

Building the Church

Essential Leadership Skills

To master basic leadership skills

In a way that people are excited to volunteer and join the cause

So that the ministry of the church grows.

Products:

1. Give these skills the respect they deserve
 1. Effective interactions
 2. Meeting management
 3. Group development
 4. Leader-member exchange (in-group, out-group)
2. Coaching
3. Staying purposeful and thoughtful
4. Practice

4 Questions to Start

1. How valuable an experience do you plan to have in this session?
2. How engaged and active do you plan to be?
3. How much risk are you willing to take?
4. How invested are you in the quality of the experience of those around you?

For each discussion coming up, assign the following:

1. **Facilitator:** Introduces the topic, ensures equal participation, keeps the group on track, ensures work completed. **DOES NOT PARTICIPATE IN THE CONTENT.**
2. **Scribe:** Records the discussion to ensure all thoughts are correctly understood. Paraphrases and summarizes comments. **DOES NOT PARTICIPATE IN THE CONTENT.**
3. **Participant:** Actively involved in the discussion, adding comments, building on other people's thoughts, taking a position, ensuring the best thinking is being contributed to the discussion. Answer the question.

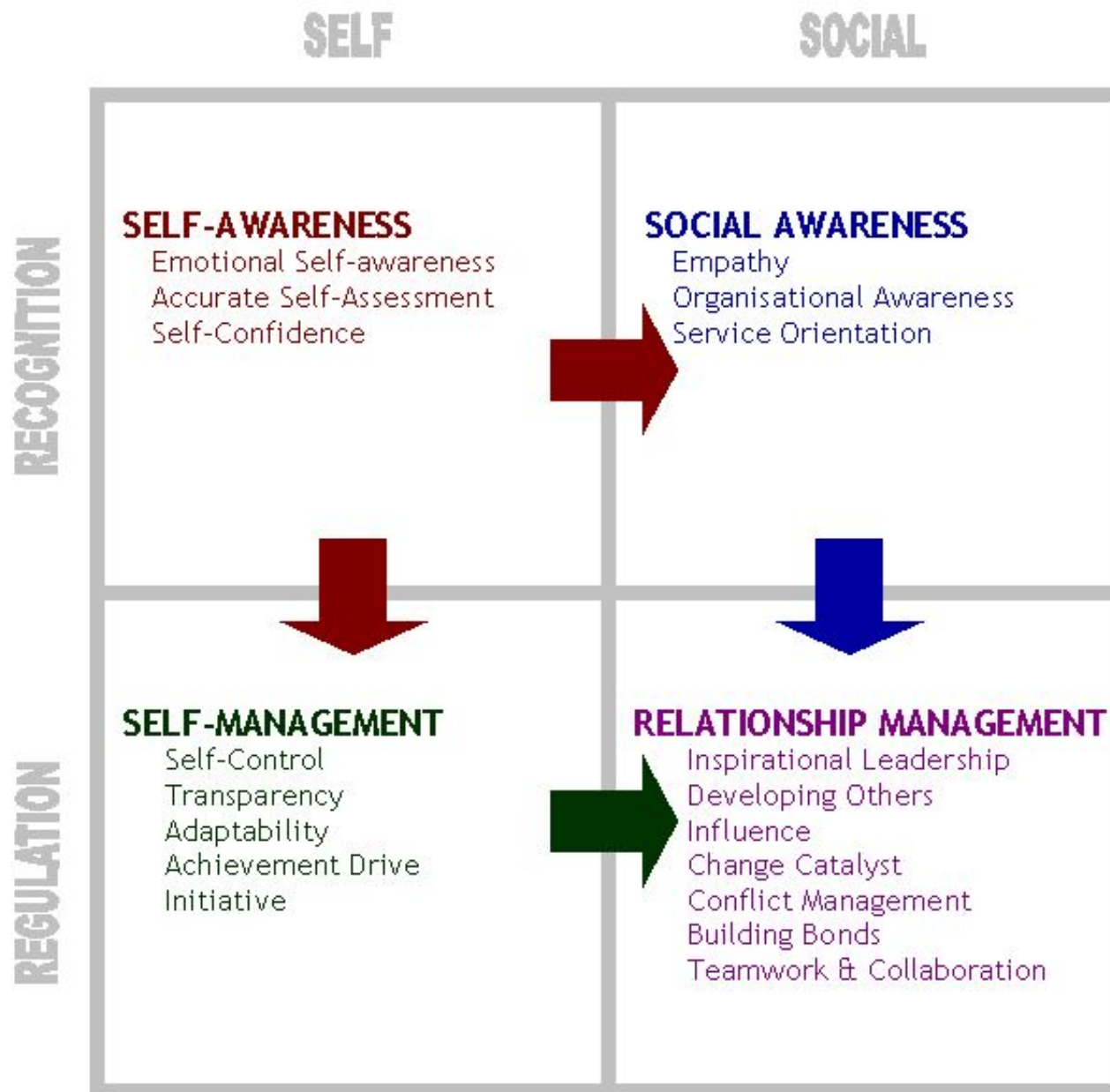
Defining our terms: what is a facilitator?

- An advisor who brings out the full potential of a group.
- Someone who keeps the group on track.
- Someone who helps resolve conflicts.
- Someone who draws out participation from everyone.
- Someone who organizes the work of a group.
- Someone who makes sure that the goals are met.
- The facilitator is the protector of the process.

1. What is being created here?
2. What has changed from East Hartford to here?



Required Intelligence: Emotional and Social



- We affirm Jesus
- We are open to self-reflection
- The Kingdom is inherited through maturity

Emotional immaturity (and impure motivations) will be...

