



Circuit Stewards' Induction Training

Leader's Handbook

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How to use this resource

Welcome to the *Circuit Stewards' Induction Training* course, a set of four modules designed for new circuit stewards as part of their induction programme (plus the *Creating Safer Space Foundation Module 2016*). This course, or elements of it, can also be used by existing circuit stewards for continuing professional development.

The role of circuit steward is one of the key lay ministries in Methodism and so deserves the best support and training possible to do the work effectively. This material has been designed to help strengthen the stewards' work through activity, conversation and reflection.

The modules

Each module of the *Circuit Stewards' Induction Training* course is designed to take 2½ hours (including a 10-minute comfort break), with some additional reading and optional homework following each session. It is possible to reduce the module to two hours by providing additional preparation or follow-up work. Each module's overview contains suggestions for how the course can be adapted to suit time available.

Every context is different and, in some situations, even two hours' training time may be difficult to find! In recognition of this, the course has been designed to be as flexible as possible and the course leader is encouraged to adapt the content as they see fit, to suit their audience and context.

In addition to these four modules, circuit stewards are required to complete the *Creating Safer Space Foundation Module 2016* within six months of taking up appointment (if they have not already done so) and update this every four years with the Refresher Module. Information on all this can be obtained from the District Safeguarding Officer. At present, circuit stewards are not required to complete the Advanced Module, but are warmly invited to do so.

The handbook

The *Circuit Stewards' Handbook* is a resource that both supports the course and is a standalone document. Prior to attending the induction training, all participants should receive a copy of this.

From Module 2 onwards, 15 minutes are set aside at the start of each session to focus on areas of the handbook, ask questions, and reflect on applied learning from the previous module. Participants will be directed to look at certain sections of the handbook at the end of each module and prior to the next.

For many circuit stewards, the primary concerns will be the practical aspects of, and tasks involved in, 'doing' the role. While much of this is covered in the course, the main support material is in the handbook, so it is important at the start of the first session to make circuit stewards aware of this.

Recognising prior experience and learning

Circuit stewards will come to the role with a variety of skills and experiences, which should be acknowledged at the start of the course. The Module 1 devotional activity, *What I bring* creates an opportunity for this conversation and explores how these skills can be used in a church setting. At the very start of the course, you will be encouraged to ask participants to commit to a group learning agreement, which will remind people to respect the learning and experience of others. This will be revisited at the beginning of each module.

Before the course begins

Before beginning the course, participants should receive a copy of the *Circuit Stewards' Handbook*. A template joining instructions letter for each module is provided, which includes the aims and objectives and supporting material for that module. These letters will need to be sent to participants ahead of the relevant module, along with the suggested group learning agreement and a preparatory handout that introduces participants to reflective practice. The group learning agreement can be found on the PowerPoint slides at the start of each module. The group learning agreement, the joining instructions letter and handout can be downloaded as PDFs from www.methodist.org.uk/circuitstewards.

Preparation checklist

- Will you have a co-facilitator?
- Where will you hold the session?
- Is the venue accessible and user friendly?
- Have you contacted participants to ask about any special access needs (eg large print, hearing loop, particular paper colour to aid reading)?
- Is there adequate access for those with additional needs and is a loop system available if needed?
- Is the equipment you need available, eg a flipchart, extension lead or projector?
- How will you decide on the date and time?
- Who will organise the refreshments?
- What worksheets and other handouts are required? Check you have enough copies and that your material is in order.
- Who will be providing and setting up any projection or sound equipment?
- If using PowerPoint, do you have copies of the presentation printed for those who have difficulty seeing the screen or in case the technology fails?
- What additional resources or materials will you need to run the chosen activities?
- What information will participants require beforehand?

Facilitating the group

Each session should last 2½ hours, allowing for a midpoint refreshment break at a time to suit the group. All the modules have a number of key areas to work through, with a variety of ways to explore them. Try to select options that best suit the needs of your group and provide a variety of styles of learning.

An ideal group size for the course is 8–12 participants. If you have more than this, divide them into smaller groups and consider working café style, so that everyone can speak easily if they wish.

At the beginning of the first module, there is an activity designed to introduce a group learning agreement for the whole course. This could be devised by the group themselves or you could use the suggested agreement below:

- We will listen to each other without interrupting.
- We will respect the diversity, feelings, experiences and perspectives of others.
- We will respect each others' views and the differences in these.
- We will question in a constructive way that enables the group to learn.
- We will respect confidentiality and any personal information shared within the group will remain confidential.
- We will take responsibility for our own learning, sharing and remaining silent as appropriate.
- We will recognise and value that each person brings different skills and knowledge to the role.

Question park

Before each session, create a 'question park' on a flipchart, and explain the purpose of this to the group. If anyone asks a question you cannot answer, or if people are getting stuck with an issue, you will note this on a sticky note and place it on the question park. The issues can then be returned to later, if needed, or any questions answered in the next session. Any questions from the handbook can also be put on to the question park.

Reflective journaling

During each module, participants will be asked to take two short periods of time to reflect on what they have learned so far. A worksheet will be provided each time, with prompts for reflective writing, but participants may wish to reflect in a different way.

Further reading

Throughout the modules, there is reference to a small number of further reading handouts. Participants can view these at www.methodist.org.uk/circuitstewards/. If any participants are unable to access these, you may need to print a copy for them.

Ending a session

At the end of a module, the group should feel comfortable with what needs to happen next. Each module closes with signposting to relevant areas of the handbook and any other preparatory work for next time. There is also a chance to look at the aims and objectives of the next module and a closing prayer.

Overview of Module 1:

The calling and role of a circuit steward

Module aims

To help participants recognise a calling to an important role within the life of the Methodist Church; to explore the gifts and skills they bring as stewards; to draw a distinction between the *role* of a steward and the *tasks* of a steward.

Learning objectives

By the end of this module, participants should have:

- explored their personal vocation and developed confidence in their calling to the role of circuit steward
- considered the skills and experience that they, as individuals, can bring to the role of circuit steward
- an understanding of the tasks and responsibilities of circuit stewards, including context-specific duties, trusteeship of the Church and what it means to be in a leadership role
- gained knowledge of *The Constitutional Practice and Discipline of the Methodist Church* (CPD) and Methodist Standing Orders, and how they might affect circuit stewards
- explored the responsibility that circuit stewards have to care for church property.

Preparatory work for participants

Ahead of Module 1, participants should have received joining instructions, including:

- the aims and learning objectives of the module
- the group learning agreement
- *Handout 1: Reflective practice summary and journaling exercise*
- any self-guided learning sheets you have chosen to use to replace activities.

Materials needed

- Laptop, projector and screen if using PowerPoint (all slides are optional).
- Flipchart and marker pens.
- Blu-tack or masking tape for displaying flipcharts.
- Pens/pencils and paper.
- Sticky notes.
- Background music for devotion or reflection, if using option 2 in *Activity 3: The cathedral in our work* (optional).
- Modelling clay, pipe cleaners or other art materials, if using option 2 in *Activity 3: The cathedral in our work* (optional).
- A cross for closing prayer in *Ending well* (optional).

Worksheets needed and further reading

- *Worksheet 1: What I bring...*
- *Worksheet 2: The cathedral in our work*
- *Worksheet 3: Manse life* (alternatively, the stories can be read by the facilitator)
- *Worksheet 4: Reflective writing A, on my vocation*
- *Worksheet 5: Inspiring leaders* (or slide 13)
- *Worksheet 6: Leadership styles*
- *Worksheet 7: Reflective writing B, on leadership*
- *Further reading 1: Leadership, governance and management*
- *Further reading 2: A list of DOs for leadership.*

If you are not using the PowerPoint presentation, you will need to print copies of slides 6–8 for each participant to refer to in Activity 2.

Suggested running order for Module 1

Proposed running order is 2½ hours (140 minutes of programmed activity, plus a 10-minute comfort break).

Please note, this running order is flexible and the course can be adapted to suit your context, audience and time available. See below for suggestions (in brackets) of how the course can be adapted to suit time available.

Time, optional slides, worksheets and further reading	Activity
<ul style="list-style-type: none"> • 10 minutes • Slides 1–4 • Group learning agreement 	Welcome, introductions and module overview, including: <ul style="list-style-type: none"> • <i>Activity 1: Group learning agreement</i> (alternative version takes an extra 10 minutes).
<ul style="list-style-type: none"> • 10 minutes • Slide 5 • Worksheet 1 	Devotional activity, <i>What I bring...</i>
<ul style="list-style-type: none"> • 20 minutes • Slide 6–8 	The role of a circuit steward, including: <ul style="list-style-type: none"> • <i>Activity 2: Writing a person specification for circuit stewards.</i> (<i>Self-guided learning sheet: A steward's role</i> can be used as homework to replace Activity 2.)
<ul style="list-style-type: none"> • 10 minutes • Slides 9–10 • Worksheet 2 (Only the first part if running activity in session, the whole sheet if giving as homework) 	Exploring vocation, including: <ul style="list-style-type: none"> • <i>Activity 3: The cathedral in our work.</i> (<i>Worksheet 2: The cathedral in our work</i> can be used as homework to replace Activity 3.)

