



ART OF LEADERSHIP

Supplemental Participant Workbook II

Rockwood

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**ART OF LEADERSHIP
SUPPLEMENTAL PARTICIPANT WORKBOOK II:
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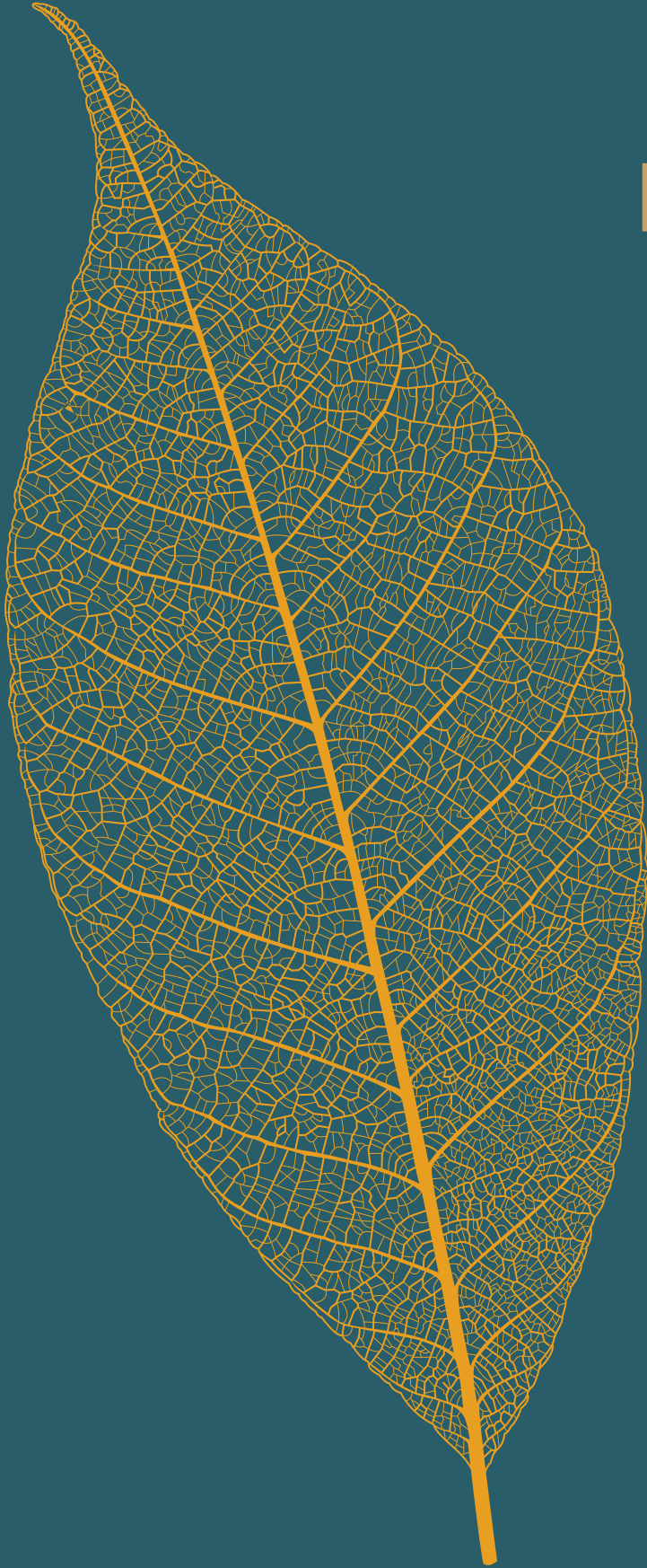
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PURPOSE



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Purpose Principle ARC International

Description:

The Purpose Principle is a means of focusing on the underlying intent or purpose of any decision, activity, proposal, etc. in order to evaluate the efficiency, relevancy, viability of that decision, activity, proposal, etc.

Purpose:

- To turn problems into opportunities and move toward vision.
- To create a context for divergent thinking and problem solving.
- To focus attention on the essential, critical factors that underpins daily work processes and procedures.
- To focus problem solving efforts toward end result and underlying purpose.
- To use choicepoints, decisions, problems, as a place to reevaluate the direction and course of the work.

Procedure:

1. Evaluate choice, proposal, and decision by asking: “What is it that we are trying to accomplish with this course of action, choice, decision, etc.”, “What are we trying to do?”, and “What is the underlying intent of this?”

The purpose of the proposal, decision, activity, etc. you are evaluating can be thought of as a part of a larger system of interconnected purposes. A purpose can be a sub-purpose of a larger, more general purpose that is closely tied in with company vision. And it can as well encompass other smaller purposes.

Example:

A proposal is put forth in a small manufacturing firm to invest in new production machinery. The immediate purpose is to create a higher quality product. But upon further examination, a whole range of purposes and can be found to be affected by this proposal.

Some of these are as follows:

- To satisfy customer wants and needs.
- To increase sales.
- To eliminate hassles and breakdowns.
- To be competitive.
- To create ease.
- To free up man-hours.

It is possible to then arrange these purposes in a hierarchy of more and more encompassing purposes. The result is as follows:

- To eliminate hassles and breakdowns.
- To create ease.
- To free up man-hours.
- To create a higher quality product
- To satisfy customer wants and needs
- To increase sales.
- To be competitive.
- To be the best company of our size and type in the country.

2. Create a hierarchy of purposes around the immediate purpose of your solution. Your hierarchy of purposes will reflect the values and principles that the company holds to.

3. Forget for a moment the original proposal. etc. and attend to the purposes hierarchy. Where in the hierarchy of purpose are you able to intervene; what purpose(s) can you successfully address at this time? Choose the largest, most encompassing purpose you would be able to address given the resources available to you at this time.

4. Determine your objectives, success criteria, performance measures, etc. with regard to this underlying purpose you have chosen to work on. How will you know when you are actually reaching and satisfying that purpose? Create a list.

Notice how examining a purpose hierarchy can shift the attention to other purposes, and create a level of evaluation which sheds new light on a proposal, and perhaps points to solutions in entirely different directions than had been anticipated.

Quotes Related to Purpose

I am here for a purpose and that purpose is to grow into a mountain, not to shrink to a grain of sand. Henceforth I will apply ALL my efforts to become the highest mountain of all and I will strain my potential until it cries for mercy. –Og Mandino

If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.
– Henry David Thoreau

If we discover a desire within us that nothing in this world can satisfy, also we should begin to wonder if perhaps we were created for another world.
– C.S. Lewis

Everyone has been made for some particular work, and the desire for that work has been put in every heart. Let yourself be silently drawn by the stronger pull of what you really love.– Rumi

Your daily life is your temple and your religion. Whenever you enter into it, take with you your all. – Kahlil Gibran

Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose.
– Helen Keller

Human beings are not born once and for all the day their mothers give birth to them...life obliges them over and over again to give birth to themselves. – Gabriel Garcia Márquez

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Parker, Palmer J. "Leading from Within." Let Your Life Speak for the Voice of Vocation. John Wiley & Sons, Inc. 2000.

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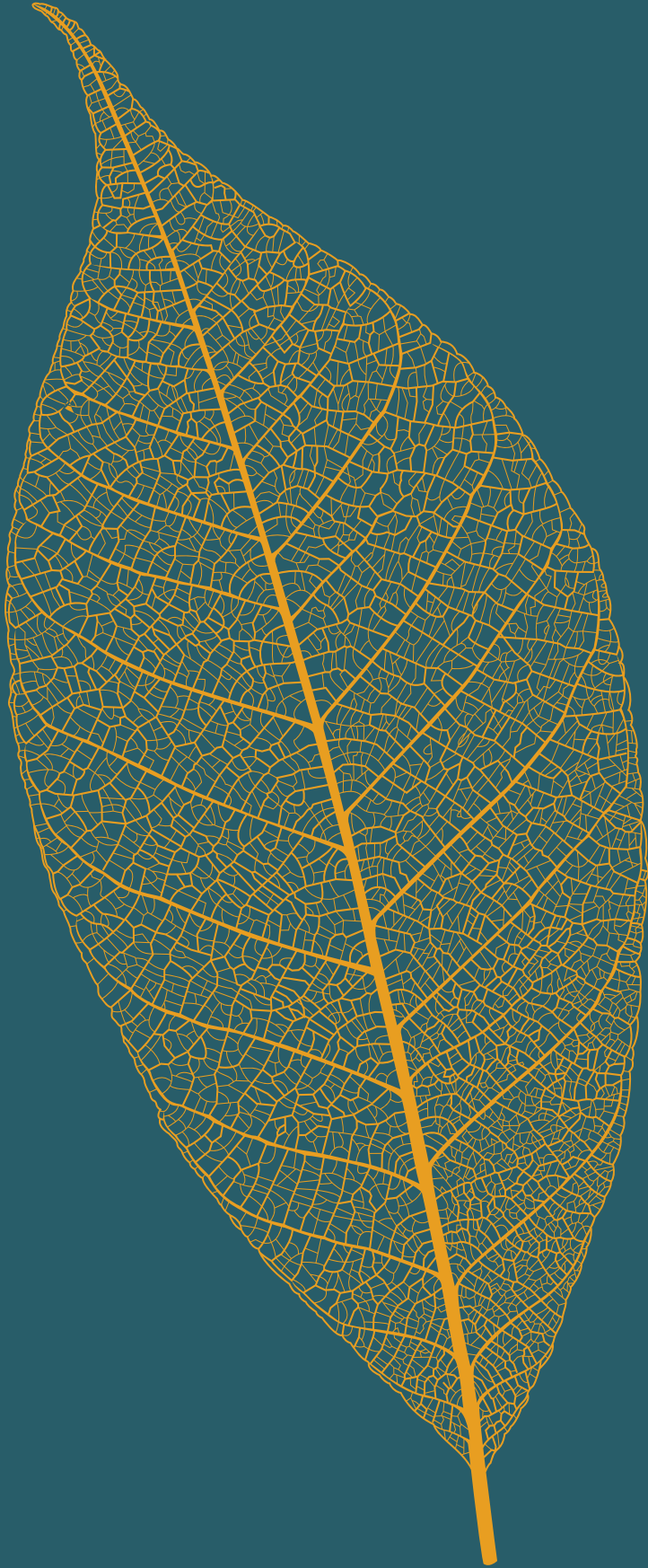
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VISION

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Some Thoughts on Vision

Robert Gass

The word “vision” was rarely used in organizations before the mid-80s. It’s now used so often there is sometimes a nausea factor when the prospect of visioning is mentioned. It remains, however, of critical importance for leaders and for their organizations.

An individual may get by with intuitively knowing and feeling their vision, without being explicit. Organizations will not be successful without one. All too often, people within groups are working off unclear or diverse pictures of what they are trying to create.

In Bolman’s review of all leadership literature & studies, vision was the only consistent leadership quality identified by every source as critical. In the book, *Built to Last* by Collins & Porras, we read:

“The one universal requirement of effective leadership is to catalyze a clear and shared picture of the organization and to secure commitment to and vigorous pursuit of that vision.”

What is a vision?

- a compelling vision of the future
- a credible and attractive view of what’s possible for an organization
- an organizing and unifying guide to what the organization wants to become
- an inspirational focal point for the spirit of the organization and those who work there

There are many different words that are used in this territory, that have helped to create considerable confusion around vision: purpose, mission, strategic intent, vision, and values. There is even confusion between strategic planning and vision.

The model popularized by Collins & Porras in their best-seller *Built to Last* is a thorough and useful framework for looking at vision. It is described in the handout “An Effective Vision: Elements” in your binder in the section on Vision.

Visioning creates the context for strategic planning and should always precede it sequentially. Strategic planning will not be effective in the absence of a clear and shared vision.

Leaders often know the vision— they feel it in their very cells of the body. It is often difficult for them to understand that others may not get it. They try to communicate their vision, but the process of building a vision is as important as the product itself. Visioning is an experience of the heart, as well as the mind.

Visioning is an experience of the heart, as well as the mind. It is a significant emotional and spiritual experience for a team or organization that:

- creates a powerful experience of unity
- heightens a commitment to the organization
- raises energy
- creates a shared understanding and ownership over the direction for the organization

It follows that the process of creating a vision should include the participation and buy-in of those whose commitment is necessary to insure success.

The following Organizational Vision checklist represents an ideal that no organization will completely fulfill. But it makes clear the vital importance of vision to success. Because an effective vision is as much a state of being as a set of words, it follows that the experience of visioning must be renewed.

Especially as new staff comes on board, or when there have been significant changes such as rapid staff turnover, a new top leader, strategic reorientation, or substantial changes in the operating environment—re-visioning may be important.

It is the translation and embodiment of vision into the living fabric of an organization and its people that is meaningful, not the words on the paper.

Much visioning work has failed to achieve its potential to:

- poor facilitation
- lack of understanding and/or commitment from leadership to the process and to staying the course
- lack of follow-through

Too many efforts have ended up as slogans in a brochure or pieces of paper that no one looks at. The remedy is to take visioning seriously, and to do it well.

Qualities of Good Visioning

Robert Gass

Inspiring: The vision is worth committing your time and life force. It means something. You feel passionate about it. It gives you energy to do the day-in, day-out work. And the vision inspires others when they hear you communicate about it.

Clear: The vision creates a clear picture of your desired results. It can serve as a useful template or criteria against which to create goals and evaluate your progress. Others, when they hear your vision, also get a clear picture of where you are going, and can see how they might be able to join with you.

Credibility: A vision should stretch the sense of what's possible in the present, so that it pulls us into a new and better future. It may challenge our beliefs and paradigms. But it must also ultimately be believable, for if the stretch between current reality and the imagined future is too great, it can weaken credibility and commitment.

Commitment: You are fully committed to this vision. You didn't choose this vision because it seemed like a good idea or the right thing to do. You own it. You embody it. You will do whatever it takes.

Magazine Article

Robert Gass

Purpose:

- To help groups create a vivid description of their shared future
- To raise energy for visioning
- To quickly sample levels of agreement within groups around their picture of the desired future

Size of Group:

- No more than 6-7 per working group
- Break up larger groups into sub-groups of 5-7 people

Instructions:

Notes to facilitator:

- It is recommended doing the Future Travel guided imagery immediately before this exercise. No debrief required.
- Pre-select (in consultation) the magazine in which the organization would most like to be the cover story of in 2-3 years.

Groups are to work as if they were an editorial board writing a cover story of the chosen magazine. The story takes place 2-3 years in the future, and it is all about the great success of your organization. Output from the group should include the items listed on the following page.

Debrief:

If there is more than one group working, first have them report back to the whole group. Both the output of the exercise and the experience of working together can be discussed.

Groups will usually require 1.5-2 hours for this exercise. The nature of the task will be greatly affected by how much agreement exists within the group around the desired future.

Magazine Article Format Robert Gass

Title of the article:

Opening lead story; the 'hook':

Main bullets (the few words in bold print that identify chief points in the article)

-
-
-
-
-
-

The big breakthrough (that really ensured your success)

Photographs:

Future Travel Exercise

Robert Gass

Purpose:

- As part of a visioning process, to help people create a vivid image of the future they want to create.

- To help people get past the attitudes and real & perceived obstacles that sometimes makes it hard for us to dream.

- To create energy for visioning.

Set Context for Participants:

- In order to get past the attitudes and real & perceived obstacles that sometimes makes it hard for us to dream, it is often to helpful to take ourselves into the future and look backwards.

- We will be using a technique called guided imagery to assist us in doing this.

- You will be closing your eyes and relaxing. I will suggest a series of images for you to see. Trust and work with whatever pictures, senses, feelings and thoughts arise in response to my suggestions.

- In this brief guided imagery, we will all travel (choose: 1; 2; 3) years into the future, a future in which our vision has been realized.

Guided Imagery

Notes to a facilitator:

- Make sure to leave adequate space after each of your suggested images. Try to follow along with imagery yourself, so you can get a sense of how much time to leave.

- If possible, dim the lights a little. Some very soft, neutral music in the background is sometimes good—especially if there's background noise.

- Have people close their eyes.

Guide people in taking a few deep breaths and relaxing, feeling their body settle into the chair.

“See a desk calendar, each page showing one date. See today’s date. And now watch the pages, turn, one by one...through the end of this year... and next year, month by month...and the next year... until we arrive at 3 years from today. It is 3 years in the future, and our vision has really happened. All those things we are working for have come to pass. Our highest hopes have been realized... how we really want it.”

What do you see?

- o The impact of our work in the world
- o The specific results we have created
- o The way our programs have grown and developed
- o And what has rippled out into the world from our activities
- o See the lives of people being touched by our work
- o See the size of our organization, and some of the new people who have been attracted to our work

Take a tour through our workplace or organization...

- o How is it working?
- o How well are people working together?
- o There is a wonderful spirit in the organization...
- o Our values are really being lived and modeled.

Listen—you can hear conversations taking place.

- o What are people who work here saying about our success?
- o And what are others who know us saying: board members? Donors & supporters? Allies?

How do you feel about your work?

- o Can you say yes to it fully? Is this what you really want to see for our organization?
- o If not, what else would you change or add?

Right now, you are the artist of our success. Fill in the detail.

- o Make it really what you long for.

Now imagine a cover story in a magazine on the success of our work.

- o Which magazine is it?
- o What is the title of the article? And the picture or graphic on the cover?

Debrief

- 1) Have people share in pairs.
 - Take 3-4 minutes each way. The listener can ask questions to draw his/her partner out, but be a good listener. Then switch roles.
 - The speaker should talk in the present tense, e.g. "I see 250,000 members, all actively engaged in somehow supporting our campaigns."
- 2) Share highlights in a big group.

What's a "10"?

Robert Gass

Purpose:

To stimulate thinking about what's possible.

Technique:

1) Define the area of group or organizational life to be evaluated.

e.g. Teamwork, marketing, financial reporting, recruiting, etc.

2) Ask the group to evaluate, 1-10 (1= low; 10= high) current reality.

e.g. Please assign a number, 1-10, how effective is our current marketing and PR?

3) Post on a flip chart all of the numbers, so the group can see the distribution of responses.

4) Now ask the group, "Why did you give that number?" "What specifically were you thinking of that added up to a '7' or a '5'?"

Write down key words on the flip chart.

e.g. "No clear market place identity." "Low response rates to direct mail campaign." "Declining visibility in the media."

5) Next ask the group to imagine a '10'. Then have them call out the characteristics they associate with a '10'.

e.g. "Nationally recognized branding." "Highest return on direct mail among all environmental organizations." "Stories in major weekly news magazines and on network television."

Example Vision Statement of Actual National Environmental Group

Values

At Example Org, we are always striving to live and promote our share values while remaining mindful for our legacy and tradition. We are committed to:

- o Courage
- o Being bold and gutsy.
- o Challenging the abuse of power.
- o Being willing to stand alone, to lead the way.

Democracy

- o Promoting fairness, justice, and equity.
- o Practicing and encouraging diversity.
- o Empowering people.
- o Inspiring courageous participation.

Innovation

- o Being insightful and smart.
- o Staying cutting edge.
- o Remaining creative yet practical.
- o Being focused yet flexible.

Integrity

- o Being credible and worthy of trust.
- o Consistently demonstrating moral clarity without compromise.

Respect

- o Showing respect for nature.
- o Showing respect for people.

Purpose:

Example Org defends the environment and champions a healthy and just world.

Mission:

In the next five years, Example Org will serve as a leader among world environmental organizations by creating high-impact breakthroughs in:

- o Building a more influential and effective organization
- o Reining in corporate influence.
- o Transforming economic systems.
- o Eliminating environmental health threats.

Quotes about Vision

To accomplish great things, we must not only act but also dream, not only plan, but believe.— Anatole France

Without leaps of imagination, or dreaming, we lose the excitement of possibilities. Dreaming, after all, is a form of planning.
— Gloria Steinem

When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.
— Audre Lourde

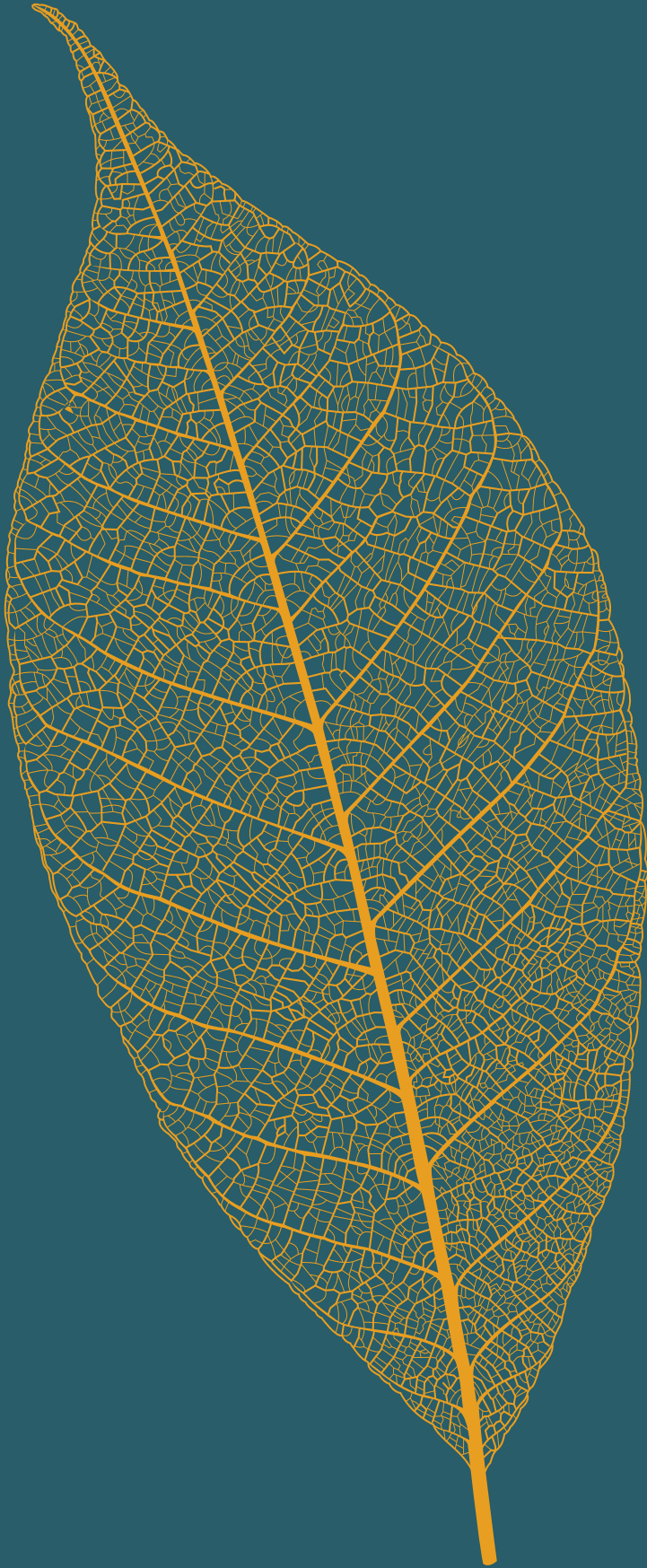
To unpathed waters, undreamed shores!— William Shakespeare

Use your imagination not to scare yourself to death, but to inspire yourself to life. — Adele Brookman

Additional Vision Resources

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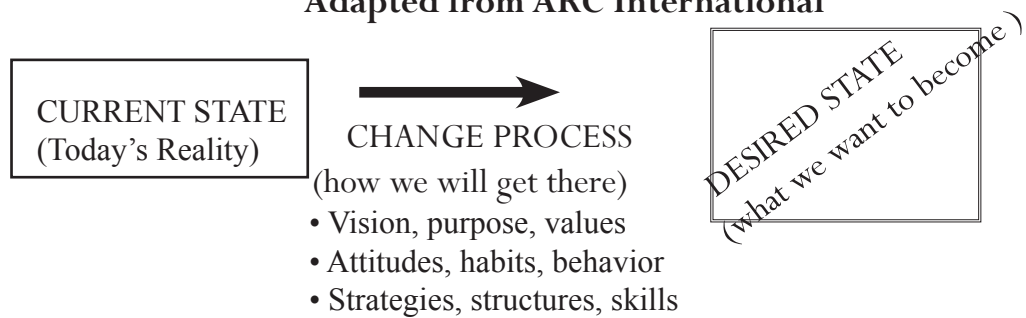
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Current State/Desired State
Adapted from ARC International



This model illustrates:

- The creative tension/gap between current reality and identified goals
- How the change processes can build a bridge between the two
- The key elements required –as an organization and as individuals for accomplishing the transformation.

The model points out the fact that enduring change is not just an adjustment of or a tinkering with the system, but a real and significant journey. This doesn't mean that the "current state" is somehow discounted, devalued or rejected; it is in fact a part of the transformation – the initial foundation upon which all efforts must build.

At the same time, an understanding of the current state without a strong vision of what could be tends to reinforce the status quo and produce little creative tension for change.

Tools for Creating Picture of Current State

Robert Gass

In building a clear picture of current reality, groups and leaders may have to:

- Help people to feel safe to tell the truth.
- Break out of the box of organizational myopia.

Here are some proven tools:

1. Dialogue within the organization.

- Create contexts that promote deep listening.
- Make sure people feel safe from retribution.
- Create clear expectations about what will (or will not) be done in response to data.

2. Gathering data from stakeholders (clients, customers, employees, other institutions, vendors, potential allies, interested parties).

- Interviews (face to face or telephone).
- Focus Groups.
- Questionnaires and surveys (provides anonymity).

3. Gathering data from the external world.

- Benchmark organizational performance against best practice standards.
- Interviews (face to face or telephone).
- Questionnaires and surveys.
- Send people or teams out to do site visits.
- Hire consultants.
- Convene group of “friendly” experts to give feedback.

Participating in building a shared picture of current reality can release stuck energy in an organization and create momentum of change.

Force Field Analysis

Adapted from ARC International

The Force Field Analysis is a simple but elegant planning tool. It is used to assess current state reality, as a step in planning how to get to our desired state.

The analysis may be used as an individual planning tool, or to focus a team process.

The force field diagram is a representation of current reality as a homeostasis created by the pressure of already existing forces driving toward the change we want, in dynamic interaction with existing forces that are restraining this change.

When we want to create change, it is often our instinct to add more and more force to push in the direction we want.

Part of the beauty of the force field analysis is that it invites us to examine those forces in the way of change. If we can mitigate or remove some of those restraining forces, the already existing forces for change will move us towards our desired state.

How to Conduct a Force Field Analysis

First, list all the forces currently at work moving towards your vision. Then, list the forces that are impeding or working against your vision.

Include in your analysis three levels of forces:

- 1) personal: those forces (for or against change) within yourself
- 2) organizational: those forces within your organization
- 3) social: those forces within the larger socio-political environment

Force Field Analysis
Adapted from ARC International

List Driving Forces	List Restraining Forces

SWOT Analysis

A scan of the internal and external environment is an important part of the strategic planning process. Environmental factors internal to the organization usually can be classified as strengths (S) or weaknesses (W), and those external to the firm can be classified as opportunities (O) or threats (T). Such an analysis of the strategic environment is referred to as a SWOT analysis.

The SWOT analysis provides information that is helpful in matching the organization's resources and capabilities to the environment in which it operates. As such, it is instrumental in strategy formulation and selection.

STRENGTHS

An organization's strengths are its resources and capabilities that can be used as a basis for furthering its mission. Examples of such strengths include:

- Strong brand names
- Good reputation among key constituents
- Good access to funding sources
- Highly developed skills (organizing, campaigning, etc.)
- Knowledge (understanding of constituency needs, political analysis, other data)
- Highly experienced and skilled personnel
- High commitment of staff and volunteers

WEAKNESSES

The absence of certain strengths may be viewed as weakness.

For example:

- Poor reputation
- Weak access to funding sources
- High turnover; low morale among staff and volunteers
- Out of date strategy
- Poor accountability; low performance standards
- Poor internal communications
- Lack of key skills or knowledge

In some cases, a weakness may be the flip side of a strength. Take the case in which an organization has a large amount of guaranteed long-term support from one or two foundations. This can be a weakness if the funders' priorities and grant requirements become a limiting factor in the organization's ability to respond to changing mission-critical priorities.

OPPORTUNITIES

An external environmental analysis may reveal certain new opportunities. For example:

- Increased public awareness
- Worsening of conditions that highlight need for change
- Improved regulatory environment
- Electoral victories
- Increased foundation funding opportunities

THREATS

Changes in the external environment also may present threats to the organization. Examples of such threats include:

- Increased political power of opponents
- Unfavorable judicial appointments
- Worsening regulatory environment
- Electoral defeats
- Declining foundation funding opportunities

SWOT MATRIX

	STRENGTHS	WEAKNESSES
OPPORTUNITIES	S-O Strategies	W-O Strategies
THREATS	S-T Strategies	W-T Strategies

- S-O strategies pursue opportunities that are a good fit to the
- W-O strategies overcome weaknesses to pursue opportunities.
- S-T strategies identify ways that the organization can use its strengths to reduce its vulnerability to external threats.
- W-T strategies establish a defensive plan to prevent the organization's weaknesses from making it highly susceptible to external threats.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Hollyhock School Environmental Leadership John Talbot

Strategic Planning Session

Part 1:

- What is strategic planning?
- Why do strategic planning?
- What are the benefits of strategic planning?
- What are the costs of strategic planning?
- What are the pitfalls of strategic planning?
- What is a framework for strategic planning?

Part 2:

- Your Workbook—Practicing the Art

Part 3:

- Readings
- Examples

PART 1: What is Strategic Planning?

- Strategic Planning is looking at the long-term future of an organization in the context of its changing environment; the changing needs and interests of its members, partners, and stakeholders; and its internal operation.
- Strategic Planning attempts to anticipate what may happen in the organization depending on external trends and internal capabilities.
- Strategic Planning tends to focus on the challenges facing the entire organization, as well as its capability to achieve its mission and goals.
- Strategic Planning focuses on imagining, creating and deciding the future direction for the organization. It involves the inter-relationship within an organization and may require rethinking of the fundamental mission, beliefs and values of the organization.

PART 1: Why Do Strategic Planning?

People choose to plan strategically for many reasons:

- The organization's external environment is changing rapidly. People sense that major changes will be required if the organization is to survive and thrive.
- The organization's members, partners, stakeholders and/or supporters are demanding key changes. They do not like the current approach and/or services provided. Without change, they will leave and go elsewhere.
- The organization's long held vision and goals (e.g. growth, independence, etc.) are not coming to fruition. People are frustrated and wondering whether this vision and goals can be achieved.
- There is an immediate financial crunch. A major funder has decided to cut funding significantly or move their resources elsewhere. Costs have risen dramatically, beyond what current revenues can support.
- A new leader, typically a Board Chairperson or Executive Director, has come into the organization. He or she wants to shake things up and develop different directions for the organization.
- Competition has increased. Other non-profit agencies or private businesses are threatening to take over the organization's traditional markets, programs and services.

