CompassPoint

HIVE

Leadership Development Program

HEALING · INSPIRATION · VOICE · EQUITY

Relationships Retreat
December 11 - 13, 2019

Our HIVE Community Agreements

Show up

Trust the process

Create space, accept space

Bring heart, not just mind

Relaxed rigor

Confidentiality

5x bolder

Accept and expect non-closure

Speak your truth

"Oops" - "Ouch"

Use "I" statements

Trade "but" for "and"

Assuming best intent

Beginner's mind

AGENDA

Relationships Retreat
December 11th – 13th, 2019

Retreat Location: **Feliciana Retreat Center**
                           10274 LA-422
                           Norwood, LA 70761

Retreat Goals:
- Develop a vision for leadership that emerges from respectful, humanizing, and whole relationships.
- Deepen awareness of your individual and organizational relationships habits.
- Identify key principles and practices of building positive and fruitful relationships.
- Build understanding around the journey and tools needed to shift from transactional to transformational relationships.

DAY 1: WEDNESDAY, DECEMBER 11TH	
10:30am	Arrival
11:00am	Welcome, Overview & Check-In
12:30pm	Lunch
	Self-Care: Shame & Shame Resilience
3:30pm	Break
	Unlearning Leadership: Crossing the River
	Closing Reflections
6:00pm	Dinner

DAY 2: THURSDAY, DECEMBER 12TH	
8:00am	Breakfast
9:00am	Overview & Check-In
	Changing Orgs & Movements from the Inside Out
12:00pm	Lunch
	Movement & Breath
	Who Is Your Organization?
	Who Are You?
4:00pm	Break
	Creating a Story Line: Chapter 2 (Self & Org)
6:00pm	Dinner
DAY 3: FRIDAY, DECEMBER 13TH	
8:00am	Breakfast
9:00am	Overview & Check-In
	"Bad Meetings" and Facilitation Skills
10:45am	Break
	Designing Inclusive Meetings
12:00pm	Lunch
	What's Next?
	Retreat Review & Evaluation
	Closing Reflections
2:30pm	Adjourn

SELF-CARE: SHAME RESILIENCE

Definitions[1]

Shame: An intensely painful feeling or experience of believing we are flawed and therefore unworthy of acceptance and belonging. We often experience shame when we are entangled in a web of layered, conflicting and competing social-community expectations. Shame creates feelings of fear, blame, and disconnection.

Shame Resilience: The ability to recognize shame when we experience it, and move through it in a constructive way that allows us to maintain our authenticity and grow from our experiences.

Shame, guilt, and embarrassment—what's the difference?

Guilt: Shame is about who we are and guilt is about what we did. There's a difference between "I am bad," and "I did something bad."

Embarrassment: Embarrassment is the least powerful emotion. Something that is short lived and often very normal. Like toilet paper at the bottom of your shoe.

Humiliation: The difference between humiliation and shame is the person may feel they don't deserve their humiliation.

Shame Triggers

Before we can overcome shame, we must be able to recognize it. We tend to first feel shame physically before our minds realize what it is. Here are some statements that will help you recognize physical reactions to shame:

- I physically feel shame in/on my _____
- It feels like _____
- I know I'm in shame when I feel _____
- If I could taste shame, it would taste like _____
- If I could smell shame, it would smell like _____
- If I could touch shame, it would feel like _____

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[1] Adapted from Brené Brown

Shame & Shame Resilience

As you view the fishbowl discussions, keep in mind that we are surfacing the 4 A's that were mentioned:

- Awareness
- Acknowledgment
- Acceptance
- Action

As you listen in on the conversations, note…

1. What is surprising about what you've heard?
2. What are some of your shame triggers?
3. What does this mean in regards to you taking care of yourself?

You can capture your thoughts/notes on the following pages.

Personal Identity Discussion

Capture any notes about what's coming up for you below:

1. What is surprising about what you've heard?
2. What are some of your shame triggers?
3. What does this mean in regards to you taking care of yourself?

Self-Reflection

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Group Share: (listen attentively; capture items that resonate with you)

- Where are you shamed?
- Where do you shine?

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Relationship Identity Discussion

Capture any notes about what's coming up for you below:

4. What is surprising about what you've heard?
5. What are some of your shame triggers?
6. What does this mean in regards to you taking care of yourself?

Self-Reflection

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Group Share: (listen attentively; capture items that resonate with you)

- Where are you shamed?
- Where do you shine?

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Professional Identity Discussion

Capture any notes about what's coming up for you below:

7. What is surprising about what you've heard?
8. What are some of your shame triggers?
9. What does this mean in regards to you taking care of yourself?

Self-Reflection

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Group Share: (listen attentively; capture items that resonate with you)

- Where are you shamed?
- Where do you shine?

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I Want to Be Perceived As: Art Activity

Reflecting on the information, reflection and fishbowl activity: **Imagine a point in the future where you feel no shame or guilt.**

What does it look, feel, smell, taste like? How do you want to be perceived?

