

Preclass Reading

ASSIGNMENTS FOR SUPERVISION GROUP FACILITATOR TRAINING

Complete these assignments before the first session of the *Supervision Group Facilitator Training Class*.

PRECLASS READING

Read the following documents in your *SGF Training Manual*.

- "Responsibilities of a Supervision Group Facilitator"
- "Job Description of a Supervision Group Facilitator"
- "Characteristics of an Effective Supervision Group Facilitator"
- "Building Community in Supervision Groups"
- "Facilitation Skills for Supervision Groups" (Note you will be working with these skills in class so be sure you read this very carefully.)
- "Bringing Closure to Supervision Groups"
- "How to Combine Classes and Rearrange Supervision Groups"

Skim all the other documents in the *SGF Training Manual* and note any questions you have about them.

Review the following documents from your *Care Partners Training Manual*.

- "The Structure of Supervision Groups"
- "Leading Supervision Groups"
- "True-False Quiz about Supervision"
- "An Introduction to Focus Questions in Supervision"

WHAT TO BRING TO THE SGF TRAINING CLASS

- *SGF Training Manual for Trainees*
- *Care Partners Training Manual*
- Copies of the *CP Brief Check-In Report (Focus Note 8.3)* and *CP In-Depth Progress Report (Focus Note 8.4)* you completed during the training class "Supervision of Caregiving." (If you don't have these, fill out new ones before class.)

VISIT A SUPERVISION MEETING

If possible, visit a Supervision Group meeting before you begin training as a Supervision Group Facilitator.

Preclass Reading

RESPONSIBILITIES OF A SUPERVISION GROUP FACILITATOR

THE GOAL OF GROUP SUPERVISION

The place to begin thinking about your responsibilities as Supervision Group Facilitator is the goal of group supervision. As you have already heard and read, there is one primary goal for supervision and we state it this way,

We provide group supervision to enable Care Partners to deliver the best Christ-Centered care possible to Care Receivers.

This goal is the driving force of Care Partners and a major factor in delivering quality, life-giving care to people at every campus of Celebration Church.

Everything a Supervision Group Facilitator does is to help your supervision group reach this goal. Care Receivers are always the supervision group's top concern. As you keep this goal in mind and help your group keep it in mind, you take a big step toward being an effective Supervision Group Facilitator.

SUPERVISION GROUP FACILITATORS ARE LEADERS

A leader is a person who goes first and shows the way for others. Leaders are servants who understand the needs of those they lead and serve them by helping them get their needs met. A leader is a person with a vision who helps others see, own, and attain the vision.

Your main responsibility as a Supervision Group Facilitator is to lead. To help your supervision group fulfill the goal for group supervision, you exercise leadership in several different ways. As a leader you will:

- Know
- Model
- Monitor
- Facilitate
- Communicate

Following are explanations of each of these kinds of leadership.

TAKING THE LEAD IN KNOWLEDGE

Care Partners need to know much in order to participate effectively in group supervision. For example, they need to know:

- How supervision works
- What their responsibilities are in group supervision
- What Focus Questions are, how to use them, and which Focus Question Sets to turn to for various challenges
- How to use supervision tools to check in, report in depth, and keep a record of relationships

- How to maintain confidentiality; and many other skills taught in the training module, *Supervision: A Key to Quality Christ-Centered Care*

You lead by knowing all there is to know about group supervision. In order to lead like this, you need to study the Preclass Readings and your notes from the in-class sessions so you fully understand the ins and outs of supervision and can explain it to other Care Partners in your supervision group.

By leading in this way you encourage other Care Partners to learn to participate effectively in group supervision. You show other Supervision Group members it is possible to use all the supervision tools effectively, and it's not hard to do so. Your confidence gives other group members confidence they can succeed at supervision and enjoy it.

SHOWING THE WAY BY MODELING

Modeling means showing how supervision is done. You help your group give effective check-in statements by giving well-prepared, concise reports. You model responding to check-in statements by offering brief affirmations to the reporter and then moving on to the next person's report. You show how to use Focus Questions by using them well to explore caring relationships.

In order to lead by modeling you have to have knowledge and skills, but you also must believe in the group supervision structure. For example, when you show you believe the importance of in-depth reports, regular group evaluation, and thorough record keeping, you help group members accept and value those tools. By modeling confidence in the structure of supervision, you build an effective supervision group that helps members provide their Care Receivers with high quality, Christ-centered care.

MONITORING AND GIVING FEEDBACK

In addition to modeling effective participation in a supervision group, you monitor how other group members participate in supervision and give them feedback. You constantly evaluate whether the group is working through the supervision steps and point out to individuals or to the whole group ways in which they are straying from the supervision structure.

For example, if a group member were obviously unprepared for their in-depth report, you would gently remind the group member the only way to make the best use of the group's precious time together is to prepare ahead of time. Or, if the members of your group were taking longer and longer for their check-in statements and not leaving enough time for in-depth reports, you would bring this to the group's attention and lead them in deciding how the group can get back into the groove.

One of the exciting developments that takes place over time in a well-led supervision group is members take over more of the job of monitoring and giving feedback. The group will be so committed to effective group supervision that members take responsibility for making sure the group follows the supervision structure. When that happens, you sit back for a moment and enjoy this evidence of effective leadership.

FACILITATING GROUP INTERACTION

To facilitate is to make it easier for others to do a task. A big part of your job is to make it easier for group members to participate in peer supervision. Peer supervision requires full participation by every group member. Everyone is involved in caring for one another, helping the Care Partner in the spotlight better understand their caring relationship, praying for group members, and providing affirmation and encouragement. Your facilitating leadership makes it easier for members to participate fully in the group.

For example, when one group member dominates the discussion, you steer the discussion to include other group members. You also lead the group in community - building exercises to help group members trust one another and share freely.

You lead your group into deeper community and into more and more effective care. The more group members trust one another and feel free to share, the more effective their supervision will be and the more effectual their care for their care receivers will be. A cohesive group is a powerful tool for helping Care Partners care as well as they possibly can. Such a group is also a profoundly rewarding experience.

COMMUNICATING FROM AND TO THE GROUP

Your Care Partner Leaders need to know what goes on in your supervision group. Their decisions about continuing education, finding and preparing Care Receivers, recruiting new Care Partners and adding new supervision groups all depend on information you learn about in supervision group meetings. You take a leadership role in the church's overall Care Ministry by knowing what information Care Partners Leaders need and making sure they receive it.

At times you communicate vision, information, or requests from Care Partners Leaders or other leaders to your supervision group. For example, your Care Partners Leaders may need Care Partners to share their stories with the congregation in order to help recruit the next class of Care Partners. You will carry such requests to your group and help group members understand how important the request is.

Another example is if the pastors and Care Partners Leaders determined our church didn't understand Care Partners are servants. Our Pastors and Care Partners Leaders might tell you and other Supervision Group Facilitators about the problem and ask everyone to brainstorm with your Supervision Groups how Care Partners could show the church they are servants following Jesus' example of caring service.

EIGHT ESSENTIAL RESPONSIBILITIES

You will lead in all these ways, and probably in other ways too, to carry out eight essential responsibilities. They are listed in *Reference Box A*.

Reference Box A – Eight Essential Responsibilities

1. Help the group stay focused on God.
2. Share ideas with Supervision Coordinator for planning group activities.
3. Help the group function effectively as a small group.
4. Lead group members in following the supervision group protocol.
5. Facilitate support, encouragement, and accountability in the group.
6. Make sure the group maintains confidentiality and privacy.
7. Lead group evaluation.
8. Maintain communication between the supervision group and the CPLT.

Why are these tasks essential? Because they are crucial for a supervision group to carry out its goal:

Helping one another provide the best Christ-centered care for Care Receivers.

1. HELP THE GROUP STAY FOCUSED ON GOD

God is the Cure Giver; Care Partners are simply caregivers. In order to provide the best care for Care Receivers, Care Partners always need to focus on God first. You must remember it's not your skills or insights that brings wholeness to your Care Receivers, it is God's healing power. How can you stay focused on God? *Reference Box B* contains some ideas.

Reference Box B – Staying Focused on God

1. Pray for your Care Receivers and for one another. Seek God's help and guidance as you try to decide how best to care for them.
2. Relate to one another in Christ-like ways during supervision meetings to get in the habit of relating that way with others, including your Care Receivers.
3. Discuss how to help care receivers hear and believe God loves them.
4. Talk about using the caring tools you read about in *Christian Caregiving - A Way of Life*.
5. As you discuss how to care, ask, "What would Jesus do?" Sometimes you will be able to care in similar ways.

Probably the best way to help your group stay focused on God is to do so yourself. Your modeling will lead them to focus on God more and more.

2. PLAN THE GROUP'S ACTIVITIES

Your group will do different activities at different times. They include community building, closure, and periodic evaluation. It's your responsibility to know when these activities need to happen and plan to make them happen. Planning is making sure you have the right materials available at the right time.

3. HELP THE GROUP FUNCTION AS AN EFFECTIVE SMALL GROUP

You will be the small group leader for your supervision group. You have responsibility for helping your group grow closer and gain trust. You make sure the supervision remains *small* group supervision by helping everyone in the group participate. You watch how the group moves through various stages of group development and change your leadership style as the group matures. When it is time for the group to end, you help group members recognize and express their feelings and care for one another as they grieve the loss of the group.

Much of your Supervision Group Facilitator training will focus on helping you be the best small group leader you can be.

4. LEAD GROUP MEMBERS IN FOLLOWING THE SUPERVISION GROUP STRUCTURE

Group supervision is designed to be a highly structured activity. Our experience has proven that supervision accomplishes its goal best when it follows a tight structure. You need to understand and believe in the structure of group supervision to be an effective Supervision Group Facilitator. Your group will always have a tendency to become less structured over time. It is your responsibility to help the group resist that tendency and stick with the proven supervision structure.

This is one responsibility where your communicating leadership will be very important. For example, your

group may be tempted to spend all its time on check-in activities, giving everyone a chance to talk about their caring relationships and about how their lives are going. They may even say it's not helpful to focus on two Care Partners in a supervision session and not give others much chance to share.

Your responsibility is to help the group understand in order to accomplish the group's goal, everyone must take an in-depth look at each caring relationship. Such an in-depth look takes time, and time will only be available if the group keeps the check-in brief.

Part of the structure of group supervision is to help group members find additional care for their Care Receivers when necessary. You are responsible to always listen for indications a care receiver needs care from a mental health professional or other community resource. When you suspect that is the case, assertively bring up the possibility and lead the group in discussing what needs to be done.

5. FACILITATE SUPPORT, ENCOURAGEMENT, AND ACCOUNTABILITY IN THE GROUP

Someone once described supervision as "foot ministry." In supervision you wash one another's feet, caring for one another as Jesus has cared for you. You also massage one another's feet, providing comfort and encouragement when the going gets tough and the caregiver's feet get tired. Sometimes supervision group members hold one another's feet to the fire, reminding one another of how important their ministry is and how necessary it is to be faithful in it.

This foot ministry can be summarized with three words: *support*, *encouragement*, and *accountability*. Supervision group members support one another, especially when their caregiving becomes very challenging. The supervision group is a place where Care Partners encourage one another; they help one another find the courage to continue in their ministry. Supervision group members hold one another accountable, making sure they follow through on their commitments to Care Receivers and to the congregation.

You are responsible to help group members support and care for one another. See that Care Partners use the same caring skills in the supervision group they use with their Care Receivers. They listen to one another, explore feelings, and offer distinctively Christ-centered care. Care Partners in supervision remain process-oriented. They don't try to solve other group members' challenges; they create a "safe house" where group members can find their own solutions. Supervision group members assertively affirm one another and offer possible solutions to one another's challenges. They also assertively allow one another the right to say yes or no to their suggestions.

You also help your group members encourage one another when the going gets tough. Group members can encourage one another by praying for one another. Help your group become a praying group. Stop and pray in the middle of a discussion when the Care Partner in the spotlight clearly needs more help than the group can give. Remind group members to pray for one another between group meetings.

Group members can also encourage one another by being cheerleaders. You'll recall how important affirmation is in Supervision Group sessions, paving the way for questions and suggestions. Model affirming group members and celebrating their accomplishments. Lead your group in finding ways to encourage one another as Care Partners and in their lives.

Assertiveness takes center stage when supervision groups hold one another accountable. If a Care Partner is not visiting their Care Receiver every week, the group should want to know why. Certainly there may

be a good reason, but if there isn't, the group needs to gently but firmly remind the Care Partner of their responsibilities.

Every member of the supervision group is concerned about all the other members' Care Receivers. No one in the group is satisfied if any Care Receiver is getting less care than they need.

6. MAKE SURE THE GROUP MAINTAINS CONFIDENTIALITY

You learned in the Care Partners training class that supervision groups need to be on guard to maintain confidentiality. It is easy to over-inform the group and give away the Care Receiver's identity or provide unnecessary details about them. You learned the problem it is if a member becomes a "confidentiality cop" and, as a result, others don't share enough about their caring relationships. Your responsibility is to monitor confidentiality in your group and make sure the group doesn't stray into either excess.

7. LEAD GROUP EVALUATION

In order to maintain an effective supervision group, members need opportunities to think about how the group is going, to offer feedback, and to decide how they will change to make the group more effective. You have the responsibility to make evaluation tools available and to make sure the group takes time for evaluation. You also review group members' evaluations and think about how to help group members address the issues they mention.

8. MAINTAIN COMMUNICATION BETWEEN THE SUPERVISION GROUP AND THE CARE PARTNERS LEADERSHIP TEAM

In addition to the communication leadership you read about in this document, there are two other components to being the link between your supervision group and the Care Partners Leadership Team. One is the forms and reports you fill out and the other is a regular Supervision Group Facilitator meeting with your supervision coordinator.

You will learn about a few reports you use regularly to keep your Supervision Group Facilitator and the Care Partners Leader Team informed about what is going on in your group. Even if you are a person who doesn't like paperwork, part of your responsibility as a Supervision Group Facilitator is to provide these reports. The forms are designed to be as easy to use as possible and should not take much time.

Your Supervision Coordinator will conduct regular meetings with all the Supervision Group Facilitators. These meetings are like a supervision group for Supervision Group Facilitators. You will find them valuable, and your Supervision Coordinator needs to meet with you regularly to do their job

USE THE CAREGIVER'S GUIDE

The Caregiver's Guide is a useful tool for helping you carry out Supervision Group Facilitator responsibilities. Just as it guides each Care Partner with their Care Receiver, it also guides supervision group members relating in the supervision group.

Supervision Group members are *compassionate* with one another. They share one another's joys and sorrows and care for hurting group members.

The Holy Spirit makes sure that group members are *full of belief*. They believe Jesus is with them during their caring visits and in their supervision group meetings. Group members trust God to guide them and to use them to bring Christ's healing and hope to their care receivers and to one another.

Preclass Reading



JOB DESCRIPTION OF A SUPERVISION GROUP FACILITATOR

QUALIFICATIONS OF A SUPERVISION GROUP FACILITATOR

- A Supervision Group Facilitator is a trained Care Partner Leader or Care Partner who has been selected and trained by the Supervision Coordinator.
- A Supervision Group Facilitator must be fully familiar with the role and responsibilities of a Care Partner in Group Supervision as outlined *Supervision: A Key to Quality Christ-Centered Care*.
- A Supervision Group Facilitator must fulfill duties of this role in addition to other responsibilities as a Care Partner or Care Partner Leader.

ROLE AND RESPONSIBILITIES OF A SUPERVISION GROUP FACILITATOR

The Supervision Group Facilitator's primary responsibility is to help the supervision group fulfill its goal of helping one another deliver the best Christ-centered care possible to Care Receivers.

Supervision Group Facilitators lead their supervision groups to fulfill eight essential responsibilities:

1. Help the group stay focused on God
2. Plan the group's activities
3. Help the group function as an effective small group
4. Lead group members in following the group supervision structure
5. Facilitate support, encouragement, and accountability in the group
6. Make sure the group maintains confidentiality
7. Lead group evaluation
8. Maintain communication between the supervision group and Care Partners Leadership Team

MONTHLY INVOLVEMENT

- Supervision Group meetings each month
- Supervision Group Facilitator In-depth Meeting with the Supervision Coordinator, which may take place monthly, every other month, or at the discretion of the Supervision Coordinator

TERM OF COMMITMENT

Supervision Group Facilitators serve at least until the end of their initial two-year commitment to serve as a Care Partner or Care Partner Leader. At the end of the initial commitment, the Care Partners Leadership Team may ask the Care Partner or Care Partner Leader to commit to another year of service as a Supervision Group Facilitator. Every year the Supervision Group Facilitator may renew their commitment for another year.

TRAINING

Supervision Group Facilitators will receive two levels of training. The first level is the initial training as a part of the basic Care Partner Training Class - *Supervision: A Key to Quality Christ-Centered Care*. The second level is the Supervision Group Facilitator training, *The Role of the Supervision Group Facilitator*.

Care Partners who serve as Supervision Group Facilitators receive training from the Supervision Coordinator. -They will also benefit from participating in Care Partner training class titled *Supervision: A Key to Quality Christ-Centered Care*, carefully reading their *Supervision Group Facilitator Manual*, and participating in the supervision training class, *The Role of the Supervision Group Facilitator*.