Time, optional slides, worksheets and further reading	Activity
<ul style="list-style-type: none"> • 15 minutes • Slide 11 • Worksheet 3 (or facilitator can read stories) 	Managing church property, including: <ul style="list-style-type: none"> • <i>Activity 4: Manse life.</i>
<ul style="list-style-type: none"> • 5 minutes 	Invitations and appointments: <ul style="list-style-type: none"> • Signposting to relevant pages of handbook and extra help.
<ul style="list-style-type: none"> • 5 minutes • Worksheet 4 	Reflection time: on my vocation
<ul style="list-style-type: none"> • 15 minutes • Slide 12 • Further reading 1 	Leadership, governance and management, including: <ul style="list-style-type: none"> • <i>Activity 5: Elevator statements.</i>
<ul style="list-style-type: none"> • 20 minutes • Slides 13–14 • Worksheet 5–6 • Further reading 2 	Focus on leadership, including: <ul style="list-style-type: none"> • <i>Activity 6: Inspiring leaders</i> (10 minutes). (Could be substituted with a simple exercise, asking participants to name leaders that have inspired them and why – or asking them to reflect on this question at home.) • <i>Activity 7: Leadership styles</i> (10 minutes).
<ul style="list-style-type: none"> • 5 minutes 	Focus on governance/trusteeship: <ul style="list-style-type: none"> • Signposting to relevant pages of handbook and extra help.
<ul style="list-style-type: none"> • 5 minutes • Worksheet 7 	Reflection time: on leadership
<ul style="list-style-type: none"> • 10 minutes • Slide 15 	Ending well, including: <ul style="list-style-type: none"> • Signposting to further help. • Information about Module 2. • Preparatory work for Module 2. • Closing prayer.

Module 1:

The calling and role of a circuit steward

Introduction



10 minutes (20 minutes if you choose option 2 for Activity 1)

Slide 1–2

Introduce yourself and any co-facilitators.

Go through housekeeping:

- Location of the toilets.
- Time of the break.
- What to do in case of a fire.
- Introduce participants to the question park system (see *How to use this resource*).
- Turn off mobile phones.

If the group do not already know each other, invite each participant to introduce themselves, including:

- name
- church
- circuit
- when they began or will begin working as a steward.

Remind participants of the aims (slide 2) and outcomes of this module. They will have received these with their joining instructions.

Activity 1: Group learning agreement

Slides 3–4

You will need:

- If using the supplied group learning agreement, you will need a copy for each participant. They should have received this with their joining instructions and brought it with them. It is also on slide 2.
- If you are designing your own group learning agreement, a flipchart and pens or other means of recording the agreed elements of the agreement.

Option 1: If using the pre-written learning agreement, allow participants two minutes to study it (slides 3–4 or a printed copy). Encourage people to express any reservations they have or any additions/amendments

they would like to propose. Discuss these very briefly with the group and then ask if they are willing to work to the agreement.

Option 2: This will take an extra 10 minutes, but it does strengthen the group buy-in. Ask the group to suggest items to be included in their group learning agreement. Before recording these, check that everyone is happy to include each suggestion. There may be some alterations to suggestions or some ideas that not everyone will agree with. Once you have a final list of items for the learning agreement, ask the group if they are willing to work to this.

Note: In subsequent modules, participants will look again at the group learning agreement and check they are still willing to work to it.

Devotion



10 minutes

Slide 5

You will need:

- Bibles for all participants (preferably NRSV translation) or slide 5.
- A copy of *Worksheet 1: What I bring...* for each participant.
- Pens/pencils.

Read the passage from 1 Corinthians 12:4-7. Ask participants to join in with the words in bold, if you are using the slide.

1 Corinthians 12:4-7 (NRSV)

Now there are varieties of gifts, **but the same Spirit**; and there are varieties of services, **but the same Lord**; and there are varieties of activities, **but it is the same God who activates all of them in everyone**. To each is given the manifestation of the Spirit **for the common good**.

Ask the participants to spend time silently completing Worksheet 1. After five minutes, read the following prayer:

Remember, right now, God is at work across the globe,
in places you've never visited... and those that you have
in people you've never met... and in those you love.

And in this very moment God is at work in you.

Amen.

Encourage participants to keep the worksheet in a safe place. They will use it at the end of the session and may want to carry on working on it at home.

The role of a circuit steward

 20 minutes

Activity 2: Writing a person specification for circuit stewards

Slides 6–8

You will need:

- A printed copy of slides 6–8 for each participant, if not using PowerPoint.
- Flipchart and marker pens.
- Masking tape or Blu-tack to display flipcharts on walls.
- The sample job description and person specification (*Appendix 1*).

Read together the Methodist Church Standing Orders (SO) 531 (1) and 500 (slides 6–8).

Are there any words that jump out or have particular significance for participants?

Break participants into small groups and give each a sheet of flipchart paper and marker pens. Ask them to draw two columns. In the left-hand column, write a list of tasks you would find in a circuit steward's job description. In the right-hand column, write a list of characteristics you would find in a circuit steward's person specification. Allow 10 minutes.

For your information and to help your group with ideas, there is a sample job description and person specification in *Appendix 1*.

Display the lists around the room. Allow time for people to view them and to comment on similarities and differences in the lists.

Exploring vocation

 10 minutes

Activity 3: The cathedral in our work

Slides 9–10

You will need:

- A copy of *Worksheet 2: The cathedral in our work* for each participant (optional).
- If using option 2, modelling clay, pipe cleaners, paper and pens for each participant.

Read the following story:

The stone-chippers

Three men are chipping rock in a quarry. The first man is asked what he is doing and replies that he is chipping rock. The second man is asked the same question and replies that he is providing for his family. The final man, doing identical work, says that he is building a cathedral. If you are just chipping rock, you are working hard, but simply going through the motions. While providing for your family gives you a personal purpose, finding the cathedral in your work can generate inspiration and motivation.

You may wish to read out the piece *Building for the cathedral* by Tom Wright (below and on Worksheet 2).

Building for the cathedral

"Think of the positive: of the calling, in the present, to share in the surprising hope of God's whole new creation. The image I have often used, in trying to explain this strange but important idea, is that of the stonemason working on part of a great cathedral. The architect has already got the whole plan in mind, and has passed on instructions to the team of masons as to which stones need carving in what way. The foreman distributes these tasks among the team. One will shape stones for a particular tower or turret; another will carve the delicate pattern that breaks up the otherwise forbidding straight lines; another will work on gargoyles or coats of arms; another will be making statues of saints, martyrs, kings or queens. They will be vaguely aware that the others are getting on with their tasks; and they will know, of course, that many other entire departments are busy about different tasks as well. When they've finished with their stones and their statues they will hand them over, without necessarily knowing very much about where, in the eventual building, their work will find its home. They may not have seen the complete architect's drawing of the whole building with 'their bit' identified in its proper place. Nor may they live to see the completed building, with their work at last where it belongs. But they will trust the architect that the work they have done in following instructions will not be wasted. They are not, themselves, building the cathedral; but they are building for the cathedral, and when the cathedral is complete their work will be enhanced, ennobled, will mean much more than it could have meant as they were chiselling it and shaping it down on the stonemasons' yard."

Tom Wright, *Surprised by Hope*, (London, SPCK, 2007), pp. 220-1.

Option 1: In pairs, ask participants to discuss their responses to the story and answer the following questions (slide 10):

- How does the role of the stone-chippers in the story compare with the role of the circuit steward?
- What might be the cathedral in your work as a circuit steward?
- Can you name what is beautiful, inspirational, creative, pleasing and wonderful about the role?

Option 2: Provide modelling clay, pipe cleaners, paper and pens. As you read out the questions in Option 1, ask people to reflect individually (you may want to play some quiet background music). During this time, they can choose to work with the art materials to produce a visual response to the second question.

Managing church property

 15 minutes

Circuit stewards hold particular responsibility for managing properties in the circuit and the upkeep of manses. This is outlined in the *Circuit Stewards' Handbook*. Signpost participants to this and also remind them that there are people they can approach for help at the Conservation office.

Activity 4: Manse life

Slide 11

You will need:

- A copy of *Worksheet 3: Manse life* for each participant.

Worksheet 3 contains stories from Methodist ministers and their families, describing experiences of manse life. Together read out some or all of these.

Either in small groups or together, discuss the following questions (slide 11):

- What makes a home a home?
- Do manses and other homes differ?
- What can help ministers and families feel at home?
- How do we create boundaries needed for a minister's family life?
- How can you, as a circuit steward, be responsible while also ensuring ministers enjoy their homes?
- Who should be involved when making decisions about spending money on manse repairs?

If working in small groups, bring the group back together and allow time for conversation around the discussions.

Invitations and appointments

 5 minutes

Circuit stewards are an integral part of the invitations process. The mechanics of this may differ from year to year, depending on context and guidance from the Conference. Signpost participants to the *Circuit Stewards' Handbook*. This contains advice about the leaving, extension and curtailment of ministerial appointments. Additional information is available at www.methodist.org.uk/stationingformsandguidelines.

The pastoral care of ministers and their families is covered in Module 3: Positive working together.

Reflection time

 5 minutes

Reflecting on my vocation

You will need:

- A copy of *Worksheet 4: Reflective writing A, on my vocation* for each participant
- Pens.

Allow participants five minutes to reflect on what they have learned so far, using the worksheet if they find it helpful.

Leadership, governance and management

 15 minutes

Slide 12

It could be said that circuit stewards carry three important responsibilities, which they must engage with in order to discharge their duties of oversight. These are leadership, governance and management (although the distinctions between these can often blur in practice).

Activity 5: Elevator statements

You will need:

- Flipchart and marker pens, or pens/pencils and paper.

Split participants into three small groups and provide each with writing materials.

Explain to the group that an elevator statement is an explanation or definition that takes no longer than the duration of a journey between a few floors in a lift.

Assign each group one of the three areas (leadership, governance and management) and ask them to write an elevator statement definition for the term they have been given.

Allow time for feedback. Encourage each participant to read the suggested definitions in *Further reading 1: Leadership, governance and management*.

Focus on leadership

 20 minutes

Activity 6: Inspiring leaders

Slide 13

You will need:

- Interview questions (slide 13) or a copy of *Worksheet 5: Inspiring leaders* for each participant
- Pens/pencils and paper.

Break the group into pairs. Ask the pairs to take turns interviewing each other, using the questions supplied, and jotting down a few notes as they go. After three minutes, they can switch their roles of interviewer/interviewee.

Activity 7: Leadership styles

Slide 14

You will need:

- A copy of *Worksheet 6: Leadership styles* for each participant.