A Science Experiment

Understanding the Impact of Conflict on Teamwork



A Science Experiment

Compare Performance of Teams

Task: Reassemble the 4 pieces into one sheet

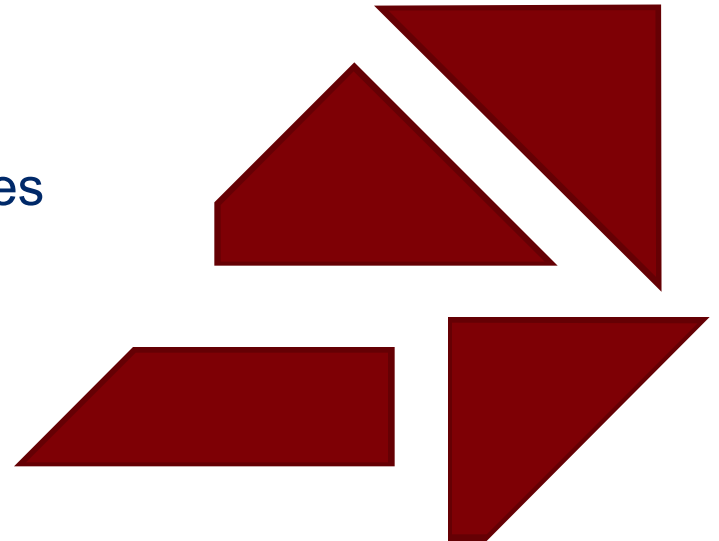
Ready . . . Set . . . **GO !!**

Controlled variables:

- Difficulty of the task
- Sufficiency of human resources

Measured variable:

- Time – 3 minutes



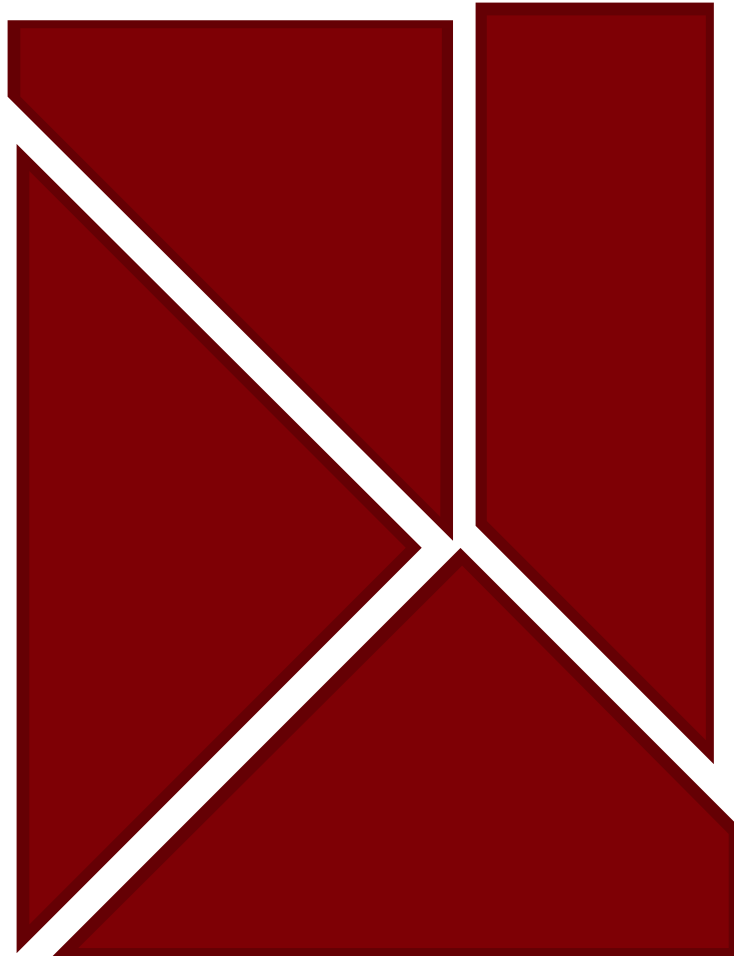
A Science Experiment

Compare Performance of the Teams

Team	Performance
1	?
2	?
3	?
4	?
5	?
6	?
7	?

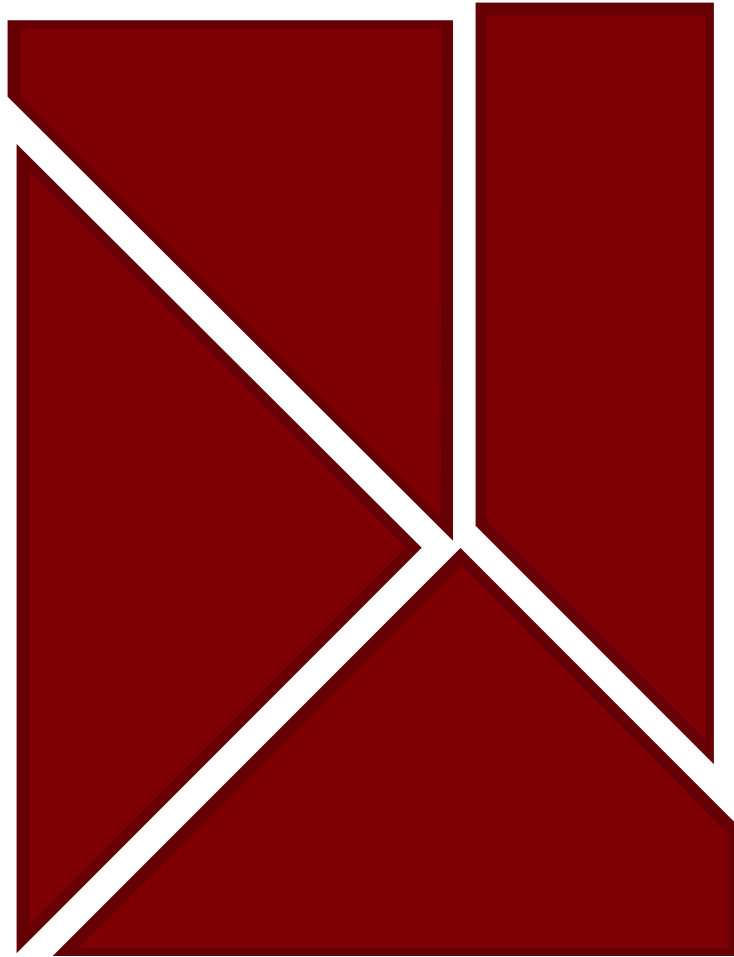
A Science Experiment

The Solution



A Science Experiment

The Solution



A Science Experiment

What's Your Theory?

What accounts for the performance difference among the groups?



A Science Experiment

What's Your Theory?

What accounts for the performance difference among the groups?

The Smart Person Theory — Individual factors

- Native abilities
- Acquired skills

The Luck Theory — Accident

- Is behavior accidental?

The Teamwork Theory — Group dynamics

A Science Experiment

Teamwork

The group dynamics of people working interdependently

Leadership attempts & followership responses

- No leadership without followership
- How many occurred?

Communication

- Verbal and nonverbal

Conflict

- Withholding support
- Group “politics”
- Professional competitiveness
- Personal dislike

A Science Experiment

Impact of Conflict on Teamwork

Inefficient use of *pre-purchased* human resources
(skills, job knowledge, motivation)

- 1) Good leadership attempts fail
 - sabotage, competitiveness, withheld support

- 2) Bad leadership attempts are not challenged
 - avoidance, fragile relationships, fear of personalization



0:00 / 4:11



The “sweet-spot” of interactions.



