Personal Reflection Questions
process, ponder, analyze, evaluate, discern, discuss

- What were your highlights over the past year? What were the biggest blessings? What brought you great joy?
- What were the most challenging parts of the past year for you? What helped you make it through those things?
- When did you notice God's presence with you during the lows and the highs of the year?
- How did you take good care of yourself over the past year?
- What did you learn?
    - About yourself? About your leadership style?
    - About relationships between leaders and participants? About relationships between participants?
    - About unit cohesion and decision-making?
    - What experiences and approaches helped you learn the most?

Topic Questions
- **Leadership Contingency + Styles – what helps, what doesn't work, what sticks out good/bad**
- Transformative Learning – what helps, what doesn't work, what sticks out good/bad
- With new lens – Reflection + Intention Questions
- Dig deeper into discussed scenarios, and your own past/future participants

Future Intention Questions
envision, dream, re-center, grow, learn

- What values and principles do you want to center yourself next year? Your unit?
- What dreams for your unit as a whole do you have? What dreams for each of your participants do you have?
- What kind of relationships and growth do you want to provide opportunities for?
- How do you want to care for yourself in the coming year?
- How will you approach challenges that stretch you in the coming year? How will you support participants through challenges?
- How will you make space for noticing God and feeling God's presence?

Contingency Model of Leadership

Assessing different scenarios and leadership style needed

- Formal conversation between leader-participant
  - Formal group discussions : Topics; Logistics/Planning; Group relationships
- Informal observed interactions participant-participant
- Informal group discussions
- Informal leader-participant conversations

Assessing the Situation

1. The leader's position power: "The potential power which the organization provides for the leader's use";
2. The structure of the task, including:
   a. "The degree to which the correctness of the solution or decision can be demonstrated" (i.e. decision verifiability),
   b. "The degree to which the requirements of the task are clearly stated or known" (i.e. goal clarity),
   c. "The degree to which the task can be solved by a variety of procedures (i.e. goal path multiplicity), and
   d. "The degree to which there is more than one correct solution (i.e. solution specificity); and
3. The interpersonal relationship between the leader and group members, including the leader's:
   a. Affective relations with group members,
   b. Ability to obtain acceptance, and
   c. Ability to engender loyalty.

Based on these variables, five types of group situations come into existence. The level of clarity around objectives and goodwill between team members will define the type of leader who is appropriate.

4. Informal groups with structured tasks (i.e. structured, weak position power);
5. Groups with structured tasks and powerful leader positions;
6. Groups within organizations in which leadership is distributed over at least two levels of management (varying conditions);
7. Creative groups with unstructured tasks and weak leader position power; and
8. Groups with unstructured tasks and powerful leaders.

How the Contingency Model Can Be Applied Today

For the most part, Contingency Theory is relatively intuitive and Fiedler's book does a great job of providing applications of his theory.

As a first example of applying Fiedler's model, consider a basketball team, which has a structured task, a low level of power, and (in theory) good leader-member relations. Here, you would want a task-oriented coach to set the game plan rather than a relationship-oriented coach giving everyone an equal say.

As a second example, consider a commercial flight, which has a structured task, a powerful leader, and (in theory) good leader-member relations. Here, you want a task-oriented pilot to take charge; you don't want a relationship-oriented leader discussing with the group how best to land the plane.

As a third example, consider a creative group with unstructured tasks, weak leader position power, and (in theory) good leader-member relations, like an ad agency. Here, you would want a relationship-oriented leader to get these creative minds to work together rather than a task-oriented leader trying to impose opinions and decisions on the group.

And as a fourth example, consider a squad of soldiers, which has an unstructured task, a powerful leader, and (in theory) good leader-member relations. Here, you would want a task-oriented leader to make decisions and get the group to their objective rather than a relationship-oriented leader who would waste precious time discussing options with the group. As stated in Fiedler's book about the old army adage, "it is better in an emergency that the leader make a wrong decision than no decision at all."

The 7 Leadership Styles

Autocratic

Also known as authoritarian, this style of leadership is exactly what it sounds like: rigid, strict, and in complete control.

An autocratic leader is often seen as a kind of 'workplace dictator', not allowing creativity or out-of-the-box thinking, but preferring rigidity, structure and clearly defined goals – which they create. They generally don't ask for (or appreciate) input from team members, which unfortunately is a direct route to employee resentment and low morale.

While it's commonly believed that this style is rarely effective in today's workplaces, there are certain situations where you might need to adopt it. For example, times when a decision needs to be made quickly and effectively, or when you're dealing with an inexperienced employee. It's these moments that require clear direction and structure, and an autocratic leader excels at delivering this. Just be careful that you aren't leaving your team feeling discouraged or untrustworthy.

If you're an autocratic leader, try:

- Asking for input from your team, especially on matters concerning their goals.
- Creating more opportunities for your team to be creative in their work.

Authoritative

Also known as the visionary leader, this style of leadership is less about telling people what to do, and more about inspiring them to follow.

