

# COLLABORATIVE CHURCHES

*Development Grid*





# INTRODUCTION

## WHY YOU NEED THIS TOOL

What if there was a simple tool that provided a custom, comprehensive plan for each person you lead? Good news, there is. That's why we created our Assessment Grid.

If you're good at development, our Assessment Grid will help you be more comprehensive.  
If you've never had a strategy for development, our Assessment Grid will help you get started.

Before moving on, here are our two key assumptions about assessment and development planning:

1. When you spend time helping someone else become a better version of themselves, they love it.
2. When you spend time helping someone else become a better version of themselves, you love it too.

## HOW TO USE THIS GUIDE

1. **LEARN** about the three categories of the Assessment Grid: Assessment, Target, and Plan.
2. **REVIEW** some examples of the many ways the Assessment Grid can be used.
3. **PRACTICE** using the Assessment Grid.

# LEARN: THREE CATEGORIES

Read through the following categories, using the blank Assessment Grid on the next page to help you see them in action.

## ASSESSMENT

Where are they now?

The goal of Assessment is to make a history-based evaluation of the person based on the principle that past behavior is the best indicator of future behavior. Focus on things the person has done, asking “have” questions not “would” questions (e.g., *What have you done ...* vs. *What would you do ...*). Be sure to include a mix of strengths and weaknesses, taking an honest (and kind) look at the person with a genuine desire to see them grow.

## TARGET

Where do they need to be?

The goal of the Target is to clarify the picture of the future. We must be clear on where we want to see a person go, taking into account where they want to go as well. When the Target is defined, you can better identify the best next steps that will help and incentivize a person to develop. The Target could be a new role for a person to grow into, a set of character traits that will help them thrive, a job they could apply for, a new skill, or even a long-term career dream (e.g., When the Collaborative is assessing someone to be a high-level church leader, we use the nine-point profile included in the Review section of this guide.).

## PLAN

What is the next step?

The gap between Assessment and Target is closed with the Plan, which details how a person will get from where they are to where they need to be. This includes content, experience, and coaching. Often, one of these will be more prominent in how we develop others, but a comprehensive development plan includes a balance of all three.

**CONTENT:** *What do they need to learn?*

This includes books, training, and/or podcasts. Limit content to one or two resources to avoid overload.

**EXPERIENCE:** *What do they need to do?*

This includes clear and practical opportunities that foster growth such as observation, practice, or taking on a new role. Keep in mind that not every experience has to be within the church.

**COACHING:** *What do they need to process?*

This includes intentional time to process the assigned content and experience. Let them do 80 percent of the talking here. If you're talking more, you're not coaching, you're providing content.



# REVIEW: ASSESSMENT GRID EXAMPLE

## Development with Assessment as the initial focus

Most development conversations will follow this pattern—  
Assessment, Target, Plan.

### **ASSESSMENT**

We made the observations below by talking with her peers and leaders, as well as our assessment conversation where we asked history-based questions about how she has led and served.

### **TARGET**

After spending some time assessing where she is now, we started dreaming and discussing the future of her role. We tried to help her create a picture of where she wants to be as she is developed.

### **PLAN**

Once we see the gap between assessment and target, we can make some suggestions for developmental next steps. We typically identify content and experiences first and let coaching be aligned to those next steps. Make sure you are clear with the specific way you see the content and experiences contributing to their development.

# Development with Assessment as the initial focus

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

| Today I am giving my time to:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 2

<b>ASSESSMENT</b> <i>Where are they now?</i> 3	<b>PLAN</b> <i>What is the next step?</i> 4	<b>TARGET</b> <i>Where do they need to be?</i> 5
<p>Natural people skills - refferal</p> <p>Disciple-maker - Refferal + Interview</p> <p>No formal team leadership</p> <p>Hasn't developed someone else</p> <p>Manages day-to-day operations for guest services</p> <p>High relational capacity</p>	<p>Content: What do they need to learn? Read The Coaching Habit</p> <p>Read Five Levels of Leadership</p>	<p>Training others to make disciples</p> <p>Leading women's discipleship</p> <p>Move from manager to coach - think 3-5 years not 3-6 months</p>
	<p>Experience: What do they need to do? Plan conversations with volunteers around development</p> <p>Visit cohorts to see models</p> <p>Coaching: What do they need to process? Strategic leader cohort</p> <p>Process trips w/ supervisor</p>	<p>Developing leaders who could lead the ministry</p>

# REVIEW: ASSESSMENT GRID EXAMPLE

## Development with Target as the initial focus (Church Planter)

This method—Target, Assessment, Plan—is best used when there is a specific role in which you want someone to move into or when someone you’re developing has a specific place in which they want to be.

### **TARGET**

Because we have a specific target for this person (church planter) we can assess with the target in mind. This is where our standard nine-point profile for a high-level church leader comes into play. If you know the Target, you can list it before you have the Assessment conversation.

### **ASSESSMENT**

With such a robust target in mind, we can dig into the history of each of these profile points. In this example, you can see how the observations on the left correspond to categories on the right. You likely won’t have one observation for each element of the Target, but this example corresponds one to one.

### **PLAN**

Once we see the gap between target and assessment, we can make some suggestions for developmental next steps. We typically identify content and experiences first and let coaching be aligned to those next steps. Make sure you are clear with the specific way you see the content and experiences contributing to their development.



# Development with Target as the initial focus (Church Planter)

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## ASSESSMENT

Where are they now?

