**Moving Forward: Growing Together**

* Establish best practices for working as a team
* Recognise and celebrate differences
* Develop your sense of common purpose

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| **Time** | **Session** | **Notes** | **Purpose** | **Key questions** | **resources** |
| 9.30 | Arrive, Sign In, Coffee, Slide 1 |  |  |  | Sign in Sheet  |
| 9.45 | Welcome, Prayer, Reading, Romans 12:3-7 | Opening prayer |  |  | Opening PrayerScripture |
| 9.50 | Housekeeping | Toilets, fire exits, phone policy |  |  |  |
| 9.55 – 10.10 | **Intro: Session 1- Setting the tone:** Slide 2**A**-Purpose of the day Slide 3**B**-Route Map- Explain shape of the day. Timings. Brief description of each session. Expectations. **C**- Slide 4 How will we work well together? We want to create a space that ensures everyone feels safe, comfortable and is able to engage fully in the day. A place which is respectful and purposeful. ‘Today is designed to help you build trust so please be aware that you need to look after yourself’ **D**- Stand Up activity: Slide 5Best thing happened to you since last met?What are you enjoying most about being part of MC?What do you want to take away from today? Sit down. | **A**-4 bullet points**B**-Turn to neighbour, which of these activities excites you most?**C**-These are the guidelines from last time we worked together. Do we need to change anything? Today may be challenging, it may raise some issues eg: what will we do if we disagree? How can this space be safe to explore these issues? What do you need from us to support this?- **Intro parking lot****D**-2 min buzz time with person next to you- answer 1 question and move onFront to facilitate process.  | **Session 1: Setting the tone.**-bringing all into room-making sure we’re safe and able to fully participate-manage expectations | -is everyone present?-is everyone engaged?-do they know why they’re here?-are they willing to be open, honest and be challenged? | Route map  ‘WWT guidelines from WS 1’Parking lot sheet |

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| 10.10 | **Session 2 – Working as a Team** Slide 6On tables of 6, build giraffe with marshmallows and spaghetti. Work in silence. You have 5 mins. Slide 7- 1mins- reflect on the questions on your own +5 min. reflection as groupPlenary: as whole group - Choose one word to describe how that felt?Slide 8 Bolsinger’s point on leadership. | Reflect individually, then whole group. - How successful were you?- What helped or hindered? - How did you feel? - What was the impact of not being able to speak? - Think about one thing you noticed about yourself *(think of push-pull continuum in workshop 2)*- Think about what you noticed about other people, were you together in this? | **Session 2 – Working as a team** | What did you notice about yourself, about other people?What did the facilitator notice, watching the groups work in silence? | TraysMarshmallowsSpaghettiFlip chart on walls |
| 10.25 | Canoeing the Mountains part 6 Slide 9 |  |  |  | Story 6 |