PART 1: What are the Benefits of Strategic Planning?

People choose to plan for all sorts of reasons. Here are some of the words people use. Some are about the outcomes of the planning process and others are about the process itself.

Outcomes:

- Develop long-term goals, objectives and targets.
- Set benchmarks to monitor future progress.
- Identify the roadmap to point out the organization's future journey.
- Pull everyone together into a common direction or be "acting on the same page."
- Seek new opportunities.
- Forecast the future and develop appropriate responses.
- Influence the external environment.
- Become more independent.

Process:

- Build ownership for change and for implementing new directions.
- Encourage visioning.
- Promote learning about the organization, its environment, its challenges and its people.
- Open up people's hearts, minds, and spirits to new ideas and directions.
- Build a strong sense of teamwork among Board members, staff and volunteers.
- Move away from always managing crises.
- Create more entrepreneurial mindsets and attitudes and encourage risk-taking.

What are the Costs of Strategic Planning?

Direct Costs:

There are direct costs in strategic planning processes: money and people's time and energy. Funds may be needed to rent rooms, provide food, supply materials like flipcharts and hire a consultant or facilitator. Funds may also be needed to ensure that people can participate, paying for childcare or providing substitute staff for programs that cannot be shut down. When Board members, staff and volunteers are busy people, time may be difficult to find.

There are equally direct costs in implementing the results of strategic planning processes. Putting in place new activities, directions and programs again takes money and people's time and energy.

Other Impacts:

- Strategic planning can create an environment where underlying conflicts and frustrations among staff and volunteers, or between Boards and Executive Directors can surface.
- Strategic planning can lead to people trying to explore organizational questions that more properly belong to a future stage of the organization's natural life cycle or journey.
- Strategic planning is integrally linked to the life and work of Boards. If the Board is not used to doing this kind of work, then it will challenge people's basic understanding of their roles.
- Strategic planning will usually require people to discuss significant issues and take risks. However, many non-profit or voluntary organizations are designed to avoid and minimize risks and not embrace them.
- Strategic planning may lead some people to leave an organization. They no longer see themselves, or are seen by others, as having the competencies and passions for where the organization needs to go. This can lead to more turmoil.

What are the Pitfalls of Strategic Planning?

Every few years, a new quick fix appears in the planning and management literature.

1940s	Human Relations Training
1950s	Management by Objectives
1960s	Decentralization of Authority and Responsibility
1970s	Strategic Planning
1980s	TQM—Total Quality Management
1990s	Re-Engineering and Restructuring

The following pitfalls need to be avoided as organizations design a strategic planning process that meets their unique needs and realities.

- Strategic planning can easily be divorced from staff and volunteers. The process is undertaken by the Board and senior staff, by an external consultant, or by a small planning task force. Staff and volunteers have limited opportunities.
- Strategic plans can become a rigid framework, cast in stone.
- Strategic planning assumes a capacity to forecast the future:
 - o Forecasting is difficult in a world where change happens fast.
 - o It is easy to fall into a trap of practicing the future on the basis of the trends of the past few years.
- Strategic plans can be out-of-date before the planning process is over, particularly if the process takes a long time. The external world has moved on, leaving the organization behind.

What are the Pitfalls of Strategic Planning?

- Strategic planning tends to imply that rationality is desirable in managing and renewing organizations. Too much rationality can be a pitfall.
 - o Traditional strategic planning processes can easily leave limited space for hunches, intuition, leaps of faith and passions.
 - o The complex dynamics of the organization (e.g., how people really relate to each other, who has the real power and who are champions and resisters of change?) can be missed.
- Strategic planning can separate planning from doing.
 - o The strategic learning planning process has no links to implementation issues such as budgeting and resource allocation, organizational structures and leadership competencies.
 - o The process ends without people making personal commitments to move forward, take on responsibilities and meet agreed upon deadlines.

Strategic Planning Framework

What is the framework for Strategic Planning?

PART 2: Strategic Planning Workbook “Practicing the Art”

1. Your Current Planning:

All organizations plan. The important question is: “How effective is your planning?”

Assess your organization’s planning against the following questions:

- Is your planning deliberate and structured or is it ad hoc and opportunistic?
- Does your planning take into account the external trends and challenges facing your organization?
- Does your planning take into account the changing needs and interests of members, partners, stakeholders and/or supporters?
- Is everyone aware in your organization that planning is taking place?
- Is enough information gathered and shared?
- Are the right people involved? Is their involvement meaningful?
- Is everyone clear about what outcomes they want from the planning process?

A. From a review of the above questions, what do you conclude about how you plan in your organization?

2. Your External Environment:

A. What are four major trends, issues and/or developments that may have significant impacts on your organization over the next one to three years?

Positive: (2)

o

o

Negative (2)

o

o

B. How do you keep current on major trends, issues, and/or developments that may affect your organization (e.g. attending workshops, monitoring the Internet, networking, etc.) ?

C. Who do you regularly discuss and share this information with?

D. How do you suggest keeping this as an ongoing function of your organization?

3. Your Members, Partners, and Stakeholders:

A. What are the ways in which your organization listens and pays attention to the interests and needs of your members, partners, stakeholders and supporters?

-
-
-
-
-

B. Do you think the above listed ways of listening and paying attention to your members, partners and stakeholders are adequate?

YES

NO

If no, how do you think they can be improved?

4. Your Organization:

A. What are four major trends, issues, and/or developments that may have significant impacts on your organization over the next one to three years?

Positive: (2)

Negative: (2)

B. How do you currently evaluate your organization's performance in terms of outcomes and/or standards?

C. On a scale from 1 to 5, how receptive do you think your organization is in adapting to change?

1	2	3	4	5
Very Receptive	Receptive	Average	Unreceptive	Very Unreceptive

Please explain your answer:

D. Who are the main motivators of change within your organization?

E. With regard to major changes occurring within your organization, what percentage of employees/volunteers do you think are:

___% Leaders/motivators

___% Followers

___% Resisters

5. You as a Leader:

A. What are three of your personal assets or strengths?

o

o

o

B. What are three areas that you believe require improvement?

o

o

o

C. What have you done over the past year to improve your knowledge and skills?

D. On a scale from 1 to 5, what is your:

• Desire for personal change?

1	2	3	4	5
Very High	High	Average	Low	Very Low

• Desire for organizational change?

1	2	3	4	5
Very High	High	Average	Low	Very Low

6. Your Organization’s Strategic Issues and Directions:

A strategic issue is a significant opportunity or challenge that may allow or interfere with your organization’s capacity to achieve its goals. For example, a major funder is reducing its contributions or memberships are declining significantly.

A. What are two strategic opportunities and challenges facing your organization?

Opportunities: (2)

o

o

Challenges: (2)

o

o

7. Your Organization’s Mission: Why does your organization exist?

A. What is the mission of your organization?

8. Your Organization's Goals, Strategies and Priorities: What do you want to achieve?

Formulating your strategy is thinking and creating a good game.
Executing your strategy is performing a good game.

A. Briefly describe strategic issue #1:

B. Describe one goal. What do you want to achieve in the next year?

C. Draft three strategies to achieve the above goal.

o

o

o

9. Your Organization's Strategic Assets and Barriers:

Assets: Factors Influencing the Change

A. What are two assets your organization needs to capitalize on to accomplish its goals?

o

o

Barriers: Factors that Prevent/Slow Down the change

B. What are two barriers that may hinder or stop your organization from accomplishing its goals?

- o
- o

10. Your Guiding Principles/ Norms of Behavior:

A. What are three guiding principles that should direct your organization's actions in accomplishing its goals?

- o
- o
- o

11. Your Implementation Strategy: Learning and Openness to Change

A. What knowledge, skills and supports does your organization require to accomplish its goals?

- o
- o
- o

12. Your Annual Calendar and Priorities:

You need to develop an annual action plan (calendar) based on your priorities. This can be done visually and used as a guide for regular monitoring and reporting.

Remember, effective activists focus their own plans and agendas, not on the issues and agendas of others.

A. In the past week,, what approximate percentage of time have you spent on your own agenda (proactive leadership) versus responding to others?

Proactive ____%

Reactive ____%

Please explain your response:

Appreciative Inquiry Chart
Adapted from Cooperrider and Srivastva

TRADITIONAL PROBLEM SOLVING

“Felt Need”
Identification of Problem



Analysis of Cause



Analysis of Possible
Solutions



Action Planning

APPRECIATIVE INQUIRY

Appreciating and Valuing
the “Best of What Is”



Envisioning
“What Might Be”



Dialoguing
“What Should Be”



Innovating
“What Will Be”

Appreciative Inquiry adapted from Cooperrider and Srivasta

Appreciative Inquiry Defined...

Traditional Change Management Theory frequently focuses on “what is not working” or the problems that a group or organization faces. The primary focus or “lens” is directed toward what is broken. As we know from Action Science (specifically, Double Loop Learning), the “lens” or Mental Model that we view the world through significantly impacts the actions we choose. Our choice of action then produces either intended or unintended consequences.

When our “Mental Model” is focused on what is wrong, we will emphasize and potentially amplify problems.

Appreciative Inquiry is an approach to Change Management that challenges the above Mental Model. Appreciative Inquiry suggests a “lens” that is focused on what is working in an organization. The product or outcome of this process is a series of statements that describes where the organization wants to be, based on past peak moments of performance.

This last phrase points to a key distinction between many “visioning” processes and Appreciative Inquiry. In A.I., statements are grounded in actual past experience and history. Thus, people are empowered to respect past successes and to create new forms based on past patterns of achievement.

Underlying Assumptions of Appreciative Inquiry

- In every society, organization or group, something works.
- What people focus on becomes reality.
- The act of asking questions of an organization or group influences the group in some way.
- People have more confidence and courage to journey to the Future (the Unknown) when they can forward parts of the past (the Known).
- If we carry parts of the past forward, they should be what is best about the past.
- It is important to value differences in an exploration of possible futures.
- The language we use creates our reality.

The Process of Appreciative Inquiry

Step 1. Choose a Topic

Since what we focus on tends to become reality, choosing a topic may be the most critical step of all in the process of Appreciative Inquiry. In large scale change efforts, poll a variety of key stakeholders in choosing a topic.

Step 2. Create Questions for Topic Exploration

For example, if “Integrity” is the topic, select questions that will foster a deep inquiry into the nature of Integrity at “X”organization.

Sample questions might include:

Describe a time when you believe your team/organization performed with the highest integrity. What were the circumstances during that time?

Describe a time when you were proud to be a member of this team/organization. Why were you proud?

Step 3. The Inquiry Interview

Once the questions are created, an interview process begins that may span a few hours or numerous days.

Interview Options:

- Pairs in an intact work group
- Small groups where each member takes a turn answering the questions
- Teams of employees interviewing the entire organization (or a cross-section)
- Questions included in a climate survey

Interview Guidelines

Questioner jots down notes

Interactive flow between questioner and interviewee (vs. neutral questioner stance)

Step 4. Information Sharing

As an example, in an intact group, share what was learned from paired interviews so as to detect themes of circumstance surrounding “Integrity”:

- Brainstorm the most exciting learnings and/or
- Share briefly the best story heard- from a partner
- List common themes

Step 5. Create Provocative Propositions

Provocative Propositions are a way to describe the generative archetypes (patterns) of the organization. They are symbolic statements that remind the group of what is best about the organization and how everyone can participate in creating more of the best. Provocative Propositions are derived from the stories that actually took place. This grounding in history, tradition and facts is critical; it is what enables the group to connect to reality while reaching to do more of what works.

The Process of Creating Provocative Propositions is as:

- A. Find examples of the best (from the interviews)
- B. Determine, in detail, what circumstances make the best possible.
- C. Take the stories and envision what might be. Write an affirmative statement that describes the idealized future as if it were already happening.
- D. Check the Provocative “Statements” against a criteria:
 - Is it provocative? Does it stretch, challenge or interrupt?
 - Is it grounded in data/examples?
 - Is it what we want? Will people defend it and be passionate about it?
 - Is it stated in affirmative, bold terms and in the present tense?

If so, you have a set of Provocative Propositions.

Sample Propositions

- We anticipate customer’s needs and have the information when they call.
- We work through information in an uninterrupted sequence and customers talk to only one person.
- The information we need to answer their questions is available to us with a touch of the finger.
- We devote time to learning so we keep our expertise current.
- We do our best and know that our decisions are appreciated by others.
- We feel the support of our other organizational members and are confident we all know extraordinary service is how we help people.
- We continually learn as we work.
- We are proud to be part of this organization.

AI Workshop with Palestinian teachers

Peggy S. Holman

This summer I did a 3-day AI workshop in Ramallah with 30 Palestians, mostly teachers. It was the most profound experience I've had with Appreciative Inquiry and I'd like to share a bit of the story.

As I prepared for the workshop, I e-mailed my contact, an Israeli Arab, asking her to suggest a subject we could use for people to experience AI as they learned about the process. She told me that all Palestinians struggle with living with the occupation. I gulped when I got her message; how could I write appreciative questions about living with the occupation? It was beyond my experience. We settled on leadership as the topic.

By the end of the first day of the workshop, the group had identified characteristics of leaders. I was troubled because they were qualities external to themselves; it was like they were trying to define a better Arafat rather than insight into their own personal power as leaders.

I began day two not entirely sure how to bring more of the spirit of AI into their experience but knowing my plans for the day needed to be fluid. We began in a circle. I asked people to reflect on the previous day. A few minutes in, someone began talking about how difficult their life was. Now difficult has an entirely different meaning for someone who must spend hours waiting to get through a checkpoint, or is separated from family by a wall going up around them, or who has seen houses destroyed or loved ones maimed or killed. Others started to join in on this theme. I took a deep breath and asked them if they would be willing to try applying what they were learning about Appreciative Inquiry to their lives. They said yes. And I breathed a sigh of relief.

They split into four groups and I asked them to pick a topic and develop two questions -- a personal story question and a future question. It was wild! They were working in Arabic, I'd come by to check in, and they'd switch to English as I asked them for their topics. With each group, it took some coaching to turn things like "resisting the wall" or "fighting the check points" to "Working with the Wall" and "Useful Checkpoints". It was the same with the questions; turning bitterness into productive questions was quite a reframing! Ultimately, each group had their questions (below).

Here's an aside on the process of the group who chose Useful Checkpoints. Once they had the topic, they brainstormed a list of ways in which they had found the checkpoints of value. Mind you, this is a HUGE contradiction. Having gone through the check points myself, it is a very eerie experience to have an 18-year old Israeli soldier at his post, just doing his job, pointing a rifle at your head (from a distance) while his partner checks papers. Many of the Palestinians do this every day. And time is totally unpredictable. It can take 5 minutes or 5 hours. Their list of benefits was amazing! It included things like: getting to know your neighbors; learning respect for elders (as they help them to the front of the line); meeting new people. Anyway, this work led to developing their story question.

Once each group had their questions, they interviewed each other. Each person took the question from their group and interviewed someone from another group. They did several rounds, so everyone got to listen to several answers to their question and answer several questions from other groups. Wow! What a powerful experience. I could feel the energy in the room shift. When we debriefed their insights from the interviews, their answers were profound. I've shared some below. These folks, who at the beginning of the day felt completely powerless, found answers for retaining their dignity and finding some sense of their own power in an impossible situation.

The last day was spent on application ideas. They went back to their schools with projects to do with their colleagues and with their students. I don't know the lasting effect, but I know in that moment, these folks knew how to be at their best in any circumstance.

Below are the questions we used and some of the ideas that came out of the workshop.

THE QUESTIONS

Affirmative Topic Choice and Writing Questions

From our morning discussion, participants chose the occupation as a topic to work with using Appreciative Inquiry. They developed questions and interviewed each other using these questions.

WHERE THERE IS A WILL, THERE IS A WAY

Life is challenging; many capable people fail to face their challenges.

1. Tell me a story about how you overcame your challenge.
What did you learn about yourself?
2. You have won an award for being a successful “challenger.” What qualities made you deserve the prize? What was the first step that made you such a person?

WORKING WITH THE WALL

1. Tell a story about an experience you had with the wall and made you value something about yourself?

Additional Planning Resources

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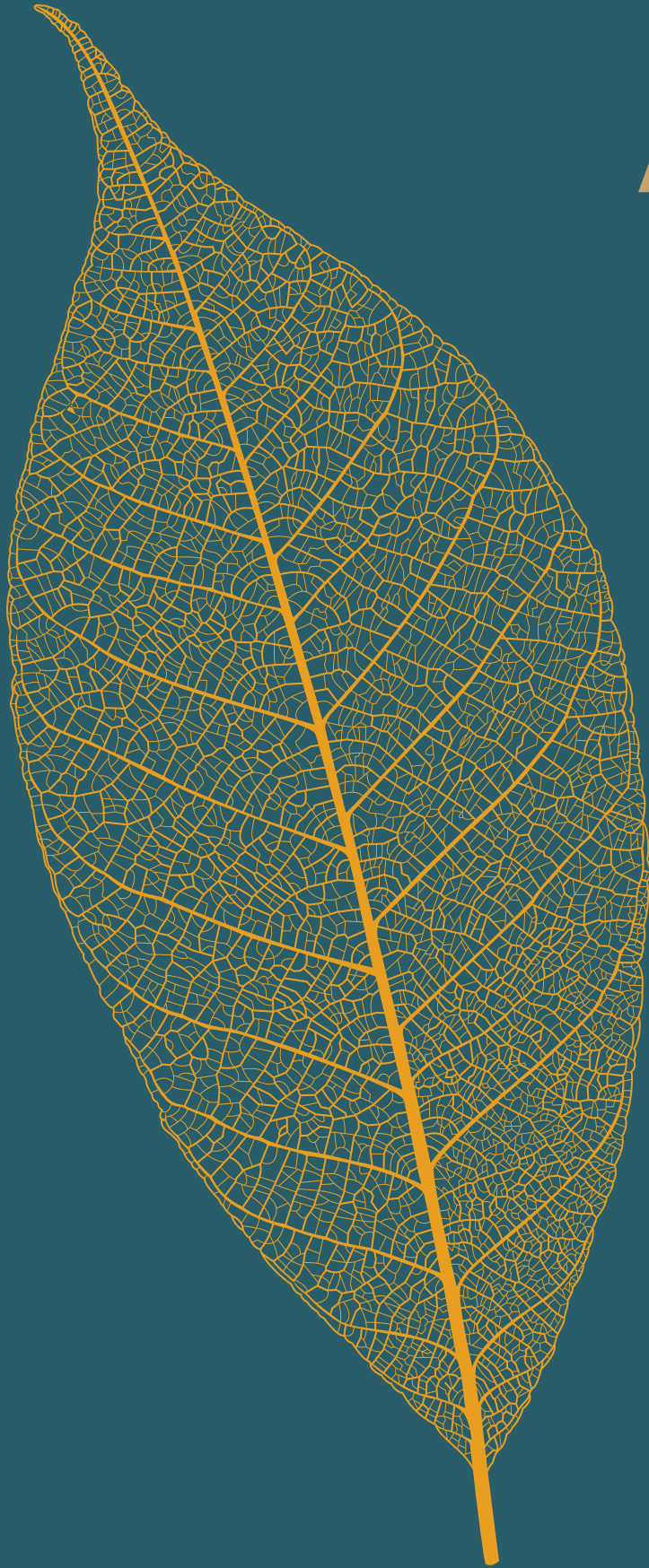
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Dennis Stratton Group. *“Why People Resist Change.”*

Williams, Ken. *Mentoring the Next Generation of Nonprofit Leaders: A Practical Guide for Managers*, Washington, D.C.: Academy for Educational Development. 2005.

Woldfred, Tim. *Stepping Up: A Board’s Challenge in Leadership Transition*. *The Nonprofit Quarterly*. Boston, MA: Third Sector New England. 2002.

ASSESSMENT TOOLS



Rockwood

LEADERSHIP INSTITUTE

WWW.ROCKWOODLEADERSHIP.ORG

Assessment Instruments

Assessment Instruments are powerful tools for creating a more objective picture of current reality—for an individual, a group, or a large organization. They can be as simple as a 5-question, down and dirty questionnaire—or as complex as a 100-question, computerized 360° feedback survey. They are used to:

- Provide individuals with rich data from those with whom they work as a part of performance appraisals and/or to support professional development.
- Provide groups and organizations with information about organizational climate and functioning from which to plan change.

Advantages:

- Confidential—respondents feel safe telling the truth
- Data is collected from many sources—gives clear and detailed picture
- Can be precisely targeted to gather the desired information
- Very difficult for anyone to dispute the feedback

The following are seven examples of assessment instruments:

1) Team Performance Inventory

A simple instrument designed to assess the performance and climate of a work team, group or smaller organization.

2) Art of Leadership Questionnaire

A copy of the assessment of leadership skills designed for Rockwood and used in connection with its Art of Leadership trainings.

3) Interview Format for Greenpeace USA Executive Director Assessment

A very thorough tool once designed for assessing the performance of the Greenpeace USA ED—to be given to direct reports and selected staff, Board members, and peers from other environmental groups.

4) Board Survey

A survey used to determine the effectiveness of the board of a major US environmental organization. Questionnaires were given to all Board members and senior staff. The results of the survey proved instrumental in creating breakthrough board performance.

TEAM PERFORMANCE INVENTORY

Please circle the number that best expresses your opinion:

1) We all share a common understanding of where we are going.

NEVER ALWAYS
1 2 3 4 5 6 7

2) We set clear and useful goals for our work together.

NEVER ALWAYS
1 2 3 4 5 6 7

3) Our team has a high degree of team spirit, energy, and morale.

NEVER ALWAYS
1 2 3 4 5 6 7

4) We say what we really think and feel in our team meetings.

NEVER ALWAYS
1 2 3 4 5 6 7

5) We treat each other with respect.

NEVER ALWAYS
1 2 3 4 5 6 7

6) All members of the team participate actively (and appropriately) in our meetings.

NEVER ALWAYS
1 2 3 4 5 6 7

7) We listen well to each other.

NEVER ALWAYS
1 2 3 4 5 6 7

8) We provide ongoing, honest and useful feedback to each other.

NEVER ALWAYS
1 2 3 4 5 6 7

9) We challenge each other to our highest levels of performance.

NEVER ALWAYS
1 2 3 4 5 6 7

10) We put the team's success before our personal (and departmental) agendas.

NEVER ALWAYS
1 2 3 4 5 6 7

11) We follow-through on our commitments and hold each other accountable.

NEVER							ALWAYS
1	2	3	4	5	6	7	

12) We are invested in each other's success, and look for ways to actively support each other beyond our defined areas of individual responsibility.

NEVER							ALWAYS
1	2	3	4	5	6	7	

13) We are committed to inclusion and respect for differences, and deal directly and sensitively with issues of race, class, gender identification, sexual orientation, etc.

NEVER							ALWAYS
1	2	3	4	5	6	7	

14) We value and support healthy and sustainable work practices.

NEVER							ALWAYS
1	2	3	4	5	6	7	

15) Our goals are translated into clear plans with specific dates and accountabilities.

NEVER							ALWAYS
1	2	3	4	5	6	7	

16) We use our time efficiently in meetings.

NEVER							ALWAYS
1	2	3	4	5	6	7	

17) Our decision-making process is clear, and we all understand our appropriate role in each decision.

NEVER							ALWAYS
1	2	3	4	5	6	7	

18) We bring issues or concerns with other team members directly to the person(s) involved.

NEVER							ALWAYS
1	2	3	4	5	6	7	

19) We deal with conflict directly and constructively.

NEVER							ALWAYS
1	2	3	4	5	6	7	

20) Team leadership is flexible, shifting in style to meet the needs of the situation.

NEVER							ALWAYS
1	2	3	4	5	6	7	

21) Discussions end with clear closure, relevant plans for action, and a shared understanding of next steps.

NEVER							ALWAYS
1	2	3	4	5	6	7	

22) Our decision-making processes are effective in producing high-quality results.

NEVER							ALWAYS
1	2	3	4	5	6	7	

23) There is a good flow of information that supports getting the job done.

NEVER							ALWAYS
1	2	3	4	5	6	7	

24) Our team processes create the best solutions to the challenges we face.

NEVER							ALWAYS
1	2	3	4	5	6	7	

25) Our team is relentlessly focused on delivering the results most important to the success of our mission.

NEVER							ALWAYS
1	2	3	4	5	6	7	

26) We discern, respond and adapt well to changing circumstances.

NEVER							ALWAYS
1	2	3	4	5	6	7	

27) We take appropriate risks in service of opportunity and innovation.

NEVER							ALWAYS
1	2	3	4	5	6	7	

28) We use measurements effectively to gauge progress and improve performance.

NEVER							ALWAYS
1	2	3	4	5	6	7	

29) We evaluate our performance to continuously learn and improve – individually and as a team.

NEVER							ALWAYS
1	2	3	4	5	6	7	

30) We continually raise the bar and strive for excellence in all we do.

NEVER							ALWAYS
1	2	3	4	5	6	7	

The Art of Leadership Survey

Name of person being evaluated: _____

Please answer each of the following questions by circling the number which best corresponds to your experience of this person's behavior. Do your best to answer each question. If you truly feel you have insufficient information to answer a particular question, just leave it blank.

To what extent is each of the following true about this person:

1) Overall, performs the primary tasks for which s/he is responsible at the highest standards of excellence.

almost never almost always
1 2 3 4 5 6 7 8 9 10

2) Continually learning and improving their leadership and performance.

almost never almost always
1 2 3 4 5 6 7 8 9 10

3) Is innovative and resourceful in doing whatever it takes to get the job done well.

almost never almost always
1 2 3 4 5 6 7 8 9 10

4) Persuasively and effectively communicates and forwards the purpose and mission of their organization internally and in public.

almost never almost always
1 2 3 4 5 6 7 8 9 10

5) Maintains an appropriate balance of immediate needs and longer range focus.

almost never almost always
1 2 3 4 5 6 7 8 9 10

6) Is effective in creating partnerships and alliances that move the work forward.

almost never almost always
1 2 3 4 5 6 7 8 9 10

7) Is accountable: does what they say they will do by when they said it will be done.

almost never almost always
1 2 3 4 5 6 7 8 9 10

8) Inspires and supports others in doing their best work.

almost never almost always
1 2 3 4 5 6 7 8 9 10

9) Understands the needs and priorities of others, and is proactive in communicating to others the information upon which they depend.

almost never almost always
1 2 3 4 5 6 7 8 9 10

10) Is a highly constructive force in group meetings.

almost never almost always
1 2 3 4 5 6 7 8 9 10

11) Treats others with respect.

almost never almost always
1 2 3 4 5 6 7 8 9 10

12) Is candid and honest in dealing with others.

almost never almost always
1 2 3 4 5 6 7 8 9 10

13) Listens well to others.

almost never almost always
1 2 3 4 5 6 7 8 9 10

14) Makes it easy to give feedback to him/her.

almost never almost always
1 2 3 4 5 6 7 8 9 10

15) Is effective in providing helpful feedback to others.

almost never almost always
1 2 3 4 5 6 7 8 9 10

16) What is his/her greatest strength as a leader? (15 words or less)

17) What is his/her greatest weakness as a leader? (15 words or less)

**Interview Format for Executive Director Evaluation
Greenpeace US (for US Staff & Board interviewees)**

Name _____

Section A. Overall Strengths and Weaknesses

1) What are the E.D.'s three greatest strengths as a leader of Greenpeace US?

- a.
- b.
- c.

2) What are the E.D.'s three greatest weaknesses as a leader of Greenpeace US?

- a.
- b.
- c.

Section B. Overall Organizational Performance

1) How effective is the E.D. in setting strategic direction for Greenpeace US?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

2) How effective is the E.D. in helping setting clear goals for Greenpeace US?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

3) How effective is the E.D. in managing the performance of her team against goals? (holding people accountable for results; providing feedback & coaching; etc.)

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

4) How effective is the E.D. in providing financial leadership (budgeting/ reporting) for Green Peace US?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

5) How effective is the E.D. in recruiting and developing excellent management for Greenpeace US?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

6) How effective is the E.D. in providing leadership and conditions for success in coordination among departments?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

Section C. Relationship to Board

1) How effective is the E.D. in promoting a positive working relationship between herself, the organization and the board?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

Section D. Creating a Positive Work Culture

1) How effective is the E.D. in creating a climate of open and honest communication?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

2) How effective is the E.D. in creating a climate of mutual respect and trust?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

3) How effective is the E.D. in creating a climate of initiative and creativity?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

4) How effective is the E.D. in creating a climate of teamwork and cooperation?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

Section E. Relationship with Green Peace International

1) How effective is the E.D. in promoting a positive working relationship between the US organization and GPI?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

2) How effective is the E.D. in promoting positive working relationships with other national offices?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

3) How effective is the E.D. in representing Green Peace US political strategy and interests to GPI & other national offices?

not at all extremely effective
1 2 3 4 5 6 7 8 9 10

Comments:

Survey In Preparation For Board Retreat Of Major Environmental Organization

Your individual responses will be confidential. The compiled results of the survey will be used in planning the Board retreat, and will be presented at the retreat itself.

Please check one:

I am a member of the Board _____ I am on staff _____

Board Responsibilities

The following questions represent typical Board responsibilities. To what extent do you feel these statements are true about our Board's current performance:

1) The Board takes responsibility for making sure our purpose and mission are clear.

Strongly Disagree Strongly Agree
1 2 3 4 5 6 7 8 9 10

2) The Board proactively ensures effective organizational planning.

Strongly Disagree Strongly Agree
1 2 3 4 5 6 7 8 9 10

3) Board members have a clear understanding of our principal programs.

Strongly Disagree Strongly Agree
1 2 3 4 5 6 7 8 9 10

4) The Board has an effective procedure for evaluating our performance in achieving its goals.

Strongly Disagree Strongly Agree
1 2 3 4 5 6 7 8 9 10

5) The Board does a good job of managing the performance of the President.

Strongly Disagree Strongly Agree
1 2 3 4 5 6 7 8 9 10

6) The Board does a good job of managing the performance of the Head of Operations.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

7) The Board responsibly and effectively oversees our finances.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

8) We have within the Board the necessary skills and resources to provide the organization what it needs.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

Board-Staff Relations

To what extent do you feel each of the following statements are true about Board-Staff relations:

1) The Board and our President have a positive working relationship which supports each in being more effective.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

2) The Board and our Head of Operations have a positive working relationship which supports each in being more effective.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

3) Board Members understand and respect appropriate organizational boundaries in the ways they interact (and don't interact) with staff.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

4) Board members are positive and responsive to requests from the staff.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

5) Staff willingly provides Board members with the information they need to be effective.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

Board Working Process

The following questions are about the functioning of the board.

