

## How to handle change

Handout 1/12 from DIY Workshops W7

<https://www.john-truscott.co.uk/Resources/DIY-Workshops-index>

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### Blood on the church carpet?

#### Change is natural

#### Change is of God

#### Pastors need to be leaders of change

#### Change is everywhere

#### Significant change is nearly always painful and messy

#### Discernment is necessary

#### This workshop should help you both *manage* and *live with* change

#### It is important to distinguish between the change itself and the process

#### Other points made

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### Analysing change – Five key questions

**1: The SCENERY question: *What* is the change?**

**2: The TRAVEL question: *How* do we get there?**

**3: The PURPOSE question: *Why* are we changing?**

**4: The PEOPLE question: *Who* are the stakeholders?**

**5: The CONTROL question: *How much* control do we have?**

### And four types of involvement

**1: You have to manage the change**

**2: You have to live with the change that someone else is managing**

**3: As 1 but you have no control**

**4: As 2 but the leader has no control**

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### Exercise 3: first story you were told

#### Scenery one

#### Scenery two

#### Features of travelling

#### Reasons for the change

#### Who went with them

#### Level of control

### Exercise 3: second story you were told

#### Scenery one

#### Scenery two

#### Features of travelling

#### Reasons for the change

#### Who went with them

#### Level of control

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Handout 4/12 from DIY Workshops W7

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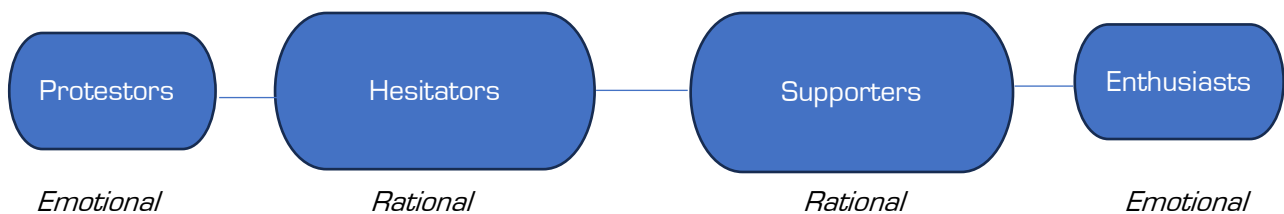
### Reactions to change: first tool to aid understanding

#### Enthusiasts (E)

#### Supporters (S)

#### Hesitators (H)

#### Protestors (P)



## How to handle change

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### A better system of decision-making: second tool

Instead of voting YES, NO, ABSTAIN let everyone vote on a continuous spectrum. This ranges from an emotional 'yes!, yes!, yes!' ('I embrace the change being proposed'), through a more rational idea of support, through a 'I'm not voting no but I am not very enthusiastic about this change ('I allow it to happen'), and on to 'I am voting no but I could be persuaded' ('I question') and through to 'I am determined to be against this idea ('I block')'. See the line below.

Everyone is given a slip of paper with the following spectrum on it which the leader then explains. Everyone is asked to place a cross on the solid line to indicate where they stand. This is done anonymously. Slips are collected in and the scatter of answers plotted on a flipchart. You then have a much more accurate idea of where people stand.

|      |                |
|------|----------------|
| +100 | I embrace      |
| +80  | I enthuse      |
| +60  | I back         |
| +40  | I prefer       |
| +20  | I allow        |
| 0    | I am undecided |
| -20  | I question     |
| -40  | I disapprove   |
| -60  | I reject       |
| -80  | I protest      |
| -100 | I block        |

For further details of how to use this, see Training Notes TN8, *Major decisions – a new approach*, in the Resources section of the website.

### What do these scatters tell you?

1. The leader at 'I embrace' but most people scattered around 'I allow'. This would be an unanimous vote but what will happen if you go ahead with the change?
2. About half around 'I enthuse' and the other half around 'I question'. This would be a split vote but what actions could you now take?
3. Most people around 'I prefer' but a smaller group at 'I block'. What mistake do you need to avoid now?
4. A spread across the range but with concentrations at both ends.

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### Conflict advice

#### Do not muddle creative tension with destructive conflict

#### Minimise unnecessary conflict

#### Avoid spiritual 'blackmail' to gain the upper hand

#### Listen

#### Stay on issues and love the people

#### Find the true cause which may well be hidden

#### Beware conflict in the church car park afterwards

#### Distinguish foundational issues from where you can be flexible

#### Accept resignations!

#### Never chair a conflict situation addressed at you

## How to handle change

Handout 7/12 from DIY Workshops W7

<https://www.john-truscott.co.uk/Resources/DIY-Workshops-index>

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### Taking up a new ministry

#### *DO*

##### **Rethink your methods**

What worked at A may not work at B

##### **Get to know people**

Learn names and faces

##### **Choose some appropriate actions**

Find a win-win change early on

##### **Ask questions**

Show you value people's viewpoints

##### **Make a date for a public assessment**

Don't be seen to be inactive for too long

##### **Identify the gatekeepers**

Unexpected people may hold much power

##### **Understand yourself**

Be self-aware

##### **Learn from the community's stories**

Understand the local area and networks

**Seek prayer support** – you are a mission worker.

#### *DON'T*

##### **Get up-tight about secondary issues**

and fight unwise battles

##### **Try to prove yourself**

by making your mark too early

##### **Arrive with a fixed plan**

and assume you know it all

##### **Stamp on existing traditions**

and ignore what is precious to people

##### **Criticise your predecessor**

and make yourself enemies

##### **Ignore natural grief**

and fail to understand where people are at

##### **Seek to empty the church**

and fill it with people who will follow you

##### **Ignore people's lives**

and assume everyone is like you

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### Easing the process of change