SUPPORT

The Supervision Coordinator supports Supervision Group Facilitators by:

- Carefully and prayerfully selecting Supervision Group Facilitators
- Thoroughly training those Supervision Group Facilitators
- Assigning Supervision Group Facilitators to supervision groups
- Developing a plan and schedule for Small Group Supervision meetings
- Checking in briefly with Supervision Group Facilitators following each supervision meeting
- Providing monthly or bimonthly meetings for ongoing support, continuing education, and supervision of Supervision Group Facilitators
- Providing individual supervision and support to Care Partners whenever necessary
- Praying for Supervision Group Facilitators and their ministry

Preclass Reading



CHARACTERISTICS OF AN EFFECTIVE SUPERVISION GROUP FACILITATOR

CHARACTER

1. Is a *growing and maturing* Christ Follower living a God First Life
2. *Respects* others and is respected by others
3. Is *congruent*: Outward behavior fits the feelings and attitudes of their inner person
4. Is *open and flexible*, not rigid and closed
5. Is a *caring person* for whom Christ-centered caring is a way of life
6. Is an *assertive person* whose overall personal style is neither passive nor domineering
7. Is a *positive personality*, more inclined to affirm and encourage than to negate or criticize
8. Is *secure* and responds to conflict and criticism without attacking or becoming defensive
9. Is a person who can *set aside personal needs* for the good of a group

ATTITUDES

1. *Desires to grow* in their faith and deepen their spiritual life
2. *Believes in the group supervision structure* and is committed to helping the group follow the structure as outlined
3. Is *willing to learn* and be supervised and to teach and supervise others
4. *Sincerely desires to understand* what others are trying to communicate
5. *Appreciates the value of supervision* and willingly listens to and learns from others
6. *Values confidentiality* and strives to maintain it in supervision
7. Appreciates the *importance of prayer* in their leadership roles and demonstrates the practice of prayer in their own faith life
8. *Appreciates the uniqueness* of each Care Partner and values their contribution to the group

KNOWLEDGE

1. *Firmly grasps the major principles* of Christ-Centered caregiving
2. *Understands* the Care Partner's role in caring ministry
3. *Understands* the Care Partner's role in supervision
4. *Understands* Supervision Group Facilitator's role and responsibility
5. *Understands* the focus of a Care Partner is providing Christ-centered, life-giving care to others
6. *Understands* the time requirements and personal commitments needed to carry out the simultaneous roles of Care Partner, Care Partner Leader, and Supervision Group Facilitator

SKILLS

1. *Uses resources* of Christian faith and life with increasing skill and ease
2. *Listens* well
3. *Relates* assertively
4. *Participates* in and *contributes* to group discussions comfortably and naturally
5. *Affirms others and encourages them* to express their thoughts and ideas in group discussions
6. Has *good insight* into the needs and problems as well as strengths and capabilities of others

Preclass Reading

BUILDING COMMUNITY IN SUPERVISION GROUPS

Community and trust are at the center of any successful small group, including your supervision group. You lead your supervision group so members know one another, trust other group members, are willing to share risky truths with the group, and deeply care for one another. As your group grows in those ways, it will better fulfill the primary goal of group supervision. This document will give you some of the basics of building community in your supervision group.

Since a supervision group is more task-oriented than many other types of groups, you may need to be more directive and on-task in leading your supervision group than you would a different type of small group. On the other hand, if you try to exert too much control over the group, you will lose some trust, community, and comfort with taking risks that make small group supervision so valuable for Care Partners.

You need to find a path between the two extremes of being so democratic that you never get supervision done on the one hand and, on the other hand, being so controlling you don't really have a small group. Find the middle path that will best equip your group to fulfill the goal of supervision.

BASIC PRINCIPLES OF COMMUNITY BUILDING

Christian community doesn't just happen in Supervision Groups. It's something group members continue building throughout the group's life. The basic principles of community building include,

- Lay a foundation of trust
- Build supporting walls of affirmation
- Install windows of authenticity
- Cover with a roof of confidentiality

TRUST

Some dictionary definitions of "to trust" include:

- to depend on
- to be confident in
- to place in another's care or keeping
- to rely on the truthfulness of

You can't build community without a foundation of trust. Look for every opportunity to model trust by trusting others and by being trustworthy. Create opportunities for group members to trust one another and to demonstrate their own trustworthiness. Build trust by asking group members to take small risks and then move on to larger risks. Watch for these signs of trust growing in your supervision group:

- Group members follow your lead in taking risks
- Group members begin to drop their masks and pretenses and feel free to be themselves

- Group members grow in their ability to love and accept themselves and others
- Group members begin to take more and more significant risks
- Group members share deeply and honestly about themselves and lives
- Group members volunteer to take risks before they're asked

In the early weeks of your supervision group, you may need to move carefully with sharing activities if you believe some of your group members don't know how to trust or how to be trustworthy. As trust grows among group members, you'll notice the beginnings of true community building and maturity.

AFFIRMATION

Words of affirmation are an important part of demonstrating care for others. *Reference Box A* shows what a simple act of affirmation can accomplish.

Reference Box A – The Value of Affirmation	
<u>The Act of Affirmation</u>	<u>What it Communicates</u>
I appreciate you.	You are a valuable worthwhile person
Thank you.	You made a valuable contribution to my life
That's right.	Your ideas are sound; you have good insight.
Good idea	Your input is helpful.
I admire your ability to...	Your qualities are noticeable.

Affirming people sends a message they are worthwhile and important. It also makes it much more likely they will repeat the action or attitude you affirmed.

As a Supervision Group Facilitator, affirm people when you see them moving toward greater growth and maturity. When you affirm others, you set a good example. Soon group members will begin to affirm others, too. Affirmation helps build trust and trust builds community.

Christ affirmed and accepted tax collectors, rulers, prostitutes, soldiers, Gentiles, and thieves. Later, he pointed out how they could grow into the people God meant them to be. But first He accepted and affirmed them as they were.

AUTHENTICITY

When people begin to trust and when they receive affirmation for who they are, they are ready to risk opening windows of authenticity. Being authentic means being your real, genuine self, not hiding behind a mask. It means:

- I don't have to pretend I'm perfect; I can just be me.
- Others here aren't perfect; it's normal to have struggles.

- I might choose a different solution to my problem than someone else; my solution only has to work for me.
- My struggles might be different from other group members, but we all have struggles.
- The other people in my group are okay; I'm like them in many ways and different in others; I'm okay, too.
- My differences make me unique and worthwhile.
- I know who I am; I appreciate the good things about me; I'm working on the rest.
- Others in this group see me as I am and care about me.
- God sees me as I am and loves me.

CONFIDENTIALITY

Houses need roofs to keep out the storms. Confidentiality is the roof to keep your supervision group safe from outside storms. It means everything that's shared in the group stays in the group. No one talks without permission—even to a spouse—about what other group members say, do, share, or feel. Confidentiality is part of the group covenant.

COMMUNITY BUILDING IS A PROCESS

Your group won't achieve total trust first, and then move on to affirmation, authenticity, and confidentiality. Your group will grow in all of four areas simultaneously from the beginning. These elements depend on one another. Affirmation builds trust. Confidentiality is essential if people are going to risk being authentic. As each element grows, so will your group's community.

COMMUNITY GROWS IN STAGES

Supervision groups pass through key stages of development on the way to maturity. As groups go through these stages, group members grow individually, learn to trust one another, and start working together. Christian community develops. Developmental stages and community building go hand in hand.

As an adult, you have passed through several stages of development in your life, including infancy, childhood, adolescence, and adulthood. Looking back, you might wish you had skipped one of those stages, perhaps a difficult childhood or a turbulent adolescence. But developing children can't be rushed. If a child is forced to skip an important stage, he or she may not function well as an adult.

Knowing about child development helps parents and teachers guide children more effectively through stages of growth. They know what stage the child is in and what kind of growth to expect. They also see what stages are coming up and encourage the child to grow in those directions. Supervision groups also go through definite stages of development as they mature.

Although it's the group's job to move through the stages, it's the Supervision Group Facilitator's job to prepare and guide the group. The more you know about group development, the better you guide your group to maturity.

STAGES OF GROUP DEVELOPMENT

Authors and experts describe the stages of group development in a variety of ways. For our purposes, you will learn about six stages of group growth. The acronym MATURE will help you remember the stages:

- Meet
- Ask
- Test
- Undertake
- Realize
- Extend

Following are descriptions of each stage of group development. Notice how Christian community deepens with each stage as members grow in their ability to risk, trust, and accomplish. If all the members of your supervision group were in the same class, they will already know one another and may move very quickly through the first few stages of group development.

If, however, you are leading a group that blends Care Partners trained in different classes, you may find the initial stages take longer because group members have already developed strong relationships with other Care Partners who aren't in your group and now they have to start over.

MEET

A new supervision group has much growing to do. Like an infant, it has to learn many different skills. Group members depend heavily on the Supervision Group Facilitator during the Meet stage. They're unsure of themselves and need guidance as they take their first wobbly steps. If this is the first time members have met as a group, they are on their best behavior. They don't want to be embarrassed or alienate a group member. They are polite, but don't reveal much about themselves.

ASK

Supervision Group members in the second stage of group development use words like why, what, who, where, and when. They begin questioning all kinds of things - the format, the agenda, actions of other group members, and—of course—the Supervision Group Facilitator's leadership. This happens because group members are dropping their facades of politeness and preparing to get down to business. Individuals begin to reveal their true selves, and the group takes on a unique personality.

TEST

Groups in this third stage of development spend time testing one another:

- How far can I push before you push back?
- If I take a risk in sharing, how will you respond?
- Are you going to let me have my way?

Members test the Supervision Group Facilitator:

- How much control can we have?
- Does she really know what she's doing?
- How does he handle conflict?
- Whose agenda is this?

Some sparks can fly during this stage, and you, as Supervision Group Facilitator, will have to be on your toes. But during this valuable stage, group members learn about one another. They work through power

struggles, build relationships, and begin to admit their brokenness. Working through this stage bonds your group into a supportive, productive Christian community.

UNDERTAKE

In this stage, group members try out various roles to learn how they serve and work together. In this fourth stage of group development, groups ask themselves,

- What shall we do?
- How shall we do it?

In a supervision group, the answer to the first of these questions is fixed:

The goal of group supervision is for Care Partners to work together to provide the best Christ-centered care possible for their Care Receivers.

If the supervision group tends toward an answer that changes this goal, you as Supervision Group Facilitator must lead them back to their purpose. As to the question of how the group accomplishes that purpose, within the limits of the structure of group supervision, each group is free to find its way.

REALIZE

Group members in this stage are comfortable with themselves and one another. They've learned to trust and be trusted. They know how to work with each other, and have clarified the important work they do. These group members know how to make decisions, set goals, and plan strategies to get their work done.

EXTEND

A small group in the sixth stage shows growth and a pattern of accomplishments. They aren't bored. A mature small group asks, "What's next?" They've learned much in their time together and they'd like to share it with others. At this stage, some group members will go on to become Supervision Group Facilitators. Others will apply the skills they learned in their supervision group to other areas of their lives.

STAGES SUPERVISION GROUPS PASS THROUGH AS THEY... M A T U R E	
<p>MEET</p> <p>In this initial stage, group members get acquainted. They are polite to each other as they form their first impressions of individuals and of the group as a whole. As members near the end of the stage, they are more impatient with superficiality that characterizes it.</p>	<p>Leadership styles used most:</p> <ul style="list-style-type: none"> • Giving Direction • Receptive to Input
<p>ASK</p> <p>In this stage, group members ask questions, including: <i>Why are we here? What are we doing? Who are these other people, anyway? What makes this leader special?</i> Questioning helps members break through the facade of politeness and prepare to work.</p>	<p>Leadership styles used most:</p> <ul style="list-style-type: none"> • Giving Direction • Receptive to Input

<p>TEST</p> <p>Group members experience conflict. They test one another and the leader to figure out where each individual stands in terms of power, important issues, and ideas about what the group is going to do. During this stormy stage, members lay groundwork for future cooperation.</p>	<p>Leadership styles used most:</p> <ul style="list-style-type: none"> • Receptive to Input • Offering Opportunities for Leadership
<p>UNDERTAKE</p> <p>Group members are now ready to get to work carrying out their supervision group purpose. They decide how they're going to operate, what they will accomplish, and then they do it. Members spend less time figuring out who is in charge and more time working together.</p>	<p>Leadership styles used most:</p> <ul style="list-style-type: none"> • Receptive to Input • Offering Opportunities for Leadership
<p>REALIZE</p> <p>Groups in this stage are fully realizing their purpose as they work well together. Members are growing personally and the group as a whole is efficiently doing important work. The group makes decisions set goals, plans actions, and carries them out.</p>	<p>Leadership styles used most:</p> <ul style="list-style-type: none"> • Offering Opportunities for Leadership • Welcoming Independence • There When Needed
<p>EXTEND</p> <p>Group members are ready to share what they've learned. They love and appreciate one another and are pleased with their personal growth and accomplishments. Energized by their achievements, group members want to facilitate this same kind of growth in other groups</p>	<p>Leadership styles used most:</p> <ul style="list-style-type: none"> • Welcoming Independence • There When Needed

LEADERSHIP STYLES THAT BUILD COMMUNITY

Knowing the stages of group development will help you as a Supervision Group Facilitator.

You must also know how to use different leadership styles to move your supervision group through those stages. The acronym GROWTH can help you remember five different leadership styles that help Supervision Group Facilitators move a group toward maturity:

- **G**iving direction
- **R**eceptive to input
- **O**ffering opportunities for leadership
- **W**elcoming independence
- **T**here **W**hen needed

This section describes each leadership style. Notice how styles become progressively more participatory. This growth in group leadership is possible with a supervision group. The more group members take responsibility for leading the group to fulfill the goal of supervision, the more effective the group becomes.

GIVING DIRECTION

In this leadership style, a Supervision Group Facilitator takes charge. He or she decides what's going to happen and tells the group how to make it happen. Here are some times when you might use this style:

- In the Meet stage of group development, a supervision group needs plenty of structure and guidance. The Supervision Group Facilitator gives direction by making the meeting arrangements and by setting the group's agenda and format. They also lead the group in making a supervision group covenant.
- The Supervision Group Facilitator provides guidance as needed during any other stage of group development. Giving direction is also necessary when a group member brings an overwhelming need to the group, requiring a complete change in agenda.

RECEPTIVE TO INPUT

In this style, a Supervision Group Facilitator invites the group to help make decisions. For example, he or she might say:

- "What do you think about Earl's question, Janice?"
- "Think about the possibility we need to change our in-depth reporting priorities. Then tell me what you think."

After offering options, the Supervision Group Facilitator invites group discussion and helps the group make its decisions.

OFFERING OPPORTUNITIES FOR LEADERSHIP

In this style, the Supervision Group Facilitator doesn't present choices but asks group members to come up with their own ideas from scratch. For example, the leader might ask open-ended questions such as:

- "What do you want to do about this?"
- "How shall we handle this?"
- "What Focus Question shall we begin with?"

The Supervision Group Facilitator may even allow another group member to take over leadership of the discussion and decision-making. This allows group members to try out their ideas and exercise more leadership.

WELCOMING INDEPENDENCE

In exercising this style, a Supervision Group Facilitator gradually turns leadership of a nearly mature group over to group members. This allows members to practice leadership skills in preparation for future leadership roles. For example, a Supervision Group Facilitator might ask a different Care Partner to regularly take over part of the agenda, such as the opening prayer.

In this leadership style, the leader affirms group members when they show skill and sensitivity in listening to and caring for one another.

THERE WHEN NEEDED

In this style, the Supervision Group Facilitator is available but no longer on center stage. Usually, the group has reached the "Extend" stage. Group members are in charge most of the time. This leadership

style is best defined as participatory leadership - the Supervision Group Facilitator is one participating leader among many. You use this style when group members:

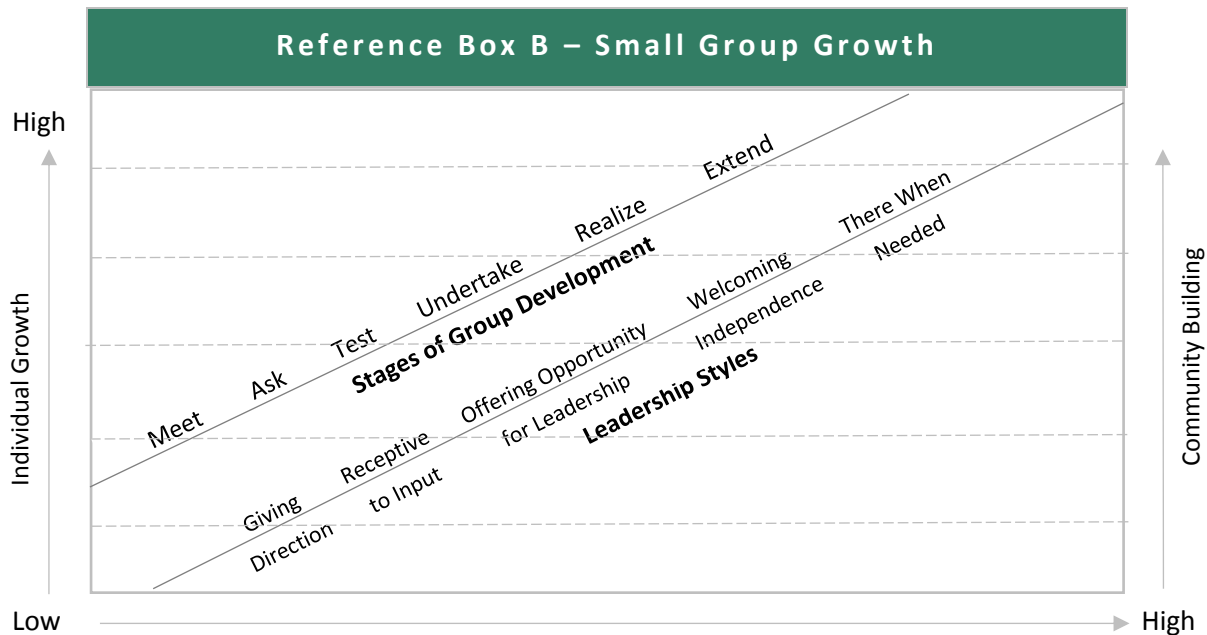
- ...slip up rarely in communicating and interacting with one another (If someone does slip, other group members catch it in an affirming way)
- ...are leading most group activities and taking most responsibilities
- ...are actively seeking new ways to grow and minister, either inside or outside the group.

COMBINING GROUP DEVELOPMENT STAGES AND LEADERSHIP STYLES

Remember that stages of development don't always happen as neatly in real life as they do on paper. Children, for instance, can show surprising wisdom and maturity at times. Conversely, adults sometimes act like children. Don't be surprised if your small group's development is a little different from the MATURE pattern.

For example, you might expect your group will complete the Meet stage and move directly to Ask. But it's not that simple. Your group might jump from one stage to another, get stuck in a stage for a while or regress to a stage they've already gone through. This doesn't make your job any easier—but that's the way it is! You'll need to switch leadership styles, using different styles in different stages or even different styles in one stage.

Reference Box B and Reference Box C helps you understand these styles and stages. Take a look at them.



