

The background features a complex network diagram. It consists of numerous nodes of varying sizes and colors (green, purple, blue, and grey) connected by thin, light grey lines. The nodes are distributed across the frame, with a higher density on the left side. Some nodes are solid, while others have patterns like stripes or concentric circles. The overall aesthetic is clean and modern, typical of a data visualization or a conceptual network model.

**‘The Good,
the Bad and
the Ugly...’**

**...the joys and
challenges of people
dynamics**

WHERE WE'RE HEADED

- A few 'givens'
- Locating your thinking in concrete reality
- Gifts you offer to the situation
- Viewing your challenge through a varied range lenses
- C-thinking time
- Helping or hindering? - the four tendencies of Gretchen Rubin

(time permitting - or a take-away)

- Where next?





WORKSHOP 'GIVENS' (1)

- Team and group working are not (always) easy
- Usually, all kinds of things are at play
- We'll never know the whole of what is going on for ourselves... let alone for others
- We aim to get it right, but however hard we try, we don't always do so
- Generally, people don't turn up to do a bad job
- Yes, the church is a unique environment, but people are people; there is much we can – and should – learn and apply from the 'world outside'



WORKSHOP 'GIVENS' (2)

- We all have choices about about how we respond
- We need to take responsibility for that response and any consequent actions
- We can choose to re-frame how we view others and situations we find ourselves in
- We should never forget to appreciate and value difference - after all, God made us that way
- From diversity of thinking and difference can come creativity, as well as conflict

LOCATING YOUR THINKING IN CONCRETE REALITY



Spend a few moments in silence identifying a past or present situation where challenging dynamics may be/have been at play



Jot down words, images, metaphors that summarise for you what's happening; the impact of this situation on you and others involved and what it looks like if it's made a bit/a lot better



WHAT GIFTS DO YOU BRING TO 'THE PARTY'?

-
- Walk around the cards, mentally noting for yourself a score out of 5 for each 'at best' strength
 - Returning once again to the situation you have identified, select your 3 top-scorers that you bring to improved understanding what's going on and making this situation even just a tad better
 - Make a note of these strengths for later use

LOOKING AT THE
SITUATION THROUGH
DIFFERENT EYES





A VARIETY OF LENSES

- Theological
- Personal make-up/style
- State of being/mind
- Personality preferences, styles and needs
- Professional and personal experience
- Models of team, power and communication dynamics

VIEWING YOUR CHALLENGE THROUGH DIFFERENT LENSES

Begin anywhere around the room, spending just a few minutes at each station

View your challenge through each lens:

- Note on your worksheet insights you gained from each reflection
- Move onto the next station and repeat until you have visited each one

Feel free to add any other lenses that you can think of and reflect on these too



CO-THINKING TIME



- Find someone to work with
- In turn share as much of your challenge as you feel comfortable to do and the insights gained from looking through the different lenses that you reflected through
- The listener listens, and when the speaker has finished, ask any questions for clarification and offer your perspective
- Swap over so you each have a turn



HOW ARE YOU HELPING - OR HINDERING - THE
SITUATION?



THE FOUR TENDENCIES OF GRETCHEN RUBIN

Upholder

Questioner

Obliger

Rebel



UPHOLDERS - "DISCIPLINE IS MY FREEDOM"

-
- "I can do the things I want to do, and I can do the things I don't want to do"
 - "Why didn't you just handle it in the way I told you to?"
 - "Your lack of planning is not my emergency"
 - "Do what's right, even when people call you uptight"
 - "Just do it!"
 - How do you get an Upholder to change a lightbulb?

