

The Team Sub Focused Leadership Program (TSFLP)



**Class
Handout**

22 - 23 July 2020



Welcome, Cohort 3, to TSFLP Workshop One!

This document contains the worksheets and instructions you will need for the workshop. We suggest, if you are able, that you print it in advance, so you can refer to it when need be. If printing is not an option, you may access the worksheets, as well as this document, videos, and other resources, at the TSFLP web page we have created for the workshop:

<https://maverickandboutique.com/tsflp-cohort-3-workshop-one/>

Looking forward to spending time with you this week to learn and grow as leaders.

Very respectfully,

The TSFLP Facilitation Team

Schedule for Day 1: July 22, 2020

<u>Time</u>	<u>Topic</u>
0800 – 0830	Sign in and get up to speed for an 0830 start
0830 - 0900	Welcome and overview of Workshop One
0900 – 1000	Adopting a Growth Mindset/Principles for Learning Together
1000 - 1015	BREAK
1015 - 1145	Claiming our Roles as Leaders: Defining Great Leadership/BRAVING Trust
1145 – 1300	LUNCH and watch Three Vital Questions videos (~15 mins.)
1300– 1430	Three Vital Questions for Leadership Success
1430 – 1445	BREAK
1445 – 1530	Mindfulness: Leading with a Blue Head (Part 1)
1530 – 1600	Appreciations, Reflections and Close

Schedule for Day 2: July 23, 2020

<u>Time</u>	<u>Topic</u>
0800 – 0830	Check-in from Day 1
0830 – 1000	Understanding NAVSEA Culture with Rich Pictures
1000 - 1015	BREAK
1015 - 1120	Leader as Coach/Coaching Culture: Intro.
1120 - 1130	BREAK
1130 – 1200	Leader as Coach: T-GROW Model for Coaching
1200 – 1300	LUNCH
1300 – 1530	Leader as Coach: Coaching Exercises (with breaks)
1530 - 1600	Wrap-up, Appreciations and Looking Forward

Instructions: Learning Well Together

Breakout conversation: 15 mins.

What principles might we create to guide our thinking and behavior that will support us in collectively adopting a Growth Mindset and learning well together?

Activity: Craft a list of 3-5 principles, framed in present, positive language.

Example: *We listen for understanding, checking in with each other meaning.*

Please make note of your breakout room number and appoint a spokesperson to report out when we return to the whole group.



Leaders I Admire Worksheet

1. Think of some leaders you admire. They might be anyone: parents or teachers, friends, colleagues, spiritual leaders or politicians. They might be formal leaders or people with no formal authority. They might be living now or historical figures. People you know, those you've read or heard about, or seen in the news.

As you think of each person, use the worksheet on the next page to record their name and make notes on the following:

- What qualities do you particularly admire about this person?
 - What else stands out about them for you in a positive way? Think about:
 - How they act and interact. What they do/say and how they do/say it.
 - How you feel when you're around this person.
 - The effect they have on people in general. What might cause/enable this effect?
 - How they enable positive change in their community or organization and/or the development of people around them.
 - Anything else that occurs to you about what makes them stand out for you. Even little things are important to notice, like the way people carry themselves physically, the way they dress or their tone of voice.
2. Reflect on your list of leaders and their qualities, then, on the following page, create a master list of leadership qualities you admire. If you like, you could write a profile of the leader who embodies all these qualities.

Leader's Name	Qualities I Admire	Other Notes

Master List of Qualities I Admire in a Leader

You can prioritize qualities, or not, as you desire. It's fine to have fewer than 10 qualities, or to use the back of this page, if you have more or need more space for notes.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Instructions: Leaders I Admire

Breakout Conversation: 15 mins.

In your table groups, share your thoughts about the Leaders I Admire worksheet. Here are some questions to guide your conversation:

- What qualities have you identified in common?
- What are some standout ideas and how might they enrich your thinking about leadership?
- Which qualities do you observe in our NAVSEA leaders today (you included!)? How do people exhibit these qualities (what do they do)?
- Which qualities do we need more of in our leaders?

Please make notes to share with the whole group.



The **BRAVING INVENTORY**

Boundaries | You respect my boundaries, and when you're not clear about what's okay and not okay, you ask. You're willing to say no.