It allows a kind of mentorship to bloom between the leader and team, where the team is inspired and motivated by the leader's vision. These leaders are emotionally intelligent and will guide by example rather than dictation. Their vision allows them to bring clarity in times of uncertainty, and their confidence means they can provide clear direction to their team.

The main risk with this leadership style is coming across as overbearing. While they don't instil rigidity in work processes, they still don't allow employees free reign to work however they see fit. They set a clear direction and ask their team to follow, and some employees might push back on this.

If you're an authoritative leader, remember this:

- This style of leadership is best approached with empathy. Take time to understand the personal and professional challenges of employees, in order to help identify roadblocks and motivate people to succeed.
- Always take accountability for mistakes. You're the one choosing the direction, so make sure you own it if it's the wrong path.

Pacesetter

As the name suggests, this leadership style is all about the leader setting an example of high pace, high performance and high quality – and their team is expected to do the same.

For pacesetting leaders, results are their top priority, and they excel at driving fast, high-quality results in the short-term. They also pick up on roadblocks quickly since they demand constant updates from their team, meaning they'll always hit their deadlines. This style of leadership works best in a highly experienced team, where they understand and can utilise their own competencies.

However, pacesetting leadership can have a detrimental effect on employee motivation in the long run. Many agree that when taken to the extreme, pacesetting leadership can be toxic in the workplace and lead to stress, overwhelmed employees. It's also not a great style for breeding trust between leader and team, since the leader has a tendency to micromanage when things aren't going smoothly.

If you're a pacesetting leader, try:

- Taking some extra time to offer feedback and coach employees who aren't keeping up with their workload.
- Giving your team breaks to avoid mental exhaustion and demotivation. Try to avoid constantly pushing them too hard and fast, instead only use this style when business objectives need to be achieved quickly.

Democratic

Democratic leadership is a form of shared leadership between manager and team. Employees are encouraged to share their ideas, knowledge, experience and opinions about projects before decisions are made.

These types of leaders breed creativity and innovation on their teams, as well as creating a culture of trust and job satisfaction. Employees feel their competencies are being

utilised, and the responsibility of being involved in the decision-making process is motivation to grow and learn.

The biggest advantage of this style is that it allows employees to understand the long-term vision of the organisation. This builds camaraderie on the team, and motivation to reach common goals. The main risk for democratic leaders is creating disharmony on the team, which will occur if one employee's suggestions are consistently favoured over others (whether purposely or not).

If you're a democratic leader try to avoid:

- Fence-sitting: don't sit back and let decision-making drag on, especially during times where a call needs to be made quickly.
- Letting the majority make the decisions on your behalf: this is leaning towards a laissez-faire approach to leadership, which only works in highly experienced and competent teams.

Coaching

Just like a sports coach harnesses each player's individual talent and improves them to reach their full potential, a coaching leader supports individuals on their team to achieve their professional development potential.

This leadership style puts feedback at the forefront of everything, taking the time to support and challenge every team member. The main aim of a coaching leader is to help individuals reach their career goals and do extraordinary things. This makes coaching leaders unique, as they prioritise individual development over team development, where some employees may be overlooked.

One of the best things about coaching leaders is that their employees love working with them. They see their leader as a personal mentor, who is able to push them beyond their comfort zone and transform their weaknesses into strengths. This leads to a highly motivated and eager team who love coming to work. These leaders also set clear expectations, and guide employees towards them.

The main disadvantage of this style is that it takes time and a lot of patience. With time being a valuable resource in any organisation, this leader may need to be strategic about who they coach and when.

If you're a coaching leader, remember:

- This style works best in a team that is committed to learning. If yours lacks an eagerness for self-development, you may find yourself with too much responsibility and few results.
- Coaching works best with employees who have similar personalities to your own. As with any relationship, chemistry is important for creating a harmonious bond where your employees are willing to accept your feedback – good and bad.

Transformational

This is an incredibly powerful style of leadership, where employees are inspired to set aside individual goals and development to focus on the bigger picture goals of the team and organisation.

Transformational leaders believe positive reinforcement will always motivate people more than negative reinforcement, and because of this, it's considered a very humane approach to leading, especially compared to styles like autocratic. Transformational leaders employ empathy, confidence and passion to inspire their employees, and this often results in a highly engaged team producing high-quality output.

One of the downfalls of transformational leaders is that occasionally they're so focused on the vision or bigger picture that they struggle with detail-orientation, and may need to rely on employees to pick up those pieces.

If you're a transformational leader, keep these things in mind:

- Your passion shouldn't become a substitute for reality. Sometimes you'll face a bleak situation, but maintaining a facade of resilience and optimism will do more harm than good. Allow yourself and your team to acknowledge harsh realities.
- This style carries the potential for abuse of power. Adolf Hitler was an example of someone who employed this leadership, demonstrating the necessity to keep morals at the forefront of everything you do. Your passion is a powerful tool to be used carefully.

Laissez-faire

Also known as the delegative style, laissez-faire leaders are the most hands-off of all. If you imagine an autocratic leader, who makes all the decisions and demands, a laissez-faire leader is the exact opposite.

