



LEADING WELL

Leadership Today

SESSION 1, TUESDAY 24 SEPTEMBER



WELCOME

I'm delighted to be with you for the start of **Leading Well**, a five session course which aims to nurture your missional leadership skills and sustain your ministry in a way that is both life giving and fruitful. We've tried to design a session that includes input, interaction and space for personal reflection and integration. Our prayer is that through the course we will enjoy meeting and working together and be open to all that God will want to do in us and through us.

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GUIDELINES FOR GOOD ENGAGEMENT

- **Learning together** We are all here to learn from God and one another. **Adopt a learning posture.**
- **Presence** It is easy to be physically present but actually absent. We find it helpful to suggest laying aside phones/devices in public spaces so that we can **be fully present with one another**. Also, let's honour and value one another by not arriving late or skipping off early.
- **Participate** Share your thoughts, insights and questions. Listen carefully to what others say. **Have an enquiring mind.** You'll get the most out of it if you do.
- **Confidentiality** What is said in the room cannot be shared outside the room attributed to anyone in the room. That makes it a safe place for us to be honest and share more deeply. **Choose honesty and openness.**
- **Reality check** It is always easy to become disconnected from reality in a training session, so please keep us connected with reality by taking us back to how things really are in your context. **Keep grounded.**
- **Next step** We will cover a lot of ground, but throughout our time together **be attentive** to what might be your next step following this session. We will give you a chance to identify that at the end.

TIMETABLE

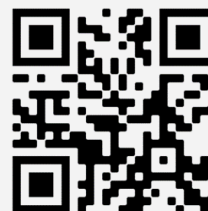
TIMETABLE

24 September

0945	Welcome and introduction
11.10	Tea
11.35	Session 1
13.00	Lunch
13.45	Session 2
14.45	Tea
15.00	Session 3
16.00	Close

LEAD ON

Sign up today for a free monthly email with articles, resource recommendations and reviews for all interested in developing their leadership. Either scan the QR code below or sign up at www.cpas.org.uk/leadon.



CONTACT DETAILS

CPAS
Sovereign Court One (Unit 3),
Sir William Lyons Road,
COVENTRY CV4 7EZ
T 07895 860399
E cburgess@cpas.org.uk

@CPASNEWS



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INTRODUCTION



Exercise

This course has been created to develop the particular aspects of our role related to leadership of missional churches.

1. What are your hopes for the course?

2. What one leadership issue would you like to see addressed?

3. What can you bring to the course in order for it to work for you and for your colleagues?

Being a Priest, Then....



... and Now

1. CULTURAL CONTEXT

'What is taking place is not merely the continued decline of organised Christianity but the death of the culture which formerly conferred Christian identity upon the British people as a whole.'

The Death of Christian Britain, Callum Browne

2. MISSIONAL APPROACH

'It is becoming clear that many of the people for whom Christ has died are unlikely to be drawn to our existing churches however spiritually alive, hospitable and attractive they are.'

Bishop Graham Cray



3. CLERGY ROLE

- Reduction in number of stipendiary clergy.

‘Increasingly we need the laity to be more priestly, the priests to be more episcopal, and the bishops to be more apostolic.’

Carlisle Diocese report

- Increase in compliance and administrative load.

- Increase in the mosaic of cultures.

Temptations to Avoid

1. HEAD IN THE SAND

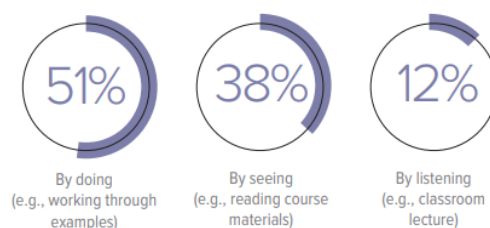
Leaders define reality.

2. DISCOURAGEMENT

Leaders deal in hope.

	GEN Z (IGEN) 2000–	MILLENNIALS (GEN Y) 1984–2000	BUSTERS (GEN X) 1964–1983	BABY BOOMERS 1946–1963	BUILDERS 1925–1945
Key question	Who am I?	What's my choice?	How does it feel?	Does it work?	Is it true?
Expect leaders to	Give opportunities, be flexible, inclusive, and generous	Collaborate and involve me from the start	Consult/ understand me	Be competent and professional	Give teaching and direction
Approach to technology	Hack it	Employ it	Enjoy it	Master it	Hope to outlive it
Preferred methods of communication	Snapchat, Instagram, YouTube	Twitter, texts, Facebook	Websites and emails	Combination of printed materials and emails	Letters, parish magazines, notice sheets
Approach to communication	Keep it short	Make it interactive	Keep it real	Just give me the bottom line	Let me know all the details
Approach to learning	Make it visual, engaging and bite sized. Use story, be vulnerable, and keep it fluid. Works best when it involves blended learning, the flipped classroom, and connects with global concerns.	Make it fun and interactive. Exercises are important, but make sure they are interesting. Works best when it is applicable to my immediate needs, engaging and two-way. Take me on a journey.	Make it relevant and practical. Give me team exercises, in-tray exercises and role play. Works best when it is rigorous and relevant, delivered by an expert. Involve me, make it interactive.	Make me think, give me something new, convince me. Don't make me take part in role plays. Works best when it is convincing, intelligent, delivered by an authority on the subject. Lecture style is fine.	Make it clear what I need to know. Be precise and expansive in your explanation.
My first commitment is to	My community (global)	My friends	People as people	My area of work	The organisation
Working together	I'm looking to connect globally	I'm looking for fun in my team	I need a team to do anything	I see the need to work in a team	I'd prefer to work on my own
Disagreement	More dialogue, less confrontation	Navigate around it	Get it out in the open and discuss it	Decide according to what is most efficient	Avoid confrontation
Description	Fluid	Connected	Involved	Busy	Faithful
Mood	Cautious	Confident	Cautious	Confident	Cautious

HOW DOES GEN Z LEARN?



