HIVE

Leadership Development Program

Retreat #2 – May 10 – May 12, 2017

Agenda

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 productive teams

Day 1: Wednesday, May 10th

10:30	Arrival
11:00	Welcome & Overview
11:30	Check in
12:30p	Lunch
1:30	Unlearning Leadership: Crossing the River
2:45	Break
3:00	Changing Orgs & Movements from the Inside Out
5:30	Closing Reflections
6:00	Dinner

Day 2: Thursday, May 11th

9:00	Overview & Check in
9:30	Who Is Your Org?
11:00	Break
11:15	Bad Meetings
12:15	Lunch, Movement, & Breath
2:15	Who are you?
3:15	Break
3:30	Good Teams, Good Relationships
5:30	Closing Reflections
6:00	Dinner

Day 3: Friday, May 12th

9:00	Overview & Check in
9:30	360: Your Relationships
10:45	Break
11:00	Our Stories: Chapter 2
12:15p	Lunch
1:15	Strategy Studio: Exploring Our Vision - Creating the World We Do Not Yet Know
2:00	What's next?
3:00	Closing Reflections
3:30	Adjourn

Community Guidelines

General:

- Show up

- Trust the process

- Step up/step back

- Bring heart, not just mind

- Relaxed rigor

- Confidentiality

- 5x bolder

- Accept and expect non-closure
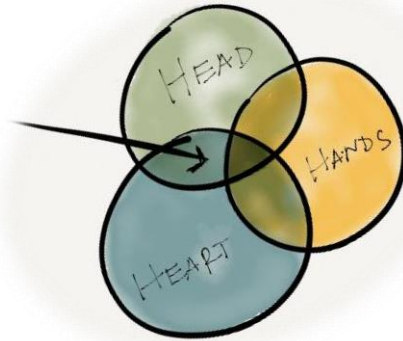
Your Additions:

- Assume authenticity and believe people are coming from a good place.

- Space & patience – from others to be authentic

- Transparency of participants to build trust

- Make room for marginalized voices to be heard, and recognize they don't speak for their entire group.

"Crossing the River"
By **Michael Wilkinson** on November 20, 2012

Objective	Have all members of the team cross the river at the same time.
Preparation	Create three islands by taping together four 8.5 x 11 sheets of paper for each island. Create a pebble for each person by cutting sheets of paper in half length-wise to form 4.25 x11 sheets. Create one rock (an 8.5 x 11 sheet) for every six participants. Tape off an open area at least 10 medium strides (25-30 feet) long and six strides wide. Place the islands as shown in the diagram. Have all participants stand on the left side of the bank and hand out a copy of the instruction sheet to each person and review the situation and rules together. Then give two minutes for questions. The clock starts after the last question is answered.
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 he/she may do so using his/her hand only. 7. All team members must step out of the river at the same time.
Instructions	During execution, pay close attention to group dynamics. Some items to be conscious of in particular follow.

"Crossing the River" (cont'd) *By **Michael Wilkinson** on November 20, 2012*

Points for Observation	Communication 1. How long did it take for there to be a **single** conversation going? 2. Did everyone who wanted to speak get an opportunity to be heard? 3. When suggestions were made, was a response given **every time**? (Or did some people's suggestions get listened to while others were ignored?)
Planning	1. Was a plan created? Who initiated the plan? How many people were involved in developing the plan? 2. How was agreement reached? Did the group check to ensure understanding and agreement from **everyone** before acting on the plan? 3. Did the plan provide a complete picture of how to start **and** how to end?
Execution	1. Was there a leader or multiple leaders? How was the leadership chosen? Was the leadership followed? 2. How willing were people to rely on one another, to help one another and physically support one another? 3. 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. I have done this with 16 teams simultaneously in a very large room. As each team completed, they let out a team cheer.

	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 his/her 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 do 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. For years I have been looking for a second team building exercise as good as this one. If you have one I would love to hear from you.

Catalyst Project's Culture Shift

These are some ways Catalyst is working to shift toward an anti-racist culture:

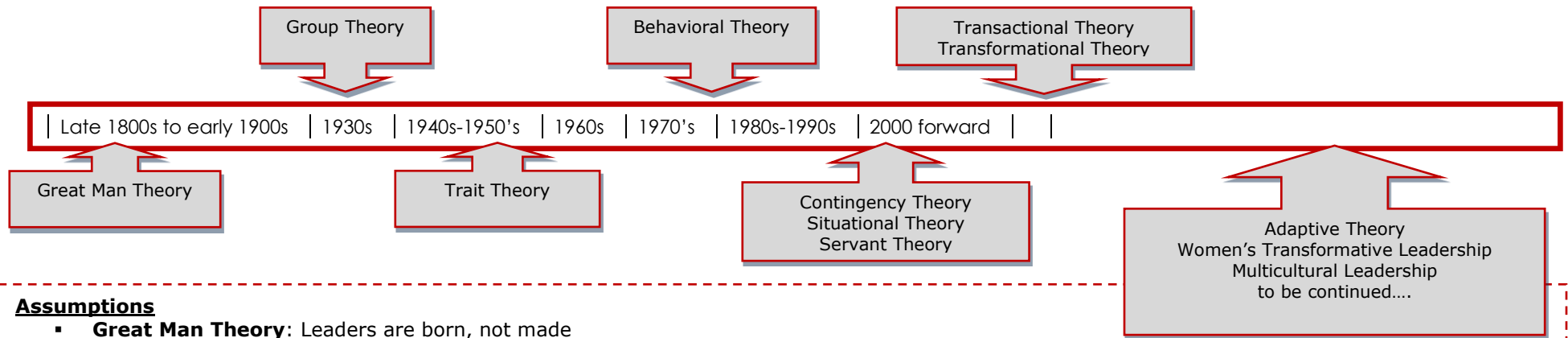| SHIFT FROM:		SHIFT TOWARD:
Individual focus "How can I be the single best activist with the sharpest critique/most specialized language/busiest schedule?"	==>	**Collective focus** "How can we find ways to depend on each other in teams and relationships? How can we bring more and more people into this 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.

(adapted from Catalyst Project: http://collectiveliberation.org/)

Leadership Theories Timeline

HIVE — Leadership Development Program

Group Theory

Behavioral Theory

Transactional Theory
Transformational Theory

| Late 1800s to early 1900s | 1930s | 1940s-1950's | 1960s | 1970's | 1980s-1990s | 2000 forward | | |

Great Man Theory

Trait Theory

Contingency Theory
Situational Theory
Servant Theory

Adaptive Theory
Women's Transformative Leadership
Multicultural Leadership
to be continued….

Assumptions

- **Great Man Theory**: Leaders are born, not made
- **Group Theory:** People are more committed to actions when they are involved in the decision making
- **Trait Theory:** Certain personality traits constitutes ability to lead
- **Behavioral Theory:** Leaders can be made, success dependent upon learnable behavior
- **Contingency Theory:** The leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities of followers and other situational factors
- **Situational Theory:** The best action of the leader depends upon a range of situational factors
- **Servant Theory:** The leader has a responsibility to followers
- **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
- **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 imagine, envision and create new realities; incorporates Critical Race Theory
- **Women's Transformative Leadership:** Women hold transformative roles in society; women's lives are different from men's

Cross-Pollination Activity
Changing Orgs & Movements from the Inside Out
Activity Instructions

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

Readings:
1. *Reproductive Justice,* Loretta J. Ross and Rickie Solinger, Epilogue
2. *When We Fight, We Win,* Greg Jobin-Leeds and AgitArte, pgs. 3 – 23
3. *Reinventing Organizations,* Frederic LaLoux, pgs. 42 – 51
4. *Reinventing Organizations,* Frederic LaLoux,pgs. 81 – 105

Groupings:

Expert Groups	Reproductive Justice	When We Fight, We Win	Reinventing Orgs (pgs 42-51)	Reinventing Orgs (pgs 81-105)
	Chanda	Nicky	Nicole	Amy
	Darcy	Dawn	Michelle	Kristy
	Carmen	Desiree	Eva	Lauren
	Melanie	Spring	Shannon	Margaret
Mixed Expert Groups	Chanda	Melanie	Carmen	Darcy
	Nicky	Desiree	Spring	Dawn
	Nicole	Michelle	Eva	Shannon
	Margaret	Amy	Lauren	Kristy

Activity Instructions:
1. Individual Text Review: Grounding (10)
   - Read & underline key phrases.

2. Expert Pairs: Summarizing (20)
   - Flip chart summaries: **What are the key elements, main ideas, and questions your pair has with this text?**

3. Mixed-Expert Groups: Cross-Pollinating Knowledge (30)
   - Share text summaries (3 minutes per person).
   - Group synthesizes learning: **How does what you are learning impact your work?**

4. Large Group (20)
   - Debrief process & content
   - **What are the implications, applications, and possibilities?**

HIVE

Leadership Development Program

MOVEMENT BUILDING PRACTICE: Leading with Vision & Purpose

MOVE TO END VIOLENCE
a program of the NoVo Foundation

MOVEMENT STRATEGY CENTER

Transformative Movement Building Webinar Series | *Leading with Vision and Purpose*
visit www.movetoendviolence.org/resources.

GUIDED VISUALIZATION

Introduction

The following practice will begin with a guided visualization. The visualization can be followed by either Exercise A, the Vision Wheel or Exercise B, the Letters from the Future. Before doing the visualization, choose which of these exercises you will use. Be familiar with the exercise before entering the visualization, as each version has a unique framing and introduction.