Staff: you may choose to omit certain questions if you feel you have insufficient experience to answer.

1) My responsibilities as a Board Member are clear to me (staff may read this question as: “Board Members are clear about their responsibilities”).

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

2) Board meetings are highly productive.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

3) Board members say what they really feel and think in Board meetings.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

4) The Board makes good and timely decisions.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

5) Board members deal effectively with disagreement and conflict within the Board.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

6) The Board is willing to step up to the plate in confronting organizational challenges.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

7) Our individual Board members are willing to commit the time and resources to get the job done.

Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

8) As a Board Member, my skills and expertise are put to good use (Staff may read this question as: “We put the skills and expertise of our Board Members to good use”.)

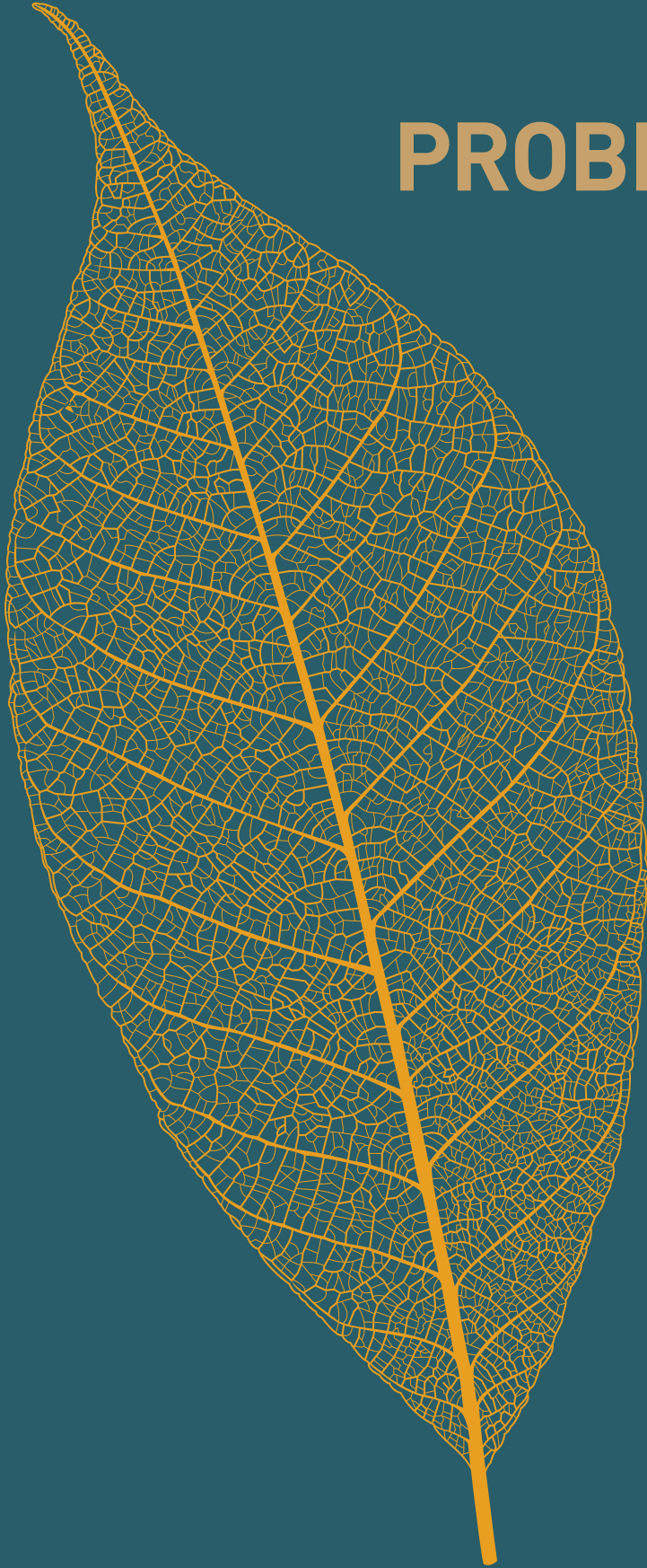
Strongly Disagree
1 2 3 4 5 6 7 8 9 10
Strongly Agree

9) In your opinion, what is the single most important outcome we need from the Board retreat (12 words or less please):

Additional Assessment Tools

Boccaladro, Bea. *Measuring Whether Social Programs Work: A Vision for Nonprofit Leader Success*. Pre-Publication Unedited Proof. 2009.

PROBLEM-SOLVING



Rockwood

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Fishbone Analysis

Definition: A method of analyzing process to identify, separate and define the root causes of a problem. This technique is sometimes referred to as a fishbone because of its “bones-on-bones” shape. It is also known as the “Ishikawa diagram” after its creator, Professor Kaoru Ishikawa.

Purpose: Pinpoint the possible cause (or causes) of a problem within a process.

Application: Identifying root causes.

Drawbacks: Problems may have to be broken down into sub-diagrams if there are multiple root causes. Problems with complex interrelationships may require lengthy analysis.

Benefits: Especially useful in analyzing situations that reoccur regularly. Helps establish cause-effect relations in problems where interacts are traceable.

How To:

Refer to the Fishbone Diagram I on page 18 of this section.

1. Name the problem, or effect. Write it in the box on the far left. Draw a long process arrow straight toward the problem, or effect, box.
2. Decide major categories (the fish “bones”). Most commonly these include: people; methods; machines; and materials. Others might include: policies and procedures; measurements; environment; etc.
3. Brainstorm for possible causes in each category (either one at a time by category, or at random). Write the possible causes on the diagram, placing them on a line that is parallel to the major category they affect, or diagonal to a previously identified category.

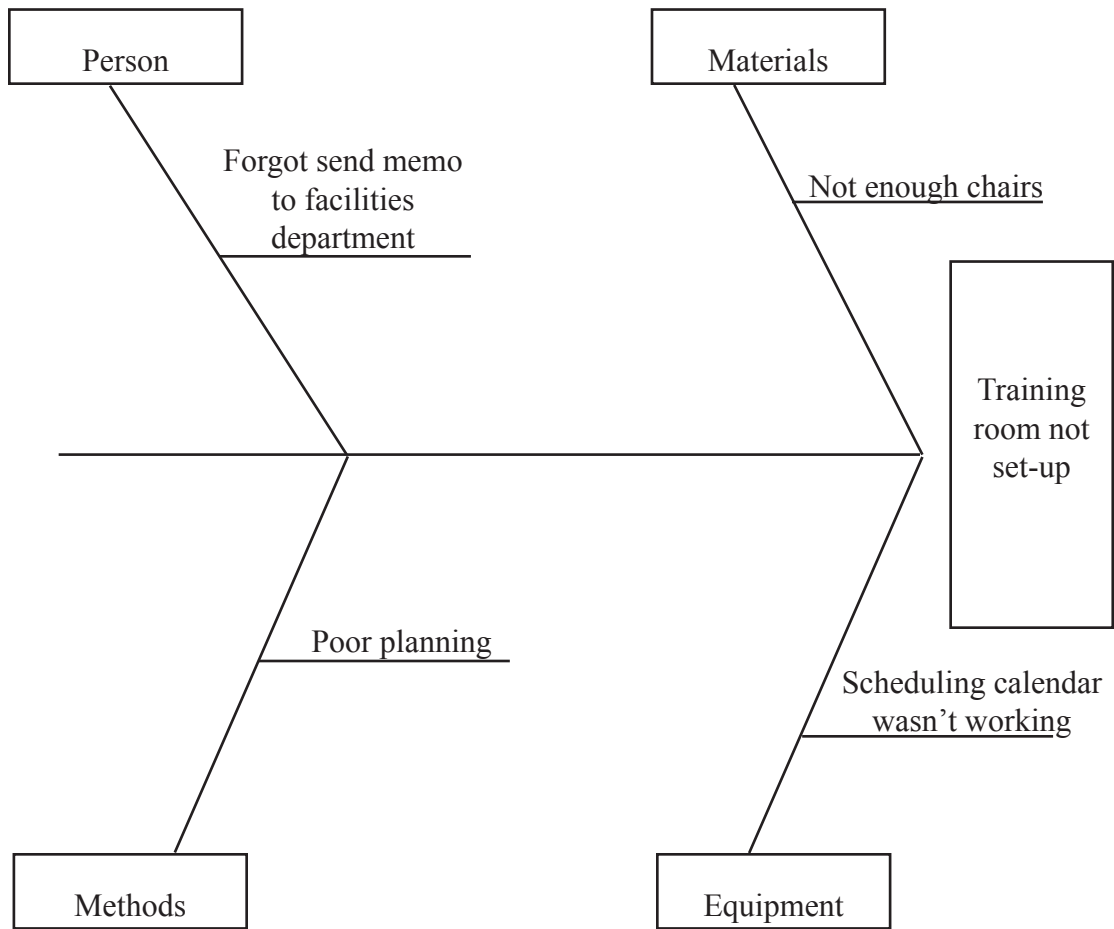
Continue to subdivide causes as they are derived from larger causes.

Keep asking, “Why?” at each stage until the team feels it has exhausted the possibilities and identified the root causes. Be sure the team understands how the “bones of the diagram are constructed; demonstrate how the “bones-on-bones” are placed on the diagram.

Fishbone Diagram

CAUSE

EFFECT



Brainstorming To Unleash Alternatives

Verbal Method

1. Introduce the purpose and steps of brainstorming. Select a recorder and set up multiple flip charts so that everyone can see what will be recorded. Two recorders using flipcharts will gather ideas more quickly.

2. Clarify which problem will be discussed. Post it on a piece of flipchart paper.

3. Review the ground rules:

- Quantity, not quality.

Use the time to think of as many solutions as possible. The more bizarre, the better.

- Piggyback

If someone else's idea triggers a slight variation of an idea for you, call it out.

- No evaluation

All ideas are accepted. No judgments of ideas are allowed at this time. Do not stop to discuss the pros and cons of any suggestion. Refrain from non-verbal judgments as well.

4. Announce how much time will be used and immediately solicit solutions. The recorders write as quickly as possible all of the ideas suggested, abbreviating in order to keep up but not changing the speaker's own words. Stop when the designated time is up.

Carousel Method

1. Make one group member the timekeeper.
2. Stacks of colored index cards are distributed among the group members, with each person receiving a different colored stack.
3. Each group member silently writes one idea on each card and places this on a stack on his or her right hand side.
4. When group members need to stimulate their thought process, they pick up a card from the person on their left and use their idea on it to spark new ideas. The old and new cards are then passed to the right.
5. After 20 or 30 minutes of this activity, the time-keeper announces that the idea-generation period is over.
6. The group members collect the cards to their right and begin pinning or taping them on a wall or pin-board. The cards usually are sorted into idea categories, using title cards as headings for the different categories.
7. The group members read over all the cards and, if necessary, move some cards to different categories and eliminate duplications.
8. The facilitator points to each card and asks for comments or question to help clarify. Because the ideas are color-coded, the originator of a particular idea can easily be identified and, if necessary, this individual can clarify the idea.
9. Each category of ideas can be discussed separately, and new ideas may be formulated by combining and altering ideas.

Writing Method

This method allows people to think independently first and then work as a group.

1. Each member silently writes down three or more ideas for 5-7 minutes (can be done between meetings).
2. Post ideas by going around circle, round robin.
3. Each member creates a new idea, build on an idea or passes.
4. Once all ideas are listed (after 3 times around), anyone can add to the list.

“IWish...” List

1. Post problem statement.
2. All members contribute one or more “IWISH” statements. Each “IWISH” statement expresses a “perfect world” situation. Be creative and make a long list.
3. Choose one “IWISH” statement. Then brainstorm for ideas which could make the thought behind the WISH come true.
4. Choose another “IWISH” statement and brainstorm for more ideas.
5. Repeat with a third “IWISH”, if you’d like.

Gallery Method

1. Tape three flip chart sheets on each of two walls on opposite sides of room.
2. Make one group member the timekeeper.
3. Divide into two subgroups by counting off two's.
4. All members, while seated, silently and individually write three or more ideas for 5-7 minutes.
5. All members of Subgroup 1 go to one side of the room and record on the three flip chart sheets all members' ideas. Subgroup 2 does the same thing at the same time on the other side of the room.
6. Each subgroup generates as many ideas as possible through discussion and modifying, combining, or creating new idea. This group writing last 10-15 minutes.
7. After the 10-15 minutes of group writing, the two subgroups may visit each other's list for 2-3 minutes. Note-taking is not allowed.
8. Each subgroup reconvenes, and adds more ideas to its list for 2-3 minutes.
9. The two subgroups return to the large group. All lists are posted in front of the room and the group discusses their reactions and ideas.

BRAINSTORMING TO UNLEASH ALTERNATIVES

Idea Stimulating

This tool is useful to force different perspectives on a problem.

Ask each of the following questions about the current problem and post all ideas. Work on one category of questions at a time until many ideas are brought out.

REDUCE: Could we cut out one step or part? Make it shorter? Have fewer people work on it? Etc.

ADDTO IT: What could we add? What else is needed? Who else could get involved? Etc.

REARRANGE: Could we put it in a different order? Change sequence?

BORROW: Are there other people doing it differently? What else is done like this? What's similar to this? Are there any other methods that would be helpful to us?

COMBINE: Could two steps be made into one? Could other tasks before and after this one be combined with it?

TOTAL CHANGE: How could we do this a different way? Could we eliminate it completely?

Novel Scenarios

Novel Scenarios is another technique that can be used to enhance a group's creativity. While it may not produce as many ideas as brainstorming, it will get the group members to "break set" and generate ideas that go beyond and deeper than those two techniques.

1. Choose a key word.

- The leader picks an intriguing idea or problem restatement that has emerged as a result of discussion or brainstorming. It need not be concrete but should have possibilities. Select a key word – one with energy and if possible, with more than one meaning.

2. Word Association

- Tell participants to clear their minds of all thoughts and images which relate to the problem under discussion.
- Conduct a round robin of word associations, beginning with the key word. Have each participant give one-word association to the preceding word generated.
- At the end of the round, pick one of the words generated, preferably one capable of stimulating a variety of images.

3. Imaging

- Ask participants to close their eyes and spend a few minutes forming an image around the new chosen word. The scenario should be removed from the problem and the initial idea.
- Ask participant to describe their scenarios. Record descriptive phrases on a flip chart as quickly as they are given.

4. Scenario Connections

- Display the original intriguing idea.
- Ask participants to make connections between any of the images in the scenario and the idea. The connections should be: clearly derived from some part of the scenario, impractical, but capable of producing satisfaction for the “client” of the ultimate decision.

Idea Generating Questions For Solutions

How else can this be done?

- Use a different approach? Another process? A new system? Another mode? Some device or tool?

Where else could we use this approach?

- In another place? Under different circumstances?

Is there an existing approach we can adapt to this situation?

- Borrow a solution from another problem that fits this one?

Does expanding or enlarging add value?

- Use more? A larger size? Exaggerate? Make stronger? More concentrated? Heavier? Allow more time? Increase need? More often? Multiply? Use several? Do two or more at once?

Does reducing, condensing, or separating add value?

- Compress? Use less? A smaller size? Miniaturize? Split up? Do in installments? Divide into sections? Make lighter? Thin out? Fewer parts? Less often? Slower action?

Can we add something to change the result?

- Another function? Another procedure? Another component? Another ingredient? An additional dimension? A new feature? Include other attachments? Spare parts?

Can we remove something to change the result?

- Omit a step? A function? A procedure? A component? Leave out an ingredient? Remove nonessentials?

Can we substitute something to change the result?

- Use a different ingredient? A different material? Other tools? Other equipment? Have someone else do it? Do it in another place?

What happens if we modify it?

- Change the shape? Form? Dimension? Proportions? Density? Weight? Color? Texture? Motion? Procedure?

Will rearranging change the result?

- Change sequence? Switch places? Change positions? Regroup? Change location? Revise schedule?

Will reversing change the result?

- Backwards? Upside down? Inside out? Flip-flop? Reverse order, direction, approach?

Will combining change the result?

- Two steps in one? Two or more functions? Joint effort? Pack or bundle together? Form clusters? Make an assortment? A blend? An alloy?

**Alternative Generation
Collaborative Problem Solving**
Adapted from Doyle & Staus, *Making Meetings Work*

Tool: Brainstorming

- All ideas are okay
- Defer evaluation
- Build on other people's ideas
- Be creative

When to Use this Tool

- To open the group's creative energy.
- To produce as many ideas as possible without evaluating.
- To get a lot of ideas in a short time.

Specific Thing to Say or Do

“Let's first get out all our ideas without evaluating them. Then we'll clarify them before we organize or evaluate them.”

or

“OK, let's come up with about 20 ideas in the next 15 minutes.”

Tool: Checkerboard

- Morphological analysis
- Systematically examining all the possible combinations.

When to Use this Tool:

- To provide a structure for the group to consider several factors at one time.
- To set up a series of brainstorming.

Specific Thing to Say or Do:

“Okay, you have said that there are three basic kinds of media available: TV, radio, and newspapers. And you have three important age groups you are trying to reach: teenagers, young couples and over 65. Let's examine all the possibilities.”

Tool: Cut Up and Move Around

- For dealing with physical relationships or sequences.

When to Use this Tool:

- Allows you to examine relationships and stay flexible.
- To generate alternative patterns by organizing and re-sequencing material quickly.

Specific Things to Say or Do:

“Why don’t you each write down on a separate card every activity you think needs to occur between now and the end of the project. Then we’ll try to order them on this sheet of butcher paper.”

or

“Let’s try cutting out a piece of paper for each person and try out different seating arrangements.”

Tool: What others have done?

- Adopt, modify, etc.
- Building on the past.

When to Use this Tool:

- To identify other successes from which you can draw.

Specific Things to Say or Do:

“Anybody know what other cities have done about this problem? What are the existing models?”

or

“Why don’t we try listing all the solutions presently available and see if we get any new ideas?”

Tool: Criteria Checkerboard

- Importance of being explicit about criteria.
- Agreement on criteria

When to Use this Tool:

- When you need a systematic way to compare alternatives using key criteria.

Specific Thing to Say or Do:

“Let’s agree on three major success criteria for a successful solution.”

or

“Now let’s draw a matrix and list our alternatives on one axis and the criteria on the other axis. Remember, this is only a way of analyzing the alternatives. The alternative which scores highest is not necessarily the ‘best’ solution. Now let’s take a straw vote. Does this alternative meet that criterion?”

Tool: Rank Order

- $N/3$ number of items divided by 3 = number of votes per participant
- Sequence by time, priority, cost, and logical order.

When to Use this Tool:

- To sequence a list of choices to get a sense of which ones the group is in most agreement about without making a final choice.
- To make sense or provide order to a random set of alternatives.

Specific Thing to Say or Do:

“Let’s try rank ordering to see how much agreement there is. There are 12 solutions, so each of you vote for the four alternatives you like best.”

Tool: Sort by Category

- Breaking down the alternatives.
- Evaluating categories before individual alternatives.

When to Use this Tool:

- To organize and group similar data.
- To eliminate duplication.
- When you find you have different types of data.

Specific Thing to Say or Do:

“Okay, we have about 50 ideas here. Can anyone think of a few general categories in which they might be sorted?”

Note: The actual process of categorizing is usually done best by an individual or small group and then presented back to the larger group for changes and approval.

Tool: Advantages and Disadvantages**When to Use this Tool:**

- To identify which features of the alternatives are favored by the group and which features are blocking agreement for some people.
- To set up for the tool build up and eliminate

Specific Thing to Say or Do:

“What are the pluses of that solution? What are the minuses?”

Tool: Win/Win

- A solution that everyone can live with.
- More than a compromise.

When to Use this Tool:

To encourage the group to seek a solution each person can support.

Specific Thing to Say or Do:

“OK, there seems to be some agreement here. Is there anyone in the group who couldn’t live with Solution A? Would anyone feel compromised in any fundamental way?...It’s OK if you can’t buy in yet. My role as facilitator is to defend all positions.

or

“Are there any objections to going that way?”

Tool: Both/And

- Avoiding unnecessary conflict.

When to Use this Tool:

- Useful when a group is down to 2-3 choices.
- To avoid polarization over one choice.
- To avoid either/or thinking.
- Allows group to settle on the broadest, most flexible option.

Specific Thing to Say or Do:

“Do you need to choose between these final two solutions?
Could you try both?”

Tool: Build up/Eliminate

- Synthesizing new solutions from the best parts of others

When to Use this Tool:

- When you can't come to an agreement on the alternatives which have already been generated.
- To develop more acceptable alternatives by building on the strengths of some and eliminating the weaknesses.

Specific Thing to Say or Do:

“Is there anything that could be added or taken away which would make it more acceptable?”

or

“So is there any way you could combine what you like about each of those solutions?”

Tool: Straw Voting

- Getting “a sense” of the group.
- Checking it out.

When to Use this Tool:

- To test the level of agreement in the group without making a decision.
- To see how close you are to consensus.

Specific Thing to Say or Do:

“OK, I'd like to check out how the group feels about this. How many of you would want to continue working on this issue today? Please raise your hands... Well, looks like most of you want to continue.”

or

I'd like to get a sense of how you stand right now. How many of you could go with solution A? How many with solution B?

Tool: Negative Voting

- Attempting to eliminate alternatives which violate the beliefs of the group member.
- Has to be finalized by consensus.

When to Use this Tool:

- When an option seems to have no support from the group.
- When you feel a group needs to gradually move towards a decision.
- When you sense the group will agree to drop some items.

Specific Thing to Say or Do:

“Are there any alternatives which would be unacceptable under any circumstances...Patricia says she could not live with alternative B. Any objections to eliminating alternative B?”

or

If there are no objections, you eliminate that alternative. If there are objections, particularly if the person who suggested that alternative feels strongly about it, then it's a good idea to leave it and try some other method. Maybe there are parts of that alternative which can be used.

Tool: Focus on Agreements

- Building on success.
- Emphasizing the positive.
- Encouraging the group.

When to Use this Tool:

- When a group seems to be stuck and losing momentum.
- To energize a group by reminding them how much they have already accomplished.
- To remind a group of agreements everyone already reached.

Specific Thing to Say or Do:

“You’re doing fine. Look at all the points of the agreement you have reached already. Don’t give up now. Let’s hang in and see if we can work this last issue through.”

or

“You are in agreement on the title, it’s just the subtitle you have to work on some more.”

Tool: Back off

- Going back to earlier phases.
- Doing some more problem solving
- Not forcing a win/lose decision

When to Use this Tool:

- When you need to give the group some time to think about the decision.
- When there appears to be a lack of agreement from an earlier phase.

Specific Thing to Say or Do:

“It looks to me like there are still some major points of disagreement. I think it would be a good idea to go back and see if we could define what those issues are and work on them rather than trying to force a decision at this point.”

or

Maybe we could be a little more creative about a range of solutions. Let’s go back and try to brainstorm some more possibilities.”

Additional Problem-Solving Resources

Brown, Tim and Jocelyn Wyatt. Design Thinking for Social Innovation. Stanford Social Innovation Review. 2010.

Gladwell, Malcolm. Blink: The Power of Thinking Without Thinking. New York: NY. Time Warner Book Group. 2005.

Hugget, Jon and Caitran Moran. Rapid Decision-Making: What It Is, Why We Like It, and How to Get the Most Out of It. Boston, MA: The Bridgespan Group, Inc. 2007.

Kelly, Tom. The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm. New York, NY: Doubleday. 2001.

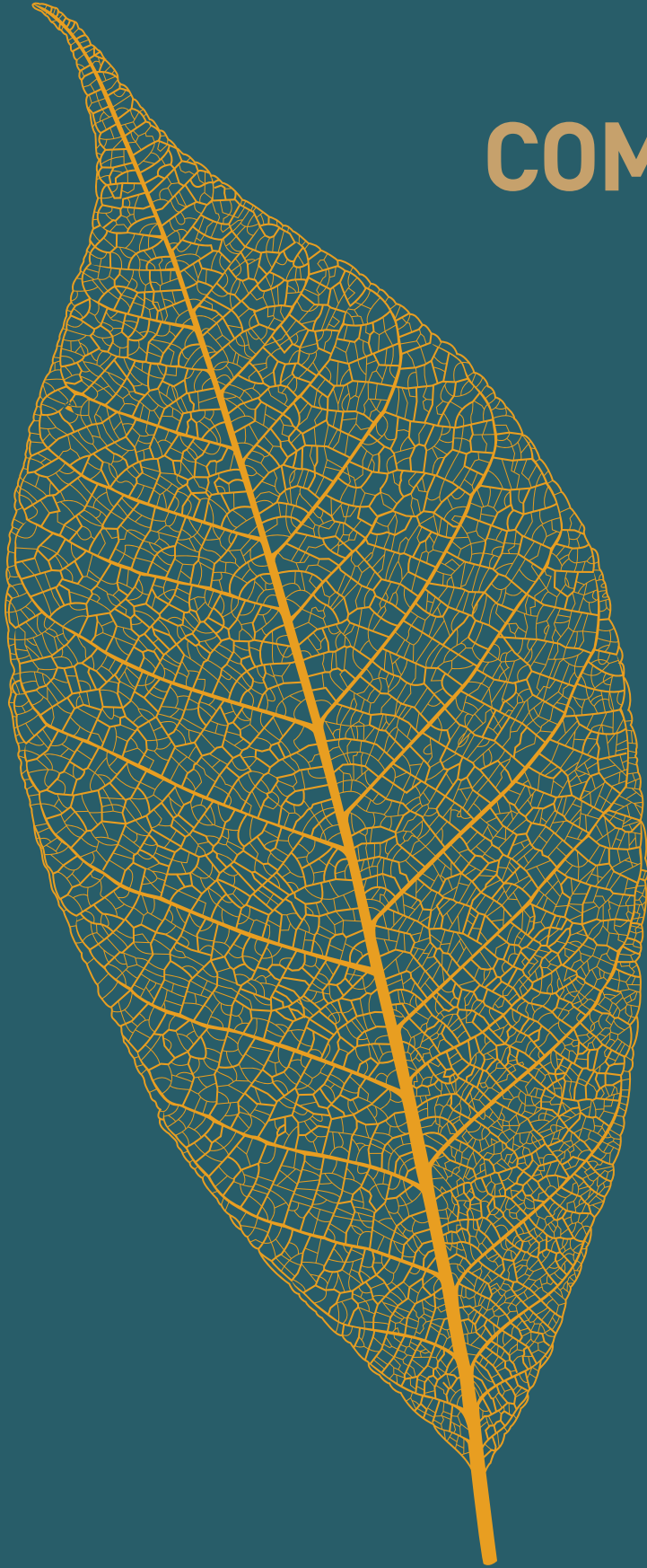
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COMMUNICATION SKILLS



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Rapport Skills

Randal J. Alford and LSJ Consulting

Introduction

Rapport gives you tremendous leverage in relating with people.

With rapport:

- You have the ability to connect with/respond to other human beings in an authentic and compelling way.
- You have access to insights and information that might otherwise be lost.
- People are inclined to really listen to your communications and extend themselves for you.
- People come to feel responsible to you and the relationship.

Rapport is built on finding, recognizing and cultivating commonality. The more differences there are between people, the greater their tendency to resist connecting on a meaningful level. On the other hand, when people find similarities with each other, they become more likely to like and accept each other. By consciously cultivating commonality, you create greater accessibility, and accelerate the process of effectively connecting and relating with others.

Communication is the foundation for all successful relationships...**and rapport is the foundation for all successful communication.**

Non-Verbal Rapport Cues

The best communicators in the world can establish rapport with virtually anyone in a matter of moments. They become “like” other people with how they use their voices and their bodies. This approach is called matching and mirroring – matching another person’s voice, body and energy to become a mirror image of that person.

By watching for specific cues, you can quickly adapt your behavior and apply the most effective nonverbal techniques for building rapport.

These cues include:

- Body position (whole body, upper or lower body, angle of the shoulders)
- Breathing (rate, depth, degree of openness or constriction)
- Facial expression
- Gestures and repetitive movements
- Voice quality (tone, tempo, volume, inflection, timbre, rhythm, etc.)

There are a variety of effective techniques for responding to these cues and establishing nonverbal rapport.

- **Mirroring:** Directly reflecting a person's posture, movements, expressions, etc. – creating a “mirror image” in your own behavior (e.g., nodding your head just as they nod).
- **Crossover Mirroring:** Matching some aspect of the other person's posture, behavior or expression (such as the tapping of a pencil) in a different aspect of your own behavior.
- **Matching Breathing:** Calibrating the rate and depth with which you breathe to the other person's breathing.
- **Matching Voice Tone and Tempo:** Is the person's tonality high or low, loud or soft? Is the tempo fast or slow, with or without pauses? Here, it's not what you say matters, but how you say it – adjusting your vocal expression to closely parallel the other person's. (This is a way to quite literally stay “on the same wavelength” with the other person!)
- **Pacing:** Consciously monitoring the tempo and direction of the dialogue, and responsively “changing gears” to match the changes initiated by the other person.

These techniques all require a light and subtle application so that the other person never feels mimicked. Your response to the nonverbal cues should flow naturally and transparently, without drawing attention to any particular technique.

One additional nonverbal technique that extends beyond matching and mirroring is that of leading.

- **Leading:** Consciously monitoring the tempo and direction of the dialogue and carefully guiding the other person to follow your initiative to “change gears.”

With leading, it is important to be very careful and responsive in your application so that the person does not feel pushed or manipulated.

With all these techniques, it is important that you continuously monitor the nonverbal cues so that you remain attuned to your experiential feedback. In this way, you can calibrate and adjust your techniques far more skillfully than if you were to decide on a technique in advance and simply persist in it.

Maintaining Rapport

Rapport is often treated as a “knack” or something that “just happens” between people. While rapport can emerge spontaneously between people, it can just as easily evaporate – especially if we simply indulge in good feelings and easy flow of a “natural” rapport. As with any resource, when we choose not to manage it, we surrender much of our control over it.

Even if rapport-building comes easily for you (an unconscious competence), it’s important that you not take it for granted. In addition to knowing the skills and techniques that build rapport, it is important to consciously and consistently:

- Notice, in the moment, when rapport is or is not present
- Even when rapport is present, actively work to maintain it.
- Maintain and cultivate the rapport right through to the end of the interaction, to provide a solid foundation for future interactions.

Just as rapport is critical to the free and effective flow of information between people “in the moment,” it is also critical to the creation and sustenance of trust in long-term or ongoing relationships. Trust is a fundamental prerequisite for effective dialogue and true teamwork, and rapport is one seed from which trust grows. Anyone interested in playing a key role in creating or facilitating outcomes with other people, therefore, learns to value this seed and always tends it with care.