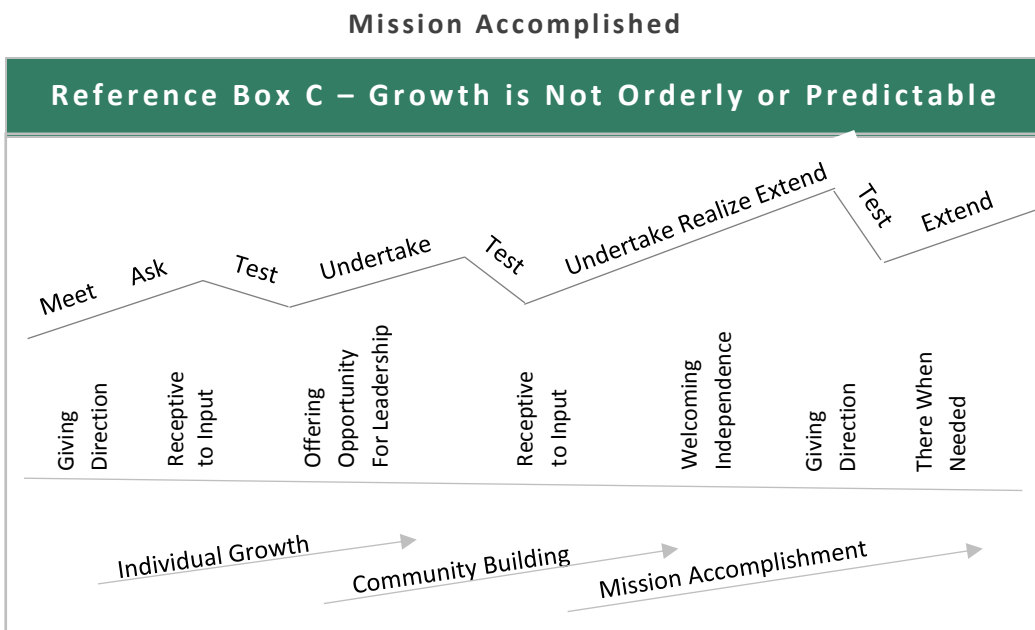
As supervision group experiences growth, several things occur,

- The group progresses through stages of development
- The leader uses more participatory leadership styles.
- Individual growth increases.
- The group becomes a community.
- The group accomplishes its purpose.

Reference Box B might lead you to believe a group's progress to maturity is orderly and predictable. It's not. Groups bounce between stages, hit plateaus, skip stages, and regress. Healthy, growing groups, however, keep moving in the general direction of personal growth, community building, and achieving the group's purpose.

An effective leader uses each leadership style when it is needed. For example, a supervision group that has reached the Extend stage may inexplicably begin ignoring a group member's obvious need. Even at this late stage of group development, the Supervision Group Facilitator still needs to be ready to give direction to the group.

In this case, a single intervention is usually enough to get the group back on track.



SPECIAL CHALLENGE - THE ASK AND TEST STAGE

Consider the special challenge of the Ask and Test stages of development. The Ask and Test stages can be trying for Supervision Group Facilitators and members alike. But if you understand what's going on and why it's important to the group's later development, it is easier to cope with these stages.

WHAT HAPPENS IN ASK AND TEST

In the Ask stage of group development, group members gradually stop being polite and superficial. They begin to let their real feelings show to you and other group members. They start thinking seriously about "why we're here." The Ask stage is a little bit like thunderclouds forming on a sunny day. When you see the clouds, you know a storm is coming!

If the Ask stage is the thundercloud, Test is the lightning, thunder, and downpour. As a group moves into the Test stage, the expression of individual differences becomes more pronounced. It's almost as if group members wear their uniqueness, their individuality, as a badge. Group members assert their uniqueness in many ways. For instance, they may try to decide everyone's check-in statement will be discussed or they may complain about using the suggested Focus Questions.

Being unique isn't bad. In fact, individuality is something to affirm in people. But during the Ask and Test

LEADERSHIP STYLES THAT FACILITATE . . .				
G	R	O	W	TH
Giving Direction	Receptive to Input	Offering Opportunity for Leadership	Welcoming Independence	There When Needed
<p>SGF decides where the group is going and how to get there. This leader takes charge</p> <p>Use this style when:</p> <ul style="list-style-type: none"> * Helping a new group get started, when members don't know what to do, and haven't learned to work together * Communicating the group's purpose to new members * Directing members to dump their agenda and focus on caring for hurting group members * Confronting a group that refuses to deal with important issues 	<p>SGF solicits input on process, content, and direction. This leader leads democratically.</p> <p>Use this style when:</p> <ul style="list-style-type: none"> * Helping group members develop their covenant * Selecting a Focus Question set for discussion 	<p>SGF encourages members to come up with and try out their own ideas. This leader provides a safe place for future leaders to test their wings.</p> <p>Use this style when:</p> <ul style="list-style-type: none"> * Individuals have experienced personal growth and might be ready to lead * Group members are ready to explore their own leadership potential 	<p>SGF lets members lead but still works to help them grow and lead well. This leader focuses on helping others become effective leaders.</p> <p>Use this style when:</p> <ul style="list-style-type: none"> * Group members are taking more responsibility for care, instruction, and leadership * The group is nearing closure and reassembly into new groups 	<p>SGF acts, when needed, as a resource for the group. This leader serves the group by becoming a fellow member of the group.</p> <p>Use this style when:</p> <ul style="list-style-type: none"> * It's clear the group has matured to operate much of the time without guidance * Group members are consistently and effectively handling leadership responsibilities

stages, group members try to impose their own needs and wants on the group. It's as if they are saying, "Do it this way. My way is the right way."

When five or six people in a group all say, "Do it my way," a power struggle ensues. Whose way will win out? The struggle escalates as group members stubbornly cling to their own "right way." The group may turn on you, saying you're not a good Supervision Group Facilitator – just look at the mess the group is in!

The strife occurring during the Ask and Test stages makes most Supervision Group Facilitators feel like taking tight control and steering the group back on course. Unfortunately, that only postpones the solution. You can't fix the group's problem. The group members must face it and fix it for themselves.

HOW TO RECOGNIZE THE ASK AND TEST STAGES

When you see several of these signs, your group is probably in the Ask or Test Stage. Group members:

- Express their differences openly
- Try to get others to agree with their positions or opinions
- Tell others how to solve their problems
- Resist help from others
- Interact unproductively
- Accuse the leader of doing a bad job

Your group probably won't show all these signs at once. Also, different groups will experience these signs at different levels of intensity and for differing lengths of time.

WHEN GROUP MEMBERS GET TIRED OF ASK AND TEST

Group members in the Ask and Test stages aren't enjoying themselves. They get tired of the power struggles and look for ways out. Here are some solutions they might try:

- Group members may try to organize their way out of difficulties they're in. However, they don't deal with the root problem - the conflict between individuals who haven't yet learned how to make room for each other's uniqueness. Because group members are ignoring the basic problem, their efforts at organization won't work. The problems will come back.
- New leaders might try to take your place. A group member might say, "We haven't been doing so well. Why don't we try _____" If this happens, try not to become defensive; realize this is a normal, although confusing, stage. Retain leadership by making room for the would-be leader to try out their ideas (and, likely, fail).

AN EXAMPLE OF HANDLING THE TEST STAGE

Check-in statements have been made, as has the first in-depth report. The report ends as usual with the Care Partner's suggestion of what Focus Question Set and Focus Question would be most productive. The Supervision Group Facilitator is about to ask what the rest of the group thinks might make sense for a Focus Question Set. Then one member says, "I don't like Focus Questions. They're too hard to use. I don't know why we have to use them. Why don't we just ask whatever questions come to mind?"

Someone else says, "Yeah - I agree."

The Supervision Group Facilitator first reflects back what the original person voiced: "You're uncomfortable with Focus Questions and you would rather spontaneously interact." If the individual agrees with this recasting, the Supervision Group Facilitator might then say, "Let me share what I have learned about the value of Focus Questions and then I want to ask the group what they think."

This assertive and non-defensive reply to the demand has several advantages.

1. The Supervision Group Facilitator retains leadership by speaking up and by referring the question to the rest of the group - not ignoring it and not insisting, "No, we do it this way because that's the rule!"
2. The Supervision Group Facilitator avoids personal conflict with the would-be leader by referring judgment to the entire group.
3. The Supervision Group Facilitator gains an opportunity to teach without being peremptory.

HOW GROUP MEMBERS GET OUT OF ASK AND TEST

The only way group members move out of these difficult stages is by changing their attitudes about their individuality. Rather than, "My individuality makes me right," group members begin to say, "My individuality makes me me, and yours makes you you." This happens gradually. Here are some signs Supervision Group members are growing out of the Ask and Test stages.

- Group members begin communicating honestly
- They drop barriers to communication, including:
 - Preconceived ideas - "Mine is the only way to feel (or act)."
 - Prejudices - "She's old, so she doesn't have anything to offer me."
 - Narrow-mindedness - "I can't stand people like that."
 - The need to fix others and their problems
 - The need to control others
- Group members begin to talk about their brokenness, cares, and failures rather than only their successes, achievements, and solutions.

WHAT YOU CAN DO DURING ASK AND TEST

The most difficult - and most important - way for you as a Supervision Group Facilitator to respond is to maintain your leadership without taking control of the group. The group has to work its own way out of these stages.

It is appropriate to use Giving Direction, but use it sparingly and in the following ways.

- Point out what's going on. "It looks as if each of us has their own ideas about what to do here. Trying to fix one another's problems doesn't seem to be working."
- Explain the Ask and Test stages to the group. It won't hurt them to know about the stages; they will still go through them anyway.
- Explain community to the group. Ask the group how they could create community.
- Ask group members what they think is getting in the way of creating their community.
- Affirm group members when you see them beginning to express honest feelings of anger or confusion.
- Affirm group members when they begin to admit their weaknesses, fears, and brokenness.
- Let the group know when they're heading in the right direction.

Preclass Reading

COMMUNITY BUILDING ACTIVITIES FOR SUPERVISION GROUPS

These activities are divided into three parts according to the level of group development. Choose several to use with your supervision group.

PART ONE

Part One activities require group members to share facts about their history and background. They are best for the early stages of community building.

TRUTH, TRUTH, SURPRISE

Ask each group member to share any two truths about themselves. These would probably be the basics, such as, "I've lived in Kentucky all my life, and I'm a civil engineer." After the two truths, the group member shares one more truth, but this time it should be something that might surprise others, such as "I once sang the national anthem at a World Series baseball game." Others may ask for more details about the surprise statement.

As Supervision Group Facilitator, encourage other group members to ask for more information by modeling, "When was that, Bob?" or by extending, "Anyone want to know more about that?"

MAY I INTRODUCE YOU?

Break the supervision group into pairs. (If there is not an even number, you be one of the partners.) Explain they will have a total of four minutes. During the first two-minute period, the pairs tell each other about themselves - whatever that person wants to share. The partners switch roles during the second two-minute period. (You give a signal). Then everyone comes back to the group and each partner introduces the other, telling the group as much as they can remember.

DATES OF THE DECADES

Explain to the group you're going to go back in time by decades and ask each group member to share about one important personal date from each decade. The date should represent an important event in their lives. Depending on the ages and size of your group, go back at least three or four decades.

HISTORY OF HOMES

As in "Dates of the Decades," go back in time decade by decade. This time, ask each group member briefly to describe a home they lived in during each of those decades.

HOW DID YOU GET YOUR NAME?

There are interesting stories behind the names people have. Ask group members to share how or why their name was chosen.

QUESTIONS

Use these questions to help people share facts about their personal backgrounds.

- When you were ten years old, where were you living?
- What was your house like? Who was in your family? What was your favorite thing to do?

(You can use these questions for different ages.)

- When I say “hometown,” what place do you think of and why?
- Who were the members of your family when you were growing up?
- What did you like to do for fun as a child?
- What was your favorite food as a child?

PART TWO

Part Two activities move a little deeper into community building. They require group members to share feelings about their own backgrounds. A group leader would be most likely to use these activities during the Ask or Test stage of group development.

CHILDHOOD TABLE

Picture sitting at the dinner table at home when you were ten years old.

- What was talked about at this table?
- Who was there?
- Who was a warm person at this dinner table?
- How were problems dealt with at this table?
- If you could change something about this table, what would it have been?

HAPPY DAYS ARE HERE AGAIN

As in the "Dates of the Decades" activity, go back in time by decades. This time ask the group to describe a place where they felt happy at some time during each decade.

VIPS

Ask group members to describe how one *Very Important Person* influenced them in their lives. You could give them a time frame for this, such as childhood, adolescence, or adulthood. Or you could simply let them share about whoever comes to mind.

NICKNAMES

Ask group members to share nicknames they've had in the past, to explain where the nicknames came from and to share how they felt about having the nicknames.

THROUGH A MIRROR DIMLY

Invite group members to share about the earliest time they were aware of God.

QUESTIONS

Use any of these questions to help group members share feelings about their personal backgrounds.

- What is something you really liked about growing up?
- What is something you would have changed about growing up?
- What was something you did you were proud of during childhood? Adolescence? Early adulthood?
- What was your most embarrassing experience as a child? Teenager? Adult?
- What childhood event evokes warm memories?

PART THREE

Part Three activities require group members to share facts and feelings about their past and present circumstances. They are appropriate for deep levels of community building. A group leader would likely use these activities during the "Undertake," "Realize," and "Extend" stages of group development.

THE MOVIES

Ask each group member to think of a movie title that best describes his or her life to this point and to explain why the title fits.

NAME THAT FEELING

Ask each group member to put an adjective in front of their name to describe how they feel right now - as, for example, "Stressed-out Susan" or "Worried Dan" or "Peaceful Tim." Variation: Use an adjective to describe how they would like to feel.

TRUST WALK

Break the group into pairs, then explain they will have three minutes. One partner should close their eyes, and the other partner will take them on a blind tour of the home or room. After three minutes, call time and ask the partners to switch roles and repeat the exercise. Bring group members back together and lead a discussion, asking questions such as:

- What did your partner do to help you feel safe?
- Was it difficult or easy to trust your partner for your safety? Why?
- What was something that surprised you about this activity?
- What have you learned about trust?
- What have you learned about yourself in this walk?"

SUCCESSSES/FAILURES

Ask group members to share three successes they are most proud of and why. Then ask them to share one failure, explain why they saw it as a failure, and how it helped them grow as persons.

FAITH TO HAVE FAITH

Ask group members to describe an experience when they had serious doubts about their faith in God. Invite them to explain how they got through it..

QUESTIONS

Use these questions to help group members share facts and deep feelings about themselves.

- What is something that you're afraid of?
- What would you like to change about yourself?
- What is your greatest joy in life?
- What would you still like to achieve in your life?
- If you are unoccupied for a moment, what are you likely to think about?
- What makes you angry?
- What makes you sad?

- What are your greatest strengths?
- What are your greatest weaknesses?
- What do you most often pray about?
- When is God most real to you?
- What makes you really laugh?
- What's the biggest hurdle you've had to overcome in your life?
- When have you felt really cared for?
- What about yourself would you most like to be remembered for?

Preclass Reading



COMMUNITY BUILDING EXERCISES FOR SUPERVISION GROUPS

These four exercises provide a chance for your supervision group to go progressively deeper in your community building. You may want to use all four of these exercises, one at each succeeding supervision group meeting.

EXERCISE ONE - DON'T LEAVE HOME WITHOUT IT

EXERCISE GOAL

To use humor to help put group members at ease while they share something about themselves.

Leader: The directions you'll give group members are indicated by a triangle prompt. Everything else, indicated by the word "Leader," is background information for you. In this exercise, you are a participating leader - you both lead and participate in the exercise.

- ▶ **I'd like you to take out your wallet, purse, backpack, or whatever you have with you that comes close to that.**

Leader: If a group member doesn't have any of these things, a Bible might work if the individual stashes items in it, such as old bulletins or sermon notes. If this doesn't work, ask the group member to imagine having their wallet for the exercise.

- ▶ **Now take a minute to look in your wallet or purse and find the most useless thing you have there.**

Leader: Wait about 30 seconds.

- ▶ **Now let's take turns sharing what your useless item is and why you carry it around with you.**

Leader: You go first. Then give everyone a chance to share.

EXERCISE TWO - WHAT I THINK ABOUT THAT

EXERCISE GOAL

To offer group members opportunity to share their thoughts, feelings, beliefs, and opinions about a topic.

ADVANCE PREPARATION

Leader: Write the quote below on a whiteboard or flipchart so everyone in the group will be able to see it when you reveal it.

It's fine to level with people if you don't level them in the process. - Walter St. John

- ▶ **Has everyone read the quotation up on the board? I'd like to know what you think of it.**

Leader: After they have a moment to read it, ask these questions one at a time and invite group members to share their responses

- ▶ **Do you think the statement is true or false? What are your reasons for that opinion?**
- ▶ **What do you think leads people to level others in the process of leveling with them?**

- ▶ **What is the most important thing to do when leveling with someone to keep from leveling them?**

Leader: If no one wants to start the discussion, you go first. Remember not to worry about silence. Group members may need a minute to think about their response to the quotation. If the discussion is fairly superficial, you can take it deeper by saying or asking something like,

- ▶ "I can remember a time when I got leveled . . ."
- ▶ "Have you ever been leveled by someone? How did it make you feel? What did you do after you got leveled?"

Leader: Announce a one-minute warning and end the exercise with the following question.

- ▶ **Does anyone have something to add before we end our discussion?**

Leader: If someone hasn't contributed to the discussion yet, try saying:

- ▶ **[Name], would you like to share some thoughts with us before our time runs out?**

EXERCISE THREE - SENTENCE STARTERS, PART 1

EXERCISE GOAL

To offer group members the opportunity to share something personal about their history.

- ▶ **For our first sharing activity, I'd like for each of you to finish this sentence, "One of my fondest childhood memories is . . ."**

Leader: Start the discussion by asking, "**Who would like to begin?**" If no one responds, say, "**Why don't I go first?**" and do so. If your group wants to extend the exercise, continue with one of these sentences:

- **One of my fondest memories from my teen years is . . .**
- **One of my fondest memories as an adult is . . .**

Leader: After everyone has shared, conclude the exercise by saying,

It's really interesting to hear a little bit about your backgrounds. I think it's helped us all to learn a bit more about one another.

EXERCISE FOUR - SENTENCE STARTERS, PART 2

EXERCISE GOAL

To offer group members an opportunity to share at increasingly deeper levels.