Alienate people

Compromising
situations

2 Corinthians 6:3

“giving no cause for offence in anything, in order that the ministry be not discredited.”

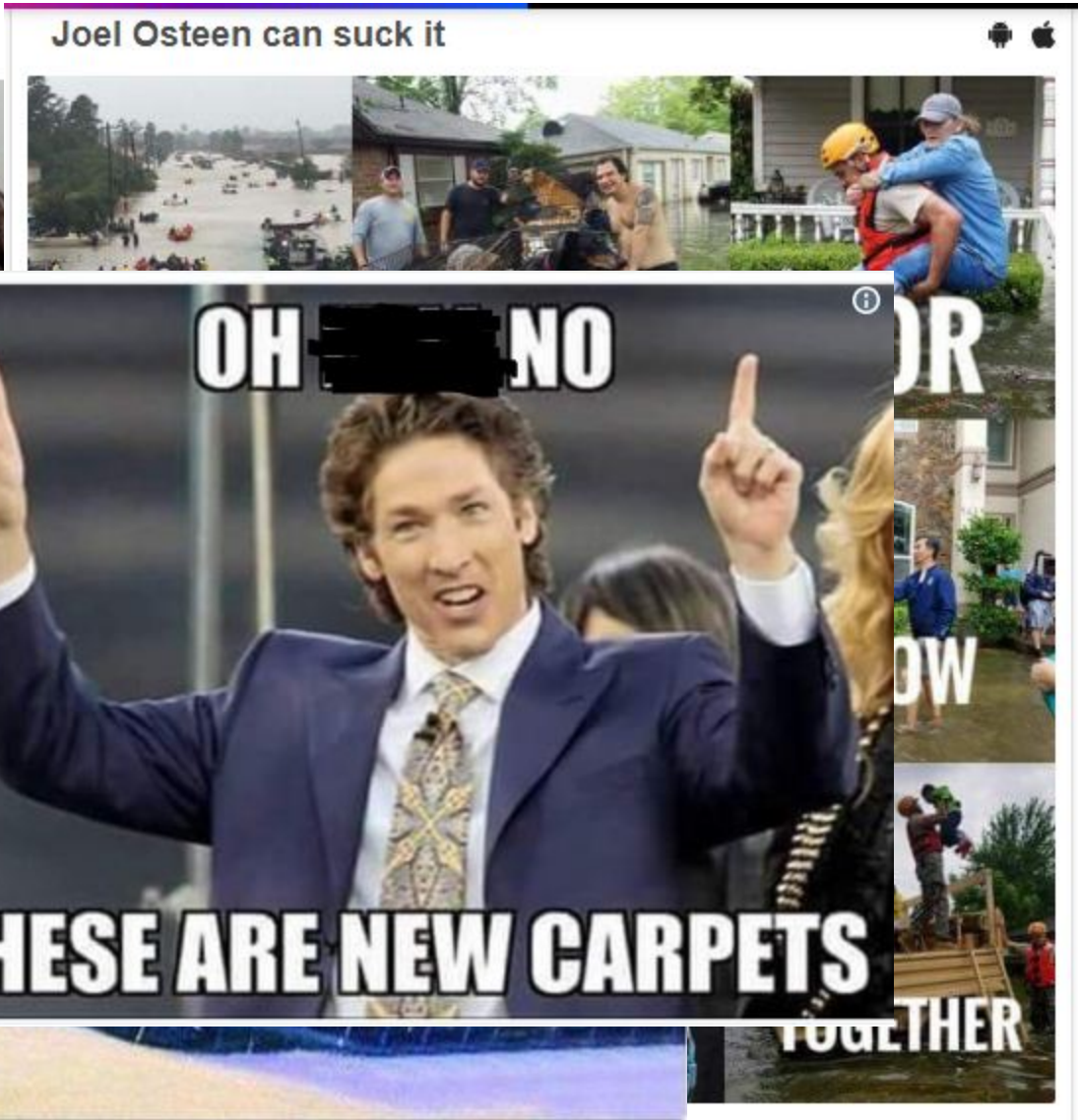
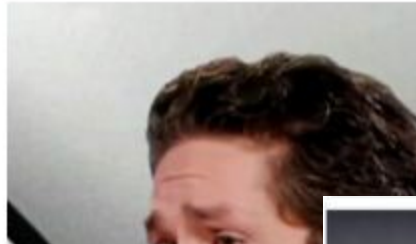
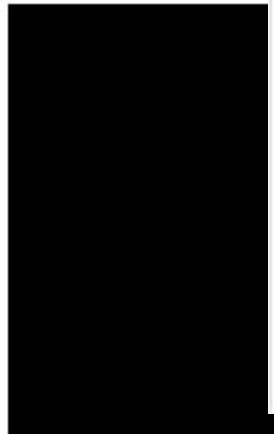
COMEDY 09/01/2

Brutal M Harvey

The Houston p



By Ed Mazza



Matthew 13:31





What would cause
you to be upset?

annoyed, angry, resentful,
indignant, irritated,
exasperated, wrathful,
displeased, disgruntled,
vexed

2 Corinthians 6:3

“giving no cause for offence in anything, in order that the ministry be not discredited.”

2 John 1: 5 “And now I ask you, lady, not as writing to you a new commandment, but the one which we have had from the beginning, that we love one another.”

“Agapao”

1. Consistent interest towards entirely unworthy, to produce and foster a reverential love toward God the Giver and a practical love and desire to help others seek the Giver
2. To convey His will to his children concerning their attitude one toward another
3. Toward all people
4. Only known from the actions it prompts
5. Shown through the fruit of the spirit
6. Self-will/self pleasing is the negation of love to God
7. Not an impulse from feeling
8. Not driven through natural inclination or only upon those for whom some affinity is discovered
9. Seeks the welfare of all
10. Works no ill to any
11. Seeks the opportunity to do good to all, especially those in the household of faith

Why would a person volunteer to be a part of ministry?