Rapport Skills

Voice

Volume:

- Loud or soft?

Pitch:

- High or low?
- Monotone or varied?

Accent?

- Fast or slow?
- driven or dragging?
- Constant or varied?
- with or without pauses?
- Stuttering?
- Stumbling

Tone:

- Enthusiastic or bored?
- Assertive or passive?
- Tentative or with conviction?
- Calm or agitated?

Pausing/Nonwords:

- short silences
- sighs
- “yeah,”“um,”“OK,”“uh huh,”“hmp,” etc.

Body Motion/Position:

- weight distribution
- orientation of body (facing directly, away or at angle?)
- position/movement of arms, legs
- tilt of the head
- hand movements/gestures

Other

- breathing
- facial expression

Listening Habits
Robert Gass

Less-Skilled Listeners	Skilled Listeners
Immediately value what is being said.	Suspend judgment and listen.
Spend time rehearsing what they will say next.	Focus on what the other person is saying.
Try to steer the conversation to the direction they want.	Let the other person direct the conversation
Hear everything through their own frame of reference.	Try to enter the other's frame of reference.
Only ask questions when the other seems to need help.	Asks questions to satisfy their own curiosity or interests.
Disagree with other's point of view.	Seeks to understand the other's perspective.
Try to take in and respond to everything.	Sort for main ideas.
Allow their mind to wander to other things.	Keep focus on the other and what they are saying.
Parrot back exactly what they heard.	Reflect back the essence and feeling of what was said.
Give little verbal and nonverbal response.	Actively encourage the speaker through verbal and nonverbal cues.

How To Evoke Deep Listening

Model it!

Deep listening is contagious. When people have the experience of being heard, they usually become more open to hearing others.

Active listening

Timed one-way conversations

Structure dialogues in pairs, with one person speaking and the other listening. Use a timer or bell to switch roles.

Council Format

Talking Stick

10-Second Rule

After a person speaks, ten seconds of silence must pass before the next speaker.

“What is agree with is...”

After a person speaks, the next speaker must acknowledge the previous contribution with, “what I agree with is...”

Role Reversal

Two people in a difficult conversation take on the viewpoint of the other. Especially useful in helping people break through difficulty in understanding each other’s perspectives.

DEEP LISTENING SURVEY

Circle the number which best describes your honest sense of yourself as a listener.

- 1. I tend to suspend judgment while I am listening.**
(vs. immediately evaluating what is being said)

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

- 2. I really focus on what the other is saying.**
(vs. my mind wandering or thinking about what I will say next)

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

- 3. While listening, I try to enter the others' experience and frame of reference.**
(vs. hearing everything through my own frame of reference)

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

- 4. I try to communicate my understanding of what the other has said before stating my point of view.** *(vs. failing to acknowledge what the other has said)*

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

- 5. Even when I may disagree, I try to reflect back my understanding of their position.** *(vs. failing to acknowledge any validity in the other's point of view)*

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

- 6. I attend well to the other non-verbally in ways that actively draw them out—presence, eye contact, etc.**

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

- 7. I can sustain my ability to be listen attentively for long, deep conversations**
(vs. after a while, I notice I have difficulty sustaining attention)

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

- 8. People tend come to me with their feelings and concerns because I listen well.**

RARELY MOST OF THE TIME
1 2 3 4 5 6 7

Authentic Conversation Guidelines

Step 1. Commit

Consider whether or not you are willing to commit to an authentic conversation.

A) What are the negative implications and possible consequences of not telling the truth in this situation:

- For you?
- For the relationship?
- For the organization and its work?

o Look at both tangibles (e.g. negative impact on quality of work) and intangibles (e.g. loss of energy, commitment, or trust)

B) What are the potential rewards for speaking directly?

- For you?
- For the relationship?
- For the organization and its work?

C) What are the real risks in speaking honestly?

Beware that our emotions of fear sometimes make it hard to discriminate between real danger and misplaced or exaggerated anxiety.

D) What do you see when you look at the relative risks and rewards in the situation?

E) Make a clear and committed choice whether or not you will deal directly with this person.

Step 2. Prepare

Before having an authentic (and potentially challenging) conversation:

A) Determine desired outcomes.

What specifically do you hope to accomplish as a result of this conversation? Make sure you are not going in for the purpose of unhelpful goals such as proving you're right or wanting them to feel bad. Goals may be both tangible and intangible.

Examples of tangible outcomes:

- Re-opening and commit to agreement on a salary raise
- Re-negotiating our roles and how they interact
- Wanting to give feedback and/or a request a change in behavior.

Examples of intangible outcomes:

- Rebuilding trust that has been damaged
- Wanting to feel that my perspective and feelings are understood

B) Examine your triggers

Use the lens of triggering to look at your emotional reactivity in this situation. To what extent are you experience a re-stimulation of past experience, as opposed to a proportional reaction to the events in this situation?

C) Set up the conversation

Invite the other to have a conversation and share your desired outcomes. See if they have additional outcomes. Make sure they are really willing to have the conversation (otherwise, your chances of a successful outcome are pretty slim). Consider using a neutral 3rd party as witness, support, and facilitator.

- Create conditions that best support success. Difficult conversations are difficult enough without extra barriers. The conversation should be:

- In a place free of distraction (and with no incoming calls)
- When both parties have clear attention
- When there is adequate time to complete ‘agenda’
- Face-to-face is always far preferable to telephone (or e-mail) for difficult conversations

Step 3. The Authentic Conversation

A) Deep listening

- Really listen—deeply, opening, without judgment
- Create a safe and inviting space for the other to reveal their heart and truths
- Do not interrupt; leave space before responding

B) Positive Intent

Make sure your intent is really aligned with your goals. The underlying purpose and tone of the conversation should be about moving the work forward, better results, building more effective partnership, the success of your organization or coalition, etc.

C) Structures and processes that support communication:

- Active listening
- Ask open-ended questions of the other
- Check regularly for understanding
- Talking stone

D) Take full responsible for successful conversation.

Facilitate your conversation:

- Keep focused on your outcomes
- Check regularly to make sure the conversation is on track
- Stop the conversation when it drifts into unhelpful dynamics
- Stay focused on what you want to create. Focus on the present and the future. Dwell less on the past. Take responsibility for creating what you want, rather than complaining about what you don't want.

E) Right speech

The way we speak greatly influences what comes back and the quality of the dialogue.

- Avoid dialogue inhibitors
- Practice dialogue enhancers

F) Completion

- Clarify agreements and action steps going forward.
- Make sure the conversation feel complete to both of you.

Debate vs. Dialogue

Adapted by Robert Gass from the work of the Public Conversations Project & Mark Gerzon, Mediators Foundation

DEBATE	DIALOGUE
Assuming there is a right answer; and you have it.	Assuming that many people have pieces of the answer.
About winning.	About win-win & finding common ground.
Listening to find flaws for counter-arguments.	Listening to understand, find meaning and areas of possible disagreement.
Defending assumptions as truth.	Revealing assumptions for re-evaluation.
Defending one's views.	Openness to learning.
Defending positions.	Revealing and exploring underlying interests.
Talking at each other.	Side-by-side looking together at the issues.

Active Listening Skills

Attending

This consists of postural, visual and nonverbal indicators that show you are really paying attention to the other person. Three specific behavioral skill elements are characteristic of “attending”:

- Physical body posture, such as leaning forward in an open, accepting neutral position (such as arms uncrossed). When sitting “bold upright” in a chair, legs and arms crossed, one displays the exact opposite of attending.
- Eye contact is critical, since when you look away from the person who is talking, you are not displaying attending behavior. This doesn’t mean you should “stare down” the other person, just that you must regularly let your eyes make contact.
- Some vocal (but nonverbal) expressions encourage the other person to keep going —things like a nod of your head, a smile, or saying “Um-hmm.” These expressions show the other person that you want to hear more. We all know how to be attentive, but we are often lazy or sloppy about doing so.

Active Listening

This group of skill elements is much less common than attending and has three sub-skills:

- Simple repetition is used only to clarify what you did not hear —the signal—or are not sure you heard correctly. This is as far as people go with listening skill, and it is not adequate.
- Paraphrasing, or repeating in your own words what the other person said, is a more effective strategy for clarification. This lets you determine whether or not you correctly interpreted the meaning of what the other person said. Correct paraphrasing requires more active involvement in the listening process than simple repetition, but it is a skill that is relatively easy to learn.

- The most difficult skill element is listening for feelings and restating the feeling that the other person has expressed. This skill is difficult to develop for two reasons: First, you must restate the feeling that the other person is experiencing in your own words; not just repeat the term the other person used. Second, (and more frequently) you must figure out just what the other person's feeling is. Most people communicate their emotion non-verbally. This is inadequate in helping solve the problem.

1. Paraphrasing

- Description: State in your own words what you think the other person just said (usually, in more specific terms).

- Function: ____ Let the speaker see how his/her statement was understood, and then corrects any misunderstandings.

- Example: "Oh, I see. Your boss arrives late nearly every day, but expects you to be prompt, and that makes you angry."

2. Summarizing

- Description: Integrate related points into a single idea (similar to paraphrasing).

- Function: Highlights central messages; facilitates agreement or discovers further areas of disagreement.

- Example: "So, because your doctor doesn't visit you as often as you'd like or doesn't answer your questions clearly, you think she doesn't care about you very much."

3. Acknowledging

- Description: State how the speaker seems to be feeling.

- Functions: Allows the speaker to discover or release hidden feelings, encourages talking about feelings and their causes, getting at the underlying problem; shows listener is empathetic.

- Example: "You seem to be feeling mad/afraid/angry/confused/etc."

4. Encouraging

- Description: Ask that the person give more information about what happened, causes, and so on.
- Functions: Shows you are listening and interested; helps you understand more fully the nature of the situation; helps speaker to “talk it out” and vent negative feelings.
- Examples: “What specifically happened; take it from the beginning.” “What things do you think caused that?”

5. Supporting

- Description: Give short verbal and nonverbal cues to signal that you are listening.
- Functions: shows that you are paying attention and encourages the person to continue talking; gives you time to think before trying to respond.
- Examples: “Uh-huh.” “I see.” Maintaining eye contact. Nodding of head.

6. Delegating

- Description: Place responsibility for solutions or ideas back on the speaker; involve him/her in the solution.
- Functions: Elicits ideas that the speaker might already have; may help speaker to understand how difficult (or relatively easy) the problem is to solve; may help you solve the problem.
- Examples: “What do you think should be done about that?” “How did you handle this type of problem the last time it came up?”

“Listening for Feelings...?”

Sometimes people’s feelings are obvious. For example, when someone is very angry and yelling or is very sad and crying. Often, though, our feelings are more subtle and less overt parts of the message. Moreover, you must figure out how to state the feeling without appearing to be negative or hostile and this make take some tact.

The other person might become very offended if you said, “You seem to feel very jealous of Paul now that he got the promotion and you didn’t.”

If you are accurate, the other person might be even more offended. A better way to state this person’s feeling would be, “You seem pretty disappointed at losing that promotion to Paul.”

Consider:

John says, “The office renovation project is way overdue!”

What does he mean?

Does he mean, “We’re in deep trouble and I’m upset!”

Does he mean, “The project leader on this is in major trouble!”

Or, does he mean, “Our schedule is all fouled up and that upsets me!”

To find out, you might say, “You seem pretty angry that we haven’t finished the job yet.”

Or, you might say, “You seem upset that people aren’t pushing hard enough on this!”

John might respond, “Right!”

Or, he might say, “No, I’m concerned that potential volunteers will be walking around this dump, and they might they we’re totally unprofessional about how we operate as an organization!”

In one sense, it really doesn’t matter, because whatever John’s response is, you will now know for certain what he really meant.

Council

Rachel Kessler

Council is a highly structured form of discourse that builds community and allows participants to know each other and be known in ways that lead to a sense of belonging and meaning. It requires and develops listening skills, particularly the art of open and non-reactive listening. Speakers learn to articulate briefly the essence of what is important to them.

In council, each person has the opportunity to speak without interruption about a theme which the facilitator has set at the beginning. No one can speak a second time until each person has had the opportunity to speak. We find that timing the speaker is essential in the early weeks (or months) to ensure that there will be time for everyone to speak. Limiting time to 2-3 minutes also ensures that speakers will not ramble or go into a self-absorbed trance that discourages connection with others rather than building caring relationship. A volunteer time keeper can ring a gentle bell 15 seconds before time is up so a speaker can come to completion.

The facilitator can speak first to set a tone and then move clockwise around the circle. Someone can pass if they're not ready; the facilitator invites those who passed to speak after the circle is complete. They may still pass and then the second round can begin. This sequential style – “stringing beads” – is often useful in the beginning to get things going and whenever you are pressed for time. Going in order tends to encourage listening and speaking non-reactively, particularly when participants are encouraged to speak as if they were the first person addressing the theme, rather than responding to what was just said in the first round.

An alternative form involves people just speaking up when they're ready. "Popcorn" style can work well, once groups have developed the patient listening that comes with the first style and will not all be jumping in at once. They may need to be reminded not to react to what was just said, but remember to speak to the theme as if they were the first person speaking. This style can also lead to long silences between speakers as individuals work up the courage to speak. These silences can be beneficial later when everyone becomes comfortable with silence and when there is plenty of time. For all these reasons, I suggest that this form be deferred until several months of listening and speaking practice that comes with sequential sharing. With popcorn, it is also essential for the facilitator to ensure that no one speaks twice before everyone has had a chance to speak.

The role of the facilitator is to set the theme and in the early weeks, be the first speaker to set the tone, depth and length of the sharing. The facilitator does not interrupt or respond to participants unless there is an urgent need to remind someone (gently) to be brief, to relate their remarks to theme and for, listeners, not to interrupt. The facilitator models caring and attentive listening and can also encourage participants by a soft "thank you" after each person speaks. It is useful to offer a minute of silence after you set the theme for people to think of what they might want to share. Remind them not to be preparing their remarks while someone else is speaking and to trust that when it is their turn, they will find what they need to say.

Ideally, there will be time after the first round for "connections." This may be as brief as five or ten minutes or be an open dialogue period for a longer time. This round is introduced by the facilitator by saying: "In this next round, I encourage you to acknowledge people who have said something or if you have had a similar experience. You can also use this round to clarify or go deeper in what you raised in the first round in light of what you have now heard from others." This round is "popcorn" style.

If you are working with a longer time frame, you may occasionally have a full second round in which each student has the opportunity to speak.

“Council” may or may not include some ceremonial elements which can foster a deeper sense of meaning and quality of reverence and respect. Council comes from an ancient form of communicating, decision-making and community-building from many cultures around the world. Sitting in a circle, close to the ground, around a fire and passing some meaningful object from nature to designate the speaker—this form has appeared in ancient Greece, Hawaii, Africa, and many Native American tribes.

You may introduce one or more of these ceremonial elements, depending on your comfort level and the feelings of your students and their families:

- 1) Placing a cloth in the center of the circle, which represents the “hearth” of the community
- 2) Inviting participants to light a candle (or include several candles, which can be lighted by a different volunteer)
- 3) Inviting participants to make a “dedication” out loud or in silence as they light the candle; a dedication may invite a quality such as honesty or friendship into the council, honor someone who is celebrating, or ailing, or someone who has died.
- 4) If candle-lighting has a negative meaning in some of the religious traditions of participants, you can place a flower at the center, or some other object of beauty to focus on.
- 5) Using a talking stick, or rock, or pine cone or something else that has meaning and beauty for the group.

Many people hunger for the special quality that a council with ceremonial elements brings to the room. They are more likely to act respectfully to themselves and one other and to speak about what is important to them in this context. There are no religious beliefs implicit in council—the ritual elements simply provide an atmosphere of profound respect and focused attention.

Be prepared for the possibility that participants will share something unrelated to the theme you set. This can happen in any safe sharing circle. It is not necessarily about flaunting or forgetting your instructions. Often when people feel they are in genuinely safe and caring circle, they will feel an urgent need to talk about something that is pressing.

Closure is particularly important after sharing circle or council. A teacher should plan at least 10 minutes to transition after circle and before the class ends. Closure activities give students time to digest and integrate what has been shared. Sometimes this may be a quiet and serious time. Other times, a playful game is helpful to make the transition back into the faster, louder pace of ordinary discussions and life.

The Council Process

Choose a time keeper.

Introduction: “Moving clockwise in a circle, each person will have a chance for brief reflections. Then we’ll have ten minutes for dialogue.”

Restate theme

Sample 1: General: How has the quality of public discourse about (education) (this particular issue) affected you personally?

Sample 2: Oriented to a specific issue

Round one: What is the heart of the matter for you on this issue? What is your position?

Round Two: “Tell a story from your early years that shaped or influenced your views about this issue.”

Clarify: Share a specific personal experience and reflect how you felt at the time. Feel free to pass if you are not ready or prefer not to speak.

Facilitator: Share your personal reflections first to set tone; model attentive listening; use gentle reminders to enforce Ground Rules.

Timekeeper: Allow 2-3 minutes for each speaker: raise a card 15 seconds before time is up to remind the person to come to a close.

Facilitator: Give those who passed a second chance before moving to dialogue. Encourage respect of right to pass.

Dialogue: Personal Reactions and Acknowledgements

Facilitator invites ten minutes of dialogue reminding people this is not time for analysis of the issue, but a chance to build community and a climate for constructive dialogue. Invite brief comments to acknowledge and affirm what someone else has said that is important to you; or note common themes or patterns in reflections. Ensure that no one person dominates conversation or interrupts others. You may want to model a statement affirming someone else’s statement, whether you agree with their point of view or not.

Guidelines for Wisdom Circle/Council

Select a timekeeper.

Invite a participant to light the candle and offer a dedication: “I dedicate this council to...”

a) Invite a quality or principle into this circle, such as honesty, or community, etc.

or

b) Honor a person: i.e. someone who needs support or who has just accomplished something or someone who has recently died or been born.

Facilitator restates theme and reminds people to focus on listening and let their own remarks come spontaneously, without preparation.

Moving clockwise, each person speaks in turn, with the opportunity to pass if someone feels not ready or chooses silence.

Allow 2 minutes for each speaker with a 30 second warning.

Allow a brief pause after each speaker so their words can be digested before the next speaker.

Individuals may choose to pass; the facilitator gives them an opportunity at the end to speak before anyone speaks a second time.

Facilitator invites “connections” – brief comments

- To deepen remarks in light of what others have shared,
- To honor others or
- To note themes or experiences in others that have had particular meaning or resonance for them.

Restate (or invite the group to create) some kind of closing:
For example: a moment of silence; a moment when each person looks around the circle into the eyes of others; an individual volunteering to make a statement that closes the council and puts out the candle; the group all standing and simultaneous blowing out the candle; etc.

Recommitment Conversations

1. Breakdowns in commitment conversations happen.
2. Powerful tools exist to deal with breakdowns.

Actionable Complaint

The purpose of an actionable complaint is to re-establish/repair the relationship in respect and lay ground for future possibilities or to close the relationship cleanly. It is made right away, generates respect and teamwork, ends in requests and commitments and produces learning.

Complaint Model:

1. Set context: share goal, intention, permission, be aware of mood.
2. State and check prior commitment (grounding move).
3. State and check breakdown (grounding move).
4. Give damage report: factual and emotional.
5. Check & inquire for other's story.
6. Request restitution and offer re-establishment of relationship.

Apology (when we break the commitment)

Elements of an apology:

1. Set the context.
2. Review and check prior commitment (grounding move).
3. Acknowledge and check breakdown (grounding move).
4. Apologizer acknowledges and checks the breakdown.
5. Apologizer inquires into the other's perspective and asks for a damage report.
6. Apologizer offers his/her perspective.
7. Apologizer offers (and/or asks the receiver what would constitute an acceptable restitution).

Additional Communication Skills Resources

Claire Raines Associaton and Leslie Sholl Jaffe Consulting. Presentations and Keynote Speaking.

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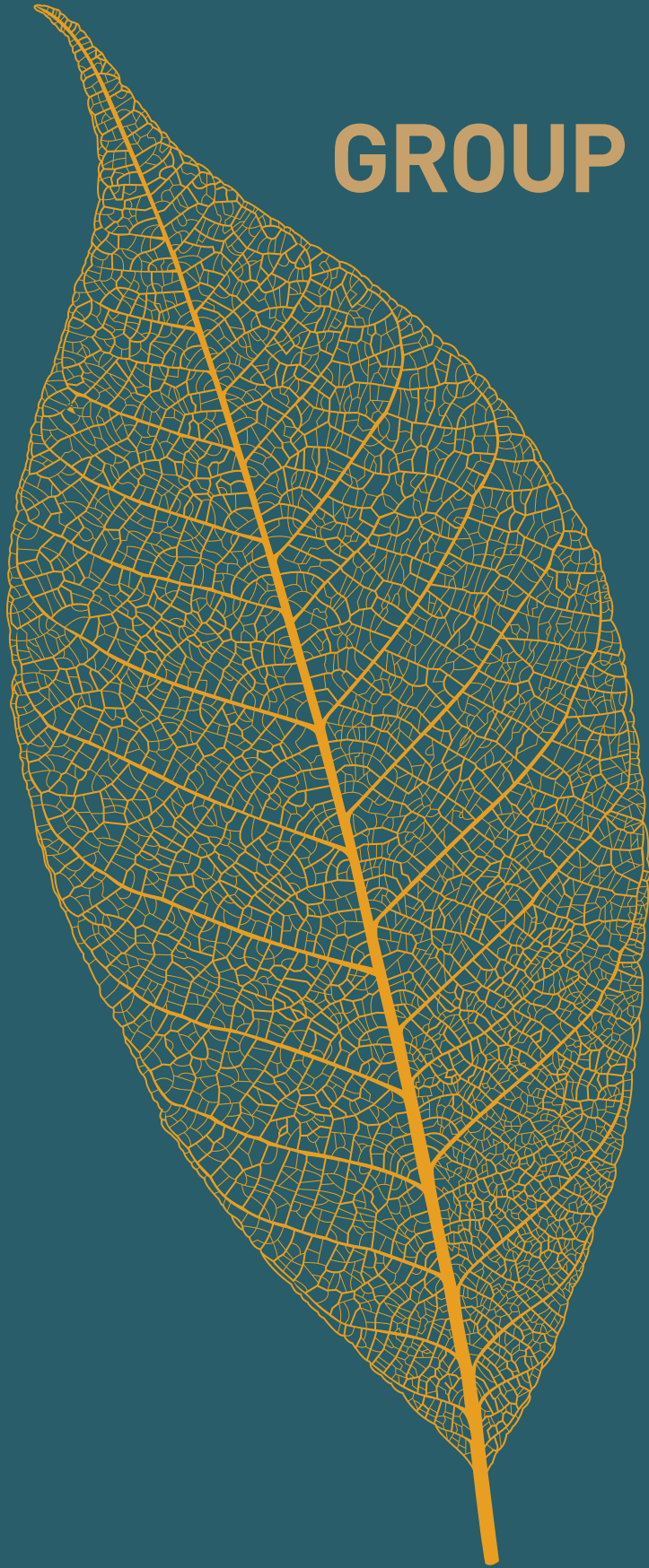
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GROUP FACILITATION SKILLS



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Facilitating Groups

Robert Gass

A facilitator is committed to the success of the group in meeting its goals.

Facilitation is an example of servant leadership:

- Success depends on the willingness of the group to follow the suggestions and direction of the facilitator.
- The facilitator earns this trust only through his/her ability to act fairly and impeccably in serving the vision of the group and process of the meeting.

Groups must be able to count on the neutrality of the facilitator:

- Facilitators should usually not participate in the context of the meeting when facilitating.
- When essential to give your personal opinion on content, first let the group know you are 'stepping out of role'.
- While possible to facilitate when you are the actual leader of a group, you must be very clear about what power the group does or doesn't have to make decisions about the items at hand.
- Many leaders prefer to hand over facilitation duties to someone else, leaving them free to participate in the discussions.

There are many styles of facilitating:

- Like other forms of leadership, facilitation is as much about who you are, as the tools you use.
- Each facilitator must evolve a style that is natural to their personality.
- Different organizational cultures will respond better to different styles of facilitation.

Meetings

The success or failure of many meetings is determined before people ever enter the room. Some of the most important work of the facilitator begins in the process of conception, convening and planning a group meeting (see “tools for meeting set up”).

Once the meeting is underway, the facilitator moves the group step-by-step through the agenda. Even with the best of planned agendas, meetings do (and should) have a life of their own:

- Skillful facilitators find a balance of keeping the group to the agenda, while knowing when to run with the unplanned magic of the moment.
- If you attempt to control groups too tightly, they rebel.
- If you leave too much slack in the reins of leadership, groups become chaotic and inefficient.

The facilitator must simultaneously track both the content of group discussions and the process and energy of the group.

Monitoring Content

Though usually not actively participating in the actual substance of the discussions, the facilitator must be tracking the content well enough to be continually evaluating:

- Is the process focused and on track to accomplish the chosen task?
- Is it clear to members where and how to focus their comments to best achieve the needed results?
- The quality of thinking, problem solving, and decisions—
- It's not enough to complete the task. Is the group giving its highest quality and productivity? Are the results of the group's work sufficient to meet the need? How can we 'raise the bar'?

Monitoring Process

The greatest challenge for many facilitators is to track at the same time the process and energy of the group, monitoring:

Time

- Is the process keeping to the allotted time?

Participation

- Are some members dominating in an unhealthy way?
- Are significant numbers of people not participating?

Collaboration

- Is the nature of the process helping building team cohesion?

Energy

- Is the quality of group energy appropriate to the task at hand?

Multi-tracking

Skillful facilitation demands considerable awareness of multiple factors. The ability to simultaneously monitor more than one process at a time is called “multi-tracking.” It is beyond anyone’s ability to closely watch all the above mentioned variables at the same moment in time. By being in a state of heightened alertness, an experienced facilitator will start to pick up warning signals from the group when they cross a certain threshold of intensity, in the same way that a good driver is continuously scanning the road ahead and picking up potential hazards.

Some helpful hints:

- Imagine that you have several scanners like radar. At set intervals, perform a mental scan with each of your radars: How is the group energy? Levels of participation? Time?
- Use the group to monitor its own progress. Take “preventative” 1-minute process checks every hour or so, asking the group to evaluate the quality of its own work and process.
- Have someone in the group sit out of the proceedings and act as a “witness to the process.” Invite them to sit next to you, and offer you and/or the group input during the course of the meeting.

- When the process seems like it might be ‘off’ but you’re not sure what’s going on, try asking the group: “It feels pretty down in here. I’m not sure what’s going on, but let’s take a quick pulse-- ‘How are we doing?’”

Interventions

The deal is to intervene proactively, before any of these variables become major problems.

When making an intervention:

- Come from a place of inner resourcefulness. Anxiety about whether or not a group will respond well to our suggestion often evokes resistance. Your centeredness and relaxed confidence will usually be reassuring to a group.
- Be positive, friendly and respectful.
- Your good rapport and contact with people greatly lessens resistance to your interventions. Don’t blame the group—people will usually get defensive. Be committed to their success, not your own performance. People respond to your caring.

Although interventions include a vast array of behavior, in general:

- 1) State objectively the situation you are trying to redress.
- 2) Then offer a clear suggestion of how to get on a better track.
 - Making an observation without any suggestion of how to proceed may open the group up to a long, unproductive discussion of process.
- 3) See if you can get the group to quickly accept your suggestion.
 - At all costs, you want to avoid debates about what process to use. Often, any suggestion that everyone agrees to will work just fine. If there is resistance, don’t be defensive or attached to your proposal. Keep the conversation tightly focused on positive suggestions of how to move the group forward. Bring the group to agreement on the process as quickly as possible.

Types of Interventions

There are basically three varieties of possible interventions:

1) Restructure process:

- Change the group process by re-organizing the structure of the dialogue (dyads, small groups, etc.); using problem-solving processes; inserting a “process-break” or changing the original agenda.

2) Re-focus content:

- Harness the group’s work output by re-focusing conversation on the original topic, approaching the same topic from a different perspective, or changing topics completely.

3) Shift energy:

- Change the feeling-tone and energy of the group through feedback, inquiry, confrontation, suggestion, inspiration, or modeling.

Examples of Interventions

Problem #1: Stuck and unable to solve problem.

Change structure:

“We seem to be stuck. Would you be willing to try a different approach?” Use a problem-solving process.

Refocus content:

“We don’t seem to be getting anywhere on this track. Let’s focus on ...”

Shift energy:

“We’re getting pretty bogged down. Let’s take a break, maybe get some fresh air...and see if we can’t come back ready for a breakthrough.”

Problem #2: Discussion is unfocused—comments are not building towards resolution.

Refocus content:

“It seems like the conversation is wandering. For the next 15 minutes would you all please focus your comments on ...”

Restructure:

“It looks like we are talking here about three different issues: ____, ____, and ____. Let’s spend 10 minutes working on ____. Then we’ll turn to ____ and ____.”

“Let’s break into three subgroups, and take some time for each group to really delve into one of these topics.”

Shift energy:

“It seems to me that our comments are not well focused. I ask that each of you reflect before speaking, and make sure that what you are about to say will really move the action forward.”

Problem #3: One or more people dominating or significant percentage of group tuning out of discussion.

Re-structure:

“I would like to hear now from the people who haven’t spoken yet.”

“I’d like to ask that those who have been speaking a lot to please hold off for a while and give others a change to speak.”

Shift energy:

“I’m noticing that number of us don’t seem to be participating. Let’s all get in the game.”

Problem #4: Boggy, tired energy.

Re-structure:

“Take an energy break or use a structure that tends to rise energy such as brainstorming or dyads.”

Re-focus content:

“I’m noticing that energy is low. Are we focusing on the right issue? Or is there something else that we would have more energy for?”

Shift energy:

“Our energy seems boggy. This issue deserves our best. Can we all wake up and give this our best energy...or should we take a break/call it a day?”

Problem #5: Non-productive dissention or conflict with no listening.

Change structure:

“We don’t seem to be getting anywhere like this. I suggest we use a talking stick for a while, and see if we can’t begin to hear each other better.”

“Let’s put on the flip chart what we agree on, then clarify the actually areas of disagreement and work them one by one.”

Re-focus content:

“It seems that we have trouble agreeing on _____. Instead, why don’t we look at _____ and see if we can get on the same page together.”

Shift energy:

“Hey, we have a great confrontation brewing here. Why don’t we save it for the WTO?”

“I’m really concerned that if we don’t start really listening to each other, this meeting will be over and we’ll have no budget. Please, remember we’re on the same team here. (Pause) Let’s try again.”

Problem #6: Going off on a tangent.