Leader: Share the following instructions with the group:

- ▶ **In this exercise, we're going to complete two sentences to go a little deeper and require a bit more risk in what we share. We're going to complete a sentence about ourselves as we did last time, but we're also going to work on responding to one another. That means after someone shares, each of us will respond by saying,**
 - **"When you said that, I felt . . ."**
 - **"As you were speaking, I wondered . . ."**

- ▶ **Share whatever expresses your reaction to what the person said. If anyone feels uncomfortable completing these sentences, that's totally fine. Just say, "Pass." The first sentence to complete is,**
 - **"A time I can remember being lonely is . . ."**

Who would like to begin?

Leader: If no one responds, you share first. After each person speaks, go around the group asking others to respond. If group members have trouble getting started responding, you go first.

If you want to extend the exercise, use one of these statements as a second Sentence Starter:

- **A time when I've been afraid is . . .**
- **A time when I've been worried is . . .**

Leader: After everyone has completed a sentence, close with the following statement

Thank you for participating so honestly in this exercise. Even in this short time together, I think we all know one another a bit better and have begun building some trust in the group

Preclass Reading

COMMUNITY BUILDING QUESTIONS FOR SUPERVISION GROUPS

The following list of questions, open-ended statements, and requests can be used among Care Partners who have been paired up for relationship building. Supervision Group Facilitators can choose a number of these items and read them, one at a time, allowing enough time for the partners to share their answers. You did an exercise similar to this in your first class of Care Partner training.

1. I come from . . .
2. I work at . . .
3. I go to school at . . .
4. My family is made up of . . .
5. The best thing I did during the past year was . . .
6. Some of my nicknames are [have been] . . .
7. I feel happy when . . .
8. Something I do for fun is . . .
9. The greatest person I have ever met is . . .
10. I'm afraid of . . .
11. Something I dislike doing is . . .
12. Something I regret is . . .
13. I feel sad when . . .
14. My major goof last year was . . .
15. I feel uneasy or embarrassed when . . .
16. Something I like about you is . . .
17. Describe the circumstances that led you to become a Care Partner . . .
18. Describe a particularly rewarding moment or event in your Care Partner experience . . .
19. Tell me about the impact Care Partners has had on your life . . .
20. I was born in . . .
21. How would you describe your hometown?
22. How did your faith journey begin?
23. The important people in my life are . . .

24. Tell me about a childhood event that brings back warm memories . . .
25. Three major events in my life have been . . .
26. How do you feel about your current vocation?
27. In my leisure time, I like to . . .
28. The favorite places of my life are . . .
29. If you could put a plaque on the wall to mark your most significant achievement, what would that plaque say?
30. Several things I would still like to achieve are . . .
31. If I had nothing to hold me back, I would like to . . .
32. In my more reflective moments, I think about . . .
33. I get a heavy heart when I think about . . .
34. I most often get angry about . . .
35. Tell me about your most hair-raising experience . . .
36. What are your three greatest strengths?
37. What are your three greatest weaknesses?
38. The part of me I'd like to change the most is . . .
39. When I think about God, I . . .
40. When I pray, the thing I most often pray about is . . .
41. What does it mean for you to serve God?
42. God is most real to me when . . .
43. I really laugh when . . .
44. The biggest hurdle in life I have had to overcome is . . .
45. My biggest limitation is . . .
46. I think I have the potential to . . .
47. When I hear my name, I . . .
48. Tell me about a time when you really felt cared for . . .
49. I feel really cared for when . . .
50. I would most like to be remembered for . . .

Preclass Reading

FACILITATING SKILLS FOR SUPERVISION GROUPS

A big part of your job as a Supervision Group Facilitator is to facilitate, that is, to make it easier for everyone in your group to participate in the meeting and for your group to fulfill the goal of supervision.

There are a number of specific facilitating skills you can learn and use as part of your supervision group leadership. As you use these skills, you create a smoothly functioning small group.

WHAT IS FACILITATION?

Imagine the following scenario. Kyle was leading his supervision group through the processes of supervision. His group challenged him to pay close attention and help their discussion in several ways.

- Kyle set the tone for group sharing by bringing them to order and focus with a brief opening prayer.
- Arlene always had much to say. At that meeting she would have talked non-stop if Kyle hadn't interrupted her, thanked her for her contribution, and asked Ed what he was thinking.
- Kyle noticed Julie was unusually quiet. He made a point of drawing her into the conversation and invited her to share her thoughts.
- There was a tense moment when Al and Ty began commenting at length on Ed's check-in statement. Their debate could have escalated and taken over the meeting if Kyle hadn't refocused the conversation.
- The ideas Ed shared directly applied to Julie's dilemma with her care receiver. Kyle summarized what Ed had said and asked others what they thought.
- Kyle had all the necessary forms for the supervision group to use next time and made sure everyone understood about the upcoming periodic evaluation of the group.

In the example, Kyle used several small group facilitation skills to help the group function smoothly. As you read on you'll see group leaders use facilitation skills to help group members communicate, participate, and build trust and to help the group make difficult decisions about their caregiving.

FACILITATING EFFECTIVE GROUP COMMUNICATION

An effective supervision group facilitator keeps a finger on the pulse of communication in the group. One way leaders do this is by periodically asking questions such as:

- "Is everyone getting a chance to speak?"
- "Are the speakers' true messages being heard?"
- "Are we focused on the goal of supervision?"
- "Are there any topics the group is avoiding?"

Here are some techniques for facilitating effective communication in your supervision group.

ACTIVE LISTENING

Active listening means listening beyond the facts for feelings, attitudes, assumptions, and beliefs. You listen in a way that lets speakers know they are being heard, understood, and encouraged to say more.

When you use this skill, you:

- Clarify - ask for more information.
- Reflect - say back the content, feelings, attitudes, or opinions you heard.
- Encourage - assure the speaker you'd like to hear more.
- Summarize - sum up what was said.
- Explore implications - ask what the speaker thinks this means.

When you use this skill, you might say:

- "Tell me more about that."
- "It sounds as if that really upsets you."
- "Then what happened?"
- "What do you think about that?"
- "Let me make sure I fully understand everything..."
- "How do you think this will affect _____?"

I-MESSAGES

I-messages are a way to take ownership for your feelings and actions. When you model this skill, you teach group members to take responsibility. I-messages provide appropriate ways of expressing anger, confusion, or other strong feelings to another person or the group, while reducing the risk the listener feels defensive.

When you use this skill, include the following steps:

- Describe the situation or behavior nonjudgmentally ("When you... ")
- Express how you feel the situation affects you ("I feel... ")
- State why you feel as you do ("Because... ")
- Say what you want done ("I would like... ")

When you use this skill, you might say:

- "*When you criticize others in our church, I feel uncomfortable hearing about it because it isn't really a problem our group can do anything about. I would like you to try to work out the problems with those people who are involved.*"
- "*When you seem so angry but won't share why, I feel defensive because I'm concerned I might be the reason for your anger. I would like you to tell me why you're angry.*"

ASKING FOR CLARIFICATION

Asking for clarification includes asking group members to give reasons for what they have said,

encouraging group members to think through what they're saying, and encouraging the expression of wide-ranging and well-thought-out opinions. When you use this skill, you:

- Use open-ended questions that can't be answered with only yes or no.
- Ask a group member to clarify a comment he or she has made.
- Ask other group members to express their thoughts on a comment someone else has made.

When you use this skill, you might say:

- "How do you... "
- "What do you think about... "
- "Could you tell us more about... "
- "I've never thought of it like that. What brought you to that conclusion?"
- "That's an interesting idea. I'll bet it's something we all have opinions about. What are some ideas the rest of you have?"

ENCOURAGING GROUP PARTICIPATION

An effective Supervision Group Facilitator makes sure each group member participates. The leader not only encourages quieter group members to get involved, but also keeps more vocal members from taking over. The following techniques help you manage your members' participation in the supervision group.

INCLUDING

Including means drawing reluctant or quiet participants into discussions and sharing. When you use this skill, you:

- Provide nonthreatening sharing situations in which group members can share with a minimum of risk.
- Request, but don't force, involvement.
- Recognize individuals' comments to build confidence, but don't overdo it and embarrass them.

When you use this skill, you might say:

- "Let's hear from each of you about a time when you got a new piece of clothing that was very special to you - like Joseph's many-colored coat was to him."
- "At our last meeting we talked about dealing with difficult people. How did that discussion affect your dealing with people this week? If you can't come up with anything, just say so when we get to you."
- "Thanks for sharing that."
- "That helps me understand where you're coming from."

AFFIRMING

When you affirm, you respond positively to group members as they participate in group activities. When you use this skill, you:

- Openly thank a group member for a comment and say why you're expressing your thanks.
- Make a positive observation about what a group member says.
- Agree with what someone says.
- Look to affirm each person in the group, including the quieter individuals.

When you use this skill, you might say:

- "Thanks for sharing that with us, Tom. I appreciate your trusting us enough to say that."
- "I can tell you've really thought carefully about that."
- "What an interesting way to look at it!"
- "I really agree with what you said."
- "That's right! I've noticed that before too."
- "George, thanks for letting me know you couldn't come last session. I'm glad to see you tonight. Are you feeling better?"

EXTENDING

Extending is a way to get more out of a group member's comments during a discussion. When you extend a group member's comment, you invite others to share their thoughts on the same topic. When you use this skill you, draw attention in an affirming way to a group member's comment to:

- Get a discussion started.
- Draw others into discussion.
- Enliven a discussion.

When you use this skill, you might say:

- "That's a creative approach to the situation. What do you say, Tom?"
- "Thanks for that interesting insight, Nancy. Does it bring a new idea to mind for anyone?"
- "That's an interesting piece of information on this subject. Has anyone else read or heard of something they'd like to share?"

REFOCUSING

Refocusing means getting a discussion back on track, ending a discussion, or keeping a discussion appropriate. When you use this skill, you:

- Point out the group has gotten sidetracked.
- Give an alternative to continuing the discussion now.
- End or postpone the discussion or bring it back within appropriate limits.

When you use this skill, you might say:

- "I think we've gotten off the track a bit. Let's get back to our main discussion on..."
- "I can tell this is really important to several of us. Let's take some time to think, pray, and

study about it. I'll ask the Supervision Coordinator to put this topic on the continuing education agenda for next meeting."

- "You know, this issue is [confidential, extremely sensitive, something that needs to be dealt with by those directly involved]. Let's table our discussion of it for now. Those of you who still have concerns, let's talk privately after the meeting."

REDIRECTING

Redirecting is encouraging the flow of communication in all directions, not just between you and one individual at a time. When you use this skill, you:

- Ask another group member what he or she thinks, instead of answering a question yourself.
- Wait for others in the group to respond to comments or questions directed at you, even if that means a period of silence.
- Invite members to interact with one another, not just with one person.

When you use this skill, you might say:

- "Mike, what do you think about what Pat said?"
- "Somebody else share a time when you felt that way."
- "I'd love to know what Jean is thinking after you said that, Marie!"

It is possible to redirect nonverbally. To do this, catch the eye of the speaker, then look at another person. Often the speaker's eyes will follow yours. You can try this several times while a person is speaking.

LIMIT SETTING

When you let the group know it's time to stop something, that's limit setting. When using this skill, you:

- Assertively manage the behavior of individuals in the group when necessary - for example, with those who monopolize the discussion.
- Matter-of-factly direct the actions of the entire group when necessary.

When you use this skill, you might say:

- "Jan, let's hear some other people's ideas on that."
- "Mark, I want to make sure everyone has time to share."
- "Let's get back to the subject."
- "We've spent all the time we can on that."
- "Let's get started."

INTERVENING

Intervening is stronger than limit setting, and you save this skill for when it is needed. Intervening means doing what you must to stop potentially destructive behaviors, such as ganging up on one group member, breaking confidentiality, bullying, or being insensitive to others' feelings. Use as little force as necessary to end a destructive behavior, but make sure it stops. When you use this skill, you:

- Call attention to something that has hurt someone's feelings.
- Point out a dynamic in the group that is not in the group's best interest or in the best interest of a group member.
- Help group members resolve a conflict.

When you use this skill, you might say:

- "Some things have been said here that might have hurt the feelings of a few people in this group."
- "It seems to me whenever someone talks about a problem, the rest of the group wants to fix it right away."
- "Jack and Bill, it seems to me our discussion has turned into a disagreement. Let's take some time to try to work it out."

BUILDING TRUST AND GROUP COHESION

A Supervision Group's cohesiveness increases in proportion to the trust its members feel in one another. A group leader can use the following skills to offer ongoing opportunities to group members to build and maintain trust.

SELF-DISCLOSURE

This skill involves sharing your own thoughts, feelings, and experiences. When you use this skill, you:

- Share from your life experiences to let group members know that you-like they-are not perfect, but are still in the process of being refined by God.
- Model self-disclosure as a way of teaching group members about this important tool for building strong relationships.
- Sense a group member has something especially personal or difficult to share and model self-disclosure at a deep level. This will often help group members respond by sharing at that level as well.

When you use this skill, you might say:

- "Now here is something I've always had to struggle with... "
- "'I really wish this weren't so hard for me... "
- "I sure blew it once when I... "
- "When something like that happens, I feel so very [*inadequate, unprepared, frightened, unsure*]. Do you ever feel that way?"
- "This is really difficult for me to talk about because... "
- "I don't usually share this with very many people, but I'd like to tell you about it..."

SHARING QUESTIONS

Sharing questions give group members opportunities to tell about their past and present circumstances, their joys and sorrows, their hopes and fears, their struggles and successes. In a supervision group, you

are more likely to use this skill for community-building activities. When you use this skill, you:

- Ask group members to share something meaningful about themselves.
- Encourage the listeners to affirm the speakers.
- Take a group into deeper levels of relationship building with questions requiring trust to answer.

When you use this skill, you might say:

- "What are three words that would describe you?"
- "If someone could add another word to the three Larry shared about himself, what is it?"
- "When you've had to deal with a significant loss, what was the one thing that helped most?"
- "If you could put your finger on the one thing you [*fear, hope for, look forward to, regret*] most, what would it be?"
- "Have you ever...?"
- "How would it make you feel...?"
- "What would you do...?"

INVITING POSITIVE REFLECTION

This skill involves building trust by inviting group members to say something positive about the group or other group members. When you use this skill,

- Give group members a chance to reflect on the group as it relates to them personally.
- Ask group members to reflect on their feelings about other group members.

When you use this skill, you might say:

- "What is one thing you've learned in our group tonight?"
- "What is something you like or value about [*each person here, the person next to you, and your prayer partner*]?"
- "What is something positive you've learned about the person sitting next to you?"
- "What spiritual gifts do you see represented in this group?"

GROUP DECISION MAKING

From a group's first meeting to its final stages of maturity, group members need to know how to make decisions. Decisions can range from the very simple (deciding on a starting time) to the challenging decisions (figuring out how to support a group member in crisis). Since supervision group meetings are highly structured, you may never spend this much time on a decision. It is helpful, however, to know this process in case you need it and to have a model for making simpler decisions that come up in your group.

Here are three useful steps for many different decision-making situations you may face.

STEP ONE: BRAINSTORMING

Brainstorming is a creative way to come up with more than one right answer. Here are the rules for this

technique: Anything goes! All ideas are welcome. It's okay to piggyback on someone else's idea. The wilder the ideas are and the faster they are offered, the better. No negative comments, criticisms, or evaluations are allowed - just ideas. When you use this skill, you:

- Explain the rules.
- Write the ideas on a whiteboard or easel.
- Solicit ideas "free-flow" (as fast as they come from whoever has them) or "round-robin" (going around the group, letting group members know it's okay to "pass" at any time).

When you use this skill, you might say,

- "How can we handle the need to start on time?"

Possible answers include:

- Have everyone be here 15 minutes early.
- Go out after the session for socializing so we don't need to do it during our session.
- Go out to dinner together first.
- When the time comes, just start.

STEP TWO: SORTING DOWN

After brainstorming, you help the group "sort down." This involves deciding which brainstormed ideas merit serious consideration. You give each group member input as you progress toward a decision and enable each group member to see the process clearly as it unfolds. When you use this skill, you

- Give each group member several votes (maybe three votes if you have ten items to vote on).
- Take a show-of-hands vote on each item, noting the number of votes that each item gets.
- Sort the list down to items that received the most votes.
- Repeat the process if you still need to reduce the total number of ideas.

When you use this skill, you might say:

- "Two ideas received 6 or more votes out of 12 possible. They are:
 - Go out after the session.
 - When the time comes, just start.

To reach a final decision, the group leader may use "gaining consensus."

STEP THREE: GAINING CONSENSUS

Consensus involves enabling a group to reach a decision all can accept. When you use this skill, you tell what the options are after brainstorming or after you have sorted down to a couple of options.

If you sense disagreement, ask each group member to share their thoughts, ideas, or feelings, or simply invite comments from the group. If you reach an impasse, then try these strategies:

- Wait a week or two to decide - often time and prayer result in agreement or a new solution.

- Try one of the ideas for a while; then evaluate it.
- Come up with a compromise.

Avoid pressuring individuals into a solution they're not comfortable with.

When you use this skill regarding the preceding example ("How can we handle the need to start on time?"), you might say:

- "I have a feeling that you really want some time to socialize. Let's talk about it."
- "This is an important issue to us. Let's pray about it this week. Maybe God will give us a solution we haven't thought of yet."

TECHNIQUES TO AVOID IN LEADING SUPERVISION GROUPS

The following techniques really get in the way of Supervision Group Facilitators' effective communication and group growth. Guard against them yourself, and be on the alert for them in other group members.

Most of us have used these techniques before and it's easy to slip into using them again, especially in tense situations or when we aren't feeling confident.

- Ordering, directing, commanding
- Warning, admonishing, threatening
- Exhorting, preaching, moralizing
- Giving solutions
- Judging, criticizing, blaming
- Name-calling, ridiculing, shaming
- Interpreting, psychoanalyzing, counseling, diagnosing

Can you think of any other techniques you could add to this category?

TEST YOUR KNOWLEDGE OF FACILITATION SKILLS

In order to participate successfully in the In-Class Session, you need to know what facilitation skills are and be able to do them. Use the quiz in *Reference Box A* to test your recollection of the skills.