Share the list of leadership styles. In pairs, ask participants to discuss:

- What style of leadership are you most comfortable with?
- What style of leadership is most appropriate for you, in the role of circuit steward?
- Does your answer to the second question change depending on context/situation? When could each of these be used appropriately?

Take some time for feedback.

Encourage participants to look at *Further reading 2: A list of DOs for leadership*.

Focus on governance/trusteeship

 5 minutes

Circuit stewards perform the role of Trustees for the circuit, with responsibilities under the Charities Act. Signpost participants to the Methodist website for further information: www.methodist.org.uk/managingtrustees (in particular, *The Role of a Trustee in the Methodist Church*).

Reflection time

 5 minutes

Reflecting on leadership

You will need:

- A copy of *Worksheet 7: Reflective writing B, on leadership* for each participant
- Pens.

Allow five minutes for participants to reflect on what they have learned so far, using the worksheet if they find it helpful.

Ending well

 10 minutes

Slide 15

Signpost participants to the sections of the *Circuit Stewards' Handbook* that are relevant to this module. These are:

- Being Prepared
- Invitations and Appointments
- Property
- Appendix 1: Contacting the Connexional Team
- Appendix 2: Procurement.

Remind them that they can contact the Connexional Team for help, and the list of contacts is in Appendix 1 of the *Circuit Stewards' Handbook*.

The next module is called *Distinctively Methodist* and explores:

- The history of Methodism and what makes it unique as a denomination.
- The vision and values of the Methodist Church.
- What it is to be part of the Methodist Connexion, and the vital role the circuit plays in that.

Explain that there is preparatory reading ahead of the next session and signpost them to the relevant sections of the *Circuit Stewards' Handbook*. These are:

- Finance and the Circuit Fund
- The Circuit Meeting
- The Circuit Meeting Agenda
- Circuit Leadership Teams
- Other Meetings.

Ahead of Module 2, encourage participants to do some wider reading or learning around Methodist history

and what makes it distinct as a denomination. In particular, you might want to encourage them to look at *Further reading 3: Know your Methodist history*.

You could also recommend the video series *A brief history of Methodism* (www.youtube.com/user/MethodistChurchinGB/videos), hosted by the Revd Jonathan Hustler.

Closing prayer

The prayer from the *Methodist Worship Book* (p.344) is for commissioning pastoral and class leaders, but is equally suitable for commissioning stewards.

Before or after reading this prayer, you may wish to ask for a few moments of quiet reflection and commitment, before encouraging participants to lay their completed *Worksheet 2: What I bring...* at the foot of a cross. Alternatively, if you used option 2 for *Activity 3: The cathedral in our work*, they could place their completed artwork at the cross.

Merciful God,
you renew the strength
of all who wait upon you.
Fill us with your Holy Spirit,
that, in serving others,
we may always be true to Christ,
our Lord and our Redeemer,
who lives and reigns with you and the Holy Spirit,
one God, now and for ever.
Amen.

Overview of Module 2: Distinctively Methodist

Module aims

To help participants explore what it means to be part of the Methodist Connexion – as individuals in a leadership role, as a local church and as a circuit. This module will draw out what is unique about Methodism and how this should impact on our way of working.

Learning objectives

By the end of this module, participants should have:

- understood the role of stewards within the history of Methodism
- become familiar with the vision and values of the Methodist Church
- explored what it is to be part of the Methodist Connexion and how this should and could be reflected in 'circuit spirit'; collaborative working; decision-making and the allocation of resources such as finance.

Preparatory work for participants

Ahead of Module 2, participants should have received joining instructions, including:

- the aims and learning objectives of the module
- a reminder to bring their copy of the group learning agreement with them
- a reminder to look over the relevant sections of the *Circuit Stewards' Handbook*, identified at the end of Module 1:
 - Finance and the Circuit Fund
 - The Circuit Meeting
 - The Circuit Meeting Agenda
 - Circuit Leadership Teams
 - Other Meetings
- a reminder to do some wider reading or learning about Methodist history and what makes it distinct as a denomination (particularly *Further reading 3: Know your Methodist history*).

Materials needed

- Laptop, projector and screen if using PowerPoint (all slides are optional).
- Flipchart, flipchart stand and marker pens, plus Blu-tack or masking tape for displaying flipcharts.
- Sticky notes and pens.
- Coloured pens and pencils.
- Copies of *Singing the Faith* for each participant.
- Bibles (preferably NRSV translation) for each participant (or slide 16).
- Background music for devotional activity and a means to play it.
- Drawing or picture of hot air balloon for Activity 6.

Worksheets needed and further reading

- *Worksheet 8: Quick quiz* (or slides 6–15)
- *Worksheet 9: Methodist jigsaw* (for option 1 in *Activity 3: What makes Methodism distinctive?*)
- *Worksheet 10: Being connexional* (or slides 17–21)
- *Worksheet 11: Stewarding in Methodism*
- *Worksheet 12: Reflective writing C, on one mission*
- *Worksheet 13: Circuit assessments*
- *Worksheet 14: How to send a message to the Conference*
- *Worksheet 15: Reflective writing D, on challenges ahead*
- *Further reading 3: Know your Methodist history.*

Suggested running order for Module 2

Proposed running order is 2½ hours (140 minutes of programmed activity, plus a 10-minute comfort break).

Please note, this running order is flexible and the course can be adapted to suit your context, audience and time available. See below for suggestions (in brackets) of how the course can be adapted to suit time available.

Time, optional slides, handouts and worksheets	Activity
<ul style="list-style-type: none"> • 20 minutes • Slides 1–5 	Welcome, introductions and module overview, including: <ul style="list-style-type: none"> • <i>Activity 1: Reflections since last module.</i>
<ul style="list-style-type: none"> • 20 minutes • Slides 6–15 • Worksheets 8–9 • Further reading 3 	An introduction to Methodism, including: <ul style="list-style-type: none"> • <i>Activity 2: Quick quiz</i> (10 minutes) • <i>Activity 3: What makes Methodism distinctive?</i> (10 minutes).
<ul style="list-style-type: none"> • 10 minutes • Slide 16 	Devotional activity, <i>What Methodism brings...</i>
<ul style="list-style-type: none"> • 10 minutes • Slides 17–21 • Worksheet 10 	Being connexional: <ul style="list-style-type: none"> • Information giving, with script for facilitator. (<i>Worksheet 10: Being connexional</i> can be given to participants to read before the module instead of this section.)
<ul style="list-style-type: none"> • 10 minutes • Worksheet 11 	Stewarding in Methodism: <ul style="list-style-type: none"> • Information giving, with some group discussion. (<i>Worksheet 11: Stewarding in Methodism</i> can be given as a self-guided piece of homework to replace this section of the module.)
<ul style="list-style-type: none"> • 5 minutes • Worksheet 12 	Reflection time: on one mission

Time, optional slides, handouts and worksheets	Activity
<ul style="list-style-type: none"> • 35 minutes 	Developing a vision and purpose, including: <ul style="list-style-type: none"> • <i>Activity 4: Circuit future statement</i> (10 minutes) • <i>Activity 5: Assets and needs analysis</i> (15 minutes) (<i>Self-guided learning sheet: Assets and needs analysis</i> can be given as a self-guided piece of homework to replace Activity 5.) • <i>Activity 6: Hot air balloon</i> (10 minutes).
<ul style="list-style-type: none"> • 5 minutes • Slide 22 • Worksheet 13 	Circuit assessments <ul style="list-style-type: none"> • Information giving, with script for facilitator, and some group discussion.
<ul style="list-style-type: none"> • 10 minutes • Worksheet 14 	Effecting change in the Church <ul style="list-style-type: none"> • Information giving, with some group discussion.
<ul style="list-style-type: none"> • 5 minutes • Worksheet 15 	Reflection time, on challenges ahead
<ul style="list-style-type: none"> • 10 minutes • Slide 23 	Ending well, including: <ul style="list-style-type: none"> • Signposting to further help. • Information about Module 3. • Preparatory work for Module 3. • Closing reflection.

Module 2: Distinctively Methodist

Introduction



20 minutes

Slides 1–4

As with the previous module:

- Begin by introducing yourself and any co-facilitators.
- Go through housekeeping.
- Remind participants of the question park system (see *How to use this resource*).
- If the participants have changed since Module 1, invite each person to say a little about themselves.

Remind participants of the proposed aims (slide 2) and outcomes of this module. They will have received these with their joining instructions.

Remind participants about the group learning agreement they signed up to in Module 1 (slides 3–4 if you used the pre-written agreement). Ask people if they have any additions or amendments they would like to propose. Discuss this very briefly with the group and then ask if they are still willing to work to the agreement.

Activity 1: Reflections since last module

Slide 5

Ask the group to share any reflections, learning, concerns or questions that have arisen since completing Module 1 (allow 15 minutes). The following can be used as discussion starters (slide 5):

- Are there any questions about, or reflections on, the sections of the handbook that you have read?
- Have you applied any of the learning from Module 1 in a practical way? What were the results?
- Is there anything from Module 1 or the handbook that you are unsure about?
- Have you any success stories, top tips or creative ideas you would like to share?
- Would you like the group's thoughts or input on anything?

Some things may arise that will take too much time to discuss or resolve, and there may be things that you feel are not appropriate to discuss as a wider group. If this occurs, you can use the question park system (see *How to use this resource*) to record points that need following up after the training session.

An introduction to Methodism

 20 minutes

Activity 2: Quick quiz

Slides 6–15

You will need:

- A copy of *Worksheet 8: Quick quiz* or for each participant or slides 6–15.
- *Quick quiz answer sheet* (see Appendix 2).
- Pens/pencils.

Using either *Worksheet 8* or slides 6–15, take participants through the quiz. When it is time to give the answers, use the *Quick quiz answer sheet* in Appendix 2 as a script to explain more about the different elements of Methodism.

Remind participants of *Further reading 3: Know your Methodist history*. You may also want to signpost them to *Our Calling*, which can be found on the Methodist website and in the *Being Prepared* section of the *Circuit Stewards' Handbook*.

