



Tools for Missional Leadership

WORKBOOK



Regenerating
the Church

*'May we have the imagination
and courage to respond to the
call of Christ in our day.'*

Prayer from Regenerating the church Strategy

This manual was written by Rev. Dr. Adam McIntosh with advice and input from Ben Edson <http://benedson.co.uk> and the Mission Strategy and Education Committee of the Presbytery of Port Phillip West.

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Uniting Church in Australia
SYNOD OF VICTORIA AND TASMANIA



INTRODUCTION

Welcome to the **Tools for Missional Leadership Workbook!**

This workbook is designed for people working with a missional coach. It provides a range of tools to assist people in understanding their mission context, in listening for God's mission, regenerating the mission of their congregation and in developing fresh expressions of church.

MODULES

The key tools for this workbook are the 10 modules. The missional coach will work with you in explaining and applying each of these modules to your mission context. These modules are:

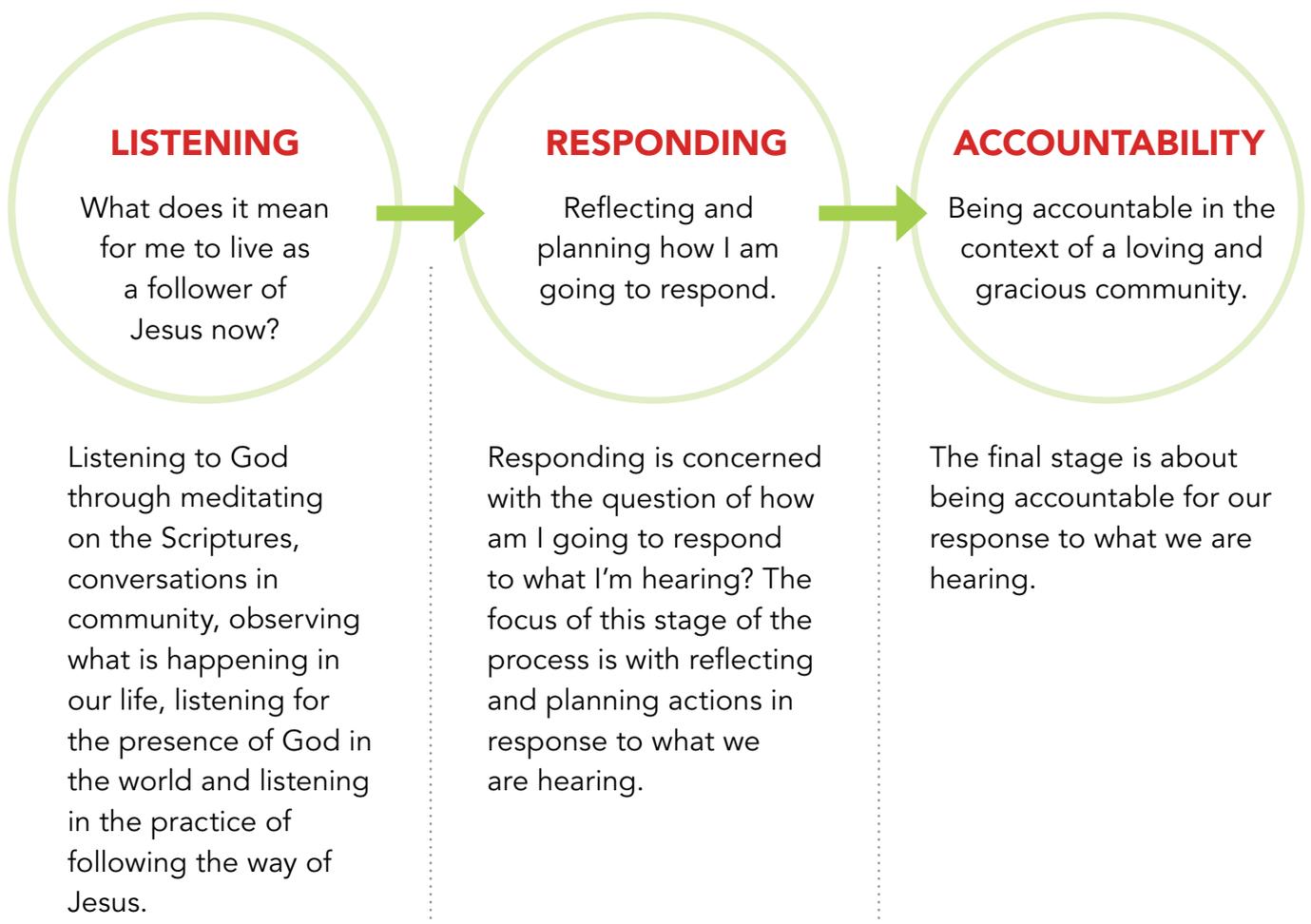
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MODULE 1.

RESPONDING TO GOD'S CALL

PRINCIPLE: LISTENING, RESPONDING AND ACCOUNTABILITY

The first module is concerned with the importance of responding to God's call as we live as followers of Jesus. This module focuses on developing the practices of listening and responding to God in our everyday life, and being accountable in the context of the huddle community. This is an important practice not only for being part of a coaching huddle, but for all areas of your life.



MODULE 2.

IDENTIFYING MY GIFTS AND DISCERNING TEAM ROLES

PRINCIPLE: APEST

Establishing a fresh expression of church or a mission project will usually mean working as part of a team. It is important that there is a balance of gifts within your team, and that the leader is aware of their gifts and the areas where they are not gifted. An awareness of your own gifts and the gifts in your team will help the team to function in a complementary way.

APEST

There are many different leadership functions and many different leadership gifts. Perhaps one of the most helpful frameworks for understanding both the function of leadership, and the gifts associated with it, is the APEST framework developed from Ephesians 4.