GUIDED VISUALIZATION *(5 min)*

Be sure to allow spaciousness as you move through the visualization; read it slowly, with pauses.

First, get comfortable in your seat, with your weight distributed evenly. Close your eyes, or soften your gaze, and turn your awareness inward by connecting with your sensations, and your breath.

Think of a young child today who is near and dear to you.

Then imagine that child's child, and that child's child, and that child's child.

Imagine that it is 100 years from now and the movement work you are connected with today has been part of bringing about a profound transition in this future world. Imagine that the shifts we began to make, in ourselves and in the world, took root and brought about a world that this child now lives in, a world of love, care, and beloved community that recognizes the interdependence of all life. Imagine we have won, and transitioned to a resilient, regenerative way of life.

(Continued on next page).

GUIDED VISUALIZATION (Cont'd)

- Imagine you are that child, 100 years in the future at 12 years old.
- Take three deep breaths and sink into your 12 year old self.
- Wiggle your 12 year old toes.

Be in the life your 12 year old self is living: what do you see, hear, smell?

What does it feel like in this resilient, regenerative, loving future world?

What do you see around you?

How does your home look and feel?

Who is part of your family?

Who is part of your community?

What kinds of food do you see?

What kind of music do you hear?

What art and dance do you see?

What kinds of work do you see?

How is work organized? Is it paid? Is it not?

What kinds of transit do you see?

What kinds of learning and education do you see?

How are decisions made?

How is conflict resolved?

How do people relate to one another?

What role does ritual and ceremony have in your community?

VISION WHEEL

EXERCISE A: VISION WHEEL

This activity can be done individually, and/or it can be used with others to create a collective vision.

In order to get past real and perceived obstacles that can make it hard for us to dream, it can be helpful to take ourselves into the future and look backwards. We will be using guided visualization to do this. You will be invited to turn inward and relax as you do this. Trust whatever pictures, senses, feelings and thoughts arise.

Now do the **Guided Visualization** above.

Individual Visions (5-10 minutes)

Option 1 - On Your Own

Open your eyes. From the perspective of the future you imagined, think about the transformative movement building work you have been doing in current time and its future success.

Consider the following:

- The work you are doing and its success
- The impact you/your community are having on the world
- The breakthroughs that bring us to a resilient, regenerative, loving world

Now you will collect the most salient parts of this future vision on paper. On a sheet of drawing paper, express the core elements of your vision. You can use words or illustrations; they do not need to be polished or sophisticated. If desired, you can take 5 minutes to journal before drawing/writing keywords of your vision. The point of the exercise is to do it quickly – to get the big vision and most important elements of your horizon.

Option 2 - In Pairs

Open your eyes. Without talking, find a partner. You will have a conversation, imagining you are in the future that you imagined in the visualization; it is 100 years in the future.

Each of you interviews the other about your visions. Remember you are in the future – talk in present tense. Ask your partner:

- How did we get to the resilient, loving world we live in today?
- What were the movement breakthroughs that made this possible?

Stay in character; after 5 min switch roles

Now you will collect the most salient parts of this future vision on paper. On a sheet of drawing paper, express the core elements of your vision. You can use words or illustrations; they do not need to be polished or sophisticated. If desired, you can take 5 minutes to journal before drawing/writing keywords of your vision. The point of the exercise is to do it quickly – to get the big vision and most important elements of your horizon.

Triad/Quad Visions (Optional, 30 minutes)

In this stage, you can take a step towards collective vision by finding the resonance between your vision and others.

Hold your posters facing outwards so that others can see it. Walk around the room silently to take in what others have depicted. Find two to three other people whose posters you connect with so that you cluster into a group of 3-4 people total. If you are working with a large group, you will have multiple smaller clusters within the group.

In your cluster, share your personal visions. Small groups then co-create one visual image to represent the emerging future they envision (the image can include words). It is up to the group to interpret how they want to represent their vision. If done in a large group, have each small group hang their image on the wall and share the story of their vision in preparation for a large group vision wheel (*see next page*).

Large Group Visions (Optional, 40 minutes)

In this stage, the whole group comes together to create the shared vision for a world with a robust movement

Instructions:

Invite the whole group to come up and look at the small-group images.

- Ask: What do you notice as you look at the images?
- Note places of resonance, surprises, and curiosity.
- Remind the group that the intention is: to weave our shared vision for a world where movements have helped bring a transformation of society and people.

On large chart paper, create a wheel that has three rings: Around the outer ring of the circle, leave space to name different areas of social organization or activity. For example: education and learning, health and healing, commerce and exchange, governance and decision-making, etc. In the middle ring, depict what is happening in these areas. In the center ring, make space to show how they come together through core values that emanate out through all social activity.