The Church of England's Vision

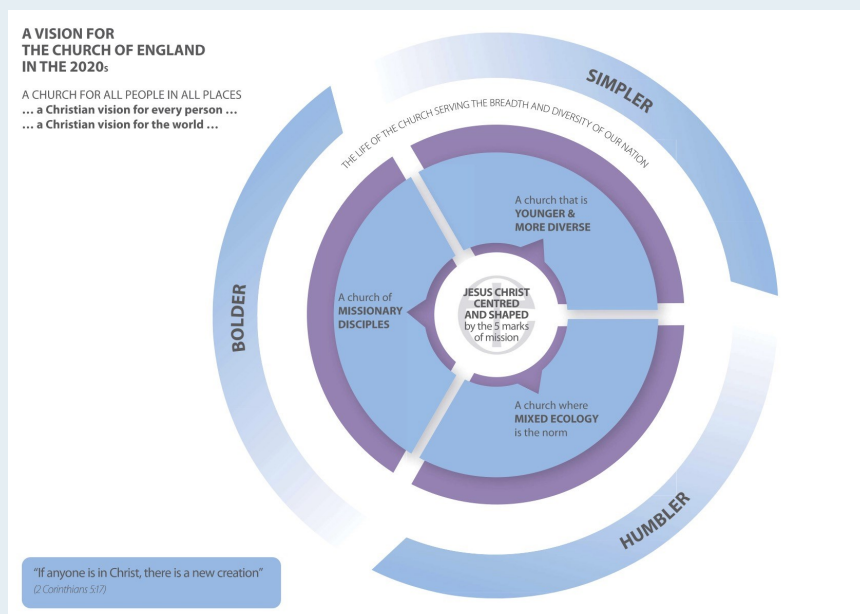
ONE VISION

A Church for the whole nation which is Jesus Christ centred, and shaped by, the five marks of mission. A church that is **simpler, humbler, bolder**.

THREE PRIORITIES

- **To become a church of missionary disciples** where all God's people are free to live the Christian life, wherever we spend our time Sunday to Saturday.
- **To be a church where mixed ecology is the norm*** where every person in England has access to an enriching and compelling community of faith by adding new churches and new forms of Church to our parishes, cathedrals, schools and chaplaincies.
- **To be a church that is younger and more diverse.**

*the mixed ecology describes the flourishing of church and ministry in our parishes, and in other communities of faith through things like church planting, fresh expressions of church, and chaplaincy and online.



SIX BOLD OUTCOMES

From the three strategic priorities we have identified six bold outcomes.

A church for everyone through:

- **Doubling the number of children and young active disciples** in the Church of England by 2030.
- A Church of England which **fully represents the communities we serve** in age and diversity.

A pathway for everyone into an accessible and contextual expression of church through:

- **A parish system revitalised for mission** so churches can reach and serve everyone in their community.
- Creating **ten thousand new Christian communities** across the four areas of home, work/education, social and digital.

Empowered by:

- **All Christians in the Church of England envisioned, resourced and released to live as disciples of Jesus Christ** in the whole of life, bringing transformation to the church and world.
- All local churches, supported by their diocese, **becoming communities and hubs for initial and ongoing formation**.

For more on this, including some great videos, visit <https://www.churchofengland.org/about/leadership-and-governance/emerging-church-england/vision-and-strategy>

EXPLORING LEADERSHIP

Three Things to Acknowledge About Leadership



1. LEADERSHIP IS COMPLEX

‘Leadership is ultimately a mystery which no one fully understands.’
John Adair



Exercise

Complete the following sentence.....
Leadership is more _____ than _____

2. LEADERSHIP IS MESSY

‘True leadership is difficult and complex. The exercise of leadership will stretch us and test us to the limits of what we can bear.’
Bishop Steven Croft

3. LEADERSHIP IS CONTROVERSIAL

1. Biblical Foundations

AN ANALOGY



‘The Judaeo-Christian tradition provides the longest continuous source of reflection on questions of leadership in the whole of human history.’

Bishop Steven Croft

SUSPICION IS HEALTHY

The use of ‘archon’ in the New Testament:

- Roman authorities (Romans 13:3, Acts 16:19).
- Jewish leaders (Acts 23:5).
- The prince of demons (Matthew 9:34).

‘But not so with you...’

‘From the perspective of the Christian tradition, the exercise of church leadership is primarily about character and virtue and integrity before it is about skills, knowledge or proficiency. This is not to say that such skills are unimportant, simply that personal qualities take priority.’

Bishop Steven Croft

REJECTION IS UNHELPFUL

- Shepherd.



- Sheep.

‘But I am also getting in touch with the mystery that leadership, for a large part, means to be led.’

Henri Nouwen

‘The most creative Christian leadership is that which is deeply rooted within the life of God.’

Elizabeth Welch

- Sacrificial lamb.



Exercise

Define the characteristics of Christian leadership from engagement with the Scriptures. Select four to communicate with the whole group.

2. Contextual Realities

Challenges

VUCA-G world

V

U

C

A

G

PREDICTABLE BEHAVIOURS IN NEUTRAL SPACE

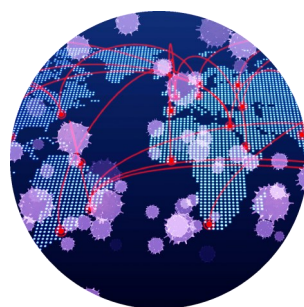
- Anxiety rises/motivation falls.
- Attendance drops off.
- Old weaknesses/conflicts re-emerge.
- Leaders overloaded.
- People polarised.



Exercise

What have you learnt about leadership over the last four years?

How equipped/energised are you feeling as a leader as we enter 2024?



Lord, you have placed me in your Church as a leader. You see how unfit I am to administer this great and difficult office. Had I previously been without help from you, I would have ruined everything long ago. Therefore I call upon you. I gladly offer my mouth and heart in your service. I would teach the people and I would continue to learn. To this end I shall meditate diligently on your word. Use me, dear Lord, as your instrument. Only do not forsake me; for if I were to continue alone, I would quickly ruin everything. Amen.