- Apostolic function:** pioneers the mission of the church into new areas and in new ways.
- Prophetic function:** discerns the call of God in a given situation and communicates it in a timely and appropriate way to further the mission of the church.
- Evangelistic function:** shares the gospel in such a way that people respond in faith and discipleship.
- Shepherd function:** pastors the Christian community by leading, nurturing and caring for them.
- Teaching function:** communicates and articulates the faith within and outside of the Christian community.

ROLE	CHARACTERISTICS	TEAM TASKS
<p>Apostolic Function</p>	<p>Pioneers the church in new areas; bridges the gap between the gospel and different contexts; focuses on entrepreneurial edges of the church; instrumental in initiating new forms of church.</p>	<p>Casting the vision; builds mission focus and initiates momentum; big picture thinker; catalyzes others into action; inspires a team into action; inspires, challenges and provokes the team.</p>
<p>Prophetic Function</p>	<p>Reminds the church to be faithful to God; strong justice focus; disrupting the complacency of the church; discontent with the comfortable church; call for change and renewal.</p>	<p>Challenges the team to focus on core values; encourages a focus on listening to God; challenges the team about faithfulness to God; brings the justice of God to focus; brings spiritual insight and wisdom to the team.</p>
<p>Evangelistic Function</p>	<p>Communicates their experience of God; makes meaningful connections between the Gospel and everyday life; encourages people to develop on their journey as followers of Jesus; communicates their faith in a way that connects with people.</p>	<p>Assists the team to focus on those outside of the church; brings focus to the core task of making disciples; helps shape appropriate faith sharing opportunities; communicates their faith with those outside of the Christian community.</p>
<p>Shepherd Function</p>	<p>Loves people; caring and nurturing; effective at building relational networks; facilitate the building of community; encourage people to grow as disciples.</p>	<p>Assists the team in building community; cultivates loving and spiritual networks; nurtures connections with new comers to the life of the Christian community; encourage the congregation; ensures the welcome and integration of people into the life of the community.</p>
<p>Teaching Function</p>	<p>Communicates effectively and clearly; builds up the Christian community through teaching; makes complex truths intelligible and meaningful; makes the faith transferable and intelligible to different contexts.</p>	<p>Encourages the team to theologically reflect; communicates the underlying values informing the community; teaches the faith to new comers to the community; facilitates deep reflection on the Scriptures.</p>

Discerning your Gift

Read through the description of the fivefold ministries of Ephesians four listed above. What stands out for you? Can you identify your gifts? What would be your strongest areas and how does this shape the way you work in a team?

MODULE 3.

LIFE BALANCE

PRINCIPLE: THE LIFE BALANCE WHEEL

This module is concerned with a sustainable and balanced life. A balanced life reflects our humanity in the image of God and the fullness of life that Christ came to give us. It will have relationships with others, work, rest, play and creativity expressed in a sustainable and life giving way (Genesis 1:26-2:3). A balanced life is sustainable long term and does not neglect areas of importance.

THE LIFE BALANCE WHEEL

The life balance wheel is a tool to help people stand back and assess the balance in your life. On the following page is a list of instructions, the assessment categories, the life balance wheel and a template for developing goals.

BALANCE OF LIFE ASSESSMENT

Directions

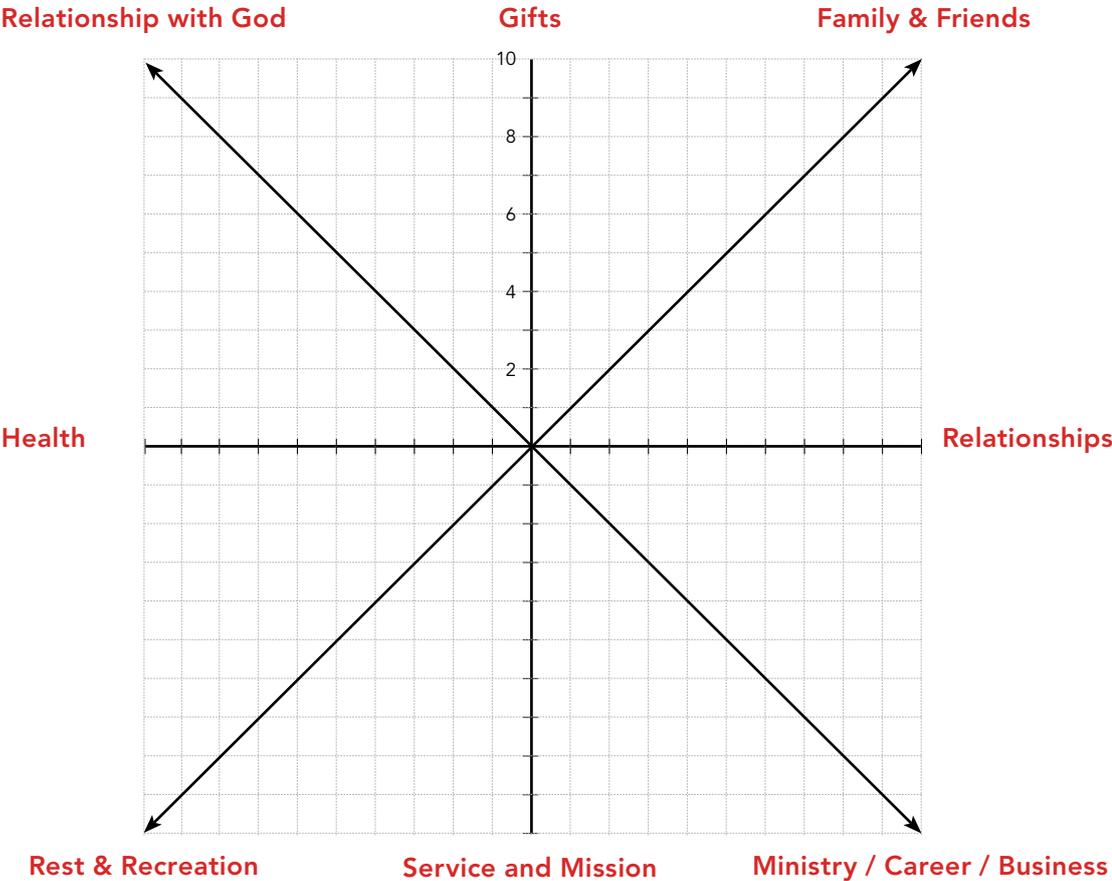
1. Fill in your details
2. Rank the 8 categories in the yellow column on a scale of 1 to 10 for where you are currently
3. Mark your numbers on the wheel and draw connecting lines
4. Reflect on the areas that need greatest attention in your life
5. Begin to identify the goals and resources needed to bring that category to an 8 or above.