If you need to, go back over this document and review them in order to become familiar with each of them. This is a matching quiz. Write the number of the correct facilitation skill in front of each skill description

Reference Box A – Facilitating Skills Quiz

- | | |
|---|--|
| <p>_____ A. Ask open-ended questions, request more information, and invite questions or comments.</p> <p>_____ B. Share your thoughts, feelings, and experiences.</p> <p>_____ C. Let the group know it’s time to stop something.</p> <p>_____ D. Invite others in the group to share their thoughts on the same topic.</p> <p>_____ E. Decide which ideas merit serious consideration.</p> <p>_____ F. Get a discussion back on track, end a discussion, or keep a discussion appropriate.</p> <p>_____ G. Help the group reach a decision all can accept.</p> <p>_____ H. Involve others in the conversation when a group member is trying to talk only to you.</p> <p>_____ I. Invite group members to say something positive about the group or about other group members.</p> <p>_____ J. By intensive listening, encourage the other person to say more in order to clarify, reflect, encourage, summarize, and explore implications.</p> <p>_____ K. Respond positively to group members</p> <p>_____ L. When you _____, I feel _____ because _____. I would like _____.</p> <p>_____ M. Do what you must to stop potentially destructive behaviors.</p> <p>_____ N. Ask questions that invite group members to tell about their personal histories, experiences, and feelings.</p> <p>_____ O. Come up with ideas.</p> <p>_____ P. Draw reluctant or quiet participants into discussion</p> | <ol style="list-style-type: none"> 1. Active Listening 2. I-Messages 3. Asking for Clarification 4. Including 5. Affirming 6. Extending 7. Refocusing 8. Redirecting 9. Limit Setting 10. Intervening 11. Self-Disclosure 12. Sharing Questions 13. Inviting Positive Reflection 14a. Decision Making
Brainstorming 14b. Decision Making: Sorting
Down 14c. Decision Making: Gaining
Consensus |
|---|--|

(Answers: A-3, B-11, C-9, D-6, E-14b, F-7, G-14c, H-8, I-13, J-1, K-5, L-2, M-10, N-12, O-14a, P-4)

Preclass Reading

S BRINGING CLOSURE TO SUPERVISION GROUPS

It is certain that eventually your Supervision Group will end. When it does, you have the responsibility to help make a good ending. There is much more to ending a group than just having a last meeting and saying good-bye. There is grieving in the leaving, and your job is to help group members recognize and express their feelings. When group members acknowledge and talk about their grief at the end of one group, they will be better prepared to move on and begin building community in a new group.

WHAT IS CLOSURE?

Closure is the process of bringing group life together to a productive, healthy end. Since supervision groups reform regularly, you have regular needs for closure built in. It is essential you take your group through a closure process to pave the way for a successful beginning for the next group. Groups also need some form of closure whenever a member leaves the group, or before long breaks. This closure won't take as long as when the whole group ends, but it is still valuable

SIX ELEMENTS MAKE UP CLOSURE

Six distinct elements are included in the closure experience for all Supervision Group Facilitators and members. These are listed in *Reference Box A*.

Reference Box A – Six Elements of Closure

1. Receive word from the Supervision Coordinator it's time to close the group.
2. Communicate this to the group.
3. Clarify the need for the group to end or a member is leaving.
4. Remember group life together, both happy and sad.
5. Say “Good-bye, I appreciate you” to one another.
6. Look toward the future.

These steps don't have to be taken separately or in exactly this order. Often one group activity during the closure process contains three or four of these elements. Normally, the overall closure process contains all six elements at one point or another.

In the following reading, you will learn how all the elements fit into closure. You will also learn what you can do as a Supervision Group Facilitator to make the process easier and more helpful for group members.

CLOSURE IS A GRIEF EXPERIENCE

Realize closure is a grieving experience. Group members are losing something precious to them - the group itself. They are losing friendships, close ties with group members who mean a lot in their lives. While they may continue to have contact with one another at church or elsewhere, they will never have exactly the same relationship again.

They may miss the closeness and trust that developed in the group. They may miss the nurture and the individual encouragement to grow. Even if group members move right into another group, they will miss the group that ended.

When people lose something valuable to them, they naturally grieve. Supervision Group Facilitators should facilitate that process by guiding the group's grieving. People need time and encouragement to work through their feelings and to express their sense of loss in a healthy way. Supervision Group Facilitators can plan activities and discussions to help their groups do this.

People go through several stages of grief when they suffer loss (such as the death of a loved one). Although the end of a group is much less severe, group members still go through the same stages. As a Supervision Group Facilitator, understand these stages and be prepared to handle them.

DENIAL

Often group members refuse to admit the group is coming to an end. They just don't want to face it because it hurts too much. Instead, they talk about other things or change the subject when ending the group comes up. They may also come right out and deny the group needs to end. Members of your supervision group may question or resent the need to end the current groups and form new ones.

You need to remember such resistance is normal, but you should also remain confident in the decision and convinced Care Partners will work best when supervision groups are regularly rearranged. This is a normal stage of grieving. Don't try to force members to face the subject of ending. Instead, gently bring it up again and again. Wait a while for group members to realize it's time to deal with this subject.

Group members may acknowledge the group is ending but deny they have any feelings about it. They act as if the group's end doesn't matter to them. If your group does this, you may need to deal more directly with their loss. Explain it's normal to grieve when supervision group ends. Encourage group members to experience and move through, rather than avoid, the loss. If group members can start dealing with grief now while they're still together then adjusting will be much easier after the last meeting.

ANGER AND GUILT

Anger is another normal part of grieving. People often feel angry when they lose something they value, such as the supervision group. It's normal to feel angry even when they understand the rationale for the group's end. Group members may turn their anger outward by trying to pin blame on someone for the group's ending. Group members may feel guilty for not doing something to keep the group alive, such as having better attendance. They may regret not participating as much as they think they should have.

Supervision Group Facilitators need to care for and listen to people experiencing these feelings. Allow group members to express their anger or guilt, but make sure no one gets hurt in the process. Reference Box B contains an example of how you might do this

Reference Box B – When One Blames Another

If someone makes a comment blaming members for poor group involvement, you might say, "It's clear you're angry about the group ending, and maybe you wonder why it has to end. I don't think blaming one another is the best answer. Let's try to avoid hurting one another when we're all hurting already."

Group members may turn their anger against you as a Supervision Group Facilitator. If this happens, do

your best to remain non-defensive. Recognize they are doing this because they're upset - not necessarily because they want to hurt you.

BARGAINING

Bargaining is another common response to a group's ending. Group members who don't want to end the group propose ways to keep it going. Reference Box C has some examples of what you might hear.

Reference Box C – Examples of Bargaining

"Why don't we just ask the Supervision Coordinator to let us stay together three more months?"

"Surely we can find a way to continue as a group. I know I'd be willing to give up some of my in-depth reporting time."

It's usually best to allow others to respond to these ideas before you do. Another group member often will point out why it won't work. This allows the bargaining group member to realize others in the group understand the need to close the group - it isn't completely your idea as Supervision Group Facilitator.

Bargaining is often a last-ditch attempt to avoid the reality of the group's end. People may fall back into anger or guilt when they realize their bargains aren't working. Jumping from one stage of grief to another is not unusual. You may find people returning to denial for short periods of time. That's normal. Just continue to bring up the subject of ending in the group, allow people to work through feelings, and listen.

SADNESS

As group members begin to accept the reality of the group's end, they may become sad. They may wonder if they will ever again have an experience like this supervision group. Some members may even stop attending regularly because it's too painful to face sad feelings.

Encourage group members to talk about their feelings, to listen, and to show care to one another. Expressing these feelings helps group members realize they are not alone. With time they can work through those feelings and reach the next stage - acceptance.

ACCEPTANCE

The last stage in grief is acceptance. People admit loss is taking place and find ways to handle it. They still may have feelings of sadness, but now they are able to move ahead with plans for the future. This is a good time for people to look back on the group's time together with joy and thanksgiving to God.

Group members move through the grief process at different speeds. Some may reach acceptance while others are still struggling with guilt and anger or even denial. Probably not all group members will reach acceptance by the last meeting, so give special attention and care to those who are still quite sad or angry. Encourage group members to be sensitive to others' feelings, especially those who are still struggling with difficult feelings.

How can you facilitate the whole grieving process? You can do it best by intentionally bringing your group to closure. Closure activities and events give people the chance to work through grief and come to acceptance.

Preclass Reading



CLOSURE ACTIVITIES FOR SUPERVISION GROUPS

As you approach the end of your Supervision Group, use some of the activities in this document, or similar ones you devise to give group members a chance to recognize, accept, and express their feelings about the ending of the group. The activities are arranged in four sections. They are designed for you to start with activities from Section 1 several sessions before the end of your supervision group and proceed through the sections week by week until you are doing activities from Section 4 at your last supervision group meeting.

REMEMBERING GROUP LIFE TOGETHER

- In a group discussion, share memories of the highest and lowest times the group has experienced.
- Ask each group member to share what he or she will miss most about the group.
- Tape a large sheet of newsprint or poster board to a wall, and provide several colored pens (just be sure the ink won't soak through the paper and mark the wall). Ask participants to write on the paper their comments about the group. (This could be done as the meeting ends and participants prepare to leave, or it could be done whenever group members find time during their last group meeting, if this is a party or barbecue).
- In a circle prayer, have each person thank God for one thing about the group experience.
- Ask group members to close their eyes and see in their minds the one most significant event for them that occurred in this group. Ask them to share their memories, if they are willing.
- Ask group members to finish this sentence: "The one thing I will always remember about this group is . . ."
- Have group members finish this sentence: "One way this group helped me to grow is . . ."
- Ask group members to finish this sentence: "When I tell others about this group, what I will remember most fondly is . . ."
- Ask each group member to write a letter to God (or to the group) reflecting on their experiences in the group. If the group wishes, read them aloud.
- Ask members to share memories from their first group meeting. What expectations, fears, and hopes did that member have? How have they been fulfilled? What has been different than expected?
- Ask group members to complete this sentence: "One gift God has given to me through this group is . . ."
- Pass out one sheet of paper to every group member. This sheet should list the fruit of the Spirit (Galatians 5:22-23) and have a space for writing by each one. Ask group members to

remember what each member was like when they first came to this group and compare with now. In what areas has God given them special growth? Members can jot down notes next to each fruit and later share them with the rest of the group, if they are willing.

EXPRESSING APPRECIATION

- Going around the circle, ask each member to say why he or she appreciates one other member (perhaps the one on their left).
- Hand out blank sheets of paper, with one group member's name written at the top of each. Ask group members to write down a single word that describes the group member listed at the top of the page - for example, "caring," "patient," or "insightful." Then this sheet should be handed to another group member, until everyone has added a word to each sheet. At the end, give the sheets back to the named group members so they can read what the other group members have to say about them.
- Ask group members to take five minutes to write short notes to all the other group members, expressing appreciation for something each person has done or said.
- Pass around sheets of paper, each with a different group member's name at the top. Ask group members to write a short note of affirmation on each sheet as it comes to them. Then give the collected sheets to the group members.
- Have a circle prayer in which group members pray for one another, giving thanks to God.
- Ask each group member to share one skill they have learned, or one gift he or she has received, from another group member, naming that person-for example, "Thank you, Pat, for all of the caring listening you've given me."
- Have group members write a short note or simply tell one another one way they have seen one another grow.
- Give each group member several small squares of paper, as many pieces as there are members in the group. Ask each group member to draw a picture of something they would like to give another group member and then write the person's name on the picture. (Artistic talent is unimportant. If a person can't draw an item, they should write the name of the item instead.) Each group member should draw several pictures, one for every other member of the group. When group members finish, have one person stand up and hand out their gift pictures to the appropriate recipients, briefly explaining why they chose to "give" that item to the person. When he or she finishes, ask another group member to do this, and so on, until everyone has had a chance to give their gifts.
- Pass out one sheet of paper to every group member. This sheet should list the fruit of the Spirit (Galatians 5:22-23) and have a space for writing by each one. Next to each fruit, group members should write down the names of other group members in whose lives they see that fruit most clearly. Then each person can share their list with the rest of the group.

LOOKING TO THE FUTURE

- Have each group member be in the spotlight while other group members say what gifts and

abilities they see in the person.

- Ask group members to close their eyes and imagine themselves six months from now. Then discuss: What did they see? How had they changed? How did they feel?

FINAL ACTIVITIES

- If the group is interested, plant a tree, paint a wall, or do some other one-time service project to benefit the church and serve as a monument to the group.
- Take a group photo and make copies available to everyone in the group.
- Ask group members to dismiss one another by name in peace, perhaps with a blessing.

Preclass Reading

S HOW TO COMBINE AND REARRANGE SUPERVISION GROUPS

Once we have trained two or more groups of Care Partners, we combine Care Partners from different classes in supervision groups. There are advantages to managing supervision groups this way. Suggestions for how Supervision Group Facilitators and Supervision Coordinators may combine groups as easily as possible are listed here.

Supervision Coordinators have responsibility for changing membership in supervision groups and managing supervision overall. Supervision Group Facilitators will help supervision group members deal with changes, end groups well, and build community in new groups.

ADVANTAGES OF COMBINING CLASSES

There are many advantages to combining classes. Here are some of them.

- More experienced Care Partners share wisdom with new Care Partners.
- New Care Partners remind more experienced Care Partners about what they learned in training.
- Combining classes creates a greater sense of community.
- Over time some Care Partners retire and others remain, so they will eventually be mixed together.

The alternative to combining classes is to keep them separate and there are disadvantages to doing that.

- The supervision groups are more likely to have unwieldy sizes. For example, suppose you had one class with seven Care Partners and a second class with eight Care Partners.
- If you kept the classes separate, you have either two large supervision groups - with seven and eight members - or four small groups -- one group with three members and three groups with four members. On the other hand, if you combine the classes, you can have three groups with five members each.
- Keeping classes separate takes up more of the Care Partners Leader's time and may require adding more Care Partners Leaders.
- Keeping classes separate requires more meetings.
- Communication becomes more complicated if you keep the classes separate.

SUGGESTIONS FOR COMBINING CLASSES

Reference Box A lists seven suggestions for combining classes smoothly.

Reference Box A – Suggestions for Combining Classes

1. Be consistently assertive and positive about the need to mix classes.
2. Let Care Partners know early and often that classes will be mixed.

3. Blend old and new classes before training is over.
4. Have experienced Care Partners welcome new Care Partners.
5. Periodically change supervision group membership.
6. Bring closure to old groups as they end.
7. Work on community building with new groups.

BE CONSISTENTLY ASSERTIVE AND POSITIVE ABOUT THE NEED TO MIX CLASSES

There may be some resistance to combining classes. Some Care Partners may feel comfortable being in a supervision group with those who were in their class and not want to change. Listen to such opinions and care for people who hold them, but do not waver from the expectation it is best to combine classes.

LET CARE PARTNERS KNOW EARLY AND OFTEN THAT CLASSES WILL BE MIXED

Letting Care Partners know early classes will be combined and supervision groups will be reformed gives them time to get used to the idea. Let them know during training, when you teach about supervision, when you first form supervision groups, and periodically throughout the life of supervision groups.

BLEND OLD AND NEW CLASSES BEFORE TRAINING IS OVER

Have the new class visit continuing education and supervision once or twice before the class ends. Have the experienced Care Partners attend training during the basic training class. Such blending helps members of different classes get to know one another.

HAVE EXPERIENCED CARE PARTNERS WELCOME NEW CARE PARTNERS

Find ways for experienced Care Partners to welcome new Care Partners. This will help the new Care Partners feel welcome and help experienced Care Partners take ownership for successfully assimilating new Care Partners.

Examples include:

- Invite experienced Care Partners to participate in the commissioning service and lay hands on those being commissioned.
- Encourage experienced Care Partners to throw a party, host a reception, or have a potluck to welcome new Care Partners.
- Assign experienced Care Partners as prayer partners to new Care Partners, and encourage the experienced Care Partners to look for opportunities to be mentors.

PERIODICALLY CHANGE SUPERVISION GROUP MEMBERSHIP

Change the membership of supervision groups periodically. The Supervision Coordinator has responsibility for assigning and changing supervision group membership. There are several advantages to changing the makeup of supervision groups regularly.

- Supervision groups get used to ending and beginning. They don't get so used to being together that they strongly resent it when it is time to change group membership.

- Care Partners learn how to end groups and begin new ones.
- Supervision group members get new perspectives on their caring relationships as new people react to them.
- Care Partners see their caring relationships through fresh eyes as they explain their caring relationships to people who haven't been hearing about them all along.
- Groups get used to (and good at) welcoming new members and building community.

Here are guidelines for when to change supervision group membership:

- Whenever a new class of Care Partners is commissioned.
- At least once a year.
- Whenever it seems to Care Partners Leaders and Supervision Group Facilitators the supervision groups are getting stagnant and a shake-up in group membership would help energize the groups.

BRING CLOSURE TO OLD GROUPS AS THEY END

Acknowledge the end of a supervision group is a real loss and an occasion for some grief. Give members chances to recognize and accept their feelings. Conduct closure exercises to help them do so.

WORK ON COMMUNITY BUILDING WITH NEW GROUPS

When a new group forms, work on community building. While this is something Supervision Group Facilitators will normally do, pay special attention to community building when some or all the members of a group have just left other supervision groups. You may need to start community building by giving members chances to express their feelings about their old groups' ending. Then positively and assertively invite members to build community in the new group and conduct community-building exercises to help them do so.

LONG-TERM SUCCESS

Combining classes of Care Partner and regularly changing the membership of supervision groups are steps leaders can take to help assure the long-term success of Care Partners Ministry. Supervision Group Facilitators are essential partners in helping Care Partners accept and benefit from these changes.

Preclass Reading



THE COVENANT IS STRUCTURED

Many small group covenants are much freer than a supervision group covenant. The supervision group covenant has more structure because there are many components of group supervision necessary for its success than a typical small group requires.

For example, it wouldn't make sense to ask supervision group members to choose whether or not they agree to maintain confidentiality. Without a commitment to confidentiality there can be no supervision group. "Promises We Make to One Another" are not negotiable for a supervision group.

HOW TO USE THE COVENANT

We believe the covenant builds community and commitment in a supervision group, so we use it. We remake the covenant every time we form a new supervision group and give copies of the covenant to each member. This covenant is what we have adapted to fit our circumstances.

