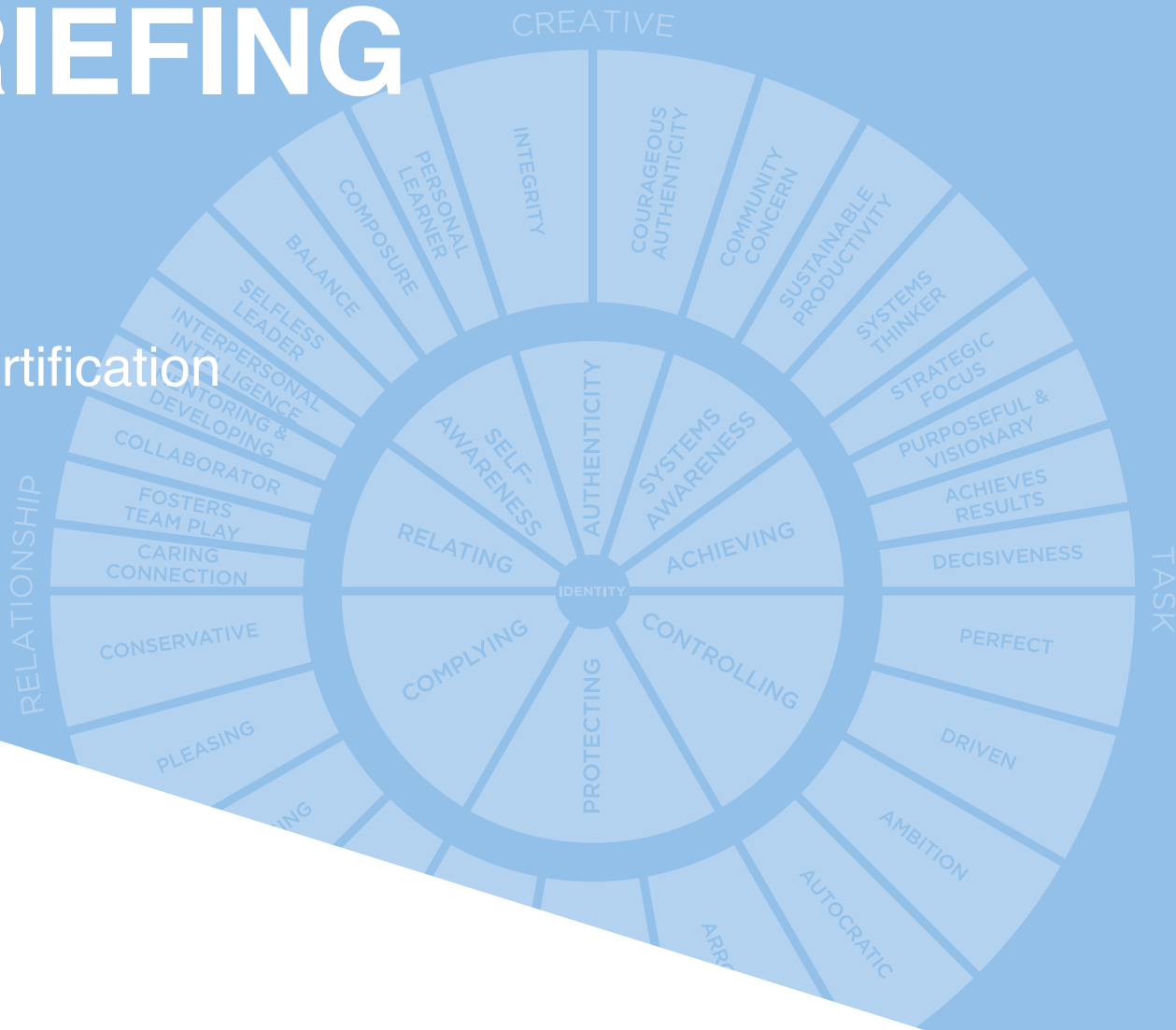


CLA DEBRIEFING DESIGN

Collective Leadership Certification



5 hour – 1 day version

Facilitator Guide; DO NOT SHARE

November-December 2016

Collective Leadership Assessment Debriefing Workshop

Approximately 5 Hours (can extend to 1 Day)