Name _____ **Coach** _____

Congregation or Ministry Setting _____ **Date** _____

CATEGORY	#10 OPTIMAL STATE - #1 LEAST DESIRABLE	RATE 1-10
Health	How would you rate your physical health?	
Rest and Recreation	Do you have the time and ability to simply step back, unwind and relax?	
Service and Mission	Are you content with the amount of time you have for acts of service and relationships with people outside the Christian community?	
Ministry/Career/ Business	Are you excited about your work, ministry or business? Do you feel 100% alive when you think about your work or is it a source of partial fulfilment only?	
Relationships	Are you experiencing deep and meaningful emotional, spiritual and/or physical bond with someone who makes you feel special?	
Family and Friends	How would you rate your family life and/or friendships? Do you have enough quality time?	
Gifts	Do you feel that your God given gifts are being used? Are you growing?	
Relationship with God	Are you finding time for prayer, meditation, reading Scriptures and communion with God?	
Average		

BALANCE OF NEEDS ASSESSMENT



CATEGORY	CURRENT RATING	GOAL RATING	ACTIONS

MODULE 4.

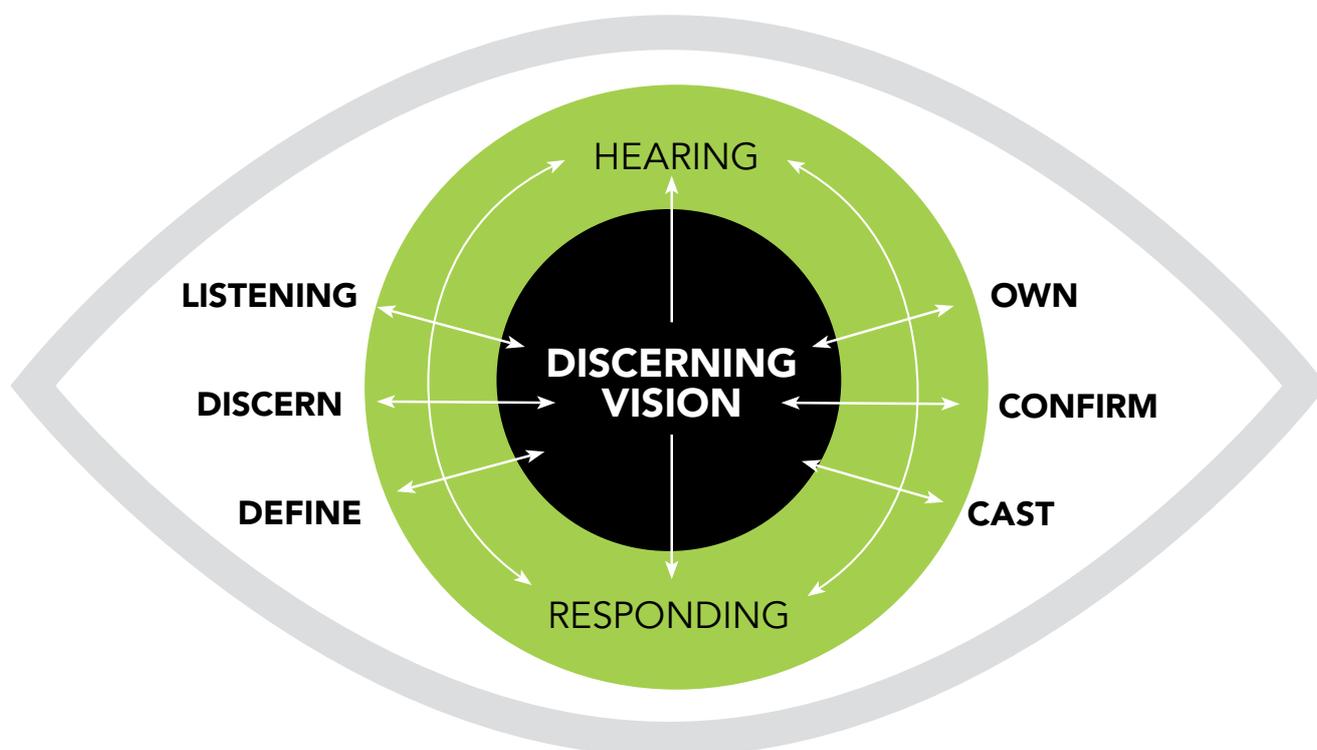
DISCERNING VISION

PRINCIPLE: HEARING AND RESPONDING

Vision is a foundational element in the development of any mission project or fresh expression of church. Vision is what enables leaders to 'see' a possible future, identify opportunities and possibilities, and know how to respond to different situations.

HEARING AND RESPONDING

A diagram to help us explore discerning a vision is below. This is adapted from the LifeShapes learning circle that has been devised by Mike Breen and Walt Kallstead in their book *The Passionate Church*. It starts from hearing a vision and moves to responding to that vision. The circle is important in understanding the discerning vision process.



HEARING

The vision and overall direction should come through a process of prayerful listening, discerning and defining. Listening, discerning and defining happens all the way through the process including the sharing vision stage.

RESPONDING

The focus shifts to sharing the vision. During this part we must ensure that as many people as possible are engaged. This involves the threefold process of cast, confirm and own. There is also an ongoing listening, discerning and defining during this phase too.

