Shaping the Parish

Developmental Initiative Report

Initiative Title: Serving One Another

Level: A

# YOUR NAME

E-MAIL

PROJECT DESCRIPTION

This project touches both on issues of emotional intelligence and spiritual practices connected to community and service.

The long-term intention of this project is to create a climate in the parish of quality service to one another. That service needs to be grounded in behavioral norms operating in most of the groups of the parish.

The short-term objective is to begin to establish these norms in two parish groups.

For the purposes of the project we’ll describe quality service as having three characteristics:

* Timely
* Thorough
* Respectful

A possible pathway is to invite two groups to work with you. Consider beginning with a couple of groups that are already pretty good at living with quality service norms.

Take the groups through a participatory process that begins with one of the attached assessment processes. You are seeking their engagement of the process vs. imposing detailed rules or guidelines from above or outside.

Move from the assessment process to developing an agreement in that group about how it will live out the three characteristics of timeliness, thoroughness, and respectfulness. The agreements are specific to the group. It’s probably best to avoid any attempt to impose the same agreements on all groups. A side note: Avoid overblown language such as “covenant.” An attempt to develop commitment by using such language is a way of avoiding the hard work of actually developing internal commitment.

Have an agreed check-in process to reflect on how well the group is doing.

Once the two groups have begun functioning with the quality service norms a broader statement might be made to the parish about the initiative. That might involve sermons; internal marketing through the web site, posters, and handouts; and a couple of articles in the newsletter or bulletin.

Continue the process by inviting other parish groups to engage the same process.

Consider ways of involving temporary groups such as learning groups.

Participant’s additions & changes to the description

If you are revising the above in some manner, note that here. Offer a rationale for the change. Changes may not be so extreme as to change the basic thrust of the project description above --

Have you carefully reviewed the above description?

Yes No [ Note: You must have done this review for the DI to be accepted]

ACTION PLANNING

1. What are you planning to do? What is the action plan? First steps. How you will monitor and adjust along the way

2. Theoretical base and strategic assumptions for the project

a. Theoretical Base (connect related theory to the project and the particulars of your parish) -

b. Strategic Assumptions (In your parish as it is now – what were you assuming would happen allowing the project to move forward? A strategic assumption has enough significance that if it turns out to not be true, the project will fail) -

A. Results: What are the initial results are you seeking? Note: we are assuming you are working from the basic DI description. This section is more a brief statement of overall objectives expressed in a way that integrates the description with the particularities of your parish.

Do the same regarding longer-term development goals? Relationship to the parish’s overall health? Relationship to the primary task of a parish church? -

B. Reflection

1. Strategic (pp 12 – 13 *Intervention Considerations*)

*The Developmental Initiatives are by their nature strategic or at least they are in that arena. These elements may help you consider related factors*

* Long term, developmental, likely to have a ripple effect -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not likely |  |  |  | Very Likely |
| 1 | 2 | 3 | 4 | 5 |

Comment:

* Related to the primary task of a parish church (form people in faith, renewal in baptismal identity and purpose, facilitating the movement between renewal and apostolate) -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not related |  |  |  | Very related |
| 1 | 2 | 3 | 4 | 5 |

Comment:

* Can anticipate adequate resources of time, money, and energy devoted to the initiative? -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Anticipate inadequate resources |  |  |  | Anticipate very adequate resources |
| 1 | 2 | 3 | 4 | 5 |

Comment:

2. Demand System (pp13 – 14 *Intervention Considerations*)

*What is really developmental is usually also not urgent. It may be important but it is not urgent. How do you establish a new demand system that serves what’s important?*

* How will you cope with all the other demands, expectations and pressures of the parish an your life as you try to focus on the DI? -
* How will you work to create a new “demand system” that will make this initiative part of the parish’s routine business? -

3. Critical Mass (pp. 23 – 29 *Intervention Considerations*)

*In general critical mass theories are about building the overall level of commitment, competence and emotional maturity at the center of the parish so that it grounds the system in a mission orientation and an organizational culture that supports the mission. In relationship to a specific Developmental Initiative there may be two considerations.*

* What will you do to create enough “weight” to support this particular DI? Will there be enough physical and emotional energy to get the work accomplished? This has to do with the social and political process by which you help the parish move forward. (For example, if working on Group Functioning – can you anticipate enough initial support from members of the groups you want to involved?) - Describe it. -