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEEDED
Breakfast or Lunch / Get Ready	N/A	<p>Prepare the room:</p> <ul style="list-style-type: none"> • Circle of chairs (no tables for the plenary, only for breakout work) • Mat CLA (or LCP), 3 flip charts, color markers, ball of string or wool, talking stick, materials suitcase... • The room needs to be especially appropriate for the work, with several spaces to allow playing, breakouts, outdoors, etc... • Ideally catering brunch with ongoing coffees and pastries, so to be flexible with what's needed /rhythms and timings). • Create meaningful beauty in the center (Bonsai, seeds, flowers, per the season of the year, or season of the team). 	<p><u>Resources</u></p> <p>CLA or LCP Mat</p> <p>Flip charts x 3</p> <p>Markers</p> <p>Ball of wool</p> <p>Talking stick</p> <p>Flowers etc.</p>

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEEDED
		<ul style="list-style-type: none"> Teach the Integral Model (The Four Quadrants of Change. Can put a flip chart in each corner of the room with a Quadrant description on it.). Emphasize the Culture Quadrant and discuss its power to overshadow changes on the right side (e.g., strategy, structure, etc.) Facilitate a dialogue benefits of each Quadrant in terms of change. In this Team, which of the Quadrants do we tend to focus on the most? What is the consequence as a result? What if we were to integrate the Quadrants, or focus on maintaining a dynamic “fit” between the Quadrants? (30') Stages of Development linked to culture (collective of individual mind-sets) <ul style="list-style-type: none"> Reactive Mind – huge strengths and binary, linear, like DOS, keeps separate, problem focussed – <i>something bad will happen to <u>ME</u> / only <u>I</u> can fix it</i> Creative Mind – focused on Purpose, Vision and Outcome and connects dots, resolution focussed – <i>together <u>WE</u> can / for the greater good, <u>I / WE</u> are responsible/accountable</i> Integral Mind – capable of seeing patterns and whole, comfortable with paradox ambiguity and complexity, resolving competing commitments by allowing / inviting in different perspectives – <i><u>I / WE</u> don't have the answers yet, and we know there are many options – let's allow time for something truly transformational to come through</i> (30') TLC Framework Overview using the MAT Explain that TLC is a STRENGTHS BASED MODEL – when we overuse the strengths run by a Reactive operating system these can become weaknesses / derailers ... because it narrows our choicefulness. <ul style="list-style-type: none"> Facilitator walks the Mat and begins by explaining the Reactive and Creative stances and how they impact us individually and collectively. Complete the explanation of the Framework, and as often as possible use stories and metaphors – e.g., DOS/Windows, Sales Manager, Leader - with lots of humor and engaging questions and self-disclosure. 	<p>Flip charts x 4</p> <p>Handout: Leadership Journey / Stages of Development</p> <p>Foldout or Handout</p> <p>PPT</p> <p>CLA Mat, with flip charts &/or PPT to support</p>

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		<p>IF DESIRED (and time allows): Group Activity – GRAVITY STICK (See Gravity Stick Facilitation Guide in Appendix B)</p> <ul style="list-style-type: none"> • Debrief: Reactive & Creative Loops & How It Lives in Each of Us • Linked to Execution of TEAM Strategy – our behaviours/actions will have business implications • Creative Tension framework as the engine of change 	<p>PPT</p> <p>Reactive and Creative Loops, plus Creative Tension</p>
Break	15 minutes	High-energy music play list!	
CLA Prediction Activity	30 minutes	<p>Purpose: To activate leaders' right and left brains as they seek to predict what their CLA results will be. Also, to ground leaders in the definitions of each dimension and outer circle competency and tendency</p> <p>Process:</p> <ul style="list-style-type: none"> • Form Groups of 4-6 participants • Each Group has Blank CLA Circle and two different colored marker pens. As a collective group, they take 20 minutes to predict and draw their ACTUAL and your IDEAL culture. Using the pre-reading handout for guidance – read descriptors for each of the Inner Circle Dimensions as well as the Outer Circle Dimensions. Instruct them to base 	<p><u>Resources</u></p> <p>Blank CLA Circles (Inner</p>

