CLA DEBRIEFING DESIGN – OPTION 2
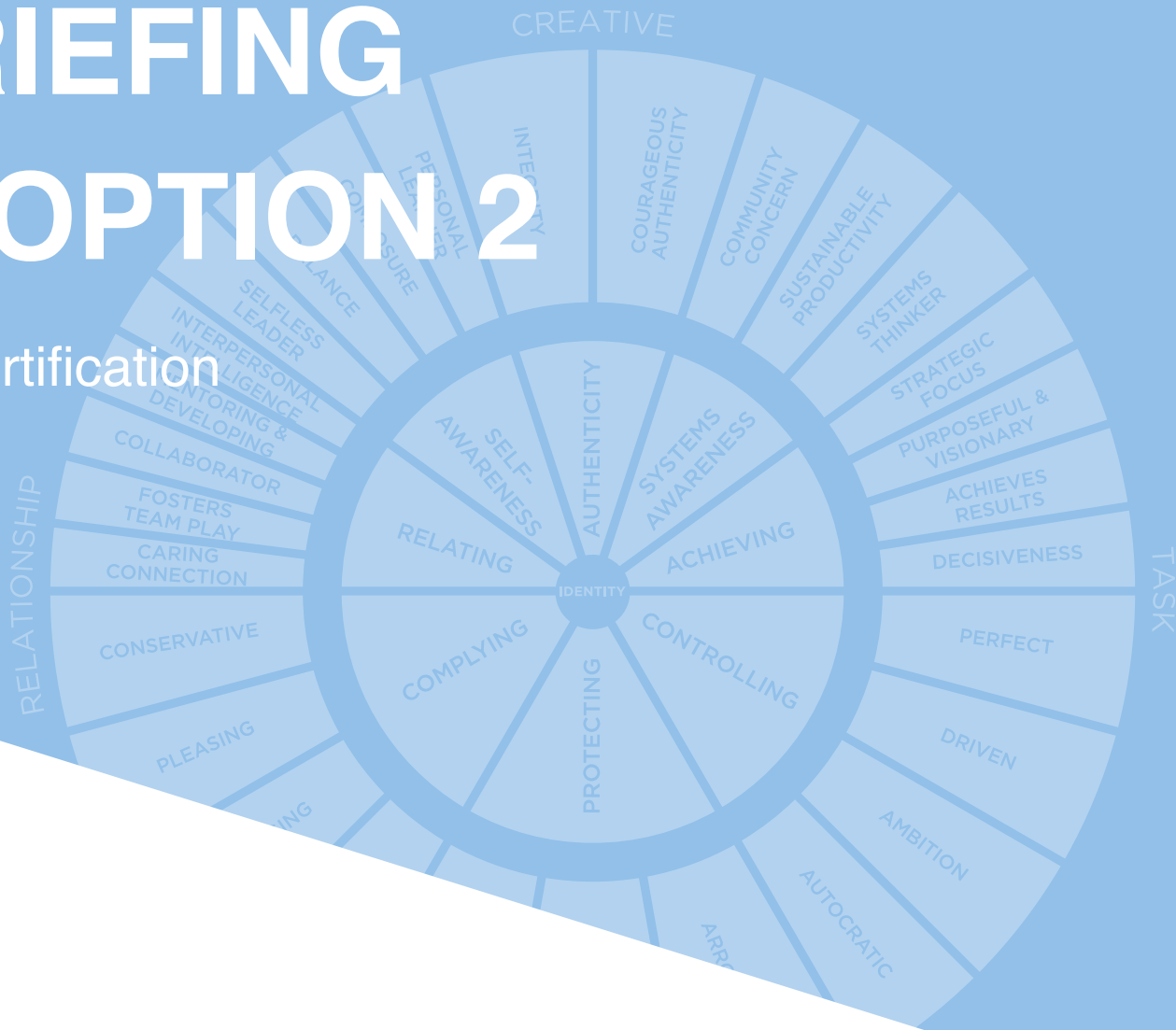
Collective Leadership Certification

1 day session

Facilitator Guide; DO NOT SHARE

November-December 2016

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Collective Leadership Assessment Debriefing Workshop

1 Day Workshop

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEED
Breakfast or Lunch / Get Ready	**N/A**	**Prepare room:** • 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).	<u>Resources</u> CLA or LCP Mat Flip charts x 3 Markers Ball of wool Talking stick Flowers etc.

