting thoughts and environmental factors.
- Demonstrating interest and reflecting back what you have heard.
- Deferring judgment; modeling respect and understanding.
- Allowing space for possibility, learning, connection, meaning, awareness, change, etc.

Active Listening Process






Pay Attention	<ul style="list-style-type: none"> • Put aside distracting thoughts • Don't mentally prepare a rebuttal • Avoid being distracted by environmental factors • Don't multi-task
Hold Judgment	<ul style="list-style-type: none"> • Allow the speaker to finish; don't interrupt with counterarguments • Make it safe for others to speak candidly • Be open, and honest in your response • Assert your opinions respectfully • Treat the other person as he or she would want to be treated • Active listening is a model for respect and understanding; you are gaining information and perspective
Reflect Back	<ul style="list-style-type: none"> • Note your posture; make sure it is open and inviting • Face the speaker; make eye contact if appropriate • Smile and use other facial expressions; nod occasionally • Encourage the speaker to continue with small verbal comments • Paraphrase to ensure understanding
Clarify	<ul style="list-style-type: none"> • Attempt to understand how others are connecting ideas • Help others to form meaning • Confirm understanding by asking questions
Summarize & Share	<ul style="list-style-type: none"> • Identify the broad issues • Repeat the key themes • Restate what you heard • Share your perspective and point of view respectfully • Point to resources for further learning

Activity: Active Listening

Listen to the facilitator's instructions for how to do this activity with a partner. Providing full attention to the speaker and actively listening are two of the most underused, undervalued skills that we have for relationship building.

Use the space below to write down any insights or observations about this activity and your own listening skills.

Additional Resources for Leading and Learning

	Articles and Online Resources <ul style="list-style-type: none">• VIDEO: How to Control Your Emotions in a Difficult Conversation• VIDEO: The Gift and Power of Emotional Courage
	Assessments <ul style="list-style-type: none">• Active Listening Assessment to further explore your strengths and areas for improvement as an active listener.• EQ Emotional Intelligence Self-Assessment
	Lessons and Activities <ul style="list-style-type: none">• Leading with Emotional Intelligence Activity Resource



NEXT GENERATION LEADERSHIP PROGRAMME

Creating servant leaders for the African Church

MODULE 6 UNDERSTANDING YOUR COMMUNICATION STYLE

Learning Leader Guide

**Servant Leadership Programme
for Alumni**

Jesus the Communicator

*“Jesus was open to influence.
He made himself vulnerable to others and was transparent.
Jesus also asked a lot of questions.”*

J.M. Kouzes & B.Z. Posner, *Christian Reflections on The Leadership Challenge*, 89

Leading others rests on your ability to connect with people, share your ideas and vision, and motivate them to partner with you. Jesus was an excellent communicator – putting people first, he learned about them and their needs. He gave people a point for their head and a picture for their heart.

Matthew 13:1 – 15

“That same day Jesus went out of the house and sat by the lake. Such large crowds gathered around him that he got into a boat and sat in it, while all the people stood on the shore. Then he told them many things in parables, saying: “A farmer went out to sow his seed. As he was scattering the seed, some fell along the path, and the birds came and ate it up. Some fell on rocky places, where it did not have much soil. It sprang up quickly because the soil was shallow. But when the sun came up, the plants were scorched, and they withered because they had no root. Other seed fell among thorns, which grew up and choked the plants. Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown. Whoever has ears, let them hear.” The disciples came to him and asked, “Why do you speak to the people in parables?” He replied, “Because the knowledge of the secrets of the kingdom of heaven has been given to you, but not to them. Whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them. This is why I speak to them in parables:

“Though seeing, they do not see; though hearing, they do not hear or understand.

In them is fulfilled the prophecy of Isaiah: “You will be ever hearing but never understanding; you will be ever seeing but never perceiving. For this people’s heart has become calloused; they hardly hear with their ears, and they have closed their eyes.

Otherwise they might see with their eyes, hear with their ears, understand with their hearts and in turn, and I would heal them.”

*It’s not just what you say, it’s how you say it. It’s not just what you say, but how they hear it.
It’s not just what you say but when you say it. It’s not just what you say, but how you show it.*



Synodal Reflection

A core tenet of synodality is **DIALOGUE**. Take a moment to reflect, in any way you like on how the Holy Spirit might be inviting you to grow in your ability to communicate effectively.

Communication Style Self-Assessment

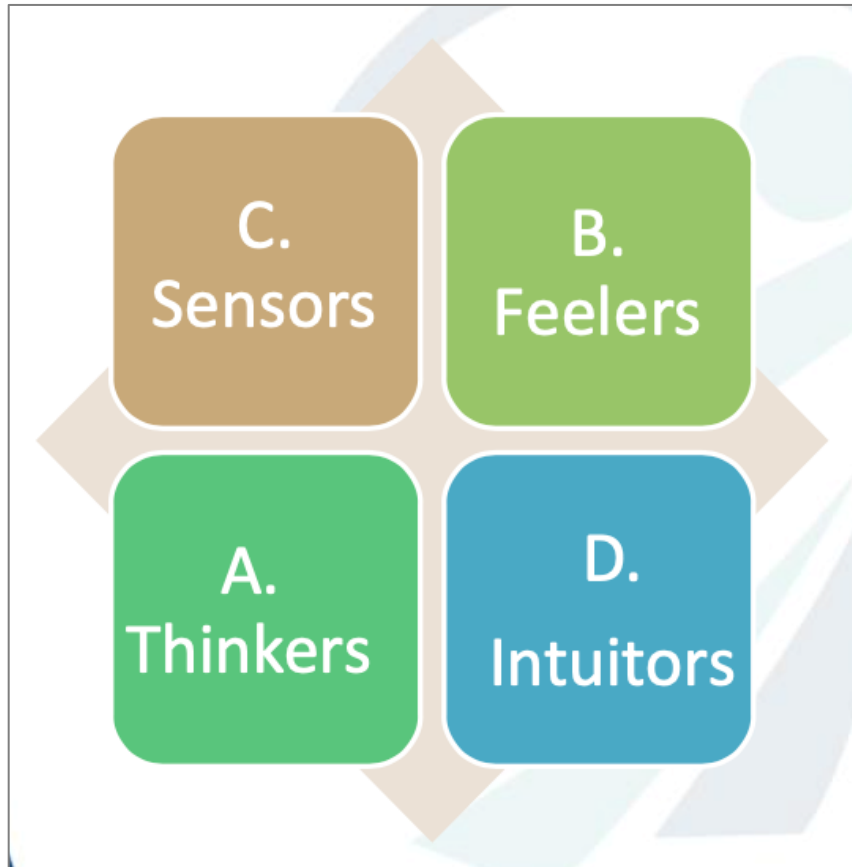


On each line, read the 4 choices, and select (by placing a checkmark) the word or phrase that is most descriptive of you. There is no such thing as a 'best' style, so do not choose what sounds 'best'. Choose one per line working from left to right, going across.

A.	B.	C.	D.
1. <input type="checkbox"/> Like to analyze	<input type="checkbox"/> Like to Interact	<input type="checkbox"/> Like to Decide	<input type="checkbox"/> Like to Explore
2. <input type="checkbox"/> Objective	<input type="checkbox"/> Emotional	<input type="checkbox"/> Practical	<input type="checkbox"/> Visionary
3. <input type="checkbox"/> Logical	<input type="checkbox"/> Encouraging	<input type="checkbox"/> To the Point	<input type="checkbox"/> Creative
4. <input type="checkbox"/> Consistency	<input type="checkbox"/> Spontaneity	<input type="checkbox"/> Determination	<input type="checkbox"/> Insight
5. <input type="checkbox"/> Order	<input type="checkbox"/> Cooperation	<input type="checkbox"/> Results	<input type="checkbox"/> Concepts
6. <input type="checkbox"/> Value details	<input type="checkbox"/> Bored with details	<input type="checkbox"/> Value facts	<input type="checkbox"/> Value ideas
7. <input type="checkbox"/> Controlled	<input type="checkbox"/> Personable	<input type="checkbox"/> Action-oriented	<input type="checkbox"/> Dreamer
8. <input type="checkbox"/> Composed	<input type="checkbox"/> Empathetic	<input type="checkbox"/> Quick	<input type="checkbox"/> Intellectual
9. <input type="checkbox"/> Cautious	<input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Sensible	<input type="checkbox"/> Original
10. <input type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Motivating	<input type="checkbox"/> Inspiring
11. <input type="checkbox"/> Detached	<input type="checkbox"/> Sentimental	<input type="checkbox"/> Impatient	<input type="checkbox"/> Preoccupied
12. <input type="checkbox"/> Problem-solver	<input type="checkbox"/> Supporter	<input type="checkbox"/> Implementer	<input type="checkbox"/> Developer
13. <input type="checkbox"/> Data	<input type="checkbox"/> Feelings	<input type="checkbox"/> Plain talk	<input type="checkbox"/> Possibilities
14. <input type="checkbox"/> Critical	<input type="checkbox"/> Moody	<input type="checkbox"/> Driven	<input type="checkbox"/> Distant
15. <input type="checkbox"/> Truth	<input type="checkbox"/> Harmony	<input type="checkbox"/> Reality	<input type="checkbox"/> Change
16. <input type="checkbox"/> Precise	<input type="checkbox"/> Tactful	<input type="checkbox"/> Direct	<input type="checkbox"/> Complex
17. <input type="checkbox"/> Value accurate timetables	<input type="checkbox"/> Value past events	<input type="checkbox"/> Value Present Events	<input type="checkbox"/> Value future achievements
<input type="checkbox"/> Total (A)	<input type="checkbox"/> Total (B)	<input type="checkbox"/> Total(C)	<input type="checkbox"/> Total (D)

Four Communication Styles

Everyone has their own major and minor communication style they can use in their work and personal life based upon four primary styles. Also, there are behavior patterns associated with each style:



<u>STYLE</u>	<u>FUNCTION</u>
Thinker	<ul style="list-style-type: none"> Analyzing, ordering in logical fashion
Feeler	<ul style="list-style-type: none"> Relating to and understanding experience through emotional reactions and response to feelings
Sensor	<ul style="list-style-type: none"> Experiencing mainly based on personal sensory perceptions... 'just do it' style
Intuitior	<ul style="list-style-type: none"> Conceiving, projecting, inducing

Group Activity: Exploring Your Communication Style

As a group with similar communication styles, discuss the following questions. Assign a scribe to record key points from your discussion. These will be used for a conversation with the larger group.

What are some of the characteristics of your group's communication style?