LISTEN

The first task is to listen and there is no substitute for it. This is much easier to write than to do. It is a process that takes time and is best done in partnership with others. When we listen together we get to hear God through other people.

CAST

The casting of the vision is a vital part of the process. Often it is appropriate to cast the vision as provisional, as this allows the community to shape and own the vision. It also acknowledges that God speaks to everyone, not only the leader!

DISCERN

As you have listened together you also discern together. This is a process of honing down and testing out. It can be helpful in this part of the process to share what you have heard with a slightly wider, but trusted group of people. To ask them what their initial reaction is to what you have heard, and for this to start the process of defining.

CONFIRM

Confirmation of the vision is a two stage sifting process. First, there are people who have a real sense of call and who identify with the vision. Second, there will be those who will feedback and will help to refine the vision further. There may also be people who refuse to follow the vision.

DEFINE

Listening and discernment then lead to a time of refinement. This involves moving the vision from the general to the specific and clearly naming it. The vision is not set in concrete, but it is defined enough to be able to share with others.

OWN

The final step of the process requires the whole community to take ownership of the vision. This is a process of sharing the story and reinforcing the vision. Ownership and action will often correspond. As you move into enacting the vision, you continue to develop ownership of the vision.

DISCERNING VISION

Vision emerges through a process of listening. What are you hearing and how does your vision respond to this?

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Can you share this with anyone? If so, listen to how they respond and continue to shape the vision.

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Where do you need to develop it further? Pray, Refine, Listen, Refine, Communicate.

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Who are the key people that you need to share your vision with?

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What might be helpful in developing ownership of the vision?

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MODULE 5.

MISSION TEAM

PRINCIPLE: GATHERING, DISCERNING AND FORMING

The term used for a group of people who lead the development of a fresh expression is a mission team. The mission team may be sent from one congregation, multiple congregations or from a region within the Presbytery. To gather a mission team there are three key areas that need attention:

- Who has God called to form the mission team?
- What are the shared values, vision and mission focus for this fresh expression?
- What are the roles and functions of each member?

Continued over the page ...

GATHERING, DISCERNING AND FORMING

Gathering: gathering a group of people to pray and plan by casting the vision.

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Discerning: discerning possibilities, shared values, vision and mission focus.

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Forming: forming the initial mission community, living the values and being at mission.

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Gathering

Gathering Phase: gathering a group of people to pray and plan by casting the vision.

To gather a mission team usually requires a leader or group of leaders to initiate this process. We work on the assumption that there are people that God has called to be part of this mission team. The first task is to identify and gather this team.

The basic first step of gathering a team is to cast the vision. There may be people who you think are suitably gifted to be involved in the mission community. It is also important that you are open to others who you might not know or might know and wouldn't identify as likely to be part of the mission team.

In spreading the vision, a combined strategy of invitation and promotion is recommended. At this stage, you are trying to open up rather than limit the possible people involved in the mission team.

This could be by having conversations with different church leaders from the local area you are considering for the fresh expression, asking leaders to discern people who may be part of the mission community, sharing your initial vision with colleagues and friends or organising an initial gathering to reflect and pray more about the vision.

Discernment

Discernment Phase: discerning possibilities, shared values, vision and mission focus.

From the initial gathering stage, we move to the discerning phase. This is about refining and discerning the values, vision and mission focus of the mission team. The group of people who meet together at this stage may not necessarily form the mission team. They are people open to exploring possible ways forward. A commitment to be part of the mission team is something that should take time and prayerful consideration.

It is important that these values are carefully worked through as they will become the DNA of the fresh expression. Regular meeting together over an extended period of 3-6 months is recommended for this discernment phase.

Application

Forming a mission team can be done through a structured systematic process or through a more dynamic adaptive process. The worksheet Forming a Mission Team found in Section 5 is a more systematic approach that may be used in different settings. It may be partly applied to a dynamic adaptive process too.

Forming

Forming Phase: forming the initial community, living the values.

It is at this stage that this mission team is formed. It is important that the mission team becomes the new church in embryo form with mission at the heart of the identity of the new community. This means that it is to reflect the overall vision, values and shape of the imagined fresh expressions. This phase is about living as the mission team, sharing worship, community life and mission together.

The formation of the mission team can be marked formally such as beginning a worship service or commissioning service. It can also begin informally by simply starting to meet together. This depends on the overall focus of the mission and the mission methodology that is used.

In relation to the size of the mission community, there are no rules about this. An average team would be between 6-12 people. If the team is too big, then it may be difficult for an indigenous expression of church to emerge and contextual sensitivity because of the dominance of group numbers. If the team is too small, there is the danger of burn out and lacking capacity to develop. It should be small enough for contextual church to emerge, and large enough to undertake mission without burn out.

In the composition of the mission team we should look for a diversity of gifts, passions, insights and personalities. If the fresh expression is neighbourhood focused, then it is highly recommended that you have people in the mission team who live in this neighbourhood. Likewise if it is networked focused, then people who engage in that network will be important.

MODULE 6.

DEVELOPING A MISSION PLAN

PRINCIPLE: LISTENING SHAPED ACTIONS = LISTEN, PLAN, ACT AND LISTEN

A mission plan is a short description of the mission purpose, community values, priorities and leadership plan for a fresh expression of church or mission project. Developing an initial mission plan is about taking an initial vision into action. The key to this is listening. Instead of deciding what your neighbourhood needs or what program will help single mums, we need to listen to what the needs are and discern how to respond. The focus on a mission plan is long-term vision and short term planning. This keeps listening at the centre of the mission planning process.



LISTEN: Listening is about hearing the needs of a community and discerning ways that you can respond. This includes three key questions:

- ↘ Who are you as a community? (Strengths and gifts)
- ↘ Where are you? What are the needs of people you are connecting with? (Context)
- ↘ Who do you know? (Networks and relationships)

PLAN: Short term planning enables us to effectively act in a context. It gives us focus, direction and an initial process.