Reliability | You do what you say you'll do. At work, this means staying aware of your competencies and limitations so you don't over promise and are able to deliver on commitments and balance competing priorities.

Accountability | You own your mistakes, apologize, and make amends.

Vault | You don't share information or experiences that are not yours to share. I need to know that my confidences are kept, and that you're not sharing with me any information about other people that should be confidential.

Integrity | You choose courage over comfort. You choose what is right over what is fun, fast, or easy. And you choose to practice your values rather than simply professing them.

Nonjudgment | I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgment.

Generosity | You extend the most generous interpretation possible to the intentions, words, and actions of others.



BRAVING. Trust – Individual Inventory

Take a few minutes to reflect on your journey to BRAVING Trust. How do you show up on each of these dimensions? How often do you exhibit the qualities below? Please circle the number that best reflects where you are right now.

Remember, this is not about judging yourself. The purpose of this exercise is to understand your current reality and to identify avenues for growth.

Boundaries: I respect other people’s boundaries. When I’m not clear about what’s OK, I ask. I am clear about my own boundaries and am willing to say no.

(Rarely) 1 2 3 4 5 6 7 8 9 10 (Always)

Reliability: I do what I say I’ll do. At work this means staying aware of my competencies and limitations, so I don’t over promise and am able to deliver on commitments and balance competing priorities.

(Rarely) 1 2 3 4 5 6 7 8 9 10 (Always)

Accountability: I own my mistakes, apologize, and make amends.

(Rarely) 1 2 3 4 5 6 7 8 9 10 (Always)

Vault: I don’t share information or experiences that are not mine to share. I make sure that confidences are kept, and that I am not sharing with anyone information that should be confidential.

(Rarely) 1 2 3 4 5 6 7 8 9 10 (Always)

Integrity: I choose courage over comfort. I choose what is right over what is fun, fast, or easy. And I choose to practice my values rather than simply professing them.

(Rarely) 1 2 3 4 5 6 7 8 9 10 (Always)

Non-judgement: I ask others for what I need. Others can ask me for what they need and talk about how they feel to me without judgement.

(Rarely) 1 2 3 4 5 6 7 8 9 10 (Always)

Generosity: I extend the most generous interpretation possible to the intentions, words, and actions of others.

(Rarely) 1 2 3 4 5 6 7 8 9 10 (Always)

Adapted from Dare to Lead by Brene Brown www.brenebrown.com/daretolead

Instructions: Drama in Action/Reactive Triggers

Breakout Conversation: 10 mins.

In pairs, share your experience with reactive triggers.

- What triggers send you into patterns of drama?
- What drama roles(s) do you typically revert to?
- What strategies do you use when this happens to relieve the anxiety?