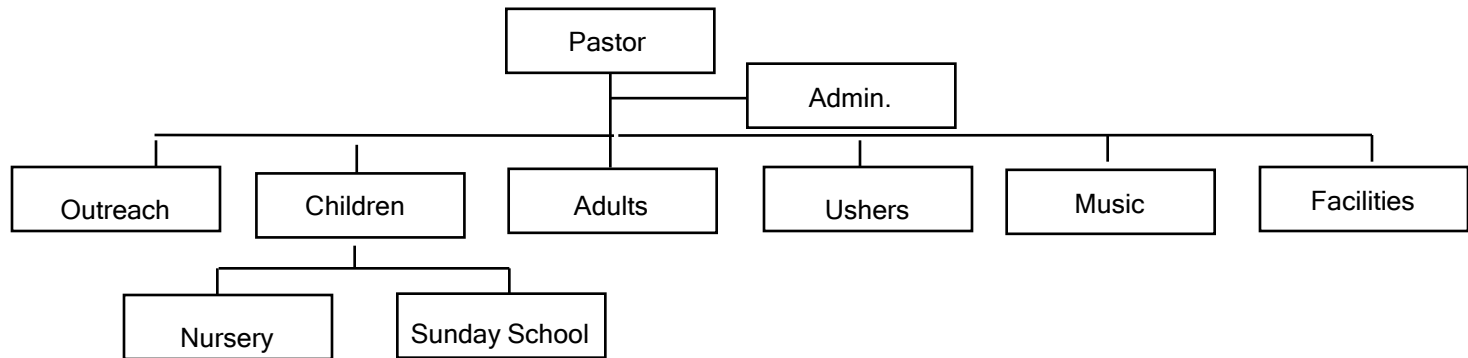
What keeps them coming back?

What does this mean?

A fonte puro pura defluit aqua.

From a pure spring, pure water flows.

The future of this ministry is bounded by the capabilities of this group.



Ready to proceed?

- Let's get introduced to Boss #1 and Boss #2.
 - Develop script for #1
- What must become important for a person to begin behaving like Boss #2 ?
- What is a key assumption I need to hold about others involved in the problem?

Why do people become “boss #1” when the pressure is on?

The Work of Leading

- Clarify Performance Requirements
- Ensure Capacity
- Build stakeholders
- Enable possibility thinking
- Foster spirit and will
- Cultivate an appreciation in the work



Busting

- Sending mixed messages
- Self-welfare first
- Take no responsibility
- Jump to conclusions
- Hide information / lie

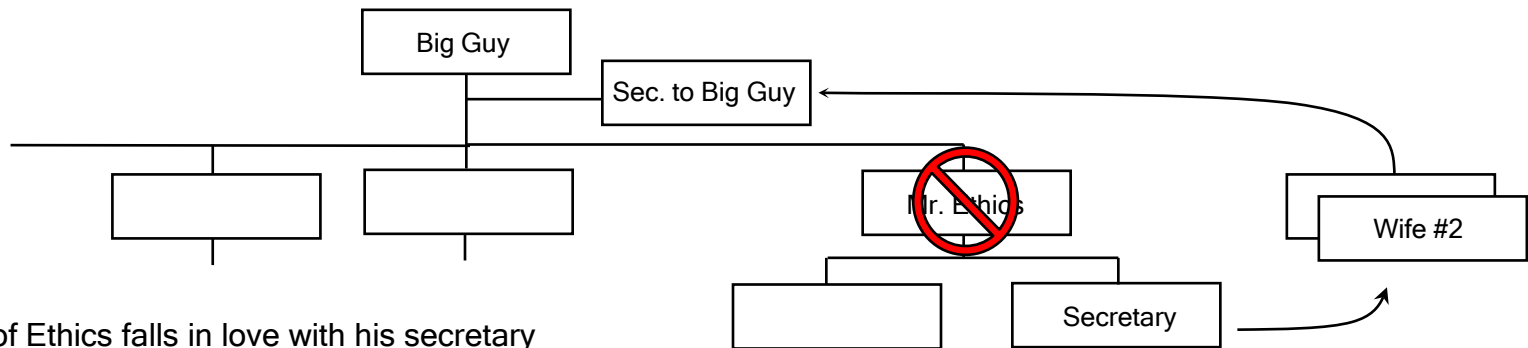
Building

- Straight talk
- Treat others as competent
- Seek opinions of others
- Keep promises / commitments
- Live the message

Causes of Unhealthy Workforces

- Unfairness and favoritism
- Inconsistent Policy Administration
- Poor communication
- Poor supervision
- Uncaring management

Ethics Officer's Dilemma

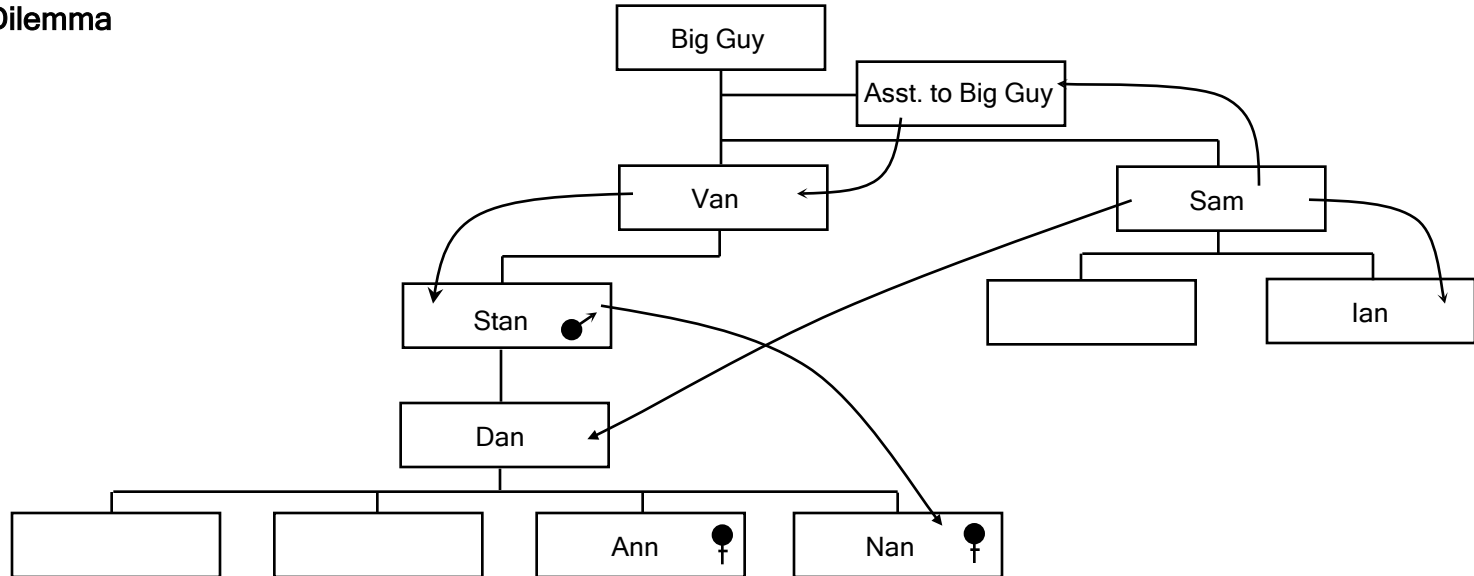


Mr. Corporate Head of Ethics falls in love with his secretary and true love trumps his wife. Years of bliss go by and wife #2 becomes the secretary to the Corp. Big Guy. Mr. Ethics falls in love with his secretary and before true love trumps his wife, she rats him out to the Big guy who promptly fires him for corporate indiscretions.

