

The Team Sub Focused Leadership Program (TSFLP)



MAVERICK &
BOUTIQUE

**Class
Handout**

18 – 19 May 2021

Welcome, Cohort 4, 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-4-workshop-one/>

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

Very respectfully,

The TSFLP Facilitation Team

Schedule for Day One: May 18, 2021

Time	Topic
0800 – 0830	Welcome and check-in (One thing you hope to take away from TSFLP?)
0830 – 0930	Setting Ourselves Up for Success/Adopting a Growth Mindset
0930 – 0950	BREAK
0950 – 1130	Leading Today: Great Leadership/The Leadership Environment
1145 – 1300	LUNCH and watch Three Vital Questions videos/exercise 1 (30mins.)
1300– 1500	Building Awareness as a Leader: Three Vital Questions for Leadership Success
1500 - 1515	BREAK
1515 – 1530	Reflection: How will your thinking and behavior change?
1530 – 1545	Day One Close

Schedule for Day Two: May 19, 2021

Time	Topic
0800 – 0830	Check-in from Day One: Small group conversation on reflection then report out
0830 – 1000	Making the Most of our Time and Attention: Mindfulness for Leaders
1000 – 1020	BREAK
1020 – 1130	Leading in Complex Organization Systems
1130 – 1300	Lunch and watch Polarity Thinking video (:20 mins.)
1300 – 1415	Understanding NAVSEA as a Complex System
1415 – 1430	BREAK
1430 – 1540	Dealing with “Wicked” Problems
1540 - 1600	Wrap-up and Looking Forward: What are you energized to achieve/work on now?

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:

In your small 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.

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?

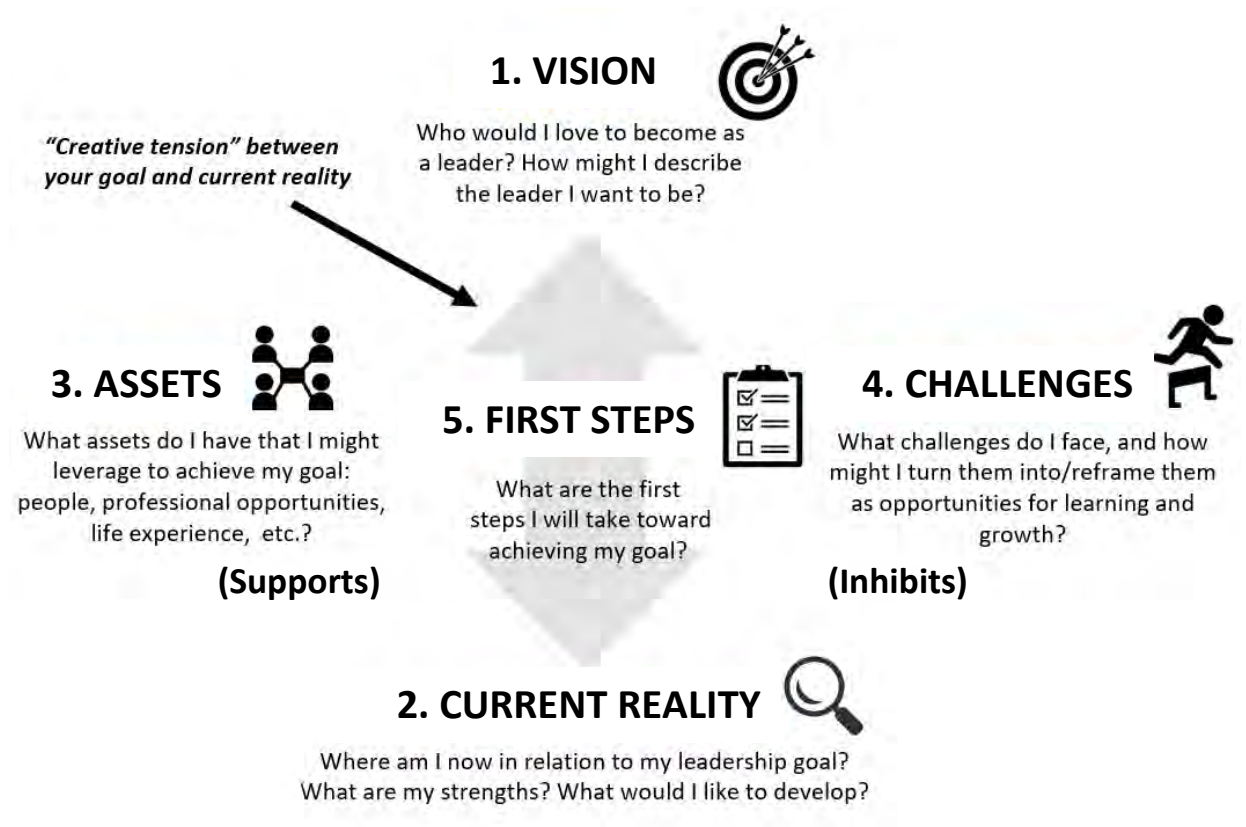
Notes:



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