A prayer of Luther

3. Leadership Responsibilities

Understanding the Difference Between Leadership and Ministry

‘As spiritual leaders, we must be constantly on the alert against methods, gimmicks, marketing strategies, techniques... that are manipulative methods.’

Marva Dawn



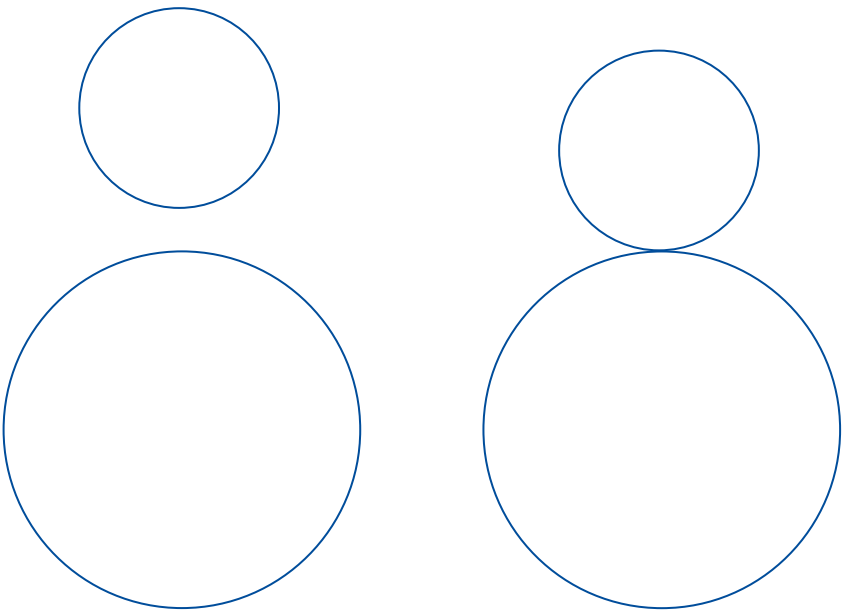
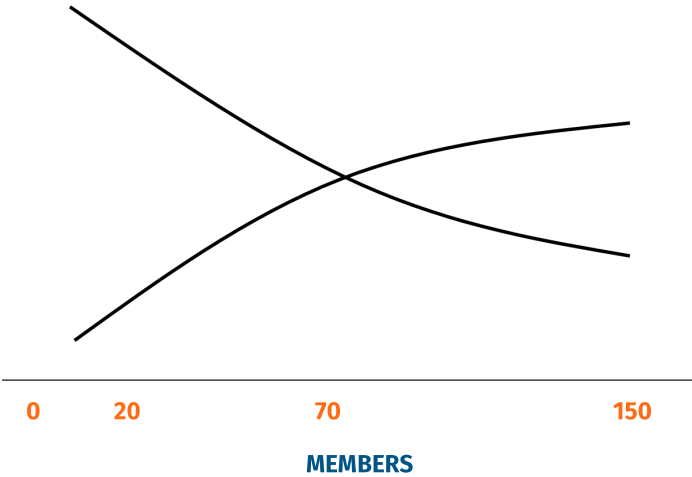
Exercise

Write down everything you have done in your working life over this last week.

EPHESIANS 4:7-16

DEFINITIONS

- Ministry is any activity which serves the needs of people.
- Leadership is any activity which directs, influences or facilitates ministry by others.





Exercise

How do you see your role in the light of these distinctions?

How does this look in your context?

What are the challenges?



THE PLACE OF PRIESTHOOD

- Priest as vocation.

- Vicar as role.

‘Ordination is not a commissioning for ministry, but a setting apart for a particular kind of ministry.’

Bishop Graham Tomlin

Tomlin suggests in *The Widening Circle*:

- This ministry is primarily exercised through example.
- The focus of the incumbent’s role is the church, enabling the church to be the church (i.e. fulfilling its covenantal vocation to be a blessing to the world).
- This is carried out by nurturing and protecting through example, teaching, sacrament, care, leadership.

‘Against all leadership counsel we have to set Jesus, and not so much figure out how to be leaders from what he said and did but enter into the world that he lived in, the relationships that he cultivated, and assimilate his style. This leadership is not techniques and strategies culled from a superficial reading of the gospels that knows little of Jesus himself, but a Jesus-leadership spirit, mind, sensitivity. It is a leadership that is conspicuously lacking in the exercise of power and the attraction of followers.’

Eugene Peterson, *The Unnecessary Pastor*

‘The Church is called to be a royal priesthood offering its praise to God and giving itself to God for God’s work in the world. It is a calling to live with God and for God, and to live with others for others. Amongst the priestly people of God presbyters are appointed to hold this fundamental calling of the Church before the people of God and to nurture this calling by shaping and forming Christian communities to be the holy people of God. This is the root of the priestly calling of the presbyter.’

Christopher Cocksworth, *Being a Priest Today*

For Reflection

When we were selected for ordained ministry, the Church of England selection criteria for ordained roles looked for an ability to offer leadership including:

- Capacity to offer an example of faith and discipleship.
- Commitment to identifying and nurturing gifts of others.
- Ability to collaborate effectively.
- Ability to identify one's own leadership style and adapt appropriately.
- Ability to guide and shape the life of the church community in its mission to the world.

How do you feel about these criteria in your own ordained role?

CRITERION F: LEADERSHIP AND COLLABORATION

Candidates should demonstrate an ability to offer leadership in the Church community and in the wider community as appropriate. This ability includes the capacity to offer an example of faith and discipleship which is inspiring to others and witnesses to the servanthood of Christ. They should show a commitment to identifying and nurturing the gifts of others and be able to collaborate effectively. Candidates should be able to identify their own leadership style, and reflect on the strengths and weaknesses of this and of the different ways in which leadership may be exercised within the Church. They should be able to be flexible and adaptable in leadership and demonstrate ability to guide and shape the life of the Church community in its mission to the world.





What are the Responsibilities of Those in Leadership?