While these leaders are keen to step back and give much of the power to their team, they're also waiting with their door open to any individual who needs feedback, support or training. The extent to which this leader is hands-off depends entirely on the person. Some may provide direction at the beginning of a project before stepping away, while others may only pop in for a few check-ins, leaving the direction and decision-making to their team.

Laissez-faire leaders encourage the personal growth of their team members as well as innovation. The autonomy for employees to make their own decisions also leads to faster results. One of the major pitfalls of this style of leadership is that it requires a highly experienced and competent team in order to be successful. Without self-driven employees, researchers found this style is associated with the lowest levels of productivity.

Another issue is that the lack of direction and clarity from laissez-faire leaders may result in projects going off the rails, or not progressing at all due to employees being unsure of what needs to be done.

If you're a laissez-faire leader, be aware that:

- You must take accountability for all mistakes. You're making a conscious choice to leave power in the hands of others, but you're still their leader and must accept responsibility for their mistakes.
- You might come across as passive or withdrawn. Think about the flow-on effect this may have on your team as well – if they believe you don't care about projects, they may end up caring less themselves.

Understanding Mezirow's transformative learning theory.

Mezirow's transformative learning is defined as "an orientation which holds that the way learners interpret and reinterpret their sense experience is central to making meaning and hence learning." Put in simple terms, transformative learning is the idea that learners who are getting new information are also evaluating their past ideas and understanding, and are shifting their very worldview as they obtain new information and through critical reflection. It goes beyond simply acquiring knowledge, and dives into the way that learners find meaning in their lives and understanding. This kind of learning experience involves a fundamental change in our perceptions—learners start to question all the things they knew or thought before and examine things from new perspectives in order to make room for new insights and information. Many learners and experts agree that this kind of learning leads to true freedom of thought and understanding.

Mezirow says that transformative learning has two basic focuses—instrumental learning and communicative learning. Instrumental learning focuses on task-oriented problem solving, and evaluation of cause and effect relationships. Communicative learning focuses on how people communicate their feelings, needs, and desires. Both of these elements are important in transformative learning—students need to be able to focus on different types of their understanding and view new perspectives that are both logical and emotional in order to challenge their previous understanding.

Meaning schemes or meaning structures are another important element of the transformative theory and transformational learning according to Mezirow. Perspectives and meaning schemes two major elements of meaning structures, and are our predispositions and assumptions, which set the state for our expectations. A meaning structure is basically the concepts, beliefs, judgments, and feelings that shape an interpretation of information. Students are able to understand their meaning structure through self-reflection, self-directed learning, and critical theory. They are able to critique their assumptions to understand if what they understood as a child still holds true now that they are an adult. We are thereby able to understand ourselves, and our learning better. The understanding of our past perspective and the ability to look at new structures and perspectives are key to the transformative learning theory.

The phases of transformative learning.

In the transformative learning theory there are typical phases that adult education learners follow. These phases are key in helping adult education learners transform their prior notions as they get new information and insight.

- A disorienting dilemma. A disorienting dilemma is a situation where a learner finds that what they thought or believed in the past may not be accurate. This is the first part of transformational learning. This can be an "a-ha" moment where a student hears or consider something they may not have understood before. This disorienting dilemma can be uncomfortable or challenging for students, but is the key spark in starting a fire of transformational learning.

- Self-examination. After a disorienting dilemma, students will do a self-examination of their beliefs and understanding. They will think about their past experiences and how they connect to this disorienting dilemma. This can create a perspective transformation, where students understand that their perspective may not be the only perspective.

- Critical assessment of assumptions. Students in this phase of transformational learning are able to take a more comprehensive look at their past assumptions and review them critically. They are able to accept that perhaps some of their past assumptions were wrong, and are thereby more open to new information and thoughts. This creates perspective transformation as they are able to look with more unbiased eyes at their own past.

- Planning a course of action. After students understand how their past assumptions and beliefs may have been wrong and have a perspective transformation, they are able to plan a course of action. They are able to consider what kinds of learning they will now need to more fully understand a problem or situation. They will be able to have a strategy for learning new things, seeing new perspectives, talking to new people, and more.

- Acquisition of knowledge or skills to carry out new plan. Now is the time for students to carry out their plan and get further in their transformational learning. They may have to learn new things and consider different perspectives in order to fully enhance their learning. This may take extensive work and effort, but this is where the real learning is happening.

- Exploring and trying new roles. As part of transformational learning, we need to act. In transformative learning, exploring and trying to understand changes is key to success. It goes beyond just learning about something, but actively working to understand and experience new things for yourself.

- Building self-efficacy in new roles and relationships. Self-efficacy involves us being able to make our own decisions and have our own beliefs. As we follow transformative learning phases it's extremely important to build confidence in our beliefs and understanding, and to continue to practice this transformative cycle as we move forward.

Putting transformative learning theory into practice.