Activity 3: What makes Methodism distinctive?

You will need:

- For option 1: a copy of *Worksheet 9: Methodist jigsaw* and coloured pens/pencils for each participant.
- For option 2: sticky notes and a pen for each participant, plus a sheet of flipchart paper and a marker pen for each group.

Option 1: Give each participant a copy of *Worksheet 9* and some coloured pens or pencils. Invite them to create their own Methodist jigsaw using the puzzle pieces to signify different elements that they feel are distinctively Methodist. Allow time at the end for people to look at and comment on each other's jigsaws.

Option 2: Split the participants into small groups. Ask each group to draw the outline of a person on their flipchart. Invite them to write down as many ideas as possible (one idea per sticky note) of things that make someone distinctively Methodist. Stick these onto the person outline. If there are things that are contextual or may change over time, stick these around the outside of the person. Using sticky notes will allow people to move ideas around as the discussion progresses. Encourage each group to share their ideas with the wider group, asking for reflection and comments as you go along.

Devotion

 10 minutes

Slide 16

What Methodism brings

You will need:

- Bibles for each participant (preferably NRSV translation) or slide 16.
- A sheet of flipchart paper and markers at the front of the room, accessible to all.
- Copies of *Singing the Faith* (StF) for each participant.
- Background music and a means to play it.

Read the passage from 1 Corinthians 12:12-13, or ask a participant to volunteer to read it (also on slide 16).

Play some background music. One of the songs suggested below could be used. Ask the group to spend a few moments reflecting on what they believe Methodism has to offer to the wider Church.

As the music plays, invite them to approach the front and write (or draw) on the flipchart paper one thing about Methodism that brings them joy.

Sing (or read) *A charge to keep I have* (StF 658) by Charles Wesley and/or *In the Lord I'll be ever thankful* (StF 776) from the Taizé community.

Being connexional

 10 minutes

You will need:

- A copy of *Worksheet 10: Being connexional* for each participant and/or slides 17–21.

Using the presentation (slides 17–21) and/or *Worksheet 10*, talk through the structure of the Methodist connexion. You may want to use the following points as a script.

Slide 17

- It all starts with a local church – people can simply attend a local church or choose to become Methodist members through that church.
- The local church provides a context for us to grow in holiness together. John Wesley understood that in order for people to grow as Christian disciples, they needed to be together for support, encouragement, to worship together and to be in fellowship together. He wanted people to “watch over one another in love”.* While many people may feel that they can be good Christians without attending a church, Methodists see it as an essential component of their faith.

Slide 18

- Many people will only think about Methodism in their local context and their local church will be their only experience of Methodism. But our churches are not alone.
- Every church is in a circuit – without exception – and so you are stewards of your circuit.
- Generally circuits have between four and 12 churches, although there are circuits with many more and some with less. Some circuits have only one church in them.
- As discussed in Module 1, Standing Order 500 states “The Circuit is the primary unit in which Local Churches express and experience their interconnexion in the Body of Christ, for purposes of mission, mutual encouragement and help.” This is something we will keep coming back to throughout this course.
- Ministers are appointed to circuits, not to local churches.

Slide 19

- Every circuit is in a district, which is a geographical group of circuits, led by a District Chair. There are 30 districts in the Methodist Church.
- The district holds a synod, for information sharing and decision making, twice a year in spring and autumn.

Slide 20

- Then there is the Conference. This is a gathering of representatives from each Methodist district, along with some who have been elected by the Conference and some ex officio members and representatives of the Youth Assembly. It is the body that agrees policy for the Methodist Church and meets once a year in June or July.

Slide 21

- The Connexion is all the local churches connected together, primarily as circuits, but also as districts, and as the Methodist Church in Great Britain. You cannot be part of a local church without also being in a circuit, a district and the Connexion. If you are in one, you are in the others, by definition.
- This is a deliberately flat diagram, not a hierarchical structure such as you would find in a business organisation chart. Methodism holds to a principle of “watching over one another in love”.* Some people are *set apart* for certain work, but not *set over*. However, certain aspects of the Church require some degree of oversight, for example listed building permission.

Remind the group that, as circuit stewards, although the focus of their work may be at circuit level, it is always within the context of church, district and connexion.

Allow a few minutes for reflection and comment on this.

* The phrase “watch over one another in love” was first used by John Wesley in *The Nature, Design, and General Rules of the United Societies* in 1743 (‘General Rules’), paragraph 2.

Stewarding in Methodism

 10 minutes

You will need:

- A copy of *Worksheet 11: Stewarding in Methodism* for each participant
- Paper and pens
- Flipchart on stand and marker pens.

Allow a couple of minutes for participants to read through Worksheet 11. Explain that this description of a steward's role comes from the very early days of the Methodist Church (so stewards themselves are distinctively Methodist!). John Wesley wrote this guidance for an emerging society in the 18th century.

As a group, think about how you might rewrite these guidelines to suit present day stewarding. Record answers on a flipchart.

Reflection time

 5 minutes

Reflecting on one mission

You will need:

- A copy of *Worksheet 12: Reflective writing C, on one mission* for each participant
- Pens.

Allow five minutes for participants to reflect on what they have learned so far, using the worksheet if they find it helpful.

Developing a vision and purpose

 35 minutes

Activity 4: A circuit future statement

We all live in a future state to some extent, projecting, wondering and agonising over what will be. The stories we tell ourselves about that possible future can sometimes actually start to shape that future – for better or worse.

A 'future statement' (also known as a 'provocative proposition') is a technique from a model known as appreciative inquiry. It is an uplifting statement about how a group or organisation might move forward.

Invite participants to work in pairs for a few minutes to come up with some future statements for their circuit. They could begin by trying to complete the following sentence: "I would like our circuit to be known as a circuit that..."

Invite one or two people to share their future statements.

Activity 5: Assets and needs analysis

You will need:

- Flipchart and marker pens.

Keep the group in the same pairs. They will first work individually on this activity.

Provide each person with a sheet of flipchart and some marker pens. Ask them to draw a large circle on the sheet.

Ask them to list as many of their local circuit's assets as they can, and write these inside the circle. An asset can be a building or other property, equipment, finances, groups of people, individuals, skills or knowledge that exist within the circuit, geographical advantages, or 'social capital' (such as a willingness from people to volunteer, etc). Encourage the participants to be as creative as possible. Allow five minutes.

Ask participants to share what they have written with their partner. Encourage them to ask questions, make suggestions and to offer feedback in order to add to the circle. Allow five minutes.

Around the outside of the circle, list all the needs that they believe exist within the circuit. This could be the needs of the churches, but encourage them to also think about the needs in the communities around the local churches.

As they do this, ask them to draw lines between the needs and the assets that might help to meet those needs.

Encourage participants to take this exercise away to complete, possibly with their circuit leadership team (they could use *Self-guided learning sheet: Assets and needs analysis*). This activity could also be used to consult more widely within the circuit – asking local church leadership, church members or even members of the local community to offer their thoughts on the assets and needs within the circuit.

Activity 6: Hot air balloon

You will need:

- Marker pens.
- A sheet of flipchart paper with the outline of a hot air balloon drawn on it or a very large outline of a hot air balloon that you have found and printed beforehand. Either option will need to be large enough for the group to write on.

Tell the group that this balloon image represents their circuit. Using this balloon template, the group needs to consider the following, referring back to the information gathered in the last two activities.

1. What are you aiming for?

In the sky around the balloon, write your hopes and dreams for the circuit. How will you know when it is a real success?

2. Who needs to be on board to make this a success?

On the balloon basket, write the names of the people, organisations and groups who need to support the vision.

3. What needs to be in place for the circuit to take off?

On the balloon itself, write down the actions that need to be taken, the equipment and other things that need to be acquired before the group's ideas can take flight.

4. What might hold the circuit back?

On the sandbags/tether ropes, write down the things that might hold the project back or act as obstacles.

Circuit assessments

 5 minutes

Slide 22

You will need:

- A copy of *Worksheet 13: Circuit assessments* for each participant.

Explain that there is more than one way of approaching the task of circuit assessments (the division of financial resources within a circuit). Give each participant a copy of *Worksheet 13* and ask them, in pairs, to discuss the following questions (also on slide 22):

- How are the assessments determined in your circuit?
- Are there any consultation processes with church treasurers?
- Is there any negotiation before or during the Circuit Meeting at which assessments are agreed?
- Is there any policy about reserve funds or advance funds? If so, who makes this policy?

If there is time, allow participants to feed back to the wider group – particularly if they have been surprised or learnt something from their discussions.

Effecting change in the Church

 10 minutes

You will need:

- Pens and paper
- A copy of *Worksheet 14: How to send a message to the Conference* for each participant.

It is a strong feature of Methodism that ordinary lay people play a major part in running the Church. At all levels of the Methodist Church, lay people are involved in decision making.

To make changes across the Connexion – including practical changes to the support structures and operating systems of the Church – the best way is through the Methodist Conference.

Divide the group into pairs. Allow five minutes to identify possible changes or improvements each pair would like to see in the Methodist Church. If they cannot think of anything, that is fine. If there are issues raised, it is important to remind them that, as Methodist members, they have agency. There may also be

issues that have been recorded in your question park system that could be revisited now.

Give each participant a copy of Worksheet 14 and allow them a few moments to scan it before asking the group the following:

- Are any of the items the group has listed appropriate to take to the Conference?
- How do they feel about the fact they have agency and can effect change?
- What other ways can they effect change in the Church?

Reflection time

 5 minutes

Reflecting on challenges ahead

You will need:

- A copy of *Worksheet 15: Reflective writing D, on challenges ahead* for each participant.
- Pens.

Allow five minutes for participants to reflect on what they have learned so far, using the worksheet if they find it helpful.

Ending well

 10 minutes

Slide 23

Signpost participants to the sections of the *Circuit Stewards' Handbook* that are relevant to this module. These are:

- Finance and the Circuit Fund
- The Circuit Meeting
- The Circuit Meeting Agenda
- Circuit Leadership Teams
- Other Meetings.