In what ways do others sometimes misunderstand your communication style?

How could others who have different communication styles deal more effectively with you?

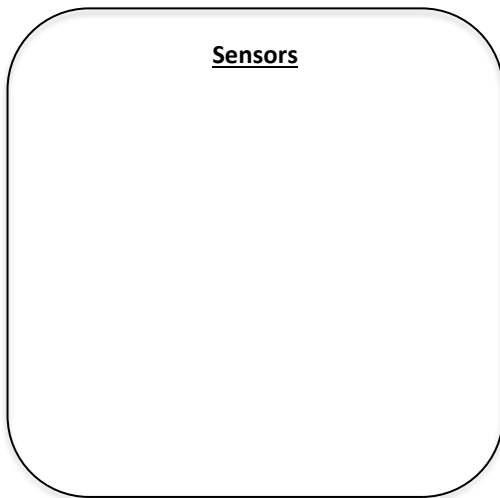
What would you like to tell the other communication styles about your style?

Notes: Communication Styles Group Activity

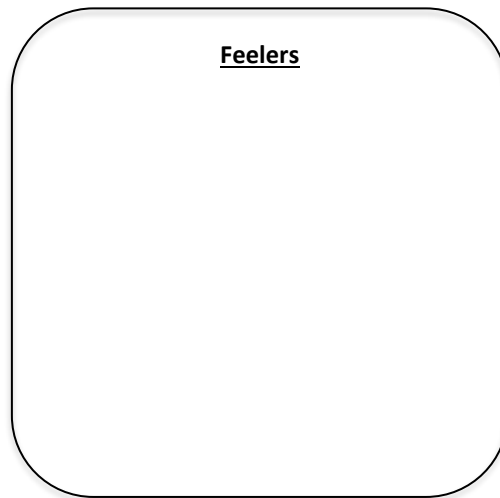
Use the grid below to jot down your notes from the group activity.

- What would you like to remember about others' communication styles?
- What would you like to remember about your communication style?

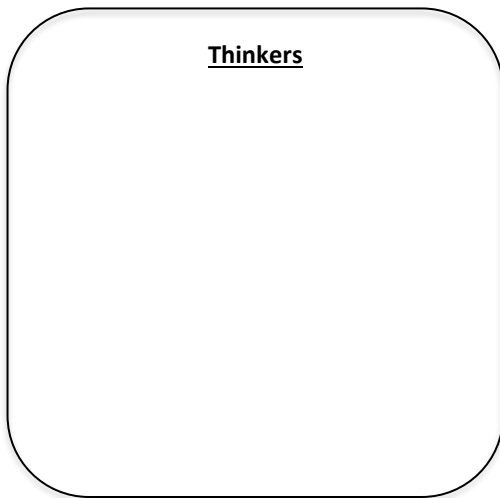
Sensors



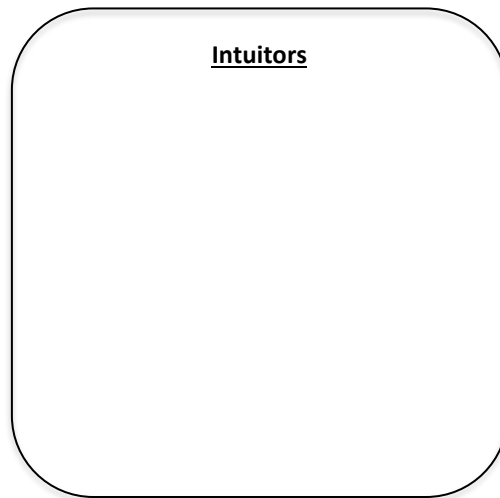
Feelers



Thinkers



Intuitors



Characteristics of the Four Styles of Communication

SENSORS	
Positive Characteristics	Negative Characteristics/Perceptions
<ul style="list-style-type: none"> ▪ Are resourceful, determined, practical and down-to-earth ▪ Have a talent for getting things done ▪ Make decisions quickly based on facts and past experience ▪ Focus on actions, results and rewards ▪ Like to get to the “bottom line” or “cut to the chase” ▪ Enjoy the present moment ▪ Work steadily with a realistic idea of how long it will take. 	<ul style="list-style-type: none"> ▪ Impulsive ▪ Competitive ▪ Aggressive ▪ Impatient ▪ Disregard long-term consequences of actions/decisions ▪ Under stress may alienate others ▪ May be poor listeners often interrupt ▪ Might create ‘messes’ for others to ‘clean up”
FEELERS	
Positive Characteristics	Negative Characteristics/Perceptions
<ul style="list-style-type: none"> ▪ Are good at building rapport and communicating tactfully ▪ Consider the impact on other people when making decisions ▪ Have a talent for empathizing and creating harmony ▪ Are naturally friendly and have a good sense of humor ▪ Take an interest in the person behind the job ▪ Treat each person uniquely 	<ul style="list-style-type: none"> ▪ Overly personalize situations ▪ Relationships can cloud judgment ▪ Might overlook important details ▪ Lack of planning can cause disorganization ▪ May spend too much time socializing ▪ Ask a feeler “how are you” and they will tell you more than you ever wanted to know.
INTUITORS	
Positive Characteristics	Negative Characteristics/Perceptions
<ul style="list-style-type: none"> ▪ Are visionary, seem to see into the future and are good, long-range planners ▪ Love to learn new skills ▪ Have great imaginations ▪ Focus on how things can be improved ▪ Are able to identify creative solutions and fresh and novel approaches 	<ul style="list-style-type: none"> ▪ Absent-minded” scattered ▪ Long on vision, short on action ▪ Avoid nitty-gritty, hates phone coverage ▪ Hard to read ▪ May come across as ‘superior’, arrogant, or condescending ▪ May not follow-through on tasks ▪ May procrastinate
THINKERS	
Positive Characteristics	Negative Characteristics/Perceptions
<ul style="list-style-type: none"> ▪ Are good at putting things in order. ▪ Have a talent for analyzing a problem or situation ▪ Make objective decisions based on logic ▪ Tend to be brief and businesslike ▪ Value accuracy and preciseness ▪ Follow policies and rules ▪ Are sought out for problem solving abilities 	<ul style="list-style-type: none"> ▪ Can be overly cautious or too slow ▪ Might miss the forest for the trees ▪ Can hurt other’s feelings ▪ Might not give enough positive feedback ▪ Their knack for remembering policy, adhering to policy and attention to detail can cause a Feeler to think the Thinker is looking for things to criticize

Strategies for Flexing Your Style

To flex to the Feeling Style, communicate in a way that is:

- Acknowledges other people's feelings
- Translates other people's feelings into words that others can understand
- Hospitable, welcoming

To flex to the Intuitior Style, communicate in a way that is:

- Open to new ideas
- Open to asking, "what would happen if," instead of "that won't work because"
- Willing to stay in the "discovery phase" longer
- Interested in the future (ecology, next generation, issues of conscience) and today's actions' effects on it.




To flex to the Thinker style, communicate in a way that is:

- Structured, organized, "bulleted"
- Focused on the goal
- Interested in checking out/verifying their facts.

To flex to the Sensor style, communicate in a way that is:

- Focused on results, actions, deadlines
- Offers them opportunities to lead, set the agenda
- Direct
- Open to tolerating/taking risks

Additional Resources for Leading and Learning

	<p>Articles and Media</p> <ul style="list-style-type: none">● NGLP Resource: Understanding Your Communication Style:<ul style="list-style-type: none">○ Communication Style Descriptions○ Motivating and Rewarding the Four Primary Styles○ Reading Others' Communication Styles● The Social Style Model
	<p>Assessments</p> <ul style="list-style-type: none">● Self- Assessment Social Styles
	<p>Lessons and Activities</p> <ul style="list-style-type: none">● Activity: Communicating More Effectively● Tracom: Social Styles● Social Styles Reference Card● Social Styles: Four Style Facilitation



NEXT GENERATION LEADERSHIP PROGRAMME

Creating servant leaders for the African Church


MODULE 7 THE HEART OF A SERVANT LEADER: COACHING

Learning Leader Guide

**Servant Leadership Programme
for Alumni**

The Heart of a Servant Leader: Coaching

*For we are God's handiwork, created in Christ Jesus to do good works,
which God prepared in advance for us to do."*
Ephesians 2:10

 <p><u>Heart of a Servant</u> Give me the heart of a servant, Tender and faithful and true. Fill me with Love, then use me, O Lord So that the world can see you.</p>	<p>Jesus is a model for servant leadership by:</p> <ul style="list-style-type: none">❖ Addressing doubt as a catalyst for learning and growing❖ Helping others to better see their potential❖ Being open-hearted, patient❖ Staying curious. Jesus asks almost 100 questions when he leads his disciples❖ Helping others to examine their hearts and minds –knowing a fulfilled life is a transformed life
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Biblical Example of Coaching

What is Coaching?

Coaching is the process of coming alongside a person or team to help them discover God's agenda for their life and ministry, and then cooperating with the Holy Spirit to see that agenda become a reality. By encouraging and challenging others, coaches empower them for ministry.

The Goal of Coaching

The goal of coaching is helping someone succeed. And what is success? It's finding out what God wants you to do and doing it. Ephesians 2:10 says, "For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do." A person's success is directly tied to finding out what works God has prepared for them to do and then doing that.

Given that definition, success will certainly look different on different people, but following the will of God—in all its varied and colorful forms—is the core calling of a life of faith. Coaching empowers each individual believer to listen to the Spirit and act in accordance with the mission they sense God calling them toward. Coaching is essentially listening to the Spirit and taking action accordingly.

“So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, to equip his people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ” (Ephesians 4:12-13).

The Role of a Leader is to Equip.

A good leader doesn't do the work of the ministry for people, but helps them learn to do the work of the ministry. The word equip is the same word used in classical Greek to describe the setting of a broken bone. It's used in the gospels to describe the mending of a torn net. Essentially, to equip is to make something functional so it can be used to fulfill its intended purpose. That's what a coach does.

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What is Coaching?