Introduction

There are certain things that are required of good leadership. This diagram identifies seven main areas, each of which contain a range of things that need to be done. Obviously no one leader will be expert in all these areas, that is why leading with others is so important, but it is the responsibility of those who are in overall leadership to ensure these things happen for effective leadership to occur.

Modelling: Rooted in Christ we Follow Him and Watch Over Ourselves

This is at the heart of our understanding of Christian leadership. In Acts 20:28 Paul says to the elders at Miletus 'Keep watch over yourselves and over all your flock, of which the Holy Spirit has made you overseers.' Keeping watch over ourselves involves being rooted in Christ, allowing Christ to shape our character and form our priorities. Christian leaders are first and foremost followers. This is worked out in modelling behaviour, clarifying values, and inspiring trust through self-leadership and ongoing transformation into Christ-likeness:

- We grow as a disciple in relation to God, rooting ourselves in him, abiding in him (John 15:1-4), exercising spiritual disciplines. Good leaders are secure in who they are in Christ.
- We grow as a leader in orderliness (diary, desk, computer, time keeping, preparation), decision making, energy management (health, diet, sleep, exercise, stress), embodying values, handling failure and criticism, receiving feedback, growing self-awareness, personal development and accountability (mentor, spiritual director, peer group).

Focusing: Discern Direction

Leadership is about going somewhere, and it is the responsibility of those who lead to help God's people discern God's direction for the future. This may be at the micro-level (Acts 6:1-7 how the ministry is organised for the future growth of the church) or at the macro-level (Acts 11:19-30 how the wider picture of what God was doing determined the future actions of the disciples). Prayer, creative thinking, wise innovation, and taking initiative are important parts of the discerning process. For the leadership of churches today it involves:

- Clarifying the identity (who are we?) and mission (why does the church exist?) of the church. Without clarity at this level it is very difficult to progress to the next level of discerning direction.
- Identifying a process that involves people and leads to ownership of the outcome.
- Overseeing the process through to a conclusion.

Focusing: Enable Action

Vision needs to be implemented through appropriate action. Without this ideas aren't turned into action. The scary statistic is that 60% of visions aren't acted upon. Nehemiah provides a good case study of someone who saw clearly what needed to be done (1:1-11) and then planned carefully how to do something about it (2:1-16). Then he shares the vision with others (2:17-18), oversees the work (3:1-32), and changes his plans according to situations he encounters (4:1-23). It involves leadership in:

Capturing the big picture in practical next steps.

- Constantly communicating the vision so that it is known, owned, shared and acted upon.
- Ensuring action takes place through four key skills: culture creation, problem solving, managing change, and handling conflict.
- Celebrating things that take you in God's direction.
- Changing the direction through evaluation (involving feedback, review, and revision), experimentation and contingency planning.



Enabling: Foster Collaboration

In the New Testament all the references to leadership except two are in the plural. Christian leadership is not meant to be a solo operation, but a collaborative endeavour where the gifts complement and balance one another. Theologically this corporateness reflects the nature of the body of Christ and of God himself as Trinity. Therefore a priority of those in leadership is to lead with others by fostering collaboration. This involves:

- Modelling collaborative leadership at the heart of the church's life.
- Developing teams where they are appropriate.

Enabling: Develop Leaders

In order for the ministry to flourish leaders need to choose today's leaders and develop tomorrow's. Otherwise the work is limited to those already involved in leadership and there is no succession process. Jesus draws around him a variety of different groups whom he invests in (the twelve in Luke 6, a wider group in Luke 8, the seventy in Luke 10). This involves:

- Identifying both emerging and existing leaders through helping people discern God's call and their talents, spiritual gifts, passions, temperament.
- Investing in them through both generic and specific leadership training that develops them in a Christ-centred leadership.
- Entrusting them with leadership responsibility appropriate for their age and stage.
- Resourcing them through line-management, training, mentoring, appraisal.

Animating: Shape Culture

Leaders are 'cultural architects', shaping the environment in which everything happens. For Christian leaders this is a gospel and kingdom culture, where the values of the kingdom are central to how we operate as God's people. Culture change isn't easy, but it is part of leadership. It involves:

- Identifying values that we want to positively influence behaviours.
- Modelling the culture we want to see.
- Affirming (through stories, symbols and celebrations) behaviour that reflects the culture.

Animating: Facilitate Communication

Little happens in leadership without communication, everything from public proclamation of God's word to a congregation through to one-to-one listening to a frustrated individual. In Acts we see instances of great communication (Acts 2:14-41) and examples of where communication went wrong (Acts 15:36-41). Effective leadership is exercised through careful communication which involves:

- Active listening through asking great questions.
- Public speaking through preaching, teaching, training, and leading meetings.
- Written communication.
- Negotiating for oneself and mediating for others.
- Networking for constituency building.

Context, Resources, Focus and Fruit

Four further factors influence leadership responsibility.

1. **Context** Who is responsible for what? For leadership to be effective it needs appropriate and clear structures. In an Anglican context clarity about how the minister relates to the Church Wardens, PCC, (and

possibly other staff, a leadership team, other types of leaders) is vital in determining the effectiveness of leadership.

2. **Resources** What are the primary resources for those in Christian leadership? Throughout Church history the three primary resources have been **faithful engagement with the Scriptures** as God's word, **prayerful dependence on the Spirit** as God's empowering presence, and **consistent celebration of the sacraments** as God's nurturing provision. Christian leaders do not decide for themselves what they do, the Scriptures inform them of God's purposes for his people. Nor do they depend on themselves for the strength to lead, the Holy Spirit equips and empowers God's people for God's work, commissioned and nurtured by the sacraments.
3. **Focus** Why do Christian leaders do these things? Not because they want to look good as leaders. Leadership is never an end in itself in the Bible, it is a means to a greater end. Leaders are called to be servants, serving the priorities of the King and the purposes of the kingdom. The gift of leadership in Romans 12:8 is given to enable the body to function well, so that the body may be about its master's work – helping people come to know Christ and transforming the world.
4. **Fruit** A healthy leadership tree produces foliage and fruit that is in line with the identity of the tree. The Church is the body of Christ, it exists to continue the mission and ministry of Christ on earth today. So a church will look for fruit in a number of areas:
 - The fruit of the Spirit in the lives of the leaders.
 - The fruit of people being formed as whole life disciples.
 - The fruit of a community of believers living by the 'one anothers' of the New Testament.
 - The fruit of transformed homes, organisations, communities and countries to be a little more kingdom like as we seek to salt and light in every context we find ourselves.