Look at the list in Appendix 1 of the *Circuit Stewards' Handbook* as a reminder that they can contact the Methodist Connexional Team for help.

The next module is called *Positive working together* and will be exploring:

- The circuit steward's role in creating effective communication – both one-to-one and across a circuit.
- Skills for collaborative working, including facilitation, listening, understanding personal style and healthy disagreement.
- Ways in which pastoral care is expressed by circuit stewards – especially for presbyters and their families.

Explain that there is preparatory reading ahead of the next session and signpost them to the relevant section of the *Circuit Stewards' Handbook*:

- Positive Working Together.

Encourage participants to read some of the Positive Working Together materials, available in the Ministers and Office Holders section of the Methodist website, particularly the *Positive Working Together Short Guide* (www.methodist.org.uk/positiveworkingtogether).

Closing reflection

My church is composed of people like me.
I help make it what it is.
It will be friendly, if I am.
Its pews will be filled, if I help fill them.
It will do great work, if I work.
It will make generous gifts to many causes,
If I am a generous giver.
It will bring other people into its worship and fellowship,
If I invite and bring them.
It will be a church of loyalty and love,
of fearlessness and faith,
And a church with a noble spirit,
If I, who make it what it is,
Am filled with these same things.
Therefore, with the help of God,
I shall dedicate myself to the task of BEING
All the things that I want my church to be.

Amen.

Overview of Module 3:

Positive working together

Module aims

To help participants understand the importance of effective communication – both one-to-one and across a circuit. This module will introduce skills for collaborative working, including facilitation, listening, understanding personal style and healthy disagreement. It will also cover ways in which pastoral care is expressed by circuit stewards – especially for presbyters, deacons and their families.

Learning objectives

By the end of this module, participants should have:

- explored the role of circuit steward with regards to the dissemination of information
- examined practices that lead to effective communication
- started to understand their particular style when it comes to communication and working on their own and with other people
- started to explore some methods for healthy disagreement, holding good meetings, making decisions and reaching consensus
- recognised their role with regards to the pastoral care of ministers and their families, in a variety of situations, and understood ways in which pastoral care may be expressed.

Preparatory work for participants

Ahead of Module 3, participants should have received joining instructions, including:

- the aims and learning objectives of the module
- a reminder to bring their copy of the group learning agreement with them
- a reminder to look over the relevant pages of the *Circuit Stewards' Handbook*, as identified at the end of Module 2
 - Positive Working Together
- a reminder to read some of the Positive Working Together materials (available in the Ministers and Office Holders section of the Methodist website), particularly the *Positive Working Together Short Guide*.

Materials needed

- Laptop, projector and screen if using PowerPoint (all slides are optional).
- Flipchart, flipchart stand and marker pens.
- Blu-tack or masking tape for displaying flipcharts.
- Sticky notes and pens.
- For option 3 in *Activity 2: Conflict is...*: coloured pens, pencils or other art material.
- For option 1 in *Activity 3: What is my style?:* plenty of space to move around.
- For option 2 in *Activity 4: Active listening:* a pebble or other small object.

Worksheets needed

- *Worksheet 16: A reflection on my style* (optional)
- *Worksheet 17: Conflict is...*
- *Worksheet 18: My personal style* (for option 2 for Activity 3, otherwise optional)
- *Worksheet 19: Active listening*
- *Worksheet 20: Reflective writing E, on listening well*
- *Worksheet 21: Pastoral care scenarios*
- *Worksheet 22: Reflective writing F, on pastoral care.*

Suggested running order for Module 3

Proposed running order is 2½ hours (140 minutes of programmed activity, plus a 10-minute comfort break).

Please note, this running order is flexible and the course can be adapted to suit your context, audience and time available. See below for suggestions (in brackets) of how the course can be adapted to suit time available.

Time, optional slides, handouts and worksheets	Activity
<ul style="list-style-type: none"> • 20 minutes • Slides 1–5 	Welcome, introductions and module overview, including: <ul style="list-style-type: none"> • <i>Activity 1: Reflections since last module.</i>
<ul style="list-style-type: none"> • 5 minutes • Slide 6 	An introduction to Positive Working Together. <ul style="list-style-type: none"> • Information giving, with short script for facilitator.
<ul style="list-style-type: none"> • 10 minutes • Slide 7 • Worksheet 16 (optional) 	Devotional activity, <i>Different perspectives, one body</i>
<ul style="list-style-type: none"> • 15 minutes • Slide 8 • Worksheet 17 	Exploring conflict, including: <ul style="list-style-type: none"> • <i>Activity 2: Conflict is...</i> (<i>Worksheet 17: Conflict is...</i> can be used as a self-guided piece of homework to replace Activity 2.)
<ul style="list-style-type: none"> • 10 minutes • Worksheet 18 (for option 2, otherwise optional) 	Exploring style, including: <ul style="list-style-type: none"> • <i>Activity 3: Style spectrum</i> (<i>Worksheet 18: My personal style</i> can be used as a self-guided piece of homework to replace Activity 3.)
<ul style="list-style-type: none"> • 20 minutes • Slides 9–10 • Worksheet 19 	Active listening, including: <ul style="list-style-type: none"> • <i>Activity 4: Active listening practice.</i>
<ul style="list-style-type: none"> • 5 minutes • Worksheet 20 	Reflection time: on listening well
<ul style="list-style-type: none"> • 20 minutes • Slides 11–12 	Being professional, including: <ul style="list-style-type: none"> • <i>Activity 5: A question of professionalism.</i>

Time, optional slides, handouts and worksheets	Activity
<ul style="list-style-type: none">• 15 minutes• Slides 13–14• Worksheet 21	Pastoral care of ministers and their families, including: <ul style="list-style-type: none">• <i>Activity 6: Pastoral care scenarios.</i>
<ul style="list-style-type: none">• 5 minutes• Worksheet 22	Reflection time: on pastoral care
<ul style="list-style-type: none">• 10 minutes• Slide 15	Ending well, including: <ul style="list-style-type: none">• Signposting to further help.• Information about Module 4.• Preparatory work for Module 4.• Closing prayer.

Module 3:

Positive working together

Introduction

 20 minutes

Slides 1–4

As with previous modules:

- Begin by introducing yourself and any co-facilitators.
- Go through housekeeping.
- Remind participants of the question park system (see *How to use this resource*).
- If the participants have changed since Modules 1 or 2, invite each person to say a little about themselves.

Remind participants of the proposed aims (slide 2) and outcomes of this module. They will have received these with their joining instructions.

Remind participants about the group learning agreement they all signed up to in Module 1 (slides 3–4 if you used the pre-written agreement). Ask people if they have any additions/amendments they would like to propose. Discuss this very briefly with the group and then ask if they are still willing to work to the agreement.

Activity 1: Reflections since last module

Slide 5

There is now an opportunity (15 minutes) for the group to share any reflections, learning, concerns or questions that have arisen since completing Module 2. The following can be used as discussion starters (slide 5):

- Are there any questions about, or reflections on, the sections of the handbook that you have read?
- Have you applied any of the learning from Module 2 in a practical way? What were the results?
- Is there anything from Module 2 or the handbook that you are unsure about?
- Have you any success stories, top tips or creative ideas you would like to share?
- Would you like the group's thoughts or input on anything?

Some things may arise that will take too much time to discuss or resolve, and there may be things that you feel, as facilitator, are not appropriate to discuss as a wider group. If this occurs you can use the question park system (see *How to use this resource*) to record points that need following up after the training session.

An introduction to Positive Working Together

 5 minutes

Slide 6

Explain the Methodist Church's *Positive Working Together* agenda. You may want to use the following bullet points as a script:

- *Positive Working Together* was a report to Methodist Conference in 2015.
- The initiative was initially concerned with combating bullying and harassment, but has since expanded to include promoting healthy working relationships and, more generally, managing conflict – which can be a force for good or bad within the life of the Methodist Church.
- This module was partly inspired by the work of the *Positive Working Together* project. It is designed to help you think about the role you will play, as a strategic leader in the Church, in promoting healthy working relationships and modelling professional behaviour.

Devotion

 10 minutes

Different perspectives, one body

You will need:

- Copies of *Worksheet 16: A reflection on my style* for each participant (optional).
- Bibles for each participant (preferably NRSV translation).

Slide 7

You may want to read the passage from 1 Corinthians 12:14-26, or ask a participant to volunteer to read it.

In pairs or small groups, ask participants to briefly discuss the following questions:

- Between them, can they identify three types of difference in the Church (eg roles, background, disagreements)?
- How do we feel about the notion of there being 'no dissension in the body' when we know there almost always is?

Share the following quote, from John Wesley's sermon on catholic spirit:

"Though we cannot think alike, may we not love alike? May we not be of one heart, though we are not of one opinion? Without all doubt, we may. Herein all the children of God may unite, notwithstanding these smaller differences."

Explain that, in this module, we will be exploring the fact that conflict is an inevitable – and often helpful – part of life. However, if we do not manage conflict, it will end up managing us. We all have a part to play

in positively working together. A good place to start is understanding ourselves and our own personal preferred ways of working. Read out the following short reflection (also available on Worksheet 16):

We all come in different shapes and sizes.

We all have strengths and weaknesses.

What's right for one person may not be right for another.

There are things that are important to me, that you do not care about at all!

And sometimes your behaviour does not make any sense to me.

But I want for us to understand each other, and communicate well, because we live together in the same world.

I know I can't expect you to want the same things that I want.

We are not the same person, so we will not always see things the same way.

I have my own thoughts and my own ideas, which may or may not fit into your vision of who I should be.

By learning more about my own personality, and about other personality types, I can come to a better understanding of my strengths and weaknesses.

I can improve my interpersonal relationships, realign my expectations towards others, and gain a better self-knowledge that will help me define and achieve goals.