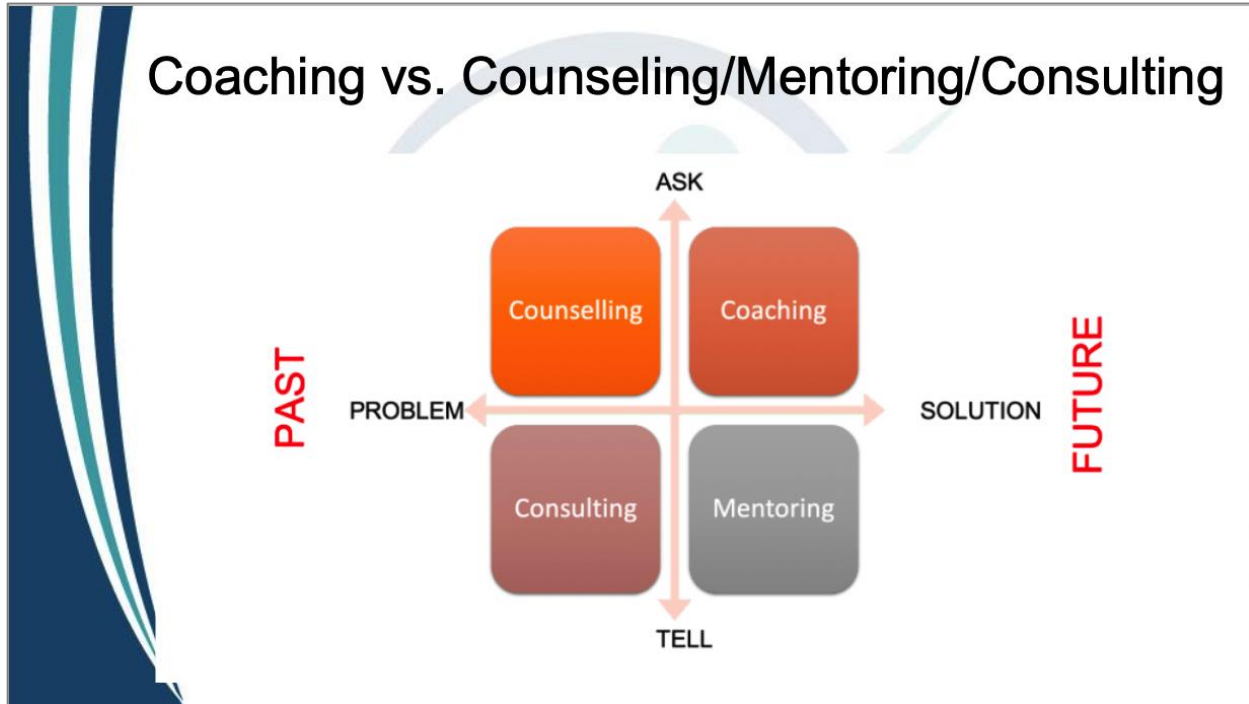
And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching.
Heb 10:24 – 25

Coaching Definitions

- Coming alongside a person or a team to help them discover God's agenda for their life and ministry; cooperating with the Holy Spirit to see that agenda become a reality by encouraging and challenging others – empowering them for ministry (Logan, 2012).
- Practicing the disciplines of believing in people in order to empower them to change (Stoltzfus, 2015).
- Unlocking a person's potential to maximize their growth (Whitmore).

Coaching vs. Counseling, Mentoring and Consulting

"Mentoring is imparting to you what God has given me. Coaching is drawing out of you what God has put in you."
Dale Stoil



What Coaching DOES and DOES NOT

Coaching DOES:	Coaching DOES NOT:
<ul style="list-style-type: none"> ● Lift/Support ● Ask/Request/Listen ● Engage in dialogue ● Facilitates by empowering ● Seek the answer ● Stimulate creativity with purpose ● Celebrate learning ● Create vision ● Believe vulnerability is power 	<ul style="list-style-type: none"> ● Push/Drive ● Tell/Direct/Lecture ● Talk at people ● Control through decisions ● Know the answer ● Trigger insecurity using fear ● Point to errors ● Create procedures ● Believe knowledge is power

Coaching is a relationship – partnering with others to find the right direction and solutions by supporting and developing others in their gifts and talents and flourishing in their vocation and work. It is not demanding that someone follow your advice or path, telling someone what to do, or having all the answers. Coaching can support many roles that leaders play -- spiritual direction, teaching, leading, managing others, and more. Coaching is a mindset and a set of skills that empowers others to grow in their own servant leadership.

Jesus as a Role Model for Coaching

Jesus engages his followers.

- He uses powerful questioning
- He inquires rather than tells
- Jesus could have told His disciples who He was. He instead chose to use inquiry to draw the answer from within His followers

Jesus empowers his followers.

“Jesus embodies the ultimate example of someone who fostered collaboration and strengthened individuals. A lot of people talk about Jesus as if he were a soloist. They seem to forget that a large part of his ministry was in collaboration with others.”

- J.M. Kouzes & B.Z. Posner, *Christian Reflections on The Leadership Challenge*, 87

Jesus is a visionary.

“Jesus sees in us who we are and who we were made to be. He loves us for who we are. Coaching is a conscious imitation of the way that Christ looks at us and the way that God develops leaders. It’s a relationship-centered on helping people discover and fulfill their destiny...using goals and action steps to move strategically toward that end.”

-Tony Stoltzfus, Author

Leadership Coaching: The Disciplines, Skills, and Heart of a Christian Coach

Coaching Self-Assessment

Are you a coach? You may be new to the concept of coaching, or perhaps you are an experienced coach. Use this self-assessment to ask yourself how frequently you practice the core competencies that are essential to building a culture of coaching. Capture your insights in the reflection section below.

Coaching Competencies
1. I talk with others about what they like most about their ministry, work or studies.
2. I listen to other's concerns about the direction of their vocation, careers.
3. I seek to understand what is motivating others' actions and behaviors.
4. I step out of the "expert" role and truly listen, just to understand others' perspectives.
5. I do not offer solutions; rather I assist others to discover a way forward that is right for them.
6. I recognize others for their contributions formally or informally, publicly or privately – and I am specific in telling others specifically what went well.
7. I initiate discussions about others' strengths and developmental needs/areas.
8. I provide honest feedback to help others see what they may not be able to see
9. I explain formal and informal factors to help people to be successful in our culture.
10. When appropriate, I show, teach or demonstrate how to complete an assignment or task, analyze a problem or organize a project.
11. I "check in" with those I lead regularly to ask how they are doing and how I can help.
12. I ensure that others are getting the information they need at the time they need it. Effective communication is a priority for me.
13. When I ask others to change behaviors, I explain how this makes a difference for the person as well as for the group and congregation.
14. Others feel that I role model the standards of behavior that I expect of them.
15. I am comfortable with silence.

What stands out as your coaching gifts and talents?

What competencies would you like to improve or sharpen?

Coaching is a Mindset and a Skillset

Coaching Mindset

- The Servant Leader Coach has honest and authentic curiosity and interest in the growth of others to help bring forth their unique mix of gifts, skills and passions in the world.
- Coaches have a “growth mindset” -- they are inspired and motivated to learn themselves, and to develop mastery as well as to help others try new things
- Acting with curiosity and genuine interest brings energy and motivation into conversations that facilitate insight and action.

As a coach, opportunities exist daily to help others create a connection between what they already know, what they are learning, and their actions and activities. When you adopt a coaching mindset, you seek out “the coachable moment” which is an opportunity to:

- Create connection between experience & knowledge
- Explore ideas
- Offer guidance, provide explanations
- Facilitate insight through clarity and focus
- Motivate and inspire

What coaching moments exist for you? Where are there opportunities to coach?

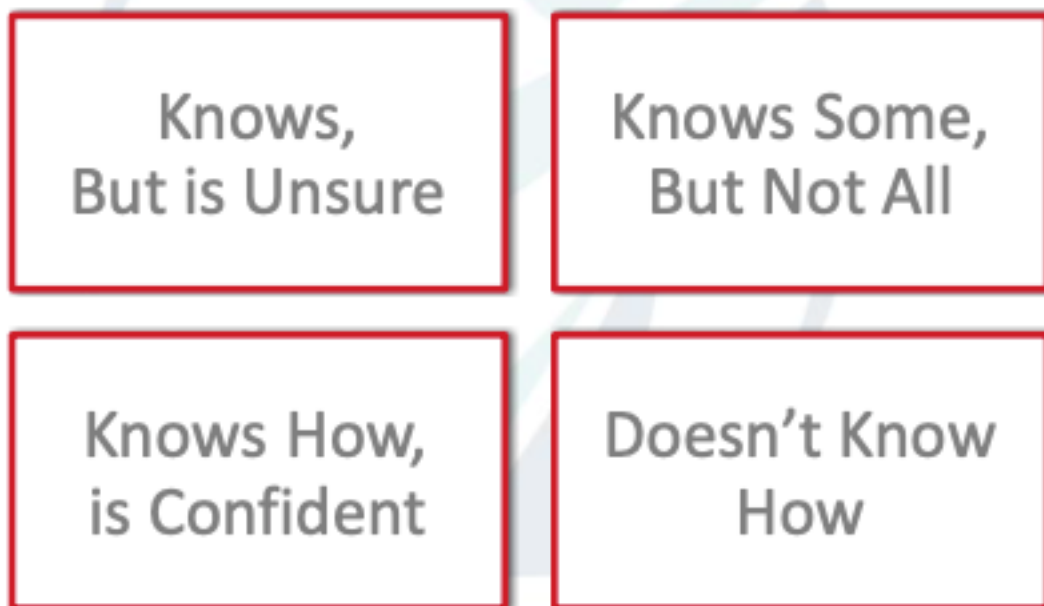
Coaching: Reverse Your Thinking

Rather than try to solve the problem, facilitate problem solving by helping individuals to:

1. See What They Can't See
2. Understand What's Getting in the Way
3. Activating What they Already Know
4. Building Upon What They Can Already Do

Opportunities to Coach

The Coachable Moment



The Coachable Moment

"I don't know how...how do I?"	"I didn't know I needed to..."	"I hadn't thought of that..."	"Tell me what to do..."
"Really?"	"Where did we learn that?"	"Why..."	"This is hard..."
"Don't worry I can do it..."	"I'm at a loss"	"So and so said..."	"I need to talk this through with someone."

What Might You Hear Others Say that is a Signal for Coaching?