As an educator it's important to help students learn using different kinds of learning strategies. The transformative learning theory can be especially important for older students to be able to grasp new ideas and concepts. There are many ways that educators can introduce this kind of learning into their classroom, including:

Give students chances to learn about new perspectives. Teachers can provide an action even or disorienting dilemma inside their classroom. A picture, story, demonstration, or guest that doesn't quite meet what they've understood can help do this. For example, students can learn about different political parties by actually meeting political candidates. They may have certain beliefs about government, but meeting a candidate who is kind and passionate about different viewpoints could be an action event for them. Similarly, teachers can introduce diverse authors and literature into the classroom, helping students see things from a perspective that isn't like their own.

Help students identify and question their assumptions. In the classroom it's important for students to critically analyze their assumptions. Teachers can model this behavior by sharing stories of how their own understanding and perspectives have shifted, how they have been able to analyze their own beliefs, and more. Teachers can give journal questions that help students by giving questions that they can ask about their own assumptions, give opportunities for students to share, and provide writing and reflective time for students to analyze.

Create opportunities for critical discourse. In a classroom that is focused on transformative learning, there must be opportunity for critical discussions. Teachers can help students have these critical discussions by providing space for conversation, helping students create pro and con lists of literature or articles, giving students opportunity for debate, or requiring students to prepare both sides of a debate to understand how there are multiple perspectives always at play. Additionally, small group discussions and activities can help students with this critical understanding. This kind of classroom work can help students really embrace other thoughts and experiences different from their own.

Transformative learning examples. There are many ways that educators can use transformative learning in their classroom. For example, when students are learning about world religions, teachers can introduce literature and articles that discuss different religions, helping them gain new perspectives and understanding. Additionally, teachers can give students an assignment to go and interview different people about their perspectives on a historical event. This helps students get many points of view and perspectives. Another way teachers can use transformative learning in the classroom is to give students contrasting articles on a topic, and ask them their thoughts and insights on the different elements of each article. This helps them to question their own understanding and move through the process of learning.

Service Placements

Goals of participant service placements within Program
1. See God at work in new places and faces
2. Gain independence and empowerment as they discover and grow their skills and gifts
3. Discern the calling God has for them
4. Build intercultural competence
    a. Grow in ability to see and understand oppression
    b. Learn ways to faithfully resist discrimination/oppression

Basic Participant Expectations
1. 35-40 hours per week
2. One full-time or up to three part-time placements
3. Communicate clearly with Placement Supervisor about day-to-day work
4. Communicate clearly with Placement Supervisor and Unit Leader about concerns
5. Put forth a reasonable effort in maintaining a good working relationship with placement and staying in their assignments for duration of term

Unit Leader Role & Expectations
1. Unit Leaders are the holders of relationships with placement agencies for the duration of their term. This includes actively evaluating placements of current participants, as well as planning for future placements, possibly at new agencies.
    a. Sign annual MOU with placement agencies and discuss stipend amounts.
    b. Community organizations in which Service Adventure participants serve are to be faith-based or ministry-focused, intimately involved in matters of social justice, in service to marginalized populations, or are otherwise in line with the objectives of Service Adventure.
2. Unit Leaders place each volunteer with a specific agency.
    a. To be a good fit, the participant should be comfortable enough to feel safe, but stretched enough to have a push to grow.
3. Support volunteer and placement if there are disagreements and/or issues that arise. Help volunteer to grow in professionalism and maturity; but also advocate for healthy boundaries for volunteer.
4. Unit leaders are responsible for meeting with service placement supervisors regularly.
    a. By October 15 each year, in order to become acquainted with participants' supervisors and to assess fit.
    b. Every three months within term.
    c. The last check-in of the term discuss participants' overall performance and discuss future relationships between Service Adventure and service assignment organization.
    d. Additional check-ins are expected when issues arise, with the supervisor and participant separately and together as assessed is necessary.
    e. Maintain written summaries or record pertaining to the check-ins.

Community Life Values, Principles, and Details (1)

Values & Principles of Community Living (Why We Live as a Unit)
- Value: We want to reflect the early church
  - Common Purse
  - Shared Meals
- To live in community – learning how to think beyond ourselves
- To share life's joys and sorrows together in healthy relationships

Unit life is an integral part of the Service Adventure experience. At its best, a unit is a community of support, celebration, reflection, and discernment as the members of the community offer themselves in Christian service. Living together is where rubber hits the road – how will you make decisions together, how will you balance your own needs with others', how will you keep everything organized and running smoothly.

Unit leaders are expected to guide and offer structure to the group living component of Service Adventure. Following are a list of Community Life Details to think through on your own, and then plan with your unit. Think of all of this as a training – you want the participants to know why they are doing this, so their goals will be shared. They won't be good at first, and maybe can't even take all of this on at first. Find what is necessary to have a successful entry, then after establishing some connections, build together a plan for the coming months. Re-evaluation helps growth.

Meal Planning + Preparing
Why we do this together?
- Communities build relationship over food. Preparing meals with love is a Christ-like way of showing hospitality, even to those closest to you.
- Sharing a Common Purse means you share responsibility for each other. You can't only make choices for yourself, you have to consider how your choices affect others.
- Shared Common Purse can also allow you to do more together than you could alone. If you split your budget between yourselves, you couldn't make the same kind of meals.