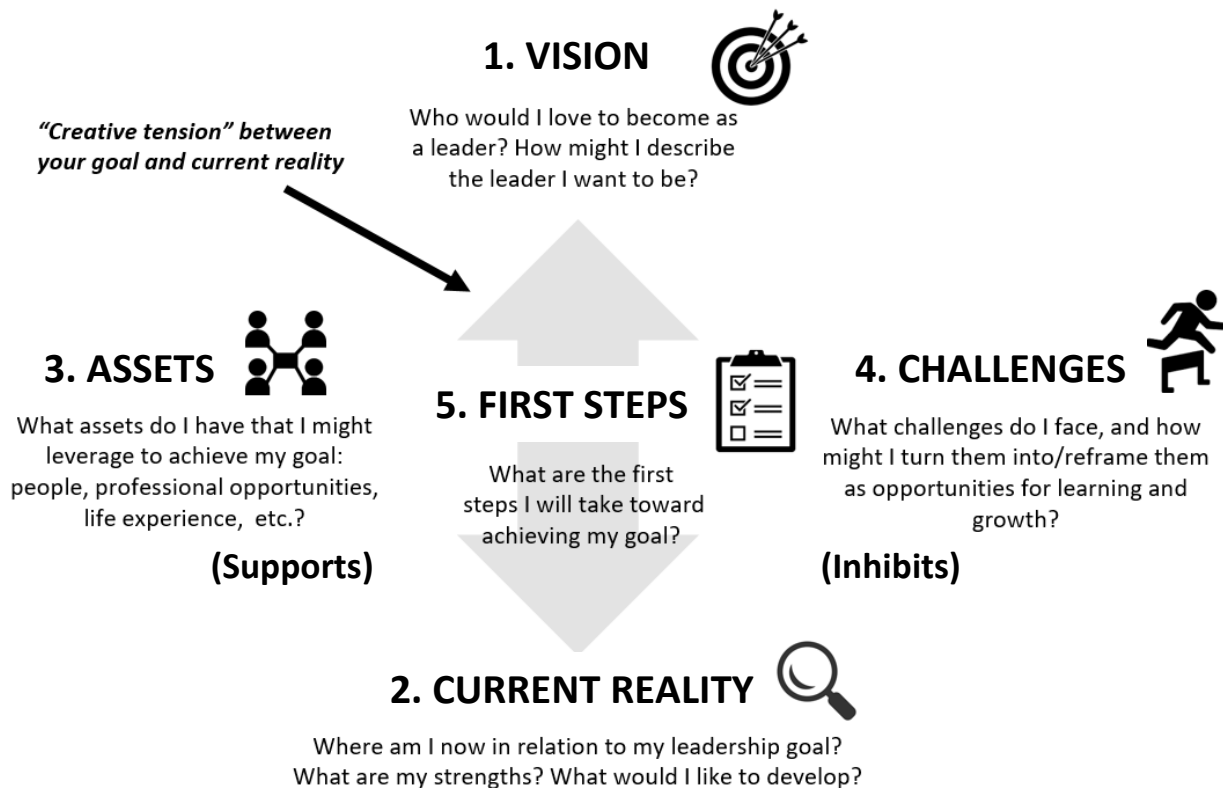
Notes:



Q3: What actions am I taking to realize my desired outcomes?

Use the five-step method below to harness Creative Tension and make a plan to move toward your desired outcome(s). The topic for this exercise is developing or enhancing leadership qualities you admire. You can also use the process with any topic, for yourself or in the Empowerment Dynamic role of Coach, to help colleagues, friend and family members explore their desired outcomes, current reality and the path between the two.

You'll find questions on the next page that steps you through the process.



Spend some time reflecting on the following questions. Capture your ideas in the space provided. Feel free to make more extensive notes elsewhere for use later.

1. **My desired outcome:** Thinking about the Leaders I Admire exercise, what quality or qualities would I like to develop or enhance during the Emerging Leader program? What be different about me and my ability when I have realized my goal? How will I know when I've achieved it? *Example: "I would like to get better at helping others develop themselves as team members..."*

2. **My current reality:** Where am I now in relation to my desired outcome? *Example: "I've concentrated on doing things myself and now am needing to think of supporting people I work with, since I'm taking on more of a leadership role."*

3. **My assets/supports:** What assets do I have that I might leverage to achieve my goal(s): people, professional opportunities, life experience, etc.? *Example: "I have the opportunity to lead the new project team."*

4. **My challenges/inhibitors:** What challenges do I face, and how might I turn them into/reframe them as opportunities for learning and growth. *Example: "I tend to play the Rescuer (DDT). This is an opportunity to develop my skills as a Coach (TED*)?"*

5. **First steps:** What are the first steps I will take toward achieving my goal? Please be specific: include a detailed description of what you will do by when and resources you will need, including anyone who might help you stay accountable to taking the action you outline here. *Example from #4 above: I'll buy the book Leading with Questions and practice asking open-ended questions with my family and colleagues to help them think their way through to desired outcomes.*

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Instructions: Mindfulness Learning Challenge

- Choose 2-3 items to practice, e.g. meditate for 5 minutes/day, take a walk at lunch, don't check email at breakfast.
- Practice every day between now and the next session.
- Report experience to your cohort colleagues
- Be prepared to discuss at Workshop Two.

Item 1: _____

Item 2: _____

Item 3: _____

Rich Picture Worksheet

Description

A Rich Picture is a tool for mapping and analyzing messy situations. It was created by Peter Checkland, a British systems thinking expert, and is part of a suite of tools known as soft systems methodology, an action-oriented approach to dealing with problematical situations that are never static and are always evolving or transforming.