FOR REFLECTION

1. What from today has felt particularly affirming?

2. What from today has felt challenging in terms of your own understanding and practice in leadership?

FOR REFLECTION

3. What one next step are you going to take as a result of today? Please make it simple, doable and attractive. Describe it in the most positive and concrete way possible and write it in the box below (and perhaps on a post-it note to stick somewhere it will remind you to focus on this action over the next month).

Be Clear About What Leadership Contributes – Specifically

‘The world in front of you is nothing like the world behind you.’

Tod Bolsinger

AGILE/ADAPTIVE LEADERSHIP

‘An approach to people and team leadership that is focused on boosting adaptiveness in highly dynamic and complex environments.’

Wikipedia

TECHNICAL PROBLEMS

- A-B.
- Problem to fix.
- Relatively clear solution.
- Can create a plan.

Bolsinger suggests:

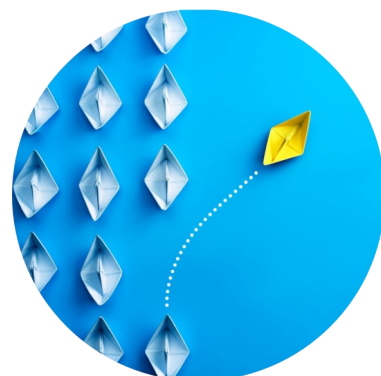
- Solutions available within the repertoire of the community.
- Require education, experience and expertise.
- Nothing trivial about them, can be big, serious and weighty.

ADAPTIVE CHALLENGES

- A to many possible Bs.
- Puzzle.
- Multiple potential solutions.
- Emergent.

Bolsinger suggests:

- Cannot be solved with existing knowledge, experience, skills.
- Require people to make a shift in values, expectations, attitudes, habits.
- Arise from changing environment and uncharted territory where not clear answer.
- Need leaders and followers both to learn.
- The new way forward will result in loss.

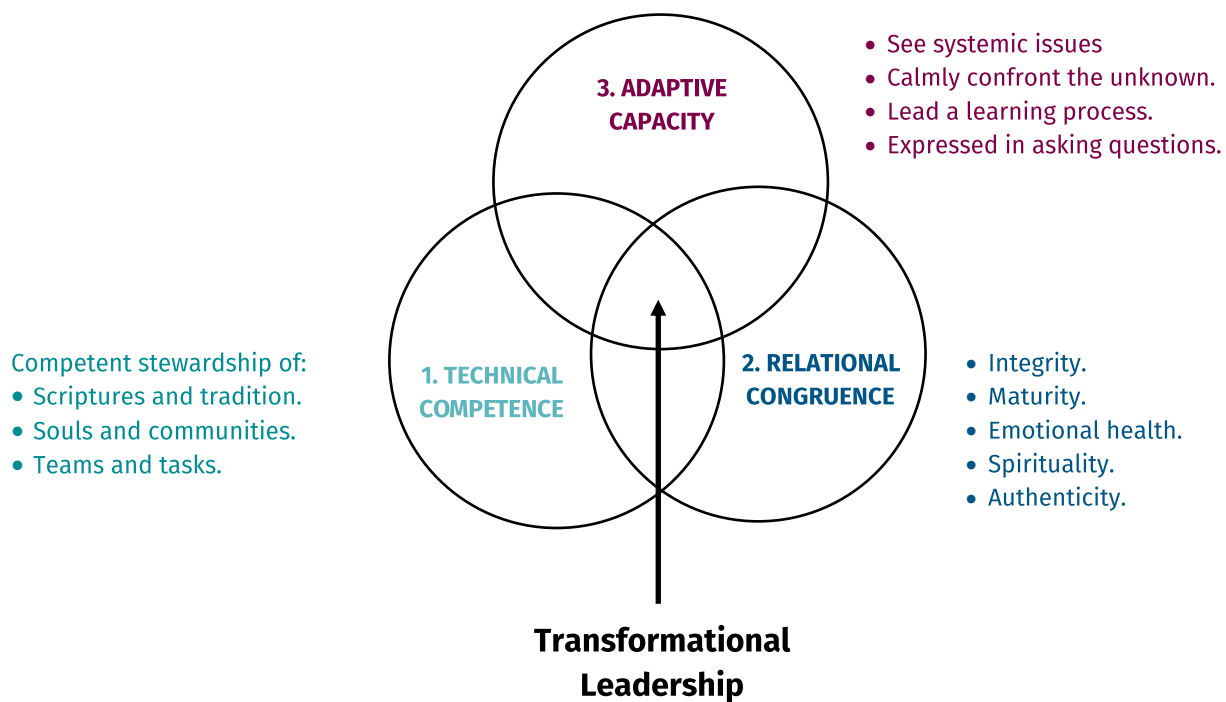


Think of some examples in church leadership of technical problems and adaptive challenges?

‘Leadership is energising a community of people toward their own transformation in order to accomplish a shared mission in the face of a changing world.’

Tod Bolsinger

TRANSFORMATIONAL LEADERSHIP MODEL



Transformational Leadership Model

‘Leadership in uncharted territory requires the transformation of the whole organisation: both leaders and followers will become vastly different people after they have ventured forth to live out the mission of God in a changing world.’

Tod Bolsinger



Technical competence: ‘the leadership must earn the credibility that comes from competently handling the basic management skills that serve the organisation.’

Relational congruence: credibility is demonstrated in ‘character, care and constancy...

When leaders function with relational congruence they strengthen the bonds, deepen the affection and create the wellspring of trust needed to go off the map.’