How will we do this together?
- Basics
  - Who cooks when and how often? In a team or alone?
  - How does that effect grocery shopping and meal planning?
  - Who will go grocery shopping and when? How will they know what others want to put on the list? How will they make budget decisions?
  - Who will do the dishes and when?
- Taking Care of Each Other
  - What does a meal include? Protein? Vegetables?
  - Special dietary needs?
  - What foods are important to each of us?
- Building Relationship
  - Who prays?
  - What kind of conversation do you want to have at mealtime?
- Common Purse
  - Learn about the weekly and monthly budget. Talk about how to determine needs and wants depending on costs.
  - Explore alternative food sources – thrift stores, food co-ops, etc.

Community Life Values, Principles, and Details (2)

Values & Principles of Community Living (Why We Live as a Unit)
- Value: We want to reflect the early church
  - Common Purse
  - Shared Meals
- To live in community – learning how to think beyond ourselves
- To share life's joys and sorrows together in healthy relationships

Scheduling

Why we do this together?
- We want to share experiences together as a unit. We want to learn from each other and develop our own skills and gifts.
- We want to find the balance between taking care of ourselves and being part of a group. Different people will want different activities, and working together to find equity in the schedule is a way to build healthy relationships.

How will we do this together?
- Planning in advance gives you time to discuss the balance of activities with service assignments and individual commitments.
  - How far in advance should participants give notice about personal commitments?
  - Who and how will you communicate with service placements?
  - What flexibility will you allow with learning components and worship nights?
  - How will you make sure leadership for each is shared equitably?
  - Best Practice: Schedule 2 months in advance, but remain flexible up to 2 weeks ahead
- How will you communicate about schedule with each other?
  - Best Practice: Group Calendar (if it's not on the calendar, it doesn't exist)
  - Best Practice: Use weekly Unit Meetings to review schedule 2 weeks forward
- What fun things will you do together?
  - What ideas do you have for monthly recreational activities?
  - Who will plan and arrange these activities?
  - Will you invite others to go with you on these activities?

Unit Meetings

Why we do this together?
- Healthy Relationships require communication. This is a way to create opportunities for communication and conflict resolution.
- We want to share responsibilities equitably – taking care of each other.
- Participants should work to grow in their relationship skills – with the guidance of leaders.

How do we do this together?
- When and how often will you meet?
- What kind of topics will you discuss, and how will you decide each agenda?
- How will we set boundaries in healthy ways while responding to others' needs?
- Best Practice: The Leaders gather agenda and moderate - including keeping discussions on track and stimulating equal participation of unit members in discussions
- Best Practice: Leaders will ensure persons are designated to implement decisions made at unit meetings.
- Best Practice: Use this meeting to discuss what expenses you will include in house budget vs they should pay for from their stipend. Talk about why and how those decisions are made. Think carefully about *equity* not *fairness* in making these choices.

Community Life Values, Principles, and Details (3)

Values & Principles of Community Living (Why We Live as a Unit)
- Value: We want to reflect the early church
    - Common Purse
    - Shared Meals
- To live in community – learning how to think beyond ourselves
- To share life's joys and sorrows together in healthy relationships

Taking Care of the House Together
Why we do this together?
- Common Purse – we all share responsibility for this house. We want to be good stewards of this gift given by the Church and prepare it for the next unit.
- Caring for Each Other – a clean living space is important for mental health. We want to think about others' needs for cleanliness as well as our own preferences.

How do we do this together?
- What needs to be cleaned daily? Weekly? Monthly?
- How do we decide who will clean what, when? What are our shared expectations?
- How will we bring up concerns about cleanliness? How will that be different between leaders and other participants?
- How will we learn cleaning skills we don't have experience in? How do we ask for help respectfully?
- How will we host guests? What are the extra expectations when someone comes over for dinner or for overnight?
    - Best Practice: Distinguish between unit guests and personal guests. Individual participants are responsible for preparing for and cleaning up after personal guests, i.e. changing and washing linens and towels, etc.
- Best Practice: The Leader leans more authoritarian in this area. Set clear expectations and enforce deadlines. You ensure the house is cared for well.

Sharing Joy Together (Best Practices)
- Joy is close to everyone's heart. Learn what brings joy to everyone.
    - Ask participants about special traditions/rituals from their home or home community. Incorporate some into unit life.
    - Create special unit traditions/rituals.
    - Decide how to celebrate birthdays.
- Encourage celebrations! Take initiative if necessary.
- Sharing care packages & gifts

Components of Program within Community Life (1)

Learning Component
Goals
- To help participants develop a framework and skills for discerning God's purpose in their lives.
- To help participants find a place in the life of the congregation and to evaluate the role of the local, home and broader church in meeting the needs of the world.
- To help participants develop a worldview that enables the individual to identify need and develop a sense of justice that transforms the way of life.
- To help participants to get to know each other as well as getting to know persons from the congregation/community.
- To help participants learn more about the community/area they are living in.