Change structure:

“We’re gotten off topic here. Do people feel it’s important to spend more time on this?...If yes: “How about another 10 minutes?” or “Why don’t we return to this topic after we reach completion of the agenda topic.”

Re-focus content:

“Part of me thinks this discussion is really interesting, but I think we’d better get back to _____? Can we agree to do that?”

Problem #7: Disruptive individual members.

Change structure:

“John, you seem to have a lot of energy for _____, but it’s not where most of us seem to be. Is there something you’re needing that would help us move on? (Sometimes a short time focused on the needs of one or two members proved to be a worthwhile investment.)

Re-focus content:

“Molly, the rest of us are focused on _____. Are you willing to join us?”

Shift energy:

“Charlie, I’m finding that the way you’re participating is making it hard for us to get the job done here, and our time is precious. Please, please do whatever you can to help us get moving.”

Problem #8: Side conversations; group not sharing focus.

Change structure:

“I’m noticing we’re breaking into more than one conversation. Let’s make sure that we all want to focus on _____. If not, perhaps we should shift topics.

Re-focus content:

“Come on folks, let’s stay focused on _____.”

Shift energy:

“Could we perhaps limit our conversations to only three at a time.”

Problem #9: Quality of work outwork sub-par.

Change structure:

“We’ve taken it to a certain point, but I’m not convinced we have the best solution. Let’s try _____. (Use problem solving process.)

Shift energy:

“We’ve been working hard, but I know we can work smarter and better. What do you think we need to do here?”

Problem #10: Pace of conversation too fast; insufficient listening and reflection.

Change structure:

“This is a really important decision. It feels to me like we should slow down the pace and make sure we have a good and thorough process. Let’s do a go-around with a talking stick”

“Would you all be willing to leave a five second pause after someone finishes, before speaking?”

Shift energy:

“This is an important conversation, and I think we need to drop down a level here. Would you all be willing to bring your best attention and listening here? Let’s take a few moments of silence and then slow it down...”

Problem #11: Pace of work too slow; not achieving results efficiently.

Change structure:

“I think we could be more productive if we broke into small groups for 20 minutes, giving each group the responsibility for _____.”

Re-focus content:

“I think we can get this one more efficiently if we focus all our comments on ____.”

Shift energy:

“Hey folks! It’s 2:30. Let’s pick up the pace!”

Problem #12: Falling behind in agenda.

Change structure:

“The last conversation was good, but we’re now about an hour behind in the agenda. I suggest that we postpone discussion of ____ until next month, and move ahead to _____. Is that okay with everyone?”

Re-focus content:

“We’re falling behind where we need to be. Please make sure that your comments are really, really important to completing this item.”

Shift energy:

“O.K. I’ve just checked in with where we are in the agenda. At this pace, we should be done somewhere around 4:30 tomorrow morning. I don’t know about you, but I was planning on going home tonight. We have to pick up the pace, O.K.?”

Problem #13: Group proceeding to closure without high level of buy-in.

Change structure:

“Let’s take a break in the action and make sure we’re all really on board. I’d like to request a couple of minutes of silence. Perhaps we can each check inside and make sure we feel right with this decision. Then I’d like to pass once around the circle and hear from everybody their level of commitment to this decision... 1-10... ‘1’ means you totally disagree... ‘10’ means you’re 100% on board.”

Re-focus content:

“I’m not sure we’ve arrived at the best decision. Let’s take five minutes to play devil’s advocate and see if we can shoot holes in this plan.”

Shift energy:

“It’s decision time! We’re about to set our organization on a course, and I can’t tell if we’re all on board. Now would be an excellent time to surface any concerns...”

What to do about major breakdowns?

It's obviously hard to give a generic answer, since it depends on the problem and the diagnosis. But here are some examples:

Change structure:

"This meeting is going south fast. Would you be willing to all go with a suggestion for a way to us back on track? Here it is ____." (1. Fishbowl 2. Council 3.____).

"I propose we take a break. How about I'll get together with several of you and see if we can't come up with a way to make this work? Any volunteers?"

Shift energy:

"Hey folks, I'm doing the best I can to serve you and get what we need from the meeting. If we don't shift the way we're working together, I'm afraid we're all going to leave here pretty unhappy. Please, please help me out!"

"I think we've been successful at achieving total meltdown. Yes? O.K., this is pretty left field, but we've got nothing to lose. Let's all _____

1. Dead ants
2. Five-minutes all out dancing
3. Take a few minutes of silence. Reflect on what we're most deeply committed to in this organization...Now let's go around the circle once...each share whatever is in your heart.
4. Go outside for 20 minutes. Make a list of all your frustrations, complaints, and negative feelings. I'll leave a garbage can by the door. On your way back in, ceremonially drop the paper (and our egos) in the garbage can, and let's see if we can't come back and get some work done."

Moving Groups from Limitation to Possibility

Robert Gass

1) Deep listening

It is difficult to let go of the past without having been heard. As a leader, your task here is to let people know you really want to hear their situation, to bear witness to their pain and frustration.

2) Catharsis

Feeling like a victim is an emotional, energetic experience. Part of letting go of the past may be an emotional or physical purging. This may happen spontaneously, or can be ritualized.

3) Evoke purpose and vision

People can be inspired out of their helplessness. At the right moment, a leader (or a group process) can sound a note of hope, of possibility, that resonates in people's hearts, awakening their power.

4) Confront

There is a thin line between listening compassionately to peoples' frustrations, and colluding in their perceived helplessness. At the right moment, groups may be best served by confronting head-on their victimhood. Be a mirror to the group. Help them see the consequences of remaining in this state. Think of rousing someone from sleep in an emergency.

5) Shift energy

Again, at the right moment, the energy of a passive group can be turned by humor, teasing, modeling, or a physical activity.

6) Shift perspective

Using tools like re-framing to create conceptual breakthroughs in
Top Ten Screw-Ups for Facilitators

Top Ten Screw-Ups for Facilitators

- 1) Getting tight and controlling like an insecure substitute teacher... watching the group rebel like unruly school kids...as you get more and more tight.
- 2) Letting the group go on and on...getting nowhere...painfully watching the life, energy and commitment drain out of the group... and just letting it drag on...dying in front of your eyes...and you watch.
- 3) Allowing the interaction to become all hub and spoke with you at the center. A concern is raised. You try to fix it. There's a question. You answer it. There's a suggestion. You evaluate it.
- 4) Being unwilling to make tough confrontations because you want to be liked.
- 5) Engaging in long, long, long "discussions" about which process to use.
- 6) Arrogantly scolding the group for not doing it right (like you had no part in it) making them feel badly...then criticizing them for getting defensive.
- 7) Never clarifying where the power to decide really lies in the group... and watching everything unravel.
- 8) You join with the group in descending into a bottomless pit of internal process, while all connection with the larger organization and external reality is lost.
- 9) Subtly (or not so subtly) pushing your own point of view and agenda while pretending to be "facilitating."
- 10) Allowing time to be completely eaten up on the first two agenda items and never getting to the most important challenge facing the team.

Running Effective Meetings

Robert Gass

Pre-planning

Gather input for agenda.

- Keep a running list during your work week.
- Brainstorm possible agenda items.
- Gather input from co-workers. Make sure they have an opportunity to give input before the agenda is set in concrete.

Focus on results.

- Make sure meeting activities will actually get you where you want to go by the end of the meeting.

Prioritize possible agenda items.

Set realistic time parameters for each agenda item.

Do your pre-work.

- Come well prepared to meeting to handle each agenda item.
Inform other group members of final agenda.
- Give people enough information with enough advance time that they can also come well-prepared.

Getting Started

Make sure people have really arrived and have good focus before beginning the agenda.

Review agenda.

Ask for input.

- Make sure you have commitment of group to agenda before beginning.

Keeping The Group On Purpose

Proceed step-by-step through the agenda.

- Direct the group's attention so that members always know:
 - o The agenda items under discussion
 - o The results that are desired
 - o What kinds of input are needed from them

Keep all activity and comments focused on the agenda item at hand.

- Groups (and individuals within groups) are prone to going off on tangents. Help teach your group to discipline its focus.

Keep energy moving forward.

- Be alert to signs of bogging down, going around in circles, needless repetition, lack of focus. Use process comments or suggestions of a new focus to keep group energy moving towards accomplishing the task at hand.

Keep track of time.

- Maintain an overview of the tasks that need to be accomplished.

You may need to:

- o Set time limits
- o Speed things along
- o Prioritize remaining agenda items
- o Agree to make changes in agenda

Carefully manage transitions between agenda items.

- Make sure that there is closure on each item, and that the group all moves together to the next item.

Getting The Participation You Need

Invite a sense of teamship or “we-ness.”

Monitor and limit your own participation in content; be a facilitator of process.

Allow silence.

Be gatekeeper when necessary.

- Monitor those who tend to dominate meetings.
- Draw out those not participating.

Deal directly with resistance.

Create open space at end for feedback and other input.

Acknowledge group for its contributions.

Creating Good Closure

Double-check ‘completed’ agenda items: who does what by when.

Deal directly with unfinished business.

Create open space at end for feedback and other input.

Acknowledge group for its contributions.

Structuring Meetings: Determining Who Should Attend ARC International

Who attends the meeting is as important as what is discussed. Determining who needs to attend depends on what you are trying to achieve. Use the following guide as you consider who should attend:

1. Answer the following questions to determine who has a stake in the outcome:

- Who is critically involved because they possess relevant information, knowledge, or expertise?
- Who will be impacted and/or asked to implement a decision?
- Which people carry the greatest influence based on position, expertise, tenure, charisma, etc.?
- Who needs to better understand the situation in order to reduce their fear of the unknown?
- Who needs to attend due to their functional position or due to the politics of the situation?
- Who could act as a credible representative for a number of people—thus keeping the size down without compromising productivity?
- What is the range of hierarchical levels required to be involved?

2. Answer the following questions to determine their responsibility in the decision-making process.

- Who needs to know the outcomes, but does not need to attend because they can be informed by telephone, email, memos, one-on-one, or via the minutes?
- Who will make the final decision?

3. Determine who should be there (actual attendees).

4. Answer the questions below to make “guesstimates” about their possible interactions.

- Who will probably be enthusiastic about attending? Who will most likely be turned off?
- Which people have had interaction difficulties in the past?
- What is the overall demeanor of the group probably going to be aggressive, laid-back, fun-loving, passive, intellectual, or analytical?
- What is likely to be the general degree of support, or resistance, to each topic/issue?

Planning Checklist

Goals & Outcomes

- What do I want to achieve by the end of the meeting?
- Who is the client?
- Who needs to be satisfied?
- Is a meeting the best way to handle this?

Who Should Attend

- Who needs the information?
- Who can contribute?
- Who would expect to be involved?

Amount Of Prior Notice

- How long do people need to prepare?
- What is the meeting date?

Agenda

- What items remain from previous meetings?
- What new items need to be discussed? How much time will be needed?

Pre-work

- What information can be supplied in advance?
- What should participants prepare before they come?

Room Set-up

- What seating is needed?
- Which room should be booked?
- What equipment is needed?

Focus

- Who will chart the discussion?
- What are the ground rules?

Follow-up

- Who will ensure that action items are completed?
- How will information be communicated to those that aren't at the meeting?

Writing Goals

Components of a Goal Statement

1. What must be accomplished?
2. How will the goal be achieved?
3. How will the goal be measured?
4. When will the goal be achieved?

Action Verbs that Can be Observed and Measured

Access	Conduct	Prepare
Adjust	Construct	Remit
Agree	Control	Remove
Analyze	Correct	Replace
Answer	Delegate	Report
Apply	Distribute	Review
Appraise	Establish	Select
Assemble	Explain	Sell
Assign	Express	Sharpen
Build	Find	Solve
Calculate	Identify	Spread
Call	List	State
Choose	Match	Test
Complete	Name	Write

Examples of Verbs That Are Not Observable or Measurable

Be acquainted with	Learn
Be familiar with	Really understand
Develop an appreciate of	Recognize
Develop conceptual thinking	Remember
Enjoy	Sympathize with
Gain knowledge of	Think
Grasp the significance of	To be aware of
Increase interest in	To know

Setting Goals Worksheet

What is it you wish to accomplish? Be specific.

What will be different when the goal is achieved?

Measurement Standards

How will achievement of goals be measured (time, cost, quality, results, etc.)? Multiple standards should be applied to all goals when appropriate.

Resources

What do you need to make the goal realistic?

Conditions and Assumptions:

Meeting Options Matrix

Determine if this meeting is necessary.

Once you have decided on your goals and outcomes, you need to determine:

- Participants availability
- Who should participate in discussions
- Degree of involvement needed
- Expertise required
- Diversity of opinion

CRITERIA	OPTIONS		
	No Meeting	Meet Selectively	Group Meeting
Availability	Very Short	Individually Available	All Available
Decision Authority	You are Empowered	Shared Among a Few	Entire Group Empowered
Involvement or Commitment	Not Important	Helpful	Broad Comitment Needed
Others Needed to Implement	Not Required	Individually Necessary	All Involved
Expertise Needed	Single View Adequate	Other's Views Helpful	All Views Needed
Diversity of Opinion	No Conflict Exists	Isolated Need	Broad Group Conflict

Structuring Meetings: Political/Stakeholder Worksheet

1. Determine the goal.
2. Determine what functions have a stake in achieving the goal.
3. Identify the people.
4. Determine each person's decision-making responsibility.
 - 1= Should be the only one to make the decision
 - 2= Should have approval and veto power over the decision
 - 3= Should be one of those who votes
 - 4= Should be consulted before the decision
 - 5= Should be told about the decision after it is made
 - 6= Have no need to be involved in this decision.

ROLE	DECISION RESPONSIBILITY RATING

- Who will be enthusiastic about attending?
- Who will most likely be turned off?
- Which people have had interaction difficulties in the past?
- What is the overall demeanor of the group probably going to be –aggressive, laid-back, fun-loving, passive, intellectual, or analytical?
- What is likely to be the general degree of support, or resistance, to each topic/issue?

Structuring Meetings: Agenda Building

Purpose

- Prepares in advance what the group wants to accomplish in the meeting.
- Establishes priorities.
- Provides a vehicle for members to provide input before the meeting.
- Informs members so that they can come prepared to participate.

Steps to Create an Agenda

Step 1: Identify a meeting goal.

List the things you want to accomplish in order to achieve your goal during the meeting. Soliciting agenda items from the meeting participants beforehand builds commitment to outcomes.

Step 2: Determine who should attend.

Step 3: Determine the types of topics.

Information only. The concise presentation with clarifying questions only, and no discussion. Ideally only bottom lines are presented with background information handed out. Often these items don't even need to be on an agenda and can be handled by e-mail or memo.

Discussion required. Presentation of information, clarifying, hearing opinions and discussion, no action or decision is intended. This takes longer than information items and pre-meeting handouts are required and reading them is expected of the audience.

Step 4: Decide the order in which you want to go over the items (i.e. urgent vs. important).

Step 5: Use principles of group energy to determine the best process to address items.

Step 6: Decide about how much time you have to spend on each item.

The biggest pitfall to agenda building is that people underestimate the amount of time needed to come to closure on each item. Some guidelines for determining time needed are:

- If comments or questions are desired after a presentation, add 25% to the time of the presentation.
- If discussion is desired after a presentation, add 50-100%.
- If more than seven people are at the meeting, add 25% to the above.
- If more than 14 people are at the meeting, add 25% more time to the guidelines above and use sub-groups for discussion.

Step 7: Identify pre-work required.

Determining the Agenda Order

There are three methods for determining the agenda order:

1. Ordering by the relative urgency and importance of each item
2. Separating symptoms from underlying issues
3. According to principles of group energy

Determining Urgency and Importance

One method of arriving at a logical order is to consider the relative importance and the relative urgency of each item.

Important items are those that, when resolved, will contribute materially to the accomplishment of the organization's objectives, be they short, medium, or long range.

Urgent items are those that require, or seem to require, immediate attention.

The Agenda Order matrix is a tool for ordering agenda items according to their combination of importance and urgency.

		URGENT	
		YES	NO
IMPORTANCE	YES	CAT 1	CAT 2
	NO	CAT 3	CAT 4

Category I

Items are those that are both important and urgent, such as putting the final touches on an important project plan that is due the next day.

Category II

Items that are important, but not urgent, such as planning medium and long range activities.

Category III

Items that are urgent, but not important, such as the placement of copying machines that have just arrived.

Category IV

Items that are neither important nor urgent, such as the formation of company softball teams next spring. These items should seldom even make it onto an agenda unless there is a compelling reason to include them.

A critical ground rule for agenda setting is that any items requiring advance preparation on the part of the group members cannot be introduced unless the key material has been submitted to participants far enough in advance for them to read/study.

2. Separating Symptoms from Underlying Issues

It is important to distinguish between the problem and the symptom. For example if someone has a headache and we treat it with aspirin and the real cause as a tumor, we have masked the problem. When structuring a meeting, it is useful to group your issues (or symptoms) to separate the causes from the effect.

3. Utilizing principles of Group Energy

In all too many business meetings, the leaders are continuing to move through an agenda while participants have long since stopped listening. For a meeting agenda to be successful, in addition to selecting the right content, attention must be paid to the mental, emotional and physical needs of participants. We all know that “group energy” is a vital component of success in groups.

There are some simple general principles or guidelines about group energy that are helpful in planning agendas:

- Most people will tune out when they passively receive information for too long. Ideally, presentations from the front of the room should be limited to 30 minutes. This reality flies in the face of traditional meetings in many business cultures, which tend to overuse presentation as a mode of work in meetings. The consequence of long, repeated presentations is that participants neither really absorb the information nor buy into the process.
- Liberally use processes and designs that maximize participation. As well as helping to increase buy-in and ownership, frequent opportunity to talk is one of the single most important factors in maintaining the energy and focus of individuals. Brief (10-minute+) “buzz” groups are one way of breaking up presentations, helping participants digest information and generate questions or reactions, keeping energy raised.
- Keep shifting modes. People can stay alert for a 10 hour meeting, if the meeting format keeps shifting—large group, small group, dyads, etc.

- Engage people's bodies. In long meetings, it is especially important to get people out of their seats and moving around. This can be worked into the design of meetings:

- o A milling process, in which people roam through the room having one-on-one discussions.
- o Giving input on topics by having flip charts on the walls and going from chart to chart to write input (or sticking voting, in which people vote on options by placing a colored sticky dot on flip charts)
- o 3-5 minute, in room stretch breaks every 60-90 minutes.

Such devices, although simple, have a potent and positive impact on keeping groups alert and energized.

- Morning time is especially good for content-heavy presentations or discussion.
- People's energy tends to be sluggish after meals and in the late afternoon. These are especially poor times for presentations. Meeting designs should favor highly participatory activities during these times.

Test meeting agendas for effective use of group energy. In your mind, walk through each step of the agenda. Imagine yourself as a participant in the meeting. Watch where your attention begins to drift, where you get bored, or where you want to give input. This simple exercise helps translate the abstraction of a written agenda into what it will be like to run the agenda in real time with real people.

Why Sub-Groups?

Breaking a whole group into several small groups, and providing a basic structure to help them simultaneously improve their assigned task(s), is a dynamic technique that tends to be underutilized in many group situations – especially in staff meetings, task force groups and problem-solving teams. Many groups get caught in the rut of working every agenda item as a whole group. Not only is this unnecessary, it is impractical and ineffective. A great deal of synergy and productivity can be captured with a well thought out-subgroup process.

Unless the main meeting room is unduly small, having the subgroups stay in the main meeting room and congregate in the corners of the room, or at each end of the table, is usually very productive.

Subgroup Options

Pairs

Maximizes group interaction – often used during a get-acquainted period or when there is a need to get everyone immediately involved.

Trios

Allows everyone a chance to speak while preserving a degree of anonymity since the response or question comes from three people rather than from an individual or pair.

Quartets and Quintets

Useful for obtaining a sense of the meeting by getting a quick reading on attitudes and reactions within the subgroups before coming to a group decisions.

Sextets

Good for working on a task. The physical closeness and eye contact aid in communication and the mix of ideas, opinions, and attitudes promotes creative thinking.

Subgroup Composition

Varying the composition of the subgroup allows you to engineer the problem-solving or decision-making process. Breaking a group of 15 into 3 groups of five with the charge to reach consensus within their group allows you to facilitate among three opinions for the final decision rather than 15.

You may want to mix groups so that each is a microcosm of the whole you may want to separate people by function or level to be sure to generate those perspectives.

Options for Sharing with the Whole Group

Once the subgroup's work is completed, there is a need to report the results of each subgroup's effort and ideas. There are a variety of ways to do this, including the following:

- The larger group reconvenes; each subgroup shares their two favorite ideas or highest priority items. After each subgroup has had to change to do this, other ideas/items can be added.
- Each subgroup writes its report on flip chart paper and hangs it on the wall for others to read. This makes for a useful "break" since people can pick up a cup of coffee, leave the room briefly, etc., in addition to stretching and reading.
- Verbal reports are offered by each subgroup, as the facilitator records the main points on a flip chart or transparently for all to see.
- Utilize a building process so everyone doesn't give their whole report.
- If there is easy access to copier, copies are made of each subgroup's result and distributed to every participant.

In planning this piece of this subgroup process, it is important to remember that the reporting, sharing, and integrating activities should be brief, varied, interesting, and useful.

Structuring Meetings: Room Set Up

Introduction

The environment in which the program takes place is often overlooked as an important factor that influences the effectiveness of the learning that takes place. The environmental factor includes: the size and shape of the room, the furnishings available, the color scheme, the temperature, the lighting, the level of audio and visual isolation, etc.

Room Shape and Size

Room size and shape seems to be a major factor influencing meeting quality. A room that is too small may force people too close, and this will inhibit discussion (or perhaps cause tension and conflict).

The major variables in determining the proper room size are group size, meeting purpose, and intended meeting procedures. A small group of 5 to 7 people who met to share information using a round robin procedure may be best at a small rectangular or oblong table. A group of 5 to 7 people who intend to do some solution seeking and decision making will need a room nearly twice as large. It must have space for standing in a “huddle” to work, a small table, blank walls instead of heavily draped ones and easily movable chairs.

Large groups of 10 to 20 people who meet for information sharing using the guided discussion procedure should use a large room, at least 20 x 30, and a set up like a “U” shape, circular, or full block for maximum contact with one another. Similar sized groups who meet for problem solving or decision-making procedures such as brainstorming or the Pin Card technique will need an even larger room, perhaps with room for several subgroups of 5 to 7 people, with easily movable tables and chairs.

An “amphitheater” type room, with rows and columns of chairs firmly anchored, all facing the front, each row slightly lower than the last, is an ideal room for a group to set in to receive a lecture. But the amphitheater set up would not support a solution seeking or decision making meeting that relied on group discussion.

In addition to room size and shape, the furnishings in the room must support the group size, meeting purpose, and meeting procedures. One massive mahogany oblong table may be pretty and impressive but it's not at all flexible. It would dictate that the room in which it sat could only be used for a narrow range of meeting procedures. Smaller tables that can be linked together in configurations of varying shapes and sizes are more ideal for a variety of meeting procedures, as are medium sized (not high backed or overstuffed) chairs on rollers.

Acoustics

A room that is exceedingly large, or has poor acoustics, will also inhibit discussion. Large rooms also absorb sound readily and make communication difficult. While you want everyone to hear presentations, questions, etc. clearly, you also want to be sure small groups or trios can work together without disturbing others.

Wall Space

A room with a wall of bookshelves, wall hangings, and paintings may be a fine corporate showplace, but it will severely restrict the types of meeting procedures that could be used in it. No meeting procedure that required the use of wall space to mount flip charts or pin cards could ever be used, thus depriving the group of the value of those particular meeting procedures. These fine furnishings can actually reduce meeting effectiveness by forcing a group into the "rut" of using a narrow range of meeting procedures regardless of the meeting purpose.

Lighting and Temperature

Lighting and temperature are also key elements. Groups tend to be more productive in rooms with evenly distributed lighting, rather than sharply pointed light sources such as bright sunlight. They also display more energy and alertness with temperatures in the 72 to 76 degree range. A meeting facility that allows for full control of its own lighting through switches and rheostats and its own thermostat for temperature control is preferred.

Privacy

One other important factor in the environment is the degree of audio and visual isolation that can be achieved. A meeting is best held in a place free from loud background noise, and free from visual distractions such as city skylines, swimming pools, parks, or public highways. A room with a panoramic or captivating view may be impressive, but it is usually destructive to concentration and thus to meeting effectiveness. Large expanses of windows should be draped during the meeting, attendees should be seated with their backs to the windows, or the meeting should be moved to another room.

Distance Between Seats

The factors that must be considered in room set-up are the distance between attendees, and the angle at which they are seated in relation to one another. Different societies have different interpretations of what is the appropriate distance between people in various settings. This social distance is often determined by the relationship of the individuals, the setting in which they are found and the purpose that brings them together. While Italians prefer to close in, touch, and even hold hands while talking, Americans and Germans seem to prefer between one and three feet between themselves and others.

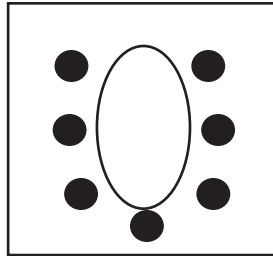
In business meetings, the arrangement of the room, the distribution for the attendees and how close they are to others will have a very direct effect on the meeting. Speaking and listening are facilitated when group members are separated by a comfortable distance, allowing for the swiveling in their chairs without hitting others. Direct communications (and sometimes confrontation) are facilitated when people are seated directly opposite, or obliquely opposite each other.

People use physical distance in meetings to communicate feelings. They may push back on their chair from the table when they are feeling part of the discussion, or when they disagree with the content of the discussion. Increasing the distance between ourselves and others may show dislike, detachment, avoidance, rejection, fear, contempt, or anger. Decreasing the distance communicates desire to be included, to join in the discussion and fellowship, and perhaps a liking for others in the group.

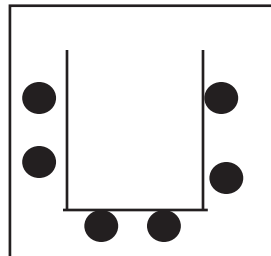
Studies conducted in 1967 by N. Russo, show that when people move too closely to others, and encroach on their personal space defensive reactions follow. In a meeting setting, this could take the form of defensive gestures, exclusionary postures, the placing of obstacles between them, and perhaps verbal responses. As long as the physical space is too close, people seem unable to concentrate fully, and are distracted by the proximity of others.

Shape and Arrangement

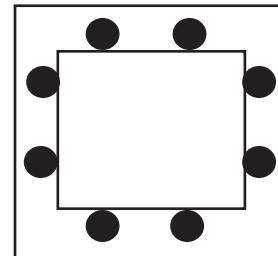
Closely allied with distance as a meeting consideration, is the shape and arrangement of the furnishings in the room. A number of options exist, such as:



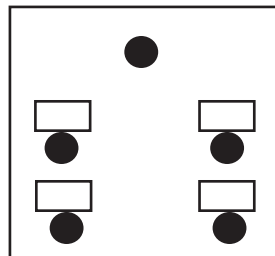
Conference Style



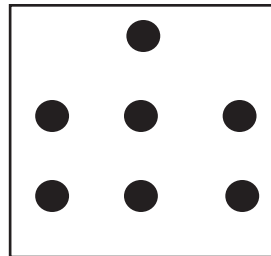
Open-Ended "U"



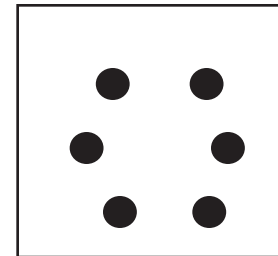
Full Block Style



Classroom-Style



Theater Style



Discussion Circle

Each of these options have their advantages and disadvantages, and it is up to the meeting leader to arrange (and perhaps rearrange) the room to match the setting to the meeting purpose and procedures.

The conference style, discussion style, and full-block set-ups are all well suited to the open discussion needed for problem analysis, solution seeking, decision making, or planning meeting procedures. The open-ended "U" set up and classroom arrangements are best suited for lectures, or lecture based workshops and seminars. Theater style seating is best suited for lectures, presentations, or films.

The Effects of Seating Position

In the early 1960s, researchers A. Paul Hare and R. Bales found that where a person is seated in a meeting influences the degree to which they interact with others. They also found that when given a choice of seating, individual that are included to dominate others tend to choose central seating positions.

Hare and Bales also found that people in those central positions tended to receive more communications from other group members than those not in those positions. Occupying one of those positions also tended to cast a person into a leadership role, even though they may not be the official meeting leader. These “high interaction” seats are often identified with high status in the group, leadership, and high esteem.

No less startling is the revelation from the work of B. Steinzor in 1950, than the stimulus value of the ideas and comments from people in those central positions in a meeting creases, simply by virtue of their greater physical visibility and impressive impact on others. It appears that King Arthur was right in his effort to reduce the impact of seating arrangements on a group, by constructing a round table at which everyone had a position of equal status.

But even a round table has its lower positions, which tend to be to the left or right of the person with the most position power in the organization, usually the meeting leader. Another powerful position is right next to any piece of needed meeting equipment, such as a flipchart or if someone is standing anywhere in a room when everyone else is seated.

Structuring Meetings: Responsibility Grid

Follow Up Action Items	Outcome	Person(s) Responsible	Due Date	Comments

Meeting Planning Worksheet

Think about a meeting you want to have. Using the questions below, develop an agenda.

1. What is the purpose, goals, outcomes?- Focus on the most important results.
2. Who are the potential participants (use Political/Stakeholder Matrix)?
3. What type of information needs to be presented and discussed?
4. What is the best process to use?
5. What is most likely to derail you from achieving your results?
6. What is your chief facilitator challenge? How do you plan to meet that challenge?

Structuring Meetings: Agenda Planning Worksheet

TIMING	TOPIC

How to Form Participants into Small Groups

Random Grouping

How to Form Random Groups

First, the facilitator must decide how many groups are desirable—let us say 5; thus participants are asked to count off (1,2,3,4,5,1,2,etc.). Then the facilitator specifies a location for each of the groups (the 1st go to one corner, the 2s to another, and so on until all of the groups form).

- Sometimes names are pulled from a hat, with the first five names being group 1, the second five being group 2, and continuing until the desired number of groups is attained.
- Another method is to group people by their birthday month—all January and February birthdays would be group 1, etc.

Advantages

- Whatever diversity exists in the population is likely to be spread among the groups.
- Friendship groups are split.
- Participants view each group as having equal resources.

Potential Challenges

- Sometimes an especially hostile group will perceive even a random grouping as being manipulative.

How To Respond

- Be sensitive and responsive to their fears.
- Ask that participants get together in groups of five with others they do not know to get them moving and interested in the events of the day.