1. You can **draw it**,
2. Using crafts, **create it**, or
3. **Act it out**.

Get creative, speak it into existence! Use the space below to capture notes if you like.

UNLEARNING LEADERSHIP

Crossing the River Activity

Now that you've experienced "crossing the river", reflect on the following:

- How did that feel?
- Were there any habits about yourself that you recognized?
- What habits of your teammates did you notice?
- Did anything surprise you?
- Were there any conflicts or challenges? If so, how were they resolved?
- How did relationships play into this activity?

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Note: the Facilitator Guide of this activity can be found in the "Resources" section of your materials.

CULTURE SHIFTS IN LEADERSHIP

Transactional to Transformational

The following is a tool created by Catalyst Project[2], an organization that helps white people take strategic and effective anti-racist action as a part of multiracial movements. We use this tool as a framework to assess the transactional contexts we find ourselves n and identify the shifts needed to move towards transformation. These shifts are an ongoing commitment to create more sustainable and vibrant movements to win transformative change.

SHIFT FROM:	SHIFT TOWARD:
Individual focus: "How can I be the single best activist with the sharpest critique/most specialized language/busiest schedule?"	**Collective focus:** "How can we find ways to depend on each other in teams and relationships? How can we bring more and more people into this work, from lots of entry points, to grow vibrant mass movements?"
Obsession with productivity: "I am worth as many hours as I put in, meetings I go to, events I plan." Focus on deliverables rather than quality of work and relationships built.	**Wholeness: positivity & productivity:** Valuing whole people and varied participation in teams, orgs, and liberatory movements. Building relationships with integrity.
Deficit-based thinking: Constant focus on identifying weaknesses and pointing out what is lacking.	**Strengths-based thinking:** Seeing and building on strengths, nurturing what is working, acting on opportunities.
Call-out culture: Shaming people for making mistakes, focus on regulating each other's language, ostracizing members of a group for not automatically knowing the norms of that group, etc.	**Build-up culture:** Appreciating and lifting up principled action and leadership where we see it, while offering constructive feedback to strengthen anti-racist practices.
Critiquing from the sidelines: Critiquing people, organizations, or movements that we aren't a part of working to change. Inability to work with contradictions and complications.	**Leading from the center:** Recognizing that we've all internalized oppressive ideas, and engaging people and organizations to make necessary changes whenever possible.

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[2] https://collectiveliberation.org/culture-shifts-2/

CROSS-POLLINATION

Changing Organizations and Movements from the Inside Out

Purpose:
- Deepen relationships and community learning.
- Share and apply many learnings in a short amount of time.

Readings:
1. *Reinventing Organizations: An Illustrated Invitation to Join the Conversation on Next-Stage Organizations* – p. 42-51
2. *Reinventing Organizations: An Illustrated Invitation to Join the Conversation on Next-Stage Organizations* – p. 81-105
3. *Emergent Strategy: Shaping Change, Changing Worlds* – p. 60-66
4. *Community: The Structure of Belonging* – p. 85-92

Expert Groups	**Reading #1** Angie Ashley Veronica Crystal	**Reading #2** Caressa Debbie Thalia Nia	**Reading #3** Keshia Maggie Mary Pearl	**Reading #4** Robin Shametria Brittany Kimberly

Mixed-Expert Groups	Angie Caressa Keshia Shametria	Ashley Debbie Maggie Robin	Veronica Thalia Mary Brittany	Crystal Nia Pearl Kimberly

Activity Instructions

In Expert Groups:

1. Individual Text Review: Grounding (10)
    *   Read & underline key phrases.

2. Expert Groups: Summarizing (20)
    *   Flip chart summaries: **What are the key elements, main ideas, and questions your group noticed/saw/experienced in this text?**

In Mixed-Expert Groups:

3. Cross-Pollinating Knowledge (30)
    *   Share text summaries from expert groups (3 minutes per person).
    *   Group synthesizes learning: **How does what you are learning impact your work? How does it impact your relationships?**

In Full Group:

4. Large Group (20)
    *   Debrief process & content

What are the implications, applications, and possibilities?

WHO IS YOUR ORGANIZATION?

Creating a Storyline:
Organizational Journeys

Some thoughts about your Organization's Journey:

Characters:
- Main Character
- Supporters
- Challengers

Journey: Significant Events
- Adventures
- Conflicts
- Trials & Tribulations

Crossing of Thresholds
- Transitions
- Transformations

Creating a Storyline:
Who is Your Organization?

Summarize your organization's journey in four sentences. We encourage you to personify your organization by using pronouns like "she/her/hers," "they/them/theirs," or "he/his/him" rather than "it/its" to refer to the organization. **Think of your organization as a living, breathing, changing being instead of as a machine that produces things.**

Introduce character(s) (*"Once upon a time…"*)

Rising action (*"Along the way…"*)

Turning points (*"My organization faced… and crossed through this threshold by…"*)

Significance of the narrative (*"My organization and I discovered that their leadership…"*)

While listening to your partner's story, ask yourself:
What characteristics of transformational leadership did I hear in my partner's story?