Moral: .Wrath has no sympathy as the mighty fall. Work, sex and subordinates don't mix well.



Dan's Dilemma



Business drops and Dan must layoff a person.

He ranks his people and Nan is the weakest performer in the group.

Stan asks Dan who will go, and Dan says "Nan."

Stan is having an affair with Nan, but says he will not interfere. Until the next day.

Stan tells Dan "you can't fire Nan, pick Ann." Ann is a good performer but out she goes.

Sam is a functional head matrixed with Dan. Sam asks "who is going?" and Dan says Ann.

Sam is confused because it is well known that Ann is a performer and Nan is not. Dan dances around the issue.

Sam asks Ian "why Ann not Nan?" To which Ian replies, "Everyone knows that Stan and Nan are having an affair and it is clear that Dan was influenced by Stan."

Sam informs the Assistant to the Big Guy of the situation who in turn tells Van that he has a problem in his organization.

Van fires Stan, Dan has a near death experience with Van, Nan gets moved out and Dan, now bruised, continues on less two people as punishment.

Moral: Sex, power and position clouds judgment and sucks others into its impact zone.

Oops



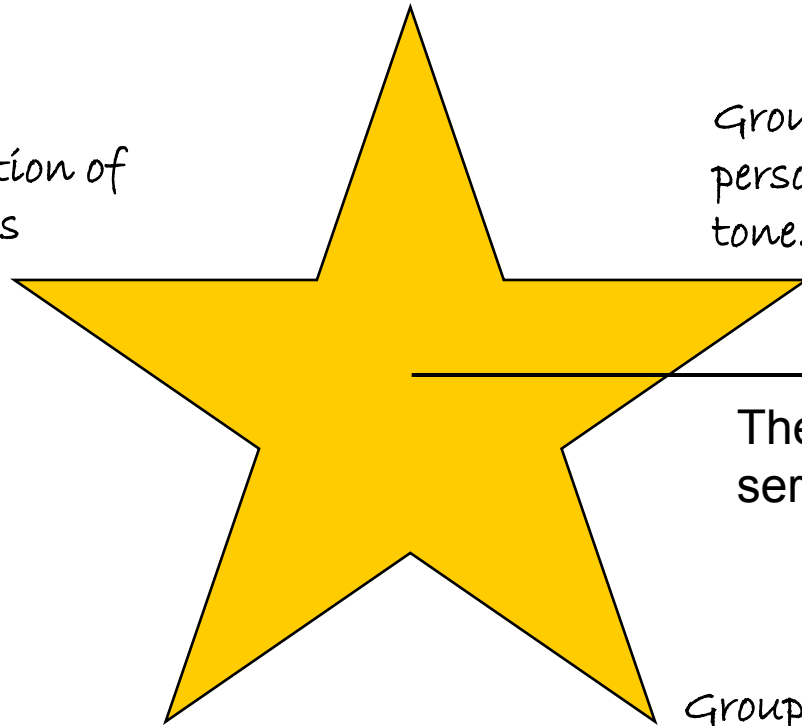
Formation of a Group

"Groups form at the intersection of individual purposes." -alden davis

Groups are unique and have a common experience

Groups are a collection of individual purposes

Groups are a collection of personalities with a dominant tone.



The gathering of individuals serves a purpose

Groups that satisfy the individual purposes continue to exist

Groups have a location and a look

- Groups share common experiences.
- Groups own their experience...physically and emotionally
 - What is the emotional tone we want and how do we create it?

Conversation... CAUTION:

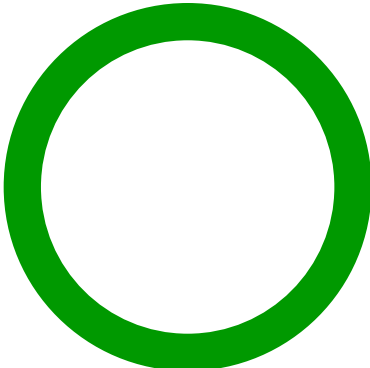
In the church setting, what is the liability of a becoming a group?
What is the implication for project implementation?
What could we do to minimize these implications?



Conflict Begins

Stages of Group Development

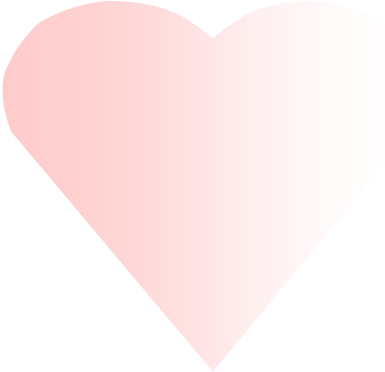
Forming



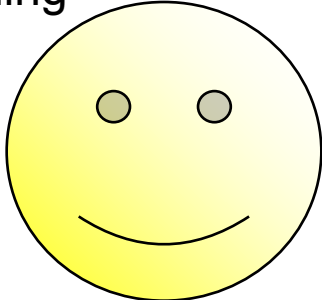
Storming



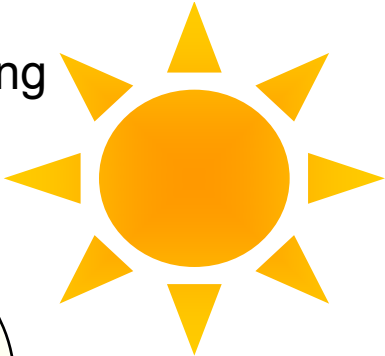
Norming



Performing



Transforming



- Use the handout and discuss

Stages of Group Development

Based on a review of many studies, it is suggested that most groups go through a five-stage developmental sequence: forming, storming, norming, performing and transforming. The way the group responds to tasks and relations shift from stage to stage. It is difficult to pinpoint the developmental stage of a group at any specific time. It is, however, important for a group leader to understand the developmental stages of groups because each stage can influence group effectiveness.