Homogenous Grouping

When to Use

To permit groups with common concerns to work on joint problems; in an initial grouping to be followed by a paring of members from each group; as the basis for a discussion with a representative from each group.

How to Form a Homogenous Group

The facilitator may ask that participants with common concerns group together to work on joint problems. For example, there may be one table for elementary school teachers, another for secondary school teachers, a third for higher education, and another for administrative staffs.

Stratified-Random Grouping

When to Use

To attain a diverse population within a group, whose members might not ordinarily distribute themselves in such a manner.

How to Form a Stratified Group

The facilitator may ask that participants from each department or representatives of different divisions form a group. It is important to let these groups understand how and why they have been selected for different groups.

Ad Hoc Grouping

When to Use

When involvement itself is the goal and the type of grouping matters little.

How to Form an Ad Hoc Group

In an auditorium, the facilitator might ask those in the front row to turn their chairs so they can speak to those in the next row, and those in third row to turn so they can speak to those in the fourth row. Sometimes the facilitator begins by having the room arranged with round tables and chairs. The facilitator then proceeds on the basis that those at a table become a group.

Dyads

- Used in pairing for observations, in sharing of perceptions and reactions
- Increase involvement as well as personal reactions

Triads

- Effective in discussing an issue
- Permit a flexibility of relationships; two may side against one-on-one issue but align differently together
- High involvement
- Possibility of utilization of multiple reactions and resources, and a variety of relationships.

Groups of Four

- Used infrequently because they permit formation of sides that could remain deadlocked

Groups of Five

- Used in decision making or problem solving groups
- Used less frequently when the goal is personal reaction and involvement.

Groups of Six or More

- Likelihood that two people will take over so many facilitators give two groups of three 15 minutes to discuss a problem rather than assigning a group of six a half hour

How to Create a Group of Eight

1. Begin with a dyad to create a direct feeling of involvement and relationship.
2. Ask that pair to join another pair and discuss another question.
3. Ask that group of four to join another group of four.
4. The eight then become a team.

NOTE:

- Build a group of eight gradually so that the participants get to know each other along the way. Starting with eight right at the beginning usually produces a complication of relationships.
- This same form can be used in building groups of 6 or 10 or any larger group based on multiples of smaller groups.

Fishbowls

When to Use

Allows for all to participate in the decision making process either directly or at least by hearing the negotiations first hand. Since decision making and discussion of recommendations are often conducted in secrecy and privacy, the fishbowl frequently has great impact on people who witness this procedure for the first time.

How to Use the Fishbowl

1. The group is divided in half, or an even number of units.
2. The first half comes into the center and discusses a question while the other half listens.
3. After 8-10 minutes, the other half comes into the center and discusses the same question or another issue.
4. In either event, the group builds as each unit in the center assimilates and responds as if continuing the previous discussion.

Decision-making

- A representative may be the inner circle with the other participants listening to the negotiations. Sometimes the “tap in” is used to allow those on the outside to express their views directly. If someone has something to say that is pertinent, the outer member taps the inner member with whom s/he disagrees and takes the place of the person tapped. The outer member then presents the pertinent view, continues to stay until s/he is tapped out or leaves voluntarily.
- Instead of tapping out, two empty chairs are placed in the inner circle. Someone from the outer group who has a comment sits in the empty chair, speaks, and the returns to her/his former place.

Elements of an Effective Meeting

Definition of a Good Meeting

- A good meeting gets the highest quality results possible by utilizing the capacity for all involved and building commitment for future action.

1. Plan, Prepare, and Inform

- Determine purpose and outcomes
- Set goals
- Determine who should attend
- Build agenda
- Design meeting to maximize group effectiveness
- Determine room set-up

2. Structure and Focus

- Use a problem-solving process
- Review ground rules
- Identify a decision-making process
- Chart discussion and conclusions
- Adhere to time limits

3. Summarize and Record

- Review decisions and plan for actions
- Record agreements and next steps
- Delegate follow-up responsibility
- Communicate to those who were not there

Characteristics of Effective Groups

Clear Goals and Direction

- Members know that they are striving towards and share the group's goals.
- People feel they are part of an interdependent group rather than isolated individuals.

Open, Honest Communication

- Members share ideas and information freely and actively listen to each other.

High Trust and Risk Taking

- Members feel safe to participate in the group and are not afraid of being “shot down.”
- Members venture to share new or unusual thoughts or ideas, knowing they will not be ridiculed publicly or privately.

Full Participation

- Everyone takes responsibility for achieving the group's goals.

Positive Conflict

- Differences of opinion are encouraged and conflict is dealt with openly.

Participative Decision-Making

- All of the resources of group members are shared and used; decisions are usually made by consensus.

Frequent Self-Assessment

- The group periodically examines how well it is doing and criticism is constructive.

Relentless Focus on Results

- Commitment to creating the results fundamental to success.

Group Dynamics: Observing Patterns of Group Behavior

Goals and Direction

- Are goals clearly stated and agreed upon?
- Does the group understand the purpose of the meeting?
- Does the group maintain a clear agenda?
- Does the group understand the purpose of each discussion?
- If a discussion gets off the subject, does someone bring it back almost immediately?
- When action is taken, are assignments clearly made and accepted?

Communication

- Do members listen to each other?
- Are members getting their ideas across?
- Who talks to whom? How often? For how long?
- Who talks after whom?
- Who interrupts whom?
- What styles of communication do group members exhibit?

Trust and Risk-Taking

- Do members seem willing to propose ideas even if they seem foolish or extreme?
- How are new ideas responded to?
- Are new ideas built on by other members?
- Do members feel free in expressing their feelings?
- Are there hidden agendas?
- Do people ask how others feel about matters under discussion?
- Are group members free to question ideas/comments by the group leader?
- Does the atmosphere seem informal, comfortable and relaxed?

Conflict

- Is difference of opinion encouraged?
- Are disagreements suppressed or overridden by premature group action?
- Is conflict dealt with openly; are disagreements surfaced?
- Do disagreeing members express hostility or try to dominate the group?
- When there are basic disagreements that cannot be resolved, do these tend to block the group from moving forward?

Problem-Solving

- Is there an agreed upon problem solving process?
- Does anyone ask for or make suggestions as to the best way to processed or to tackle a problem?

Decision-Making

- How are decisions made (minority, majority, consensus)?
- Are the resources of all team members shared and used?
- Does anyone make a decision and carry it out without checking with the other group members?
- Are decisions clearly stated and agreed upon?
- Does the team test for agreement?

Self-Assessment

- Does the group periodically examine how well it is doing?
- Is criticism frequent, frank and relatively comfortable?
- Is criticism constructive (i.e., oriented toward removing an obstacle facing the group and not personal)?

Results Focus

- Does the group check itself to be sure it is addressing real business priorities?
- Are the outcomes clearly defined?

Group Dynamics: Group Process Observation Worksheet

TOPIC	WHAT IS HAPPENING?	WHO IS DOING IT?
Goals and Direction		
Communication		
Trust and Risk-Taking		
Participation		
Conflict		
Problem-Solving		
Decision-Making		
Self-Assessment		

Group Dynamics: Sociogram

The “sociogram” is a useful tool for examining how a team is functioning. It allows you to capture data on critical group processes. The following question will help you as you observe group patterns.

- What were the patterns of communication within the group?
 - Who spoke to whom?
 - Who talked, how often did they talk and for how long?
 - Who triggered whom in what ways?
 - How did members feel about the amount of their participation?
 - What could have been done to gain a wider audience?

- What was the information easily obtained by all group members? Did group members share their information appropriately, request each other’s information and create the conditions under which the information could be shared?

- Were the resources of all group members used? Was everyone listened to?

- How cooperative or competitive were the group members?

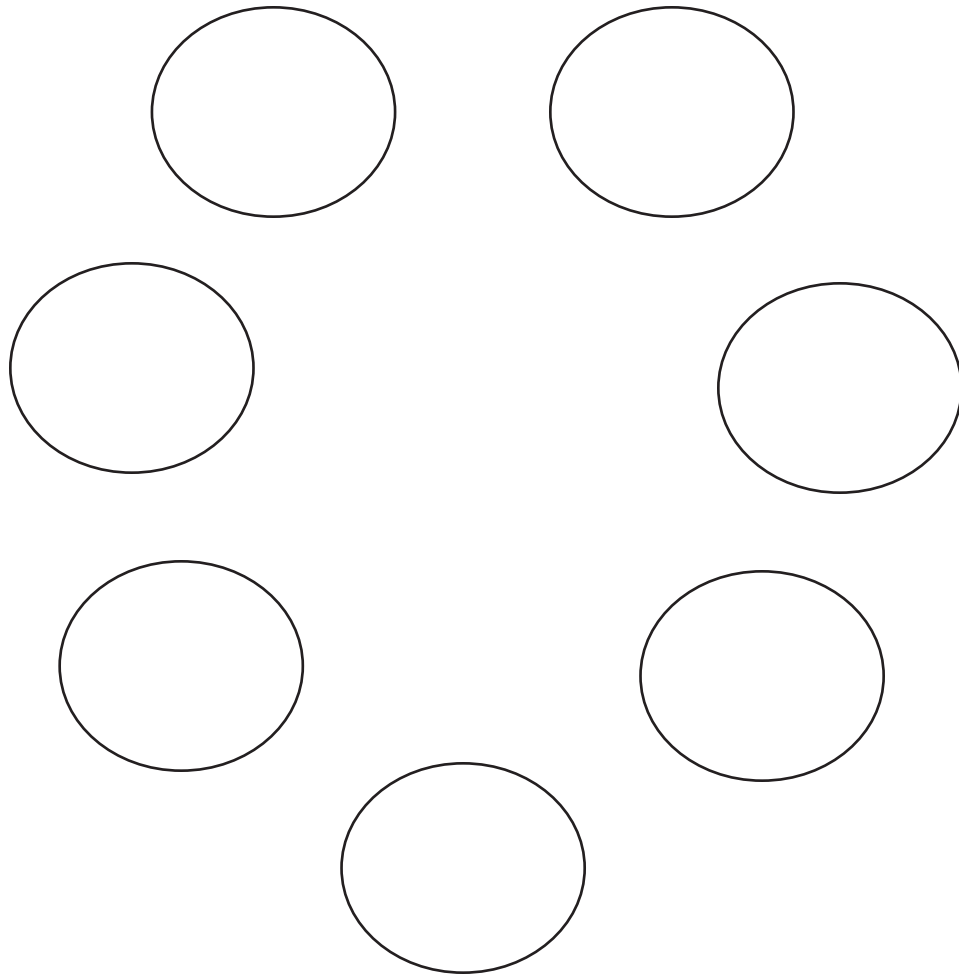
- How did the group make decisions?

- What problems did the group have in working together?

Group Dynamics: Sociogram Worksheet

Sociogram Interval: _____

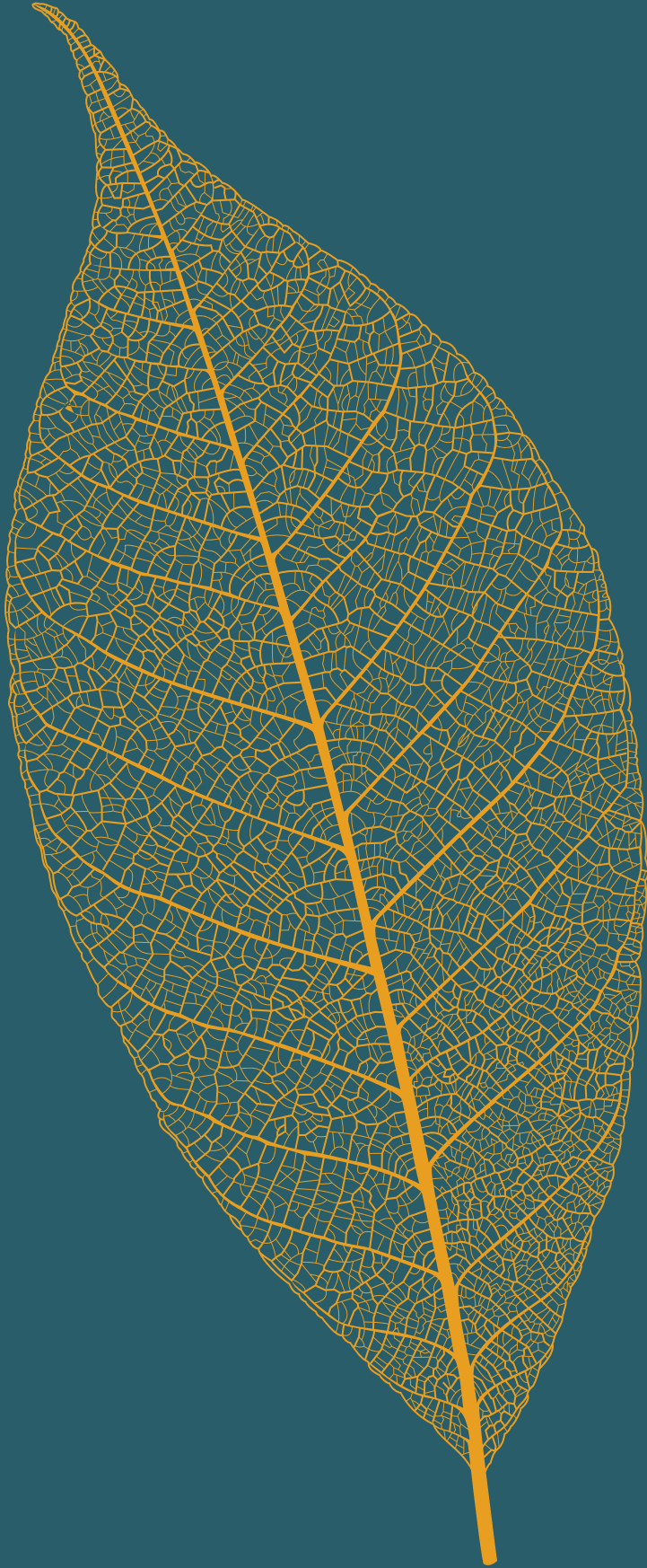
Use one sheet for each interval. Label the circles with the names of the group members. Indicate a message from sender to receiver with an arrow. When someone sends a message to the entire group, indicate this with an arrow to the center. Indicate the frequency of the message sending with tally marks. Place an "x" in the member's circle every time he or she interrupts or overrides another group member. Place a check in the member's circle every time he or she encourages another member to participate.



Additional Group Facilitation Resources

Leonard, Dorothy and Walter Swap. Deep Smarts. Harvard Business Review. 2004.

FEEDBACK



Rockwood

LEADERSHIP INSTITUTE

WWW.ROCKWOODLEADERSHIP.ORG

How to Give Effective Feedback

Robert Gass

Try to be helpful.

- Make sure you are truly coming from a desire to be of help, rather than “feedback” being a guise for dumping your upset or frustration on someone.

Choose an appropriate time and place.

- Person feels ready to receive feedback
- Setting is free from distractions and interruptions

Stay in Contact.

- Monitor the impact your words are having on the receiver. Be alert to overload.

Focus on observable behavior.

- Avoid assumptions or interpretations of what you think behavior might mean. For example, “I have difficulty when you...” vs. “You’re being rude.” or “You’re trying to sabotage the process.”
- Present your perceptions as just that...not ultimate truth.

Be specific.

Be selective.

Speak for yourself.

- Avoid bringing the opinion of others into the feedback.
E.g. “Everybody thinks...” “People feel...” “Management...”

Balance positive and negative feedback.

- It is difficult to hear only critical feedback without feeling discounted.
- It is difficult to believe only praise.

When giving corrective feedback about behavior, be sure to affirm the human being.

ON GIVING FEEDBACK

Giving feedback is one of the most powerful tools of the agent of transformational change. Some criteria for skillful feedback:

1. Availability of receiver

- If someone is not willing to receive your feedback, it's not likely to be useful
- Easiest for feedback to be received when it's requested.
- If not requested, then best to ask permission before launching into feedback.
- Is it a good time to be giving feedback? Wait if the other person appears distracted, emotionally triggered, or otherwise not present.

2. Create context for feedback

- Be clear to yourself and the other(s) on the purpose of giving the feedback.
- When possible, create a context of something to which you're both committed: the organization, shared values, agreed-upon goals, improving your relationship, etc.

3. Compassionate intent and tone.

The purpose of feedback is to create positive results. Make sure your intent is positive. (Not, for example, an excuse to vent frustration.)

Quite simply, while giving feedback, try to hold the other (and yourself) in a field of love.

"Be kind whenever possible. It's always possible." the Dalai Lama

The content and delivery of your feedback should be an expression of your caring and commitment. Obviously trying to give feedback when you are emotionally triggered will usually be unskillful. The more the communication comes with compassion, the easier to receive and make use of challenging information. (note: you can even talk about your feelings or anger or upset with someone from a place of caring and compassion.)

4. Presence of Giver

Giver should be present, connected to his/her purpose, and relaxed in offering their perspectives. The 93% of communication that is non-verbal should support the successful delivery and receiving of information.

5. Helpful

- Receiver can do something about it (e.g. don't give feedback on the large size of their nose)
- Improvement oriented—more focused on opportunities, what is possible and what can be learned or improved, rather than where someone is stuck or dwelling on past failures

6. Clear

Feedback needs to be & understandable to the person receiving feedback. Specific examples are usually helpful. Ultimately, the receiver gets to be the judge of whether or not it was clear.

- Don't assume that just because certain words came out of your mouth, that the other has received actually your message
- Often useful to request that the receiver of feedback reflect back or summarize what they have heard

7. Offer both "affirming" and "suggestive" feedback

This is a better frame than "positive" and "negative." **All** feedback should be designed to have positive impact.

Usually, one should offer a balance of the two. If the truth is we have only affirming feedback and no suggestions, this is fine. But hearing only suggestive feedback with no affirmation will often cause people to feel defensive.

When someone obviously struggles with major issues of self-worth, you may wish to tilt the balance of feedback towards affirming.

We usually begin first with affirming feedback. While the feedback "sandwich" (enclosing the suggestive feedback between two pieces of affirming feedback) is not necessary, and may come across like a management technique, it is usually good to end the feedback session with some kind of positive energy that affirms your caring or commitment to this person, your belief in their capacity to learn and grow, etc

8. Three kinds of feedback: I see, imagine, I feel.

a) behavioral feedback ("I see.")

Feedback about someone's behavior and its impact that is observable through sensory data. A Martian anthropologist studying the same scene would be able to see or hear something happening.

example:

"You delivered the report yesterday rather than two weeks ago as promised."

"Your evals for this last training were all 9's and 10's."

b) how they impact you ("I feel.")

How you personally feel about some behavior. Derives its validity from being the truth of your experience. Doesn't claim to be any more.

"I felt frustrated that the report came in late."

"I feel really pleased about your scores on the post-training evals."

c) intuitive feedback ("I imagine.")

Your sense of things. Should be offered as an opinion, leaving the person free to test against their own experience and insight.

"I wonder if the report was late because you've been so over-committed since the departure of one of your organizers."

"I'm imagining the extra time you put into prep for the training really paid off."

Very often, these three forms of feedback may be combined. For example, you have some objective feedback about their behavior, then describe its impact on you, and perhaps offer an interpretation.

It's useful to make clear which kind of feedback you are giving.

- When you are giving behavioral feedback, refer to your sensory data
- Behavioral feedback is usually the easiest to receive. The less relational context and trust, the more you should be focusing on behavioral feedback.
- When giving feedback on how you feel about someone's behavior, make sure to distinguish your personal feelings from your intuitive feedback (i.e. not: "I feel that you're angry at me because you...")
- Important: avoid attributing motivation to peoples' behavior. We don't really know what lies in the heart of another, and people may experienced this as invasive or insulting.

- Intuitive feedback is easier to receive when there trust present in the relationship.
- When offering intuitive feedback, it's best to begin with statements that make it clear that you don't know for sure, and give people lot of space to agree or disagree:
 - "I wonder if..." "I imagine it might be possible that..."
 - "I'm going out on an intuitive limb here, but..."

9. Avoid judgments (except when measuring against defined criteria)

- Statements like "You're rude!" or "You're inattentive!" tend to be inflammatory. Point to the behaviors. (see #8)
- In performance situations, it is appropriate to offer evaluations of behavior such as, "Your reports aren't meeting our standards." or "You have not been doing an adequate job of supervising ____."
- But be prepared to give evidence to support your evaluation.

10. Try to avoid "third-party" feedback.

(e.g. Well so-and-so said..." or "Others on the team feel...")

It's often impossible for the other person to validate, can induce paranoia, and may stir up trouble between others.

11. Feedback is not advice

Offering advice, suggestions, wise counsel, etc. is different from feedback, which simply offer reflections or information. We may choose to also offer advice based on feedback, but we should carefully distinguish these two. (see handout "On Giving Advice")

12) Be prepared to deal with impact of feedback

- When giving feedback, you are likely to have some impact on another human being. Be committed to deal with what is evoked.
- Be willing to be present for any emotional reactions in the receiver
- If possible, refrain from insisting that the person respond on the spot.
- People often need time to digest feedback. If you push for immediate response, you may get a less thoughtful or triggered reply.

13) Criteria for evaluating feedback:

- Did the person(s) receiving the feedback experience it as useful?
- Did it help achieve the purpose for giving feedback? Did it lead to useful results?
- Did it build partnership that supports the ongoing relationship?

How to Receive Effective Feedback

Robert Gass

1) Breathe.

Use state-shifting tools to stay present.

2) Adopt a mindset of discovery.

Remember your purpose, your desire to improve. Bring openness and curiosity.

3) Really listen

- Listening to feedback does not automatically mean you agree or will have to change anything.
- Make sure you actually hear the information

4. Restate and clarify

- Test your understanding with the giver of feedback
- Ask for more information if necessary

5. Sort for what you agree with

- It's always easy to find out what not "right" about the feedback: "I was only late 2 times, not 3." "Look at the extenuating circumstances." Perhaps their delivery wasn't perfect. etc.
- You will learn more if you look for what might be true or useful about the feedback
- Pay attention to what sounds familiar about this feedback. When or where have you heard similar things. How does this fit with what you already know about yourself.

6. Hold disagreement

- If you feel defensive, hold off responding to the feedback
- If necessary, offer to get back later to the person when you are no longer reactive
- Do respond when you are ready, so that the interaction is completed

7. Acknowledge the giver of feedback

It is a risk to give feedback. Make sure the person feels rewarded and encouraged to step forward again.

The Eight Minute One-On-One

Description:

Paired dialogue with several partners.

Objectives:

- Provide an opportunity to repair and/or enhance working relationships.
- Give participants an experience of the power and effectiveness of open, candid communication.
- Give participants a change to give frank and candid feedback to each other.
- Create partnership and a renewed sense of team with others in the room.
- Begin the process of essential behavioral change right there in the room.

Before beginning, let the participants know that:

- They are going to be doing an activity aimed at building partnerships and teamwork.
- There will be a number of instructions for doing the activity.
- You are going to break the instructions down into manageable chunks, but still require their careful attention.
- They will require something to write on and something to write with.

Instructions:

1. Ask participants to make a list of everyone in the room with whom they have a working relationship—at the top of the list, start with those people who they work with the most. Reiterate that the people on the list must be in the room. Ask them to leave some space between names because they will be doing some additional writing.
2. When they are finished, begin by asking them to listen very carefully to the complete set of instructions to follow before attempting to begin.
3. Ask them to rate the quality of the working relationship they feel they have with each person on their list, using a scale of 1 to 10.

Before they start making the ratings:

- Describe what the ratings mean and how each rating pertains to the relationship, not the person – in other words, it involves them as much as the person named on the list.
- Be very clear about how the rating they give to the relationship is about the dynamic between the two of you, not about the individuals themselves.
- Emphasize that they are fully responsible for co-creating the quality of the working relationship.

4. After you have completed the explanation and feel they understand, give them some time to accomplish their ratings. Also, ask them to write down some brief notes next to each name explaining the rating.

5. When they are finished rating, tell them they are going to get the chance to talk to some of the people on their list and –since you don’t think they often get the chance to have this kind of frank and candid dialogue with their colleagues – you are going to give them some suggested language and some criteria for the dialogue to make it easier for them and to help ensure successful outcomes.

6. Reveal the first chart (prepared in advance):

Chart 1: The Mingle

“The way I rated our working relationship is _____.”

“The reasons I did are _____.”

“What I’m willing to do differently to improve our relationship is _____.”

“What I would like for you to do differently is _____.”

8. Explain the chart. This is suggested language; it might help them enter the dialogue more easily. Let them know that the number of the rating is not the important part, but that it serves as a launching pad for a meaningful dialogue. The last two statements on Chart #1 are actually an invitation to discuss (and come to some agreements about) what they both can do to make the working relationship work better.

9. Reveal Chart # 2 (prepared in advance):

Chart #2: Criteria

- Tell the truth
- Have positive intent
- Presume positive intent

10. Explain each of the bullets on the chart. The under-pinning here is that the whole activity is designed to create a positive outcome. They should not use the positive intent of the activity as an excuse not to say some of the difficult things that may need to be said.

11. Take any question about the instruction to this point.

12. Now let them know how the activity is going to look:

- They will have 8 minutes to talk to each of the people on their list.
- You will keep time and let them know when to switch partners.
- When you say, “Go,” they will look at the top of their list and then find the person.
- For many, the first person on the list will already be “taken” so they will need to proceed down their list until they find someone who is available.
- Once people link up, they should sit down face to face and proceed with their dialogue.

There might be a few people in the room who can't find a partner for a particular round – give them an alternate assignment, like hooking up with someone who is not “taken” and get to know who they are and what they do. Tell them that if they can't find a partner for any particular round to make sure they have a partner for the next round. No one should sit out more than one round.

13. Consider stopping the group after the second or third round and encouraging them to take even more risks, go a little deeper, and create even more value in their exchanges.

14. Complete as many rounds as a time, the size of the group, and people's energy allow.

15. Debrief. The debrief can focus on:

- The kind of value they believe they created for themselves and the organization.
- What they learned.
- What was difficult or easy about the process.

The debrief should always end with a discussion of what participants will need to create/ensure this quality of dialogue back at work.

Round-Table Team Feedback

Description

Structured team feedback opportunity.

Objectives

- Promote the free exchange of information within the team.
- Increase the clarity of understanding concerning the “current states” of the team and its members.
- Elevate the level of dialogue (including listening skills).
- Apply feedback as a powerful tool for continuous improvement of individual and team processes/performance.
- Celebrate the potential of team collaboration.

Before beginning:

- Do not attempt this process until all team members have had instruction in – and practice with – giving and receiving feedback.
- Clearly position the round-table session as an opportunity to improve team awareness, cohesion and performance, anchored in shared goals and positive intent. (Do this every time, even after it has become “routine” – like a ritual, it helps to keep the process appropriately focused.)

Instructions:

1. Allow people time to plan and prepare brief (2-minute) personal statements about themselves:

- Lessons I’ve learned recently
- How I intend to apply those lessons in my work
- The value of those lessons in my contribution to the team

2. Then allow people time to plan and prepare for very brief (60-second) feedback statements for each of their teammates:

- What I have observed in your behavior that really works –really promotes team values and business results.

3. Establish the process:

- Each person presents his/her personal statement
- Each teammate provides direct feedback
- The person listens to the feedback, can acknowledge with a nod or a thank you, but cannot respond at the time.
- When all teammates have provided their feedback, the person simply says “thank you,” and the process move to the next person ` (clockwise).

4. When the roundtable is complete, the team agrees upon appropriate next steps; options include:

- Continuing open-frame discussions, based on the information just exchanged
- Contracting between teammates to conduct follow-up dialogues as needed
- Letting the new information “settle and germinate” without any further dialogue at this time (and agreeing if and when follow-up will occur)
- Whatever the team (or its leader) feels most needs to happen

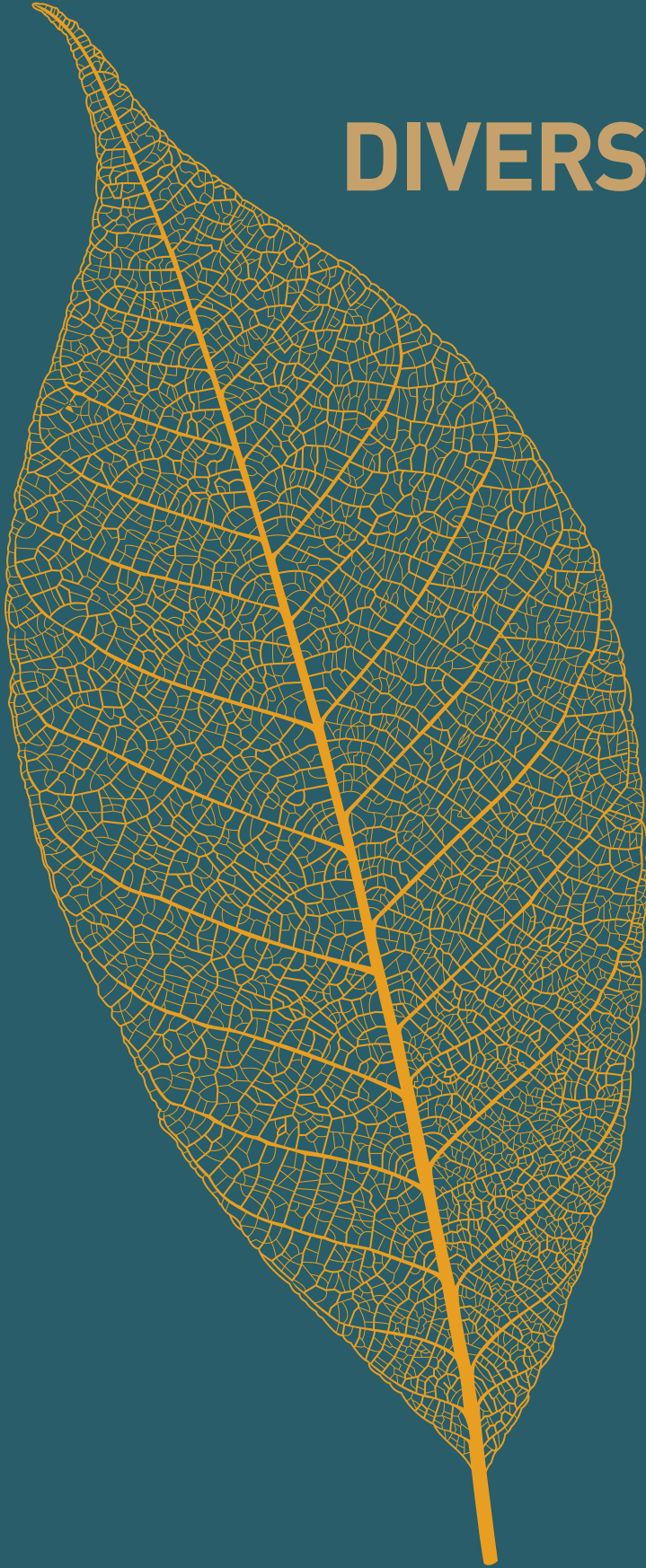
5. Invite someone to start the process by delivering their personal statement, then receiving feedback –complete the round-table process, as described.