Discuss the purpose statement and each promise with your supervision group as you establish the covenant. Give group members a chance to ask about elements of the covenant, question why they are necessary, and share their thoughts about the covenant. If the group asks, share your thoughts about the value of the promises.

Ask members whether there are any other promises they believe should be added to the covenant. Only add promises if there is consensus in the group to add them. If everyone agrees to add a promise, write it on your copy of the covenant.

It may take talking about the covenant at several supervision group sessions before everyone in the group accepts it, especially if the group works on the covenant at the same time they are going through the Ask and Test stages of group development. Don't rush the process. If group members aren't ready to sign it after the first session, invite them to think about the covenant until the next supervision group meeting and bring their thoughts and questions back to the group for more discussion. You may do this for several meetings before group members finally agree and sign the covenant.

If a group member were to object to a promise on the covenant, listen to their reasons. Find out what others in the group think. Share what you know about why the promise is necessary. Maintain your confident and assertive position the promise is necessary and give group members more time to think about the promise. It could help to reword the promise while maintaining the meaning. Sometimes it's just the wording people object to.

Once everyone in the group is willing to sign the covenant, have them do so, and give each member a copy.

SAMPLE SUPERVISION GROUP COVENANT

OUR SUPERVISION GROUP'S PURPOSE

As a supervision group we work together to enable the best Christ-centered care possible. To that end we support and encourage one another and hold one another accountable for our ministry.

PROMISES WE MAKE TO ONE ANOTHER

To fulfill this goal, we promise to:

- Pray for one another, at and between supervision group meetings.
- Listen to and care for one another.
- Accept one another unconditionally and be available to one another during times of crises.
- Attend every supervision group meeting, unless it is impossible to do so.
- Do our best to let our Supervision Group Facilitator know if we must be absent or late.
- Prepare for each supervision group meeting by writing a check-in statement and, when we will be reporting in depth, complete an in-depth report form.
- Use Focus Questions and remain faithful to the group supervision structure.
- Share honestly about our groups and our experiences as Care Partners.
- Maintain confidentiality and trust one another to do the same.
- Affirm one another regularly.
- Help one another remain committed and faithful to our ministry.
- Begin and end sessions on time.
- Bring closure to our supervision group when our Care Partners Leaders say it's time to end the current groups and form new ones.

Other promises:

I will do my best to abide by this covenant, with God's help.

Signatures of Supervision Group Members

_____	_____
_____	_____
_____	_____
_____	_____

Preclass Reading



CREATIVE SUPERVISION TOOLS

There may be times when your supervision group seems stuck as it tries to understand a Care Partner's caring relationship. When you get the feeling your group is just spinning its wheels, it may be time to try one or more of the four creative tools described in this document. Sometimes it helps to approach a problem with a different kind of thinking.

ROLE PLAY

Sometimes a Care Partner in the spotlight may find it difficult to put into words what is happening in their caring relationship, or they may not be able to picture how to do what the group is suggesting. Those may be excellent times to use role-play as part of your supervision meeting. Care Partners use role-play frequently in their training, and they will bring their experience to bear when you suggest role-play as part of a supervision meeting.

Still, role-play is a risky activity, especially with the rest of the group watching. You may want to offer to play one of the roles yourself to be a servant leader and model the courage to take risks for the sake of the Care Receiver. There are a few different ways you might have supervision group members play roles. Each is valuable in the right situation

THE CARE PARTNERS PLAYS THE CARE RECEIVER

The Care Partner may find it easier to act out, rather than explain in words, characteristics of the Care Receiver he or she finds difficult to handle. When the Care Partner plays the role of the Care Receiver, group members may better understand the Care Receiver's personality, how they relate, and what the Care Partner finds to be challenging.

When the Care Partner plays the Care Receiver, someone else in the group will play the Care Partner. This may provide insight, helping the Care Partner see how they may be relating to the Care Receiver or giving another group member a chance to show different approaches the Care Partner might take.

THE CARE PARTNER PLAYS HIM- OR HERSELF

Other times it is most helpful for the Care Partner to show the group their approach to the Care Receiver by playing themselves while someone else plays the Care Receiver. The Care Partner could then receive feedback from group members about their approach to the Care Receiver. Following feedback, the Care Partner could role-play again and practice one or more different approaches to the Care Receiver.

THE CARE PARTNER WATCHES WHILE OTHERS ROLE-PLAY

Sometimes the Care Partner in the spotlight may be having trouble understanding a point the group is making about the caring relationship or a suggestion about how to relate to the Care Receiver. Those might be good times for two group members to role-play the caring relationship and the Care Partner in the spotlight to sit back and watch. The Care Partner learns from watching how others try to relate with the Care Receiver. He or she may also come to understand the caring relationship better as they explain how the role-play was different from the actual caring relationship.

USING METAPHORS AND SIMILES

She was drowning in money. His heart took wings. They hit rock bottom. People use such phrases regularly, even though no one believes they are literally true. They are *metaphors* - figures of speech where you say one thing is something else and, by the comparison, show what the first thing is truly like. A *simile* is like a metaphor - it compares two unlike things using the word “like” or “as.”

Both metaphors and similes involve thinking outside the box, and they can be creative ways to break through a mental logjam when a supervision group is having trouble putting truth into words. One way to use metaphors and similes is to put them into questions and ask them of the Care Partner in the spotlight. *Reference Box A* contains examples.

Reference Box A – Metaphor and Simile Questions

“To what season of the year could you compare the state of your caring relationship?” (That is, spring, summer, autumn, or winter?)

“Describe your feelings in terms of weather language.” (For example, storm, lightning, tornado, hurricane, sunny day, warm breezes, cool nights?)

“What kind of music would best indicate the status of your feelings right now?” (For example, a waltz, a march, dance music, or a hymn?)

“What amusement park ride is your caring relationship like right now?”

“Do you think your emotional state is more accurately pictured by a volcano, a tumbling river, a calm lake, or some other scene?”

“What color most closely depicts your feelings right now?”

“Is working with your Care Receiver more like getting a mule to move or hanging on to wild horses?”

BIBLE STORIES OR CHARACTERS

Another way to think outside the box about caring relationships is to refer to Bible stories or characters. For example, consider statements such as

“I feel like David looking up at Goliath”

“My Care Receiver is like the person lying by the side of the road and none of the religious people will stop and help.”

They communicate factual and feeling information. This can be a way to get at the spiritual issues in a caring relationship. Clearly, the usefulness of this technique depends on the biblical literacy of your group. *Reference Box B* lists some questions you might ask to get the group thinking in terms of biblical stories or characters

Reference Box B – Bible Story or Character Questions

1. What biblical story most closely parallels your caring relationship?
2. What biblical story comes to mind when you consider the situation of your Care Receiver?

3. What biblical character does your Care Receiver remind you of?
4. As you relate to your Care Receiver what biblical character are you most like?

After the group makes biblical connections, ask them how scriptural images might help in understanding:

- The Care Partner
- The Care Receiver
- The Care Receiver's situation
- The nature of the caring relationship
- The direction in which the caring relationship is going
- The role of God in the caring relationship
- The role of faith in the caring relationship

BRAINSTORMING

Use brainstorming when your group needs to come up with some suggestions, possible causes for a problem, or different options for meeting a challenge. *Reference Box C* shows how you might lead a group in brainstorming for ways to better understand a caring relationship.

Reference Box C—Brainstorming Directions

1. Suggest a brainstorming question, such as:
 - * *What might this Care Partner do next?*
 - * *What might be the spiritual issue here?*
2. Instruct group members to share any idea that comes to mind. Remind the group of the rules for brainstorming:
 - * *Say anything*
 - * *Build on others' ideas*
 - * *No evaluations or critiques*
3. Continue brainstorming until the group has a list of ideas it can look at closely.
4. Say something like, "Now let's talk about whether any of these ideas might help us get to the bottom of this issue."

BE CREATIVE

You may be able to think of other creative ways to help group members think outside the box and gain new perspectives on challenges. Try them out and see how they work.

Preclass Reading

S PROBLEM SOLVING IN SUPERVISION GROUPS

Hopefully, you will never face the problems listed in this document. If you do, however, here are some suggestions for how to respond to them.

A CARE PARTNER IS NOT ATTENDING SUPERVISION MEETINGS REGULARLY

- Focus on what the person tells you is preventing them from attending. Be process-oriented, not results-oriented. Listen, reflect, clarify, and try to understand the real issues.
- If the group member is neglecting supervision for no good reason, remind them of their commitment and assertively ask them to live up to it.
- If nothing helps and does not result in better attendance, inform your Supervision Coordinator, who will work with you to take appropriate action.

A CARE PARTNER SAYS THEY ARE BORED

- Use *Focus Questions* to zero in on what is going on in the life of the Care Partner as a result of this caring relationship.
- Determine whether the boredom may come from not having a sufficiently challenging assignment. If so, tell the Supervision Coordinator the Care Partner does not seem to have a meaningful ministry assignment. After checking with the Care Partner, you might suggest the Supervision Coordinator work with the Connections Coordinator to find an additional Care Receiver for the Care Partner.
- Make sure the supervision group is functioning as a small group; that is, make sure one or two persons aren't dominating the supervision group.
- Check out the expectations this Care Partner has for caring ministry: Do they expect caring ministry to be easy? Always exciting? Always enjoyable? It may be necessary to help the Care Partner adjust their expectations.

THE SUPERVISION GROUP TURNS INTO A GRIPE SESSION

- Use *Focus Questions* faithfully.
- Use group facilitation skills to redirect the conversation back to appropriate topics.
- Conduct a periodic evaluation using "Questions for Periodic Supervision Group Evaluation."
- If needed, find ways to provide additional care for group members outside the small group. Talk to your Supervision Coordinator or other Care Partner Leaders about this situation.
- Talk about the goal of supervision and what they as a group can do to keep on track with the purpose.

THE SUPERVISION GROUP FOCUSES ON PERSONAL NEEDS OF A CARE PARTNER RATHER THAN SUPERVISING CARING RELATIONSHIPS

- Use *Focus Questions* faithfully.
- Remind the group of the purpose of supervision.
- Find additional care for needy Care Partners, if necessary. Talk to your Supervision Coordinator about finding such care.
- If appropriate, take part of your group time to focus on the needs of group members if it helps the group fulfill the goal of supervision. Get the group to agree the rest of the time will be dedicated to supervising caring relationships.
- Realize occasionally your group will need to focus more on its members, especially when one of them experiences a serious need or crisis. Just don't let it become a habit so it prevents the group from doing supervision.

A CARE PARTNER BREAKS CONFIDENTIALITY

If confidentiality is broken, you have to respond quickly and assertively. Here are some steps to follow:

- Find out exactly what happened. Talk to everyone who might be involved.
- Don't pass judgment; hear everyone's view and understand as clearly as possible what took place.
- With the exception of informing your Supervision Coordinator, maintain confidentiality about the breach of confidentiality. Your Supervision Coordinator needs to know about confidentiality breaches, but tell only as much as is necessary.
- Protect the person whose confidential information was shared from further harm, and treat the person who broke confidentiality with the respect you wish they had shown for others.
- Care for the person whose confidentiality was broken, as necessary.
- If it is at all possible for the person who broke confidentiality to make amends, encourage them to do so.
- Do what you can to make sure this doesn't happen again.
 - If the person has never broken confidentiality before, impress on them just how serious this problem is and what consequences there might be if this happens again.
 - If the person has broken confidentiality before, work with your Supervision Coordinator to decide how to respond.
- Such response might include asking the person not to serve any longer as a Care Partner or putting the person on probation for a period of time.

CONCERN OVER CONFIDENTIALITY GETS IN THE WAY OF HELPFUL SHARING IN SUPERVISION

- Stress the entire group's commitment to confidentiality.

- Avoid getting caught up in lengthy discussions about confidentiality.
- Say, "We're going to reveal only as much detail about our Care Receivers as we must to receive the supervision we need. I am sure some of you will guess the identity of Care Receivers, even though names are not used. If you do, keep it to yourself. Don't tell the group about your discovery, don't tell the Care Partner about your discovery. Just keep it to yourself and don't dwell on it. If we can all covenant to do this, we will feel much more comfortable getting the support we need from each other in supervision."
- Check with the group whether their concern about confidentiality is a way of avoiding supervision of their caring relationships: the less they reveal, the less there is for the group to work with. Anxiety may be at the root of this behavior.
- Work to build trust and the spirit of affirmation in the group.
- Suggest to your Supervision Coordinator that continuing education include a review of how to maintain confidentiality in supervision.

ONE PERSON DOES ALL THE SUPERVISING INSTEAD OF EVERYONE PARTICIPATING

- Use your facilitation skills to help everyone participate.
- Point out what you have observed to the group and have the group work out ways to solve the problem.
- Deliberately ask others to tell what they think about the caring relationship under discussion - thus including others in the supervision process.
- Tell the person who is monopolizing the discussion you're going to pass over their comments until others have had a chance to discuss.

ANTAGONISTS

- Small Group Facilitators need to be educated about antagonists, how to recognize them and how to respond to them.
- Study the book *Antagonists in the Church: How to Identify and Deal with Destructive Conflict* by Kenneth C. Haugk (Minneapolis: Augsburg, 1988).
- Small Group Facilitators should immediately enlist the help of the Supervision Coordinator and other Care Partners Leaders in any suspected antagonist situations. Do not try to handle this alone.

Training Class Notes

S TRAINING FOR SUPERVISION GROUP FACILITATORS

WELCOME TO SUPERVISION FACILITATOR TRAINING

I. SERVANT LEADERSHIP

*As a Supervision Group Facilitator, you will exercise small group _____
_____ and execute the unique tasks of _____ supervision group.*

Focus Note 1 – Servant Leadership

But Jesus called them together and said, "You know that the rulers in this world lord it over their people, and officials flaunt their authority over those under them. But among you it will be different. Whoever wants to be a leader among you must be your servant, and whoever wants to be first among you must become your slave. For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many. (Matt 20:25-28)

II. YOUR ROLE AS A SMALL GROUP LEADER

A. SMALL GROUP DEVELOPMENT

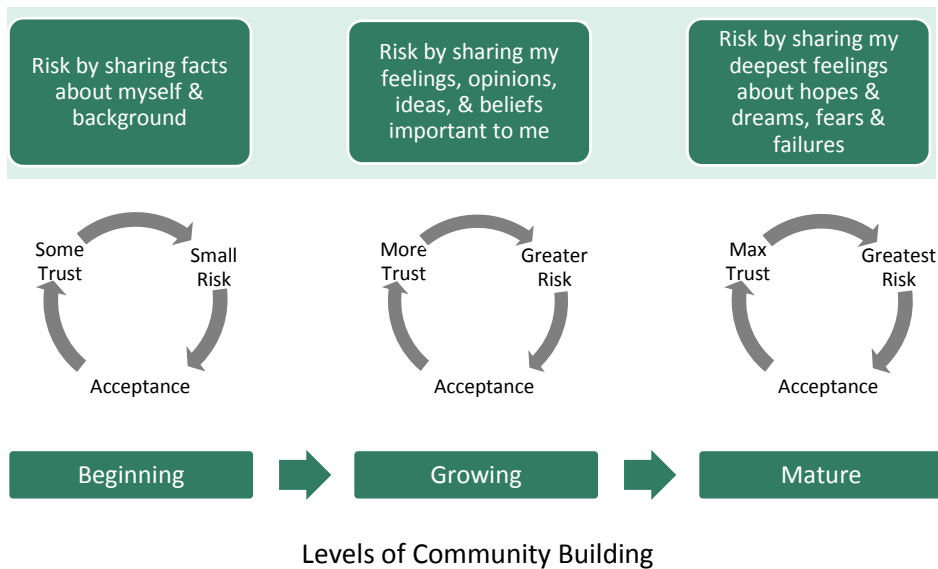
1. STAGES OF GROUP DEVELOPMENT

Focus Note 2 – Stages of Group Development

M _____
A _____
T _____
U _____
R _____
E _____

2. BUILDING TRUST IN A SUPERVISION GROUP

Focus Note 3 – How Trust Grows



3. THE NEED FOR CLOSURE

Focus Note 4 – When Groups Typically End

1. When a *new class of Care Partners* _____ and is commissioned. The existing groups will end and membership in them will be changed to make room for the new Care Partners.
2. When it seems to the Supervision Coordinator or SGFs that current *supervision groups are getting* _____ and a shake-up in group membership would energize them. When that happens, the Supervision Coordinator will let you know it's time to end the old groups and begin new ones.
3. When it has been _____ *since the last change* of membership. If there hasn't been a new class of Care Partners trained and commissioned in a year, we will reassign Care Partners to different supervision groups.

B. FACILITATION SKILLS

1. REVIEW FACILITATION SKILLS

Focus Note 5 – Facilitation Skills

1. **Active Listening.** Reflect, ask open-ended questions, and encourage group members to say more about their thoughts, feelings, and beliefs.
2. **I-Messages.** “When you ____, I feel ____ because ____ and I would like ____.”
3. **Asking for Clarification.** Encourage group members to expand on what they have said and allow them to say as much as they would like to say.
4. **Including.** Draw quieter group members and reluctant participants into the discussion. Pay attention to those who appear withdrawn or disconnected.
5. **Affirming.** Respond positively to group members and compliment them on how they performed a task or contributed to the discussion.
6. **Extending.** Invite others in the group to share their thoughts on a topic someone has introduced.
7. **Refocusing.** Get discussion back on track, end discussion, or steer away from inappropriate content, such as unnecessary details about a CR.
8. **Redirecting.** Involve others in the conversation when a group member is only talking to you.
9. **Limit Setting.** Instruct the group or a member it's time to stop a behavior.

10. **Intervening.** Do what you must do to stop a harmful behavior.
11. **Self-Disclosure.** Share your own thoughts and feelings to model the honesty and risk-taking you want group members to try.
12. **Sharing Questions.** Invite group members to tell their personal history, experiences, and feelings.
13. **Inviting Positive Reflections.** Invite group members to say something positive about the group or another group member.
14. **Group Decision Making.** This included three steps:
 - A. *Brainstorm:* Come up with ideas for what the decision might be.
 - B. *Sort Down:* Decide which possible ideas merit serious attention.
 - C. *Gain Consensus:* Help the group reach a decision all can accept.

