



The **Methodist** Church
Southampton District

**SHARED MINISTERIAL
REVIEW
INTERIM
ARRANGEMENTS
TRAINING NOTES &
HANDBOOK**

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INTRODUCTION

Shared Ministerial Review is one of a variety of ways in which it is possible to reflect on your ministry. I think it is a good model because, besides giving you a way of reviewing and reflecting on your work and identifying areas in your practical, personal or spiritual life where you could do with some support, it also offers you the opportunity to develop a supportive group of peers with whom you might choose to share in some of the ups and downs of ministerial life.

Juli Wills, Training Officer has worked with a team from the District Ministerial Review Group to devise the Shared Ministerial Review process as an interim arrangement until such a time as Conference agree a new process. The new model is unlikely to be up and running before 2012 so we need something in place for the intervening years.

I want to continue to affirm that the personal and professional well-being of ministers in our District is my over-riding concern and I would encourage you to engage with the Shared Ministerial Review process knowing that we are doing our utmost to support you in your ministry.

If you have chosen to follow one of the other optional paths towards reflection and review, I hope that you will find the principles of the SMR process help you to work more effectively together.

Andrew Wood
District Chair

THE TRAINERS

JULI WILLS MBA: TRAINING OFFICER

Following nine years working as a producer of religious radio programmes with the BBC, Juli changed course and has been working as an independent trainer for over 15 years. For some of those years she also lectured in Business Studies at King Alfred's College. She specialises in training in communication skills including presentation skills and working with the media.

She was appointed Training Officer in the District in September 2008.

LESLEY BOARDLEY

Lesley has a background in teaching children in church, schools and in adult education but is now retired (from paid employment). She has been involved in Accompanied Self Appraisal since 1998 and on the district training team since 2003. During the pilot scheme for Annual Development review she served as District Appraisal Training Officer and was on the Connexional Steering committee.

She is a trustee for a local charity providing short term breaks for disabled children, and involved in various ways with her church, local choir and her own adult education classes.

THE REVD DAVID W. READ MA

David is a supernumerary minister in the Andover Circuit. Forty years of active ministry, including twenty as a superintendent, have given him insight into the pressures under which ministers work. Towards the end of his active ministry, he studied for an MA in Consultancy for Mission and Ministry and now offers a consultancy service to the Church, supporting people in ministry. This includes encouraging and training people in the use of the co-consultancy model as a way of enabling peer support amongst ministers and others.

THE SHARED MINISTERIAL REVIEW PROCESS

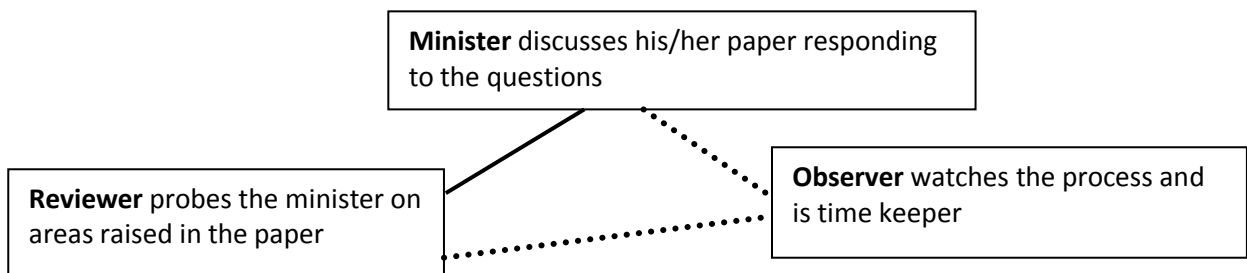
Stage 1:

Minister writes A4 paper on the 5 questions

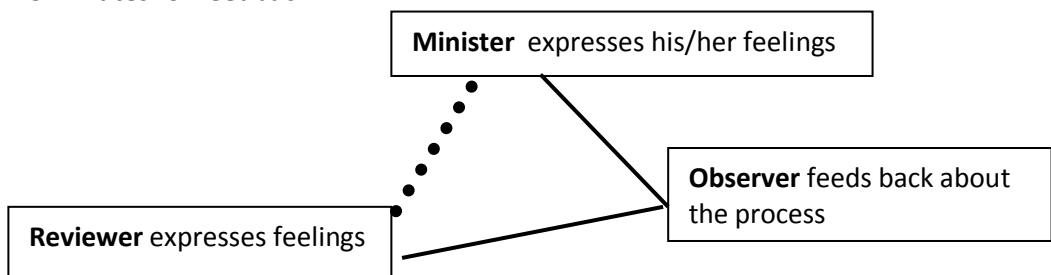
Stage 2:

Minister sends paper to **Reviewer** and **Observer**

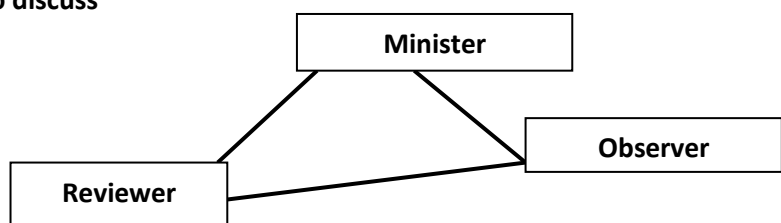
Stage 3: First hour of meeting:



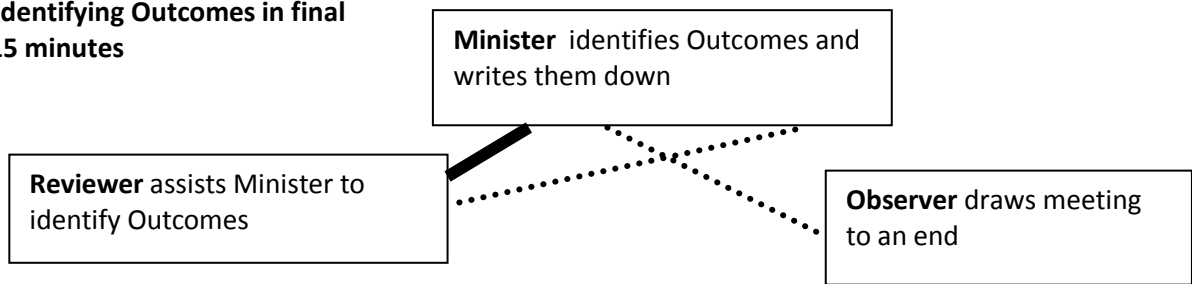
Stage 4: 15 minutes for feedback



Stage 5: 30 minutes for all to discuss possible Outcomes



Stage 6: Identifying Outcomes in final 15 minutes



Stage 7: Change roles, repeat stages 1-6

Stage 8: Change roles for final time and repeat stages 1-6 again

THE ROLES

A Shared Ministerial Review (SMR) consists of three people working together in a disciplined, focused, and confidential way aware that they are working in the light, and by the guidance, of the Holy Spirit. The objective is to help one member of the group (the 'Minister' for the session) to review his/her work and to identify the following outcomes:

1. Work outcomes – areas of work you would like to focus on in the coming year
2. Personal/spiritual development needs
3. Learning and development needs

The roles taken in turn by members of the group are set out below:

THE MINISTER

The Minister uses the Reviewer to explore his/her current work situation in order to reach his/her own outcomes.

- Careful preparation is important so that the Reviewer understands you and your situation and takes your work seriously. At the beginning of the session add verbally to what you've written if necessary.
- Use the questions given and, if helpful, the mind-map
- This is a confidential group, so be as open and honest as possible, including if you can things you are embarrassed or apprehensive about, whilst being clear about anything that is so personal or private that you will not speak of it.
- During the session try to stay focused and speak as clearly and concisely as you can; but, if there is something you are not clear about and need to work through, take your time.
- Be true to yourself. If you hear yourself saying something you don't really think/feel/believe, stop and check it out. Why did you say that? What do you really think/feel/believe?
- If the Reviewer shares an idea or suggestion with you, accept it only if you can make it your own. Never let the Reviewer push you around!
- Allow the Reviewer to help, guide, inspire you, but always keep control of your own agenda. Work together as equals.
- Expect to learn, even to be changed, by the session. This is about looking at your Ministry from as many angles as possible so that you can gain new insights.
- Be determined by the end of the 2-hour session that you have identified outcomes which are realistic and will be helpful to you and your Ministry.
- Be determined that, where you will need assistance to work on an outcome, you have identified people from whom you will seek that assistance.

THE REVIEWER

The Reviewer must understand the Minister's perspective and see things through his/her eyes, thus enabling them to work together - in a disciplined way and as equal partners - on the Minister's information, thoughts, and feelings.

- This may appear to be the most difficult of the three roles. In fact each is demanding in its own way. It is important to remember that it is not the Reviewer but the Minister who has to decide the way forward. The Reviewer doesn't come with answers, but with questions to help the Minister work at the material s/he has brought.