Structure
- One evening (day) per week to be spent together as a whole unit.
- During the first month, participants and leaders would share their life stories in detail. The leaders would begin and act as models for the sharing. Allow each person up to one hour with maximum of two persons per night. Persons can use photos, their collage and spiritual journey exercises developed during orientation week, etc.
- As you plan throughout the year, make sure you balance having participants teach with having participants learn. Having the chance to teach a skill or even activity they enjoy is important for their growth experience.
- Make use of your local community and your congregation! Go to local events, invite congregation members to teach about their experiences or skills.

Use of learning component money
Learning component money is for activities, done as a whole group that will offer environments and opportunities for participants to learn. These dollars are budgeted in each Service Adventure unit to cover the cost of activities that might otherwise be limited due to tight budgets.
 However, these dollars are not meant to create frustration in determining how to spend the total budgeted amount each month. Rather, as a group ask the question, "What experiences or new opportunities do we want to be involved in this year?" Keep in mind that most Service Adventure budgets are fairly tight and that education and recreational benefits can be gained from many free or inexpensive activities as well.
 There is sometimes a fine line between the recreational and educational benefit of an activity. If an activity needs discussion to justify its educational benefit, then maybe it's best covered by recreational allowance.

Learning component planning sheet

Questions to answer before the LC
1. What is the topic?
2. What are we learning/doing?
3. Who do I want to lead this?
4. Who else needs to be involved?
5. How much time will this take?
6. What expenses are involved?
7. What plans do I need to finalize?

Questions to answer after the LC
1. How prepared was I?
2. What went well?
3. What didn't go well?
4. What could I do differently?
5. Other learning component ideas:
6. Remember for next time?

Components of Program within Community Life (2)

Worship Nights

Informal worship leading/planning

In this context, informal worship simply implies a gathering for worship that does not necessarily involve a pastor; is usually held in a setting other than a sanctuary; and involves a portion of a larger body of believers. It does not refer to the specific elements incorporated into the gathered worship experience.

Who should do the planning of worship and who should lead the service?
Some people treat these components as the same thing but they don't need to be**. Each member of the unit should have the opportunity to plan worship nights regularly**. Use local church members as a resource to lead a worship time.

Planning worship is about including those pieces that will be meaningful to participants, while also stretching and expanding their context for what worship is. Leading worship is about guiding the variety of pieces and having them flow together. People who are leading worship should **always** be a part of planning the worship, but those planning may not always have a part of leading worship.

Unit leaders and participants should participate in both the planning and leading of worship. Unit leaders should also be willing to do most of the primary planning/leading of worship for the first few weeks.

Plan to check in with participants who lead worship, to see how they felt about the experience, particularly if planning and leading worship is a new thing to them.

Should we have a worship theme, and how do we decide what it will be?
Theme's help to give overall direction and some continuity to a worship service, but not every experience of worship *needs* to have a theme. There may be occasion when the worship planner decides to focus on one aspect or item of worship. That one item then becomes the theme.

Early in the year, and periodically thereafter, survey the unit about what kind of topics they would like to cover during worship. No idea is bad one! Some may just be more difficult or unfeasible! You could have a brainstorming session to come up with different ideas.

Work towards making your worship themes connect with the participants and what they are experiencing. Make sure you balance teaching with empowerment.

Closing thoughts on informal worship leading & planning
Worship can and will take on a form which will work best for each unit. Above all else, keep the focus on God, the Holy Spirit and Jesus Christ. In order to be the most creative with what you are doing, it will take planning, planning, planning…. Just plan on it! Your experiences together are worth effort.

Preparing Well for Participants

Preparing for Start of Term
- Determine final service placement assignments
  - This will typically have been done by the previous leader or the Support Committee
  - If a new leader needs to do this, please refer to the Personnel Process at _ and ask for help!
  - Is there paperwork to begin (child care clearances, physical, etc.)?
- Find host families
- Plan activities or trips for the first few weeks to help build relationships.
- How do you want to set the tone for the year?
  - How will you make sure participants are prepared?
    - Know what to bring
    - Know more about you
    - Know more about each other
  - How will you make sure you have the information you need to prepare well?
    - What would you like to ask participants?
    - What would you like to ask the Support Committee?
- How will you set expectations for parents/families of participants?
  - You will have some relationship with parents/families - what do you want that to look like?
  - Giving parents/families specific things to do (send care packages, visit specific number of times) can help give direction to their role during this year.
    - This is new for them too, and providing a bit of guidance and direction to help them know their role can be a good way to draw boundaries kindly.

Participant Orientation

Orientation Learning Goals for Participants:
1. What they can expect through the year (basics of the program)
2. What is expected of them throughout the year (Unit Life, Service Placement)
3. Basics of the new city and community
4. Start using intrapersonal and interpersonal reflection to build healthy relationships

Paperwork/Info Checklist for Participants
- Participant Crisis Forms
- Signed copies of Statement of Accountability from each participant (after review policy manual)
- Several group photos and individual photos
- Prayer Card Info: Verse for Unit, Group Photo
- T-shirt sizes
- MOU from each service placement agency

Things to Cover in Orientation Week, or in first few weeks
Home life and Service Adventure policies
- Expectations, van use, one-to-ones schedule set up, chores, rooms/roommates (expectations for each other), common areas, demo cleaning, technology use, calendar, policies, travels, food, learning components, stipends, financial stuff/budget, vehicle upkeep, bathroom schedule, laundry schedule.