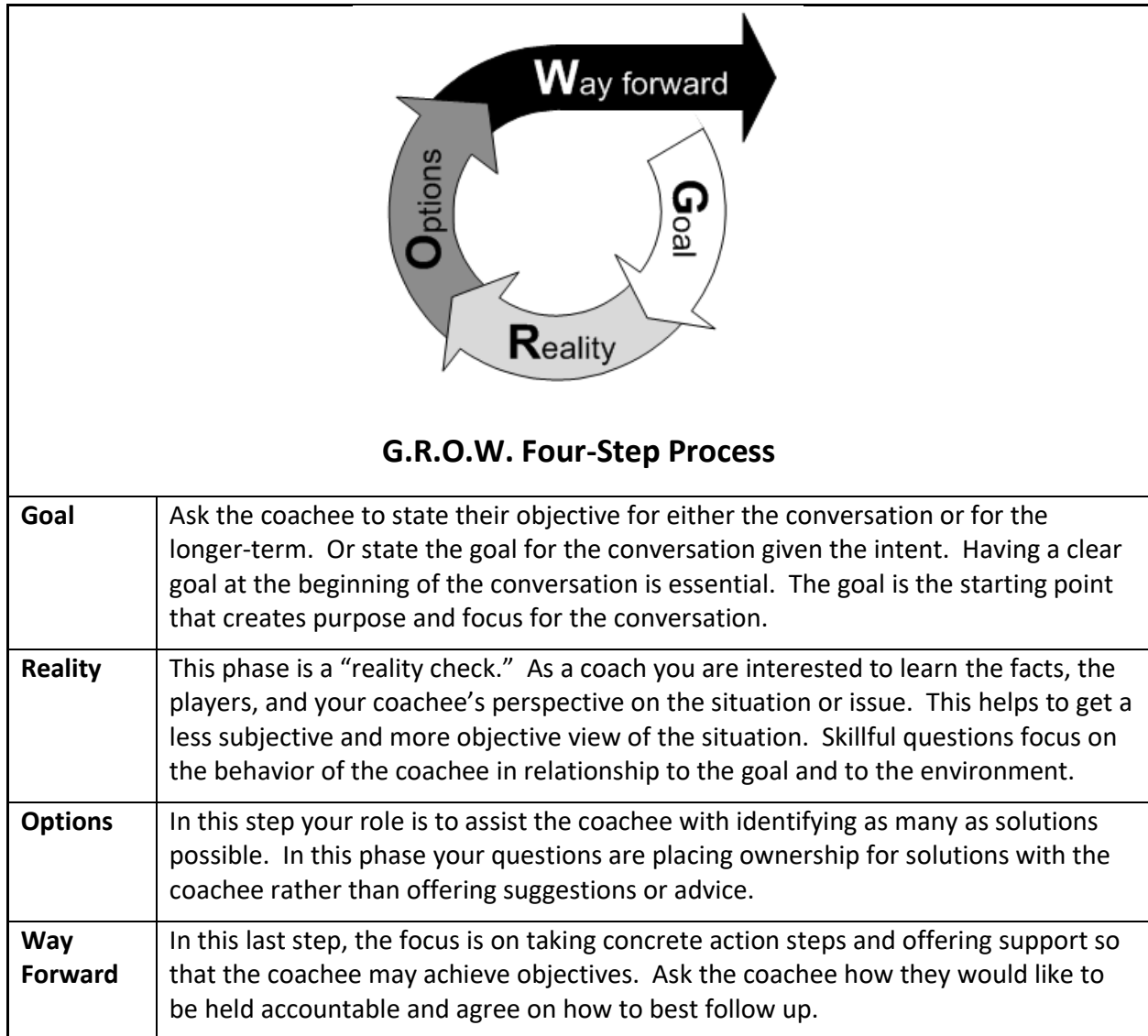
Powerful Questioning

Why ask instead of tell?

The G.R.O.W. Coaching Model

The G.R.O.W. model is a well-known conversational structure and process that keeps a coaching conversation objective and action oriented. It works well when you are helping others reach goals that are focused on projects, creating new habits, or improving performance.

The engine that drives the G.R.O.W. model, and *all coaching conversations*, is the use of powerful questions. The chart below highlights the steps and purpose of each phase.



Sir John Whitmore is identified as the originator of the GROW model. However, Max Landsberg also describes GROW in his book *The Tao of Coaching*.

Sample Coaching Questions

The chart below offers sample questions that put energy into the conversation and moves goals from aspiration to action and accountability.

Sample Questions for Each Step			
Goal	<ul style="list-style-type: none"> ▪ <i>What do you most want to talk about?</i> ▪ <i>What's going on?</i> ▪ <i>What outcome would make this conversation a great success?</i> ▪ <i>What do you most want to get out of our time together?</i> ▪ <i>How could you rephrase the goal, so it depends only on what you do and not on others?</i> ▪ <i>What specifically do you want to accomplish?</i> ▪ <i>What is the best possible outcome you can envision?</i> ▪ <i>What will be different because of working in this area?</i> ▪ <i>How can we make that goal measurable—so we know when you've achieved it?</i> ▪ <i>By when do you want to have this done?</i> ▪ <i>In a month or three months—whatever timeframe you establish—what will you have accomplished?</i> 		
Reality	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ▪ <i>Where are you now with this?</i> ▪ <i>Who is involved in this situation?</i> ▪ <i>What have you tried already?</i> ▪ <i>What's most important in this matter?</i> ▪ <i>Where are you in this scenario?</i> ▪ <i>What brought you to this place?</i> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ▪ <i>What changes have taken place?</i> ▪ <i>How do decisions get made?</i> ▪ <i>What are you trying to accomplish?</i> ▪ <i>What is happening with the team?</i> ▪ <i>How are others responding?</i> ▪ <i>What's going on here?</i> ▪ <i>What resources are you using, leveraging?</i> ▪ <i>Would you like to explore this dream/vision and see if it's a real possibility?</i> </td> </tr> </table>	<ul style="list-style-type: none"> ▪ <i>Where are you now with this?</i> ▪ <i>Who is involved in this situation?</i> ▪ <i>What have you tried already?</i> ▪ <i>What's most important in this matter?</i> ▪ <i>Where are you in this scenario?</i> ▪ <i>What brought you to this place?</i> 	<ul style="list-style-type: none"> ▪ <i>What changes have taken place?</i> ▪ <i>How do decisions get made?</i> ▪ <i>What are you trying to accomplish?</i> ▪ <i>What is happening with the team?</i> ▪ <i>How are others responding?</i> ▪ <i>What's going on here?</i> ▪ <i>What resources are you using, leveraging?</i> ▪ <i>Would you like to explore this dream/vision and see if it's a real possibility?</i>
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Options	<ul style="list-style-type: none"> ▪ <i>What could you do about this?</i> ▪ <i>What else?</i> ▪ <i>What other possibilities have you considered? Let's try for five...</i> ▪ <i>If you had unlimited resources and knew you couldn't fail, what would you try?</i> ▪ <i>What if that obstacle were removed? What would you do then?</i> ▪ <i>Who could help you?</i> ▪ <i>What other resources might you need to make this work? Who else could help?</i> ▪ <i>Are there others who have done well when faced with this type of situation? What have you seen them do? What might work for you?</i> 		
Way Forward	<ul style="list-style-type: none"> ▪ <i>What's standing out?</i> ▪ <i>Which option(s) do you want to pursue?</i> ▪ <i>Turn that into an action step—what will you do by when?</i> ▪ <i>Do you anticipate any obstacles?</i> ▪ <i>On a scale of 1-10 how likely is it that this step(s) will get done in the timeframe you set?</i> ▪ <i>How might I be of support?</i> 		

Source: Coaching Questions: A Coach's Guide to Powerful Asking Skills by Tony Stoltzfus (2015)



Synodal Reflection

Core tenets of synodality are **OPENNESS** and **NON-JUDGEMENT**. Take a moment to reflect, in any way you like, on how the Holy Spirit might be encouraging your ability to create safe spaces for others' growth.

Coaching Conversation Scenario and Demonstration

Scenario

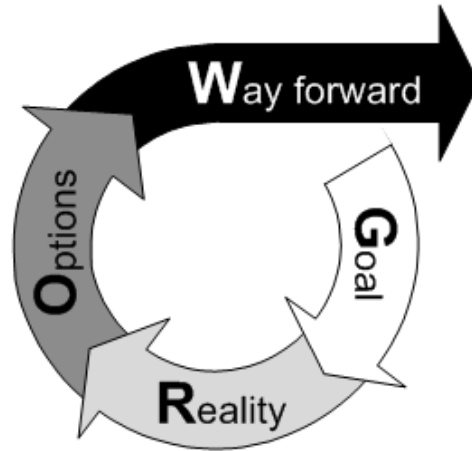
Sister Catherine is studying at the University and traveling back to her community every night. She must fit in the daily program of the community: prayers, her duties such as cooking, cleaning, teaching catechism, and overseeing the youth program. In addition, she must finish her assignments and study for her exams.

A faculty member, with whom Sr. Catherine has had several classes, has noticed that Sr. is often arriving late to class, and that her participation and grades are taking a turn downward. The faculty member invites Catherine to meet with her to discuss her progress in the program.

Observe the facilitator and how she or he uses the GROW model to guide the conversation. Record your observations on the next page. Prepare to discuss:

- *Which of the coach's techniques worked well?*
- *What could the coach have done differently/ more effectively?*
- *Were Sr. Catherine's concerns properly addressed?*
- *How did Sr. Catherine respond to coaching?*
- *Do you expect Sr. Catherine to follow through with her intended actions?*

Coaching Conversation Demonstration Observations



G.R.O.W. Four-Step Process

Goal	What did the coach say to establish a goal at the beginning of the conversation?
Reality	Which questions did the coach use to focus Sr. Catherine on the facts of the situation rather than on the coachee's subjective perspective?
Options	What solutions or options did the coachee identify? What questions did the coach ask to generate options?
Way Forward	What concrete steps will Sr. Catherine take?

Preparing for the Coaching Conversation

Readiness

- *Are you prepared to listen?*
- *Are your emotions in check?*
- *Have you planned well?*
- *Are you ready?*

Listening

Value listening. Listening requires you to:

- Be present
- Listen for the commitment that exists in the speaker
- Listen for possibilities that may be hidden
- Listen outside boundaries, judgments, evaluations and opinions
- Listen at a depth that creates space for future possibilities

Body Language

Be aware of messages you might convey through your body language:

- Maintain eye contact
- Keep an open body stance (e.g., avoid crossing your arms)
- Maintain a relaxed posture
- Try to avoid distracting mannerisms (e.g., constantly tapping your fingers or feet)
- Maintain a steady volume when talking (not too loud, not too soft)

Give Balanced Feedback

- Identify strengths and abilities
- Look for opportunities for the staff member to leverage their strengths in their work
- Reinforce good behavior and results with specific, positive feedback

Ask Questions!