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		<p>their scores on the <u>entire descriptions</u> rather than on one or two sentences. They are to use one color marker for ACTUAL and thick line for IDEAL culture</p> <ul style="list-style-type: none"> • Ideally they will come to consensus about the scores rather than coming up with an average score (especially with more divergent viewpoints) • A representative from each team shares their Circle with Whole Team - like a show and tell show at the front of the room – all lined up! • Facilitator orchestrates a quick large group debrief of the experience of talking each decision through with their small group. Explore the level of diversity of opinion, as well as obvious areas of common ground • • • • 	<p>and Outer circle)</p> <p>Definitions of inner and outer circles (pre-reading)</p> <p>Colored Markers (sets of two different colors for each team)</p>
CLA Results: Graphics and Bar Charts	60 minutes	<p>Purpose: Understand and digest the CLA data. Internalize the key insights and explore emergent questions. Move to defining priorities for follow-up exploration and action planning</p> <p>Process:</p> <ul style="list-style-type: none"> • Review the design of the CLA intervention: <ul style="list-style-type: none"> ○ Remind them what the Focus of CLA was (i.e. Team Focus or Organizational Leaders) ○ Number of circles created ○ Minimum numbers for validity (25% for larger groups, 75% for groups of less than 20 and 100% if less than 10) ○ How presented – Inner Circle Graphic only plus Bar Charts – have sorts tables and CLA Report as a backup. ○ Actual, Ideal (N.B. leave Ideal to Ideal until second session as it is overload in initial debrief) 	<p><u>Resources</u></p> <p>PPT & Handouts</p>

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		<ul style="list-style-type: none"> • Reveal their CLA Circle – create a dialogue linked to previous exercise and their predictions <ul style="list-style-type: none"> • What do you notice? Any surprises? What is confirmed? • Bar Chart* – IDEAL top to bottom compared to ACTUAL <ul style="list-style-type: none"> • Now ...what do you notice? Any surprises? What is confirmed? What are the possible consequences? Where is the most obvious opportunity for change? (N.B.: you may want to put them in small groups for this and the next conversation) • Bar Chart* – GAPS – this will help in prioritising what to work on • Facilitate a large group dialogue around the following: <ul style="list-style-type: none"> • What is your sense of what it's like for managers and individual contributors in your organization to work in your Actual leadership culture? • What will you be able to accomplish as an organization when you move the Actual leadership culture to your Ideal over time? • Out on the Mat: Have the team “constellate” on the Mat ... <ul style="list-style-type: none"> • Per their Actual Creative scores. Ask: “Who and what are you as a Team on your very best day?” • According to their Actual Reactive scores. Ask them how their Reactive shows up in the way they lead together. Invite them to tell a recent story of when these tendencies worked themselves into their interaction around a key decision, etc. • Ask: “What is keeping you focused on showing up Reactively i.e. what are the underlying beliefs and assumptions driving your Reactive scores?” “What are your triggers for going Reactive as a team?” “What are the consequences of this for longer term sustainability?” • Link back to 4 Quadrants • Etc. <p>*OPTIONAL: INSTEAD OF BAR CHARTS (preferred), YOU MAY USE THE SORTS TABLES IN THE REPORT. SEE APPENDIX A BELOW</p>	<p>CLA Data on screen and copies to participants</p> <p>Ideally show LCP Graph & Bar Charts in large poster size</p> <p>CLA Mat</p>