Hints and Reminders for Continued Success:

- Each time, respect the power of what you’re about to do.
- Recognize that this activity represents a significant cultural and behavior shift for this organization.
- Be patient with yourselves – at times it may not go that smoothly. Don’t judge, but don’t give up.
- Be prepared to forgive yourself and each other.

Additional Feedback Resources

DIVERSITY & RACISM



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LEADERSHIP INSTITUTE

WWW.ROCKWOODLEADERSHIP.ORG

**Male Privilege and White Privilege:
Unpacking the Invisible Knapsack**
Peggy McIntosh

Through my work, I have often noticed men's unwillingness to grant that they are overprivileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the lessening of men's. Denials that amount to taboos surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened, or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that since hierarchies in our society are interlocking, there is most likely a phenomenon of white privilege that was similarly denied and protected. As a white person, I realized I had been taught about how racism as something that puts others as a disadvantage, but had been taught not to see that white privilege puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun an untutored way to ask what it is like to have white privilege. **I have come to see white privilege as an invisible package of unearned assets that I can count on cashing each day, but about which I was "meant" to remain oblivious.** White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.

Describing white privilege makes one accountable. After I realized the extent to which men work from a base of privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are justly seen as oppressive, even when we don't see ourselves that way.

My schooling gave me no training to see myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average and also ideal, so that when we work to benefit others, this is seen as work which will allow “them” to be more like “us.”

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chose those conditions which I think in my case attach somewhat more to skin color privilege than to class, religion, ethnic status, or geographical location, though of course all these other factors are intricately intertwined.

As far as I can see, my African-American coworkers, friends and acquaintances with whom I come into daily or frequent contact in this particular time, place, and line of work cannot count on most of these conditions. I usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here to work to systematically “overempower” certain groups. Such privilege simply confers dominance because of one’s race or sex.

- 1) I can, if I wish, arrange to be in the company of people of my race most of the time.
- 2) If I should need to move, I can be pretty sure of renting or purchasing housing in an area that I can afford and which I would want to live.
- 3) I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
- 4) I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
- 5) I can turn on the television or open the front page of the newspaper and see some people of my race widely represented.
- 6) When I am told about our national heritage or about “civilization,” I am shown that people of my color made it what it is.
- 7) I can be sure that my children will be given school materials that testify to the existence of their race.
- 8) If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
- 9) I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods that fit my cultural traditions, into a hairdresser’s shop and find someone who can cut my hair.
- 10) Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.
- 11) I can arrange to protect my children most of the time from people who might not like them.
- 12) I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.

- 13) I can speak in public to a powerful male group without putting my race on trial.
- 14) I can do well in a challenging situation without being called a credit to my race.
- 15) I am never asked to speak for all the people of my racial group.
- 16) I can remain oblivious to the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
- 17) I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
- 18) I can be pretty sure that if I ask to talk to the "person in charge," I will be facing a person of my race.
- 19) If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I have been singled out because of my race.
- 20) I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
- 21) I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.
- 22) I can take a job with an affirmative action employer without having coworkers on the job suspect that I got it because of race.
- 23) I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
- 24) I can be sure that if I need legal or medical help, my race will not work against me.

25) If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.

26) I can choose blemish cover or bandages in flesh color and have them more or less match my skin.

I repeatedly forgot each of these realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, then this is not such a free country; one's life is not necessarily what one makes it; doors open for certain people through no virtue of their own.

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience that I once took for granted. Nor did I think of any of these prerequisites as bad for the holder. I now think we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant.

I see a pattern running through the matrix of white privilege, a pattern of assumptions that were passed on to me as a white person. There was one main piece of cultural turf; it was my own turf, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways, and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly and freely.

To the same degree as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which was being subtly trained to visit in turn upon people of color. For this reason, the word "privilege" now seems to me misleading.

We want, then, to distinguish between earned strength and unearned power conferred systematically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you, or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, end up affecting the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages that we can work to spread, and negative types of advantages that unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally, it is an unearned entitlement. At present, since only a few have it, it is an unearned advantage for them. This paper results from a process of coming to see that some of the power that I originally saw as attendant on being a human being in the U.S. consisted in unearned advantage and conferred dominance.

I have met very few men who are truly distressed about systemic, unearned male advantage and conferred dominance. So one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance and if so, what we will do about it. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the U.S. think that racism doesn't affect them because they are not people of color; they do not see "whiteness" as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and dangers surround the task of finding parallels are many. Since racism, sexism and heterosexism are not the same; the advantaging associated with them should not be seen as the same. In addition, it hard to disentangle aspects of unearned advantage that rest more on social class, economic class, race, religion, sex and ethnic identity than on other factors.

One factor seems clear about all of the interlocking oppressions. They take both active forms that we can see and embedded forms that as a member of the dominant group one is taught not to see. In my class and place, I did not see myself as racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the systems won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitudes. But a white skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can ameliorate, but cannot end, these problems.

Though systemic change takes many decades, these are pressing questions for me and I imagine for some others like me if we raise our daily consciousness on the prerequisites of being light skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use an unearned advantage to weaken hidden systems of advantage, and whether we will use any of our arbitrarily awarded power to try and reconstruct power systems on a broader base.

“I’m Not White”

Paul Kivel

Recently I was doing a workshop on racism and we wanted to dive the group into a caucus of people of color and a caucus of white people, so that each group could have more in-depth discussion. Immediately, some of the white people said, “But I’m not white.”

I was somewhat taken aback because although these people looked white they were clearly distressed about being labeled white. A white, Christian woman said up and said, “I’m not really white because I’m not part of the white male power structure that perpetuates racism.” Next a white gay man stood up and said, “You have to be straight to have the privileges of being white.” A white, straight, working class man from a poor family then said, “I’ve got it just as hard as any person of color.” Finally, a straight, white middle class man said, “I’m not white, I’m Italian.”

My African-American co-worker turned to me and asked, “Where are all the white people who were here just a minute ago?” Of course I replied, “Don’t ask me, I’m not white, I’m Jewish!”

Most of the time we don’t notice or question our whiteness. However, when the subject is racism many of us don’t want to be white, because it opens us to charges of being racist and brings up feelings of guilt, shame, embarrassment and hopelessness. There are others who proudly claim whiteness under any circumstance and simply deny or ignore the violence that white people have done to people of color.

Those of us who are middle class are more likely to assume we are white without having to emphasize the point, and to feel guilty when it is noticed or brought up. Those of us who are poor working class are more likely to have had to assert our whiteness against the effects of economic discrimination and the presence of other racial groups. Although we share the benefits of being white, we don’t share the economic privileges of being middle class and so we are more likely to feel angry and less likely to feel guilty than middle class counterparts.

Whatever our economic status, most of us become paralyzed with some measure of fear, guilt, anger, defensiveness or confusion if we are named as white when racism is being addressed.

In this country it has always been dangerous to even talk about racism. “Nigger lover” “Indian lover,” and “race traitor” are labels which have carried severe consequences. You probably know the names of white civil rights workers who were killed for their actions against racism, such as Goodman, Schwerner, and Luizzo. Many of us have been isolated from friends or family because of disagreements over racism. A lot of us have been called “racist.”

Saying “I am white” may make us feel either guilty of being racist, or traitorous toward other whites. We don’t want to be labeled or stereotyped. Talking about racism has often occurred in the context of angry words, hostility, accusations and divisiveness. We also may have fears about people of color separating from us if we are clearly defined as white.

In any case, some of us are quick to disavow our whiteness, or to claim some other identity which will give us legitimate victim status. We certainly don’t want to be seen as somehow responsible for or complicit with racism.

We must begin here—with this denial of our whiteness—because racism keeps people of color in the limelight and makes whiteness invisible. To change this we must take whiteness itself and hold it up to the light and see that it is a color too. Whiteness is a concept, an ideology which holds tremendous power over our lives and, in turn, over the lives of the people of color.

Our challenge in this discussion will be to keep our whiteness center stage. Every time our attention begins to wander off toward people of color and other issues, we will have to notice and refocus. We must notice when we try to slip into another identity and escape being white. We each have many other factors that influence our lives, such as our ethnicity, gender, sexual orientation, class, personality, mental and physical abilities. Even when we’re talking about these elements of our lives we must keep whiteness on stage with us because it influences each of the other factors.

What parts of your identity does it feel like you lose when you say aloud the phrase “I’m white”?

Part of our discomfort may come from the complex relationship our own family’s ethnic and class background had to whiteness. Was your ethnic or cultural group ever considered not white? When they arrived in the United States, what did members of your family have to do to be accepted as white? What did they have to give up?

How has pride in being white (or becoming America) sustained you or your family? Has that identification ever allowed you or your family to tolerate poverty, economic exploitation or poor living conditions because “at least we’re not colored”?

If, when you move down the streets of major U.S. cities, other people assume, based on skin color, dress, physical appearance or total impression that you are white, then in American society that counts for being white.

This is where we are going to start talking about what it means to say, “I am white.” I realize that there are differences between the streets of New York and Minneapolis and between different neighborhoods within each city. But in American society, there is a broad and pervasive division between white people and people of color, and most of us know from a very early stage which side we are on. If we are white we are told or learn in early childhood who to stay away from, who not to play with, who not to associate with, who isn’t one of our kind. This is true even if our parents are liberal or progressive. The training is too pervasive within our society for anyone to escape.

Whiteness is about more than skin color, although that is a major factor in this country. People of color and Jewish people are also marked as different by dress, food, the smells of cooking, religious ceremonies, celebratory rituals and mannerisms. These features are all labeled racial differences, even though they may be related to culture, religion, class or country of origin. I’m sure you know whether you are treated as “white” or as a person of color by most of the people you meet.

When I first meet someone, and I think this is true for most of us, I identify their gender (and get anxious when I can't), I identify as much about their class as I can figure out, and I identify what their racial identity is. I have two categories, white and other. I'm interested in the other. In fact, because of my assumptions about the commonness of whiteness, I often assume a person of color will be more interesting than another white person. But whether we value it positively or negatively, the difference counts and we notice it.

Since I've been taught to relate differently to people who are African American, or Latino/a, or Asian American, I may need more information than appearance gives me about what "kind" of person of color I am with. I have some standard questions to fish for more information, such as: "That's an interesting name. I've never heard it before. Where's it from?" "Your accent sounds familiar, but I can't place it." "You don't look American, where are you from?"

Sometimes we ask these questions of white Americans who have unusual names or unfamiliar accents. Most often we use them to clarify who is white and who isn't, and secondarily, what kind of person of color we are dealing with.

Many of us were taught that it is not polite to notice racial difference. We may have learned that racial difference is an artificial basis used to discriminate against and exploit people of color, and therefore we may overcompensate by pretending to ignore it. White people often say, "I don't care whether a person is black, brown, orange or green." Human beings don't come in orange or green. Those whose skin color is darker are treated differently in general and we, in particular, respond differently to them. As part of growing up white and learning racial stereotypes, we have been trained to stiffen up, be more cautious, fearful and hesitant around people of color. These are physiological and psychological responses that we can notice in ourselves and see in other white people. These responses belie our verbal assurances that we don't notice racial differences.

There's absolutely nothing wrong with being white or whit noticing the difference that color makes. We were born without choice into our families. We did not choose our skin color, native language or culture. We are not responsible for being white or for being raised in a white-dominated, racist society in which we have been trained to have particular responses to people of color. We are responsible for how to we respond to racism (which is what this book is about) and we can only do that consciously and effectively if we start by realizing that it makes a crucial difference that we are white.

Being a Strong White Ally

What kind of active support does a strong white ally provide? People of color that I have talked with over the years have been remarkably consistent in describing the kinds of support they need from white allies. The following list is compiled from their statements at workshops I have facilitated. The focus here is on personal qualities and interpersonal relationship.

WHAT PEOPLE OF COLOR WANT FROM WHITE ALLIES

RESPECT DON'T MAKE ASSUMPTIONS LISTEN

DON'T TAKE OVER FIND OUT ABOUT US MONEY

UNDERSTANDING RESOURCES STAND BY MY SIDE

DON'T BE SCARED MY ANGER PROVIDE INFORMATION

TAKE RISKS MAKE MISTAKES SUPPORT

DON'T ASSUME YOU KNOW WHAT'S BEST FOR ME

YOUR BODY ON THE LINE DON'T TAKE IT PERSONALLY

INTERRUPT JOKES AND COMMENTS SPEAK UP

DON'T TAKE IT PERSONALLY TALK TO OTHER WHITE PEOPLE

TEACH YOUR CHILDREN ABOUT RACISM

DON'T ASK ME TO SPEAK FOR MY CHILDREN

A checklist of characteristics for activists who wish to be allies to people of color, women, and others who have less reason to believe in the justice of the system.

AN ALLY:

- Names issues and events as racist, oppressive, offensive.
- Recognizes and makes unearned privilege visible.
- Works to gain self-understanding in order to dismantle internalized sense of dominance and the belief in the superiority of self as white and/or male tall, attractive, American, heterosexual, native English-speaking, etc.
- Interrupts collusion with other whites who seek, consciously or unconsciously, to maintain their power and privilege through ways of speaking ways of excluding, and the many other acts that maintain power.
- Seeks and validates critical feedback from People of color, women, and gay, lesbian, bisexual, and transgender people (GLBT).
- Facilitates the empowerment of people of color, women, GLBT.
- Consistently challenges prevailing patterns of behavior.
- Promotes and models change for other whites.
- Continually educates and makes available to others opportunities to learn about and unmask oppression of all kinds.

Basic Tactics

Paul Kivel

Every situation is different and calls for critical thinking about how to make a difference. Taking the statements above into account, I have compiled some general guidelines.

1. Assume racism is everywhere, everyday.

Just as economics influences everything we do, just as our gender and gender politics influence everything we do, assume that racism is affecting whatever is going on. We assume this because it's true, and because one of the privileges of being white is not having to see or deal with racism all the time. We have to learn to see the effect that racism has. Notice who speaks, what is said, how things are done and described. Notice who isn't present. Notice code words for race, and the implications of the policies, patterns and comments that are being expressed. You already notice the skin color of everyone you meet and interact with now notice what difference it makes.

2. Notice who the center of attention is and who is the center of power.

Racism works by directing violence and blame toward people of color and consolidating power and privilege for white people.

3. Notice how racism is denied, minimized and justified.

4. Understand and learn from the history of whiteness and racism.

Notice how racism has changed over time and how it has subverted or resisted challenges. Study the tactics that have worked effectively against it.

5. Understand the connections between racism, economic issues, sexism and other forms of injustice.

6. Take a stand against injustice.

Take risks. It is scary, difficult, and risky and may bring up many feelings, but ultimately it is the only healthy and moral human thing to do. Intervene in situations where racism is being passed on.

7. Be strategic.

Decide what is important to challenge and what's not. Think about strategy in particular situations. Attack the source of power.

8. Don't confuse a battle with the war.

Behind the particular incidents and interactions are larger patterns. Racism is flexible and adaptable. There will be gains and losses in the struggle for justice and equality.

9. Don't call names or be personally abusive.

Since power is so often defined as power over others – the ability to abuse or control people – it is easy to become abusive ourselves. However, we usually end up abusing people who have less power than we do because it is less dangerous. Attacking people doesn't address the systemic nature or racism and inequality.

10. Support the leadership of people of color.

Do this consistently, but not uncritically.

11. Don't do it alone.

You will not end racism by yourself. We can do it if we work together. Build support, establish networks, and work with already established groups.

12. Talk with your children and other young people about racism.

A Few Thoughts on Racism & Leadership

Robert Gass

- As 21st century activist leaders, it is essential for us to find a way to proactively address issues of race, ethnicity, and class.
- Apart from the moral imperative of addressing injustice, your missions as leaders almost invariably interrelate with issues of racism and social/economic justice. Our success will depend on our ability to create coalitions across racial, ethnic, and economic boundaries.
- You are also leaders of people and organizations in a society that has become truly multicultural. We must learn to create working communities that bring us together across the barriers that divide us, and unleash the creative power of our diversity.

Some Basic Points

- People of color will often experience being at a power disadvantage vis-à-vis whites in mixed racial situations.
- While many activist groups have worked to be sensitive to racism, its roots run deep in our society – still much work to do – especially in moving beyond understanding & consciousness to inclusion and sharing of power.
- Many people of color tend to be acutely aware of how these dynamics play out in even progressive organizations.
- Some of these dynamics include:
 - o People of color being seen through negative filters
 - o Work norms oriented towards middle-class values and customs
 - o Awkward deference or over-efforting to not appear racists that may show up in some “progressive” white folk
 - o People of color being marginalized due to lack of social contact or personal relationships with white leaders, or different styles of communication

- White people all-too-often tend to underestimate or not see racial power dynamics at work
- This is a similar pattern to people with positional power who are blind to their power. White people may not identify themselves as being white, and be unaware of the impact their whiteness carries.
- Similar power dynamics are at play with people of other populations and communities: gender differences, gay & lesbians, the disabled, and working class.
- We are not responsible for the circumstances of our birth.
- We are responsible for understanding the legacy of racism that we have inherited, and their continuing structural support in our society.

As leaders, we must:

- o Continue to raise consciousness regarding our own filters and historical baggage.
- o Compassionately understand the impact of racism and sexism on those with whom we work ... and challenge it.
- o Strive to develop workplaces that honor diversity and that bring out the best in & treat with respect all those who pass through its doors.
- Many of us have had negative experiences trying to deal with issues of race in activist groups, often leaving us somewhat gun-shy about taking on issues of racism in our movements. Our job is to find a better way, a way that addresses the pain, rage, guilt and fear that are part of the legacy of racism, yet creates a context that is heartfelt, healing and compassionate.

STAND UP: An Exercise on Oppression for Leaders

This is an adaptation of a very basic and widely-used exercise to raise awareness about racism in the work place and among grounds. It has been modified to focus on issues of leadership, organizational dynamics and to include gender issues. It can be used in your organization, if you feel personally read to facilitate the feelings as well as the issues that may emerge as a result. It can be modified as leaders see fit to include issues that relate to the oppressions and blinders that are most relevant to their mission and concerns.

Instructions:

- To be done in silence, so that we can all feel its impact
- The staff is assembled in a room and seated
- You are all asked to physically stand up if you believe the treatment applies to you. You are asked to respond honestly, even when it feels awkward.

“STAND UP”

- If you regularly consider your race, ethnicity, or class in considering organizational opportunities and making decisions.
- If you personally have felt that you had extra obstacles to overcome in your work life because of your gender.
- If you have felt put off by white, middle-class or male cultural norms at work.
- If you work in a job, career or profession or in an agency or organization in which there are few people of color.
- If, as a white leader, you feel concerned about how you are perceived by people of color.
- If you have been sexually harassed in a school or work environment.
- If you were ever paid less or treated less fairly than a white person in a similar position because of your race or ethnicity.

- If you have inherited wealth, saved money, or good connections with people of wealth that leave you more free from financial concerns than many activists in pursuing your goals.
- If you sometimes wonder at work whether men are paying attention to you for your skills and contributions or as a sexual object.
- If you sometimes have less influence or opportunities at work because of lack of social contacts with people of the predominant race, ethnicity, or gender.
- If you have used your power as a leader in the past year to raise consciousness or address issues of race ethnicity class and sexual orientation in your workplace.
- If you ever felt that less was expected of you because of your race or ethnicity.
- If, as a leader, you feel awkward and unskilled in knowing how to deal with issues of race, class, ethnicity, sexual orientation and gender at work.
- If there are people of color in leadership positions in your organization.
- If you are concerned that your gender may negatively affect your ability to act as a leader.
- If you feel that your race, ethnicity, or class has been a negative factor in your success as a leader.
- If you feel that your race, ethnicity, or class has been a positive factor in your success as a leader.
- If concerns about sexual assault negatively affect your sense of safety.
- If, as a male leader, you feel concerned about how you will be perceived by women at work.

- If, when you are invited to speak or represent your organization, you find yourself concerned about the racial, ethnic, or gender make up of the gathering.
- If you ever felt uncomfortable or angry about a remark or joke made about your race or ethnicity at work but didn't feel safe to confront it.
- If you experience men taking your ideas or contributions less seriously because you are a woman.
- If you find yourself denying your femininity to fit in with men at the workplace.
- If you find people inappropriately deferring to you because of your race or ethnicity.
- If you go often through your work week without thinking about your race or racism.
- If, as a white leader, you find yourself awkward dealing with performance issues with people of color for fear of being seen as racially insensitive.
- If you feel there are significant unaddressed issues of race or gender in your organization needing your leadership.

Debrief in small groups:

1) What came up for you personally in this exercise?

- Feelings of shame? Anger? Fear or anxiety? Sadness?
- How did you feel as you stood, or chose not to stand, in response to various questions?
- How did you feel as others chose to stand or not stand at the same time as you? At different times than you?
- What insights did you have about yourself as a result of this exercise?

2) What are the implications of this exercise for power in your organization?

- For your sense of empowerment as a leader?
- For the way you relate as a leader to those in a different power relationship in the organization? In society?
- For the way others of a different power status relate to you?
- For the structures, policies and processes you may initiate as a leader in your organization?
- For the priorities of yourself as a leader and for your organizational mission?

3) Debrief in the large group, council style

Class-Race Exercise

Everyone starts out on a line on the middle of the room facing one wall. Participants are told that the line is the starting line for a race to get some well-paying jobs, which they need to take care of their family. But before the race starts, people's starting position will be somewhat adjusted via the following exercise. Participants are asked to silently take a step forward or backward depending upon the instructions if the statement applies to them. They should decide for themselves whether the statement applies, and, as much as possible, keep their steps the same size throughout the exercise. Explain that the exercise will be done in silence to allow participants to notice the feelings that come up during the exercise and to make it safer for all participants.

1. If your ancestors were forced to come to this country or forced to relocate from where they were living, either temporarily or permanently, or restricted from living in certain areas take one step backward.
2. If you feel that your primary ethnic identity is "American" take one step forward.
3. If you were ever called names or ridiculed because of your race, ethnicity or class background take one step backward.
4. If you grew up with people of color or working class people who were servants, maids, gardeners or babysitters in your house take one step forward.
5. If you were ever embarrassed or ashamed of your clothes, your house or your family car when growing up take one step backward.
6. If you have immediate family members who are doctors, lawyers, or other professionals take one step forward.
7. If pimping and prostitution, drugs, or other illegal activities were a major occupational alternative in the community where you were raised take one step backward.

8. If you ever tried to change your physical appearance, mannerisms, language or behavior to avoid being judged or ridiculed take one step backward.

9. If any women in your family, including yourself if you are female, were ever physically or sexually assaulted in any way by men in your family take one step backward.

10. If you studied the history and culture of your ethnic ancestors in elementary and secondary school take one step forward.

11. If you started school speaking a language other than English take one step backward.

12. If your family had more than fifty books in the house when you were growing up take one step forward.

13. If you ever skipped a meal or went away from a meal hungry because there wasn't enough money to buy food in your family take one step backward.

14. If you were taken to art galleries, museums, or plays by your parents take one step forward.

15. If one of your parents was ever laid off, unemployed or underemployed not by choice take one step backward.

16. If you attended a private school or summer camp take one step forward.

17. If you received less encouragement in academics or sports from your family or from teachers because of your gender take one step backward.

18. If you or your family ever had to move because there wasn't enough money to pay the rent take one step backward.

19. If you were told by your parents that you were beautiful, smart, and capable of achieving your dreams take two steps forward.
20. If you were ever discouraged or prevented from pursuing academic or work goals, or tracked into a lower level because of your race, class or ethnicity take one step backward.
21. If your parent/s encouraged you to go to college take one step forward.
22. If you were ever given less support than the boys in your family for going to college or pursuing work goals because of your gender take one step backward.
23. If you grew up in a single parent household take one step backward.
24. If prior to your 18th birthday you took a vacation outside of your home state take one step forward.
25. If you have a parent who did not complete high school take one step backward.
26. If your parent(s) owned their own house take one step forward.
27. If you commonly see people of your race or ethnicity on television or in the movies in roles that you consider to be degrading take one step backward.
28. If you ever got a good paying job or a promotion because of a friend or family member take one step forward.
29. If you were ever denied a job because of your race or ethnicity take one step backward.
30. If you were ever denied a job, paid less for comparable work or had less qualified men promoted over you because of your gender take one step backward.

31. If, as a white person, you ever worked in a job where people of color held more menial jobs, were paid less or otherwise harassed or discriminated against take one step forward.
32. If you were ever paid less, treated less fairly, or given harder work than a white person in a similar position because of your race or ethnicity take one step backward.
33. If you were ever mistrusted or accused of stealing, cheating or lying because of your race, ethnicity or class take one step backward.
34. If you ever inherited money or property take one step forward.
35. If you primarily use public transportation to get where you need to go take one step backward.
36. If you generally think of police as people that you can call on for help in times of emergency take one step forward.
37. If you have ever been stopped by police because of your race, ethnicity or class take one step backward.
38. If you have ever felt afraid of violence directed toward you because of your race take one step backward.
39. If, in general, you can avoid communities or places that you consider dangerous take one step forward.
40. If you have ever felt uncomfortable or angry about a remark or joke made about your race or ethnicity but it wasn't safe to confront it take one step backward.
41. If you or close friends or family were ever a victim of violence because of your race or ethnicity take one step backward.
42. If your parent(s) did not grow up in the United States take one step backward.

After the last statement everyone is asked to freeze in place, without looking around, and briefly notice where they are, who is in front of them and who they can and cannot see. Then they are asked to look around and notice briefly where they and everyone else is. What feelings do they have and what patterns do they notice?

Then people are told that they are in a race to the front wall for some well paying, good jobs. They should imagine that they need one of those jobs to support themselves and their family. When told to, they are to run towards the wall as fast as they can. The first few to the front wall will get those jobs. Quickly say, “Ready, set, go,” to start the race (and get out of the way!).

Have participants pair up and talk for a few minutes about whatever feelings came up during the exercise. Have a group discussion. This exercise works well as a follow-up to the power chart to make it concrete what the difference in power mean. It introduces class and race and the intertwining of the two. And can raise issues of individual achievement, “level-playing field,” affirmative action, and the different reactions people have to an unequal system. (e.g. given where they ended up in the room, how did that affect how hard they ran towards the front wall? Did they run at all?)

The exercise is a good set up for the economic pyramid exercise and a discussion of the economic system. After the exercise it is important to point out that the race actually takes place in a stadium. The winners of the race were declared before the race started. The ruling class is sitting in the stands watching the whole event with amusement. They don’t have to race because they’ve been awarded the very best, most high paying jobs before the race even began. In fact, they’ve been betting on who would run for those jobs the fastest. How does this added information affect people’s commitment to the race? To how hard they might run? To their sense of justice?

Quotations

One of the many advantages whites enjoy in America is a relative freedom from the draining obligation of racial inversion. Whites do not have to spend precious time fashioning an identity simply out of being white. They do not have to self-consciously imbue whiteness with an ideology, look to their whiteness for some special essence, or divide up into factions and wrestle over what it means to be white. Their racial collectivism, to the extent that they feel it, creates no imbalance between the collective and the individual. This, of course, is yet another blessing of history and of power, of never having lived in the midst of an overwhelming enemy race.

Shelby Steel, *The Content of Our Character*. (New York: Harper Perennial, 1990).

The anxiety that exists for Whites concerning the subject of race should not be underestimated. It is high even for those who believe that they have mastered their biases and especially for those who have made the commitment to self-confrontation. For although many would like to believe they are free of racial prejudice and want to view it as operative only in instances of blatant bigotry, there is tension about checking this out. This anxiety has been expressed in terms of fear of discovering bad things about oneself, uneasiness about unexamined values, awareness of the pervasiveness of racism, of one's helplessness to cope, and of a sense of entrapment... Management of this anxiety in the interest of confronting bias and achieving a greater comfort and confidence in cross-racial interactions should be seen as an act of courage.

But usually Whites do not feel courageous. They tend to instead plead ignorance and protest that they never had to think about the meaning of being White.

Elaine Pinderhughes, *Understanding Race, Ethnicity, and Power: The Key to Efficacy in Clinical Practice*. (New York: The Free Press, 1989).

Another reason for this quite ornamental vacuum in literary discourse on the presence and influence of Africanist peoples in American criticism is the pattern of thinking about racialism in terms of its consequences on the victim—of always defining it as asymmetrically from the perspective of its impact on the object of racist policy and attitudes. A good deal of time and intelligence has been invested in the exposure of racism and the horrific results on its objects. There are constant, if erratic, liberalizing efforts to legislate these matters. There are also powerful and persuasive attempts to analyze the origin and fabrication of racism itself, contesting the assumption that it is an inevitable, permanent, and eternal part of all social landscapes. I do not wish to disparage these inquiries. It is precisely because of them that any progress at all has been accomplished in matters of racial discourse. But that well-established study should be joined with another, equally important one: the impact of racism on those who perpetuated it. . . The scholarship that looks into the mind, imagination, and behavior of slaves is valuable. But equally valuable is a serious intellectual effort to see what racial ideology does to the mind, imagination, and behavior of masters.

Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination*. (New York: Vintage Books, 1993) p. 59.

All I know is that by the next century, this country is not going to be Leave it to Beaver. I saw the future in LA. I saw Asians, I saw Hispanic, I saw all different types of people. The white people were the minority. W.E.B. Dubois talks about how being black, you learn how to live in two worlds, you learn how to be around people differently, you learn how to adjust. If you're white, you never really had to do that before. In a sense, I feel sympathy for them because they're going to have to learn how to do that pretty soon, and I'm already doing it.

John Blake, age 27, biracial child of a white mother and black father, quoted by Lise Funderburg in *Black, White, Other: Biracial Americans Talk About Race and Identity*. (New York: William Morrow and Company, Inc. 1994) pp. 300-301.

By the time they reach second grade, every child in the country know what an Indian is. They wear lots of feathers, ride spotted ponies and shoot arrows. Indians who don't fit the type are invisible; they simply can't be imagined by the majority of white children or adults.

Rayna Green

A white person is taught to believe that all that she or he does, good and ill, all that we achieve is to be accounted for in terms of our individuality. It is intolerable to realize that we may get a job or a nice house, or a helpful response at school or in hospitals, because of our skin color, not because of the unique, achieving individual we must believe ourselves to be.