* In most DIs there is a second consideration. Will enough of a critical mass develop in relationship to the *desired results* of the initiative? (For example, if working on Group Functioning – How will you develop a critical mass of competence and commitment in the groups going through the process? What will you do so people become more skilled?) -

* Is there an “emotional inversion” in the parish, either broadly in the parish in general or in regard to this particular DI? (See bottom p. 26 *Intervention Considerations*) -

4. Internal Commitment (pp. 29 – 31 *Intervention Considerations*)

*This is often interrelated with critical mass considerations. You want as many people as possible, at least a critical mass, to have a high level of commitment to the direction or action that was chosen. This makes it more likely that the intervention will continue to have its benefits for the parish over time and under stress. The assumption is that commitment is built upon a base of valid and useful information and free choice. One element builds on the other. The more the information is valid and useful, the more likely the free choice, the more there is truly free choice, the more likely there will be internal commitment.*

How will you help people engage an adequate amount of valid and useful information? --

How will you design the process so that people have an adequate degree of free choice vs. acting from habit or emotional pressure)? --

5. Your influence (pp. 31 - 34 *Intervention Considerations*; take note of “OD Roles” and “Circles of Influence”)

Assess your influence in relationship to this specific DI? -

6. Readiness (pp. 34 - 38 *Intervention Considerations)*

* Adequate dissatisfaction – Is there dissatisfaction with the way things are in relationship to the DIs field of interest? -
* Favorable stance of people – Is there a person, or more than one person, who wants this to happen and is willing to spend energy making it happen? A person with enough influence with people who would need to cooperate in order for it to happen? -
* Competence for change – Did you have the skills and knowledge needed for this particular intervention? -
* How does it fit with the parish’s current culture? -
* Resources available – Are there adequate resources of people, money, facilities and such to implement the project/change? Any concerns? -
* Energy and attention – What are the likely problems around having the needed amount of energy? -
* Formal authorization – Most of the efforts that can shape a parish only require the

investment of the parish priest. That role assumes the authority to initiate efforts to improve the faithfulness and health of the parish. But there are situations requiring vestry action. Is formal authorization needed from some group within the parish or diocese? -

7. Intervention Choices (pp. 39 - 41 *Intervention Considerations)*

*We are constantly making choices about interventions. Who to involve - just the leadership, a working group, everyone in the organization? What to focus on - the issue it would be easiest to make headway on or the most strategic opportunity? The style of work - do we take a problem solving approach or use some appreciative process? How deep shall we go - are we working on deep underlying assumptions about how we work and relate with one another or are we simply trying to get this problem behind us?*

* What is the unit focus of the intervention? Is there a need to engage at several levels? Rationale for this -
* What is the opportunity, problem, or issue to address? Not simply the title of the DI but in relation to those listed on p 39 -
* What is the intervention method? (for example those listed on p. 39)-

8. Your stance (pp. 42 – 43 *Intervention Considerations)*

* What leadership style do you see yourself taking in doing the intervention (p 42)? How does that match with your preferred leadership style? Do you find yourself needing a broader range of styles? -
* What is your usual stance in relationship to the parish and its leaders (loving critic, unloving critic, uncritical lover)? How might that impact the intervention? -

RESULTS & LEARNINGS

A. Results: What happened? What are the initial results you’re seeing? Also look at it in terms of the project goal/objectives. Is there anything to report in regard to longer-term development goals? Any initial sense about sustainability over the long-term and under pressure? Relationship to the parish’s overall health? Relationship to the primary task of a parish church? Experience regarding your strategic assumptions -

B. Theoretical base and strategic assumptions for the project

a. Theoretical Base (connect related theory to the project and the particulars of your parish) -

*Mark one*

-As expected (in action planning) -

-Differed from what we expected -

If different, please comment -

b. Strategic Assumptions -rate and comment in relationship to strategic assumptions as noted in action planning -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not on target |  |  |  | Very much on target |
| 1 | 2 | 3 | 4 | 5 |

Comment -

C. Reflection

*Make comments connecting what happened with the area of reflection.*

1. Strategic (pp 12 – 13 *Intervention Considerations*)

*The Developmental Initiatives are by their nature strategic or at least they are in that arena. These elements may help you consider related factors*