- Before the session, read carefully what the Minister has written. Try to get as clear a picture as you can about the Minister's situation. Do you need to ask questions at the beginning of the session to understand better?
- Stand in his/her shoes; don't criticise, empathise; don't think about what you would do in the same situation, but do have in mind possible ways forward, being ready to change or refine your ideas as the session proceeds.
- Think what questions you need to ask - not critical ones or ones that will close down the conversation, but questions which will draw out more information or enable further thought. Never ask a question only because you are interested or inquisitive.
- Throughout the session, remember that the focus is entirely on the Minister and his/her work. Your role is to help him/her on his/her own journey and to make his/her own decisions. But don't get pulled into colluding with him/her - remain objective.
- Be aware of both the thinking that needs to be done and the feelings which the Minister has brought. Be ready to acknowledge (gently, if necessary) the feelings; often doing so will unlock something important.
- Summarise when it is helpful to do so: this will help both of you to check your understanding of what has been worked on so far.
- In the final 15 minutes (stage 6) be determined that the Minister achieve outcomes which s/he can own. (see last two points under Minister above).

THE OBSERVER

The Observer sits outside the group and does not enter into the discussion. His/her task is to observe the *process* and give feedback as above. S/he may use an A4 sheet with prompt words as in the attached sheet (see appendix 1).

The Observer acts as timekeeper, letting the group know when there is (for example) ten minutes remaining of the time agreed for the session. S/he also acts as group facilitator, moving the group through all the stages of the session.

- During stages 3 and 6 the Observer is silent; the Observer steps out of role for stage 5
- The main role of the Observer is to help all three to learn about **process**. The better you do this, the more you will be able to help each other and the more satisfying you'll find the process.
- The Observer's role is to note things of significance in the process and we have given you a prompt sheet as an aid. But don't be bound by the suggestions on this sheet.
- The learning happens as Minister and Reviewer interact, through conversation, questioning, and summarising: some of the things they say will help the session forward, other things will hinder progress.
- There will be different phases and sequences: at times they seem to be wading through treacle - then light dawns; at times they see completely lost - so look for what helps them get on track; at other times they just seem to fly!
- At the end of the first hour they move to stage 4 and the Observer gives feedback on the process, not on the content. The other two listen, but the Observer also invites them to say how they felt the session went.
- The Observer will especially give feedback on whether the Minister was willing to work on the material s/he brought and whether the Reviewer has helped him/her to do so. There will be things they did well and things they did badly.
- The Observer gives honest sensitive feedback. It is important to affirm what they did well and to help them see where they were unhelpful, doing this without causing hurt.

- When the feedback has been given and any points noted, move to stage 5, when the Observer steps out of role and all three focus on possible outcomes from stage 3.
- The Observer doesn't take part in stage 6, though may note for future reference what of his/her feedback in stage 4 has helped Minister and Reviewer to use the process more effectively.

THE QUESTIONS

Consider the following questions and write some notes to send to the other two members of your group (not more than one side of A4)

1. What has gone well?

What have you done in the past year that has felt good/went well?

- Why did it feel good?
- What did you do to enable it to go well?
- What did you learn from the experience?

2. What has not gone well?

What has not worked out as well as you would have liked this year?

- What went wrong?
- What would you do differently if you were to approach it again?
- What did you learn from the experience?

3. What have become your priorities?

Has any particular aspect of your work taken up an unusually large amount of your time this year?

- Has that been OK with you?
- If not, is there any way you can see of addressing the underlying issue in the coming year?
- How far do you feel that the way you have spent the past year has, or has not, fulfilled your calling?

4. How is your spiritual life?

- Would you find it helpful to share your feelings about your spiritual life?

5. What are your hopes and plans ?

What hopes or plans do you have for the coming year?

- Give brief details
- What support will you need for this?
- Have you identified any specific training and development support that you might need?

THE OUTCOMES

By the end of the two hour session, the Minister should have reached the point of being able to identify a list of the following Outcomes:

1. Work outcomes – planning new objectives – always acknowledging that life changes
2. Personal/spiritual development needs
3. Training and development needs

These Outcomes are confidential between members of the SMR group. The Minister can choose to share them with other members of the Circuit Leadership Team or other individuals. Only Outcome number three needs to be reported back to the Ministerial Review Officer (or at this stage, the District Chair, Andrew Wood) who will consult with the Training Officer. The 'Ministerial Review Completion Certificate' on which Outcome 3 is to be noted can be found at the end of this handbook.

MIND MAPPING

An easy way to prepare the A4 briefing sheet based on the five questions is to use a mind map.