Purpose

Visually make sense of a complex, messy or difficult-to-understand situation, challenge or opportunity. Use a rich picture to map:

- The current state of your organization/team system or a messy problem
- A future, ideal or transformed state of your organization/team system or messy problem after you have developed an optimal solution.

Resources

- Checkland, P. and Poulter, J. (2010). Soft Systems Methodology, In M. Reynolds and S. Holwell (eds.), Systems Approaches to Managing Change: A Practical Guide, The Open University 2010. Published in Association with Springer-Verlag London Limited, downloaded from: https://devpolicy.crawford.anu.edu.au/public_policy_community/content/doc/2010_Checkland_Soft_systems_methodology.pdf.

- Rich Picture diagramming. Open University. Downloaded from: <http://systems.open.ac.uk/materials/T552>.

Instructions

1. Provide each person or team with a large sheet of paper and colored markers.
2. Working together as a team, or individually, draw a Rich Picture of the situation/challenge/opportunity that you are trying to better understand. Begin by writing a title at the top of your page, e.g. "The Situation in the Middle East" or "Transitioning to a New Team Structure". Make sure that you identify as many players as possible, how they interact and influence each other. Draw pictures and cartoons to characterize the players and how they interact and the resources they use, contribute or share, including capital, skills, tools, processes, structures etc. Illustrate how the players influence each other and with what consequences, Use as few words as possible. Label things. Include yourself as a participant in the system. Note: It can help to write down in words what you know about the situation then transfer it to your Rich Picture.
- 3a. Sharing group Rich Pictures. If you have created the rich picture as a group activity, have each group present its Rich Picture and answer questions from the larger group for clarification.
- 3b. Sharing individual rich pictures. If you have created the rich picture as an individual activity, arrange for half the

group to post their rich pictures on a wall. Each person stands next to their rich picture. Members of the other half of group visit and speak with the creator of the rich pictures that are of most interest to them. Repeat the activity for the other half of the group. Allow half an hour for this activity.

