

Thriving in Ministry Pre-Gathering Training

30 April 2020

DTG

Day 2

PART I: Creating a Culture of Intentional Continuing Learning

Begin with Ignatian Examen

How the Examen relates to continuing learning

What leads to growth and improving strengths

How do you know what to work on if you don't really know how you work?

Exercise 1 – Something specific you learned and developed recently, why it was important or necessary, how you knew you were learning and improving, and what difference it made in your context

- Model conversation

- Peer-to-peer conversation (breakout rooms) -- with stepwise questions

- Group conversation

- Summarize what was goal-clarification and goal-setting,

The cycle of learning in Deliberate Practice – taking stock (where I am & where I want to be), watching self and impact with more specific eyes, experimenting, seeking and sharing feedback, identifying impact points, setting goals, practicing and reviewing.

- Taking stock

- Goal-setting

- Experimenting and practicing

- Feedback

- Review, revision, expansion

Exercise 2 – Something you have a sense you want to work on further, and why it matters

- Model conversation

- Peer-to-peer conversation (breakout rooms) -- with stepwise questions

- Group conversation

Review and expansion – what stands out to you about taking stock, goal-setting, and feedback?

BREAK

PART II: Deliberate Practice and Feedback as key tools for mentoring/coaching

What is Deliberate Practice?

Pole vault video excerpt
NPR excerpt on surgeons
Taking apart a general skill/habit, and getting to specific piece
How you help someone identify the specific piece

Exercise 3 – Taking apart an art in ministry you want to strengthen

What am I doing	What else	What else	etc
Why am I doing it	Why	Why	etc
How am I doing at it	How	How	etc
What do I want to see happen	What else	What else	etc
Why important	Why	Why	etc
How am I doing to help it happen	How	How	etc
What will improve this, specifically (performance AND impact)			

Pick from an impact map area – or pick from a more familiar area
(sermon, teaching/training, meeting planning)

Work in pairs
Identify a specific thing

You now have a goal that is very specific and focused. NOW think together about possible ways to experiment, try on recommended “best practices,” and practice

What is Feedback –

- Feedback that is helpful
- Developing an attitude and aptitude for feedback
 - Seeking – and Filtering – Feedback
- Types and sources of feedback
 - Self review
 - Mentor/coach
 - Peer
 - Real-play with short case situations and scenarios
 - Trusted “no-BS” people in your context

Exercise 4 – Practicing with a Peer Group through Replay or Pre-play

- Pick a specific recent or upcoming situation where there is some anxiety or uncertainty
- Show by “real play” what you said/did or plan to say/do
- Group observes, watches, lets unfold – then reflects and offers some feedback, explores possible alternatives
- Try by “real play” to change something specifically in approach

BREAK

PART III: Real, gritty stuff – Case studies and case situations

How we use case situations (from participants)

How we use thicker case studies (from outside the group)

What makes a good situation to bring to the group

How the group works with case situations

How individual sessions can continue to work with individuals' case situations

What makes a good group discussion for case situations

Examples of case situations – Verbatim from evangelism class, video segment from an at-home sermon – with demo discussion

Questions at end – what did you note that might be places for continuing reflection, experimenting, practice, soulful work and prayer? (thinking, action, habits of the heart) -- what really matters and why does it matter

Sample thick case study

Question at end – where did this take the group? -- what comes up as things to relate to your own experiences and contexts? (and, what's the work of translation?)

Sample practice scenario from conflict material – boss and chronically late employee, using the 5 modes of conflict engagement

Question – what came up for individuals as they did this? -- and what does the mentor need to attend to and help the group attend to?

BREAK

PART IV: Putting things together

What we are doing – forming habits of caring and careful, loving and honest attentiveness to ourselves and each other – beginning to see with new eyes our contexts

What we are not doing – fixing, therapizing, taking over problem-solving for someone

What have we done these two days?

How is this like, and how is this different from, typical clergy conversations and contacts?

What made this work?

- Spirited and steady invitation to knowing each other and showing ourselves honestly
- Modeling and inviting courageous vulnerability and a humble tenacity to grow and develop
- Attentiveness to drifts and escapes from this way of being with each other
- Holding a commitment to keep practicing and stretching intentionally
- Inquisitiveness, and desire to discover deeper focused truth