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What's Next: Priorities and Commitments	60-90 minutes	<p>Purpose: Identify next steps that align to a strengths-based approach to change.</p> <p>Process:</p> <ul style="list-style-type: none"> • Explain that, in working with the CLA (and other Leadership Circle assessments) we have found that to FIRST focus on how to increase the Creative upper-half, and SECOND on how to manage the Reactive lower-half is the most productive path to change i.e. moving towards what we want to bring into being, at the same time as managing Reactive defaults • Show examples of other clients CLA and Key Focus areas (you will want to create several of these from your own client experiences once you have them, or use one or two from the Collective Leadership Certification materials). • Facilitate a brain storming session to get to their TOP 2-3 Priorities /KEY FOCUS AREAS <ul style="list-style-type: none"> • 2 Creative Priorities (facilitator to capture key themes / actions / desired outcomes) <ul style="list-style-type: none"> ▪ What are the behaviours? How will it look, feel and sound different to lean into these? What are the beliefs and assumptions? What will change in terms of symbols and systems? What support to we need to offer each other? What will be required to turn this around? • 1 Reactive Priority – which is likely get in the way of you achieving the Creative (facilitator to capture key themes / actions / desired outcomes) <ul style="list-style-type: none"> ▪ What are the behaviours? What are the beliefs and assumptions that drive this Reactive tendency? What support do we need to offer each other? What will be required to turn this around? ▪ What are the GIFTS of this Reactive dimension? When we dial down the fear/anxiety what strengths are available to us, and how will they lead us towards our pathway to our Creative Priority? • Facilitator to demo an example of “Harvesting the Gifts” <ul style="list-style-type: none"> • Theming & Behaviours/Measurable Actions –Split into 3 Groups – each representing 1 of the Key Focus Areas. Come up with a THEME for Key Focus Areas and describe in obvious and measurable behaviours HOW they will live it 	<p><u>Resources</u></p> <p>PPT</p> <p>PPT &/or Handout</p> <p>Flip chart</p>

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEEDED
		<ul style="list-style-type: none"> Agree Commitments, Accountabilities and, Follow Up/Feedback Loop & How to Measure 	<u>Handout</u> Gifts In The Reactive Flip charts x 2-3
Closing Circle	15-30 minutes	<p>Purpose: Provide closure and further integration of learning and insight</p> <p>Process:</p> <ul style="list-style-type: none"> Circle the chairs around the Mat (or, alternatively, form a standing circle around the mat) Go around the circle three times: <ul style="list-style-type: none"> First round: Invite each participant to articulate an insight or question that they are taking away with them. Tell them to keep it brief, depending on the number of participants. Second round: each participant chooses a number from one to ten to capture their current level of commitment to working with the team to change their leadership culture. Third round: each participant is invited to access their inner feeling-state and choose two feeling words that describe their most salient feelings right now, in 	

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEEDED
		<p>this moment. Go around the circle and have everyone report out, without any explanation; just the feeling words.</p> <ul style="list-style-type: none"> • Wrap up with your closing comments. 	

APPENDIX A: WORKING WITH DATA SORTS TABLES INSTEAD OF BAR CHARTS

Use of Sorts Tables (page 13-14 of CLA Report) – as a handout.

(N.B. People can get lost in the numbers – so it tends to be preferable to use the enlarged, poster sized, CLA Circle and Bar Charts)

PTO for *Questions Relating to SORT TABLES – if used*

Questions Relating to SORT TABLES – if used – N.B. Bar Charts tend to be more powerful

In posing the questions below, commence by asking the groups/pairs/trios to choose a dimension they identify with or feel a connection to. Start with Creative ACTUAL current reality then move to Creative IDEAL then Reactive ACTUAL current reality then Reactive IDEAL.

CREATIVE

From **Sorts Tables pages 13-14** ask participants to choose the 5-6 highest dimensions (number will depend on number of participants & whether you use groups, pairs or trios) depending on which question you are working with. Once questions have been answered, ask them to demonstrate on the Mat.

Creative ACTUAL Reality – Top 5-6 (prepare questions on flipchart)

1. What does this look, sound, feel like when it shows up in the organisation/team? How do you know? Use specific behaviours and language examples How does this serve the organisation/team? Be specific
2. What would it mean if some of your low scoring dimensions were scoring as high as your Ideal? (for low scoring dimensions with a large gap to Ideal)

Creative IDEAL – Top 5-6 (prepare questions on flipchart)

1. What does this look like when it shows up in the organisation/team? How do you know? Use specific behaviours and language examples
2. How would this serve the organisation/team? Be specific
3. What would be different if this were present/more present?