ACT: This is about having a go. We simply try out our short-term plans.

LISTEN: As we plan and act, we continue to listen for new insights and directions.

DEVELOPING A MISSION PLAN

1. Mission purpose: What is the purpose of this fresh expression or mission project? Be specific about who you want to love and serve?

(Example: To establish relationships with the local school connecting with young families who are de-churched.)

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2. Community Needs: What are the needs of the culture or community that you are seeking to connect with?

(Example: A need for community, social connections and life skills.)

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3. Your Strengths: Who are you as a community? What relationships and connections do you have that you can build on?

(Example: We are parents at the local school and know John who has access to emergency food resources.)

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4. Priorities: What are the priorities of the team for the next 2-4 months?

(Example: To get to know the needs of the local primary school and explore ways to serve the school community).

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5. Initial Actions: What are you going to do? Who will do it? When are you going to do it?

(Example: John and Sue will meet with the school principal to discuss ways that we can serve in the school. This will happen in the next month. They will report back to the team in 6 weeks with the initial options).

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Know Your Community Questionnaire for Congregations and Mission Teams

This mission audit is designed to assist mission teams and congregations to 'listen' to their community as part of the development of a mission project or a fresh expression of church. It can be used by a mission team that is familiar with an area or by asking local people outside of the church for their insights.

Part One: The Physical Community

1. Where do the people in your community live? Are they based around a neighbourhood or a network?

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2. Are there key places where they meet/gather?

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3. Do you think that there are physical aspects of the community that could be better utilised?

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4. Do you think that the church building has any influence on your community (e.g. youth clubs, school services, festivals, etc)?

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Part Two: The Social Community

1. Who are the people in your community?

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2. Does social/cultural background have an impact on the community? If so, how?

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3. What are the needs of the community that you can identify?

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4. Are these needs being met in general? If so, how?

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Part Three: The Spiritual Community

1. What is the religious mix of the community?

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2. Do you think that having a faith in God could/does help with the needs of the community? If so, how?

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3. How could the church have a positive impact on the community?

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Mission Audit Resources:

Know Your Community Key Person Interview Questionnaire

This mission audit is designed for use to assist with the 'listening' to the community and discerning opportunities for mission in your community. These might be police, school teachers, shop keepers, social workers, youth workers, or any other people you recognise as being central to your community. It is focused on listening to the insights of a key community person.

Name:

Age:

Position in the Community:

Length of time in the community:

Do you attend church: Weekly / Regularly / Rarely / Never

1. In this community, what things do people think are most important?

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2. What things around here do people most dislike and want to change?

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3. What are the things people have most in common?

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4. What things concern you in this community?

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5. What would you like to see changed here?

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6. What do you sense most builds community in this place?

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7. What do people like most about this area?

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8. How do people here spend most of their time?

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9. Where do people meet, and what do they do to relax?

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10. How would you describe the sort of people you deal with?

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11. Is there anything significant (celebrations/tragedies) in the history of your community?

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12. How would you describe the typical lifestyles of people here?

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13. What do you sense are the main needs of the people?

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14. Do you think there are ways the church could be involved in the life of the community?

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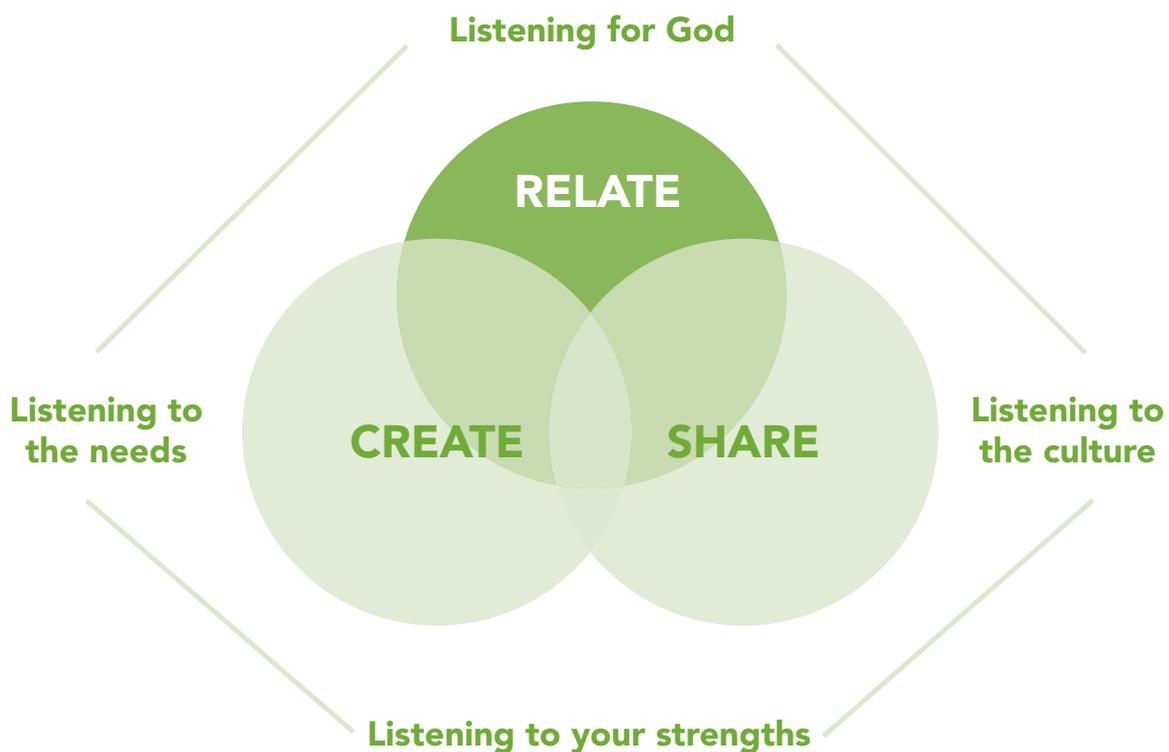
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MODULE 7. KEY STAGES OF MISSION DEVELOPMENT

PRINCIPLE: RELATE, SHARE AND CREATE

The development of a fresh expression of church or a mission project is a journey. Although every journey is unique, there are signposts along the way that can help you identify key stages of mission development.