Adaptive capacity: the ability of the leader to lead a process that enables ‘values, habits and behaviours’ to shift, so that the challenges of the changing world are not obstacles but opportunities for growth. This is ‘absolutely dependent on the leader’s own commitment to personal transformation.’

Technical Competence

Under this heading Bolsinger repeats the phrase, ‘competent stewardship’ as he identifies three core areas of ministry:

- **Competent stewardship of Scriptures and tradition** Looking after the values of our churches, the things at their heart that people hold most dear, the ‘core DNA’.
- **Competent stewardship of souls and communities** Caring for and looking after people. This is not just about keeping people safe and ‘binding up wounds’ but, as for the shepherd of Ezekiel 34.11-16, it is also forward looking – seeking out the lost, taking the ‘sheep’ to good pasture, and so on.
- **Competent stewardship of teams and tasks** The ability to manage the church(es), remembering that being the vicar is personal *and* organisational.

This is about considering where you are now. Ordained ministers all have different starting points, but whatever the context or tradition, all have been trained for ordained ministry of some kind. The phrase ‘technical competence’ takes us to a basic question: whatever else is being asked of you now, can you do *these* bits of the job well? As Bolsinger puts it, can you navigate the known territory well enough for people to be willing to follow you into the unknown?

Relational Congruence

‘The ability to be fundamentally the same person with the same values in every relationship, in every circumstance and especially amidst every crisis.’

Key points:

- Leaders need to be able to develop strong, healthy relationships with good management of boundaries.
- We might have around us people we like and call our friends, but existing friendships do not absolve us from the *commitment* to build ‘working friendships’ in the context of our ministry.
- These relationships develop through being engaged in meaningful work together. (See Margaret Wheatley, *When Change is Out of Our Control*, in *Human Resources for the 21st Century* (Wiley 2003). Through the process of working together within an organisation, transformation of the organisation begins to take place. New ways of thinking and new ways of behaving are dependent on new ways of relating. (There’s something profoundly incarnational about this!)
- All denominations have organisational structure, some more informal than others. It is easy to think of ‘structures’ as to do with ‘institutions’, as tied up with policies and procedures and somehow separate from actual relationships between people. Yet structures *are* relationships, so what are the things that bind us to each other?

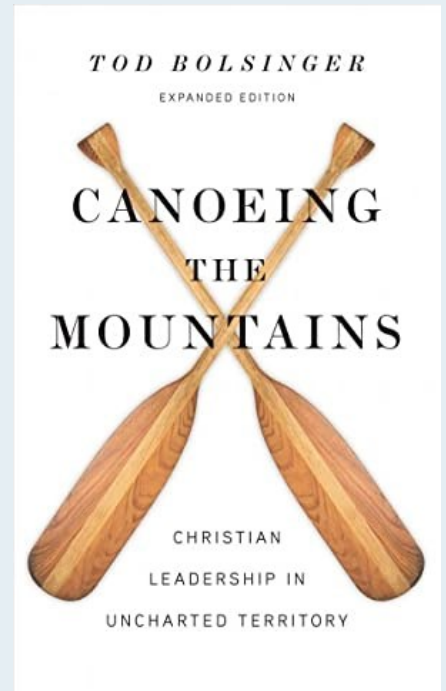
True change is profoundly challenging and can only be sustainable if we allow it to be so – and for this healthy, constant relationships are essential.

Adaptive Capacity

The ability to 'engage others in the learning and transformation necessary to take on the challenge that is before them.'

Key points:

- Recognition of context is a key feature of adaptive leadership: 'a shared realisation of a group's inability to live out its own most cherished values with vibrancy and effectiveness in a changing context.'
- Bolsinger stresses the importance of recommitment to core ideology by exploring core questions: for example, who are we? Why are we here? If we no longer exist, what would be lost? In the context of churches we lead, these questions are both essential and multi-layered as we need to recognise the 'core ideology' of our various congregations and traditions.
- How do you lead when you don't know where you are going? Or when you know *what* your goal is but you don't yet know *how* to get there? Or what it will look like when you do get there? A key aspect of adaptive capacity is asking questions...
- ...including questions about strategy: how do we go about being faithful to our core ideology(ies) in the situation we are now in?
- What are we discovering? What do we need to learn in order to help us adapt and be faithful in this new situation?



FOR REFLECTION

- In what other spheres of life have you had to exercise an adaptive approach to leadership?
- What have you learnt through that experience?
- What were the challenges?



Exercise

Reflect on the story of Peter and Cornelius (Acts 10) and the response of the apostles (Acts 11:1-18). Where can you see this transformational model at work?

‘The success of any leadership intervention rests upon the quality of the leader’s attention to all that is unfolding – on her or his ability to remain non-anxious, to be self-reflective, and to self-differentiate personal issues from the issues of the organisation.’

Susan Beaumont



Seven Adaptive Leadership Qualities

1. Willingness to address systemic issues.
2. Security to calmly confront the unknown.
3. Patience to lead a learning process.
4. Commitment to personal transformation.
5. Courage to press on through resistance.
6. Wisdom to discern a way forward.
7. Dedication to maintain a deep faith in God.

The Core to Adaptive Leadership

- Learn.
- Listen to God and others.
- Lead.

FOR REFLECTION

- If you were to identify a significant adaptive challenge in your context what would it be?
- Describe the various aspects of this challenge.

Kingdom Paradox 1

If we want to lead, we must first be led.

Kingdom Paradox 2

We serve people/those we lead. They are not our master.

- We serve others. We don't necessarily do what they want.
- Is someone other than Jesus your master?

Kingdom Paradox 3

Maximum influence is gained through humility, vulnerability and focus.

CHRISTIAN LEADERSHIP – A DEFINITION

A servant oriented relationship
whereby those who lead,
under God's leadership,
through Christ-like example,
and stewarding their God-given capacity,
seek to nurture others towards kingdom-honouring attitudes and actions.

