



**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

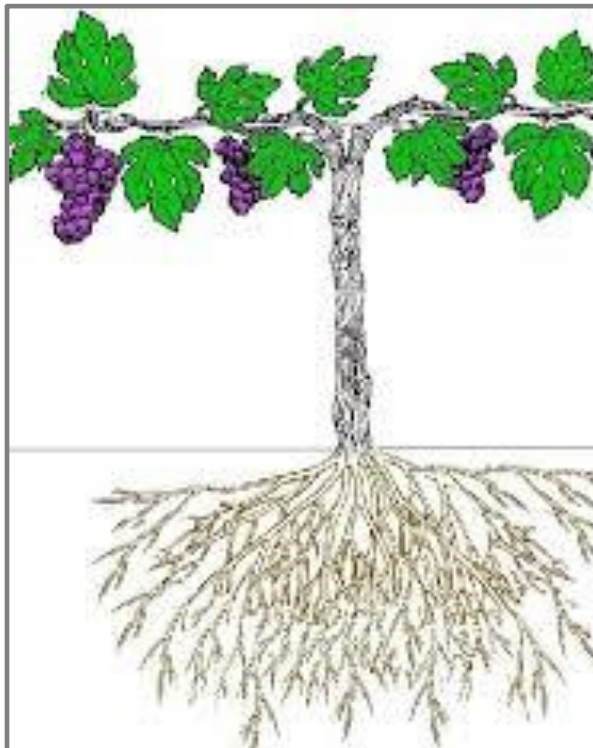
Adapted from Collaborative Ministry, *Uniting Our Gifts in Ministry* by Loughlan Sofield, ST and Carool Juliano, SHCJ

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

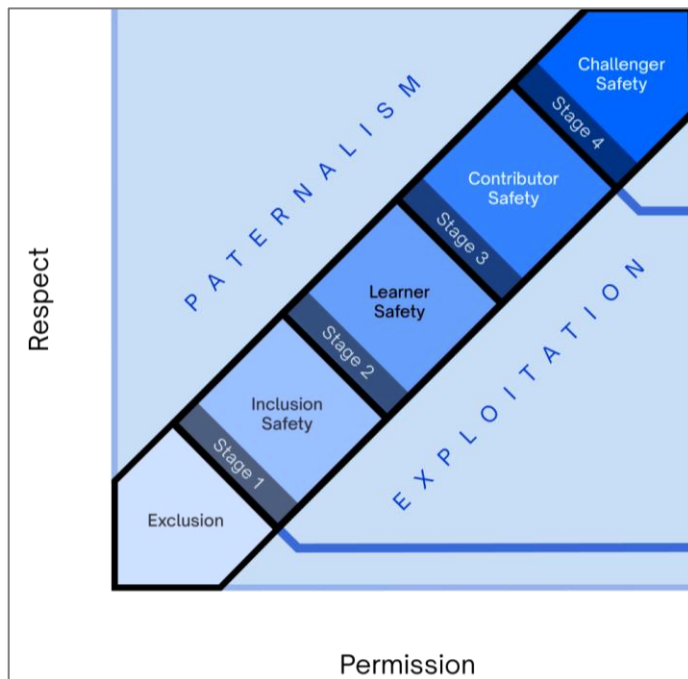
Psychological Safety

“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