

Mid Point Evaluation/Reflections: Shaping the Parish Diocese of Washington 2011

This is a summary of the evaluation. We didn't repeat every comment made but have tried to provide enough to give a feel for what was said. Paragraphs contain phases from several participants. Notations in green are comments from us or references to related resources.

Bob Gallagher & Michelle Heyne

1. Significant learnings for me in emotional intelligence, spiritual practice, change theory and method have been

Perceptions that others have about my silence and speaking tones; what people read into my behavior. Awareness of importance of the emotional side, in the grip dynamics (e.g., confusion, conflict, anxiety, curiosity). Need to stay in a learning stance; use the skills I have vs. trying to prove I have skills. Learning not to derail the vision or purpose for the sake of fixing one person's problem. To recognize how my behavior changes when under stress (In the Grip). How my type influences my responses, actions, and thought processes.

Finally working out approach to daily office that works for me. Prioritizing own spiritual practice. Need help in developing my own spiritual practice. Daily Office has provided grounding. Seeing relationship of Office, Eucharist and personal devotions.

Clarity on the primary task of the parish church [//]. Gaining critical mass. Just gaining some change theory. Oscillation theory [//]. That if it's urgent it's probably not developmental. Nurture the healthy to improve the condition of the whole.

Learning from the experience of interventions (action – research method, helps clarify the system). How people in parish perceive changes in relationship to role and influence of change agent. Process of decision-making and how to disagree is evolving. That what appeared to be a safe, non-controversial initiative was fraught with resistance and anxiety. Learning to do this the easy way vs. the hard way [See pp 125-129 IYHS Gallagher] The complexity of human interaction, systems and the church.

That I do “get it” am more competent at this than I knew. Need to work on connecting theory and action. Theoretically rich as well as useful for application in a given system.

2. My learning challenges are

Demand system [/////] out of whack. Tendency to put things off. Operating in isolation. Need to schedule my priorities with this program so I can get the most out of it. [See p. 16 – 18, 132-133 IYHS Gallagher]

Long range planning and foresight. Proactive not reactive, experimentation that risks failure.

Patience [/////]: Slowing self down in desire to introduce more; When things aren't “flowing” the way I think they should; change takes time; need to be intentionally patient with things not intuitive for me. Managing my energy. To not remain so cautious in moving forward; stay focused and engaged. . Tend to doubt my competence; give too much weight to others. Shutting up in my head as well as externally (listening). Accept failures gracefully, use tools to understand why I'm getting stuck, be persistent, ask for help (in parish and from trainers). Looking at things from outside my own personality preference. Learning to learn from experience – EIAG. Illusion that others see things as I see them. Personal distractions. “Assuming conflict is a bad outcome and putting off important tasks in favor of meeting

people needs.” Also, I realize that “methods need to be created to review and verify details and to double check perceptions about the whole of the situation.”

Making interventions from a role other than as rector.

Making interventions the hard way then wondering why it’s so hard. [See pp 125-129 IYHS Gallagher]

Comment: It’s interesting that most of the “challenges” identified have been around the emotional intelligence area. That matches our own observation about the most common barriers to needed change being within ourselves.

3. A new EI behavior I intend to use several times in the next couple of week is

Please refer to either your MBTI & FIRO B or the Emotional and Social Intelligence Elements based on Primal Leadership

Do more “testing” using my S skills, be open to not assuming I know the answers. Scheduling prayer before extraverted activity. Follow through in relation to the demand system, getting caught up in others things asking for attention. Be more strategic (use NT skills). Acting more engaged, working with what FIRO B reports regarding tendency to disengage, working at staying “in touch.” Be more aware of roots of others’ behavior. Stay focused on the moment rather than jumping to my anxiety. Express my thoughts and opinions more readily. Engage in conflict more directly. Awareness that others see me as needing more control. Maintaining curiosity stance. Helping people listen carefully to what they want. Need – rather than imposing my will on them. Ask for feedback-often unaware of the impact of my behavior in a situation and on a group. Establish a mental framework to analyze cause-effect relationships. Not allowing people to consume my schedule and vision- more boundaries, listen with clear parameters. Use the change tools and involve the Apostolic in moving things along. Identify stuck or ineffective place and find partner to talk about it. Get more support for my work. Understanding differing perspectives. Juggling multiple demands without losing energy or focus. Using resonance-building styles that support “commitment, involvement, active pursuit of the vision, and healthy relationships with each other” is the way to form and nurture this parish.

4. What helped me in my learning process (e.g., training approach, a stance I took, a filter I carry, something in one of my teams, a particular session, etc.)