After hearing your partner's reflections about your own story, ask yourself:
What did I learn about my own organization?

WHO ARE YOU?

Activity Guidelines

Round 1: Who are you?
Partner A, ask Partner B **"Who are you?"** - 90 seconds
Switch roles and ask the same question.

After both partners have shared, reflect on the following questions:
- *How did you decide what to share?*
- *What did you share about your "identity" (e.g., race, ethnicity, gender, etc.)?*
- *To what extent did your partner's identity influence what you decided to share (e.g., race, ethnicity, gender, etc.)?*
- *As you were listening, did you care about your partner's answers? How did you let them know? Did you lean forward, lean back, smile?*
- *How do you feel about each other now?*

Round 2: What do you pretend?
Partner B, ask Partner A **"What do you pretend?"** - 90 seconds
Switch roles and ask the same question.

After both partners have shared, reflect on the following questions:
- *How did you decide what to share?*
- *How much of your answer demonstrates a trust that you have for your partner?*
- *To what extent did your partner influence what you decided to share?*
- *Did you care about your partner's answer? How did you let them know?*
- *What changed or stayed the same about how you view your partner?*
- *How do you feel about each other now?*

Round 3: Who do you think I am?
Partner A, ask Partner B **"Who do you think I am?"** - 90 seconds
Switch roles and ask the same question.

After both partners have shared, reflect on the following questions:
- *Where did you get your answers? Were they from what your partner shared about themselves? Were they based on a gut feeling?*
- *Why did you share what you did? Were you trying to be nice? Were you trying to be right about who they are?*

- *As you were listening, did you care about your partner's answers?*
- *How right on or way off did you feel your partner was about you? How important was it that you heard the "correct" answers?*
- *What did you wish your partner said? What were you glad that they didn't say?*
- *How do you feel about each other now?*

Reflection
Now that you've experienced "Who are you?" reflect on the following questions:
- How was the activity?
- Was it easier to listen or answer?
- How easy or difficult was it to only have a listening part or answering part? (Point: we're so used to interrupting and being interrupted that sometimes it's hard to not have interruptions occur).
- How comfortable was the length of time?
- Which question was easy and/or difficult and why?

Notes and Reflections

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CROSSING PATHS ON OUR LEADERSHIP JOURNEYS

Creating a Storyline
Chapter 2: Self and Organization

Some thoughts about the interactions between you and your organization:

Setting:
- First meeting
- Time and place
- Surrounding environment

Significant Events
- Adventures
- Conflicts
- Trials & Tribulations

Crossing of Thresholds
- Transitions
- Transformations

What Might We Become Together?

Summarize the relationship between you and your organization in four sentences. Think about how you and your organization's leadership journeys are paths crossing in this time and place. Remember your organization's character, and continue to personify them by using pronouns like "she/her/hers," "they/them/theirs," or "he/his/him" rather than "it/its" to refer to the organization. **Think of your organization as a living, breathing, changing being instead of as a machine that produces things.**

Introduce the relationship (*"When we first met…"*)

Rising action (*"Along the way…"*)

Turning points (*"Together we faced… and crossed through this threshold by…"*)

Significance of the narrative (*"Together, we discovered that our partnership might…"*)

BAD MEETINGS!

Notes and Reflections

Written Reflection: Think of a time when you were part of or led a terrible meeting. What happened? Be specific!

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Reflections from Bad Meetings skits:

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DESIGNING INCLUSIVE MEETINGS

Purpose, Outcome, Process (P.O.P.)

Purpose: Why are you bringing people together? What is the larger context that makes this meeting important?

Outcome: What do you hope to accomplish? What will be different at the end of the meeting? Outcomes can be "business outcomes" (assignments, decisions, tasks) or "people outcomes" (how people feel and think).

Process: What are the ways you will engage your participants in moving towards your desired outcome?

Examples:	
Purpose	**Outcomes** (agree, think, feel, do)
Improve our practice Deepen Trust Ensure clarity of roles and procedures Build knowledge Inspire or Motivate	Make a decision Divide up a large project into smaller tasks Clarify a process Debrief a project or campaign Reflect and cull learning Share information Feel more confident Generate new ideas Ensure adherence to a standard

Breaking Down the Process

Open ➡ Explore ➡ Narrow and Decide ➡ Close

Open:	Explore:	Narrow and Decide:	Close:
Welcome and center/ground. Review Agenda	Share data or information. Invite participants to engage with the information – exploring their thoughts, feelings, opinions, concerns. Exploring is the creative generative phase. Judgement is suspended.	After exploring, the group can step towards decision making or next steps. What suggestions, recommendations, and possible directions do some or all of the group have? In this phase, people share rationale, evidence, intuition, and values to move towards decision making or next steps.	Create a sense of closure – often in which people share a meta reflection about what they appreciated about the meeting, or what else they needed to make it even more productive or helpful.

