Leadership Impact and Resilience and Church Culture

"We must grow up in every way into him who is the head, into Christ, from whom the whole body, joined and knit together by every ligament with which it is equipped, as each part is working properly, promotes the body's growth in building itself up in love.

Ephesians 4 v16

Approaches to looking at leadership impact and resilience, and church culture need to be tailored according to the diocesan plan. They need to be proportionate to the work and the way that the learning will be used. A range of examples are shared below.

For work funded through SMMI (Strategic Ministry and Mission Investment), this is a "Grey" shared outcome", which means that the approach to measuring these needs to be tailored to the diocese.

Support with the Shared Outcomes can be requested through contact us.

Dioceses/Partners have been combining approaches to looking at these areas.

1. **Progress markers**
2. **Structured questions**
3. **Most Significant Change**

Alongside Other Shared Outcomes for the churches benefiting from this support.

Dioceses and partners are at early stages in using these. More learning about the approaches and case studies will be available over time.

1. Progress markers

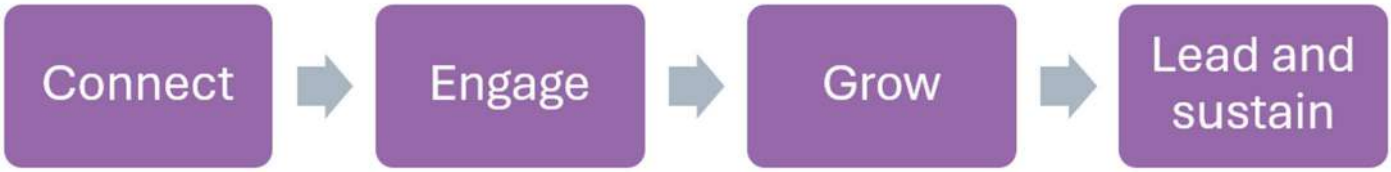
Progress markers can be used as an empowering approach to support people or groups to reflect on their current position and to identify next steps.

To create progress markers:

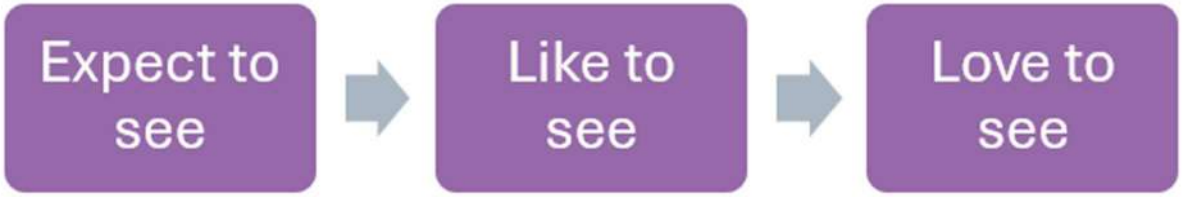
a. Dioceses/Partners work with leaders to identify the changes they are aiming to bring about.

b. Dioceses/Partners work with leaders to identify the phases that they expect to see leaders or churches progress through as they move towards this change, and how they would identify when that phase has been reached. These do not form a checklist, but guidance for judgement.

They might name three or four specific stages. E.g.:



Or use markers to categorise behaviours and actions against the below:



This is known as outcome mapping.

c. Those involved use the progress markers to reflect on their progress and to identify their next steps.

d. The diocese/partner then looks at the overview of progress across an area or theme of work, along with any other reflections captured. They can discuss its next steps in further supporting that progress.

Example

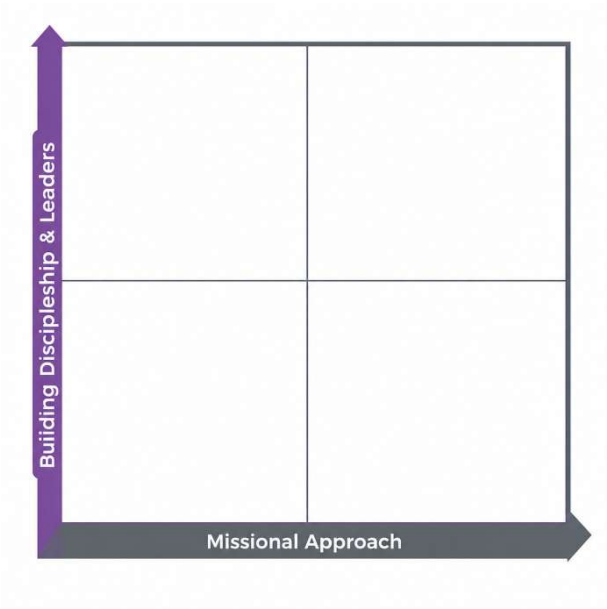
This example shows progress markers that could be used by CYPF enablers.