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TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEED
Opening		**Purpose: To welcome participants and set the stage for the work ahead** **Process:** Present who we are, what we bring to this work, the purpose of the workshop and the expected outcomes	Facilitator
Circle Introductions and Agenda		**Purpose: To bring everyone into the room, hear all voices, and begin to co-create the experience** **Process:** • **Cat's Cradle Networking** ○ *Participants stand in a big, shoulder to shoulder circle around the Mat* ○ *A large ball of brightly colored string or yarn is held by the first person who introduces herself. (Name, present condition, high dream/low dream for the workshop)* ○ *Once she's spoken, she holds onto the end of the string, and tosses the ball to someone else, trailing the string across the circle.* ○ *That person introduces himself and, holding the string taut (between him and the first person), tosses the ball to someone else.* ○ *As introductions proceed, a web is gradually created, uniting the whole group in a network of connections that is both literal and symbolic.* ○ *After the web is completed (all participants have introduced themselves), point to the web as an image of the "team," the "system," and the "culture."* [OPTIONAL] Place an object *on/across the web and show how everyone, collectively, can do more than a group of disaggregated individuals* • **Agenda Overview:** invite everyone to find their seats, and review the agenda for the day.	Activity guided by Facilitator **Resources** Ball of brightly colored string or yar PPT or Flip chart

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEED
Gravity Stick		**Purpose: to bring alive the concepts of the Reactive Mind and Creative Mind** **Process: Gravity Stick** • **Usual process. SEE THE GRAVITY STICK FACILITATION GUIDE (Appendix A)** • **During the debrief, ask questions** that focus on individuals' experience and the Reactive and Creative assumptions in play, AS WELL AS the cultural dimensions of their experience	<u>**Resources**</u> Tent pole / gravity stick
Core Framing		**Purpose: To provide an overview of the TLC framework/model so leaders understand the basics, in preparation for their CLA feedback** **Process:** • **Teach**: Use a combination of PowerPoint and walking the Mat to provide a fundamental overview of the structure of The Leadership Circle. Describe the essential nature of the Reactive and Creative structures of mind, define each dimension, explore the dynamic relationships across the circle, and explain about the difference between raw scores and percentiles. • **Explain**: The design of the CLA process, i.e., the number of Circles, or views, on the leadership culture of the organization/team that you set up. It's important to work on this with the group until they are clear who's provided feedback in each of the Circles (if you did more than just the leadership team answering about themselves).	<u>**Resources**</u> PPT and CLA Mat
Break			

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| Step 1: Awareness: What is! * **Appreciative reading of the CLA results (Actual, Ideal, and Gaps)** *(*these four steps come from DLT Delicate Lodge Teachings)* | | **Purpose: Create a deep understanding and appreciation for the messages from the CLA data** **Process:**

• Divide the total team/group into three subgroups. The first group explores the Actual leadership culture, the second the Ideal, and the third focuses on Priorities for Change (Gaps, mainly)

• Offer some questions for each group to get started:

   o Actual culture subgroup:
     ▪ What are the main traits of the Actual leadership culture?
     ▪ What are the most Creative aspects of the Actual culture?
     ▪ What are the most Reactive Actual?
     ▪ How do those Creative and Reactive behaviors combine to influence the results our organization/team gets (how do they enable and hinder)?
     ▪ What do you think it feels to work in this leadership culture?

   o Ideal culture subgroup:
     ▪ What do we value most in the Ideal leadership culture? Why do we believe that to be true?
     ▪ How much of our Reactive tendencies are we willing to accept in our Ideal leadership culture? How will those behaviors continue to serve us?
     ▪ What do you believe it would feel like to work in this leadership culture?

   o Priorities for Change subgroup:
     ▪ What are our highest gaps between what we currently have (Actual score) and what we say we want (Ideal score)?
     ▪ What gaps are surprising, if any? How so? | **Resources** Flip charts x 3 |