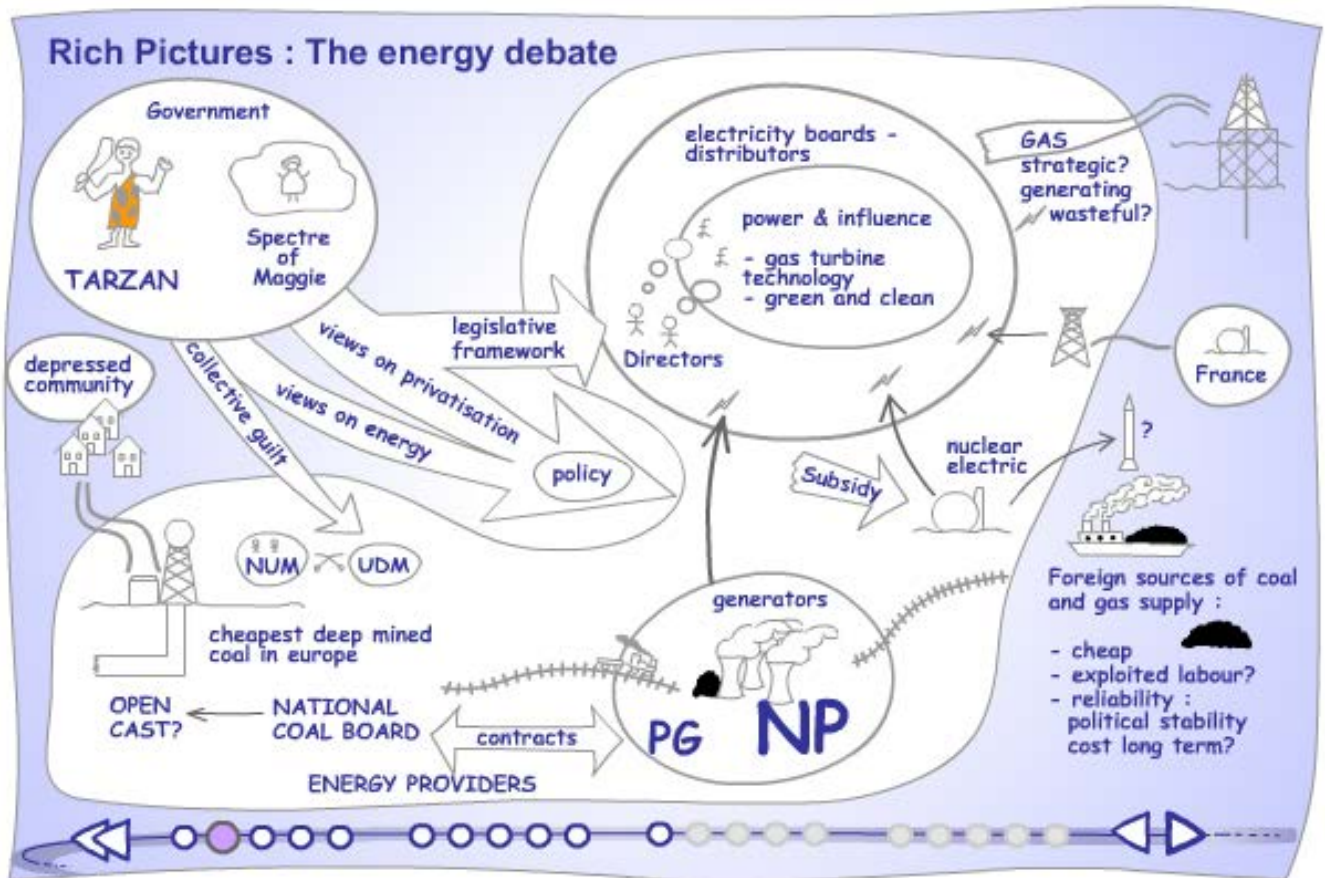
Interpreting the results/next steps

1. After the activity, discuss what people learned about state of their organization system or messy problem. Ask these kinds of questions:
 1. What did you learn from other people's rich pictures?

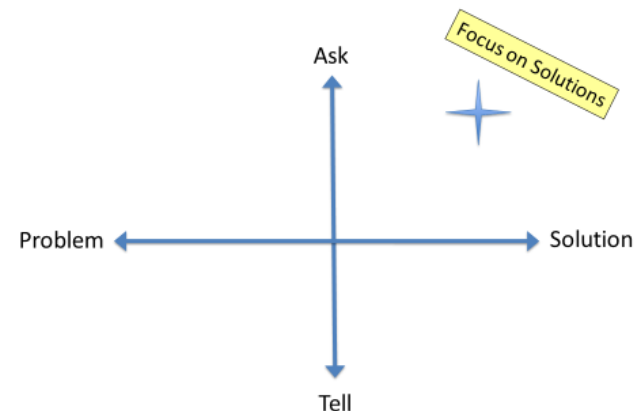
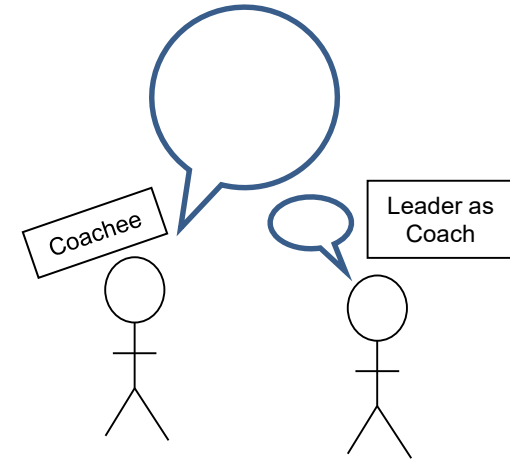
2. What did you overlook or not account for?
3. In what ways were other people's assumptions about the system/messy problem different from your assumptions?
4. What contradictions, traps, challenges or possibilities did you identify?

2. If you created a current state of the system, create a second rich picture of the ideal state of the system after it has been transformed.
3. Incorporate what you have learned from the rich picture activity into an improvement/transformation strategy.