- Ask instead of tell
- Use open-ended questions
- Be curious
- Avoid using “WHY” questions

*Avoid focusing only on negative feedback;
remember the individual's strengths and contributions.*

Activity: Coaching Triads

Work in triads to role-play a coaching conversation that follows the G.R.O.W. model. One member will be the coach, another the coachee, and the third team member will observe, jot down observations, and debrief the exercise using the template below. Each triad will rotate so that everyone has an opportunity to try out the model, practice and get feedback.

Scenario 1	Sr. Theresa and Sr. Josephine are responsible for planning the annual schedule of activities for the parish. Sr. Josephine had this responsibility in her prior parish, so she is confident and opinionated about what to include in the plan and how to communicate and coordinate resources and actions with members of the congregation. Sr. Theresa, however, is new to the "the team," and her suggestions are dismissed at every turn. She is getting frustrated. She decides to have a meeting with Sr. Josephine to express her concerns and find resolution.
Scenario 2	Br. Otieno is a teacher and one of his students, Jacqueline, is a Scholar who is having difficulty in several of her classes and requires extra support outside of the classroom. Br. Otieno arranges to meet with Jacqueline's Superior, Sr. Bulwa, to discuss Jacqueline's needs and to identify how Sr. Bulwa might provide additional support. Mrs. Bulwa arrives annoyed and irritated; she is not happy to have to spend extra time on this issue when she feels she has so many other "important" responsibilities.
Scenario 3	Sr. Agnes, a Superior, and her assistant, Sr. Frances, have been working tirelessly on a grant application to fund much-needed resources for their counseling center. The application is due in two weeks. Yesterday, Sr. Agnes reviewed the first draft and found several spelling, grammar, and mathematical errors. St. Agnes is feeling pressured by the deadline and knows she can easily correct the mistakes herself; however, she knows that for Sr. Frances to improve, she can benefit from some direct and specific feedback.
Scenario 4	Fr. John is a recently appointed Local Superior, succeeding Fr. Dominique who is now a Major Superior in the Province. Fr. John is finding it difficult to stay on top of his daily responsibilities in addition to attending to the many requests, variety of personalities, and individual concerns that fill his in-box almost hourly. He does not feel prepared for his duties. Fr. Dominique has been hearing criticism and concern from the men in the congregation. His schedule, too, is hectic and filled with new responsibilities he has not faced before. Fr. Dominique decides to meet with Fr. John.




Template for Debriefing

- 1. Observer:** State what went well. What did you observe and hear that fit with the G.R.O.W. model? What areas for improvement did you observe. Provide feedback using the 2 + 1 method. (2 strengths, 1 area for improvement)
- 2. Coachee:** What behavior or questions were especially effective? State what went well. What was the impact of the coaching process?
- 3. Coach:** State what went well. What behavior or technique proved to be especially helpful?

Coaching Action Plan

- I will do less of...
- I will do more of...
- Three actions I will take to develop as a coach
- I will know I am a servant leader coach when...

Additional Resources for Leading and Learning

	<p>Articles and Media</p> <ul style="list-style-type: none">• Biblical Foundations of Coaching• Personal Best by Dr. Atul Gwande, M.D.• Value- Centered Leadership Coaching Model
	<p>Assessments</p> <ul style="list-style-type: none">• How Good Are Your Coaching Skills?
	<p>Lessons and Activities</p> <ul style="list-style-type: none">• Vincent on Leadership at DePaul University: eLearning Coaching Portal



**NEXT GENERATION
LEADERSHIP PROGRAMME**

Creating servant leaders for the African Church

**MODULE 8
COLLABORATIVE SERVANT
LEADERSHIP**

Learning Leader Guide

**Servant Leadership Programme
for Alumni**



Synodal Reflection

A core tenet of synodality is **BELONGING**. Take a moment to reflect, in any way you like, on how the Holy Spirit might be inviting you to create a better atmosphere of **belonging** within your own community.

Activity: Share a Story

Recall a time when you worked with others to achieve a goal that was important to you.

What contributed to a successful collaboration?

What did you learn about your faith and about yourself in the process?

Discussion: What Contributes to Successful Collaboration?

Jesus as a Model for Collaborative Leadership

"You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbor as yourself."
(Luke 10:27)

- Jesus gathered a group of disciples to minister with him
- He taught, formed and instilled in them a sense of mission
- He sent the disciples in pairs into ministry even before they were perfectly formed
- He helped them to reflect on their success and failures
- He trusted his disciples
- He is responsive to all of those who are in need
- He challenges and supports others to be compassionate (empowerment)
- He uses storytelling to bridge divides, to bind people together in their work and in the mission

The Primary Role of Collaborative Servant Leadership

- Respond to human needs
- Actively use your leadership gifts
- Actively assist others to discover their gifts and talents
- Support others' discernment of how to use unique gifts in service to ministry
- Empower and animate gifts of the entire community

It is essential for us to understand that Jesus has a specific task in life for each and everyone of us. Each one of us is handpicked, called by name, called by Jesus. There is no one among us who does not have a divine vocation.

- Pope John Paul II

Collaborative Leadership Spirituality

“Be compassionate as your father is compassionate.”
(Luke 6:36)

- Sharing what is true, holy, hopeful and loving
- Challenging others with respect, generosity, compassion
- Creating hospitable, generous spaces for others to do the same (culture and empowerment)

<p style="text-align: center;">AUTHENTIC</p> <ul style="list-style-type: none"> - At peace in the knowledge of oneself - In integrity with personal values - Knows one’s strengths and limitations - Able to identify and claim emotions - Comfortable with expressing feelings 	<p style="text-align: center;">COMPASSIONATE</p> <ul style="list-style-type: none"> - Conveys understanding of others’ suffering; reaches out to alleviate it - Takes action that flows from the depth of one’s relationship with God 	<p style="text-align: center;">REFLECTIVE</p> <ul style="list-style-type: none"> - Despite demands of daily life, creates time for prayer, reflection, faith sharing - Integrates reflection into daily life rather than withdrawing from it - Learns how to reflect in the midst of constant activity
<p style="text-align: center;">SHARED</p> <ul style="list-style-type: none"> - Willingness to listen and learn from those in other lifestyles - Shares faith experiences with others; is vulnerable - Supports the creativity of others - Enters into situations where there is “give and take” - Oriented toward the success of the group over personal success 	<p style="text-align: center;">FORGIVENESS</p> <ul style="list-style-type: none"> - Lets go of anger and resentment towards others - Risks trying new things; supports others as they experiment and test new ideas and actions 	<p style="text-align: center;">ACCEPTANCE</p> <ul style="list-style-type: none"> - Enters into relationships anticipating acceptance and trustworthiness rather than rejection - Assumes positive intent - Accepts that spirituality and spiritual practice may be different across the lifespan - Can fail without losing self-esteem

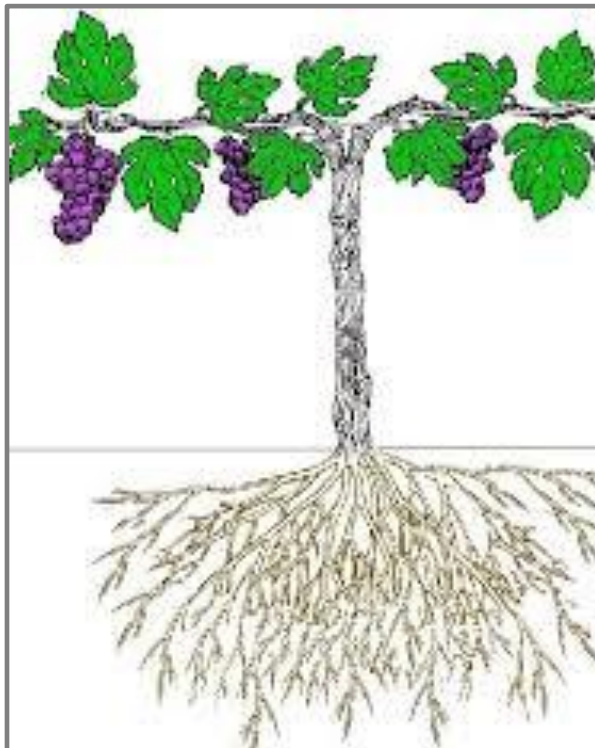
Adapted from Collaborative Ministry, *Uniting Our Gifts in Ministry* by Loughlan Sofield, ST and Carool Juliano, SHCJ

Collaborative Leadership in Practice

“Jesus embodies the ultimate example of someone who fostered collaboration and strengthened individuals.

A lot of people talk about Jesus as if he were a soloist. They seem to forget that a large part of his ministry was in collaboration with others.”

*- J.M. Kouzes & B.Z. Posner, *Christian Reflections on The Leadership Challenge*, 87*



Creates Psychological Safety for Others (Roots)

- Transparent Motives and Agenda, not about power, control
- Responsible, skillful, empowering

Practices Dialogue (Vine)

- Active Listening
- Mutual Respect
- Judgment Free

Fosters a Collaborative Environment (Fruit)

- Learning
- Able to listen, understand, and empathize – improving relationships
- Surfacing and integrating multiple perspectives
- Identifying underlying concerns, mitigates avoidance
- Seeks input, analyzes
- Influences commitment

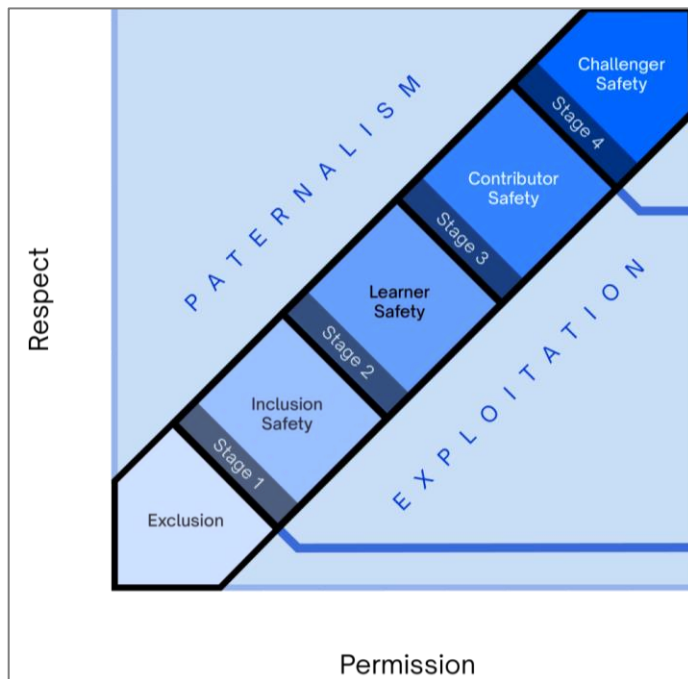
Psychological Safety

“For me, a general orientation toward trusting people and a positive attitude toward life and fellow human beings is healthy — not only for one’s peace of mind but also to bring about change.”