* Long term, developmental, likely to have a ripple effect; rate and describe -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| None |  |  |  | Strong effect |
| 1 | 2 | 3 | 4 | 5 |

* Related to the primary task of a parish church (form people in faith, renewal in baptismal identity and purpose, facilitating the movement between renewal and apostolate); rate and describe -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No noticeable relationship |  |  |  | Strong relationship |
| 1 | 2 | 3 | 4 | 5 |

* Were adequate resources of time, money, and energy devoted to the initiative?; rate and describe -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not adequate |  |  |  | Very adequate |
| 1 | 2 | 3 | 4 | 5 |

2. Demand System (pp13 – 14 *Intervention Considerations*)

*What is really developmental is usually also not urgent. It may be important but it is not urgent. How do you establish a new demand system that serves what’s important?*

* How did you cope with all the other demands, expectations and pressures of the parish an your life as you tried to focus on the DI? -
* How have you worked to create a new “demand system” that will make this initiative part of the parish’s routine business? -

3. Critical Mass (pp. 23 – 29 *Intervention Considerations*)

*In general critical mass theories are about building the overall level of commitment, competence and emotional maturity at the center of the parish so that it grounds the system in a mission orientation and an organizational culture that supports the mission. In relationship to a specific Developmental Initiative there may be two considerations.*

* Was there enough “weight” to support this particular DI? Enough energy to get the work

accomplished? This has to do with the social and political process by which you help the parish move forward. (For example, if working on Group Functioning – was there enough initial support from members of the groups you wanted involved?) - Rate and Describe -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not enough |  |  |  | Enough weight |
| 1 | 2 | 3 | 4 | 5 |

* In most DIs there is another consideration. Is enough of a critical mass developing in relationship to the desired results of the initiative? Rate and Describe (For example, if working on Group Functioning – Is a critical mass of competence and commitment beginning to develop in the groups going through the process? Are people becoming more skilled?) -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not enough |  |  |  | Enough |
| 1 | 2 | 3 | 4 | 5 |

* Was there an “emotional inversion” in the parish, either broadly in the parish in general or in regard to this particular DI? (See bottom p. 26 *Intervention Considerations*) -

Yes No unsure

Comment -

4. Internal Commitment (pp. 29 – 31 *Intervention Considerations*)

*This is often interrelated with critical mass considerations. You want as many people as possible, at least a critical mass, to have a high level of commitment to the direction or action that was chosen. This makes it more likely that the intervention will continue to have its benefits for the parish over time and under stress. The assumption is that commitment is built upon a base of valid and useful information and free choice. One element builds on the other. The more the information is valid and useful, the more likely the free choice, the more there is truly free choice, the more likely there will be internal commitment.*

a. What did you do to build internal commitment as seen is this approach? -

b. Assess

Enough internal commitment for what was needed in this case -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not enough |  |  |  | Enough |
| 1 | 2 | 3 | 4 | 5 |

Base of free choice and valid and useful information to build the internal commitment -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not enough |  |  |  | Enough |
| 1 | 2 | 3 | 4 | 5 |

Comment -

5. Your influence (pp. 31 - 34 *Intervention Considerations*; take note of “OD Roles” and “Circles of Influence”)

Was your influence adequate to manage the intervention?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all |  |  |  | Adequate |
| 1 | 2 | 3 | 4 | 5 |

Comment -

6. Readiness (pp. 34 - 38 *Intervention Considerations)*

* Adequate dissatisfaction – Was there dissatisfaction with the way things were in relationship to the change projects field of interests? -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all |  |  |  | Adequate |
| 1 | 2 | 3 | 4 | 5 |

Comment -

* Favorable stance of people – Was there a person, or more, who wants this to happen and is willing to spend energy making it happen? A person with enough influence with people who would need to cooperate in order for it to happen? -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all |  |  |  | Adequate |
| 1 | 2 | 3 | 4 | 5 |

Comment -

* Competence for change – Did we have the skills and knowledge we need for this particular intervention? -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all |  |  |  | Adequate |
| 1 | 2 | 3 | 4 | 5 |

Comment -

* It fit with the parish’s current culture -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all |  |  |  | Adequate |
| 1 | 2 | 3 | 4 | 5 |