Now the group will co-create one image (using the chart paper) to capture their collective emerging vision. Each person will get an opportunity to name one to two aspects of their personal vision that are most compelling to them, and one value for the center ring.

- First go-around (20 min)
- Each participant puts up stickies with their 1-2 aspects of their personal vision, with a Brief explanation.
- Second go-around (10 min)
- Participants have the option to add another sticky to the chart if something critical is missing.
- Group Reflection (10 min)

Once the vision aspects are named and sorted, the group can collectively turn them into visuals, through a combination of words and images. Alternately, one person can interpret the concepts named on the sticky notes into a visual.

REFLECTION & DRAWING PAGE

Source: **Transformative Movement Building Webinar Series** | *Leading with Vision and Purpose*
visit www.movetoendviolence.org/resources.

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Creating a Story Line
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

What I believe makes your org a leader

Creating a story line: 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" instead of "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 ("Our organization faced… and crossed through this threshold by…")

Significance of the narrative ("Our organization discovered that their leadership…")

Put it all together in a paragraph, here . . .

Once upon a time,

Who are You?
Activity Guidelines

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

Guidelines
1. Request that people pair up and decide who is partner "A" and who is partner "B".
2. Partner A's task is to 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. Partner B's task is to actively listen and ask only one question "Who are you?"
4. After 90 seconds, have the participants silently reflect on some of 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 him or her know? Did you lean forward, lean back, smile?
   e) How do you feel about each other now?

Repeat with Partner B answering and Partner A asking.
1. Partner A's task is to take 60 seconds to answer the next question. Again, encourage him/her to share to the degree that he/she is comfortable, and then some.
2. Partner B's task is to actively listen and ask only one question: "What do you pretend?"
3. After 60 seconds, ask the participants to 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 extend did your partner influence what you decided to share?

d) Did you care about your partner's answer? How did you let him or her know?
e) What changed or stayed the same about how you view your partner?
f) How do you feel about each other now?

Repeat with Partner B answering and Partner A asking.

1. Last round: Partner A's task is to take 90 seconds to answer the first question; encourage him/her to share to the degree that he or she is comfortable – and then some. In other words, encourage them to share answers that their partner may not know.
2. Partner B's task is to actively listen, this time paying particular attention to your own body language as you ask the question: "Who do you think I am?"
3. 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 himself or herself? 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 he or she didn't say?
   f) How do you feel about each other now?

Repeat with Partner B answering and Partner A asking.
Allow a minute or so for them to just talk about what the experience was for them.

General Debrief 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?

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Points:

- 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).

Source: Adapted from *National Conference for Community and Justice – Brotherhood/Sisterhood Program*.

Positive & Productive Teams
Strengths Assessment

In the space next to each "strength" listed below, please write a number, from one to nine, which indicates your evaluation of your team, with one indicating the lowest feeling of agreement and nine being the highest.

Positivity Strengths

Positivity strengths focus on the interrelationships between team members and the spirit or tone of the team as a system. The seven strengths in the Team Diagnostic model are drawn from a number of research sources including Emotional Intelligence, Positive Psychology, and academic research into relationships that work.

_____**Trust**: It is safe on this team to speak your mind, openly. We can count on each other; we are reliable. The team does not operate in a fear-based environment.

_____**Respect**: There is an atmosphere of mutual respect and genuine positive regard. Contempt and hostility are not tolerated. We empower other members of the team to contribute.

_____**Camaraderie**: There is a strong sense of belonging to the team. The team celebrates and acknowledges accomplishments. Empathy, playfulness and humor are present.

_____**Communication**: Clear and efficient communication is valued over less direct approaches such as politicizing, gossiping, or stonewalling.

_____**Constructive Interaction**: Conflict is seen as providing an opportunity for discovery, growth and creativity. The team avoids criticizing, defensiveness and finger pointing. We give and receive feedback well.

_____**Values Diversity**: The team is open-minded and values differences in ideas, backgrounds, perspectives, personalities, approaches and lifestyles. Diversity is considered vital.

_____**Optimism**: The team has an inspiring shared vision. They are enthusiastic, forward looking and appreciative of each other. There are low levels of cynicism, pessimism, helplessness, hopelessness or dwelling in the past.

Source: *Team Coaching International*

Productivity Strengths

Productivity strengths support the team in achieving results, accomplishing tasks, staying on course to reach goals and objectives. The Team Diagnostic model identifies seven qualities necessary for teams to achieve high performance.

_____**Alignment**: There is a sense of common mission and purpose. We value cooperation, cohesion and interdependence. The team collectively owns their results.

_____**Goals & Strategies:** The team has clear, challenging objectives; there is alignment on strategies and priorities. Objectives are linked to recognition, rewards and compensation. The team is highly resilient and not easily defeated in their goals.