- Wangari Maathai

Definition

Psychological safety is a shared belief held by members of a team that it’s OK to take risks, to express their ideas and concerns, to speak up with questions, and to admit mistakes — all without fear of negative consequences. “It’s felt permission for candor,” according to expert Amy Edmonson.



- **INCLUSION SAFETY:**
Can I be my authentic self?
Satisfies basic human needs to connect and belong. To “qualify” for inclusion safety is to be human and harmless.
- **LEARNER SAFETY:**
Can I grow?
Satisfies basic human need to learn and grow.
- **CONTRIBUTOR SAFETY:**
Can I make a difference?
Satisfies basic human need to make a meaningful contribution
- **CHALLENGER SAFETY:**
Can I be candid about change?
Satisfies the basic human need to make things better.

Partner Conversation

Recall a time when you felt safe enough to bring forth a new idea or expressed a view that went against conventional thinking. What allowed you to do that?

Psychological Safety: When You Have It and When You Don't Have it

	When You Have It	When You Don't Have It
Inclusion Safety	<ul style="list-style-type: none"> • Our common humanity acknowledged; all have intrinsic worth • Difference is protected and appreciated • People feel part of something 	<ul style="list-style-type: none"> • Hierarchy dominates • Fear or rejection and humiliation causes trauma; limits learning and contribution • Barriers are maintained and reinforced
Learner Safety	<ul style="list-style-type: none"> • Learning is encouraged and celebrated • Learners are protected • Vulnerability is rewarded • Members are willing to engage head and heart 	<ul style="list-style-type: none"> • Mistakes are punished and hidden • Vulnerability is punished and learning is impaired • Execution is preferred over creativity and innovation
Contributor Safety	<ul style="list-style-type: none"> • Energy and enthusiasm for making a difference as a full member is present • Empowered with autonomy, guidance, and encouragement • People are accountable to outcomes and results 	<ul style="list-style-type: none"> • Autonomy is given with little to no guidance • People are held back from growing and fully contributing • Full potential (competence and confidence) is not developed • Minimal impact
Challenger Safety	<ul style="list-style-type: none"> • People speak up when there are opportunities to improve • People disagree productively • Divergent thinking • High tolerance for candor • Creativity and Innovation • Protected and rewarded for acts of vulnerability 	<ul style="list-style-type: none"> • Members fall silent • Challenges are punished for their bravery and candor • Status quo is maintained

Questions for Leaders

- *Do I truly believe that all life is sacred and respect the dignity of all those I encounter?*
- *Do I accept others and welcome them in even if their values differ from mine?*
- *Do I encourage others to grow and learn -- supporting them in their process even when they make mistakes?*
- *Do I grant others autonomy to contribute in their own ways as they demonstrate their ability to achieve tasks, create impact?*
- *Do I consistently invite others to make things better?*
- *Am I personally prepared to be wrong based on the humility and learning mindset I have developed?*

Dialogue

*Can you hold that space open for me?
 Can you keep your questions and suggestions and judgments at bay?
 Can you wait with me for the truths that stay hidden behind my sadness, my fear, my forgetting, and my pain?
 Can you just hold open a space for me to tell my story?*
 - Archbishop Desmond Tutu and the Rev. Mpho Tutu

The Practice of True Dialogue

Rights	Responsibilities	Skills
Each person has the right to define him/herself without being labeled by others	Each person must be willing to seriously question his/her assumptions about "the other"	Each person should be able to evaluate and articulate his/her own attitudes, values, and positions on issues within the context of his/her tradition.
Each person has the right to express his or her beliefs, ideas, and feelings	Each person must allow others the same right of self-expression that s/he expects for him/herself.	Each person should learn how to temporarily set aside his/her own views and feelings to be more sensitive to what the other is saying.
Each person has the right to ask questions that help him/her understand what someone else has said.	Each person should ask questions that respect the other's right of self-definition, even in times of conflict or disagreement.	Each person should learn how to respond to questions in ways that help others understand.
Each person has the right not to change or be coerced to change.	Each person must accept the others as equal partners in the dialogue, and acknowledge the dignity of the traditions represented	Each person should learn to deal with different points of view while maintaining his/her own integrity.
Each person has the right to expect that what is said will be held in confidence.	Each person must agree to hold what others say in confidence.	Each person should learn to deal with others from a position of mutual trust, based on an expectation that others come to the dialogue in a spirit of honesty and sincerity.



Servant Leadership Reflection and Action Plan

This worksheet is not really for planning action. It is first and foremost planning how to be, specifically how you want to be different as a leader. What part of your “leaderly self” do you want to call forth into the present and unleash? Take some time to reflect on this question, then complete the sentence below:

The way I want to be more fully present and available to others as a leader is . . .

Now consider what resources are available to help you bring forth an enhanced or more powerful way of giving your leadership to others. First, identify resources within yourself, or that are largely within your control. Check the 2 or 3 internal resources that are your strongest allies for change. For example, a desire to grow, a desire to serve others more, faith in a Higher Power, courage, a skill or hobby I used to be good at, a role model who guided you or who currently guides you, etc.

The internal resources that are my strongest allies for change are:

Next, pause for a moment to listen to the voices in your head which are raising objections to why you can't be more like you want to be. Write down the 2 or 3 loudest voices (e.g., “I'm too busy to think about this now, people expect me to show up the old way, I might lose the respect of others if I showed up with my softer side, etc.) By naming these fears, you are acknowledging them, but also declaring that they no longer have as much power over you!

These objections no longer have power over me:

Next, identify additional resources you can draw on to help you move in the direction you desire (e.g., a friend or mentor, a book/article, a project that will stretch me, a volunteer opportunity, someone in this programme, etc.)

Now, identify one or two action steps you can take to start moving in the direction you desire.

Ensure that the steps you take are achievable and realistic. Write down your actions here:

Peer Coach Conversation

In a peer coaching conversation intended to provide encouragement and support, share your action steps with a “peer coach.” Use your time to:

- Practice the G.R.O.W. model
 - Share the steps you plan to take
 - Expand your thinking; a peer coach serves as a sounding board to brainstorm, clarify, and refine your own thinking
 - Confirm how to best move forward from this learning experience
 - Gain support through an “accountability partner” and make agreements to check on your plan.

Servant Leader

I am motivated and committed to taking action on my personal and professional goals.

Peer Coach

I am motivated and committed to helping my colleague take action on his/her personal and professional goals.

We agree to meet via _____

On (date/time): _____

to discuss the progress that _____ has made on the objectives outlined in his or her servant leadership action plan today.




Signature and Date

Peer Coach: _____

Servant Leader: _____

Date: _____

Additional Resources for Leading and Learning

	<p>Articles and Media</p> <ul style="list-style-type: none">• The Ministry Collaborative• Nonviolent Communication Process• Facilitative Leadership by Cufaud• Dialogic Leadership by Isaacs• Conversational Leadership• Four Gifts of Story•
	<p>Assessments</p> <ul style="list-style-type: none">• Facilitation Skills Self-Assessment
	<p>Lessons and Activities</p> <ul style="list-style-type: none">• Facilitation Basics: NGLP-SLP Online Learning Module• Introduction to Adult Learning Theory: NGLP-SLP Module Online Learning Module• The Art and Practice of The Check In and Check Out



**NEXT GENERATION
LEADERSHIP PROGRAMME**

Creating servant leaders for the African Church

**MODULE 9
LEADING THROUGH CHANGE
AND TRANSITION**

Learning Leader Guide

**Servant Leadership Programme
for Alumni**



Synodal Reflection

Core tenets of synodality are **VISION** and **AGENCY**. Take a moment to reflect, in any way you like, on how the Holy Spirit might be supporting your own belief in your ability to make needed change in your community.

Jesus as an Agent of Change

Jesus' Harvest Vision was Leveraged by Faith and Prayer

Prayer is continually connected to the mission of God in the life of Jesus. We have no ability to transform anything without God's power. Jesus explained the power needed for the harvest was found in the resource of praying: *"Then he said to his disciples, 'the harvest is abundant, but the workers are few. Therefore, pray to the Lord of the harvest to send out workers into his harvest.'"* (Matt. 9:37-38). The source for harvest workers is not in recruitment strategies, but in prayer. Prayer recognizes God as eternally resourceful.

Jesus Put People First

Paul described the trust God places in us as a sacred trust. He said, *"We have been approved by God to be entrusted with the gospel"* (1 Thess. 2:4). Jesus led out of his character and heart for the world; he demonstrated incredible confidence in the potential of people to let him use them for a higher purpose.

Jesus was Future-Sighted

Jesus' leadership was evident when he said, *"I pray not only for these, but also for those who believe in me through their message"* (John 17:20)." Jesus was living beyond the moment. With the pressures and challenges it is possible for us to shorten our sight. Transformational leaders must look out decades, centuries rather than years to plan for impact. Jesus prayed for thousands of years into the future.

Jesus Engaged Others in His Mission

Luke 9:1-2 and 10:1-2 give the picture of Jesus sending the believers away to do ministry. He sent them to touch the hurting and work for the harvest. *"When Jesus had called the Twelve together, he gave them power and authority to drive out all demons and to cure diseases, ² and he sent them out to proclaim the kingdom of God and to heal the sick"* (Luke 9:1-2)."

"After this the Lord appointed seventy-two others and sent them two by two ahead of him to every town and place where he was about to go. He told them, "The harvest is plentiful, but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field." The environment around Jesus had disciples constantly coming and going.

Jesus Embraced Other Cultures

Jesus embodied a cross-cultural gospel focus. He was not afraid or offended by the Samaritans. He went out of his way to talk with them and refused to give up when they rejected him. This is illustrated by the life-changing conversation Jesus had with a woman at a well (John 4). The Holy Spirit birthed the church in a multicultural, multilingual environment.

Acts 1:8 reminds us that we are commissioned to reach every culture and people group on earth: *But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.*

Jesus Led a Balanced Life

By the use of the word balance, we mean his perfect investment in multiple environments. Jesus knew the value of time away from the crowds. On several occasions he retreated from crowds to rest and spend time in prayer: *“After dismissing the crowds, he got into the boat and went to the region of Magadan”* (Matt. 15:39).