2. USING FACILITATION SKILLS

Focus Note 6 – Facilitation Situation #1

Right after Art shares his check-in statement, Cynthia says, “Art, I’m concerned about your Care Receiver’s relationship with God. What are you doing to witness to him about Jesus?”

Notes:

Focus Note 6 – Facilitation Situation #2

Cynthia says, “This is really too important to put off. Art may be completely blowing this caring relationship and destroying the Care Receiver’s faith. I think we need to talk about it right now.” (Cynthia’s accusations are clearly not true).

Notes:

Focus Note 6 – Facilitation Situation #3

Betty has just shared an excellently prepared in-depth report in which she described how her Care Receiver recently made significant progress and is much happier now.

Notes:

Focus Note 6 – Facilitation Situation #4

It was early in the group's life. After it finished an in-depth discussion of Bob's caring relationship, Dave said, "I think I understand a little of what Bob's Care Receiver is going through, because I have been through the death of a family member. At first it seems as if the pain will never end."

Notes:

Focus Note 6 – Facilitation Situation #5

Early in the group's life Sylvia, the Supervision Group Facilitator, said, "It seems like our discussion is getting off course. I'd like to suggest we get back to the Focus Question we've chosen." Ramona said, "I'm enjoying our discussion. You're such a control freak. Why don't you just stop trying to control every little thing we do?"

Notes:

Focus Note 6 – Facilitation Situation #6

Fritz was explaining what he wanted to say to his Care Receiver about praying during their visits together. “It’s like when we have a caring visit without God being there, there isn’t the power to pray because we begin the conversation on secular and human terms instead of dipping into the high-tension life of quietly meditating on God’s Word and engaging the presence of the Holy Spirit.” Rachel, the Supervision Group Facilitator, looked around the group and noted expressions of extreme confusion on everyone’s face.

Notes:

Focus Note 6 – Facilitation Situation #7

Jasmine hadn’t participated in the group discussion for the last half-hour. Then the in-depth reporter, Brian, asked the group if anyone had any thoughts or suggestions for his caring relationship.

Notes:

Focus Note 6 – Facilitation Situation #8

Kim asked the group, “What do you think? Is it time for me to bring up closure with my Care Receiver?” Andrew looked at Charles, the Supervision Group Facilitator, and said, “I’m not sure Kim’s Care Receiver has worked through her grief enough to think about closure. Charles, ‘Do you think this is a good time to end the caring relationship?’”

Notes:

Focus Note 6 – Facilitation Situation #9

The supervision group members started their in-depth discussion talking about a Focus Question dealing with the future of the caring relationship. The discussion drifted, however, until group members were asking the in-depth reporter personal questions about the Care Receiver that were not necessary for effective supervision.

Notes:

Focus Note 6 – Facilitation Situation #10

Ed shared three minutes of an in-depth report but then said, “I suppose that’s all I can think of to say right now about my caring relationship.”

Notes:

III. YOUR ROLE IN A SUPERVISION GROUP

A. QUICK REVIEW

Focus Note 7 – Review Questions

1. What is the preferred size of a supervision group?

2. How long does a supervision meeting last?

3. What is the goal of a supervision group?

4. Who is the primary beneficiary of supervision?

5. What is supervision not?

B. EIGHT ESSENTIAL RESPONSIBILITIES

Focus Note 8 – Eight Essential Responsibilities

1. Help the group _____ on God.

2. _____ with Supervision Coordinator for planning group activities.

3. Help the group _____ as a small group.

4. Lead group members in following the supervision group _____.

5. _____ support, encouragement, and accountability in the group.

6. Make sure the group maintains _____ and privacy.

7. Lead group _____.

8. Maintain _____ between the supervision group and the CPLT.

IV. WHAT YOU DO BEFORE A SUPERVISION GROUP

A. LONG-TERM PLANNING

B. PREPARING FOR A SUPERVISION GROUP

V. WHAT YOU DO DURING A SUPERVISION GROUP (PT 1)

A. BEGIN THE MEETING

Focus Note 9 – Beginning the Meeting

1. Secure a copy of the _____.
2. _____ group members as they arrive.
3. Begin the group discussion _____.

B. FACILITATE CHECK-IN

1. INVITING CHECK-IN STATEMENTS

2. LISTENING TO CHECK-IN STATEMENTS

Focus Note 10 – Check-In Statements

Supervision Group Facilitators need to listen for the following matters:

1. _____: Is there a need for urgent attention that calls for the group to abandon the regular rotation of in-depth reports to focus on the needs of that Care Partner?
2. _____: Is there evidence this relationship is ready for closure or headed toward premature closure? If so, is it necessary to look more closely at that caring relationship during this supervision group?
3. _____: Is there a need to refer the Care Receiver to a mental health professional or other community resource? Is the need so pressing it is required to have an in-depth discussion during this supervision group meeting?

3. REVIEWING SAMPLE CHECK-IN STATEMENTS

Focus Note 11 – Check-In Statement Questions

Discuss the sample check-in statements in light of these questions:

1. Does the check-in statement reveal any _____ ?
2. Does the CP who gave this statement require in-depth _____ now?

Sample Check-In Statement #1

My Care Receiver's wife died six months ago and he is dealing with the grief and loss he feels. He currently needs someone who will listen to his grief, allow him to express his anger without judging him, and be there to support him during the down times.

My current goals are to listen, to allow for the expression of his feelings, and to suggest support groups that might be helpful to him. I think I'm doing a good job of listening and providing support. However, he is such a loner I fear he may become dependent on me. I could use the group's help in determining where care leaves off and foster dependence begins.

Sample Check-In Statement #2

My Care Receiver is a newly divorced single mother. In the three visits we've had she had told me about feeling very rejected. She also feels overwhelmed by the responsibility of caring for her children and wishes she could just get away from them to go out with her friends. My goal in this relationship is to be very accepting of her and to show that God accepts and loves her.

What's going well is that I've been spending time with her and listening to her. What's not going well is that she canceled our last visit at the last minute. She said she had a date with an old flame who could be the solutions to all her problems. That was three days ago. I've tried calling her but she hasn't returned my calls.

I'd like the group to pray for her and for me. I'm very worried she's going to make a big mistake by getting married again.

Sample Check-In Statement #3

My Care Receiver's primary problem continues to be his sense of loss since receiving word the plant where he has worked for 20+ years is closing soon. His main need, as I see it, is to once again find a sense of purpose in life, since his life has centered on his job. Our talking and sharing have been good all along, but recently he has been showing signs of feeling down.

When I visited him yesterday afternoon, he was still in his pajamas and hadn't shaved. He has isolated himself from family and friends, had stopped going out, and hasn't been eating. What can I do to help him out of this?

Sample Check-In Statement #4

I was originally assigned to my CR a year ago when she went into the hospital for bypass surgery. She recuperated well from that and learned to deal with the losses and limitations she has faced. Then, last week, during tests for back pain, she learned she has inoperable cancer and only has a few months to live. Her main need right now is to deal with all the anger and hopelessness she feels and to prepare for her death. We have grown very close during the past year. With all the sadness and anger I'm feeling, I don't know how I'm going to care for her very well.

Sample Check-In Statement #5

My Care Receiver is a recovering alcoholic who has been learning to live as a sober, responsible, young woman. Since she began her recovery, almost two years ago, we have dealt with spiritual issues and

her relationships with her husband and daughter. She attends AA regularly and has found great support from that group. We both agree she has made great progress.

I sense the goals for this relationship have been reached and I'd like the group to help me decide if it's time to bring the relationship to a close.

Sample Check-In Statement #6

My Care Receiver's problem at this time centers on his desire to make peace with his family and his fear of how they will respond to him. He currently need my support, acceptance, and care since he feels so rejected right now. My goals in the relationship are to be there for him and to facilitate whatever emotional and spiritual healing I can as he faces death.

Throughout our relationship he has been very open in sharing with me his feelings about having AIDS. But now, he wants me to arrange and mediate a meeting next week between him and his parents who have had nothing to do with him since his diagnosis. While I think this type of meeting would be good, I'm not sure I should be the one to take responsibility for it. I really need guidance and clarification from the group as to what my role should be in this.

4. RESPONDING TO CHECK-IN STATEMENTS

C. CHOOSE THE IN-DEPTH REPORTER

D. LISTEN TO THE IN-DEPTH REPORTER

Focus Note 12 – Issues from In-Depth Report

1. What _____ is the Care Partner *asking*?
2. What _____ are causing the Care Partner to *struggle*?
3. What _____ do you have about the caring *relationship*?
4. What Focus Questions might be _____ ?
5. What do you _____ to the Supervision Coordinator?

E. AFFIRM THE IN-DEPTH REPORTER

VI. WHAT YOU DO DURING A SUPERVISION GROUP (PT 2)

A. HELP THE GROUP CHOOSE FOCUS QUESTIONS

B. EXPLORE A RELATIONSHIP IN THE SPOTLIGHT

1. FACILITATING GROUP DISCUSSION

2. USING FOCUS QUESTIONS

Focus Questions are not used to _____ discussion, but open it up, giving it direction and purpose.

If the group is doing well _____ your help, _____ help!

3. LISTENING FOR SPECIAL NEEDS

Focus Note 13 – Listening for Special Needs

Special needs to listen for during an in-depth report from a Care Partner:

- _____: Does this relationship need to close or begin closing?
- _____: Does this Care Receiver need referral to another care resource?
- _____: Does this Care Partner need to be reassigned because the relationship with the Care Receiver is simply not working?
- _____: Does this Care Partner need individual supervision?
- _____: Does the relationship appear headed toward premature closure, confidentiality breach, or is there evidence of legal issues?

Focus Note 14 – Signs - Individual Supervision

1. _____: Is the Care Partner involved in situations where it might be difficult to maintain confidentiality; e.g., when the Care Receiver is a pastor, pastor's spouse, or another Care Partner?
2. _____ *with a Care Receiver*: Is the Care Partner having difficulty or conflict with their Care Receiver; e.g., has the Care Receiver communicated to a pastor or member of the CPLT they are dissatisfied with their Care Partner?
3. *Potentially* _____ *Situation*: Does a Care Partner feel uncomfortable he or she is taking most, or possibly all, of the supervision group's time with their overwhelming need to receive supervision?
4. _____ *as Caregiver*: Is the Care Partner questioning their capacity to function as a caregiver, realizing he or she doesn't really belong as a Care Partner, and wishes to bow out gracefully?

C. BRING THE DISCUSSION TO A CLOSE

Focus Note 15 – Ending In-Depth Discussion

1. *Work is* _____: The group has addressed the key questions, needs, and concerns the Care Partner has presented and feels ready to move forward.
2. _____: The time allotted for exploring and processing the relationship and needs of the Care Partner is about to expire

Focus Note 16 – Summarize In-Depth Discussion

Make sure these elements are included in a summary statement:

1. _____ the group found to the Care Partner's questions.

2. _____ the group addressed and discussed.
3. A summary of _____ the Care Partner gained.
4. What the Care Partner *plans* _____ and how to do it.

D. FACILITATE A SECOND IN-DEPTH REPORT

E. LEAD GROUP EVALUATION

1. REGULAR EVALUATION

2. PERIODIC IN-DEPTH EVALUATION

F. LEAD GROUP CLOSURE

G. END THE SUPERVISION GROUP

Focus Note 17 – The Small Group Wrap-Up

1. Let the group know the _____ for the small group has ended.
2. Announce which Care Partners should be ready to present _____ at the next meeting.
3. Ask a group member to close the group with _____.

VII. WHAT YOU DO AFTER A SUPERVISION GROUP

A. REVIEW SUPERVISION GROUP EVALUATION REPORTS

1. POSITIVES AND CHALLENGES

2. CARE RECEIVERS NEEDED

3. REFERRAL, REASSIGNMENT, INDIVIDUAL SUPERVISION

4. TRAINING AND CONTINUING EDUCATION

B. MEET WITH THE SUPERVISION COORDINATOR

1. THE REGULAR DEBRIEF MEETING

2. THE PERIODIC IN-DEPTH MEETING

3. INDIVIDUAL MEETINGS WITH SUPERVISION COORDINATOR

VIII. SUPERVISION GROUP FACILITATION SKILL PRACTICE

Focus Note 18 – Supervision Skill Practice

Person A facilitates the beginning of the small group. (15 min)

- * Start the meeting
- * Facilitate check-in statements

Person B facilitates the in-depth report. (15 min)

- * Choose the in-depth reporter – Person A
- * Facilitate the in-depth report
- * Express affirmation of the in-depth reporter following the presentation

Person C facilitates the in-depth discussion using Focus Questions. (20 min)

- * Help the group choose Focus Questions
- * Facilitate in-depth group discussion using Focus Questions

Person D facilitates activities at the end of a supervision group. (10 min)

- * Facilitate the summary of the in-depth discussion
- * Pass out evaluation forms (*Focus Note 8.5*) and collect them after completed
- * Bring the small group to a close

VIII. WRAP-UP

A. PICKING UP LOOSE ENDS

B. THE CAREGIVER'S GUIDE AND GROUP SUPERVISION

CLOSING PRAYER AND BENEDICTION

Focus Note 8.1

PLANNING CHECKLIST FOR SUPERVISION

(Used by CPLT to plan a regular supervision group meeting)

Date of Supervision Meeting: _____

Pray for:

- Care Partners who receive supervision
- Care Receivers
- Supervision Group Facilitators
- Overall Care Partners ministry
- Yourself - wisdom, skill, sensitivity
- Other: _____

CPLT Updates and Needs (to assist planning the content of the next supervision meeting):

Care Ministry Coordinator: _____

(CM Coordinator updates the CPLT on new ministry information, concerns, and praise reports.)

Connection Coordinator: _____

(Any CRs waiting for care? Availability of CPs ready for assignments? Concerns or praise reports?)

Supervision Coordinator: _____

(Evaluation results? What training topics need to be considered? Concerns or praise reports?)

Training Coordinator: _____

(What training topics need to be considered? Concerns or praise reports?)

Training Topic: _____

Plan Roles for Next Supervision Meeting:

Training Presenter: _____

Team Building: *Who?* _____ *What?* _____

Open Prayer _____ Closing Prayer _____

Which CPLT members need to serve as SGF so other SGFs can give in-depth report:

CPLT Member: _____ Group: _____

CPLT Member: _____ Group: _____

Time Keeper: _____ Refreshments: _____

Plan Logistics for the meeting

- Room is available
- Tables and chairs set up
- Handouts copied
- Sound and media
- Other: _____

Prepare announcements and other information to be shared:

1. _____
2. _____
3. _____
4. _____

SGF SUPERVISION AGENDA

(Used by SGF as a guide, outline, and agenda for leading a supervision group meeting)

Date of Supervision Meeting: _____

LARGE GROUP ACTIVITY

1) MC Welcomes all to Meeting

a) Open in Prayer – ask for volunteer _____

2) MC Introduces Coordinators for Updates

3) MC Introduces Trainer & Training Topic

a) Trainer: _____

b) Training Topic: _____

BREAK

Five minutes

SMALL GROUP INTERACTION

1) Group Attendance: List all CP's present for your Supervision Group tonight.

1. _____ 3. _____ 5. _____ 7. _____

2. _____ 4. _____ 6. _____ 8. _____

2) Brief Check-In Reports: Each CP shares a 2-minute update on their caring relationship

3) In-Depth Progress Report: Designated CPs share a 5-7-minute progress report on their relationship

1. _____ 2. _____

4) Group Discussion: SGF lead a discussion to give support, encouragement, feedback, affirmation, and accountability for CPs who share an In-Depth Report.

5) Assign In-Depth Reports: Designate 2 CPs for the next supervision meeting.

1. _____ 2. _____

6) Prayer: Group prays for one another and their Care Receivers

7) Evaluation Reports: Each CP completes an Evaluation and gives to their Small Group Facilitator

DISMISSAL

Campus Coordinator, Supervision Coordinator or designated person makes **Closing Announcements** and/or **Comments**.

DEBRIEF MEETING AGENDA

(Used by SC to lead the 15-minute debrief meeting with SGFs after each monthly supervision meeting)

QUESTIONS FOR DEBRIEF MEETING (ANSWERED BY EACH SGF)

- 1) What went well and not so well in your group tonight? Give a brief summary.
- 2) Do you need to reach out to any CPs in your group because of their **Unknown Absence** tonight?
- 3) List any CP from your group that is **On Hold** – they are not taking CR assignments at this time?
- 4) Do any CP's in your group need **Individual Supervision**?
- 5) Do any CP's in your group have **Special Needs** that need attention and direction?
- 6) In your opinion, is there any Care Receivers that need to be **Reassigned** to a different CP?
- 7) Does your group need **Rearranging**? What difficulties are they facing?
- 8) What type of **Training** could your group benefit from?
- 9) Anything scheduled that you would need **Another Leader To Lead Your Group** next month?
(are you needing to give your in-depth report? Will you be absent?)
- 10) **Other Issues** (room issues, etc)

SGF NOTES:

Focus Note 8.3

CP BRIEF CHECK-IN REPORT

(Used by CP to share a brief update on the caring relationship during a regular supervision meeting)

Care Partner's Name _____ Date of Supervision Meeting: _____

Write a 1-2 sentence answer to these questions and share them with your Supervision Group during the Care Partner's Check-In.

1. **How many times** have you met with your Care Receiver? Do you plan to meet again?
2. What is your Care Receiver's **current situation**, concerns, or challenges?
3. What are your **process-oriented goals** for the relationship right now? In the future? What are you doing to reach them?
4. **What is going well** in the relationship? What is **not going well**?
5. **What resources** have you suggested to them – books, small groups, classes, other support?
6. **How can the supervision group help you** (now or at the next in-depth report) give the best possible care to your Care Receiver?

Characteristics of an Effective Check-In

Brief. Keep it short – no longer than 1-2 minutes. No need to report all the details about the situation.

Honest. Tell the group when you feel uncomfortable, fearful, angry, or concerned about any aspect of the relationship. You won't get the support and help you need if they don't know what's really going on.

Confidential. Talk in a way to protect privacy of the Care Receiver – use no names and give no identifying details about the person.

Prepared in Advance. You will get the most out of a supervision meeting by preparing carefully and thoughtfully ahead of time.