Then end the devotion, using John Wesley's words as a short prayer:

Lord, help us to love alike, even though we cannot always think alike.

May we be of one heart, though we are not of one opinion.

Let all the children of God unite, notwithstanding smaller differences.

Amen.

Exploring conflict



15 minutes

Activity 2: Conflict is...

Slide 8

You will need:

- A copy of *Worksheet 17: Conflict is...* for each participant and/or slide 8.
- For option 2: flipchart on a stand and marker pens.
- For option 3: paper and coloured pens/pencils or other art materials.

Option 1: Read the following quote from David Augsburger (also on slide 8 and Worksheet 17):

"Conflict [is] natural, normal, neutral and sometimes even delightful. Conflict can turn into painful or disastrous ends, but it does not need to. Conflict ... is neither good nor bad, right nor wrong. Conflict simply is."

(David Augsburger, *Caring Enough to Confront*, Regal, 2009).

In pairs, ask the group to reflect together on the following questions:

- How do they feel about this quote?
- Do they agree that conflict can be helpful?
- What would happen if we never had healthy disagreement? If there was no conflict?

Allow a few minutes for people to provide feedback.

Option 2: Before showing slide 8 or Worksheet 17, ask participants to call out words that they associate with the word 'conflict'. Record these on the flipchart. Then read the quote above from Augsburgers (also on slide 8 and Worksheet 17). How do the answers given by participants measure up to how Augsburgers views conflict?

Option 3: Before showing slide 8 or Worksheet 17, provide participants with paper and coloured pens/pencils or other art materials. Give them five minutes to draw or construct something that they think represents 'conflict'. After five minutes, create a gallery for people to view one another's artwork. Then read the quote above from Augsburgers (also on slide 8 and Worksheet 17). How do the participants' representations of conflict measure up to what Augsburgers has to say?

Exploring style

 10 minutes

In the devotion, we touched upon the fact that understanding ourselves and our preferred ways of working – and seeking to understand others and their styles – is a good place to start in managing conflict so that it stays healthy.

Activity 3: What is my style?

You will need:

- For option 1: plenty of space.
- For option 2: copies of *Worksheet 18: My personal style* for each participant, and pens.

Option 1: At the start of this exercise, it is very important that you reassure participants that there is no right or wrong answer. Keep reminding them of this during the exercise. Ask participants to stand. Identify one end of the room as 'positively agree' and one end of the room as 'positively disagree' and explain that the space between these two points represents the spread of opinions between these two extremes. Read out several statements from the list below (you do not have to use all of them) and ask participants to stand at a point somewhere along this continuum that represents their own view on each statement.

- I relish having a robust discussion with someone who has a different opinion to my own and I love to debate.
- I believe that tact is more important than truth.
- I get frustrated when I am not in control of a project and I find it difficult to let others lead.
- If I have a piece of work I need to finish, then I prefer to shut myself away in a quiet room until it is done.
- If I am not given a deadline for a piece of work, then there is a danger I may never actually finish it.

- I do not mind a bit of creative chaos in my place of work.
- Sometimes I worry about speaking up in meetings because I do not want to look foolish.
- I get frustrated by 'too much talking and not enough doing'.
- I find a phone call is a welcome distraction.
- I often rush to fill silence with talk.
- I get bored very easily.
- I tend to be more focused on minute details than my colleagues.
- I will often drop what I am doing to help out a colleague.

After each statement is read and participants have chosen their position, ask one or two of them to share a sentence about why they stood in that particular spot. Again, remind people that there is no right or wrong answer and, when sharing their perspective, participants need to do so in a way that is respectful to others, who have a different position.

After you have read out a few statements, lead participants in a brief group discussion on why it is important to have a spread of styles in a team.

Option 2: Give each participant a copy of Worksheet 18 and ask them to spend some time working through it. Invite them to talk in pairs as they do this if they wish.

Lead participants in a brief group discussion on why it is important to have a spread of styles in a team.

Active listening



20 minutes

You will need:

- Copies of *Worksheet 19: Active listening* for each participant.

Slide 9

Using Worksheet 19, talk through the principle of active listening. You may want to use the following bullet points as a script:

- Active listening is listening carefully and accurately when another person is speaking to us.
- It is much more difficult, and takes more effort and energy, than many of us realise.
- It requires both verbal and non-verbal listening skills.
- If you find yourself just waiting for the other person to finish speaking so that you can jump in and make your own point, you are not actively listening.
- Active listening takes practice and is much more difficult if you are passionate about or have strong opinions on the subject under discussion, or if you feel under pressure due to time or other factors. This is where self-awareness becomes important again.

Slide 10

You may also want to talk through the idea of 'suspend or defend' (also on slide 10 and Worksheet 19):

- In every conversation you face a critical choice – to suspend or defend your own position; your own embedded patterns of seeing, thinking and feeling.
- If you choose to defend your position, there is a good chance you could have a stimulating, skilful discussion and debate.
- However, bearing in mind that we are seeking to learn from one another – rather than arguing until one side gains a victory – a better choice could be to suspend your own position and leave yourself open to hearing what others have to say. This can lead to reflective dialogue and a generative discussion.
- Being aware of whether you are defending your position or suspending it – and making a conscious decision regarding what path you take – can aid an effective conversation.
- Signs that you have chosen to defend will include only partially listening to what a person is saying because you are waiting to jump in with your next point.

Activity 4: Active listening practice

You will need:

- For option 2: a small pebble or other 'talking object'.
- For option 2: plenty of space for the group to sit in a circle or circles.

Option 1: Ask the group to split into pairs and quickly read through the skills and advice for active listening (Worksheet 19).

One person from each pair (the talker) should now spend a couple of minutes telling their counterpart about their day so far. The other half of the pair (the listener) should make a conscious effort to NOT actively listen – doing everything that they should not and not using any of the active listening skills.

Allow time for the talkers to share how this made them feel with the wider group.

Option 2: Introduce participants to a listening circle, which is an active listening technique. Sit the group in a circle. For larger groups, break down into two or more smaller circles. Give one person in the circle a pebble or other small object. Once the activity has begun, the person holding the pebble is the only one allowed to speak.

The speaker has two to three minutes to say whatever is on their minds about the training so far or the steward's role. When one person is speaking, the others in the group pay good attention, but do not comment. After speaking their turn, the pebble passes to the next person in the circle until everyone has had a chance to speak. Participation should be completely voluntary, and what people say in the circle should be kept confidential.

Once the circle is completed, ask participants to reflect briefly on how it felt to be given people's complete attention and time.

Reflection time

 5 minutes

Reflecting on listening well

You will need:

- A copy of *Worksheet 20: Reflective writing E, on listening well* for each participant
- Pens.

Allow five minutes for participants to reflect on what they have learned so far, using the worksheets if they find them helpful.

Being professional

 20 minutes

Slides 11–12

Use the following bullet points as a script (also on slides 11–12):

- The *Positive Working Together* short guide (page 4) says that: “Starting from a distinctively Christian standpoint creates an opportunity for individuals associated with the Church to behave in a manner which models the very highest standards of human interaction and relationships.”
- Is this the same as being professional?
- The term ‘professional’ is from the Middle English *profes*, meaning ‘having professed one’s vows’, and from the Latin *profiteri*, ‘to acknowledge before’. As people became more specialised in their trade, they began to profess their skill to others, and vow to perform their trade to the highest known standard – recognising that people trusted them and they had a reputation to uphold.
- Should circuit stewards, who are trusted with the future and the reputation of a circuit, aim to be professional in what they do? If the answer is yes, what would that look like?

Activity 5: A question of professionalism

You will need:

- Three sheets of flipchart paper, each with one of the three questions below pre-written on it.
- Marker pens.

Option 1: If the number of participants allows, split them into three groups. Give each group a sheet of flipchart paper, with one of the following questions on it:

- Group one: What should you NOT see in a professional email, letter or other form of written communication?
- Group two: What does distinctively Christian communication look like?
- Group three: How should we treat others in order to model ‘the highest standard of human interaction and relationships’?

Ask each group to spend five minutes writing as many answers as they can to the question, in bullet form. After five minutes ask them to stop and pass their sheet on to the next table. Continue until all three groups have had the opportunity to answer all three questions.

Option 2: If you do not have enough people in your group to split into three, then you can lay the three sheets of flipchart on different tables around the room and ask people to wander between them, adding their answers. Allow time at the end to sum up all the responses.

Pastoral care of ministers and their families

 15 minutes

Remind participants that, as circuit stewards, they are responsible for the pastoral care of ministers and their families.

Activity 6: Pastoral care scenarios

Slides 13–14

You will need:

- A copy of *Worksheet 21: Pastoral care scenarios* for each participant or slides 13–14.

In small groups, ask participants to look at the scenarios on *Worksheet 21* or slides 13–14, and answer the following questions about each one:

- What opportunities would this situation present?
- What obstacles would have to be overcome?
- What risks are there, which could be harmful to the well-being of people involved?
- How could these risks be managed?
- What information, help or skills would you need?

Allow time for feedback and comments.

Reflection time

 5 minutes

Reflecting on pastoral care

You will need:

- A copy of *Worksheet 22: Reflective writing F, on pastoral care* for each participant.
- Pens.

Allow five minutes for participants to reflect on what they have learned so far, using the worksheets if they find them helpful.

Ending well



10 minutes

Signpost participants to the section of the *Circuit Stewards' Handbook* that is relevant to this module:

- Positive Working Together

Strongly encourage them to look through the Positive Working Together material, available in the 'Ministers and Office Holders' section of the Methodist website.

Look at the list in Appendix 1 of the *Circuit Stewards' Handbook* as a reminder that they can contact the Methodist Connexional Team for help.

Slide 15

The next module is called *Continuing to learn* and will be exploring:

- Why ongoing learning and development is important and how this is best done in community.
- Different models for being a learning community, including making meetings work.
- The importance of reflective practice.

Encourage participants, ahead of Module 4, to revisit *Handout 1: Reflective practice summary and journaling exercise*.