NEXT STEPS

Time for Personal Reflection

1. REFLECT ON

- What has struck you?
- What has encouraged you?
- What has challenged you?
- What would you like to think more about?
- What are you going to do as a result of session 1?

Perhaps write a prayer capturing some of your thoughts, feelings and concerns.



2. REFLECT ON POSSIBLE DEVELOPMENT GOALS

Reflecting on this session, what new personal or leadership goals do you sense God nudging you towards? Or is there an existing goal he is nudging you to revisit? Make a note of anything that comes to mind, and then pick this up during the following week.

3. DECIDE WHAT TO TAKE INTO YOUR MENTOR MEETING

What would you like to explore further with your mentor as you reflect on this session and your own role? Write any thoughts down and be sure to send them to your mentor two or three days before you meet.

4. THANK SOMEONE

Who could you write a card of thanks to who has been an inspiration or encouragement to you in your own leadership?

Some Guided Reading/Watching

We will recommend a variety of resources after each session (see back page). It is entirely optional, but if you are able to read around the subject you may find it provides an additional stimulus to the learning process.

Meeting with a Mentor

Some of you may already have a your mentor, others not. Whether you have a mentor already or are planning to start with one, the following are some guidelines that may be useful as a checklist as you go meet with them so that you can make sure you have established the relationship on a good basis. Remember, you are responsible for contacting the mentor and setting up times to meet. Early on in the relationship you want to:

1. BUILD RELATIONSHIP

Get to know one another a little by sharing something of your own stories.

2. AGREE EXPECTATIONS

Most of the problems that occur in mentoring relationships are fuelled by unmet expectations. And most of these are because they are unspoken, so one person doesn't know the other has those expectations. The solution? Establish clear expectations at the start.

Be sure to clarify the following:

- **Commitment** Agree under what terms one of you can cancel a meeting. We suggest it is vital to have a high priority on these meetings in your diaries.
- **Communication** What communication will be appropriate before and after a meeting, and in between meetings? We suggest an email before the meeting to identify things that the participant would like to talk about, perhaps an email afterwards to summarise the action points from the mentor. Are you expecting to have any contact in between?
- **Time frame** How long will you meet for, and what is the best time to meet?
- **Confidentiality** Agree how you will handle confidentiality. It is important to know the mentoring relationship is a 'safe place'.
- **Challenge and affirmation** Talk about how you as the mentee best receives challenge and affirmation.
- **Evaluation** How will you evaluate the meeting? Our suggestion is at the end of each session it would be good to ask what worked well and what could be improved.

MEETING 2

In your second meeting:

- Clarify any of the above that isn't yet clear.
- Talk about your reflections on session 1, perhaps using thoughts you had towards the end of that session.
- Explore any issues you face in your role at this time that you would like to talk through with an external person.



Leadership Group

A further option as part of the course is for each incumbent to develop a leadership group within your parish(es). The leadership group is a place for sharing leadership with others. After each session you could reflect on your role as incumbent with your mentor, and also work with a leadership group to integrate some of the learning from the course into the life of the church(es).

Building on the theological and practical reasons explored during our time together, and recognising the very different situations each person is in (some of you will already have such a group in place, for others it may take several months to establish one), if this is something you would like to pursue, identify your next steps forward from the material below.

IF YOU ALREADY HAVE SUCH A GROUP IN PLACE

- Share with them your attendance on the course and your hopes for it.
- Invite them to journey with you through the course and discuss whether the learning can be rippled out into the group. In what ways?
- If they are happy to collaborate in this way, we have provided some very simple suggestions of areas you could explore after each session with your leadership group.

IF YOU DON'T HAVE SUCH A GROUP IN PLACE

The first stage is Identify who your leadership group might be.

- You may like to use the existing official structures (e.g. PCC standing committee, PCC, Church Wardens), or employed staff (voluntary and/or paid), or to develop a specific leadership group for this purpose.
- The number may vary from two to many, but don't let it be too large.
- If it helps, complete the questions and the chart on pages 3-4 using the guidelines to identify who might be in the group.

It may be helpful to be clear what this group isn't:

- It isn't a support group for the clergy person. It is a leadership group genuinely seeking to share the leadership of the church(es).
- It isn't a group for the incumbent to delegate all the things they don't like doing, but it will be made up of people who bring what you don't bring in order for real collaboration to occur.
- It isn't an alternative leadership structure to the PCC. It needs to be clear how it relates to existing official structures if it isn't part of those structures.

Establishing a group may well take several months, and sessions 2 and 3 of the course will also explore further how to build a leadership group. Obviously in the early days of the group you will want to invest significantly in developing relationships. Once the group is established you can begin to use the material with suggested areas to reflect on following each session.

GUIDELINES FOR IDENTIFYING A LEADERSHIP GROUP

- Consider your own strengths and identify what you need others to bring to the leadership group that you don't have.
- Prayerfully consider who might be appropriate for such roles. A number of the books we've recommended have helpful material on what to look for in such people.
- Discuss with one or two others (church wardens?) your thoughts. It is almost always wiser to choose members of the group in consultation with others.
- Be clear about how the group relates to existing structures (we have a paper on this we can send you).
- Approach and talk it through with those you've identified, explaining clearly what you're asking of them (purpose of the group, process of how it will work), and give them time to think and pray about it.
- Once identified, work out your pattern of meetings and begin to build the leadership group.

Over the page there are three questions that it is helpful to work out answers to, and then a grid to use as you explore who might be appropriate to invite to join you in your leadership group.

The purpose of the group is:

The group will meet (how often, how long?):

It will relate to existing structures in the following way:

POSSIBLE PEOPLE

PERSONAL DEVELOPMENT

Setting Goals – A Guide

PURPOSE

The purpose of the development goals is to help participants to integrate what they are learning into their everyday life and leadership. When attending a conference, it's all too easy to enjoy what is being learnt, be stimulated, resolve what to do – and when returning home, do nothing about it. This course aims to be different.

It takes a learning approach which recognises the following:

- Learning is only complete when it makes a difference in our life and leadership.
- We don't just learn for ourselves, everyone learns through our learning.
- We don't identify and work towards goals for the course, we do them for our growth and development.