Jesus as an Agent of Change, Continued

Jesus Resolved to Do What is Required

Jesus surrendered his will to the Father. A transformational leader is in tune with the heart of God. He is not confused about who belongs to whom. Jesus prayed shortly before his death: *“Abba, Father! All things are possible for you. Take this cup away from me. Nevertheless, not what I will, but what you will”* (Mark 14:36). We are not able to equal his work. But as transformational leaders, we must resolve to do whatever God requires. Jesus gave up his human will for God’s higher purpose.

Jesus Felt the Needs of the People

Why did Jesus weep at the death of Lazarus (John 11:35)? Not for Mary, Martha, or the crowd to see. Simply because he grieved the loss of his friend. Jesus was a man who deeply loved others. He felt their pain. Jesus felt compassion because the people were “weary and worn out, like sheep without a shepherd” (Matt. 9:35-37). Jesus cared for people who were hungry and afraid. He cared for the physically sick and the spiritually oppressed. Jesus felt the needs of people.

Jesus Helped Others to Focus and Re-Focus on the Issue

Jesus came to serve the hurting (Luke 4:18) and save the lost (Luke 19:10). In him we witness the greatest transformation leadership skills the world has ever known. But he did not provide the model because of his infatuation with the leadership image or culture. Jesus led out of his character and heart for the world.

*Adapted from: Transformational Church: Creating a New Scorecard for Congregations (2010)
by Thom Rainer and Ed Stetzer*

Case Study: Sr. Theresa

Sr. Theresa is the new headmaster at a school who has lost its Catholic identity and is struggling financially. She has not yet gained the trust or respect of the school staff or school board. The school is a mix of girls from different tribes across the country. One particularly bright girl, Fatima, is not able to pay her school fees since her mother has recently been displaced and lost their home amid a tribal clash.

Sr. Theresa decides, against school policy, to delay charging her school fees while Fatima's mother finds work. While Sr. Theresa is away on business, the School Deputy sends Fatima back to her village, because she is behind on her fees.

When Sr. Theresa returns, she sets out to find the girl and bring her back; she believes this child has the right to an education and a future. Sr. Theresa prays to Jesus for guidance and protection in her car as she travels to the village, only to find that Fatima—at age 13—has been married off by her uncle to the village drunkard for a handful of shillings.

Sr. Theresa first decides to go to the police chief, who says there's nothing he can do, money has been exchanged. She then approaches the village chief who also says he cannot help her.

Small Group Discussion

Who are the key players in this story? What is behind their resistance to help Sr. Theresa return Fatima to school?

In general, why do others resist change? What do you believe is behind a resistance to change?

The Nature of Change

Everyone Looks at Change in a Different Way

- Depends on past experience with change
- By choice or imposed

Fight, Flight, Freeze

- Our human system, guided by the brain, strives for equilibrium
- Unwanted or unanticipated change puts the limbic system on high alert – the body reacts as if it's experiencing physical pain
- It's exhausting - emotionally, physically and intellectually

Resistance

- Human nature to choose comfort of familiarity over the anxiety that comes from the unknown
- Resistance is usually associated with one or more of these three things:
 - Lack of Understanding
 - Lack of Trust/Confidence
 - Emotional Reactions to Change

Change and Transition

It isn't the changes that do you in, it's the transitions
- William Bridges

Change is an external event. It's situational. It's the retirement of a founder or executive director, the closing of a long-term program, the elimination of a long-standing policy, the relocation of a building or school.

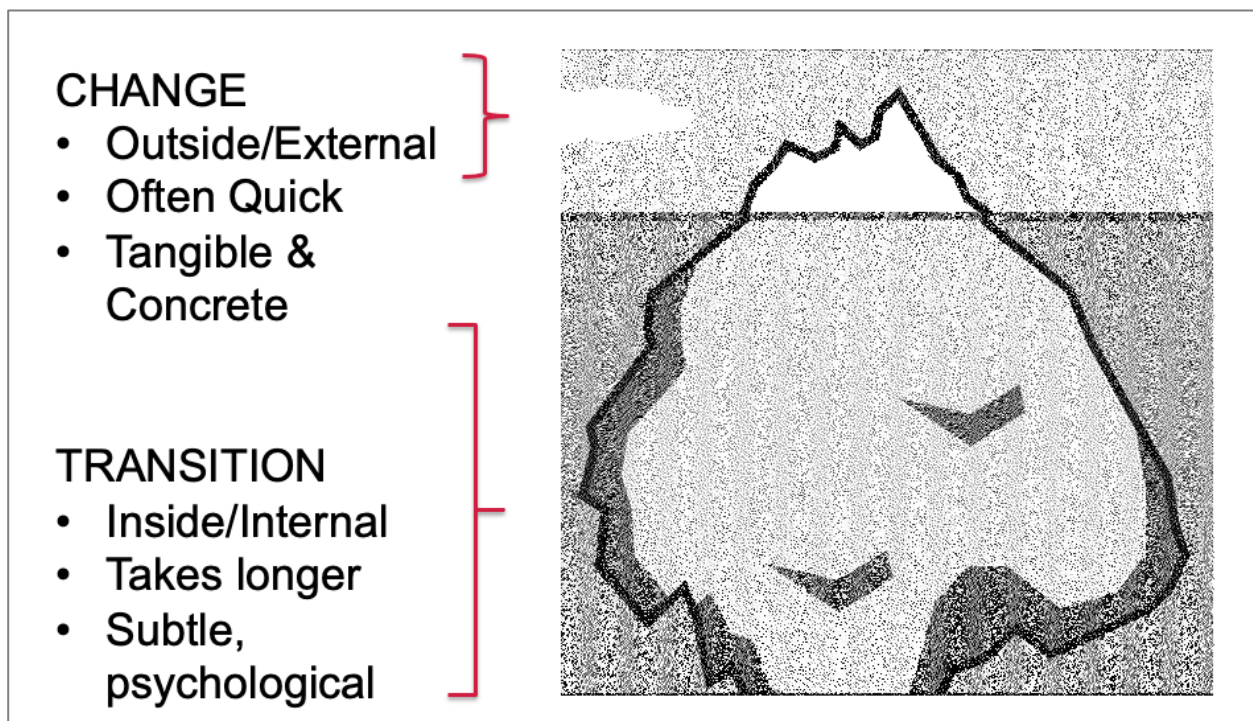
- Something old stops
- Something new begins

Transition on the other hand, is the internal, psychological process people go through as they internalize and come to terms with the change.

- Is a process by which people unplug from an old world and plug into a new world
- Starts with an ending and finishes with a beginning
- Deals with the psychological losses

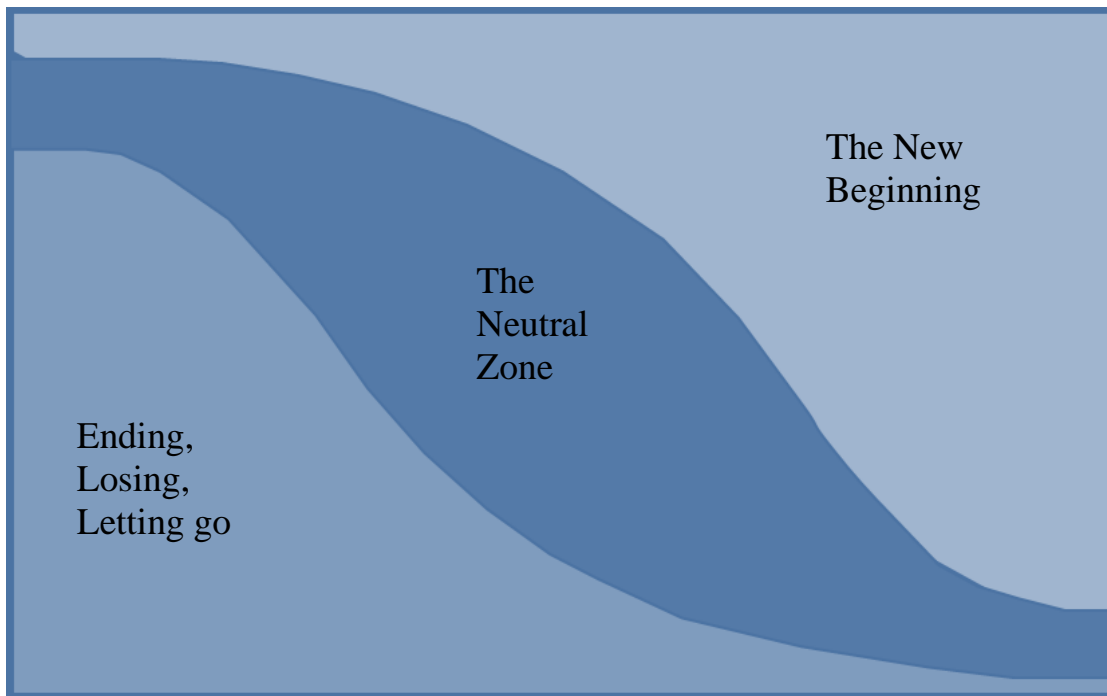
Organizational attention, most often, is focused solely on the external event. What is often ignored or downplayed is how to lead people through transition.

Getting people through transition is essential if the change is actually going to work.



Three Phases of Transition

Transition starts with an ending and finishes with a beginning.

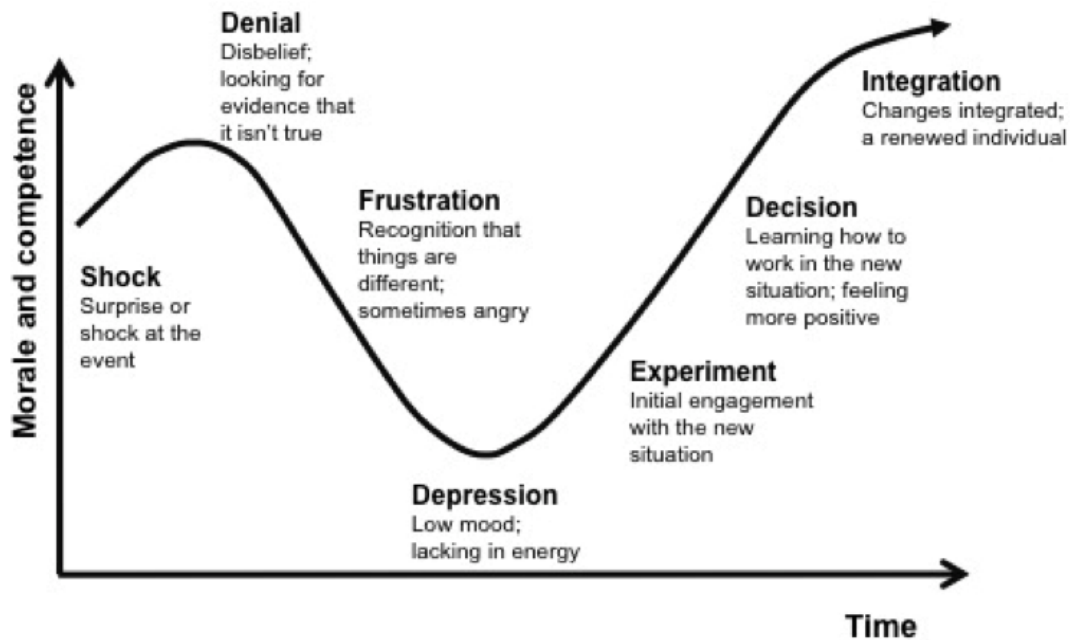


The "Change Curve"

1. The first phase of Transition is called the "Ending." It involves letting go of old ways and old identities. This is a time when people often are dealing with loss.
2. The "Neutral Zone" is the in-between time when the old is gone but the new isn't fully operational. It is when the old way of doing things is gone, but the new way doesn't feel comfortable yet. It is the psychological "no-person's land" between the old reality and the new one.
3. The "New Beginning" is when people develop their new identity, experience new energy, and discover a new sense of purpose that makes the change begin to work.