Relationship Building Experiences
- Do meaningful group activities regularly through the first few weeks/months that ask intentional questions, provide opportunities to bond as a group.
- Host Family Welcome Event

Spiritual/Personal Growth
- Church Family: Corporate: introductions to church(es), pastor(s), support committee; host families
- How do you take care of yourself so you have energy to grow?
  - Temple care: eating, exercise, sleep
  - Mind/spirit: personal changes during terms, culture shock
- Personal: Worship Nights and Learning Components, ways to do individual growth/reflection

Work
- Visit work placements, meet the boss. If needed learn job description/expectations.
- Transportation planning and practicing

Our new city
- City tour, history (economic, people, shaping events, etc.), needs of people in our town, map (to understand church location, host families homes, etc.).
- Groups use map, walk to local areas, meet neighbors, and explore local parks.
- Grocery store/supplies

All-unit Orientation Zooms with MNN Staff
- Child Safety
- Anti-Racism
- Program Policies/Expectations
- Other?

Check-ins – Some of the most important work that you do!

Relationships
This is the basis for the rest of the goals. Find out about their family…where do they fit in…. what do they want out of the year…find out about their friends (who are they, what role do friends play in participant's life). Leaders need to help establish this relationship as a **"**safe place" for the participant…Non-judgmental, not critical, honest, unconditional positive regard. There needs to be a safe place to be able to discuss issues.

Strengthening bonds
Find something that you have in common…sometimes it can be hard to find commonalities, but it is very important.

Breaking down barriers
Finding the balance between being a leader and a friend…finding the fine line between not being paternal and yet being parental….in a positive way…. or possibly stripping down negative ideas about what leaders do….

Share in struggles
It is very important not to be judgmental…this will facilitate a more open relationship…perhaps it is just about simple struggles in the house i.e. learning to cook…your job is not necessarily to solve problems, but to empower them to figure out what to do.

Accountability
Once the relationship has been built, then the pushing towards growth can occur. Or if there has been an issue in the house that they need to be held accountable for…. anything from getting to work on time to performing unit responsibilities

Encouragement
A chance to give positive feedback about each one as a person…now that you know the person and what issues they have been working on, you can give specific descriptions regarding their growth and choices

Motivation
This step cannot happen right away. There needs to be a level of comfort in the household environment first. Using relationship to get the person where they want to go.
For example: Participant having anxiety about cooking meals…. They will not have any motivation to work on this. Leader could give "homework" related to the specific problem i.e. find three recipes and learn them; use only those recipes when cooking until you become proficient at those.
For example: Participant struggling with attitude or personality issue. Assign "homework" related to the specific problem i.e. who are you? How would you describe yourself? What change(s) would you like to see in yourself? What are specific, measurable, things that you can do toward this goal?

Check-in formats:
Formal (scheduled): Coffee shop, breakfast, lunch
Informal (unscheduled): Dishes, preparing dinner, driving in car, late night talks
Suggestion: Scheduled vs. unscheduled toward the end of the year

Wellness scale

The wellness scale is a simple tool used to help leaders acquire a baseline for each participant, get an idea of what they're dealing with, and see what direction things are going. Leaders will then have a simple but tangible assessment that gauges how the participant is moving on their own pre-defined scale. For instance, if someone is complaining of "hating it here" or "being depressed", the leader would need to know if this is simply normal behavior for this individual, or if this is something that they should be really concerned about.

Wellness scale (short version)

Step 1: Baseline (within first month of term)
On a scale of 1-10 (1 = "felt suicidal", 10 = "felt absolutely fantastic")
1. What would your average number be over the past year?
2. What is the highest number you've ever been at?
3. What is the lowest number you've ever been at?

Ask for a description of those numbers.
"What does a _ (average number) feel like?"
"What was it like to be at a _ (highest number)?"
"What did a _ (lowest number) look like for you?"

Step 2: Current reality
Using their scale, ask what number they've been at over the past two weeks and ask them to describe it.

If they are lower than their average, help them think about how they might be able to move forward or back to average. "If you're at a 5 now, what do you think it might take for you to get to a 6? Or even a 5.5?"

If they can identify an area of stress, are there ways you can help them remove or deal with that stress in a more helpful way?

Step 3: Check in
Check in on their numbers again a few weeks later and then throughout the year – both in perceived great times and when you think they might be struggling.

If they've been able to move forward or up:
"Wow, that's great. How were you able to do that?"

If they've moved down:
"What do you think is going on that brought you to that number?"
"What would help you move back up to a _?"

(Long Version)
Acquiring a baseline
This would be good to go through individually with each participant within the first few weeks in the unit (as soon as a good solid rapport is built between the leader and the participant).

Step one – On a scale of 1-10 (1 = "felt suicidal", 10 = "felt fantastic"), thinking back to one year ago, how would you rate your feelings on average? What is the highest number that you have ever reached? The lowest?