_____**Accountability:** There is clarity of roles and responsibilities with high follow through. When problems arise the team responds. Team members actively hold each other accountable for team agreements.

_____**Proactive**: Change is embraced and seen as vital to this team and to the larger organization. The team is nimble and flexible in addressing opportunities for change, responding positively and creatively.

_____**Decision Making:** The team has clear and efficient decision making processes, which have proven effective over time.

_____**Resources**: The team clearly requests, obtains and manages adequate resources and training to meet its objectives. There is sufficient expertise to accomplish the team's objectives. There is an atmosphere of "win-win" rather than "zero sum game."

_____**Team Leadership**: The team leader exercises a broad range of situationally appropriate leadership styles and effectively addresses incompetence on the team.

Source: _Team Coaching International_

How is it going for you?
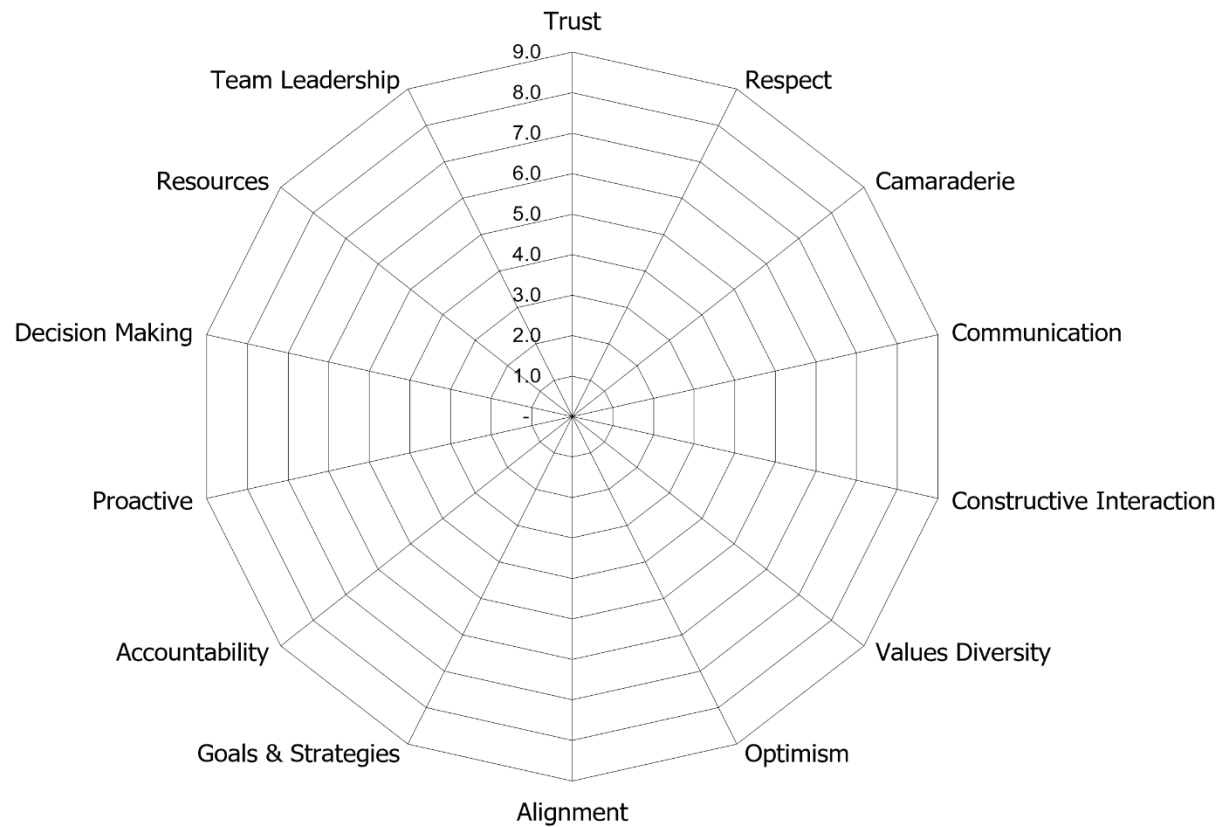
INTRO to TEAM POSITIVITY and PRODUCTIVITY STRENGTHS
(excerpted from "The Foundations of the Stellar Team Diagnostic")
by Team Coaching International

"The fundamental task of leaders it to prime good feeling in those they lead. That occurs when a leader creates resonance – a reservoir of positivity that frees the best in people. At its root, then, the primal job of leadership is emotional."

From *Primal Leadership* by Daniel Goleman, Richard Boyatzis and Annie McKee

In the 1960's, Blake and Mouton* presented a way of describing leadership/management styles on two dimensions. One axis is the manager's concern for task or production and the second is a concern for people (the team's commitment to positivity).