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		- In order to close those highest gaps, what would need to change? What assumptions about ourselves and our company would need to be challenged? - Where, if anywhere, do we perceive no, or little, need to change? What does that tell us about ourselves? - How strong is our will to change (look at the Ideal to Ideal scores for a clue)? o Report Outs from subgroups. Use three flipcharts in the front of the room: left chart is Actual, center chart is Ideal, right chart is Priorities for Change. o During the report outs, facilitate a large group conversation on the meaning and implications of the findings. Point our paradoxes and nuances, as needed. And fill gaps in knowledge of the meaning of the dimensions, etc. where needed. •	Flip charts x 3 ALL guided by Facilitator
Step 2: Intention for Change. Why Change?		**Purpose: Help the leadership team determine if they really want to change, and if so, why?** **Process:** • Use the Informal Constellations exercise* to open up the question about the level of commitment to working on changing their collective leadership culture • Clear a large portion of the room to work in. Typically, with a normal sized leadership team of 10 members, you'll need to have a space that's 20' x 20' for this activity • Place an object that represents change (e.g., a triangle-delta, etc.) on the floor in the center of the space	* Thanks to CRR Global for this (CRR = Centre for Right Relationship)

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEED
		• Round One—The Establishing Question: "How concerned are you about the Actual leadership culture?" Invite participants to find a place to stand in reference to this object (close to it, far away from it, near others, by themselves…whatever represents the answer to the question). Then take a poll of each member: "Why are you standing where you are and what's that like?" • Round Two—The Unfolding Question: "How active are you in actually doing something about improving the Actual leadership culture?" Invite participants to find a place to stand that symbolizes their answer, as before. Poll each member: "Why are you standing where you are and what is that like?" • Round Three—The Resolving Question: "How active do you want to be in doing something about closing the gaps between the Actual and Ideal cultures?" After everyone finds a place to stand, poll each member: "Why are you standing where you are and what is that like?" • Peer Coaching conversation: ask leaders to find one or two people near them and have a conversation about what is important about this last position for them, and what action or intention can be brought to support this position. • Invite leaders to speak into the whole group about their conversations.	An object that symbolically represents change
Break			
Step 3: Learning and Dreaming (Healing?) What is Needed?		**Purpose: to explore what particular aspects of their Actual leadership culture they want to change, or heal.** **Process:** • Circle the chairs up and set a relaxed energy field for this conversation. • Put the following questions on a flip chart at the edge of the circle:	**Resources**

TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEED
		- o What do we want to change or heal? - o What are the paradoxes we need to transcend? - o What dilemmas do we currently face? - o What has brought us here? - o What are those things that we have not said to each other, that need to be said? - o What is my contribution to the existing leadership culture? - o What if we don't change a thing? How will things unfold over time? - o What questions are emerging that we need to engage? - Invite leaders to speak about their answers to any of the questions, or any other one they feel they need to raise. Explain that this conversation is about listening deeply for understanding to one another, with a spirit of allowing, not judging. Facilitate to keep the pace slow enough to honor each contribution before moving on to another person's offering. - After a majority of the team has spoken, ask the group to say to one another what they're hearing the "voice of the system" say (this is a meta-view). Tell them they're going to articulate common ground, themes, disagreements, etc. - Invite those who haven't spoken to offer their thinking and get their voice into the dialogue. How does that change the voice of the system, if at all? - Help the team to focus on naming the areas they believe they have a common strong commitment to working on change. Once they're clear, capture this on a flip chart and move to Step 4.	Flip chart

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TOPIC / EVENT	TIME	KEY CONTENT AND ACTIVITIES	NEED
Step 4: Transformation and Change		**Purpose: Transition into strategy and action planning.** **Process:** • **Use the One Big Thing** format to structure the conversation • **Facilitate the team to articulate the vision of their One Big Thing**. This is the description of the part of the Ideal leadership culture that they have agreed is the top priority to move toward. • **Next, help them decide the Start and Stop behaviors that will support their One Big Thing.** These are sourced from Creative upper half for the Start behaviors and the Reactive lower half for the Stop behaviors. • **Use whatever action planning and accountability mechanisms** you are familiar with to bring this process to a suitable conclusion.	**Resources** Flip chart
Agreements and Closure		**Purpose: to ensure alignment on agreements about goals and action plans, and bring closure to the session.** **Process:** • **Summarize the agreements and plans they have made.** Ensure agreement, and where any lack of clarity or agreement exists, decide how and when you will continue to work on this. • **Open a Circle Conversation** to give each person a chance to say some closing comments about things like: insights, convictions, emerging questions, feedback on the process, etc. Whatever they need to feel complete. •	**Resources** Flip chart

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APPENDIX A: 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):

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- 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.

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