Ask what each of those levels (average, highest, lowest) looks like for them. For example, if their answer is "average of 6", then have them describe what a "6" feels like for them. If their lowest was a "2", then have them describe that as well (i.e., "At a "2" I start to feel like nothing matters, I withdraw socially, have thoughts about "not being here"). Then have them describe their highest number in the same way. (It might be good to make a note of these descriptions for each participant because they will be different for each person.)

Step two - Using the same scale, ask the participant to give the same average rating describing how they feel now (within the last two weeks), and again ask them to describe how that number feels like for them.

Leaders can determine how much the participant is really struggling in comparison to themselves from the past, rather than trying to figure out whether they are "just complaining" as compared to other participants. If the participant states the average for the last two weeks was a "3", we can clearly see that they indeed are struggling based on their description of an average "6" from the past, and we should be taking this seriously since any significant drop may be the start of suicidal ideations they described in level "2". Once you've assessed where this person is, then a plan can be developed for how to address it.

Note: If a participant identifies at any point during the year that they are thinking about hurting themselves or another person, these should be taken seriously and responded to immediately by connecting them with a professional therapist.

If a participant currently describes a number lower than their average, it may be good to help them think about what would help them move forward, at least back to average. For example, if they say they are at a 4 and their average is a 6, then ask "what would it look like for you to move to a 5?" or "what would you need to move up to a 5?" This can give the leaders an idea of what area in their life they would like to change or find improvement in. For example, if the participant says, "I feel like I'm at a 4, but if I didn't have to cook this month, I'd definitely be at a 5". Now they know that cooking is causing the extra stress, so they know what to address. Rather than letting the participant out of cooking, perhaps the leaders can identify the source of the stress and can help them move past that.

Check-up
During the first few weeks, everyone is making adjustments as they transition to their new situation. For some this is exciting, and they'll indicate higher numbers to reflect that. For others, this will be a stressful time and their numbers will likely reflect that as well. Since their numbers will likely reflect the normal stress of transition, it would be good to go over step two again after another few weeks or month has passed, just to see if they are adjusting well.

Throughout the year, leaders can inconspicuously "check-up" on the participant by simply asking "what number are you at right now?" If the participant says "5", then it is evident that he/she is moving in the right direction and not likely in danger of harm, and the current plan can be continued. If the participant says "2", it can quickly be determined that the plan is not working fast enough, and that he/she is reaching danger levels that warrant something more urgent. It also allows the participant to be more aware of how they are actually feeling, and the fact that it varies at different times.

The whole process helps to get an accurate picture of how they are doing, and we can quickly assess which direction they are moving (better or worse) without having to wait for an official discussion with them. Most participants will not voluntarily keep leaders up-to-date on how they are doing (especially if they are not doing well), since it is perhaps somewhat embarrassing, and they feel bad that they can't just do this on their own. And most leaders can't regularly have in-depth discussions with each participant, so a check-up system where one clearly knows how a participant is doing by simply hearing a number can be very efficient.

Note: Leaders don't need to be afraid to use the word "suicidal" in the assessment, because that can help determine how accurate the term is for the person. If someone responds vehemently with the phrase "No, I would never hurt myself" and appears to mean it, then it's probably a good sign. But, if they rather matter-of-factly accept the use of the term, it likely means that it's not out of the realm of possibility. The entire scale can also be used for anxiety/stress or any similar emotional state.

Take your Resiliency Inventory

The late Al Siebert, PhD founded The Resiliency Center in Portland, Oregon. He developed a quick resilience test. Take this quiz, adapted from The Resilience Advantage (2015).

Rate yourself from 1 to 5 (1 = strongly disagree; 5 = strongly agree):

- I'm usually optimistic. I see difficulties as temporary and expect to overcome them.

- Feelings of anger, loss and discouragement don't last long.

- I can tolerate high levels of ambiguity and uncertainty about situations.

- I adapt quickly to new developments. I'm curious. I ask questions.

- I'm playful. I find the humor in rough situations, and can laugh at myself.

- I learn valuable lessons from my experiences and from the experiences of others.

- I'm good at solving problems. I'm good at making things work well.

- I'm strong and durable. I hold up well during tough times.

- I've converted misfortune into good luck and found benefits in bad experiences.

Convert your scores with the following key:

Less than 20: Low Resilience — You may have trouble handling pressure or setbacks, and may feel deeply hurt by any criticism. When things don't go well, you may feel helpless and without hope. Consider seeking some professional counsel or support in developing your resiliency skills. Connect with others who share your developmental goals.

10-30: Some Resilience — You have some valuable pro-resiliency skills, but also plenty of room for improvement. Strive to strengthen the characteristics you already have and to cultivate the characteristics you lack. You may also wish to seek some outside coaching or support.

30-35: Adequate Resilience — You are a self-motivated learner who recovers well from most challenges. Learning more about resilience, and consciously building your resiliency skills, will empower you to find more joy in life, even in the face of adversity.

35-45: Highly Resilient — You bounce back well from life's setbacks and can thrive even under pressure. You could be of service to others who are trying to cope better with adversity.