PROCESS

We invite you to work with 1-3 developmental goals at a time, creating a summary on the planner. Here is our suggested way to approach identifying these developmental goals:

- Whilst it is tempting to identify more, stick to what is realistic, if that is only one, fine. Better to do fewer things well than to do a greater number of things poorly.
- Start the process of thinking about possible goals at the end of each day as part of the evaluation and development time.
- Set aside 30 minutes in the week following the day to prayerfully plan your goal(s).
- Try to have a balance between personal growth and leadership growth.
- Once you have identified 'next actions' be sure to put them in your diary or on your to do list so that they happen.
- When you have completed your 'next action' related to a goal, use the planner to identify a new 'next action' and put that in your diary or on your to do list.

WHEN SETTING GOALS

1. Writing goals down makes it more likely that they are specific, helps you to remember them, enables monitoring of progress and it seems to have power at the level of the subconscious. Once written, you can also integrate the identified goals in your prayer life.
2. It can be powerful to write goals down as *affirmations* – stated in specific, personal and positive terms (i.e. what you do want, rather than what you don't want) and in the present tense, as though they have already happened e.g. 'I am feeling full of energy and can run upstairs' rather than 'I don't want to feel tired all the time.' 'We have a thriving midweek youth group' rather than 'We want to do something to stop youngsters drifting away from church.'
3. Use your imagination:
 - Imagine your desired outcome as a video.
 - Write goals down as a series of affirmations.
 - Write an article for an imaginary magazine, describing your desired outcome in detail, as if it has already happened, with lots of sensory detail (sights, sounds, smells, feelings).
 - Draw it, photograph it, make a collage from old magazines, visit it, act it out etc. Use every means you can to imagine it.
4. List the steps that you took to reach your goal, from a standpoint that you have already achieved it and are looking back to how you did that. It can also help to list the potential blocks between you and your goals and to formulate a plan to overcome them.
5. Take responsibility for the outcome – project into the future the consequences of achieving your goals. How will they benefit you and other people?

Example Development Goals



Goal: Knowing my strengths I intentionally build on them to maximise my contribution to serving God.

Actions:

- Buy the Strengthsfinder 2.0 or Strengths Based Leadership book.
- Put sufficient linked time in my diary to read the book.
- Put 45 minutes in my diary to complete the inventory using the access code.
- Put 15 minutes in my diary to create a poster of my strengths and place it somewhere I will see it regularly.
- Choose one strength to work with, identifying one way to develop that strength over four weeks.



Goal: I am clearer about my own understanding of Christian leadership and how I exercise that leadership.

Actions:

- Read one of the leadership books recommended.
- Put one hour in my diary to write a letter/email to an emerging leader outlining my understanding of Christian leadership drawing on other things I've read and my experience.
- Share it with an emerging leader, and arrange a meeting with them to discuss leadership.



Goal: I exercise my leadership within the church as part of a leadership team.

Actions:

- Take one hour to prayerfully identify those I might share leadership with in my context.
- Share these thoughts with one or two trusted people.
- Work out a plan for inviting them to share leadership with me.
- Action the plan.



Goal: I am investing time in developing an emerging leader.

Actions:

- Put 20 minutes in my diary to prayerfully identify someone I can develop as a leader.
- Put one hour in my diary thinking about how I will do this, and identify at least three actions steps I am going to take.
- Plan the actions steps into my diary over the next three months.



Goal: I am aware of a character issue I need to work on and am intentionally addressing it.

Actions:

- Read and reflect on Revolution of Character, Dallas Willard and Don Simpson.
- Identify one character development goal to prayerfully engage with through disciplined action.
- Share it with someone to help me be accountable (mentor, intercessor, supporter, friend).
- Write a prayer that captures the heart of the change I long to see and pray it daily.

RESOURCES

THE ONE TO READ

- Understanding Christian leadership, Ian Parkinson SCM press

TOP READS

- Canoeing the Mountain, Tod Bolsinger (IVP).
- How to Lead When You Don't Know Where You are Going, Susan Beaumont (Rowman and Litterfield).
- The Gift of Leadership, Steven Croft (Canterbury Press).
- Dare to Lead, Brene Brown (Vermilion).
- On Priesthood, Stephen Cottrell (Hodder).
- In the Name of Jesus, Henri Nouwen (DLT).
- The Widening Circle, Graham Tomlin ((SPCK).

OTHER RESOURCES

- Faith and Order Commission report on Senior Church Leadership, www.churchofengland.org.
- Two videos on strengths gaps, weaknesses and flaws, <https://youtu.be/91pSScMDpfk>, <https://youtu.be/6LP3cM2PzgU>.
- Two videos on how to become a more adaptive leader <https://youtu.be/GyRn0ft3l70>, <https://youtu.be/R4O1vA6DNTI>.
- Tob Bolsinger introduces the story at the heart of Canoeing the Mountains (3.34) <https://www.youtube.com/watch?v=6LSKPLY-Xnc> or for a longer introduction (42.11) <https://www.youtube.com/watch?v=CTCB4RC2LFM>



Lead On

A free monthly email with articles, resource recommendations, reviews for all interested in improving their leadership. Sign up at www.cpas.org.uk/leadon.



Leading Evangelism Learning Hub

Want to see the ministry of evangelism central to church life rather than on the periphery? Then sign up for our 14 month Hubs for incumbents to attend with others involved in leadership. www.cpas.org.uk/hub. The next hub begins January 2025.



How to Nurture a Faith Sharing Culture

An exciting and accessible new church resource to help leaders nurture a faith-sharing culture in their church, congregation, fresh expression or church plant. www.cpas.org.uk/faith-sharing.



Venture and Falcon Holidays

CPAS runs around 70 fun-filled holidays for 8-18 year olds each year. The holidays are run by volunteers, and if you are interested in helping on one or know a young person who would benefit from a great holiday with a focus on Jesus visit www.ventures.org.uk.



Making Mission Possible

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