FORMING

In the forming stage, task behaviors focus on member's efforts to define goals and develop procedures for performing their tasks. Relation oriented behaviors deal with feeling out and resolving dependency issues among group members.

Group development in this stage involves getting acquainted and understanding the group leader and other roles. In this stage, individual members might: 1) Keep feelings to themselves until they know the situation; 2) Act more secure than they actually feel; 3) Feel confused and uncertain about what is expected of them; 4) Be nice and polite, certainly not hostile; 5) Try to size up the personal benefits relative to the personal costs of being involved in this group.

STORMING

Things get serious in the storming stage. Conflicts over task behaviors emerge with respect to the relative priorities over goals, who is to be responsible for what, and the task guidance and direction of the leader.

Relations behaviors are a mixture of expressions of hostility and strong feelings. Competition and conflict is a dominant theme at this stage. Some members may withdraw or try to isolate themselves from the emotional tension. The key is to manage conflict in this stage, not to suppress it or withdraw from it. The group cannot effectively evolve if the leader and members go to either extreme. Suppressing conflict will likely create bitterness and resentment, which will last long after the member's attempts to express their differences and emotion; withdrawal can cause the group to fail more quickly.

NORMING

Task behaviors in the norming stage evolve into a sharing of information, acceptance of differences in opinions, and positive attempts to reach mutually agreeable or compromise decisions on the group goals and the rules by which the group will operate. Relations behaviors focus on empathy, concern and positive expressions of feelings leading to group cohesion. Cooperation within the group is a dominant theme at this stage. A sense of shared responsibility for the group develops. The specific impacts of norms – positive and negative – on group behaviors will be explored further in “group-think.”

PERFORMING

This stage relates to how effectively and efficiently the group is able to perform its tasks. The roles of individual members are accepted and understood. The members usually understand when it is best for them to work independently of each other and when it is best to help each other in physically demanding tasks or decision making tasks. Groups differ after the norming stage. Some groups continue to learn and develop from their experiences and new inputs, thus continuing to improve their efficiency and effectiveness. Other groups – especially those that developed norms not fully supportive of efficiency and effectiveness, may perform only at the level needed for survival. A minimally adequate level of performance may be caused by excessive self-oriented group members, the development of norms that impact negatively on task effectiveness and efficiency, poor group leadership or other factors.

TRANSFORMING

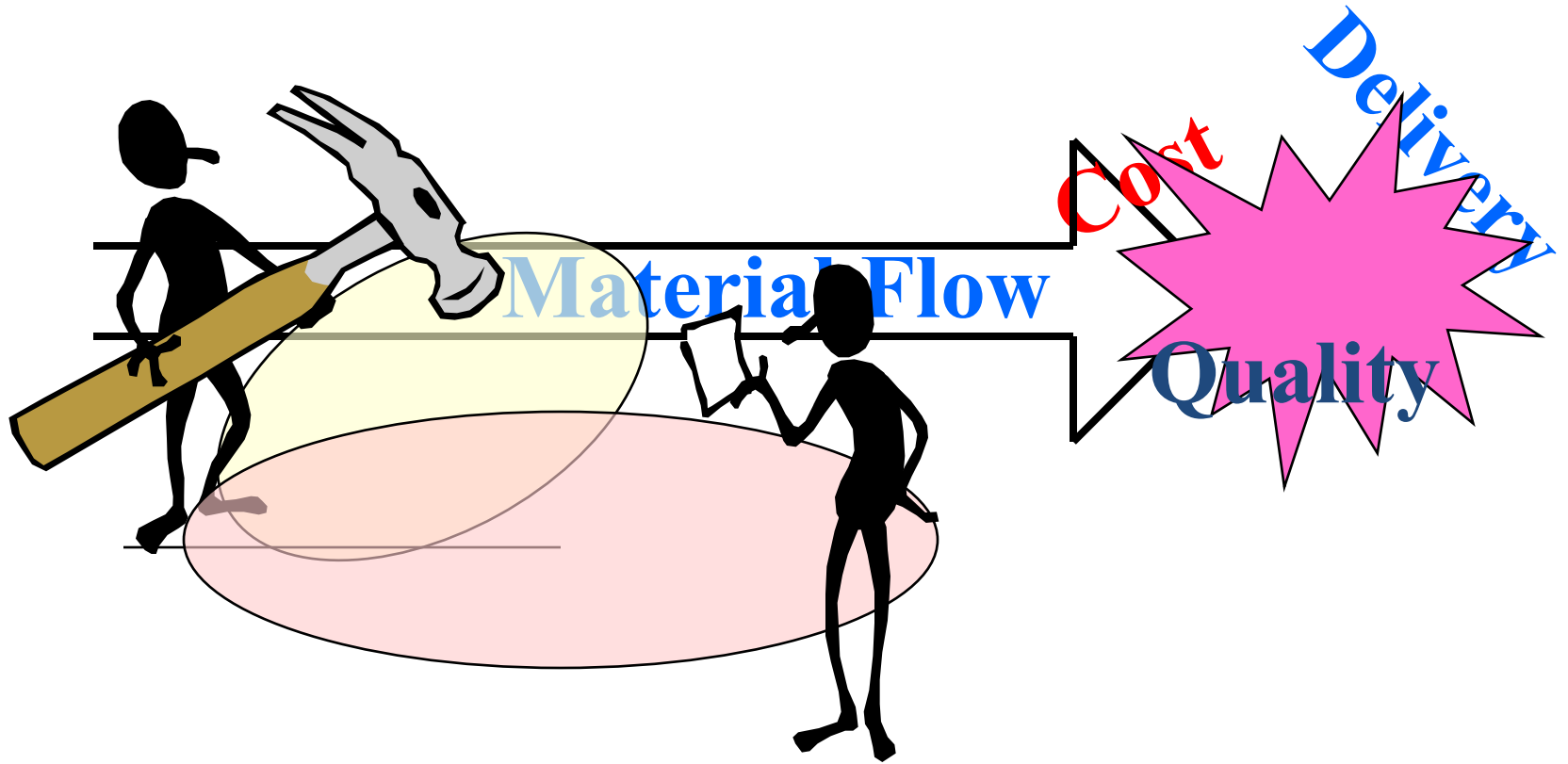
The transforming stage involves the termination of task behaviors and disengagements from relations behaviors. Some groups, like a task force created to investigate and report on a specific problem within six months, have a well-defined point of closure. Other groups may go on indefinitely. Transforming for this type of group is more subtle and takes place when one or more key members move on to other positions or leaves the organization.

Principle: Work

To be accountable for the accomplishment of work in a way that ensures clarity of responsibility for the carrying out of work according to clear performance expectations.