Positivity team strengths relate to the process and interrelationship among team members. Positivity measures include optimism, vision, trust, respect, clear communication, the ability to work with conflict, a sense of camaraderie, and seeing the value and contribution of diversity.

Productivity measures include the existence of adequate resources and expertise, clear goals and strategies to reach those goals, a sense of alignment and cohesion on the team, clear roles, an effective decision-making process, commitment to innovation and change, and flexible, appropriate leadership.

A team that scores low on productivity and low on positivity is a team going nowhere and not getting much done. This is typical of teams in transition: for example, a reorganization or merger.

A team that scores high on productivity and low on positivity is a team committed to results at any price, in human terms. The consequence is burn-out and break-down in the essential relationships necessary to be productive.
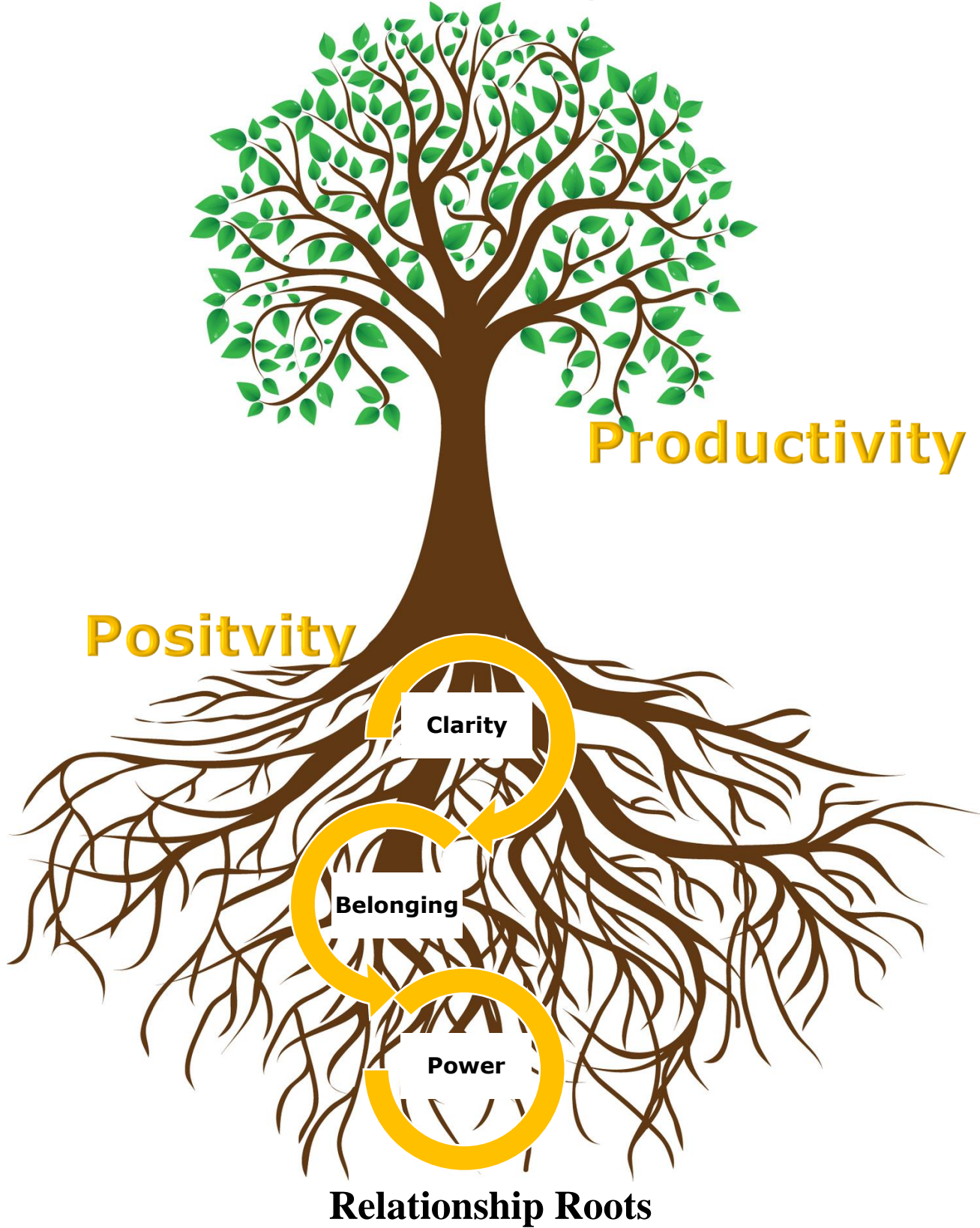
Teams that score high on positivity but low on productivity are committed to interpersonal relationships, getting along, consensus, but are often not producing results. There may be times in the life cycle of a team or organization when this oasis is appropriate, but it is not sustainable long term.