#### 1: Keep God's kingdom as the focus

#### 2: Never lose sight of the destination

#### 3: Show it's part of something bigger

#### 4: Consult and communicate in every way you can

#### 5: Plan and monitor the travel with care

#### 6: Think before you go public

#### 7: Try an experimental period

#### 8: Keep everyone together

#### 9: Ripple it out

#### 10: Model the new setting

*cont on next page*



**11: Know your history**

**12: Take it in stages when you can**

**13: Let people say goodbye to the old**

**14: Celebrate milestones**

**15: Admit when you get something wrong**

**Other ideas from participants**

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Handout 9/12 from DIY Workshops W7

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### Summing up

#### The task questions

- 1 Why am I seeking to make this change? Is this crystal clear to all?
- 2 What does 'scenery two' look like? How does this compare with 'scenery one'?
- 3 How is the travel going to work? What is the timetable?
- 4 How am I going to keep people in the picture at each stage? How am I going to listen to their feedback?
- 5 Who is in charge? Who does he or she work with?
- 6 Have we got sufficient resources to carry this through? What might go wrong?
- 7 What happens once the process is complete? Is there a new challenge?

#### The feelings questions

- 1 Upon whom will the change have the most impact? What is that impact?
- 2 For whom will it have most benefits? What are those benefits?
- 3 For whom will it be most difficult? What are these difficulties?
- 4 What are my personal feelings about the change? How do they affect the way I handle the process?
- 5 What baggage do I and others bring to this change process? If any needs to be left behind, how can I help people (and myself) to do this?
- 6 What can I do to help those for whom change will be most difficult?
- 7 Who is most likely to block or sabotage this change? How can I guard against such action?

## How to handle change

Handout 10/12 from DIY Workshops W7

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### Case study: St Constant's

Robbie arrived as the new Minister of St Constant's and felt that his first priority should be to develop the style of music at the main morning service into something more appropriate for today's culture.

The church had stated on their church profile that they were open to development in worship as the previous Minister had left things unchanged for many years.

Robbie was told that many in the congregation were keen to appoint a worship leader and bring younger people into a music group. The teenagers were moving to more lively churches nearby. The organist had not indicated any strong views so it seemed the door was open for immediate change.

Robbie invited Steph, someone he knew from the local Community Church, to come and lead what he called 'a time of worship' during the first part of the service.

The enthusiasts were thrilled, though even they found it hard to sing some of the new songs that Steph was leading, and no one quite knew who this young girl was in any case. It was rumoured that she had written some of the songs herself and people cringed at some of the language.

By now there was a considerable contrast between this part of the service and the rest.

After a month or so of this, some of the congregation were looking distinctly uncomfortable and starting to stay away, though their places were being taken by people from other churches who had heard what was happening.

The teens were thrilled and were even inviting their friends from school. Then the organist had a stand-up row with Robbie during the service one day and walked out.

It was at this point that 24 members of the church signed a letter to the local newspaper....

You have been asked to advise Robbie on what to do.

The above only provides an outline of the situation. You may make any assumptions about details that you need in order to be able to offer wise advice.

## How to handle change

Handout 11/12 from DIY Workshops W7

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### Exercises

#### Exercise 1

In groups of three list and share all the changes that members of your congregation may be going through at the moment (without mentioning any names), whether in life, work, school, relationships, culture, etc.

#### Exercise 2

In the same groups share the story of one change you have been through in life *outside* church. What was it like? What did you learn from it? Report one or two examples in a plenary session to follow.

#### Exercise 3

See handout 3.

#### Exercise 4

How does the idea of Enthusiasts, Supporters, Hesitators and Protestors work in a church change process you have recently led or experienced? What proportion of people were there in each group? Note that the proportions can differ hugely for different changes but a typical example might be something like 10%-40%-30%-20% in the order of E,S,H,P.

#### Exercise 5

In pairs, consider situations where this sliding scale as a form of expressing support or otherwise might be useful. It is not a legal means of voting but can be very useful to be honest as to how they feel about a major issue

#### Exercise 6

From John chapters 13 to 16, consider how Jesus prepared his disciples for the major change that would come about through his death.

#### Exercise 7

Ask everyone for other practical ideas which they have used successfully in their church.

#### Exercises 8-10 (see Handout 11 for resources)

It is important to break up some of the material in this workshop to prevent boredom and change (!) the dynamic. At any point in the workshop you could run exercises such as the following.

First, get people to list how the world has changed in people's lifetimes and then list the points made in Training Notes TN3, *The bewildering world of change*.

A second example would be to take Training Notes TN34, *Closing down a church activity*. You might ask everyone how to go about this task and then compare answers with the training notes.

A third example would be to take Training Notes TN121, *Making a case for change*, after getting groups to come up with principles they might employ when working with a set of church trustees or elders.

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Handout 12/12 from DIY Workshops W7

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## Resources

### ***WEBSITE RESOURCES***

Here is a range of resources on the website all relating to change management in some form. Much of the material in this DIY training aid has come from some of these.

<https://www.john-truscott.co.uk/Resources>

### **Articles**

- A44 Making things happen

### **Training Notes**

- TN3 The bewildering world of change
- TN8 Major decisions: a new approach\* \*
- TN12 Twenty ideas to help people change\* \*
- TN34 Closing down a church activity
- TN59 Don't you dare change anything
- TN70 Do's and don'ts for a new leader\* \*
- TN81 Changing the scenery\* \*
- TN103 How to encourage creative thinking
- TN121 Making a case for change
- TN152 Should a church set 'targets'?

\* \* Materials used, or adapted for use, in this workshop