- Take a sheet of A4 paper in landscape
- Write all 5 questions around the page
- Allow your mind to drift around the questions
- Note down any thoughts that come to mind against the relevant questions
- Once you've identified some specific examples look at the supplementary questions and try to note some responses

FOLLOW-UP

CONTINUING DEVELOPMENT IN MINISTRY (CDiM)

The point of Ministerial Review is to support you as a minister in your work by encouraging you to reflect on how things are going and to identify any training needs that might help to build skills, release gifts and equip you to serve God in the work to which he has called you.

CDiM is the 'programme' by which we in the Methodist Church seek to resource your ministry. To date we in the Southampton District do not have any formal programme for CDiM, but we would urge you to investigate any courses or training events which might be appropriate. From time to time the Training Officer, Juli Wills, sends out emails with information about training events but there are plenty of other training institutions such as Sarum College, the Guy Chester Centre or Wesley College, Bristol.

There are also Diocesan websites - Officers responsible for Continuing Ministerial Development (CMD) in all of the Dioceses in the Regional Training Partnership (RTP) have expressed a warm invitation to Methodist Ministers to share in their training events, these Dioceses are: Winchester, Portsmouth, Salisbury, Oxford and Guildford, try Googling them and looking under 'Ministry' for training events on offer.

GRANTS

Every Minister in active work in the District is entitled to a CDiM grant. There is also other money available and most Circuits should have a training budget. In the first instance, contact the District Lifelong Learning and Training (LLAT) secretary, Gill Lawson: gill@lawson-net.co.uk.

TRAINING OFFICER

If you have any queries about any of this process or other training opportunities please contact the Training Officer, Juli Wills on 01962 621061 or juli-wills@ntlworld.com.

CONFIDENTIALITY

The SMR process is undertaken for the benefit of the Minister. Discussions therefore need to be conducted in a climate of support and an acceptance of the need for confidentiality.

THE USE OF TECHNOLOGY

Data storage

When a computer is passed on, sold or thrown away, sensitive and confidential data must be permanently and securely removed from the hard drive. It is not enough to simply delete data, or to re format the hard drive. Free Open Source and commercial software can be purchased to do this. Alternatively remove the hard drives from equipment being disposed of.

Where data is stored in such a way that there is shared access, proper use of passwords should be made to limit access to appropriate persons. This is true of those whose computers are based at home and used by family members, as well as those who work in an office.

When data is stored on portable media, including: CD and DVD ROMs, floppy discs, USB drives, mobile phones and laptops, care needs to be taken to password protect confidential files.

If using a Wireless Local Area Network (WLAN) to store, send or receive confidential information, it is important to ensure that a high level of security encryption is enabled.

Remote printing and faxing

When using fax machines or printers that are networked from a computer into another room (in a busy office for instance), it should be ensured that sensitive information is not left unattended.

Photocopiers

Originals of sensitive material should not be accidentally left on the photocopier; the next person to use the machine may not understand the confidential nature of what has been left for all to see. Some photocopiers retain a scan of a document until the next document has been copied. If a print run is interrupted (due to lack of ink or paper) it may be that the next person to use the machine finds that the outstanding copies print out when they have stocked up the paper or ink.

Email

In families and in offices it is not unusual for people to have shared mailboxes allowing general access. Where possible, in-boxes should be password protected.

Any email that contains personal data about a third party should only be sent with their permission and should be treated with the same care and attention as any other written information being passed on.

It is important to take care to not accidentally 'reply to all' if the contents of your reply to an email should not appropriately be seen by the wider group. When emailing a group, if the members have not given permission for their details to be circulated within the group they should be mailed using the 'blind carbon copy' – i.e. bcc) facility.

Mobile Technology

The same care should be taken in passing on texts as when using any other method of passing on information. It is important not to discuss personal details of individuals whilst using a mobile phone in a public place.

Bluetooth

Documents, images, sound recordings and videos can easily be made and passed on using various kinds of mobile technology. If sending data by Bluetooth it is important to remember that unintended people may have their Bluetooth connectivity set to 'on' and be able to receive information. When sending confidential or potentially sensitive data it is important to target a particular device (phone or laptop), rather than use a general broadcast, which may be picked up by other devices within range.

Shredding

The increase in cases of identity theft has brought to light the need for careful disposal of sensitive or personal information. Documents containing personal details or confidential information should be shredded before binning or recycling. Emails and other documents should be deleted permanently rather than sent to the computer's recycle bin from which files can be restored.