RELATE, SHARE AND CREATE

LISTENING

The whole process is saturated in listening. This includes:

Listening for God's mission: What is God doing and how can we join in?

Listening to the needs of the community: What are the needs of the community and how can we respond?

Listening to who you are and your strengths as a community: What do we have as our existing strengths and how can this connect with the needs of the community?

Listening to the unique shape of the culture you are connecting with: What are we hearing about the values, character and life style of the culture we are connecting with?

Relate: Building relationships is central to mission. Relationships are often built through loving service, hospitality and building community. The first step in developing a fresh expression is to relate to people. It may be the case that you have many existing programs that you can build on or continue to develop as the starting point for the fresh expression. Building community happens around sharing together in different ways such as sharing a meal, sharing in a task such as a community garden or sharing an activity such as a knitting group.

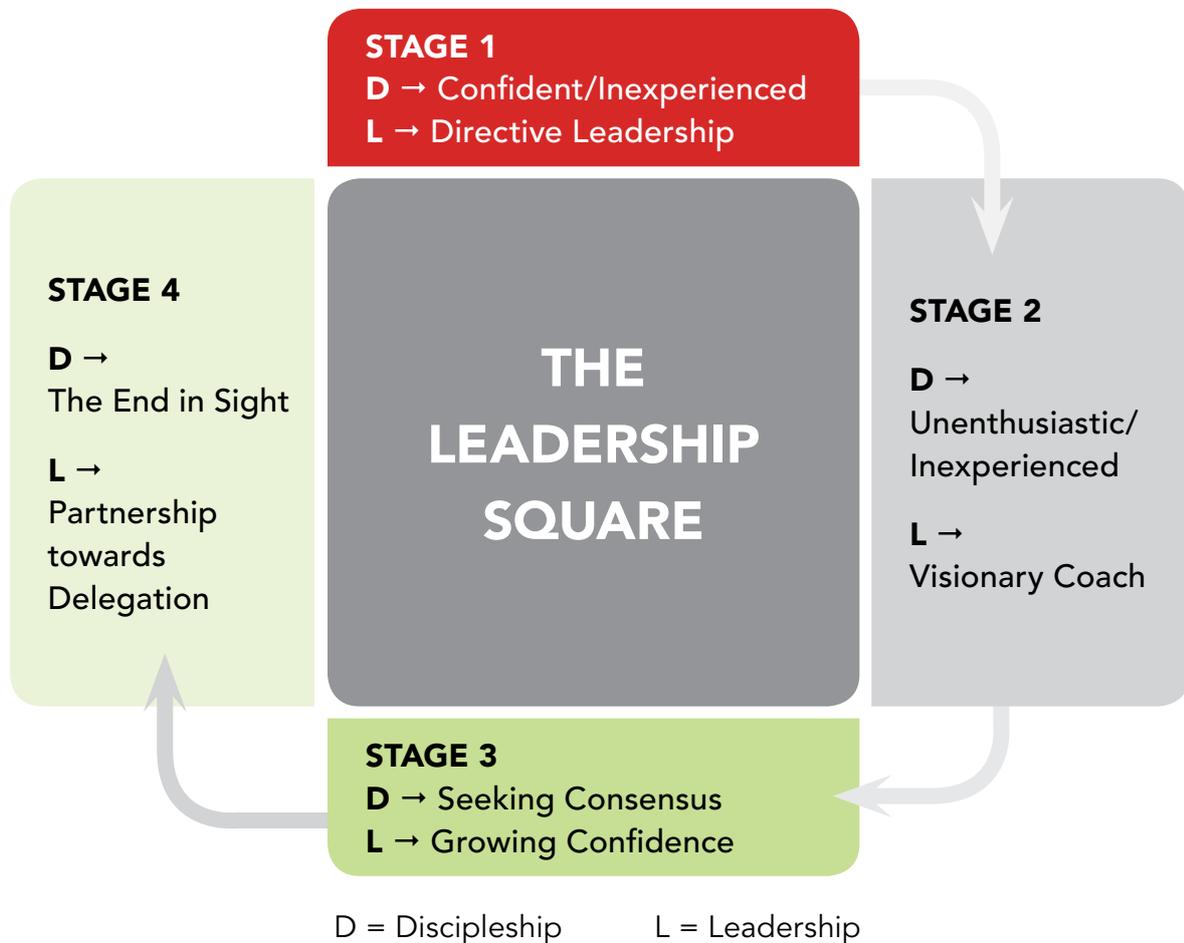
Share: In the context of these relationships, we look for ways to create space for people to explore the faith and what it means for them to follow Jesus. This can be as simple as saying grace before a meal, offering a time for silent meditation and prayer, providing stations for spiritual reflection in the program you are running, personal faith sharing, invitations to a film with a discussion about meaning and so on. It is important that we recognise that God is already present in people's lives and that we are open to what they may share with us about God.

Create: This is about the emergence of a Christian community. As people explore the Christian faith together, they are not encouraged to join 'the main church' as traditionally happens. They are invited to explore what it means to be church themselves in their context. It's about a Christian community growing from and remaining in the cultural context in which it emerges.

MODULE 8. DEVELOPMENTAL STAGES OF DISCIPLING AND LEADERSHIP

PRINCIPLE: THE LEADERSHIP SQUARE

Leadership responds to the context in which it is exercised. This is what we call situational leadership. The model used in this module is adapted from the LifeShapes model used by Mike Breen and Steve Cockram in their book *Building a Discipling Culture*. This is a model for thinking about different stages of leadership. The point of this model is that leadership is dynamic and adapts to the growing competencies of the people you are leading.