REACTIVE

From **Sorts Tables pages 13-14** ask participants to choose the 5-6 highest dimensions (number will depend on number of participants & whether you use groups/pairs or trios) depending on which question you are working with.

Reactive ACTUAL Reality – Top 5-6 (prepare questions on flipchart)

1. How does this behaviour show up in the organisation/team? How do you know? Use specific behaviours and language examples
2. What beliefs and assumptions exist that manifest this behaviour? Be specific
3. What courage is required to let go of these beliefs and assumptions? What will you have to do / give up doing / move beyond / to have less of this behaviour?

Reactive IDEAL – Top 5-6 (prepare questions on flipchart)

1. If you achieve this ideal, what will change here? Use specific behaviours and language examples
2. How would the team/organization look and operate? Be specific
3. What would be the impact on the organization/teams?

Gap Report – page 14

- What Gaps between ACTUAL & IDEAL are the most important to focus on closing in terms of our Strategic Imperatives and long term sustainability?

APPENDIX B: GRAVITY STICK FACILITATION GUIDE

Form group into 1-2 (or more) groups of even numbers (if possible). For each group, form two lines (“A” and “B”) and have them face each other; point at their partner with both hands and then walk forward until their fingers are next to their partners. This should result in the two lines forming a sort of “zipper” of fingers between the two groups.

Then lay the stick on the zipper of fingers and continue to hold it down as you do the rest of the setup instructions (this helps set the tension as they feel the weight of your hand on the stick). (If you have more than one group, it is helpful to have a “volunteer” to hold the other stick on top of the hands of the other group.)

Say the following instructions out loud:

- I (the facilitator) am now your CEO and I have a new vision for our organization here – one that I think you are up to accomplishing
- The vision is to lower this stick to the ground. Our future is “stick on the ground.”
- There is only one rule for this activity: the stick must stay level (parallel to the ground) as you lower it.

- (Introduce the following in an offhand, casual way) Oh yeah, there is also a rumor I've heard that if you break contact with the stick on the way down, bad things happen.
- Ready? Lower the stick!

Facilitator now steps back and observes until they accomplish the outcome (usually only a few minutes).

Once the group has succeeded, cheer their success, and facilitate a quick debrief standing in an impromptu circle on the spot.

Debrief (possible inquiries):

- What happened from the start to the finish? (typically, as soon as the facilitator takes their hands off the stick, the stick quickly moves toward the ceiling!)?
- Why did the stick initially go up, instead of down?! (have fun with this)
- What theories do you have about what was going on?
- What beliefs or assumptions were in play? (Bad things will happen if we break contact with the stick, therefore we all must continue to touch the stick; someone else in the group was making the stick go up; etc.)
- What effect did hearing the rumor have on the way the group operated and/or on beliefs and assumptions?
- How does this kind of self-protective, self-limiting assumption show up in the organization (in real life)?
- (If you've taught this to them already) What orientation were you operating from - Reactive or Creative?
- Etc.

Optional – One More Time! (to end on a high note of insight, and reinforce the main points)

- Tell participants to line up again on both sides of the Gravity Stick.
- Have them pick it up and place it on their fingers at waist height, just as they began last time.
- Explain that they now have access to a higher order of collective consciousness—a more advanced structure of mind—and you want them to lower the stick to the ground using that level of thinking.

- Tell them, “Go!” (they will likely drop it straight away, but pulling their fingers out).
- Get them to cheer and whoop it up!
- Ask: How did that time feel, energetically? (answers usually include: easier, less stress, etc.)

Make the point: that’s the power of a Creative vs. Reactive structure of mind. The Reactive mind has a much higher energetic cost and things take longer. The Creative mind sees possibilities that weren’t apparent to the Reactive.