Examples of Process

Open

- **Group Agreements**: outlines what the expectations of the group are for the time they are meeting together – how they will be in community. These should be created together and it is okay for the facilitator to pre-populate a few as a way to set the container.
- **Hopes/Risks/Needs:** This stance is a way to get a feel for what your participants are feeling, their expectations and what they will need to be present during the meeting. Needs can be anything from the temperature in the room, permission to determine their own self-care needs, outside of bio breaks, visuals, configuration of discussion (small groups, large group, reflection time, etc.). What risks are being taken by attending/participating in this meeting (if any)?

Explore

- **Personal Journaling:** In the "Explore" part of the agenda, consider starting with a reflection activity. This is one way to get those first reactions captured, and to allow folks who may be slow processors to bring their ideas up and out.
- **Pair Share:** This works well to ensure that folks are talking and staying focused on the topic. It is also a good activity to allow those less comfortable with whole group processing to be able to share their thoughts, as they may tend to be quiet during larger group conversations.
- **Small Group:** similar to Pair Share – the smaller group discussion allows for various discussions on one or multiple topics to take place simultaneously. Often this activity is coupled with a larger group share so that all the key points are delivered back into the group for processing/consideration.
- **Affinity Group:** a group of people linked together by a common interest, purpose, or experience. This creates a space for individuals and groups to process, discuss, and navigate topics that are difficult or unsafe to do elsewhere. For example, racial, parental, grieving widows, reproduction health, rights and justice groups.
- **Story Telling:** allows individuals and groups to garner a better understanding of the individual, community or cause, on a more personal and deeper level. We share our oral history to tell who we are in relationship to worldview(s).

Narrow and Decide

- **Small Group Proposal Development:** This activity is used to take a project/topic/sub-topic into a smaller configuration for proposal development. It should consist of key players when possible and one "beta" tester where feasible. This configuration allows for the synthesis of the larger group grappling, to be brought into a proposal format without using all members of the group.
- **I like, I wish, I wonder:** Uses a reflection modality to narrow and decide on the results of a topic or to provide additional feedback on a topic.
- **Dot voting:** Also known as "dotmocracy," a facilitation method used to prioritize items/topics for group discussion. Each member is given a certain number of sticky dots to vote. They can place their dots on any topic or all on one – they are only limited by the number of dots given. The topic with the most votes is discussed/chosen/decided.
- **Secret Vote:** each participant is given a piece of paper, sticky note, or index card to write their vote. This provides anonymity and allows for all voices to be heard in the room, without influence or persuasion from the group.
- **Consensus Scale: Support - Neutral - Block:** Also known as "modified consensus," a voting process in which individuals vote in support of the whole group. For example, each individual has 1 vote, and their vote can be any number between 1 and 4. Each number represents a different type of vote:
  - 1 - enthusiastic yes and support for the decision at hand, no questions or reservations
  - 2 - yes, but with questions and/or reservations
  - 3 - no, but will not block the decision from moving forward if the group decides
  - 4 - hard block - this decision will hurt the group/set the group backwards. Based on how many 1's, 2's, 3, and 4 votes are made, a decision can be passed, blocked, or turned into a rich discussion.

Close

- **Debrief with Plus/Delta:** This modality can be used after each activity/component or at the "close" to see what worked and what could change. This is a useful tool for gathering actionable feedback.
- **Head/Heart/Feet:** In most professional settings, i.e. meetings, participants often stay in their heads only – using this modality, participants are encouraged to "scan" their entire body to determine: Head = what I'm thinking; Heart = what I'm feeling; and Feet = what action will I take. It is a wonderful reflective/sharing activity that invites a *whole* person to share their experience of the meeting.
- **One word – take away:** Like the two above – in closing we are trying to get feedback on the participants experience of the meeting – often times we don't have enough time for a full discussion – so a one word take away is a good way to bring a close and to gather surface feedback on the experience.

Navigating Power and Privilege as a Facilitator

Grounding Assumptions

- Facilitators have real power.
- Race, class, gender, education, ability, and many other features of our identities, all intersect with facilitator power.
- Racism, classism, sexism are real, and affect how other people see us, as well as how we see ourselves, which affects our facilitation.
- Power and privilege exist. Acknowledging them is the first step to using them as a tool in service of your values.

Values to navigate power and privilege

1. Read the list of values below
2. Add any values that are important to you but not on the list. (Please write them on the board if you would like to offer them to the class to consider.)
3. **Circle 3-5 that are the most important to you**.