Richard Dyer

What, then, does it mean to be Asian American? To me, it means living in a place where I don't much look like anyone else but in most respects act like them, knowing all the time that halfway across the globe is a densely populated region full of people who look just like me but don't particularly act like me. It means forever holding the contradiction of belonging and not belonging, of feeling "at home" and wondering where home is. It means living with other people's ideas about me, ideas that often do not coincide with the person I really am. It means doubting my self-concept. It means working to overcome stereotypes. It means sometimes playing stereotypes to my advantage. It means occasionally still wishing I was white. It means occasionally still feeling the sting of shame about my ethnicity trickling out from hidden places. It means, just this once, that someone could step into my shoes and see what life is like from my perspective.

Claire S. Chow

A glib but true statement is that in a racist culture, everybody is a racist. What you do after that is interesting: Do you avoid it? Do you ignore it? Do you act as if you weren't?

Art Spiegelman

It is not the words of our enemies that we remember, but the silence of our friends.

Martin Luther King, Jr.

Additional Diversity & Racism Resources

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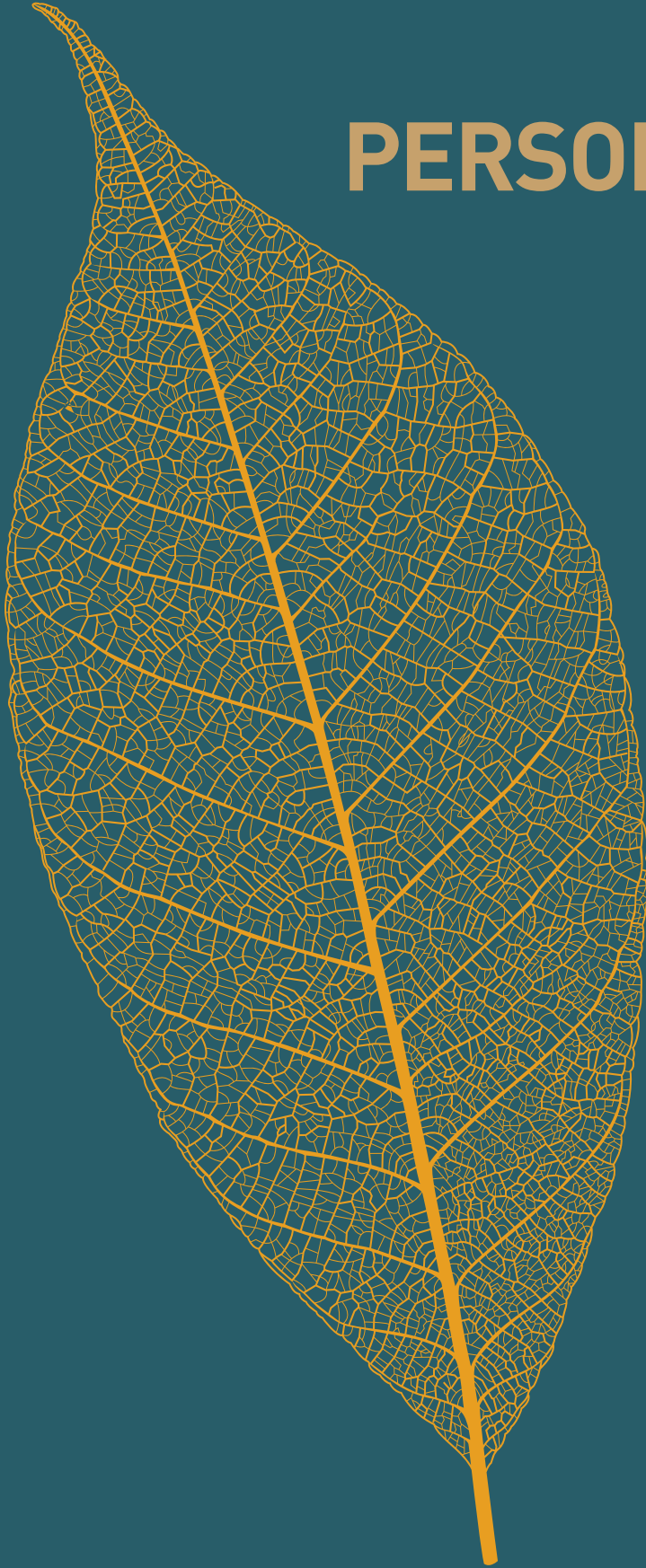
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PERSONAL ECOLOGY



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Time Log

In order to change something, we must begin with a sober, clear assessment of current reality.

To make changes in how we spend our time, one of the most powerful tools we have is an accurate record of where our time currently goes.

It takes some effort, but the payoffs are worth it. You will find it a fascinating /unsettling/eye-opening experience to see how you actually spend your time.

Setting Up Your Time Log

1) Create categories for how you spend your time, similar to budget categories.

- The categories should be based on function or role, not activity.

Examples:

Managing interface with the Board

Overseeing campaigns

Supervising staff

Fundraising

(rather than telephone calls, meetings, e-mails)

- You will probably want to include non-work activity as well.

Examples:

Love relationship

Parenting

Taking care of the house/apartment

Recreation

- Make whatever categories you feel will be most useful to you in assessing how you spend your time.

2) Assign each of the categories an identifying number.

Keeping Your Time Log

- 1) Keep the time log a minimum of one week. Two weeks is much better.
- 2) Record every time you shift your attention; record everything.
- 3) Record your time in 15 minute increments. Round off up or down to the nearest quarter-hour.
- 4) Give enough detail to each entry that you will be able to identify it two weeks later.
- 5) After each entry, record the identifying # of the time budget category. You may need to add or adjust categories as you go.
- 6) Then mark “P” or “U” depending on whether the activity was planned or unexpected (incoming telephone call; drop-in visit; requests from others, etc).
- 7) Keep the log with you at all times.
- 8) Track time as you go...after each activity. Do not wait until the end of the day and then try to recreate your log.
- 9) Be scrupulously honest. Notice tendencies to want to distort your entries.
- 10) Maintain the discipline. Watch and learn.

The Time Management Matrix

The Time Management Matrix, popularized by Stephen Covey, is designed to help organize and prioritize your work by separating out urgency and importance.

	URGENT	NOT URGENT
IMPORTANT	I. Crisis, Pressing Problems, Deadline-Driven Projects & Meetings	II. Visioning and Values Planning and Preparation Relationship Building Developing Opportunities Learning & Development Self Care
NOT IMPORTANT	III. Interruptions Some phone calls Some Meetings Many Drop-In Visits	IV. Trivia Busywork Surfing the Web Recreational Activities that don't Nourish

Quadrant I Urgent and Important

We all will need to spend some time here, dealing with pressing needs and challenges—especially unexpected ones. We are typically in a reactive mode. However, many important activities only become urgent and end up in this box because of procrastination or insufficient prevention and planning.

Quadrant II Important but Not Urgent

The Quadrant of Quality. Here we get to be proactive, choosing to act on life becomes life acts on us. Increasing our time spent in this quadrant increases our capacity to do. Small investments of time in QII can help avoid much larger amounts of time and stress putting out fires in QI.

Quadrant III Urgent but Not Important

The Quadrant of Deception. The clamor of urgency creates the “illusion of importance.” Often activities in this quadrant are urgent because they’re priorities or expectations of others that may not be so important to you.

Quadrant IV Not Urgent & Not Planned

The Quadrant of Waste. We often drift into activities in this quadrant as a kind of ‘escape’ from the intensity of Quadrants I & III. E-mail, web-browsing, TV, gossiping, are all examples of Quadrant IV activity. They are not the kind of recreation that renews our spirit, but are activities that simply eat our time without much reward.

TIME LOG

Date _____

Time	Activity	Category Number	P or U	Quadrant Number
7:00				
7:15				
7:30				
7:45				
8:00				
8:15				
8:30				
8:45				
9:00				
9:15				
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1:45				
2:00				
2:15				
2:30				
2:45				

Time	Activity	Category Number	P or U	Quadrant Number
3:00				
3:15				
3:30				
3:45				
4:00				
4:15				
4:30				
4:45				
5:00				
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10:15				
10:30				
10:45				
11:00				
11:15				
11:30				

Reviewing Your Time Log

1) After each activity, place the number 1-IV of the quadrant from the Time Management Matrix.

- Look at Quadrant IV activities.
 - What can you do to eliminate these activities?

- Look at Quadrant III activities.
 - How many of these were interruptions or activities not connected to your primary goals?
 - What can you do to reduce these?

- Look at Quadrant I activities.
 - What can you do to reduce urgency?
 - How might prevention and better planning reduce crisis and stress?

- Look at Quadrant II activities.
 - Are you spending enough time here?
 - How could you spend more time in this quadrant?
 - What needs more attention?

2) Add up to the amount of time spent in each of your time budget categories.

- What patterns do you see?

- Given your purpose and mission(s) how do you feel about the relative balances:
 - Between your various work-related categories
 - Between work and non-work activities

- What changes do you want to see going forward?

3) Review the activities marked “U” for unplanned.

- How many of these were interruptions from your workflow & productivity?

- What patterns do you see?

- Actions you might take as a result of this data?

4) What else do you see in reviewing your time log?

5) Overall: What are your major challenges and opportunities regarding time management?

- What action steps will you take?

Time Management Matrix Worksheet

1) Review your last week's activities. Place them in Quadrants.

	URGENT	NOT URGENT
IMPORTANT	I.	II.
NOT IMPORTANT	III.	IV.

2) Review your to-do list for next week. Add them to the quadrants.

3) What patterns do you see?

4) List 3 activities you know if you did superbly well and consistently would have significant positive results in your work life:

5) What quadrants are your answers in?

6) From the perspective of really living your Purpose, what are 3 important activities with regard to your work?

7) What quadrants are your answers in?

The Urgency Index

Index based on a version from *First Things First* by Stephen Covey.

Circle the number that best represents your normal behavior or attitude using this scale:

never		sometimes		always
0	1	2	3	4

1) I seem to do my best work when I'm under pressure.

0	1	2	3	4
---	---	---	---	---

2) I often blame the rush and push of external things for my failure to spend deep, introspective time with myself.

0	1	2	3	4
---	---	---	---	---

3) I'm often frustrated by the slowness of people and things around me. I hate to wait or stand in line.

0	1	2	3	4
---	---	---	---	---

4) I feel guilty when I take time off work.

0	1	2	3	4
---	---	---	---	---

5) I always seem to be rushing between spaces and events.

0	1	2	3	4
---	---	---	---	---

6) I frequently find myself pushing people away so I can finish what I'm doing.

0	1	2	3	4
---	---	---	---	---

7) I feel anxious when I'm out of touch with the office.

0	1	2	3	4
---	---	---	---	---

8) I'm often preoccupied with one thing when I'm doing something else.

0	1	2	3	4
---	---	---	---	---

9) I'm at my best when I'm handling a crisis situation.

0	1	2	3	4
---	---	---	---	---

10) I often eat lunch or other meals while I work.

0 1 2 3 4

11) I keep thinking that someday I'll be able to do what I really want.

0 1 2 3 4

12) It's difficult for me to really complete things without the pressure of a deadline.

0 1 2 3 4

13) I often give up quality time with the important people in my life to handle situations at work.

0 1 2 3 4

14) I feel like I've really been productive if I've check off a lot of items on my "to do" list.

0 1 2 3 4

15) I get irritated when I or others make mistakes, or when things don't go right or get delayed.

0 1 2 3 4

16) I start thinking about what I have to do at work within a few minutes of waking up.

0 1 2 3 4

17) I have a hard time slowing down and relaxing when I reach the end of the work day.

0 1 2 3 4

18) When something cancels or I get unexpected free time, my first thought is what work can I fill the empty space with.

0 1 2 3 4

19) I have a hard time creating sacrosanct space in my life into which work doesn't intrude.

0 1 2 3 4

20) While I'm working, I feel the pressure of all the other things I have to do that are hanging over me.

0

1

2

3

4

Add together all your scores and place the total here _____

0-30 Low urgency mind-set

30-50 High urgency mindset

51+ Urgency addiction

Characteristics of the Addictive Experience

Created by Dr. Neal Maxwell

Here's a typical list of characteristics of the addictive experience. It comes from the recover literature, dealing primarily with addiction to chemical substances, gambling and overeating. But as you can see, it applies well to urgency addiction.

Characteristics of the Addictive Experience

- Creates predictable, reliable sensations
- Becomes the primary focus and absorbs attention
- Temporarily eradicates pains and other emotions
- Provides artificial sense of self worth, power, control, security, intimacy, accomplishment
- Exacerbates the problems and feelings it is sought to remedy
- Worsens functioning, creates loss of relationships
- Doesn't improve

MIND/BODY/SPIRIT WELLNESS INDEX

Our ability to perform well in achieving our work and personal goals is highly dependent on our ability to sustain and manage our energy over time.

Our energy and wellness are a product of:

- * the health and vitality of our physical body
- * the state of our emotions and fulfillment of our needs for relationship, community and love
- * meeting our needs for purpose, meaning and spiritual connection

The following is a self-survey to help you assess the current state of your body, heart and spirit. Most of us have tendencies towards denial and self-deception when it comes to our needs. Be scrupulously honest with yourself in answering these questions. You have free choice over what to do with this data, but at least begin with an honest appraisal of what's so.

BODY

Sleep

Awaken to these facts:

- * Less-than-optimal sleep has a significant impact on strength, cardiovascular capacity, mood, and energy levels.
- * Over 50 studies conclusively show that mental performance—reaction time, concentration, memory, and analytic reasoning— all decline in proportion to lack of sufficient sleep.
- * Mortality rates climb rapidly for those sleeping considerably less or more than 7-8 hours per night.
- * While sleep needs vary among individuals, almost all people need 7 to 8 hours per night to function optimally.
- * Naps of less than 30 minutes at a time (before we go into REM sleep) can compensate to some degree for less sleep during the night.

Answer the following questions honestly

1) Based on your experience, what is the optimal hours per/night of sleep for you to maintain good energy and well-being_____

2) How many nights per week, on average, do you sleep this long?_____

To what degree are the following statements true:

3) I have difficulty falling asleep.

almost never

1 2 3 4 5 6 7 8 9 10

almost always

4) I have difficulty getting myself back to sleep if I awaken during the night.
 almost never almost always
 1 2 3 4 5 6 7 8 9 10

5) I fail to wake up at the needed time without an alarm clock.
 almost never almost always
 1 2 3 4 5 6 7 8 9 10

6) I wake up feeling groggy and like I didn't sleep enough.
 almost never almost always
 1 2 3 4 5 6 7 8 9 10

7) I have bloodshot eyes or discoloration and/or bags under my eyes in the morning.
 almost never almost always
 1 2 3 4 5 6 7 8 9 10

8) I have difficulty staying awake or find myself nodding off during the work day?
 almost never almost always
 1 2 3 4 5 6 7 8 9 10

9) When I get tired during the day, I override my fatigue rather than taking a nap.
 almost never almost always
 1 2 3 4 5 6 7 8 9 10

High scores on more than one or two of these questions indicate that you are having sleeping problems that may be impacting your overall wellness and work.

What do you see as you look at your scores in this section?

Diet

"You are what you eat."

Digest this information:

Much of your daily energy levels, emotional moods, and mental focus are determined by what and when you eat.

Many major health problems such as cancer, heart disease, diabetes are directly related to diet and/or obesity.

Diet is also the only major determinant of health that is completely within your control.

Primary factors include what you eat, how much you eat, and when you eat.

Water intake is a frequently overlooked significant component of energy & health.

Inadequate hydration causes significant loss of muscle strength, coordination and concentration.

By the time you experience thirst, you are already dehydrated.

Answer the following questions honestly.

To what extent are the following statements true:

10) I jump-start my day with high energy, low-glycemic foods such as whole grains, proteins, and fruits such as strawberries, pears, grapefruit and apples.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

11) I sustain my energy by eating energy-rich foods before either acute hunger or energy lags occur.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

12) I eat at least 5 servings of fruits or vegetables per day.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

13) I eat lots of high fiber foods such as whole grains, beans and raw fruits & vegetables.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

14) I limit the amount of foods that I consume which are high in saturated fat.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

15) I limit the amounts of foods that I consume containing refined sugar and refined carbohydrates (white bread, chips, crackers, etc.).

almost never almost always
 1 2 3 4 5 6 7 8 9 10

16) I consciously choose foods according to their positive impact on my body and energy.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

17) I eat on a schedule that best supports my health and energy.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

18) My weight and body fat % are within the recommended range for a person of my height and age. (check one) No _____ Yes _____

More than 2 low scores are cause for you to seriously examine your diet and eating habits.

What do you see as you look at your scores in this section?

Caffeine

While a cup of coffee or tea can be a delightful ritual and gustatory delight, in our stressful lives many of us begin using caffeine as a drug to help manage our energy. Caffeine abuse takes a toll on our nervous systems and gastrointestinal system, causing headaches, irritability and agitation, insomnia, circulatory irregularities, and gastrointestinal and urinary tract problems.

You are considered physically dependent on caffeine if you consume more than 300 mg per day.

Coffee 100-150 mg
 Mountain Dew 55mg
 Coca-Cola 45mg
 Black tea 30-70 mg

Caffeine is metabolized very slowly.

Insomnia is a common side-effect of caffeine over-use.

One-half the caffeine in a late afternoon cup of coffee is still circulating in your bloodstream 6 hours later when you are trying to wind down from the day, and one-fourth is still present 12 hours later.

Caffeine withdrawal symptoms include fatigue, headache, nausea and various psychological symptoms. Withdrawal symptoms usually peak 20 to 48 hours after abstinence, and continue for about a week.

To what extent:

33) Are you dependent on caffeine to manage your daily energy cycle?

not at all

1 2 3 4 5 6 7 8 9 10

completely

34) Do you consume more than 3 cups of coffee a day?

almost never

1 2 3 4 5 6 7 8 9 10

almost always

35) Do you notice caffeine increasing your irritability or agitation?

almost never

1 2 3 4 5 6 7 8 9 10

almost always

36) Do you believe that the amount of caffeine you ingest has a negative effect on your mind/body?

not at all

1 2 3 4 5 6 7 8 9 10

very much

37) Do you experience withdrawal symptoms if you do not drink coffee for 24-36 hours?

No _____ Yes _____

Substance abuse and addiction are unfortunately not infrequent among activists.

If you have concerns after answering the questions in this section, reach out for help to friends and professionals.

Exercise

Some statistics regarding exercise & performance:

- * 47.5 % in reduction in absenteeism for participants in corporate fitness programs, including 14% fewer disability days.
- * Physically fit workers commit 27% fewer errors on tasks involving concentration and short-term memory as compared to unfit workers.
- * Executives who worked out regularly over a 9-month period showed a 70% improvement in their ability to make complex decisions as compared with non-exercisers.
- * 47% of participants in fitness programs were shown to be more alert, enjoyed work more, and had better rapport with co-workers.
- * Corporations consistently report between \$3 and \$6 return for every \$1 invested in corporate fitness programs.
- * You will definitely feel better and very possibly live longer!
(Recent studies show that those who exercise regularly have a biological age of up to 9 years younger than those who don't, as well as lower rates of heart disease, diabetes and cancer).

38) I do a minimum of 20-30 minutes of continuous exercise, 3-5 days a week, at 60-85% of my maximum heart rate. No _____ Yes _____

39) I do some of kind of strengthening exercise 2-3 days per week (weights, yoga, Pilates). No _____ Yes _____

40) My body feels flexible and free of stiffness or achiness.
almost never almost always
1 2 3 4 5 6 7 8 9 10

41) I give my body the optimal exercise it needs for me to feel good, energetic and strong.
almost never almost always
1 2 3 4 5 6 7 8 9 10

42) I have a positive relationship to exercise.
almost never almost always
1 2 3 4 5 6 7 8 9 10

Your body is the only place you have to live.

Low scores are a sign that your body is not receiving proper care.

If we don't change the oil and take care of the basic needs of our car, breakdowns will inevitably happen.

We can't afford to look at exercise as a luxury that we do if we have time.

What do you see when you look at the results of this section?

General Health

43) I appropriately attend to (rather than ignore or override) symptoms or signs that my body may be unwell, including seeking help from health care providers.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

44) I care attentively to any unique conditions or health needs of my body.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

45) I have a general attitude of honoring and caring for my body.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

Caring for our body is an investment in both our own happiness, health and a lifetime of work in social change.

The Heart (emotions & relationships)

46) I feel tense, anxious or stressed. (note the scale is reversed for #46-48)

often rarely
 1 2 3 4 5 6 7 8 9 10

47) I experience moods of depression, loss of interest or energy for my life.

often rarely
 1 2 3 4 5 6 7 8 9 10

48) I have moods of annoyance, irritability, or anger.

often rarely
 1 2 3 4 5 6 7 8 9 10

49) I am in touch with my feelings, and recognize how they affect me, my relationships and my performance.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

50) I understand my emotional needs and know how to appropriately meet them.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

51) I skillfully manage potentially disturbing emotions so that they do not adversely affect others or my leadership.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

52) I feel satisfied with the quantity and quality of time I share with family and friends.
almost never almost always

1 2 3 4 5 6 7 8 9 10

53) My friends and family are satisfied with the quantity and quality of time we share.
almost never almost always

1 2 3 4 5 6 7 8 9 10

54) I ask (appropriately) for support and help from others.
almost never almost always

1 2 3 4 5 6 7 8 9 10

55) I get positive feedback from the people in my life (work and home) that they experience me as being present, attentive and empathic with them.
almost never almost always

1 2 3 4 5 6 7 8 9 10

56) I feel satisfied with the amount and quality of love in my life.
almost never almost always

1 2 3 4 5 6 7 8 9 10

It is hard to over-estimate the impact of our emotional life on our personal relationships and our performance as leaders. Low scores in this section should become the basis for thoughtful and committed personal development work.

What do you see as you review this section?

Spiritual

57) I feel a deep sense of purpose and meaning about my life.
almost never almost always

1 2 3 4 5 6 7 8 9 10

58) I easily connect what I do every day to this deeper sense of purpose and meaning.
almost never almost always

1 2 3 4 5 6 7 8 9 10

59) I invest in activities that nurture and renew my connection to purpose.
almost never almost always

1 2 3 4 5 6 7 8 9 10

60) I wake up in the morning ready to meet life with positive energy.
almost never almost always

1 2 3 4 5 6 7 8 9 10

61) I inspire those around me with my sense of purpose and positive energy.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

62) My inner life and resources allow me to meet change and adversity with equanimity.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

63) I have deeply-held values which guide my everyday decisions.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

64) My everyday behavior is in harmony with my deeply-held values.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

65) I end my days with a feeling of satisfaction.

almost never almost always
 1 2 3 4 5 6 7 8 9 10

66) I look back at the last year of my life, and feel a deep sense of satisfaction at the legacy I am leaving behind.

not at all very much
 1 2 3 4 5 6 7 8 9 10

Low scores in this section mean that you should be paying serious attention to your inner life. You may need time to deeply reflect on: What gives your life meaning? What makes life worth living? What do you truly care about? Is change is needed. What do you see as you review this section?

Family/Work Balance

1) On your deathbed you will probably not be wishing that you spent more time at the office.

Make choices as if you might have one year to live.

2) Hold and nourish a positive vision of what you want from your family life.

3) Don't let "being with the family" or "time with your beloved" become a "should." Your feeling obligated, trapped and grumpy energy is no gift to anyone

4) Make clear choices... don't create the worst of both

5) Critical importance of good boundaries

- * work fills all available space

- * family vibe is very different from work vibe

- * keep clear, inviolable boundaries around family time

- * it takes a while to recover from even one call

- * knowing that you might be interrupted at any moment leaves all of you not relaxed with each other

6) Family life, especially with children, thrives on rhythm and predictable patterns set regular guidelines such as no work calls after 6:00 p.m.; no work on Sundays, etc.

7) Work vibe/family vibe

When you re-enter your relationship or family space, you want to be operating at a very different frequency from telephone/e-mail buzz. You may even want to take some transition time before you walk in the door (work-out at the gym; meditate in the driveway, etc.)

8) Regarding travel

- * comings & goings are stressful on most partnerships & family systems
- * fewer, longer trips may be easier than lots of shorter ones
- * schedule in extra reconnect time with your partner and/or children upon your return

9) With your partner:

- * don't let him/her hold the value of relationship/family alone and turn them into a nag
- * really be partners in this
 - don't dictate what's so about you and work
 - put out your needs/desires... and listen to theirs
 - commit to win/win
- * don't fudge, under-estimate, deceive out of conflict avoidance... makes it much worse deal directly with differences
- * make clear agreements to which you are 100%
- * then keep them impeccably—your trustworthiness is on the line

The 80/20 Rule

Robert Gass

Sometimes called the Pareto Principle, the 80/20 rule suggests that in general:

- 80% of outputs result from 20% of inputs
- 80% of consequences result from 20% of causes
- 80% of results come from 20% of efforts

While the exact percentages may vary, the rule has had powerful applications in business. For example, in general:

- 80% of sales come from 20% of the products
- 80% of profits come from 20% of the customers

Other statistical similarities include:

- 20% of motorists cause 80% of accidents
- 80% of traffic jams occur on 20% of our roads
- 20% of those who marry cause 80% of the divorce rate (by marrying and re-marrying)
- 20% of criminals commit 80% of crime.

We harness the 80/20 Rule by clearly identifying and focusing resources on high-yield actions thereby creating breakthroughs in performance.

While traditionally the Pareto Principle has been applied through statistical analysis to measurable outputs and actions, it is also a system of thinking we can all apply to our endeavors. The principle tells us that there is a built-in imbalance between causes and effects:

- The great majority, which will have little impact, and
- The small minority which will have great impact

We can use the principle as a tool by identifying those minorities of efforts that are creating the most results and the majority of our efforts that are producing few results. Our challenge then is to increase the high-results-producing activities, and cut back or eliminate much of the rest.

While this is only one of a number of possible lenses with which to view life, the 80/20 Rule is an important tool with which to create better results from our work. It suggests that we will increase productivity if we:

- In every sphere, identify where 20% of effort can lead to 80% of the returns
- Celebrate exceptional productivity rather than raise average results
- Strive for excellence in a few things rather than good performance in many
- Delegate or outsource as much as possible
- Calm down, work less and target a limited number of valuable goals where the 80/20 Principle will work for you rather than pursuing every available opportunity.

Flow Analysis

Robert Gass

While many productivity tools are based on reason and structure, the flow analysis draws more on our intuition, our sense of process, of energy, of how life is flowing. The clearest analogy is to white water rafting or kayaking. We quickly learn that we are not the river...that we do not create the energy or flow of the water...but that by learning to read its currents, we can skillfully maneuver our boats with deft moves of our oars. So we want to learn to read the currents of our life.

Think of your life as a river.

1) What direction are you paddling?

This may sound obvious, but it's far easier going downstream.

In short bursts, if it's really important, we can maybe work hard enough to push a little upstream. But it uses up a lot of energy, so we want to be very thoughtful in choosing to travel in that direction.

- Where are you pushing against the current in your life?
- Where are you trying to move in opposition to the general flow of those with whom you work?
- Where are you trying to move in opposition to the general movement of your larger environment?
- Where are you trying to move in opposition to your own desires and energy?
- What will you do about this?

2) Where's the "V"?

In running rivers, we always search for the V—a series of V-shaped ripples show us where the water is running deepest and the freest, safest path for passage.

- Where is the V in your work life?
- Where is the swift moving current—where you feel free, unencumbered, most alive and successful?
- How could you spend more time here? Take better advantage of this current?

3) Boulders

Boulders are major obstacles for boaters to avoid. They can impede our passage, we can get battered, perhaps wrapped and hung up, or even sunk. With warning however, we can usually evade full-on impact by choosing a wiser route.

- What are the boulders in your work life?
- Immovable obstacles in your way?
- What are some of the simple realities that it would be better not to hit head-on?
- How might you work more skillfully with these?

4) Suckholes

As their name so geographically suggests, suckholes are a hydraulic phenomenon in rivers where water violently recirculates again and again, sucking anything that enters its currents down into an entrapping water hole, again and again.

- What are the suckholes in your work life?
- What are the things that in your work environment that drag you down, sap your energy, again and again?

On the river, we do everything we can to avoid suckholes.

- What might you do with the suckholes in your work life?

5) Eddies

After paddling hard in white water, we need to “eddy out”—to slip into places of calm at the side of the river—to enjoy the beauty around us, and to relax and renew our energies.

- Where are the eddies in your life, those places and moments of relaxation that renew your life force?
- From whom and from where do you draw energy?
- How could you spend more time in and make better use of these oases?

6) Dams and Forks

There are dams and places in the river which are simply unrunnable. We want to see these coming as far ahead as possible, to give us ample time to plan. Also, when the river forks, it’s helpful to have done some prior scouting before making big choices.

- Are there any dams in your work life?
- Any blockages, internal or external, that are signaling time for change? We often ignore warning signs that energy is blocked until it builds a crisis.
- Any major choice points coming?
- Large decisions about you and your work?
- If so, how can you scout the channels ahead?

Collection of Quotes about Personal Ecology

“The lesson which life repeats constantly and enforce is ‘look under foot.’ You are always nearer the divine and the true sources of your power than you think.” –John Burroughs

“We all have the extraordinary coded within us, waiting to be released.”
– Jean Houston

“I am here for a purpose and that purpose is to grow into a mountain, not to shrink to a grain of sand. Henceforth I will apply ALL my efforts to become the highest mountain of all and I will strain my potential until it cries for mercy.” – Og Mandino

“What you risk reveals what you value.” –Jeanette Winterson

“Life only demands from you the strength you possess.”
– Dag Hammarskjold

“If we discover a desire within us that nothing in this world can satisfy, also we should begin to wonder if perhaps we were created for another world.”
– C.S. Lewis

“Oh, my friend, it’s not what they take away from you that counts. It’s what you do with what you have left.” – Hubert H. Humphrey

“Worry is a misuse of imagination” – Dan Zadra

“If you really put a small value upon yourself, rest assured that the world will not raise your price.” –Anonymous

“When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.”
–Audre Lourde

“Hope begins in the dark, the stubborn hope that if you just show up and try to do the right thing, the dawn will come. You wait and watch and work: you don’t give up.” – Anne Lemott

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that frightens us most... We were born to make manifest the glory of God that is within us. It’s not just in some of us; it’s in all of us. And when we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others” – Marianne Williamson

“Our lives improve only when we take chances – and the first and most difficult risk we can take is to be honest with ourselves.” –Walter Anderson

“Courage is letting go of the familiar.” –Raymond Lindquist

“An undefined problem has an infinite number of solutions.”
– Robert A. Humphrey

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