Why is this work Important?

Outcomes



Administering standards is freeing!

Cardinal Rules

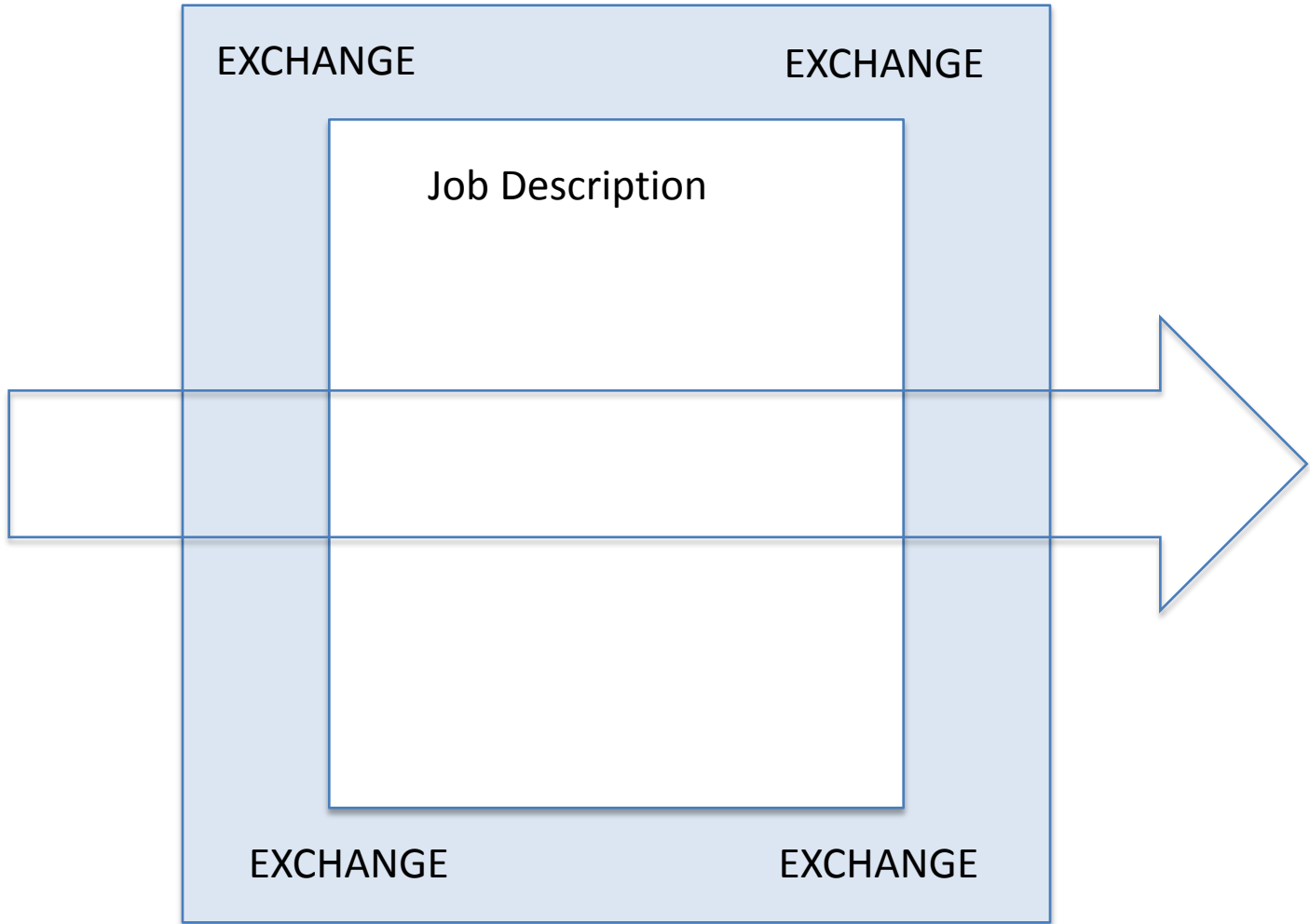
Assignment

In Group.....Out Group

The power of Leader – Member Exchange

- To understand your role in contributing to volunteers' engagement
- In a way that focuses on leader-member exchanges
- So that people are more dependable, involved, and communicative (Dansereau, 1975).

- Understanding leader-employee exchange
- Take steps to improve this pivotal relationship
- Grounded in research, therefore to be taken seriously.
 - Dansereau, 1975;
 - Graen, 1976
 - Graen & Uhl-Bien, 1995
 - Harris, Wheeler & Kacmar, 2009



Belief
(filters in action)

My filters rob organizational potential



LAME TOUGH POLITICAL SNOOZER CLIMBER

Filters Exercise

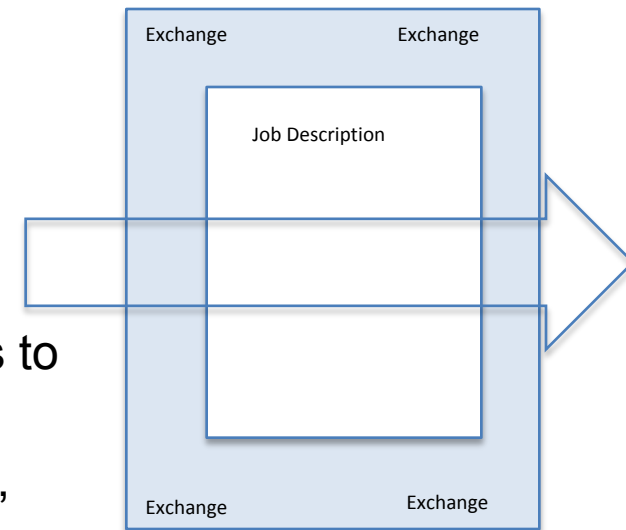
one transparency
one vis-à-vis marker

Pastor	Dept. Chair
Volunteer	Me

For each quadrant, for each person, identify a word or phrase that describes that person's current performance and their potential for top performance.

Exchange – something of value exchanged for something else of value

- Roles: start off as scripted, move to negotiated with in-group status
- Influences: one-way in the beginning, boss to subordinate...in-group has reciprocal influence
- Exchanges: low quality in the beginning, moves to high-quality as part of in-group
- Interests: in the beginning it's about self interest, moving into in-group it's about group.