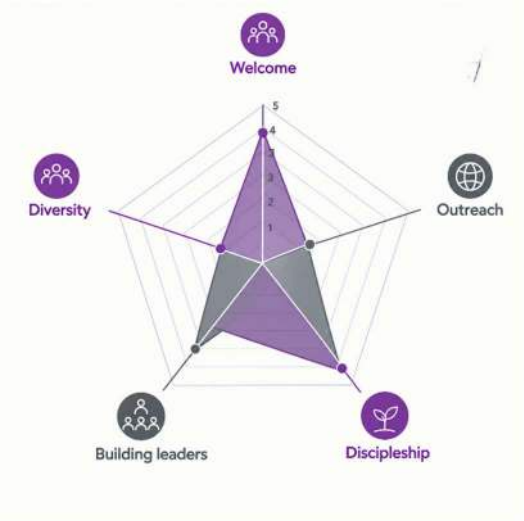
Connect	Engage
Regular contact with schools, clergy, and key leaders Worker known and visible in community and church Listening conversations with children, families, and schools Early volunteer interest identified Occasional CYPF participation in events	Regular outreach activities running Consistent attendance emerging Families engaging Volunteer team beginning to form Early school partnerships active (e.g. assemblies, clubs, chaplaincy) Clergy supporting CYPF initiatives

Grow	Lead and sustain
CYPF discipleship activities CYPF taking on leadership roles Volunteers leading activities Families engaging in faith beyond events Strong school–church partnerships NWCs established and growing	CYPF actively leading, mentoring, inviting Lay-led teams running ministries NWCs locally owned Families showing faith practices at home CYPF embedded in church decision making Pipeline of new leaders (youth and adults)

The enablers would use these to reflect on their progress and next steps. They would also discuss what is helping to bring about the change (success factors) and any barriers. The CYPF working group would look at the overview of progress and of the success factors/challenges to support decision-making.

Dioceses/Partners could also look at alternative tools for reflection, such as a reflection matrix or outcome star. These provide ways to consider different dimensions of the change. Eg.





2. Structured questions

Dioceses/Partners consider the questions they have about how the leadership programme is working, the opportunities to ask these questions and the timings.

Opportunities could include these questions in clergy gatherings, learning communities, interviews with a sample of leaders and visits.

Examples of questions:

- How has your thinking about your vocation changed?
- What has changed in your leadership?
- How has this changed your team?
- What has happened in your church as a result?
- What else would you need to support your church to reach out to the community?
- How does the leadership programme need to adapt/change?

3. Stories and learning – Most Significant Change

Understanding the difference activities make

Attendance figures tell you how many people are engaging. Stories help explain what has changed because of that engagement.

A useful approach is Most Significant Change, a structured way of gathering and reflecting on stories.

Participants share:

- What changed
- Why it mattered
- What contributed to the change

Churches, dioceses and programmes then discuss the stories together and use the learning to inform future decisions.

Visit the Monitoring and Evaluation page for guidance about Most Significant Change.

In addition to the above, Dioceses and partners also gain feedback on training, including through surveys (post-session or before/after/in-role) and by inviting written, verbal or recorded feedback. These may identify self-reported confidence and understanding and highlight elements of the training that were particularly engaging, surprising or that did not land as planned. This is useful in enabling adaptation of training content and delivery. These kinds of methods combine well with approaches that give insight into ***impact*** *or* ***changed culture****.*

Link with other Shared Outcomes

To look at what difference changes in leadership and church culture have made, dioceses look at changes in the other shared outcomes for the relevant churches. In particular:

- Attendance
- New Worshipping Communities
- New Leaders

To access information about this, and the Shared Outcomes as a whole, see the page on Church Support Hub.