Values

Accessibility	Gender-equity	Service/service to humanity
Allyship	Harmony	Solidarity
Anti-oppression	Humor	Spirituality
Anti-racism	Inclusion	
Awareness	Integrity	Other: _____
Centering marginalized voices	Interconnectedness	
Community	Social justice	
Compassion	Leadership	
Personal Development	Opportunity	
Diversity	Peace	
Empowerment	Protecting the most vulnerable	
Equity	Redistributing resources	
Flexibility	Religion	
Fairness	Rights/ Human Rights	

Purpose/Outcome/Process (P.O.P.) Exercise

Practice: Design & Facilitating a Meeting #2 (using POP for meeting *and* for each agenda item)

Purpose: To find your "learning edge" on power and privilege as a facilitator

Outcomes:

- To see how facilitation challenges are connected to power and privilege.
- To identify what value(s) you might find most difficult to live up to as a facilitator.
- Name one thing they will try or do to live up to that value.

Process:

1. **Open** (10 minutes)
   Purpose: to get grounded and focused for a discussion on power and privilege.
   Outcome: Participants feel ready to have a potentially challenging conversation.
   Process:

2. **Explore**: (15 minutes)
   Purpose: To explore real live examples of challenging situations related to power and privilege in meetings you've experienced as a facilitator and/or participant.
   Outcome: A detailed set of examples that participants can understand and/or relate to.
   Process:

3. **Narrow/Decide:** (15 minutes)
   Purpose: Naming ways each person can address power & privilege in meeting dynamics.
   Outcome: Each participant commits to at least one way they can address a situation related to power and privilege in meetings based on their values.
   Process:

4. **Close**: (10 minutes)
   Purpose: To close out the meeting in a way where folks feel appreciated for their input
   Outcome: Participants feel their voices were honored in the meeting
   Process:

Questions for designers & facilitators:

How can you create inclusive conversations AND meet the outcomes?
Can you accommodate different "processing/learning" styles?
What is your priority?

Reflection - Do this now!

1. What are some key things I learned today?

2. What is one thing I will commit to taking back with me and implementing at my next meeting?

3. Who will hold me accountable?

4. What support can I ask from my organization to implement my learnings from today?

Action Planning - Take this home with you!

Commit to ongoing feedback and self-reflection to improve your facilitation.

What's an upcoming meeting, discussion, or event that I'm facilitating (or I could offer to facilitate)?

Who is someone I trust who will be there?

Ask that person in advance to spend 5-10 minutes right after the meeting giving you detailed feedback on what you did well, and what you might try differently in the future. Alternatively, reflect on your own after the meeting.

Continue asking for feedback and self-reflecting after meetings. Ask different people for help to learn from a variety of perspectives. This will help you build a sense of what works about YOUR facilitation style and approach, and where you can make different choices to be even better in the future.

No one else will facilitate just like you – and that's a good thing. Commit to ongoing reflection and your facilitation skills will get better and better, and you will become more and more powerful in helping your team achieve their goals.

THINKING AHEAD...

What's Next?

Our Next Retreat: April 2020

- **Save the date!** (Like, right now, in your planner/phone/calendar!) Our next retreat will take place from **Wednesday April 15, 2020 – Friday April 17, 2020** at the Feliciana Retreat and Conference Center.

Reimbursement: December 2019

- Send your **Travel and Childcare Reimbursement Form** to Emily as soon as possible so that we can reimburse you. We have included a blank form in your folders if you would like to fill out a hard copy and give it to us before you leave.
- Emily will also email everyone with an electronic copy if you prefer to submit it via email after you get home.

Individual Coaching: Ongoing

- If you have not yet, **select a coach** from the directory Spring sent out via email.
- You have a total of 10 sessions to schedule with your coach **before the end of June 2020.**
- Please reach out to Spring if you have any questions about this process.

Next Webinar: February 2020

- Our second webinar will take place in February. Please keep your eye out for an email from Emily with the date.

Peer Coaching Circles: March 2020

- Look for another email from Emily in January with a scheduling poll for our next peer coaching circles, which will take place in March.

RESOURCES

CROSSING THE RIVER

Facilitator Guide[3]

Objective

Have all members of the team cross the river at the same time.

Preparation

- Create 3 islands by taping together four 8.5 x 11 sheets of paper for each island.

- Create 1 pebble for each person by cutting sheets of paper in half length-wise to form 4.25 x11 sheets.

- Create 1 rock (an 8.5 x 11 sheet) for every 6-8 participants. Tape off an open area at least 10 medium strides (25-30 feet) long and six strides wide. Place the islands through the area between the pieces of tape – or "river" – according to the following diagram:

