


Envisioning Diocesan Leadership for Today's Church

Presenter
John Roberto
jroberto@lifelongfaith.com



1

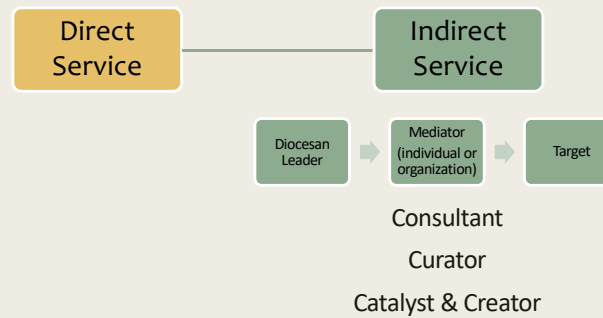
Changing Context of Catechetical Ministry

For example:

- Engagement in Sunday worship and parish life
- Diversity of religious faith and practice among baptized Catholics
- Life situations and needs parents and families
- Emerging needs of new generations (Gen Z, Alpha)
- Adequacy of current catechetical models and approaches for current context
- Capacity issues: finances, level of staffing, support systems
- Leadership for parish catechetical: increasing number of part time and volunteer leaders, training, support

2

Continuing & Emerging Roles of Diocesan Leadership



3

Responding to Changing Context



- **Technical problems** (even though they may be complex) can be solved with knowledge and procedures already in hand.
 - Easy to identify.
 - Require change in just one or a few places.
 - Everyday, people have problems for which they do, in fact, have the necessary know-how and procedures.
- **Adaptive challenges** are situations for which solutions lie outside the current way of operating.
 - Difficult to identify (easy to deny and resist acknowledging).
 - Require experiments, new discoveries, and adjustments from numerous places in the organization.
 - Without learning new ways—changing attitudes, values, and deep-seated behaviors—people cannot make the adaptive leap necessary to thrive in the new environment.
 - Calls for changes of heart and mind.

4

Leadership is the activity of mobilizing people to tackle tough challenges (problems) and do the adaptive work necessary to achieve progress and thrive.

(Ronald Heifetz and Marty Linsky)

5

Leadership Role #1: Consultant

Peter Block defines a consultant as *“a person who is trying to have some influence over a group or organization but has no direct power to make changes or implement programs.”*

A *consultant* works through a mediator (whether an individual person or a group of people) to help change the behavior of a specific target (again an individual or group).

The *consultant* is a person or a group of people with the knowledge or skills or programs or vision or methodology that can help the mediator influence the target.



6

Consultant Roles

1. Advocate Role
Positional/Content Advocacy & Methodological Advocacy
2. Technical Specialist
3. Trainer/Educator
4. Collaborator in Problem-Solving/ Alternative Identifier
5. Fact Finder
6. Process Specialist / Facilitator
7. Reflector

7

Consultant Roles

1. **Advocate Role.** The consultant presents a vision, theory, research, policy, etc. as the basis for planning (*positional or content advocacy*). The consultant uses a proven process to guide the work (*methodological advocate*).
2. **Technical Specialist.** The consultant provides specialized knowledge, skill, resources that the client does not have.
3. **Trainer/Educator.** The consultant provides skills training for individuals or groups to organize and implement a solution.
4. **Collaborator in Problem-Solving.** The consultant contributes ideas and examples to assist planning and problem-solving.
5. **Alternative Identifier.** The consultant helps the group identify its own solutions to the problem.
6. **Fact Finder.** The consultant seeks out information for the individual or group and/or assists with data collection and surveys.
7. **Process Specialist.** The consultant facilitates planning and assists the group to maintain healthy team work.
8. **Reflector.** The consultant reflects back to the group what he or she is hearing from the group's deliberations.

8

Leadership Role: Curator

Curation is the process of sorting through the vast amounts of content and presenting it in a meaningful and organized way around a specific theme.

The work involves sifting, sorting, arranging, and publishing information.

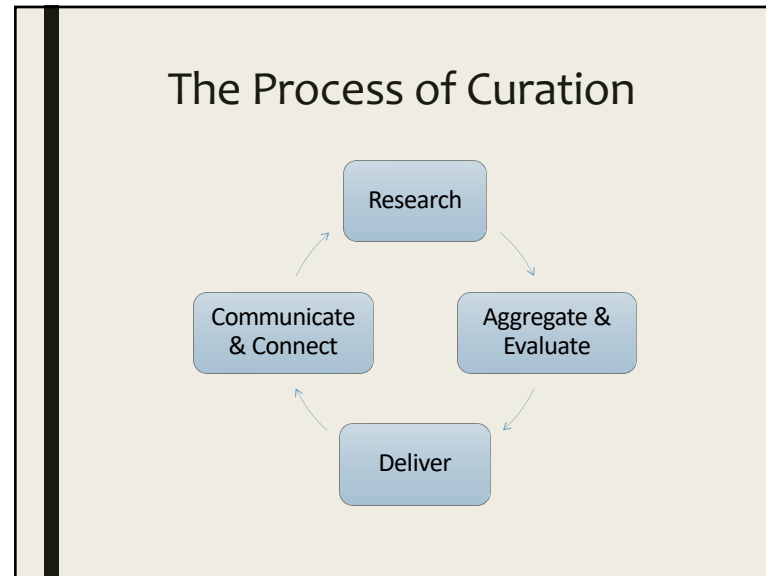
A curator picks the best content that is important and relevant to share with their community.