The ideal situation for teams is a combination of high productivity and high positivity where relationship, personal satisfaction, and results for the team and organization are in alignment.

The Managerial Grid: Key Orientations for Achieving Production Through People, by Robert Rogers Blake and Jane Srygley, Houston: Gulf Publishing Co., 1975

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Productivity

Positvity

Clarity

Belonging

Power

Relationship Roots

HIVE
Leadership Development Program

More directive → More facilitative

We – Team!
Delegate & Empower
Deep & shared sense of possibility, purpose, & partnership

Influence
Negotiate
(Goals, Roles, Soul)

Inclusion
Support
(Soul)

Invitation
Tell & Show
(Goals & Roles)

New Clarity . .

Confusion

Power

Belong-ing

Clarity

Clarity
A clear place
to start . . .

Clarity & Belonging
Room for ALL of who I
am . . .
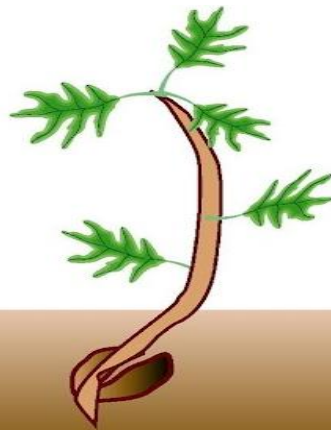
Clarity, Belonging, & Power/Influence
Openness to my direction: push back,
negotiation, ownership . . .

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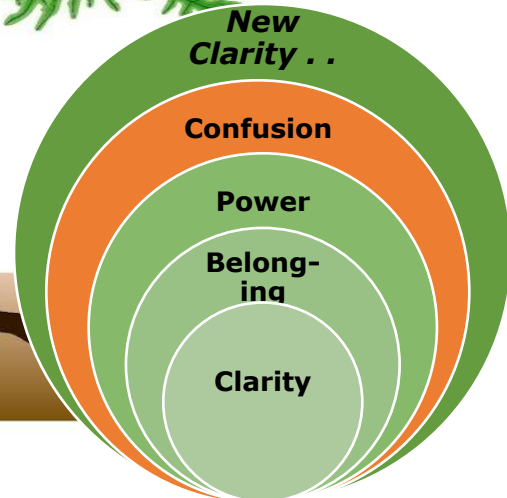
Leadership Development Program

Positive & Productive Teams - **Watering Practices**
<u>Matching Style to Developmental Needs</u>
There is no one best team development style, but the best leaders diagnose the needs of team members and use a combination of direction and support, in essence a leadership style that is both appropriate to the relationships and situation. While this may seem like common sense, it is rarely practiced. According to Blanchard, only 1% of managers use all four leadership styles.

- Tell & Show
- Support
- Negotiate
- Delegate & Empower

The goal is to match the appropriate style to the development level. Learning how to do this requires the ability to assess the development level and choose and deliver the right style for the situation. When you match your style to the development level, competence, motivation, and confidence grow. On the other hand, over-leading or under-leading can have a negative impact on the positivity and productivity of the team.

Invitation: New to goal and role	**Inclusion:** Getting familiar, starting to make it their own	**Influence:** Familiar, owning, challenging, stepping into power	**TEAM:** Co-creating, co-owning
TELL & SHOW (Inspire, instruct, train, guide, tell, offer advice)	**SUPPORT** (Invite more ownership while still guiding; call out gifts & strengths)	**NEGOTIATE** (Team thought partnership & peer coaching; Engage in healthy conflict)	**DELEGATE & EMPOWER** (With team support practices)

Adapted from Supervision Matters by Rita Sever

- **Telling & Showing**, the leader provides clear & detailed goals & roles that ground the team's work and relationships. The leader provides frequent follow-up & feedback, spending a lot of time upfront making sure people have clarity & structure.
- **Supporting**, the leader works side by side with the team member(s) guiding, encouraging, & giving feedback. They notice & align areas of gifts and strengths. They invite soul into roles & goals & support team member(s) to believe in themselves.
- **Negotiating**, the team leader encourages members' influence & feedback, while not abdicating their own perspectives. As members gain more skill, ownership, and power, differences will lead to conflict and an opportunity to share power if navigated skillfully.
- **Delegating & empowering**, interdependent relationships and practices coupled with high levels of competency and ownership create the conditions for empowerment and delegation. Support is ongoing and collective at this point in the process.

