

Handbook for Spiritual Leadership Training

Correcting Ministry Performance

Trainer's Guide For Long Distance Learning

Week/Session 3 – “We have a problem and I think it’s me.”

Before the Training: Read the first section of the article, *Correcting Ministry Performance, The Fundamentals of Correcting*. For the next session complete or re-read the entire article.

Resources:

- *Communicating Excellence: Correcting Ministry Performance, Practice, Hints and Helps*
- *DiscussionHandout – Week/Session 3 (pdf)*
- *Power Point - Correcting: Using the Tools (pdf or slides)*

Point of the Exercise: To put the process of correcting into a realistic frame of reference.

In the Fundamentals section of *Correcting Ministry Performance* there was a conversation between Lead Pastor John Forsberg and leadership coach, Lew Merton. Review the dialogue again. At the end of the conversation John realizes he must have a meeting with Brad, Children’s Ministries Pastor.



Next, review the third section of the article, *Practice, Hints and Helps* as you and your SL Learner review what needs to happen in preparation for a meeting between John and Brad.

If you were John Forsberg, how would you define the problem?

There are a number of problems. First, Brad’s been rewarded on accomplishment, not on how he works within a team setting. Second, John has failed his other team members by requiring them to absorb the wake of a team member who is either unaware (ignorance) or doesn’t care (apathy) about how it affects others. The friction detracts from ministry and leadership’s silent approval telegraphs a horrible message to ministry associates on everyone’s team.

As John, what would you do to prepare for the meeting?

Perspective – It would be good to assess the damage from failing to correct, determine what role you played in getting to where you are and what needs to be done, if anything, to correct collateral damage. An apology may be in order.

Pray – Godly wisdom, presence and intention are crucial.

Set goals – You must be able to clearly state what you now see as behavior needing correcting and how you want it to be different. Ideally, Brad will self-identify that, but you must be ready to be clear in expressing your concerns and what needs to be different.

Does this appear to be an “Oh, by the way....” Meeting? Why or why not?

Is this meeting an Encouragement, an Exhortation, or a Correction meeting? Explain.

Time has passed for an Encouragement meeting to be useful. An Exhortation is appropriate since there are now specific issues to be addressed. An appropriate level of shared responsibility for the problem is in order.

If you were Brad, what would be your reaction to a Correcting meeting with John?

Very possibly Brad will be surprised and confused. Up to this point Brad has been doing exactly what John has wanted and expressed. Brad has been given an implied permission to be the “favored hot shot” in order to send a message to the rest of staff that it’s results that count. Now John has to backtrack and retract. The mark of an excellent leader is humility and this is the time for John to admit his view of ministry accomplishment has been incomplete. Admitting error is necessary for Brad to change his focus and style.

Typical Responses Based on T²E Options

| Correcting Tool | Transactional | Transformational | Empowering |
|-----------------|---------------|------------------|------------|
| Encouragement | | | |
| Exhortation | | | |
| Correction | | | |
| Reproof | | | |
| Rebuke | | | |

Looking at the “Typical Responses Based on T²E Options chart above (T²E refers to transactional to empowering process styles) what would be the opening conversation with Brad if it were to be done in a Transactional style.

Is there ever a time when Transactional would be the preferred response to address Brad’s performance?

Since Transactional is about the leader and focuses on compliance the only time it would be appropriate is if Brad did this in his first week of employment and didn’t understand or display the maturity to self-correct. Otherwise, Transactional is effective in getting compliance but is not effective in sustaining long run excellence.

What would the opening conversation sound like if you were to use the Transformational style?

When and why would you use Transformational instead of Transactional?

The Transformational style is appropriate when you want to build trust. It is also appropriate to build a Transformational style into the relationship when the cohesiveness and sense of team are high values. Brad’s been on staff for some time so it’s now as important for Brad to see how his ministry impacts other (interdependency) as it is to accomplish his own goals (independency). The key aspect of Transformational style is building a sense of an **interdependent** team.

What would the opening conversation sound like if you were to use the Empowering style?

When and why would you use it instead of Transformational?

The empowering style gives great latitude to team members to accomplish their ministry goals. However, those are now shared goals, no longer personal goals. What is good for one must work for all. Empowering requires emotional and skill maturity, a high level of trust and an externally focused frame. Brad has not yet demonstrated that he has the maturity to function at an empowering level; but then again, neither has John.

What would be some examples of behavior when Brad would need a correction/spur?

Is there a point where you could foresee this scenario ending in a rebuke? What would it look like?

If you were John, what do you think you would need to do to make sure this scenario didn't happen again with Brad or any other staff member?

John needs to seriously examine what's driving his ministry. If accomplishment is what he's satisfied with for himself he will reflect that in the rest of his team. While accomplishment is important, if and when it is at the expense of our spiritual ethics, then all John's effort has the same value as works without faith.

If John's board of elders or presiding bishop/superintendent were aware of John's performance, what, if anything, could or should be said? What kind of correcting would be appropriate?

John's failure to lead did not appear to result in anyone being harmed emotionally, physically or spiritually so perspective is important. If this were the first time any of John's leaders were aware of it a word of encouragement would seem to be appropriate. The fact that John has already discussed it with his leadership coach and he was taking action to correct his own mistakes, celebrating in a teachable moment seems to be the appropriate response.

| | | Correcting Roles | | | | |
|--------------------|-------------------------------|------------------|--------|-------|---|---|
| | Process | Encourager | Mentor | Coach | Supervisor | Pastor |
| Coaching Tools | Encouragement | X | X | X | X (Appraisal/ Commendation) | X (Intentional) |
| | Exhortation/Spur | X | X | X | X (Appraisal) | X (Counseling) |
| | Correction/ | | X | X | X (Reprimand) | X (Counseling) |
| Disciplining Tools | Conviction/Reproof/ Refute | | | X | X (Suspension/ demotion, possible dismissal from ministry) | X (Strong warning/ removal from ministry with elders and deacons) |
| | Rebuke | | | | X (Definite dismissal) | X (Strongest reprimand, potential disfellowship) |

Wrapping Up the Training Topic

Ask if there is anything you can agree in prayer for.

Remind the SL Learner to fill out the SL Learner Training Assessment and email to their Area Director.

Fill out the SL Coach Training Assessment electronically and email to ronkuest@spirituallead.com.

Conclude with prayer.