9

What Do We Curate?

1. People Resources
 2. Catechetical Resources
Print, Audio, Video, Apps, Websites, Blogs
 3. Formation and Training Programs and Resources
- And much more....

10







11

LEARNING ENVIRONMENTS
by **DESIGN**

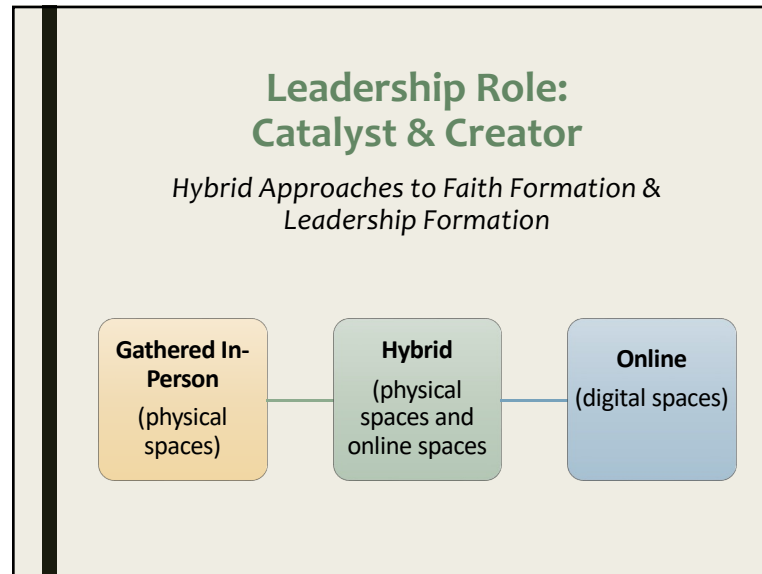
CATHERINE LOMBARDOZZI

Learning Environment Strategies

| | | | |
|---|---|--|---|
|  <p>Blended Learning Hub</p> <p>Layer additional resources around a formal learning event</p> |  <p>Knowledge Exchange</p> <p>Provide a way for people to access and exchange ideas related to a body of knowledge and procedural skills</p> |  <p>Learning Resource Portal</p> <p>Recommend vetted, relevant resources on a topic or skill set</p> |  <p>Collaboratory</p> <p>Provide space for collaboration, knowledge creation, and advancement of practice</p> |
|---|---|--|---|

Icons by The Noun Project, Chris Matthews (classroom), Delwar Hossain (worker), PJ Orton (arrows), Wilson Joseph (laptop - edited), Oliviu Stelian (search), Yugu Design (book case), Ben Pixels (meeting)
© Catherine Lombardozzi, Ed.D. 2016

12



13

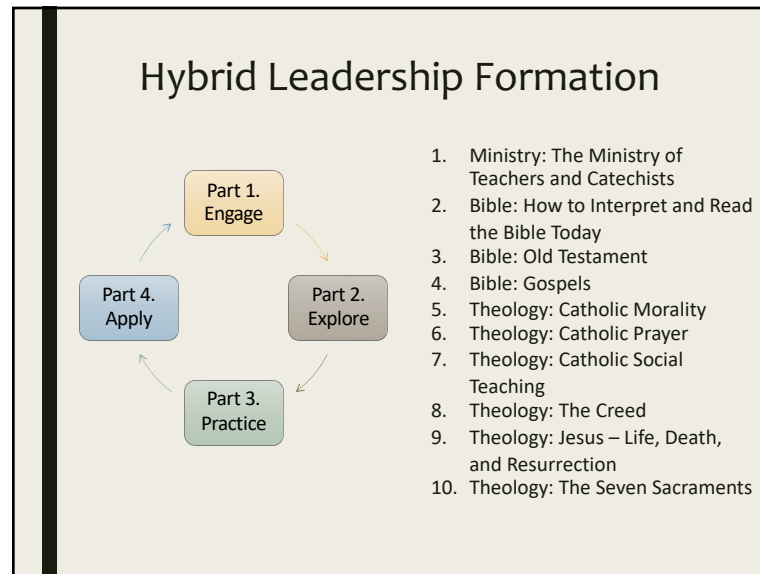
Two Important Values

Hybrid models hold together two important values. . . .