4

### Character

- consistent rhythms
  - no sabbath
- no feedback → gap between perception and opportunities
- receives suggestions well

### Competency

- grew college from 30 to 120
- started leader development
- good preacher → clear/gospel
- owns what he likes

### Calling

- wife is on board
- explore health
- not clear on context
- burden
- planter → 2-3 teams

## PLAN

What is the next step?

5

Content: What do they need to learn?

Read Ruthless Elimination of Hurry

Personality assessment

Experience: What do they need to do?

Visit potential cities

- call planters

Rhythm for feedback from 2 people

Coaching: What do they need to process?

Process trips/calls w/Matt

Self-Awareness Cohort

## TARGET

Where do they need to be?

3

### Character

- spiritual maturity
- self-awareness
- teachability

### Competency

- leadership
- communication
- ownership

### Calling

- family calling
- vision
- direction

# REVIEW: ASSESSMENT GRID EXAMPLE

## Hiring with the Target as the job description (Student Director)

This is similar to development from a Target, except that you don't have a specific person in mind. You create a Target that shows what you need from a role, use Assessment to evaluate each candidate for that role, and use the Plan to see how much development would be required to set them up for success.

### TARGET

Start with the goal, which is likely non-negotiable because it's the job description of the role you're hiring. Having a clear Target helps prevent hiring from gut instinct or feel and makes it a more objective evaluation of specific categories.

### ASSESSMENT

When we start with a clear target of what we are looking for, assessment is a history and experience based evaluation of each element of the target. The interview is determining whether they have done what they will be asked to do.

### PLAN

Now, we can look at the gap between Target and Assessment and decide if this person is the right fit. The key when using the grid for hiring is not to find someone who perfectly matches (though that sometimes works great), but to help you make a plan for closing the gaps. When you hire someone, you must take ownership of creating a plan with content, experience, and coaching to help close the gaps you identified.

# Hiring with the Target as the job description (Student Director)

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## ASSESSMENT

Where are they now?

4

### Leadership

- develop volunteers
- no team leadership
- solid preaching reps → comfortable

### Discipleship

- currently discipling X Y + Z
- has led student 5g + adult 5g
- experience w/discipleship process

### Character

- inconsistent rhythms
- clear on strengths → not as developed as he thinks
- received correction and learned

## PLAN

What is the next step?

5

Content: What do they need to learn?

Plan for team meeting

Overview Summit Student discipleship plan

Experience: What do they need to do?

Lead team meetings

Cast vision to a team

Consistent feedback on strengths/weaknesses

Coaching: What do they need to process?

Team leadership

Process growth areas

## TARGET

Where do they need to be?

3

### Leadership

- team → equip + develop
- communication → elevate
- volunteers

### Discipleship

- personal disciple-making
- equip a disciple-maker
- oversee a disciple-making movement

### Character

- rhythms - prayer, Bible, sabbath
- owns strengths + weaknesses
- teachable

# DEVELOPMENT FOR TEAMS

The Assessment Grid works great for teams as well, using Assessment to show where the team is now, the Target to dream about where it needs to be, and the Plan to bridge the gap. As you're working through Assessment and Target, use categories such as culture or alignment to help you process. Then, make your Plan with practical next steps for the whole team.

## PRACTICE: USE THE ASSESSMENT GRID

The following page has a blank Assessment Grid for you to copy and use.

Today I am giving my time to:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

<p><b>ASSESSMENT</b> <i>Where are they now?</i></p>	<p><b>PLAN</b> <i>What is the next step?</i></p> <p>Content: What do they need to learn?</p> <p>Experience: What do they need to do?</p> <p>Coaching: What do they need to process?</p>	<p><b>TARGET</b> <i>Where do they need to be?</i></p>
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# APPENDIX A

## EXAMPLE QUESTIONS

### ASSESSMENT

- Where do you feel the most confident in your current job? Least confident?
- Where have you been affirmed the most? What is a consistent criticism?
- What accomplishment are you most proud of?
- Questions that start with...
  - Tell me about a time when you...
  - When have you...
  - How often do you...
  - Give me an example of...

### TARGET

Ask them

- Where do you want to be in six months? A year? Five years?
- If you could have anyone's job at a church where you have been a member, what would it be?
- What is one thing you want to grow in over the next year?

Ask yourself

- Where do I see this person in six months? A year? Five years?
- What role would be the best fit for this person?
- What does it take to be successful in this role?

### PLAN

Content

- What do they need to learn?
- What information does this person need to grow?
- What specifically do I want this person to learn from this book/article/podcast?

Experiences

- What do they need to try?
- What/who could they observe doing something they need to learn?
- What is a developmentally uncomfortable situation they need to experience?

Coaching

- What are your big takeaways from the content/experience?
- What is on your mind right now?
- How can I help you be successful?

### READ

*The Coaching Habit* by Michael Bungay Smith





# APPENDIX B

## CHURCH LEADER PROFILE

*3 C's and 9 points to lead at a high level in a church context*

### CHARACTER

Self-awareness

- Are they aware of and developing their strengths and engaging their weaknesses?

Spiritual Maturity

- Do they have a vibrant relationship with God evidenced through Bible study and prayer and are leading others to do the same? (Is sharing the gospel and discipling believers.)

Teachability

- Do they receive corrections well or are they overly arrogant?

### COMPETENCY

Leadership

- Have they demonstrated an ability to gather a group of people and develop them?

Communication

- Can they communicate in a way that is winsome and compelling to a variety of audience sizes?

Ownership

- Do they take initiative and responsibility for the shared mission?

### CALLING

Family Calling

- Does their family feel and affirm the calling to pastoral leadership?

Vision

- Can they positively, clearly, and with faith communicate a vision?

Direction

- Where do you see God taking them?