Sources: Adapted from Teaching Methods Course in Social Work with Groups, Kurland & Salmon and Situational Leadership II®, Ken Blanchard Companies.
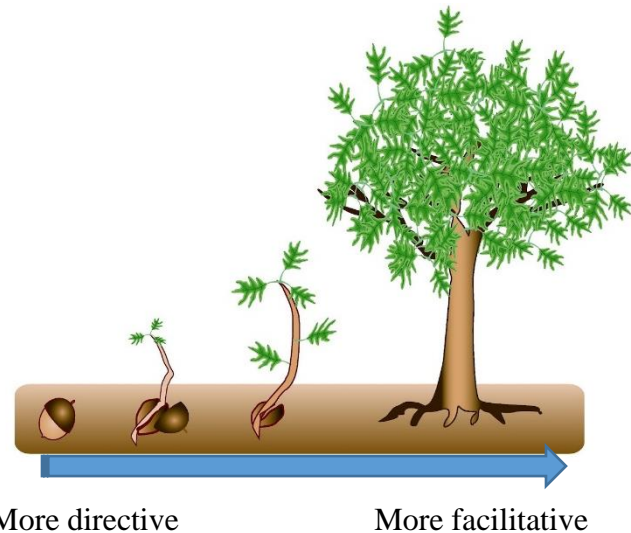
Leadership Development Program

Positive & Productive Teams - **Good Team Meetings**

Plan your next team meeting to be positive & productive. Choose a team you are part of that has recurring meetings. In the picture to the right, circle the phase of development of the team. Think about your last meeting considering practices in the chart below, and plan your next meeting.   Remember:

- Calibrate leadership style to stage
- (should you be more directive or more facilitative?)
- Balance people and tasks
- Meetings are just points on the journey of team, it should feel connected
- Your meeting practice and your 1:1 relationship practice are deeply interwoven

More directive   More facilitative

Plan your team next meeting:

Meeting Practice	Your last meeting	Your next meeting	Cultivating . . .
Invite through**:** • Clear goals (inspiring, relevant, realistic) • Clear roles • Clear guidelines for participation			Clarity
Include souls: Opportunities to: • Present self (e.g. name,, resources, feelings, interests, stories, talents) • Express hopes & expectations for time together • Be acknowledged, heard, appreciated, welcomed			Sense of Belonging
Plan **Influence:** Opportunities to clearly and transparently: • Make decisions? • Provide input? • Share in responsibilities? • Express ideas, thoughts, and opinions? • Other?			Constructive Power & Influence

DESIGNING THE PARTNERSHIP ALLIANCE

Meeting once in two months or three months – only about partnership, not about work. Preferably over lunch away from the office. Choose 3-5 questions per meeting to spur discussion.

I. Identifying Intentions
- ➢ What assumptions do you have of each other?
- ➢ Name your highest hopes and dreams for this partnership.
- ➢ Name your worst fears or lowest dreams for this partnership.

II. Creating the Atmosphere
- ➢ What is the tone or relational environment you want to create?
- ➢ How do you each contribute in creating the experience you want?

III. Sharing Responsibility
- ➢ What expectations do you have of each other's roles?
- ➢ What can you count on from each other? <u>Be specific!</u>
- ➢ What requests do you have of each other?
- ➢ What commitment do you want to make regarding how and what information is shared with each other and with the board?

IV. Acknowledgement & Championing
- ➢ How do you appreciate and fiercely support one another?
- ➢ Acknowledge or champion each other now.

V. Creating a Backup Plan
- ➢ How do you choose to be with each other when conflict arises?
- ➢ What discussion do you want to have if one – or both – of you breaks an agreement?
- ➢ What will help you get back to your alliance if it gets slippery or starts to break?
- ➢ If one – or both – of you chooses to break the alliance, what is important to remember/to occur in that discussion?

Source: Organizational and Relationship Systems Coaching (ORSC)

360 Reflection: Your Relationships

Step 1: Read all of your 360 data, one relationship at a time. As you are reading, please make notes about any insights, reflections, or noticing you have. Write one survey responder's name per box and organize your observations accordingly.

Step 2: Now, reflect on the themes you hear across all the responses. Write one sentence per category below that sums those up. Use the third person to describe yourself.

Energizes . . .

Depletes . . .

Strengths . . .

Impact .

Wishes . . .

Step 3: Look at your purpose and values statements. Then, look at the notes you made on the previous page, and choose the three most relevant themes or "aha's" you had in this 360 reflection. Write these below.

1.

2.

3.

Step 4: Share the themes above with a partner and discuss the following questions.

- What were the themes?
- Why are they important?
- How did they make you feel?
- What was surprising?
- What are the implications of these for your leadership in general and specifically purpose and values?

Step 5: Finally answer this question in the space below: **What are the next elegant steps to turn your insights into action?**

Toward my vision . . .

1. _____

2. _____

3. _____

Creating a Story Line: Chapter 2
Self and Org: Crossing Paths on our Leadership Journeys

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 possibilities might emerge from this crossing of paths?

Chapter 2: What might we become together?

Summarize the relationship between you and your leadership 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" instead of "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 leadership…")

Put it all together in a paragraph, here . . .

Once upon a time,