Crossing The River Set-up
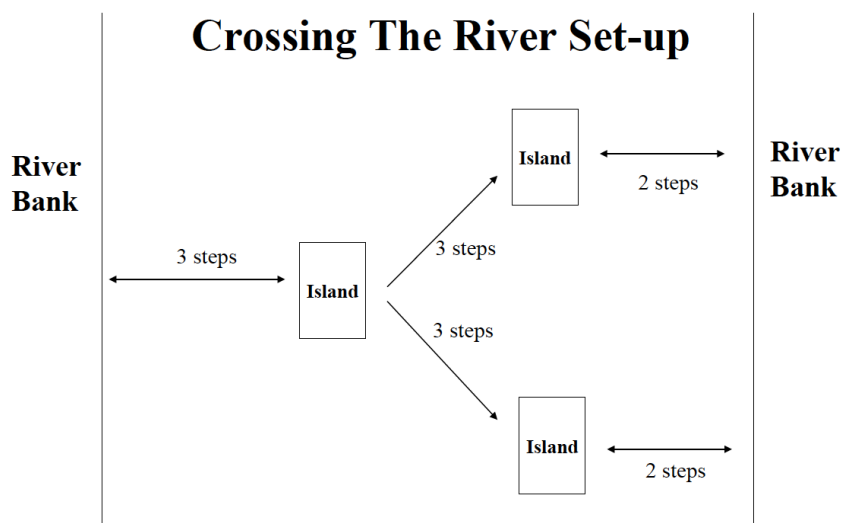
- Have all participants stand on the left side of the bank. Hand out a copy of the situation and rules to each person (or display them where everyone can see) and review them together. Then give two minutes for questions. The clock starts after the last question is answered.

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[3] Adapted from Leadership Strategies – The Facilitation Company. https://www.leadstrat.com/leadership-strategy-resources/team-building-activity-crossing-the-river/

The Situation

You and your teammates are on one bank of a poisonous, deadly river. The river is so contaminated that if any part of a person's skin or clothing touches the river, they will die instantly! Each of the people on your team must cross from one bank of the deadly river to the other. You have 20 minutes.

The Rules

1. No part of a person's skin, clothing or personal articles may touch the river. The only items that can survive in the river are islands, rocks and pebbles.
2. Islands, rocks and pebbles are safe spots (touchable).
3. Islands in the river may not be moved.
4. Rocks may not be moved once placed in the river.
5. Each team member owns a pebble.
6. Only the pebble owner, may place a pebble in the river, take a pebble from the river, or move a pebble once it is in the river, and they may do so using their hand only.
7. All team members must step out of the river at the same time.

Points for Observation (for the facilitator)

During the activity, pay close attention to group dynamics. Some items to be conscious of in particular are:

- Communication
    - How long did it take for there to be a **single** conversation going?
    - Did everyone who wanted to speak get an opportunity to be heard?
    - When suggestions were made, was a response given **every time**? (Or did some people's suggestions get listened to while others were ignored?)
- Planning
    - Was a plan created? Who initiated the plan? How many people were involved in developing the plan?
    - How was agreement reached? Did the group check to ensure understanding and agreement from **everyone** before acting on the plan?
    - Did the plan provide a complete picture of how to start **and** how to end?
- Execution
    - Was there a leader or multiple leaders? How was the leadership chosen? Was the leadership followed?
    - How willing were people to rely on one another, to help one another and physically support one another?
    - Was the goal achieved? How much time was required? What was the key to achieving or not achieving the goal?