Closing prayer

From the ROOTS resource, *Challenging Conversations*, which was designed to support the *Living With Contradictory Convictions* report to the Conference (2006) and the work that followed it:

A sending out prayer...

May the God who created a world of beautiful variety send us out on our journey of discovery, treasuring those things that are good and lovely.

May God stand with us as we struggle with the things that puzzle and bewilder us, gently cautioning us not to seek conclusions when there are no easy answers.

May God gift us with the grace to live with uncertainty, diversity and loose ends.

May God bless us and all peoples with love.

Amen.

Overview of Module 4: Continuing to learn

Module aims

To help participants understand why continued learning is important and how it is best done as part of a community with fellow practitioners. This module offers several models for how this can happen, including how to make meetings work.

Learning objectives

By the end of this module, participants should have:

- further explored how they can work together collaboratively, encouraging continual learning as a community.
- explored ways in which they could establish themselves as a visible community of stewards.
- understood the importance of reflective practice and mutual accountability.
- reflected on how they might begin to establish a place in a community of practice and a rhythm of learning and development as they continue in their role.

Preparatory work for participants

Ahead of Module 4, participants should have received joining instructions, including:

- the aims and learning objectives of the module
- a reminder to bring their copy of the group learning agreement with them
- a reminder to revisit *Handout 1: Reflective practice summary and journaling exercise*.

Materials needed

- Laptop, projector and screen if using PowerPoint (all slides are optional).
- Flipchart, flipchart stand and marker pens.
- Blu-tack or masking tape for displaying flipcharts.
- Sticky notes and pens.
- A3 paper or flipchart sheets, each prepared with one of the titles for the models for reflective practice, found on Worksheet 25.
- Lots of A4 paper.
- Plenty of space to move/break into small groups.

Worksheets needed and further reading

- *Worksheet 23: Creating meaning vs. sharing meaning* (or slides 6–7)
- *Worksheet 24: Group life cycle* (or slide 9)
- *Worksheet 25: Models for reflective practice*
- *Worksheet 26: Reflective writing G, on continuous learning*

- *Worksheet 27: Meeting scenarios*
- *Worksheet 28: Reflective writing H, on what happens next*
- *Further reading 4: There are many ways to learn in community.*

Suggested running order for Module 4

Proposed running order is 2½ hours (140 minutes of programmed activity, plus a 10-minute comfort break).

Please note, this running order is flexible and the course can be adapted to suit your context, audience and time available.

Time, optional slides, handouts and worksheets	Activity
<ul style="list-style-type: none"> • 20 minutes • Slides 1–5 	Welcome, introductions and module overview, including: <ul style="list-style-type: none"> • <i>Activity 1: Reflections since last module.</i>
<ul style="list-style-type: none"> • 10 minutes • Slides 6–7 • Worksheet 23 (optional) 	Devotional activity, <i>sharing meaning vs. creating meaning</i>
<ul style="list-style-type: none"> • 10 minutes • Slides 8–9 • Worksheet 24 (optional) 	Learning in community <ul style="list-style-type: none"> • Information giving, with short script for facilitator.
<ul style="list-style-type: none"> • 25 minutes 	Working through problems together, including: <ul style="list-style-type: none"> • <i>Activity 2: Open space or goldfish bowl</i>
<ul style="list-style-type: none"> • 20 minutes • Worksheet 25 	Reflective practice, including: <ul style="list-style-type: none"> • <i>Activity 3: Vote with your feet.</i>
<ul style="list-style-type: none"> • 10 minutes • Worksheet 26 	Reflection time: on continuous learning
<ul style="list-style-type: none"> • 30 minutes • Worksheet 27 	Making meetings work, including: <ul style="list-style-type: none"> • <i>Activity 4: Meeting top tips (15 minutes)</i> • <i>Activity 5: Meeting scenarios (15 minutes).</i>
<ul style="list-style-type: none"> • 5 minutes • Worksheet 28 	Reflection time: on what happens next
<ul style="list-style-type: none"> • 10 minutes • Slide 10 	Ending well, including: <ul style="list-style-type: none"> • Signposting to further help. • Closing reflection.

Module 4: Continuing to learn

Introduction



20 minutes

Slides 1–4

As with previous modules:

- Begin by introducing yourself and any co-facilitators.
- Go through housekeeping notifications.
- Remind participants of the question park system (see *How to use this resource*).
- If the participants have changed since Modules 1, 2 or 3, invite each person to say a little about themselves.

Remind participants of the proposed aims (slide 2) and outcomes of this module. They will have received these with their joining instructions.

Remind participants about the group learning agreement they all signed up to in Module 1 (slides 3–4 if you used the pre-written agreement). Ask people if they have any additions/amendments they would like to propose. Discuss this very briefly with the group and then ask if they are still willing to work to the agreement.

Activity 1: Reflections since last module

Slide 5

There is now an opportunity (15 minutes) for the group to share any reflections, learning, concerns or questions that have arisen since completing Module 3. The following can be used as discussion starters (slide 5):

- Are there any questions about, or reflections on, the sections of the handbook that you have read?
- Have you applied any of the learning from Module 3 in a practical way? What were the results?
- Is there anything from Module 3 or the handbook that you are unsure about?
- Have you any success stories, top tips or creative ideas you would like to share?
- Would you like the group's thoughts or input on anything?

Some things may arise that will take too much time to discuss or resolve, and there may be things that you feel, as facilitator, are not appropriate to discuss as a wider group. If this occurs you can use the question park system (see *How to use this resource*) to record things that need following up after/outside of the training time.

Devotion



10 minutes

Sharing meaning vs. creating meaning

Slides 6–7

You will need:

- Copies of *Worksheet 23: Sharing meaning vs. creating meaning* for each participant (optional).

You may want to read the passage from 1 Corinthians 12: 27-31 (preferably NRSV translation), or ask a participant to volunteer to read it.

We are all given different skills and roles and working together, as part of one body, we can be at our most effective and learn from one another.

In this module we are going to be focusing on the importance of always being ready to learn – especially from each other, in community.

To explore the difference between sharing meaning and creating meaning, look together at either slides 6–7 or *Worksheet 23*. Allow participants to digest and reflect on the information.

In 1516, Erasmus produced an edition of the New Testament in which he translated 'logos', from the prologue of John's Gospel, not as 'word' but as 'conversation'. Ask everyone to sit comfortably and listen to this new meditation of John 1:1-14 by Clive Scott, written in response to this translation.

It all arose out of a conversation,
conversation within God, in fact the
conversation was God. So, God started the
discussion, and everything came out of this,
and nothing happened without consultation.

This was the life, life that was the light of men,
shining in the darkness, a darkness which
neither understood nor quenched its creativity.

John, a man sent by God, came to remind
people about the nature of the light so that
they would observe. He was not the subject
under discussion, but the bearer of an
invitation to join in.

The subject of the conversation, the original
light, came into the world, the world that had
arisen out of his willingness to converse. He
fleshed out the words but the world did not
understand. He came to those who knew the

language, but they did not respond. Those who did became a new creation (his children), they read the signs and responded.

These children were born out of sharing in the creative activity of God. They heard the conversation still going on, here, now, and took part, discovering a new way of being people.

To be invited to share in a conversation about the nature of life, was for them, a glorious opportunity not to be missed.

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To end, invite participants to spend a few moments in quiet thinking about how they are part of this shared conversation – creating meaning as part of the Body of Christ.

Learning in community

 10 minutes

Collaborating together

Slide 8

Read this quote from actor and comedian Amy Poehler (also on slide 8):

“As you navigate through the rest of your life, be open to collaboration. Other people and other people’s ideas are often better than your own. Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life.”

(Harvard University Class Day Commencement Address, 25 May 2011).

Ask the group these three questions:

- Do they agree with the statement?
- What are the benefits of learning in and as a community?
- What might prevent people from collaborating and creating meaning together?

The group life cycle

Slide 9

You will need:

- A copy of *Worksheet 24: Group life cycle* for each participant and/or slide 9.

While participants look at the diagram on *Worksheet 24* and/or slide 9, talk them through the following bullet points as a short script:

- The development of a group has typically been described as a life cycle. The most commonly used model is the work of Tuckman (Bruce W Tuckman, Developmental sequence in small groups, *Psychological Bulletin*, 1965). He described the four stages as forming, storming, norming and performing.
- **Forming:** A group is brought together. There may be a need for strong leadership during this time when group aims and objectives are still to be confirmed and articulated.
- **Storming:** Through debate, negotiation, experimentation and some (hopefully healthy) conflict, this is an often difficult and high-tension process, whereby individuals are trying to figure out where they fit in relation to others in the group. The risks at this stage are power struggles, cliques and emotional issues distracting the group from its goals.
- **Norming:** People in the group start to understand their own roles and responsibilities and have a clearer idea of the group's purpose. Engagement, commitment, trust and decision-making are all positive.
- **Performing:** The group is now working as a team and is able to stand on its own two feet with little or no help or facilitation from outside sources. There is a shared vision and a new sense of being strategically aware.

Looking at Worksheet 24 or slide 9, ask participants to discuss, in pairs or small groups, the following questions:

- Can they think of times when they have seen each stage of the group life cycle in action?
- Where on the group life cycle would they currently place their circuit's team of stewards?

Working through problems together

 25 minutes

The aim of this next activity is to demonstrate the advantages of being in a community of practice – or a learning community. It provides two options, modelling different ways in which these communities can collaborate. Choose just one of these models and allow time at the end for participants to feed back on how helpful they found the activity.

Activity 2: Open space or goldfish bowl

You will need:

- For option 1: sheets of A4 paper, marker pens, Blu-tack or masking tape to stick paper to walls.
You will also need space for people to break into small groups.
- For option 2: three or four chairs arranged at the front of the room, facing the other participants, in a semicircle.