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| 10.30 | **Session 3 – Building Trust** Slide 10Introduce the triangle Slide 11 | Patrick Lencioni – The 5 Dysfunctions of a Team. Background, brief intro to model, useful for team building | **Session 3 – Building Trust** |  | Flipchart with the triangle drawn outBriefing sheet for the Lencioni model  |
| 10.3510.5010.55 | Trust- Slide 12 (timings based on 6 people round a table- will be quicker with fewer numbers)Slide 13- Personal Histories/ Trust Exercise – Take in turns on table to answer 3 questions *MAX 2 minutes each**(Think about time management – bell/timer every 2 minutes)*Listen to all stories - no asking questions or commenting until you’ve all spoken.Spend some time reflecting on what you’ve learnt. Slide 14Plenary SL 14 Mouse click | -Where did you grow up?-How many siblings do you have and where do you fall in the sibling order?-What was the most important challenge of your childhood?What did you learn about one another other that you didn’t already know? Share on tableHow did you feel doing that activity?What did you notice about the process?How might this inform how you develop your relationships as a MC?**It requires a level of vulnerability to build trust** | To improve trust by engaging in low vulnerability exerciseTo help team members understand each other at a fundamental level and to avoid making false attributions about behaviours and intentions | -Were they willing to be vulnerable?-Did everyone participate?-Did the atmosphere in the room change? | Bell/timer |
| 11.00 | Coffee & Biscuits Slide 15 | Sit somewhere different upon return |  |  |  |
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| 11.1511.2011.2511.3011.40 | **Session 4: Reimagining Conflict** Slide 16Introduce Level 2- conflict Slide 17‘how do we expect to engage in discussion and debate?’SL 18 Buzz about conflict:How do you feel and what’s your initial response to the word ‘conflict’?(5 mins)Talk in pairsSL 19 Intro conflict colour wheel: 5 min (facilitator refer to separate notes)Take coloured counter according to which colour you think you are.Move to make groups of same colour. Find a table to sit at. SL 20 How do I/we respond to conflict? Wider group response:SL20 mouse clickPlenary-- What is the impact of how this might affect teamwork? Local/mission community. -Who is missing to create a balanced team? Local/ mission community.  | Initial response to conflictNeed to learn about self and others – story of when we’ve made false assumptions. Need to be self-aware and that others may be different. We all bring baggage to scenariosRead Handout & select appropriate coloured counter for each -How do you feel about being in that group? with those people?-How do you respond to conflict?- Are there similarities?-Look around room, what do you notice? How are you placed?Summary:With trust you can have an issue and discuss it, even with very different perspectives, without damaging the relationships. You actually need conflict in team. | Route map- **Session 4: Reimagining Conflict****Facilitators be aware of group numbers & respond as needed.**Other ways to approach this - such as Myers Briggs, GTCC, drama triangle, enneagram.. | What do I need to learn about myself?What is my relationship to conflict and how does this affect how I communicate with others? |  flip chart triangle colouredButtons/Counters |
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| 11.5011.55 | **Session 5: Clarity & Commitment**Slide 21Canoeing the Mountains part 7 Slide 22Introduce level 3-commitment- Slide 23 | To provide the team with a common sense of purpose so that it can achieve greater alignment and the avoidance of emergence of silos. | **Session 5: Clarity & Commitment**When people know they’ve been heard, they are more likely to commit – see Lencioni p59Explain what he means Clarity and buy in |  |  |
| 12.0012.0512.15 | What is the purpose of the MC? Slide 24(What is it not?)Answer these individually – each person to write a short paragraph. (2-3sentances)Work as team to create a shared statement.1- Everyone share with table – no comments to be made. 2- create shared statement. PlenaryEach table read out shared statements- how did you find the process?- what were the conflicts & compromises? | Link to GFA vision statement:**God for All: follow daily, care deeply, speak boldly, tread gently****“Releasing the whole people of God for the whole mission of God for the transformation of Cumbria in the name of Jesus.”**Suggest this exercise could be followed up as larger group. | Put on walls to look at over lunch |  | A3 large sheets |
| 12.25 | Grace & Lunch Slide 25 |  |  |  |  |
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| 1.10 | **Session 6 Accepting Accountability** Slide 26Route Map:Introduce accountability level 4 Slide 27 |  | **Session 6 Accepting Accountability**  |  | Route Map |
| 1.15 | Film clip: Faulty Towers Slide 28 | Notice behaviours.  |  |  | video |
| 1.201.301.40 | Personal Accountability Model Slide 29Introduce personal accountability modelSL 30 Re-watch video- can you see the behaviours mentioned in the model?SL 31 Talk with person next to you.Plenary Slide 32 (5 mins) | Accountability/victim loop handout- If you had been in the situation on the video how would you have responded?- Can you think of times in your churches or mission community context when you’ve seen these dynamics?- How could this model help you transform the dynamics from negative to positive?For a culture of accountability to thrive, we must demonstrate a willingness to confront difficult issues |  |  | Laminated signsHandout for facilitators |
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| 1.45 | **Session 7: Attending to results** Slide 33Introduce results level 5-results-Slide 34 (2mins)Think about your shared mission community statement & things you’ve identified as priorities from previous workshops ( 2 mins to write them down.)Slide 35 (To facilitate from front)- What results are you looking for as a MC?- How will you know you’ve achieved this? (results)- What is getting in the way of achieving this? (distractions/ conflicts)- How do we stay focussed & connected? (accountability & team) | (facilitators to come informed of priorities identified from previous workshops) | **Session 7: Attending to results**Facilitators to collect any priorities for follow up |  | A3 large sheets |
| 2.00 | Grab a Coffee sit somewhere newSlide 36 | Bring coffee back to seat- not an actual break!! |  |  |  |

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| 2.102.152.30 | **Session 8: Insight & Application (So what?)** Slide 37SL 38 Think about your MC. What are the teams? List as many as you can.This time is for you individually or as a table to look at what the reality is in your MC.Slide 38 mouse clickUse Q’s to prompt your discussion as a table group: PlenaryWhat are you going to take away from this and follow up? | Participants may need more help in introduction, to help identify teams v’s individuals.- How do these teams relate to one another and the MC as a whole? - Are the teams generating ‘results’ (what results are you after/ are they realistic)? - How could being a MC help develop, support & resource these teams?Each table shout out, facilitator write up | Facilitators to collect info and priorities for follow up |  | Large A3 paperpens |
| 2.40 | **Review of the day:** route map & responses Slide 39Toolkit & Handouts |  |  |  | Toolkits & handoutsPost-its |
| 2.45 | Final reflection: wisdom of geese video Slide 41 | NB: there are some spelling mistakes |  |  | Video |
| 2.55 | Phil 2:5 -11 & Closing prayerParticipants fill in feedback sheetsSlide 42 Leaving Slide |  |  |  | Feedback sheets |