At the end of the Review

Apart from a copy of the final outcomes to be held by the Minister and the completion certificate which is held by the District all other emails, electronic files and hard copy must be securely destroyed by all those involved in the review process unless the Minister agrees to alternative arrangements.

Appendix 1

QUESTIONS FOR THE OBSERVER TO CONSIDER

<p>How does the Minister help or hinder the process?</p>	
<p>How does the Reviewer help or hinder the process?</p>	
<p>Questions - are they used effectively - open and unloaded or judgemental?</p>	
<p>Do the Minister and Reviewer get a clear picture of the Minister's material?</p>	
<p>How do feelings help/hinder?</p>	
<p>Significant moments?</p>	

Appendix 2

GROUP WORK EXERCISE

Discuss in your groups which of the questions following each of the scenarios are most useful, which would open up the discussion and which would potentially close it down or be unhelpful.

You are a Superintendent Minister. You mentioned that one of the things that has not gone so well is you have been uncertain about how to handle the frequent lateness for meetings of one of your staff. You think this might be a symptom of the pressure of work she is under.

- a. What have you said to her so far about her lateness?
- b. Do you think she is disorganised?
- c. What has made you think the pressure of work may be too much for her?
- d. I had a similar problem and what I did was tell her the meetings were going to start 15 minutes before they did, don't you think you could try that?
- e. How she is coping with her work?

Your comments:

In response to question 3 concerning your priorities you wrote that the building project had taken up much more of your time than you had expected.

- a. What impact has this had on other work which you consider more important?
- b. Which architect did you use?
- c. Where would you like to put the building work on your list of priorities?
- d. Why haven't you delegated some of the work?
- e. Do you really feel you were called into the ministry to be a buildings manager?

Your comments:

In your response to question 5 concerning your hopes and plans you said you wanted to focus on discipleship amongst the congregation.

- a. Have you tried Alpha?
- b. What will enable your plan to happen and what factors or people might sabotage it?
- c. A friend of mine has written an excellent course, would you like me to send you the details?
- d. What help, resources or training might you need to be most effective?
- e. What do you see already happening in your congregation which makes you think a focus on discipleship would be the right development for the coming year?

Your comments:

QUESTIONING

Asking the right questions in the right way can make all the difference to how effective and useful your shared ministerial review meeting is. Awareness of what type of questions are being used or considered means that you may be able to use them more appropriately or discard them.

Closed questions usually receive a yes /no answer or some factual information. Used inappropriately they can kill a conversation stone dead.

Eg 'Did you find that difficult or frustrating?' 'Yes/No'

Leading or Manipulative questions also tend to be closed and can be an attempt to get the other person into your way of thinking. This is unlikely to be helpful in the ministerial review situation. Eg 'Well you could either do X or Y option' (failing to mention the possibility of doing nothing as an option).

Open questions are useful to open up the conversation.

Eg 'How did you feel about that?'

'What do you think might happen if you got the three people concerned together?'

'What feedback have you had that has encouraged you?'

'What was hard to hear?'

Probing questions are a way of:

- finding out more detail
- obtaining more information in order to clarify things
- checking if there is proof for a statement

Eg 'You mentioned someone saying something you didn't expect- what exactly was it that wrong footed you in what they said?'

'Can you tell me more about the ways in which this person is failing to co-operate with you?'

'Have you been able to check that no-one would be able to unlock the church in the afternoons?'

Reflective questions are very useful in checking that you have understood correctly or to summarise where you think you have got to.

Eg 'Have I understood you to say that whilst you find most individuals easy to talk to it is just this one person you find challenging or are there some other people you find difficult to discuss things with?'

'You sounded a bit irritated when you mentioned X is that in fact how you feel?'

'Am I correct in thinking that from what you have told me so far the main problem is not in fact the financial resources but getting the two main organisers to cooperate with each other?'

MINISTERIAL REVIEW COMPLETION CERTIFICATE

Please return this form to The Revd Dr Andrew Wood, 4 The Glade, Thornbury Wood, Chandlers Ford, Eastleigh, SO53 5QAZ by 30 June 2010.

Your name:

email:

Circuit:

I confirm that I completed my Ministerial Review for 2010 on(date).

Colleague(s) with whom the Review was completed:

.....

.....

.....

I identified the following **Training Outcomes**:

MINISTERIAL REVIEW PERSONAL REMINDER

List your Outcomes below, these are for your personal benefit and do not need to be shared with anyone else unless you wish to do so.

Date Ministerial Review was completed:

Colleague(s) with whom the Review was completed:

.....
.....
.....

1. Work outcomes: I have decided to:

2. Personal/spiritual development needs

3. Learning and development needs