STAGE 1:
I do, you watch

STAGE 2:
I do, you help

STAGE 3:
You do, I help

STAGE 4:
You do, I watch

STAGE 1:
I do, you watch

The first phase in the leadership square is the beginning of a new idea, vision or mission initiative. This is a time of high enthusiasm and excitement as you begin something new, but not necessarily a time of high competence because this might be the first time people have undertaken such a project.

The leadership style for low competency is a more directive form of leadership. Directive doesn't mean bossing people or controlling the process. It means that this is a phase where you need to offer clear direction, walk confidently and direct the energy and enthusiasm in the right areas.

STAGE 2:
I do, you help

This is where the enthusiasm begins to wain and people become aware of their incompetence. There is now a lack of confidence about the direction that you are heading and whether you should simply give up. It is at this point that many mission initiatives end with questions such as: Should we return to our previous way of being church? Is there any point continuing along this path? This isn't working, should we just give up?

This is a stage of unenthusiastic people and low experience. The leadership style that responds to this context is a visionary leader. This is a time of developing vision and growing the team. It is a time of looking beyond the present reality towards a future reality. This means getting alongside the leadership team to encourage and share the vision together.

STAGE 3:
You do, I help

This is a time of significant growth. At this stage, the team has increasing enthusiasm, growing experience, developing confidence and growing competence. The leader needs to shift from visionary leadership style to a consensus building leadership. This is the time for developing team consensus and getting alongside the team as they take more responsibility and make more decisions. The leader has lots of discussion, seeks consensus and does not direct the team during this stage.

STAGE 4:
You do, I watch

This is a stage where the leader is slowly withdrawing and handing over to the team. Now the team has high enthusiasm, confidence, experience and competence. As the leadership team has grown and developed, the leader again adapts his/her style of leadership. The leadership style is delegation and partnership. This can be hard for the leader because it is a time of stepping back and letting others lead. The leader is still present, but is watching others lead rather than leading.

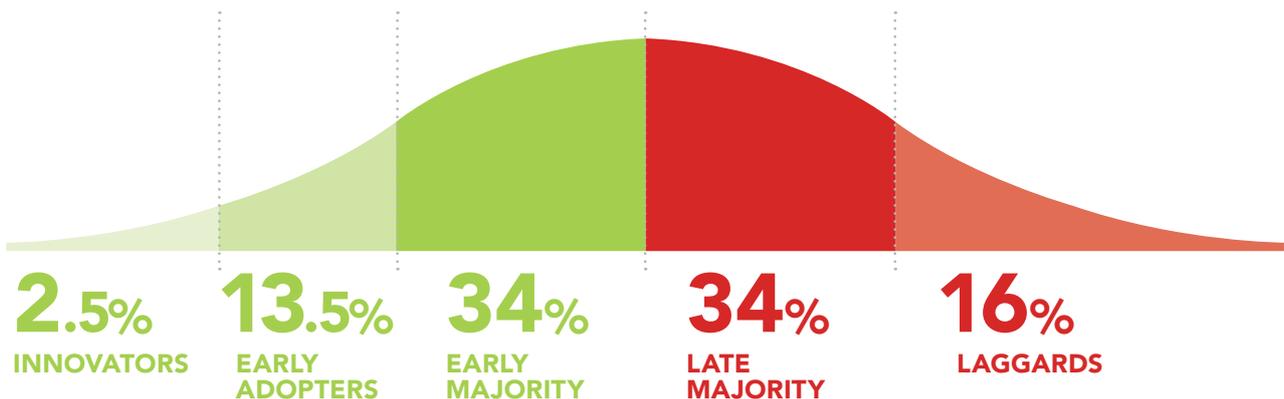
MODULE 9.

UNDERSTANDING CHANGE

PRINCIPLE: THE BELL CURVE

Change is here to stay. Without a healthy understanding of change and the processes involved, that statement can be rather daunting for many people. The Bell Curve is developed by Everett Rogers in his book *The Diffusion of Innovation*. This is a helpful way of understanding change and the different responses to change.

THE BELL CURVE



Rogers research breaks the population down into five different ways of responding to change. Each group has its own 'personality' - at least as far as their attitude towards change goes. When thinking about these groups, it can be tempting to think that it is the leader's job to shift people from one segment to another, however, this is a misunderstanding about change. It is better to think of membership of a segment as static, and each group with particular demands associated with them.

Adopter Categorization on the Basis of Innovativeness, 2003, Rogers

Innovators:

The change process begins with a tiny number of visionary people, only 2.5% are imaginative innovators. They can be rather idealistic but no change program can thrive without their energy and commitment.

How to work with innovators:

- Track them down and become their first followers, providing support and publicity for their ideas;
- Invite them to be partners in designing the project that you are involved in.

Early Adopters:

Once the change process begins these early adopters will become apparent as they quickly leap in and support the next change. They are a vital group for the process of change as they help to iron out potential problems and then talk about the successes of the project and help to create a buzz of excitement.

How to work with early adopters:

- Offer significant support to them, such as mentoring;
- Promote them as leaders;
- Recruit them to train others.

Early Majority:

The early majority tend to be pragmatists and comfortable with moderately progressive ideas. They follow the mainstream, are risk adverse and require minimum disruption. This doesn't mean that they shouldn't be disrupted; it simply means that change is harder for them.

How to work with the early majority:

- Offer peer support;
- Simplify the change process;
- Seek endorsement by respected leaders.

Late Majority:

They are conservative pragmatists who hate risk and are uncomfortable with new ideas and change. Practically their only driving factor is the fear of not fitting in. They are often influenced by the fears and opinions of the laggards.

How to work with the late majority:

- Emphasise the risks of being left behind;
- Respond to the criticism from the laggards;
- Focus on those conservative people, like them, who have embraced the change.