Debrief

At the completion of the exercise, debrief with the team. Have them identify their own observations. Be sure to offer your own observations as well. Following observations, have them identify their learnings, and how to apply their observations and learnings to the workplace.
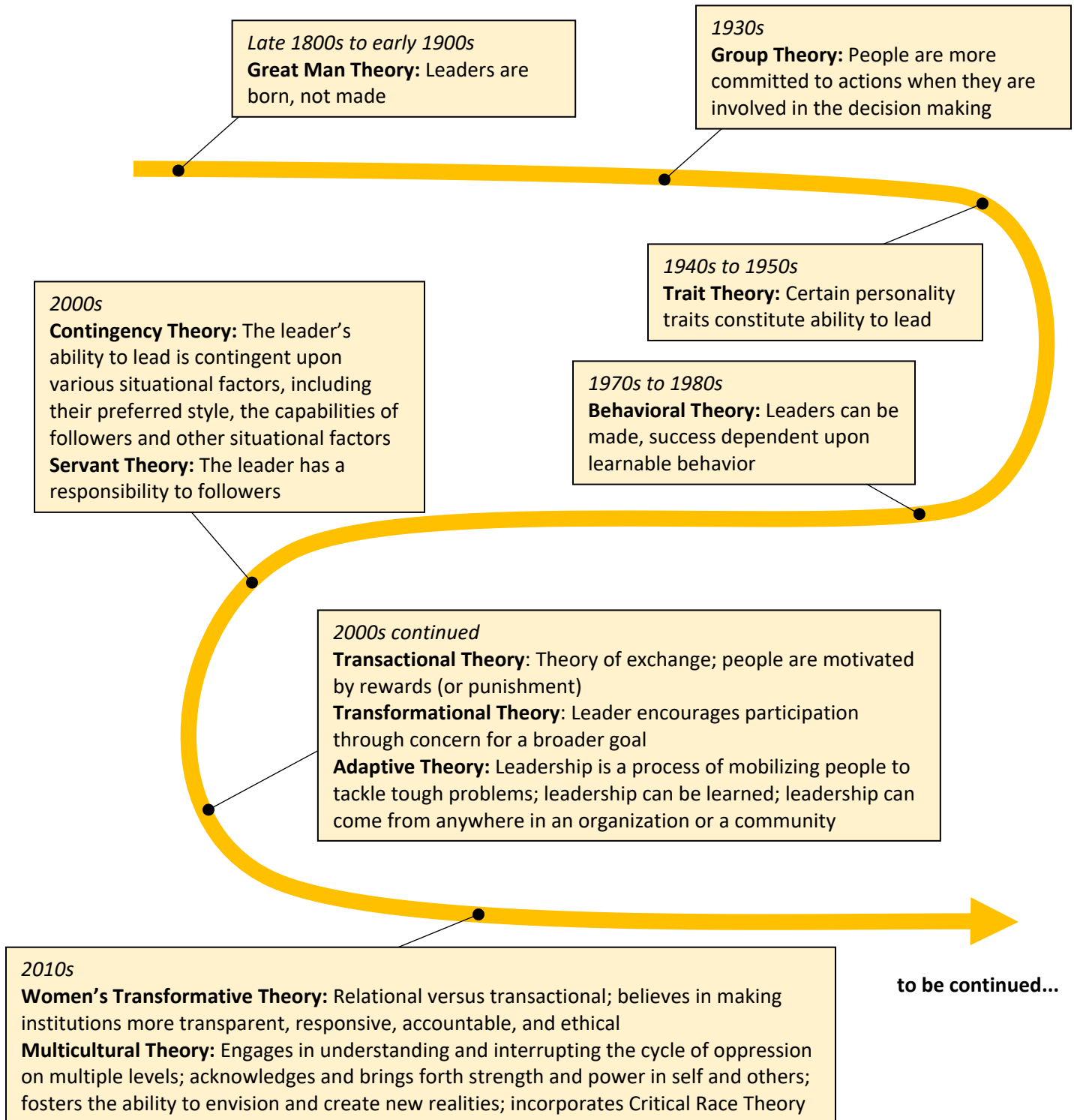
Crossing the River is ideal for 8-16 people. If you have up to 24, you can choose several to be observers and assign them different sections of the Points for Observation. If you have more than 24, you can split into multiple teams that do the exercise all at the same time, each with their separate "rivers" they have to cross.

What makes Crossing the River so great for team building?

1. The goal requires team planning and execution; the team has to come together for success.
2. No one can do it on their own; the team either succeeds or fails together.
3. The exercise breaks down barriers; it requires people to share their thoughts, share their resources, and share their space.
4. And perhaps most interestingly, the time limit creates a sense of urgency that frequently results in people defaulting to the same behaviors that occur in the workplace: those who typically takeover, do so in this exercise; people who drop out, also do the same; people who frequently serve as naysayers, often take on this same role when faced with Crossing the River.

LEADERSHIP THEORIES

A Selected Timeline

Late 1800s to early 1900s
Great Man Theory: Leaders are born, not made

1930s
Group Theory: People are more committed to actions when they are involved in the decision making

1940s to 1950s
Trait Theory: Certain personality traits constitute ability to lead

2000s
Contingency Theory: The leader's ability to lead is contingent upon various situational factors, including their preferred style, the capabilities of followers and other situational factors
Servant Theory: The leader has a responsibility to followers

1970s to 1980s
Behavioral Theory: Leaders can be made, success dependent upon learnable behavior

2000s continued
Transactional Theory: Theory of exchange; people are motivated by rewards (or punishment)
Transformational Theory: Leader encourages participation through concern for a broader goal
Adaptive Theory: Leadership is a process of mobilizing people to tackle tough problems; leadership can be learned; leadership can come from anywhere in an organization or a community

2010s
Women's Transformative Theory: Relational versus transactional; believes in making institutions more transparent, responsive, accountable, and ethical
Multicultural Theory: Engages in understanding and interrupting the cycle of oppression on multiple levels; acknowledges and brings forth strength and power in self and others; fosters the ability to envision and create new realities; incorporates Critical Race Theory

to be continued...

WHO ARE YOU?

Facilitator Guide[4]

Purpose
This exercise supports the personal and interpersonal exploration of self.

Guidelines
Have participants pair up and decide who is partner "A" and who is partner "B".

Round 1: Who are you?
1. Partner A's task: actively listen and ask only one question **"Who are you?"**
2. Partner B's task: take 90 seconds to answer the first question; encourage them to share to the degree that they are comfortable – and then some. In other words, encourage them to share answers that their partner may not know.
3. After the first round, switch roles, have Partner A answer, and Partner B ask **"Who are you?"**
4. After 90 seconds, have the participants silently reflect on the following questions:
   a. *How did you decide what to share?*
   b. *What did you share about your "identity" (e.g., race, ethnicity, gender, etc.)?*
   c. *To what extent did your partner's identity influence what you decided to share (e.g., race, ethnicity, gender, etc.)?*
   d. *As you were listening, did you care about your partner's answers? How did you let them know? Did you lean forward, lean back, smile?*
   e. *How do you feel about each other now?*