Emotional Reactions to Change and Transition

The Kübler-Ross change curve



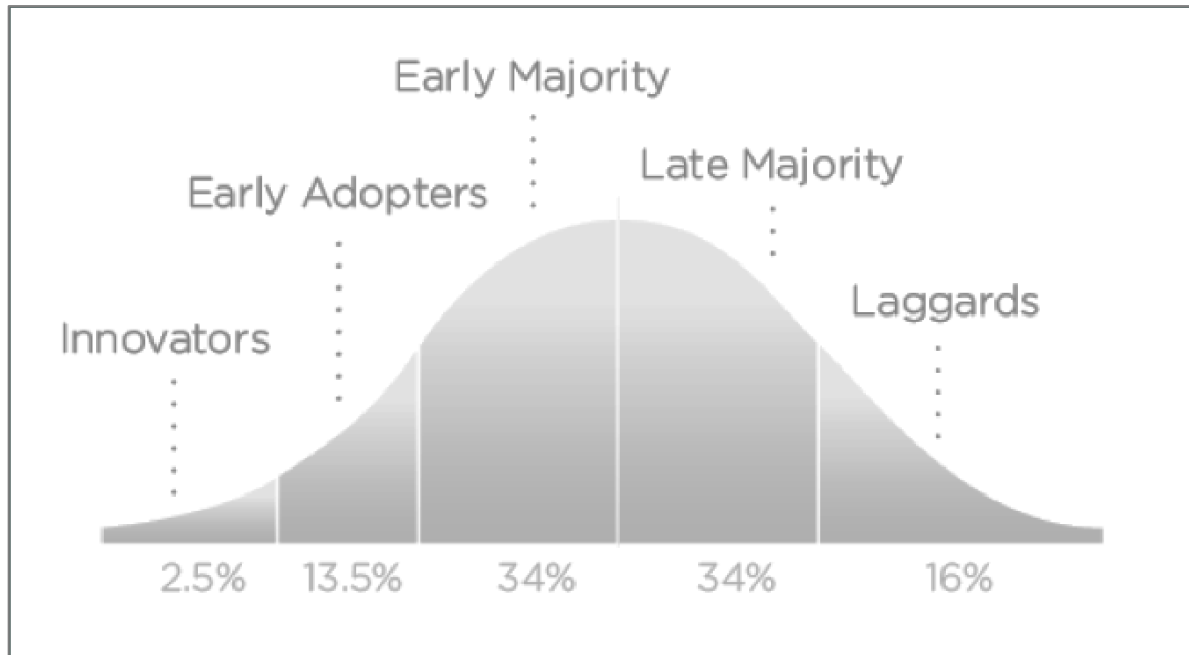
Individual Reflection: Leadership and Transition

What do I expect from my leaders during a transition?

The Adoption Curve

*"If you want to lead people to somewhere new, then you need to meet them where they are...
Expect that some (even many) people aren't as far along as you would hope..."*

-Kerry Bunker



The Adoption Curve (Everett Rogers)

Innovators – Are Explorers energized by new challenges, willing to take the risk; can withstand failure.

Early Adopters – Opinion Leaders who like to be ahead of the curve, see the positives, want to be close to the action.

Early Majority – Ensure adoption, they look for the benefits, practical, watching and observing those in front.

Late Majority – May need help, support, convincing before they commit.

Laggards – Slow to adopt, resistant to change. They may not be able to adapt. Frame of reference is rear view mirror.

Reflecting on Change

As you reflect on your congregation's priorities, what are some of the changes that will occur? These might include things like allocating duties differently, new approaches to fundraising, addition of new or different technologies, restructuring the council, reaching out to new community partners or working differently with existing partners, etc.

1. _____

2. _____

3. _____

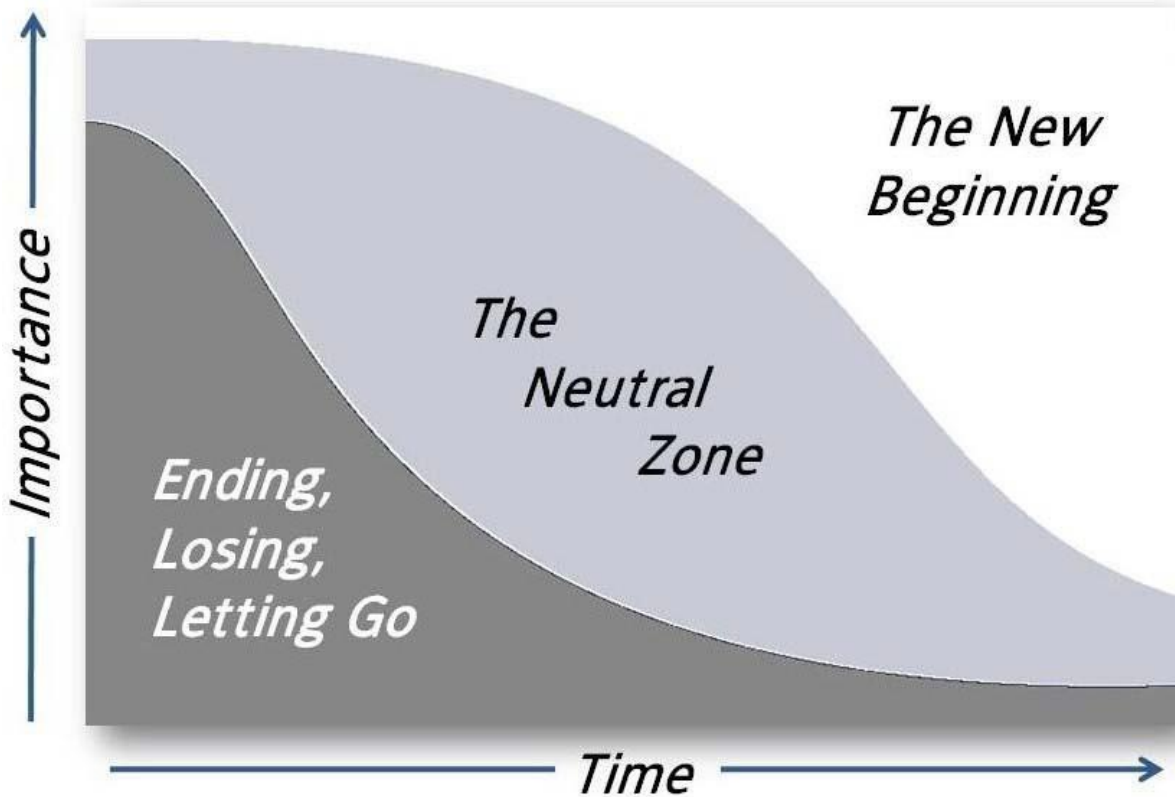
4. _____

5. _____

Activity: People's Responses to Transition

Knowing that people often flow back and forth between these stages during times of transition, where do you place yourself today? Place an **X** on the image below.

Where do you think other people who are affected by the change are? Place an **O** on the image below for where you think they are.



Discussion Notes:

Leading Through Transition: What Leaders Do

- See the bigger picture
- Have a high threshold for uncertainty – use creativity to manage the ambiguity; try more than one way to achieve success
- Focus on their sphere of influence and span of control
- Practice Emotional Intelligence– help others to succeed despite discomfort
- Communicate, communicate, communicate
- Link the change to what people already know and understand – draw comparisons, use metaphors, tell stories
- Give people advance warning - Involve them, provide advance information so that they have some control and can plan for change
- Ensure that individuals understand what is going to happen; are as transparent and specific as possible
- Practice the 4 P's - Purpose, Picture, Plan, Part

The Four P's

1. Explain the Purpose (The Why)
2. Show/Co-create the Picture (The What)
3. Lay out the Plan (The How)
4. Allocate the Part (The Who)

Activity: Change Leadership Action Plan

Reflect upon the area of change you are facing within the Church, your congregation, community, organization.




- What might you do to navigate *yourself* through this change and transition?
- What might you do to navigate *others* through this change and transition?

Refer to *Leadership Communication within the Change Curve* on page 13 for additional thoughts and ideas

Endings	Neutral Zones	Beginnings

Current State (Endings)	Change State (Neutral Zone)	Desired State (New Beginnings)
<ul style="list-style-type: none"> • Explain why the change is necessary • Explain what will happen if there is no change • Describe the Desired State • Identify and emphasize external drivers of change • Don't blame people • Identify what is not changing 	<ul style="list-style-type: none"> • Repeat the message again and again • Design a positive catch phrase • Create a variety of safe ways to express resistance and fear • Provide information and answers in a variety of ways • Grieve for the old ways and bury the old ways 	<ul style="list-style-type: none"> • Show the distance people have come • Remind people why they are changing • Acknowledge the price people have paid • Present problems and issues that face the organization today • Identify future changes

Additional Resources for Leading and Learning

	<p>Articles and Media</p> <ul style="list-style-type: none"> • Dr. John Kotter's 8 Steps for Leading Change
	<p>Assessments</p> <ul style="list-style-type: none"> • Change Readiness Self-Assessment
	<p>Lessons and Activities</p> <ul style="list-style-type: none"> • NGLP Change Leadership Checklists • Vincent on Leadership: Leading Through Change Webinar • Vincent on Leadership: The Art & Practice of the Learning Leader