Example of a Rich Picture



- Pair up with a partner.
- Assign the roles of Coach and Coachee for round 1 and 2.
- Coachee selects an aspect of their leadership style where they would like some coaching
- Coachee and Coach engage in a purposeful conversation to help/assist the Coachee
- Each round of the exercise is ~7 minutes. After completion of each round, take 1 minute to reflect on the Coach's Ask-Tell-Problem-Solution "scatterplot."
- Change/rotate roles.
- 15 min total time
- Debrief as a larger group

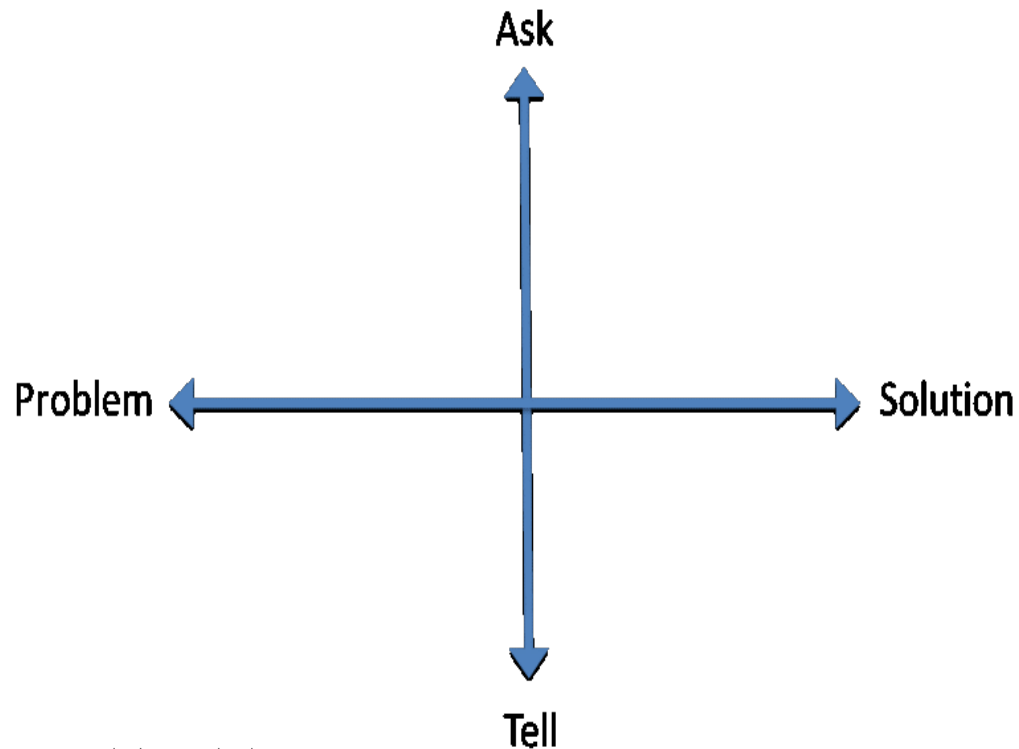




Leader as Coach Ask-Tell Observations

Coach: _____

Coachee: _____



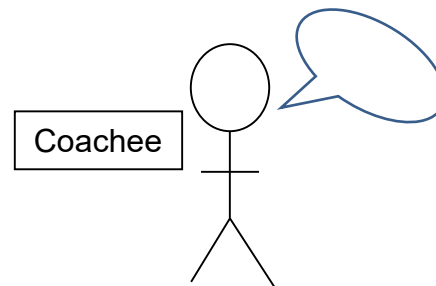
Quiet Leadership – David Rock

As a Coach, what's your scatterplot?

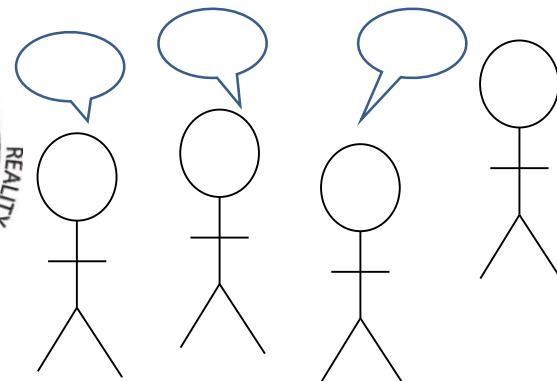
WWF Coaching Behaviors Exercise

<https://www.youtube.com/watch?v=WvufFwdqMzg>

- Coachee - State an area or real workplace challenge where they would like some coaching (e.g., TSFLP workplace initiative or leadership goal).
- Coaches - Engage in a purposeful T-GROW coaching conversation with coachee to help/assist them with their challenge.
- Facilitator starts as coach, then Multiple Choice Powerful Questioning, then WWF Tap-In, Tap-Out of the coaching ring. Facilitators offer ring-side commentary.
- We'll take ___ minutes for the exercise.
- We will debrief as a larger group.