Round 2: What do you pretend?
1. Partner B's task: actively listen and ask only one question: **"What do you pretend?"**
2. Partner A's task: take 90 seconds to answer the question. Again, encourage them to share to the degree that they are comfortable, and then some.
3. After the first round, switch roles, have Partner B answer, and Partner A ask **"What do you pretend?"**
4. After 90 seconds, have participants silently reflect on some of the following questions:
   a. *How did you decide what to share?*
   b. *How much of your answer demonstrates a trust that you have for your partner?*
   c. *To what extent did your partner influence what you decided to share?*
   d. *Did you care about your partner's answer? How did you let them know?*

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[4] Adapted from *National Conference for Community and Justice – Brotherhood/Sisterhood Program*.

> e. *What changed or stayed the same about how you view your partner?*
> f. *How do you feel about each other now?*

Round 3: Who do you think I am?
1. Partner A's task: actively listen, this time paying particular attention to your own body language as you ask the question: **"Who do you think I am?"**
2. Partner B's task: take 90 seconds to answer the first question; encourage them to share to the degree that they are comfortable – and then some. In other words, encourage them to share answers that their partner may not know.
3. After the first round, switch roles, have Partner B answer, and Partner A ask **"Who do you think I am?"**
4. After 90 seconds, instruct the participants to silently reflect on some of the following questions:
   > a. *Where did you get your answers? Were they from what your partner shared about themselves? Were they based on a gut feeling?*
   > b. *Why did you share what you did? Were you trying to be nice? Were you trying to be right about who they are?*
   > c. *As you were listening, did you care about your partner's answers?*
   > d. *How right on or way off did you feel your partner was about you? How important was it that you heard the "correct" answers?*
   > e. *What did you wish your partner said? What were you glad that they didn't say?*
   > f. *How do you feel about each other now?*

Full Group Reflection:
Allow a minute or so for them to talk about what the experience was for them. Some questions to ask:
1. How was the activity?
2. Was it easier to listen or answer?
3. How easy or difficult was it to only have a listening part or answering part? (Point: we're so used to interrupting and being interrupted that sometimes it's hard to not have interruptions occur).
4. How comfortable was the length of time?
5. Which question was easy and/or difficult and why?

Some points of reflection for facilitator
- We all have ideas about ourselves and each other, so whether we used the entire time, if we were really honest with ourselves, we could take all the time in the world to answer each question (e.g., I could tell you who I think you are for another thirty minutes if I didn't have concern about being correct or not). These ideas could have been inferred based on race, gender, group membership, etc.)
- About being interrupted: it's quite powerful to be able to tell my story the way I want to tell it without having someone ask me to tell my story according to how they want to hear it (i.e., sometimes curiosity questions change the direction of one's sharing).

FLORIDA WATER / AGUA FLORIDA

Recipe

There are many rich traditions and rituals for making Florida Water, or Agua Florida. This version does not require any heating or steeping.

Ingredients

16 oz of vodka or other high proof alcohol

3-5 tablespoons of floral water, or flower essence (orange, rose, lavender, etc)

5-8 drops of any of the following essential oils. Use the scents and plants that move you!

- Lavender
- Lemon
- Orange
- Bergamot
- Cinnamon
- Clove
- Benzoin
- Rose
- Rosemary
- Eucalyptus

Note: these measurements will vary for your needs. Before adding each oil, smell it and let your nose and spirit tell you if you should add the higher or lower amount.

Process

1. Add your vodka and floral water/essence to a bowl.
2. Smell each oil before adding it to your bowl. Let your nose and spirit tell you if you should add more or less than what's suggested.
3. Combine all ingredients in a spray bottle
4. Shake well before each use.

Use

Keep your customized Florida Water on hand to energetically cleanse your aura, your car, your home, your work space, your altar, etc.

I AM PRESENT, I SEE YOU, WE ARE HERE!

Below is an open source chant taken from **Ancestral Resistance: Offerings + Practices**[5]

Starting in a circle:

- Take one deep breath
- Start shaking your legs and arms
- Shake the rest of your body, releasing and generating flow of blood and oxygen
- Put your hands together and rub them and say:

I am Present! (3 times)

- Shift to snapping your fingers, seeing each other around the circle and say:

I See You! (3 times around the circle)

- Shift to tapping your knees and running in place and set collective intention of why or what you all are doing
- Start slow and increase momentum and sound
- Keep eye contact with one another and say…

We are Here!!!! (3 times)

The fourth time – **increase the volume and speed** of tapping your knees and running in place and raise waving hands to the skies saying our intention…

We are HERE…Healing Ourselves & The World!!!

Keep hands to the skies, look up, take deep breaths, hands stretched up and feet rooted into the ground, **your body is resilient, healing and powerful**.

Relax and be gentle with yourself and each other.

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[5] Adapted from **Ancestral Resistance: Offerings and Practices** by Francisca Porchas