All Three Teams' Work

Presented word for word, as each team offered it. This is our shared starting material.

Team 1

- Awareness of the world, being present to reality
- Discernment as stance or way of being
- A Stance of contemplative presence
- Foundational spiritual direction skills
- Engaging in spiritual language and practice

Team 2

Responses to 3 questions about renewal.

What a companion should be formed into by the end of the training: in other words, who they are as a person.

- Able to be in a contemplative posture or attitude
- Able to be congruent and authentic
- Recognize implicit bias and assumptions they may hold
- Able to be present God, self, and others, particularly the seeker
- Engages in appropriate self-care, spiritual and personal
- Able to monitor what's happening inside themselves. Be alert to what motivates them to behave one way or another, especially with respect to their own interior movements that affect their ability to be with the seeker
- Able to share their own story at a fairly deep level
- Able to articulate their definition of spiritual direction and the assumptions that underlie the way they do spiritual direction.
- Able to be truly present to another person. Also to the Divine and themselves.
- Able to hear and consider feedback on skills and personal behavior from other members of the program and the leaders
- Be a companion who recognizes that ongoing learning is essential—we have a responsibility to continue developing our skills and character. (We're not done learning when we graduate)
- Respect the inherent value of all people.
- Be culturally competent with regard to folks who have been marginalized, including people of color, people of certain religious traditions, folks who identify as LGBTQ or non binary, etc.
- Engages in Regular supervision
- Demonstrates unconditional positive regard for others
- Has good insight into human nature
- Knows and adheres to ethical guidelines.
- Values and is comfortable with silence
- Is willing to be vulnerable in sharing their story.
- Is willing to receive feedback from the leaders and others with an open mind and a willingness to make necessary changes
- Understand that spiritual injury may result from a companion's misguided behavior
- Is willing to take some risk in personal/spiritual growth
- Is empathetic about what others are experiencing

What skills or competencies a companion should demonstrate by the end of the training: in other words, what they can do.

- Aware of transference and counter transference issues
- Able to recognize and follow the energy of the client
- Recognize movements of spirit in seeker and in companion.
- Recognize when the companion's issues require professional help and willing/able to refer. For example, when mental health issues that require a trained therapist arise.
- Understand and avoid the pitfalls of trying to fix the Seeker.
- Demonstrate that they a well prepared and cooperative supervisee
- Understand how to provide supervision in a peer group
- Understand and use a spiritual direction arc that describes phases in the companioning process—for example, a spiral comprised of Awareness, Naming, Meaning, Discernment, Next-steps, Integration.
- Knows how to provide evocative and guiding responses while avoiding steering and avoidant responses
- Able to limit their casual conversation during sessions
- Show that they can make good use of silence in a session.
- Able to recognize movements of spirit and interior movements within themselves.
- Understand how the perspectives and skills of spiritual companioning can help promote justice and peace.
- Strong Listening and Responding skills.
- Good understanding of Human Dynamics
- Knowledge of more than one religious tradition.
- Knowledge of methods used by several traditions of spiritual direction: e.g., Ignatian Consolation/Desolation and Discernment of Spirits, Benedictine receptivity, Quaker Silence, Zen Mindfulness and Unknowing, etc
- Phases of spiritual development (such as outlined by Brian McLaren)
- Familiarity with a range of spiritual practices

The markers by which we would know that items in either of the above two areas are being accomplished.

We did not get to this question. However, we can say that it would be desirable for assessment of the above objectives to be done by the Team at the end of each semester, with feedback given to the student on what they are doing well, what needs improvement, and whether they are on track to receive a certificate—and if so, which type: Completion or Participation. It would probably be wise to update those who are falling behind in mid-semester as well as at the end of the semester. The exit interview and co-accountability document will serve as feedback on the entire process, with discussion of needs for supervision and recommended areas for continued growth.

Team 3

- Ability to accept whatever comes up, including reality as it is, not as we wish it to be
- Honoring the experience of the directee
- Confidence and trust in one's own ability and the holy (or "that which is holy")
- Self-aware and self-reflective
- Dedication to ongoing deepening of one's own spiritual life