Laggards:

Laggards hold out to the bitter end. They are people who see a high risk in adopting a particular change. Some of their criticisms maybe right, and so you need to be willing to listen to them, particularly in the later stages of the change process.

How to work with the laggards:

- Maximise their familiarity with change;
- Listen to them, particularly when working with the late majority.

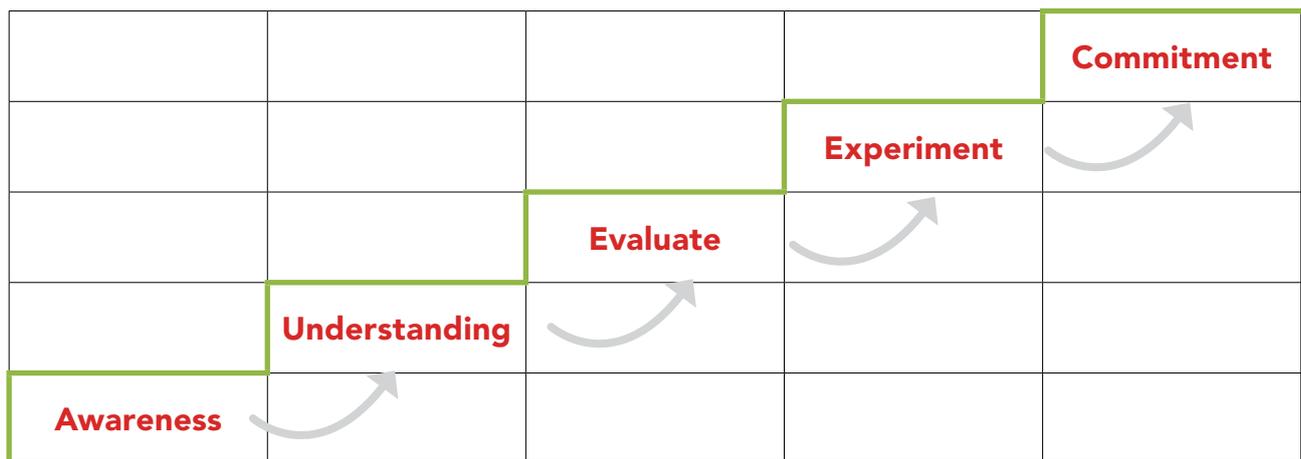
MODULE 10.

MISSIONAL CHANGE

PRINCIPLE: MISSIONAL CHANGE STAIRCASE

Discerning the right time for change and the pace at which change should take place are key skills that the missional leader needs to develop. The model used in this module is the Missional Change model. This was developed by Alan Roxburgh and Fred Romanuk in their book *The Missional Leader*.

MISSIONAL CHANGE STAIRCASE



STAGE	1	Creating Awareness	Through intentional communication events, one-to-one and in groups, leaders take people through dialogue and discussion about the need for missional change.	4-6 months
STAGE	2	Creating Understanding	The dialogue and discussion serve to articulate a deeper understanding of the situation and digging beneath the surface.	3-5 months
STAGE	3	Evaluation	That which is currently happening in the congregation/FXC/mission project is evaluated in light of awareness and understanding.	3-5 months
STAGE	4	Creating Experiments	People begin to identify actions that they believe will move them forward. The critical word is action. People experiment through actions.	3-8 months
STAGE	5	Commit	People commit to getting others involved in the process of moving through the Missional Change Model.	8-10 months

Awareness

Awareness simply asks people to articulate their experience of change. This takes time. From a leadership perspective, to develop awareness within a congregation take significant skills ranging from listening, teaching, dialogue and prayerfulness. The leader must be involved in people's lives and in the community.

Understanding

Understanding is a significantly deeper step on the change process. It requires people to look beyond the surface issues to what is beneath and start a process of decoding. Understanding is a process of dialogue where we listen to one another and develop a richness, breadth and depth to our understanding.

Evaluate

This third step of the missional change process is about applying the awareness and understanding to the social and cultural context. This enables people to consider whether specific activities, programs and commitments are congruent with their awareness and understanding and the context in which they find themselves. They begin by asking questions such as:

- ↘ Is what we are doing congruent with how we understand our context and ourselves?
- ↘ What new skills or attitudes might we need to develop, given what we're learning?
- ↘ What new information do we need to make good decisions about some of our current activity?
- ↘ Where does our growing understanding of being a missional church conflict with our current church practices?

Experiment

This is the step where the community starts to experiment and test new ways of shaping its missional life. It's an experimental phase and so it enables greater risk to be taken as failure is part of the process. This may include taking action that improves what is already being done by the congregation or a new approach to the challenges that it faces.

Commitment

Finally as the experiment gathers more and more people, the confidence of the community grows and people become ready to commit to the new missional culture. This means that when change comes again, people are more ready to adapt as the missional change model is part of their history.

Missional Change Model

1. Awareness:

What is the reality of your situation? How can your congregation/faith community articulate that awareness?

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2. Understanding:

How can you develop a process of deep listening to one another to enhance your understanding?

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3. Evaluate:

Evaluation can create tension, who are the people who will find the process of evaluation hard? Use the Bell Curve to identify the different groups and their distinctive needs.

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4. Experiment:

At this stage what experiments do you think are worth trying with the fresh expression or mission project?

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Evaluation Sheet

Coach

Date

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Please score the coaching huddle on the following questions by circling a number from 0 (lowest) to 5 (highest). Please stick to whole numbers.

1. How useful has the huddle community been to your situation?

0 1 2 3 4 5

2. How useful has the content of the huddle community been to your ministry context?

0 1 2 3 4 5

3. How clear has the content been presented by the missional coach?

0 1 2 3 4 5

4. What has been the most helpful part of the huddle community and why?

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5. What has been the least helpful part of the huddle community and why?

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Please hand to the coach. You do not need to put your name on it. Thank you!