Use missteps as learning moments. T-group session [///] helped me see my preferences and what happens when I’m “in the grip.” Seeing my choices in such situations. Being open to others methods and thinking. The course and material; readings [//]. Parish team commitment and experience. Supportive vestry. Deadlines. Building on existing parish vision and strengths. Need to connect surveys with feedback process. Staying open, like a sponge; being curious Trust the process, people and theories. Insight of the cautious parish model. Need for candor and openness. Openness to new learnings. Freedom from “perfection” expectations. Third weekend teaching [///] Knowing that ongoing dialogue with Bob and Michelle was possible. Ability to use tools learned in CDI. Hearing experience and thinking of others. Oscillation models. Talking things through in my parish team. Getting into process issues. Reflecting on the DI –seeing what was of value and what might be dropped.

Looking at the dynamics through “a different set of lens” - extremely helpful. Understanding the characteristics and effectiveness of a diversity of leadership styles. World is made of many different personality types - opened my eyes to all of the possibilities and challenges that need to be considered when making decisions, planning change, etc. Find myself analyzing group dynamics now during meetings or other group interactions. The filter that I use now is completely different than the one I had before “Shaping the Parish.” I know that we have just “scratched the surface”

5. What hindered me in my learning process (e.g., training approach, a stance I took, a filter I carry, something in one of my teams, a particular session, etc.)

Thinking that I “should” do things right, be competent. Impatience. Lack of experience with internet/computer. The filters I carry. My irritation with those not “getting it.” Not being clear about the weekend’s learning objectives. Hard chairs; time in chairs. Initial anger. In implementing a DI -filter I have regarding not knowing enough/caring enough regarding doctrine and polity (got in my way of owning skills I have)Changes in the program as we go along. Own feeling of “Crap, I’m way in over my head.” Staying up with the work. Struggling with ambiguities, thinking “outside the box.” Out of group negative interaction with one of the interns. My stance of “doing the program.” Now released from that. Being tired, too much going on inside me to process. My frustration with those in the parish showing no signs of wanting to learn or change. T-group experience was difficult and exhausting but in retrospect I see the value.

6. For me the pace of workshop sessions was:

Too Fast	About Right	Too Slow
	///// ///// /////	/
	////	

7. For me the overall pace of the program is:

Too Fast	About Right	Too Slow
//	///// ///// /////	/
	//	

Couple of comments on the need to figure out own rhythm, learn to manage demand system. How to build momentum and keep up pace.

Trainer comment: This is what we anticipated. After many years of doing CDI we though the pace was about right. Participants experiencing the pace as too fast or too slow might seek coaching. The too slow ones might want to do more DIs than others.

8. In the process of working on the developmental initiatives:

a. I believe I learned more about how to helpfully intervene in parishes—what needs to be considered in making interventions, how my emotional intelligence and spiritual practices impacts the work. (Please circle the one that comes closest)

Not at all	Almost nothing	A bit	Just beginning to get it	Some	Very much so
	/		///// ///	///	///// ///

b. I was able to better see the dynamics, patterns and culture of the parish. [Based on the idea that we best learn about our organizations by trying to change something, observing what happens, and reflecting on that. An action-learning process (or action-research). (Please circle the one that comes closest)]

Not at all	Almost nothing	A bit	Just beginning to get it	Some	Very much so
		//	//	//// //	//// //

Trainer comment: This was a better result than we expected. We thought the weight would be around “A bit” and “Just beginning to get it.”

9. Which of these “Intervention Considerations” proved useful, was of value in thinking about the initiative? (Please circle as many as apply)

Outcome Considerations

- a. Long Term and Important Improvement: Working on what’s truly important - // // //
- b. Critical Mass: developing enough weight around what’s important - // // //
- c. Internal Commitment: developing ownership around what’s important - // // //
- d. A Parish Culture: Grounded, Integrated, Resilient - // //

Process Considerations

- e. Your influence - // // /
- f. Readiness (give special attention to Schein’s understandings about learning and survival anxiety) - // // //
- g. Intervention Choices - // // /
- h. Your stance - // // //
- i. Self-awareness & Self management - // // //

Comments on how they helped:

- a. Deeper, truly important, not surface
- b. Tilting system toward development
- c - helped clarify challenge faced of responsibility and ownership issues
- c and d – helped openness and candor–
- d – appreciative of parish strengths
- f – initially underestimated importance of this, lesson learned
- h and i --Helps me stop; Keeping self-awareness & self-management at the forefront; Use of self a constant
- In General -*
Getting clarity before movement
- Gave me framework to focus
- Made me more intentional, confident, open; boosted my confidence in my ability in enacting some positive change. Raised my awareness and understanding of these considerations, feel better equipped to make strategic interventions.
- Helped me think about my approach; stopped me from becoming unfocused and overly anxious
- Explained things I didn’t know; made me more critically self-aware about myself, process, church systems.

Explore how I was part of the process, how my thoughts/opinions/realizations could affect the whole

Enabled me to detach without disengaging; maintain a critical distance yet still be effective. Helped me step back and view the system as a whole.

They helped by making us dissect that various components that are involved in trying to institute change from the leader's perspective and from those who could be impacted by the processes and strategies that are implemented.

Make conscious connections between my thoughts and feelings and the processes I was attempting.