Focus Note 8.4

CP IN-DEPTH PROGRESS REPORT

(Used by CP to share in-depth progress report on the caring relationship during regular supervision meeting)

Care Partner's Name _____

Date of Supervision Meeting: _____

1. **How many times** have you met with your Care Receiver?
 - How often do you meet? _____ Weekly? _____ More than weekly? _____ Less than weekly?

2. **What other caregivers** (therapist or counselor, social worker, doctor, etc.) are involved with your Care Receiver?

3. How would you **describe their current situation**, concerns, or challenges?

4. What are your **process-oriented goals** for the relationship right now? In the future? What are you doing to reach them?

5. **Consider the spiritual dynamics of the relationship and state of the Care Receiver's faith.**
 - What are your Care Receiver's **spiritual needs**? What do they hear God saying to them right now? How do you know this?

 - What do you notice about **how your Care Receiver is growing** in faith, trust, and obedience to God through your relationship with them? What might be reasons for the lack of growth? How can you respond in either situation?

 - **How are you growing** in faith, trust, and obedience to God through your relationship with them? What is God saying to you about you as you minister to the Care Receiver?

6. **Reflect on the progress and current status of your relationship with your Care Receiver.**

- How do **you feel about your relationship**? Use 3-4 words or phrases to describe it.

- What has been **challenging, difficult, or a problem** for you in the relationship? In what ways do they **resist** or even reject and fight with you?

- What do you think might be **factors affecting their responses** to you and the relationship?

- What do you think should be **the future focus of the relationship**:
 - Continue the current direction
 - Closure
 - Referral to a professional
 - Community resource
 - Something else: _____

7. **What questions, concerns, issues, or areas of need do you want help with** so you can give the best possible care to your Care Receiver?

8. **Identify a question you have or Focus Question Set** your supervision group could use to discuss your caring relationship?

Focus Note 8.5

SUPERVISION MEETING EVALUATION REPORT

(Completed by SGF & CP after each regular supervision group meeting)

SGF/Care Partner's Name _____ Date of Supervision Meeting: _____

EVALUATING THE SUPERVISION MEETING

1. How helpful was this month's training topic or team building exercise?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Not Very Helpful Very Helpful
2. How did you feel about today's supervision meeting?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Terrible Great
3. How do you rate the tempo and energy of this supervision meeting?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Too Slow Too Fast
4. Rate the distinctively spiritual nature of your supervision group experience.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Not at all Very much so
5. How actively did you participate in your supervision group?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Very Inactively Very Actively
6. How well focused was your supervision group during this meeting?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Very Unfocused Tightly Focused
Accomplished Little Very Productive
7. Overall, how do you feel about the supervision meeting experience?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Discouraged & Uncertain Encouraged & Motivated

GENERAL COMMENTS AND FEEDBACK ABOUT SUPERVISION

1. What **observations or comments** would you like to make regarding the supervision meeting?
2. What was especially **positive or difficult** about this meeting? How did you respond to it?
3. Do you find yourself **wanting to say** things during the supervision group, but not saying them? What do you think is the reason?
4. What **new challenges** do you see coming for your supervision group? What help do you need for dealing with them?

IN-DEPTH SUPERVISION GROUP EVALUATION REPORT

(Completed by CP to prepare for periodic in-depth supervision group evaluation)

Care Partner's Name _____

Date of Supervision Meeting: _____

This evaluation of your supervision group is designed to help you 1) examine your own supervision group participation, 2) gauge the quality of interaction among supervision group members, 3) monitor the effectiveness of your supervision experience, and 4) discover areas of growth for you and the supervision group.

I. EVALUATING MYSELF

A. MY FEELINGS ABOUT MY PARTICIPATION IN THE SUPERVISION GROUP

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Very Uncomfortable Very Comfortable

Please be prepared to talk about your evaluation. What specifically makes you feel at ease or uncomfortable in the group? Here are some ideas to prompt your thinking. Note any that apply.

I'm uncomfortable because...

- I feel left out of the group.
- I don't feel completely accepted by the group.
- I wonder if group members respect me.

I'm at ease because...

- I feel welcome and included by the group.
- I feel accepted as I am.
- I feel respected by the group members.

Thoughts to share with the supervision group:

B. MY LEVEL OF PARTICIPATION IN THE SUPERVISION GROUP

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Very Low & Detached Very High & Connected

Please be prepared to talk about your evaluation. Why do you think your participation in the group is very high or very low? Here are some ideas to prompt your thinking. Note any that apply.

I don't participate much because...

- I have a hard time trusting people.
- I have a hard time empathizing with people.
- I find myself being critical of others' ideas and opinions.
- I have a hard time complementing and praising others.
- It is hard for me to be warm and affectionate.
- I have trouble paying attention to what others say and I am impatient with them.

I participate because...

- I am very trusting.
- I can easily empathize with people.
- I tend to accept other people's ideas and opinions easily and unconditionally.
- I am able to generously praise and complement other people.
- I freely express warmth and affection.
- I can listen well to others with great patience and compassion.

- I find it difficult to express what I think and feel to others in a group.
- I don't like other people making suggestions about what I should do.
- I like the way I am and don't see why I need to grow or change the way I do things.
- It is easy to share my thoughts and feelings in a group.
- I am willing to seriously consider suggestions and comments from others.
- I want to learn, grow, and be open to change to be more effective in serving others.

Thoughts to share with the supervision group:

II. EVALUATING MY SUPERVISION GROUP

A. HOW WELL THE SUPERVISION GROUP WORKS TOGETHER

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.

The group doesn't work together very well

The group works quite well together

Please be prepared to talk about your evaluation. Why do you think your group is working well or not working well together? Here are some ideas to prompt your thinking. Note any that apply.

The group doesn't work well because...

- A few tend to dominate the group.
- We have a hard time with listening and often fail to understand one another.
- We're uncomfortable with feelings and often withhold or ignore them.
- We're more critical than affirming of one another's feelings.
- We tend to wear masks, hiding our real selves.
- We really don't trust each other much.
- We tend to be more competitive than supportive.
- We don't always protect confidentiality.
- Our conversation often wanders and we lose focus on our tasks.
- We waste time in our supervision group.

The group works well because...

- Everyone participates equally.
- We listen carefully and understand one another's ideas.
- We share, recognize, and accept one another's feelings.
- We often affirm one another.
- We are open and honest about ourselves.
- We have a climate of mutual trust.
- We support one another.
- We keep confidences and maintain privacy.
- We keep on track and remain focused on our tasks together.
- We use time wisely.

Thoughts to share with the supervision group:

Focus Note 8.7

SC SUPERVISION GROUP EVALUATION REPORT

(Used by SC when observing or leading a supervision group meeting and shared with SGF after regular supervision group meeting)

SGF Name _____

Date of Supervision Meeting: _____

THE SUPERVISION GROUP FACILITATOR

1. Facilitates group interaction.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

2. Helps group discussions stay on track.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

3. Helps the group follow the supervision structure.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

4. Models effective use of supervision tools.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

5. Leads group building or closure activities effectively.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

THE SUPERVISION GROUP

1. Everyone in the group participates in peer supervision.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Little Participation Full Participation

2. Group members use supervision tools appropriately and effectively.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

3. Group members remain process-oriented.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Results-Oriented Process-Oriented

4. Group members maintain confidentiality.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

5. Group members seem to trust one another.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Low Trust High Trust

6. Group members care for one another.

1. — 2. — 3. — 4. — 5. — 6. — 7. — 8. — 9. — 10.
Not effectively Very effectively

7. What stage of group development does the group seem to be at?

___ Meet ___ Ask ___ Test ___ Undertake ___ Reach ___ Extend

AFFIRMATIONS AND SUGGESTIONS

1. What do you most want to affirm about the Supervision Group?

2. What do you most want to affirm about the Supervision Group Facilitator?

3. How could this group improve its work together?

4. How might the Supervision Group Facilitator improve leadership and facilitation skills?

Focus Note 8.8

SC POST-SUPERVISION DEBRIEF MTG AGENDA

(Used by SC to lead the 15-minute debrief meeting with SGFs after regular supervision group meeting and to note follow-up tasks)

Date of Supervision Meeting: _____

As the Supervision Coordinator, complete a *SC Supervision Group Evaluation Report (Focus Note 8.7)* for each supervision group observed or led. Ask SGFs to complete the *Supervision Meeting Evaluation Report (Focus Note 8.5)* for the supervision meeting just completed.

LEAD A DISCUSSION TO REVIEW SUPERVISION MEETING JUST COMPLETED

- Invite SGFs to give a 2-minute brief report and share notes from the *Supervision Meeting Evaluation Report (Focus Note 8.5)* for the supervision meeting just completed.
- Share observations with SGFs from the *SC Supervision Group Evaluation Report (Focus Note 8.7)* about the supervision groups led or observed. This is done privately if the evaluation involves serious, confidential, or potentially embarrassing issues.
- SC leads a discussion to give support, encouragement, feedback, affirmation, and accountability to SGFs who share a report and guides the group in summarizing highlights of their conversation.

INFORMATION FOR FOLLOW-UP ACTION BY SUPERVISION COORDINATOR

What Care Partners need **individual supervision**? What issues must be addressed?

_____ Issues: _____

_____ Issues: _____

What Care Partners have **special needs** that require attention and direction?

_____ Needs: _____

_____ Needs: _____

What Care Partners may need to be **reassigned** to a different Care Receiver?

_____ Factors: _____

_____ Factors: _____

What Care Receivers need a **referral** for another type of care? What type of referral is needed?

_____ Type of Care: _____

_____ Type of Care: _____

What SGFs need the Supervision Coordinator to **facilitate their groups** while they give an in-depth report at next supervision meeting:

1. _____
2. _____

What supervision groups are struggling and would benefit if membership was **rearranged and reassigned** to new groups? What difficulties are they facing? How have they been addressed?

_____ Issues: _____

_____ Issues: _____

What **training and continuing education needs** are needed and would benefit SGFs or CPs?

1. _____

2. _____

3. _____

What **issues from this checklist** must be brought to the SC at the next SGF In-Depth meeting?

1. _____

2. _____

3. _____

FOLLOW-UP ACTION AND NOTES:

What needs do SGFs mention, either during the meeting or after it, that require immediate action?

1. _____

2. _____

3. _____

What other issues (for example, room problems, refreshments, or media) must be dealt with before the next supervision meeting?

1. _____

2. _____

3. _____

Notes:

Focus Note 8.9

SC IN-DEPTH SUPERVISION MEETING AGENDA

(Used by SC to lead in-depth supervision meeting with SGFs on an as-needed basis and to note follow-up tasks)

Date of Supervision Meeting: _____

As the Supervision Coordinator, complete a *SC Supervision Group Evaluation Report (Focus Note 8.7)* for each supervision group observed or led. Ask each SGF to complete the *SGF In-Depth Supervision Report (Focus Note 8.10)* for several recent supervision meetings.

LEAD A DISCUSSION TO REVIEW RECENT SUPERVISION MEETINGS

- Invite each SGF to give a 5-7 minute in-depth report on how supervision meetings are going.
- Share observations with SGF from the *SC Supervision Group Evaluation Report (Focus Note 8.7)* about supervision groups led or observed. This is done privately if the evaluation involves serious, confidential, or potentially embarrassing issues.
- Ask each SGF to share notes from the *SGF In-Depth Supervision Report (Focus Note 8.10)* and the *Supervision Meeting Evaluation Report (Focus Note 8.5)* from recent supervision meetings they have led. Collect these reports from the SGF at the end of the meeting.
- SC leads a discussion to give support, encouragement, feedback, affirmation, and accountability to SGFs who share a report and guides the group in summarizing highlights of their conversation.

PROVIDE CONTINUING EDUCATION AND TRAINING

Team Building Activity:

Leader: _____ Activity: _____

Continuing Education:

Presenter: _____ Topic: _____

Advanced Training:

Presenter: _____ Topic: _____

INFORMATION FOR FOLLOW-UP ACTION BY SUPERVISION COORDINATOR

What needs do SGF mention, either during the meeting or after it that require immediate action?

1. _____

2. _____

3. _____

Care Partners who need, or will soon need, Care Receivers

_____ needs a Care Receiver now or on/by _____

_____ needs a Care Receiver now or on/by _____

Supervision Group Facilitators who have Care Partners in need of a referral for a Care Receiver

_____ Type of Referral: _____

_____ Type of Referral: _____

Supervision Group Facilitators who have Care Partners needing individual supervision

_____ Issues of Concern: _____

_____ Issues of Concern: _____

Supervision Group Facilitators with special needs:

_____ Issues of Concern: _____

_____ Issues of Concern: _____

What future training and continuing education is needed by SGFs or CPs?

1. _____

2. _____

Supervision Group Facilitators who need the Supervision Coordinator to facilitate their groups while they give an in-depth report at next regular supervision meeting:

1. _____ 2. _____

Note issues from this checklist to bring up with SGF at the next SGF in-depth meeting.

1. _____

2. _____

FOLLOW-UP ACTION AND NOTES:

Empty box for follow-up action and notes.

Focus Note 8.10

SGF IN-DEPTH SUPERVISION REPORT

(Used by SGF to provide in-depth report on recent group supervision meetings and identify ways other SGFs can assist them as a supervisor in developing their team of CPs to deliver quality care.)

SGF Name _____

Date of Supervision Meeting: _____

HOW ARE YOU DOING AT FACILITATING YOUR SUPERVISION GROUP?

1. What is the level of trust in your group?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Very low Extremely high

2. Does everyone share and contribute to the discussions?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Never Always

3. Do members feel comfortable and safe?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Never Always

4. Do group members affirm and accept one another without judgment?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Never Always

HOW WELL IS THE GROUP WORKING WITH THE SUPERVISION MODEL?

5. Check-In Reports

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Not very well Very well

6. In-Depth Reports

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Not very well Very well

7. Using Focus Questions

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Not very well Very well

8. Maintaining Confidentiality

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Not very well Very well

9. Achieving the goal of group supervision: *To provide group supervision that enables Care Partners to deliver the best life-giving care possible to their Care Receivers.*

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Not very well Very well

STEPS IN THE SUPERVISION PROTOCOL

(Used by SGF's to set the example in their supervision group)

1. Pray during the month for your group.
2. Email your group to remind them of the meeting date and time, include encouraging thoughts about supervision through The Word, encourage all to have their [Check-In Reports](#) or [In-Depth Reports](#) prepared and to bring their [Supervision Guidebooks](#). (Great Idea: cc your [Supervision Coordinator](#) to let them know your group is being cared for).
3. Have your own [Check-in Report](#) prepared ahead of time to set the example. This includes your [In-Depth Report](#) when you are scheduled. (Great Idea: have an In-Depth Report prepared for each meeting just in case the scheduled reporter has an emergency and cannot make it to the meeting).
4. Arrive early to welcome your CP's and to receive your [SGF Supervision Agenda](#).
5. Write down all who are present at your table on your [SGF Supervision Agenda](#).
6. Have each of our CP complete a [Check-In Report](#).
 - Affirm each CP after their report or wait until all have completed and affirm the group as a whole
 - Remind all to have reports prepared before meeting time
 - You are listening for urgent attention needs, possibility of closure, any needed referrals. (Does this require In-Depth supervision now or can this wait to be next month's [In-Depth Report](#)? Does the CP need individual supervision?)
 - Reminder: [Check-In Reports](#) are meant to be check-ins not In-Depth discussions
7. Have your first In-Depth reporter give their report.
 - Remind your group to open their [Supervision Guidebook](#) to the Focus Question section. Make sure you have your Supervision Guidebook out and open, to set the example.
 - Listen!!! THE IN-DEPTH REPORTER IS THE CR AT THIS TIME! There should be no talking during the report except for the reporter. You can use the [SGF Supervision Agenda](#) to record notes from the In-Depth reports. Listen for the following:
 - * What issues are causing the CP to struggle?
 - * What questions do you have about the caring relationship?
 - * What [Focus Questions](#) might be appropriate?
 - * What do you need to report to your [Supervision Coordinator](#)?
 - After the reporter has stated their [Focus Question](#), the last question on their report, begin the In-Depth discussion time by saying the question again to the group. If the Reporter did not have a [Focus Question](#), be prepared with one to begin the discussion.
 - Affirm the In-Depth Reporter throughout the discussion and remind group members to do the same. Also affirm group members: "Thanks for using your listening skills team!", "Great question!", etc

- When you feel the group has come to a point of closing (group has addressed the key questions, and the CP feels ready to move ahead or time is up), summarize the discussion and ask the CP what they believe their **NEXT STEP** in the caring relationship will be. This will help them in setting their process oriented goals.

8. Assign your In-Depth Reporters for next month.

- Remember: most of the time you will only be able to complete one but assign two just in case.
- Write down your next month Reporters on your **Supervision Meeting Agenda**.

The next two steps can be completed in any order the **SGF** chooses:

9. Pass out the **Supervision Meeting Evaluation Reports** to each CP. Have them complete them and turn them back into you; this is a good time to glance over them and see what their responses to the meeting are before turning them into your **Supervision Coordinator** at the **Debrief Meeting**.

10. Lead your group in prayer. Pray for each other, for your groups CR's (without names), etc.

- You will have a few minutes to wrap up your group through small talk and good-byes but be aware of your **Debrief Meeting**.
- Your group will understand you have this meeting since it happens each month.

-----**At this point the Supervision Meeting ends**-----

11. Attend and participate in the **Debrief Meeting**.

- Give a brief summary of what went well or not so well in your group.
- Be prepared to answer the questions on the back of your **SGF Supervision Agenda**; the section is labeled **Questions For Debrief Meeting**.
- If you have any further questions or concerns please make sure to address them in this meeting time or request a private meeting with **Supervision Coordinator** to discuss confidential or sensitive matters related to your supervision group or for you personally.

12. If you have any questions or concerns about your group in between **Supervision Meeting** times, contact your **Supervision Coordinator**.

OTHER REMINDERS

- If possible, occasionally set some time aside in your group to do **Community Building Questions for Supervision Groups**; this is found on page 32 in your **SGF Trainees Guide**. (Great Idea: you can put the question(s) in your email and have your CPs come prepared to share after In-Depth discussion or possibly at the beginning of your group).
- Encourage communication between your group members during the month. Make sure they know you are available for them.
- Encourage your group to familiarize themselves with the **Focus Questions**. The more you know them, the more you will use them. Again, each **SGF** needs to set the example in using **Focus Questions**. **Focus Questions** are not used to control discussions, but open it up, giving it direction and purpose.