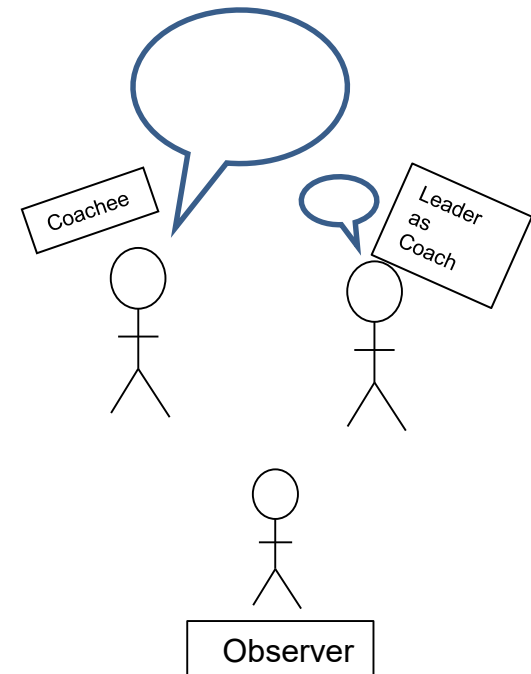
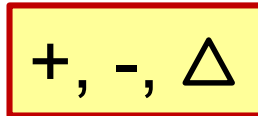
Coaches (aka the class)



Multiple Choice Powerful Questions

T-GROW Coaching Exercise

- Assemble into groups of 3 (triads).
- We will take turns for 12 min each coaching in triads using the T-GROW model.
- Coachee states their Leadership Goal where they would like some coaching.
- Coach engage in a purposeful conversation (T-GROW) with the Coachee.
- Observers use Leader as Coach Observations sheet to record the coach's demonstration of T-GROW and coaching competencies.
- At end of **12 minutes**, take **~3 min** to QUICKLY debrief the conversation.
 - **1 Min** – Coach how did it go for you?
 - **1 Min** – Client, how did it go for you?
 - **1 Min** - Observers – share your Observation Sheet
- **Rotate** roles so that each person serves in each role
- Debrief as a larger group @ _____.





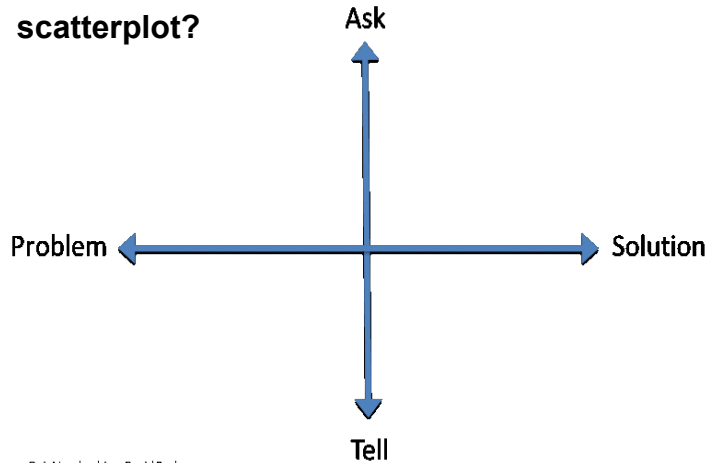
T-GROW Leader as Coach Observations

Coach: _____

Coachee: _____

Observer _____

Coach's scatterplot?



Quiet Leadership – David Rock

- Topic
- Goal
- Reality
- Options
- What's Next



c

Coaching Competencies

- Coaching Presence _____
- Active Listening _____
- Powerful Questioning _____

Who's doing the work? _____

- Deepen the Learning
- Forward the Action