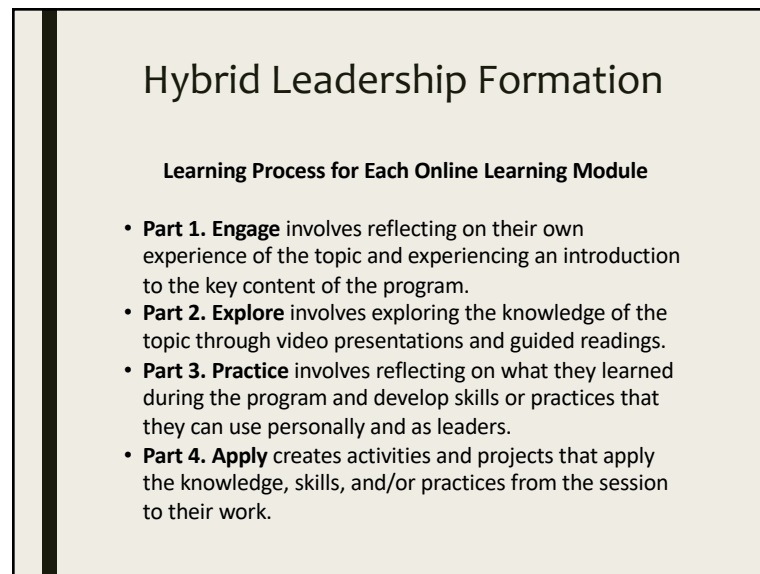
the importance of in-person relationships
and
the importance of being responsive to the complexity of
people's lives and schedules

Hybrid models expand opportunities for everyone.
We can become much more strategic and careful about
when, where, how, and for what we gather people
because we can now integrate online with in-person.

14



15



16

Hybrid Mentoring

1. 1-1: Mentor and learner meet to review the module.
2. Online: Part 1. Engage and Part 2. Explore.
3. 1-1: Mentor and learner meet to review learning & prepare for Parts 3 and 4.
4. Online: Learner completes Part 3. Practice and Part 4. Apply.
5. 1-1: Mentor and learner meet to review the application of the learning and the project(s).

17

Hybrid Small Groups

1. Online: Learner completes Part 1. Engage.
2. Small Groups: Meet to share learning from Part 1.
3. Online: Learner completes Part 2. Explore.
4. Small Groups: Meet to discuss learning from Part 2.
5. Online: Learner completes Part 3. Practice and identifies potential application projects (Part 4).
6. Small Groups: Meet to share application ideas and assist each other in creating projects to implement in their classes and programs .

18

Hybrid Combination

On Your Own – Small Group - Large Group

Month 1

- *Prepare Online:* Everyone completes Part 1. Engage
- *In-Service Session:* Discussion

Month 2

- *Prepare Online:* Everyone completes Part 2. Explore.
- *In-Service Session:* Discussion

Month 3

- *Prepare Online:* Everyone completes Part 3. Practice and identifies potential application projects (Part 4).
- *In-Service Session:* Share application ideas and assist each other in creating projects.

19

Potential for Hybrid Design



1. Sunday worship
2. Church year seasons
3. Marriage preparation
4. Baptism preparation for new parents
5. Families with young children
6. Sunday school with an at-home family component
7. First Communion preparation for parents and the family
8. Confirmation preparation
9. All adult faith formation
10. Outreach initiatives
11. Leadership Formation

And more. . . .

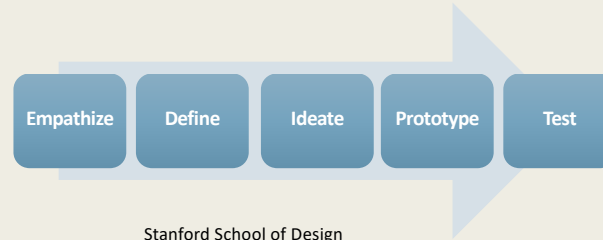
20

Leadership Role: Catalyst & Creator

Being a Catalyst for new “demonstration” pilot projects in parishes around specific audiences, such as:

- Family faith formation / Parent education
- Adult faith formation
- Engaging the “spiritual but not religious”

And more



21

Websites

- NCCL Catholic – For the Presentation
 - Go the Home Tab: <https://www.ncclcatholic.org/hope-heal-renew-conference.html>
- Archdiocese of Hartford - My Emmaus Formation Program
 - Go to <https://www.catholicedaohct.org/my-emmaus-a-faith-formation-journey>

22