Comment -

* Resources available – the people, money, facilities and such needed to implement the project/change. -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all |  |  |  | Adequate |
| 1 | 2 | 3 | 4 | 5 |

Comment -

* Energy and attention – The needed amount of energy was available -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all |  |  |  | Adequate |
| 1 | 2 | 3 | 4 | 5 |

Comment -

* Formal authorization – Most of the efforts that can shape a parish only require the

investment of the parish priest. That role assumes the authority to initiate efforts to improve the faithfulness and health of the parish. But there are situations requiring vestry action. Was there the needed authorization? -

Yes No Uncertain

Comment -

7. Intervention Choices (pp. 39 - 41 *Intervention Considerations)*

*We are constantly making choices about interventions. Who to involve - just the leadership, a working group, everyone in the organization? What to focus on - the issue it would be easiest to make headway on or the most strategic opportunity? The style of work - do we take a problem solving approach or use some appreciative process? How deep shall we go - are we working on deep underlying assumptions about how we work and relate with one another or are we simply trying to get this problem behind us?*

* What was the unit focus of the intervention? Did that end up being appropriate? Was there (or is there) a need to engage at several levels of units? -
* What was the opportunity, problem, or issue to address? Not simply the title of the DI but in relation to those listed on p 39 -
* What was the intervention method? (for example those listed on p. 39)-

8. Your stance (pp. 42 – 43 *Intervention Considerations)*

* What leadership style did you take in doing the intervention (p 42)? Was that effective? Did you find yourself needing a broader range of styles? -
* What is your usual stance in relationship to the parish and its leaders (loving critic, unloving critic, uncritical lover)? How did that effect the intervention? -

C. Learnings

1. About change theory and methods -

2. About spiritual practices in shaping the parish -

3. About emotional & social intelligence in shaping the parish -

4. About yourself as a person and leader

D. Next Steps

1. Thoughts on long-term goals -

2. Next steps in the short term -

3. Comments -

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# Serving One Another Assessment #1

**LIKES-CONCERNS-WISHES: ASSESSMENT WORKSHEET**

**1. What is your overall satisfaction with how your group services the parish and its members?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Very Low satisfaction** |  |  |  |  | **Very High Satisfaction** |
| **1** | **2** | **3** | **4** | **5** | **6** |
|  |  |  |  |  |  |

**2. Offer your thoughts about the group’s functioning in quality service for the parish and the group’s own members. Consider how are we timely, thorough, and respectful?**

|  |  |  |
| --- | --- | --- |
| **LIKES**  What you like/affirm | **CONCERNS**  Your concerns | **WISHES**  Your wishes about what the group might do to improve |
|  |  |  |

**3. Circle the items, in each category, that you see as most important**

**4. Put a check mark next to the items that could be most easily addressed.**

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# Serving One Another Assessment #2

Complete the form. Put the results on a newsprint pad in front of the group. Explore the results. How might we do even better?

# Timely

1. Our competing of duties that impact others in the parish in a timely manner.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Very Low |  |  |  |  | Very High |
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Our competing of interactions within the group at meetings, by e-mail and phone in a timely manner.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Very Low |  |  |  |  | Very High |
| 1 | 2 | 3 | 4 | 5 | 6 |

Thorough

***3.*** Our group’s thoroughness in competing its responsibilities toward others in the parish – not leaving things half done, not leaving work that others will need to take on, dealing with the details, completeness.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Very Low |  |  |  |  | Very High |
| 1 | 2 | 3 | 4 | 5 | 6 |

# 

***4.*** Our group’s thoroughness in competing its responsibilities in relationship to one another – not leaving things half done, not leaving work that others will need to take on, dealing with the details, completeness.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Very Low |  |  |  |  | Very High |
| 1 | 2 | 3 | 4 | 5 | 6 |

Respectful

***5.*** How we engage our work is seen as gracious, considerate and humble.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Not seen that way |  |  |  |  | Very much seen that way |
| 1 | 2 | 3 | 4 | 5 | 6 |

***6.*** In our work we show a reverence toward the people and things of the parish.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Not so much |  |  |  |  | Very much so |
| 1 | 2 | 3 | 4 | 5 | 6 |

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