- Least Preferred Co-worker
- Case Study
- LEX

Least Preferred Co-Worker Scores

- Sum the numbers you circled on the 18 scales =
- Your final LPC score is the sum of the numbers you circled on the 18 scales.
 - If your score is 57 or below, you are a low LPC, which suggests that you are task motivated.
 - If your score is within the range of 58-63, you are in the middle LPC, which means you are independent.
 - If your score is 64 or above, you are called a high LPC, and are thought to be more relationship motivated.
- Because the LPC is a personality measure, the score you get on the LPC scale is believed to be quite stable over time and not easily changed. Low LPCs tend to remain low, moderate LPCs tend to remain moderate, and high LPCs tend to remain high. Research shows that the test-retest reliability of the LPC is very strong (Fiedler & Garcia, 1987).

Exercise

In-group	Out-group
A.R. A.D.	C.U.
Total	Total

My filters rob organizational potential.

Is this something, as a group, we need to address?

Assignment

- Be open to how you group people.
- Not asking that you like everybody, but asking that you be fair in how you evaluate your people's potential and allow them opportunities.
- If you have people in the out-group, need to figure out how to shift your perceptions so that you un-pigeon hole them as people.

Listening:

How I choose to interact with you

connecting



Valued
Cared for
Bond

Respected

Norming

De-valued
Why care

Baseline Default

The speaker has been understood

I am ignoring you... no listening going on here.

Core Work: Delivering results using a group-based, problem solving process

Accountable for:

1. Completing the project & implementation using a group based process
2. Quality of the results
3. Managing the group dynamics
4. Group productivity and effectiveness
5. Facilitating conversations
6. Initiating tasks
7. Providing needed information
8. Giving feedback on group performance
9. Clarifying goals
10. Getting decisions made

Responsive to:

1. Project charter
2. Group dynamics
3. Group needs
4. Organizational constraints
6. Following the agenda
7. Completing action items
8. Data driven, problem solving processes
9. Listening to project members

Creative Around:

Managing the project timeline, finding resources, solving interpersonal problems, keeping the group on task, making meetings worthwhile, group cohesion, encouraging participation, combining ideas, reality testing options, group learning, celebrating success

Step 5: Project Planning

Task	Person Responsible	October	November	December	January	February
The Leadership Challenge	Luther Johnson					
Characterization of today's performance		●—●				
Shifting paradigms	Alden Davis		●—●			
Financial visions of operational excellence			●—●			
Mgmt's statement of performance desired			▽			
Possibility Thinking	Joe Park					
Performance challenge to team			▽			
The Kaizen vision			●—●			
Preparation, mock-up & vision upgrade				●—●		
Present plan & Mgmt ratification				▽		
Proof of Concept						
Real-time testing of concepts					●—●	

Core Work: Invest personal skills and energy with other people to solving problems and implementing solutions.

Accountable for:

1. Participating in meetings
2. Completing assigned tasks
3. Contributing thoughts and ideas
4. Staying on track
5. Respecting and listening to others
6. Considering all ideas
7. Managing negative behaviors
8. Helping the group succeed
9. End results of the project

Responsive to:

1. The agenda and assignments
2. Project goals and objectives
3. Project Manager requests
4. Helping everyone be heard
6. Using problem solving tools

Creative Around:

Managing personal workload to deliver assigned tasks, helping set group norms, working through difficult group dynamics, keeping the group on task, solving problems

Core Work: Capture the conversation of the group and ensure all ideas have been accurately recorded to reflect the speaker's intent.

Accountable for:

1. Jotting down ideas quickly and accurately, using abbreviations generously
2. Using the words of the speaker and avoiding interpretations
3. Clarifying to ensure ideas get documented as intended
4. Being neat and organized
5. Capturing the flow of conversations in the meeting without filtering

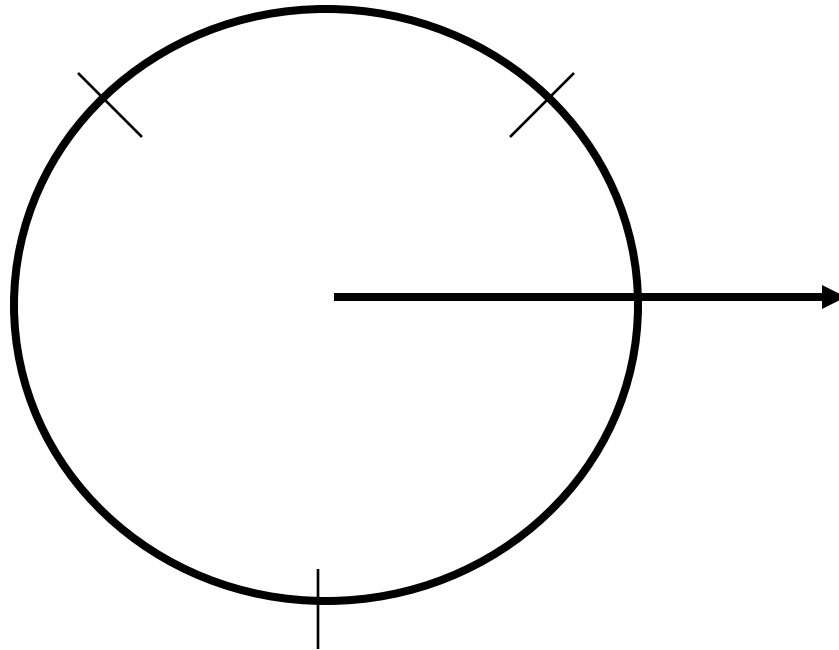
Responsive to:

1. Equally representing all ideas presented
2. The pace of the conversation...not slowing the group down
3. Capturing ideas, not spelling accuracy
4. The Project Manager

Creative Around:

Packaging the notes for ease of use and clarity, paraphrasing as required, asking people to repeat their statements, posting charts during sessions.

Requirements of Serving a Purpose



Leading

Performance Requirements

Capacity

Stakeholders

Possibilities

Spirit & Will

Appreciating the "Material"

The Big Questioning Moment

- Level 2 Interaction
- Short
- Only answer what you know
- “Let me get the Pastor,” is always a great place to start for least experienced people

What are we creating?

- Do you create, promote or allow unacceptable behaviors, or confront them?
- Do you give the actions of every colleague the most generous interpretation, or assume the worst?
- Are you passionate, persistent and patient?
- Do your words and actions convey respect for the best of the past, realism about the present, and boundless optimism about the future?
- Do you try to find the flaw, or spot the opportunity?
- If you commit, but don't reach your goal, do you focus on "how to" or "why not"?
- Do you drive out fear by celebrating disagreements?

* Ideas expressed by Jack and Carol Weber, Darden School of Management, Univ. of Virginia

7 Factors Affecting Group Behavior and Productivity