Option 1: Ask participants to take two minutes in pairs to discuss what worries and concerns they have for the circuit and their role as strategic leaders. Invite each pair to choose one of these and write it on a sheet of A4 paper. Use as few words as possible and make it large enough for everyone to read. If they fail to come up with anything, then that is OK. Once they have chosen their issue, ask them to stick this to the wall where everyone can see it.

Gather the group around the wall. Remove any duplicate issues that have appeared. Invite individuals to step forward and choose the issue from the wall that they are the most keen to discuss, and hold it high for everyone to see. This does not have to be the issue that they identified. If other people are also keen to discuss that issue, they can gather around that person, find a space and start an informal small group discussion about it – but a group must have at least three members to be viable. If no one, or only one other person, chooses to talk about that issue, then that issue is discarded.

Continue this process – where someone chooses an issue from the wall and forms a small group – until everyone is in a small group.

Allow those small groups the time remaining for this activity to work together to discuss possible ways forward regarding the issue they chose.

Option 2: Ask the group to suggest a challenge or issue that circuit stewards regularly face. If there is more than one suggestion, choose one that you think will make an interesting topic for discussion. Then ask for three or four volunteers to sit in the chairs at the front of the room.


These volunteers will begin discussing the chosen topic. Encourage them to keep the conversation progressing forward and focused on solutions and opportunities (as opposed to just repeating the problems or challenges).

When one of the panel feels that they have said everything they want to say, they can stand and go back to a seat in the audience. Someone else then has to volunteer to sit at the front and carry on the conversation. The three or four seats at the front of the room should never be left empty.

Alternatively, if someone from the audience would like to join in the conversation, they should indicate this by standing until someone from the panel gives up their seat. If someone who has already had a turn at the front wants to return, they may, although priority should be given to those who have not already had a turn in the 'goldfish bowl'.

Continue until time has run out or the conversation dries up – whichever comes first.

Reflective practice

 20 minutes

As preparation for this module participants should have been encouraged to revisit *Handout 1: Reflective practice summary and journaling exercise*. They have also used reflective writing during each of the modules, as a means of helping them to process the learning. You are now going to look at some other models for reflective practice.

Models for reflective practice

You will need:

- Copies of *Worksheet 25: Models for reflective practice* for each participant.

Allow the group a short time to look over *Worksheet 25* and familiarise themselves with the different models outlined.

Ask the group the following questions:

- Have they used a particular model for reflective practice before? How did they use it? What was the context?
- Is there a model of reflective practice that they would like to try?
- Do they think different models of reflective practice are useful in different situations? Can they think of examples?

Activity 3: Vote with your feet

You will need:

- A3/flipchart sheets, each with the title of one of the models of reflective practice written on it.
- Blu-tack or masking tape to attach the sheets to the walls.
- Plenty of space.

Attach the models of reflective practice to the wall, spread out around the room. They need to be in a location that is easily accessible.

Read out the following scenarios and ask participants to stand next to the model of reflective practice that they would find the most useful in each. Allow time for feedback/comments on why participants have made each particular choice, reminding them that there are no wrong answers.

- You are leading a debrief meeting following a large family ministry event and want to encourage the team to reflect together.
- You have just had a particularly difficult circuit leadership meeting where emotions ran quite high. You want to take some time to reflect on what went well and what could have been done differently.
- This morning's sermon at church had a real impact on you and you want to reflect on how it should affect your future actions.
- You are facilitating a vision day for your circuit and you want to encourage those participating to reflect on what the circuit's past strengths have been and how these might affect the circuit's future.
- You are facing a particularly sticky dilemma in your personal life and you need some help processing all your different choices regarding how you deal with it.

Reflection time

 5 minutes

Reflecting on continuous learning

You will need:

- A copy of *Worksheet 26: Reflective writing G, on continuous learning* for each participant
- Pens.

Allow five minutes for participants to reflect on what they have learned so far, using the worksheet if they find it helpful.

Making meetings work



30 minutes

In Module 3, we looked at the role of the circuit steward as a professional – trusted with the future and the reputation of the circuit. We also looked at the role of the circuit steward in providing pastoral care for colleagues, including ministers. In Module 2, we explored Wesley's call to "watch over one another in love". Ask the participants to bear this in mind as we go into the next activity.

Activity 4: Meeting top tips

You will need:

- Two sheets of flipchart paper and marker pens.

Split the participants into two groups. Each group will have around five minutes to write a list of top tips for good meetings, but each with a slightly different emphasis.

Group one will write a list of top tips for a *professional* meeting. What advice would they offer to someone who is trying to plan a highly effective, collaborative and productive meeting?

Group two will write a list of top tips for a *loving and caring* meeting. What advice would they offer to someone who is trying to plan a meeting that is inclusive, supportive and safe?

Put the lists on a wall for everyone to see. Consider:

- Can you think of meetings you have been part of that have fallen short of these ideals? How could that be avoided in the future?
- Does being professional ever prevent us from being loving and caring, or vice versa?
- What skills and knowledge have we picked up over the course of this training that could help us to have better meetings?

Activity 5: Meeting scenarios

You will need:

- A copy of *Worksheet 27: Meeting scenarios* for every participant.

Break participants into small groups and ask each group to look at one of the scenarios from Worksheet 27 and discuss how they would respond in each situation to ensure that the meeting being considered is both professional and caring.

Allow time for feedback at the end.

Reflection time

 10 minutes

Reflecting on what happens next

You will need:

- A copy of *Worksheet 28: Reflective writing H, on what happens next* for each participant.
- Pens.

Allow 10 minutes for participants to reflect on what they have learned, using the worksheet if they find it helpful.

Ending well

 10 minutes

Slide 10

Encourage each participant to look at *Further reading 4: There are many ways to learn in community* and encourage them to make a personal commitment to continue to learn as a circuit steward in a way that suits them and their context.

Look at the list in Appendix 1 of the *Circuit Stewards' Handbook* as a reminder that they can contact the Methodist Connexional Team for help.

Remind participants of the requirement to complete the *Creating Safer Space Foundation Module 2016* (if they have not already done so) and to update this every four years with the Refresher Module.

Share this quote from German philosopher Johann Wolfgang von Goethe (slide 10): "Knowing is not enough, we must apply. Willing is not enough, we must do."

Remind participants that the course they have been doing is only useful if they apply the learning from it and the training has a positive impact on their work. Learning in a community, holding each other accountable and reflective practice – both alone and together – are ways in which you can help ensure that learning is applied and is ongoing.

Closing reflection

Read this prayer by St Teresa of Avila:

Christ has no body now on earth but yours,
 no hands but yours,
 no feet but yours,
 yours are the eyes through which Christ's compassion
 is to look out to the earth,
 yours are the feet by which he is to go about doing good
 and yours are the hands by which he is to bless us now.
Amen.

Appendix 1:

Sample job description and person specification

Sample job description for circuit stewards:

- Working with others to offer leadership, for the spiritual direction and wellbeing of the churches in the circuit.
- Meeting with other members of the leadership team at least twice a year, before the Circuit Meeting.
- Upholding and acting upon the decisions made by the Circuit Meeting and the Conference.
- Inviting ministers to serve in the circuit and welcoming new ministers and their families when they arrive.
- Providing pastoral care to circuit ministers and other staff and their families.
- Attending all official meetings connected with the circuit and specially arranged district meetings, such as the Synod.
- Collaborating with other circuit stewards as treasurers of the Circuit Fund.
- Looking after circuit property, including manses.
- Bringing together all churches in the circuit for worship or fellowship.
- Helping with the induction of new presbyters, deacons and pastoral workers.

Sample person specification for circuit stewards:

- ongoing Christian discipleship
- a vision for God's kingdom
- sensitive, supportive and affirming of others
- personal credibility
- able to maintain confidentiality
- willing to learn
- good communication skills
- a strategic thinker
- a team player who works in consultation with others
- the ability to delegate and ask for help
- flexibility and skills in negotiation
- an agent for change
- leadership skills and perhaps even management experience
- relevant knowledge or expertise (eg accounting, employment, trusteeship)
- administrative skills
- a working knowledge of Methodist structures and circuit meetings.

Appendix 2:

Quick quiz answer sheet

1. The word missing from the four alls is **saved**.

All need to be saved
All may be saved
All may know themselves saved
All may be saved to the uttermost

Methodists have always been clear that no one is beyond the reach of God's love. Salvation is there for everyone who turns to God, not just for the chosen few.

2. The prayer is known as the **covenant prayer**, said at the annual covenant service, at which we celebrate all that God has done for us and affirm that we give our lives and choices to God. Most churches hold the service in the New Year, but some hold it in September, at the beginning of the Methodist Connexional year. The prayer makes it very clear that our faith should embrace the whole of our life.
3. Our current hymn book is ***Singing the Faith***. Methodists are well known as enthusiastic singers, in choirs and congregations. Singing is still an important means of learning about, sharing and celebrating our faith. Charles Wesley wrote about 6,000 hymns, many still sung today by Methodists and other Christians across the world.
4. Early Methodist gatherings were called **societies**. John Wesley formed local societies as a place where members could support one another spiritually and pastorally, worship together and grow in the Christian life. John Wesley also encouraged smaller groups, within the societies, called 'classes' or 'bands'. These small groups met regularly with the idea of being accountable to one another. Many Methodist churches still have home fellowships, Bible studies or house groups that follow this tradition.
5. The four-fold approach is known as the **Methodist Quadrilateral**. We seek to discover the word of God through reading Scripture, as well as resources that help us to explore different understandings. By tradition, we mean wisdom and creativity of Christians historically and globally, including hymns, songs, prayers, poetry, Christian art and devotional books, as well as formally agreed teachings. To the best of our ability we need to think things through in the light of reason, becoming aware of different points of view, and using our own critical thinking to make sense of God's world. Methodism particularly stresses the importance of our own experience of God's grace working in our lives.

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Please submit amendments, corrections or suggestions to:
mvw@methodistchurch.org.uk

The **Methodist** Church 

Methodist Church in Britain
Methodist Church House
25 Marylebone Road
London NW1 5JR

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