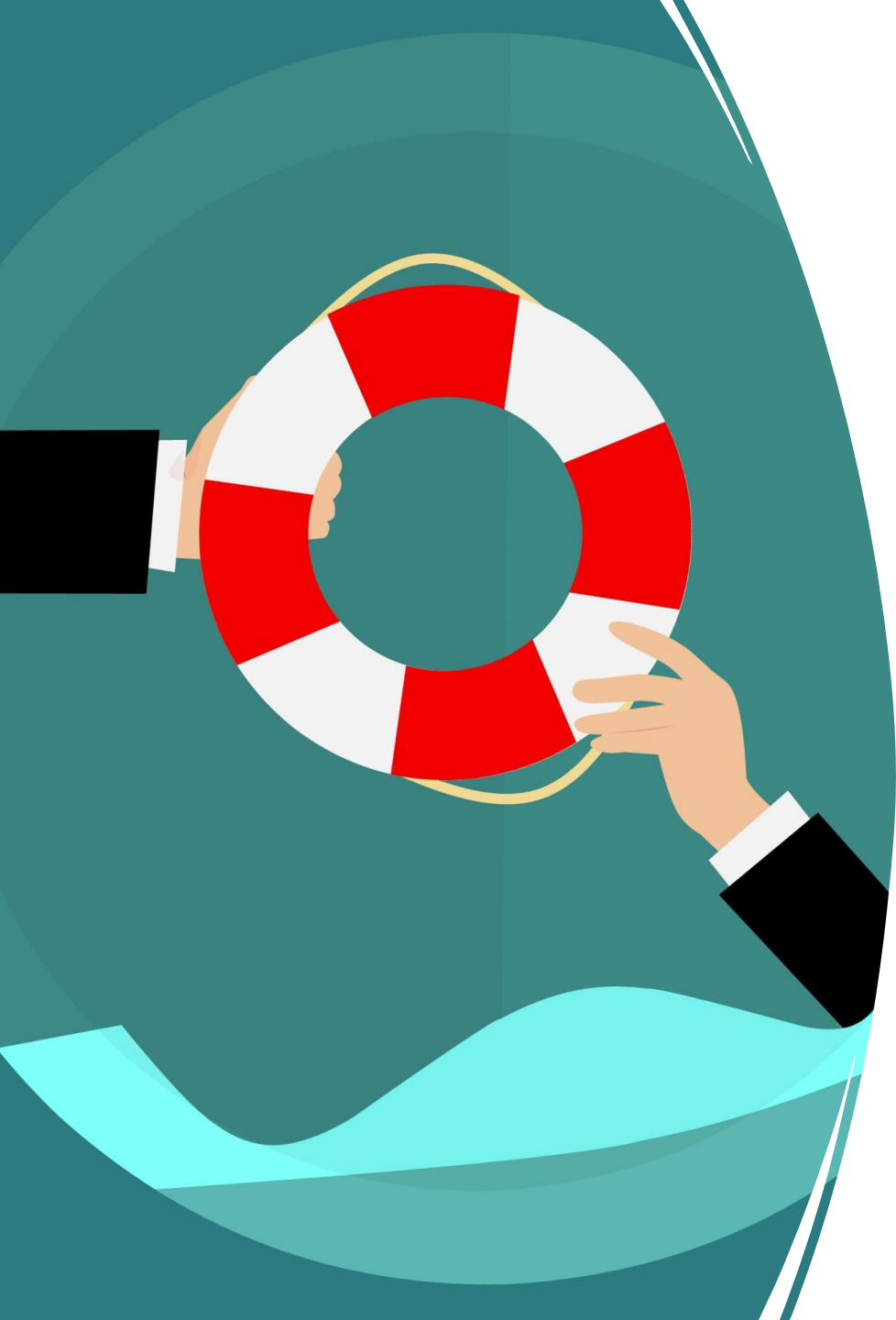
They've already changed it!

QUESTIONER - "I'LL COMPLY - IF YOU TELL ME WHY"

- "Prove it!"
- "Justification leads to motivation:"
- "Don't lose sight of why"
- "Blind obedience is servitude. Or is it?"
- "Seek and seek and seek - and maybe ye shall find"
- "It's my way or the wrong way"
- How do you get a questioner to change a lightbulb?

Why do we need that lightbulb anyway?





OBLIGER - "YOU CAN COUNT ON ME, AND I'M COUNTING ON YOU TO COUNT ON ME"

-
- "By serving others I serve myself"
 - "If I have to, I will, if I want to, I won't"
 - "I'll do anything you ask. Until I won't"
 - "How can I be of service to you?"
 - "I don't want to, but I will anyway"
 - "All for one, and one for all"
 - How do you get an obliger to change a lightbulb?

Ask them to change it!

REBEL - "YOU CAN'T MAKE ME, AND NEITHER CAN I!"

- "It's so hard when I have to, and so easy when I want to"
- "You're not the boss of me"
- "I do things only in my own way - a blessing and a curse"
- "Ask for forgiveness, not permission"
- "Freedom is my discipline"
- "You can't spell 'rebel' without the 'be'"
- How do you get a rebel to change a lightbulb?

Do it yourself!



WHICH TYPE ARE YOU? WHICH TYPE(S) ARE AT PLAY?

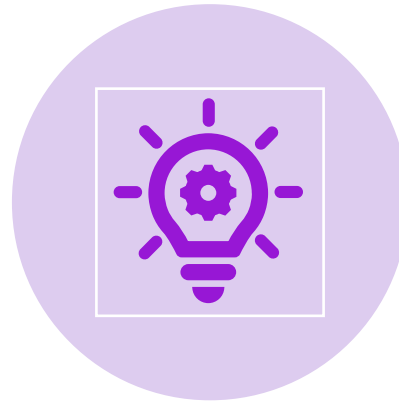
- Complete the quick quiz
- Choose the answer that seems generally true for you - don't search for exceptions or focus on one specific area of your life
- Getting the same number of answers for the two tendencies does not mean you're a mix of them; choose the one that more accurately describes you
- In what ways does your type complement the three strengths that you identified earlier?
- What types may be helpfully or less helpfully at play in the situation you have been reflecting on?



HOW DOES ALL THIS IMPACT ON MY PERSONAL CHALLENGE?



USING ANY OF THE LENSES FROM THE HANDOUT AND/OR GRETCHEN RUBIN'S 4 TENDENCIES, WHAT NEW INSIGHTS CAN I IDENTIFY TO HELP BETTER UNDERSTAND MY SITUATION?



WHAT CAN I DO WITH THESE INSIGHTS TO MOVE THE SITUATION FORWARD?



THE FIRST CONCRETE THING I CAN NOW DO TO LEARN FROM THIS SITUATION OR TO MOVE THINGS FORWARD IN A POSITIVE WAY IS