

GAME
ON

fun

PLAY

LEVEL
UP



Ice Breaker Exercise

Choose a card from the Creative Whack Pack that resonates for you going into your day.

Be prepared to introduce yourself to the group sharing what made you select that card.

Group Introductions

Introduce yourself to the group sharing your:

- name (pronouns),
- role,
- position,
- and what about the card you chose resonates for you.

Facilitaton Introductions



Leanna Barwick



2011

Certified Professional Co-Active Coach (CPCC)
from Co-Active Training Institute



2013

Organizational Relationship Systems Certified Coach (ORSCC)
from CRR Global



2014

Professional Certified Coach (PCC)
from the International Coaching Federation



2014

Certified NeuroTransformational Coach (CNTC)
from BEabove Leadership

Context

**Departments within OCAD University must
outline how they will meet the academic
strategic plan**

Academic Strategic Plan

■ PRIORITIES

01. Drive Positive Impact
02. Pursue Environmental Sustainability
03. Innovate Learning, Teaching, and Research
04. Centre the Student Journey
05. Decolonize and Indigenize Art and Design Education and Advance Equity
06. Emerge as a Vibrant Hub
07. Steward Financial Health

Priority #3

“Innovate learning, teaching and research: Improve learning access and outcomes through exchange, innovation, and experimentation”

Today's Agenda

11:30am - 4:30pm

- light education about relationship systems coaching
- learn a tool to support collaborative teamwork
- a physical exercise that will offer a snapshot about attitudes towards our priorities
- approx. 12:45pm - break
- guided visualization and group visioning process
- approx. 2pm - food
- strategic planning in small and large groups

House Keeping

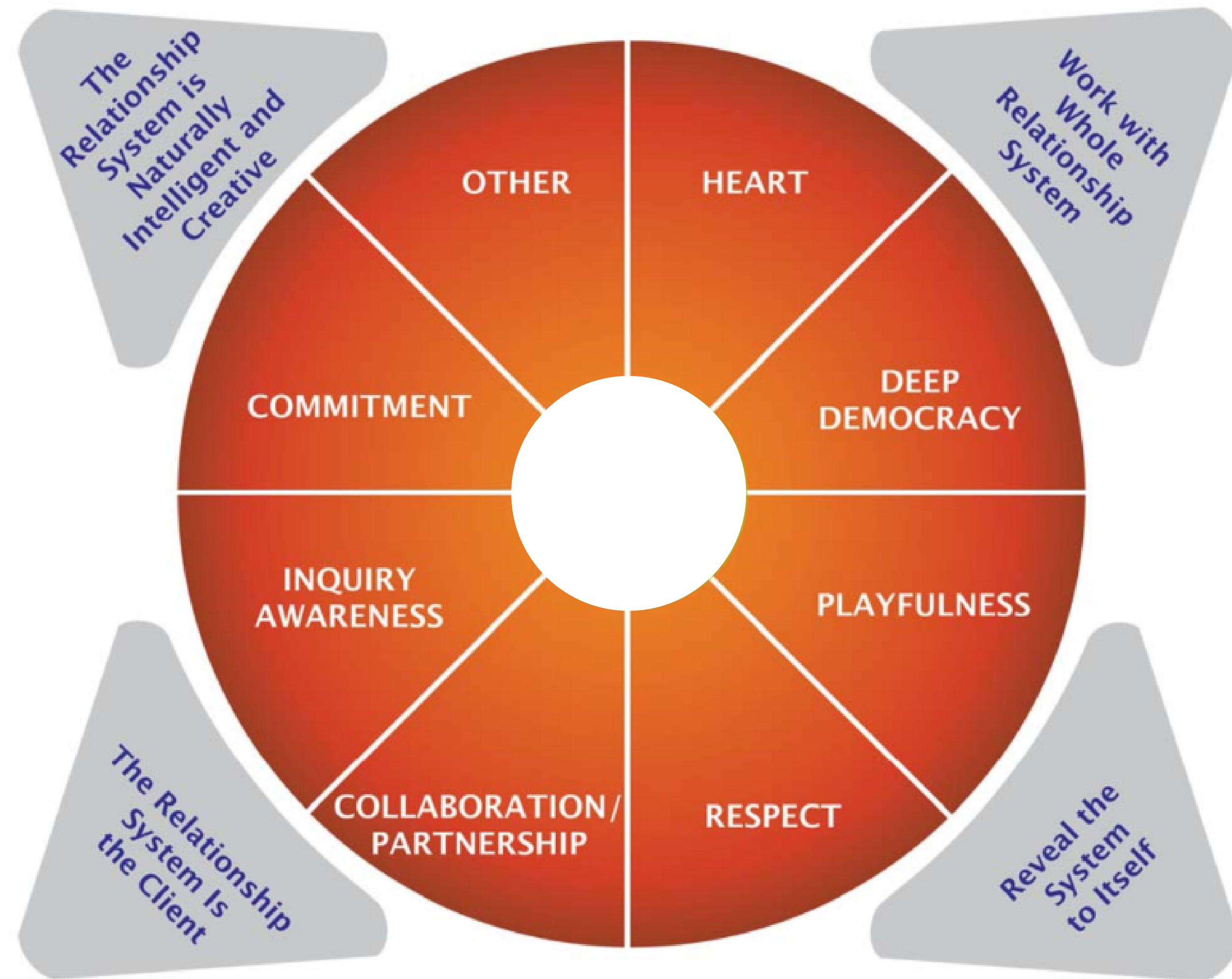
- Bathrooms
- Remote participants
- Shared space

Education:

Relationship Systems

Intelligence

**Organization & Relationship
Systems Coaching Model
(RSI)**



Tool:

Designing the Team Alliance

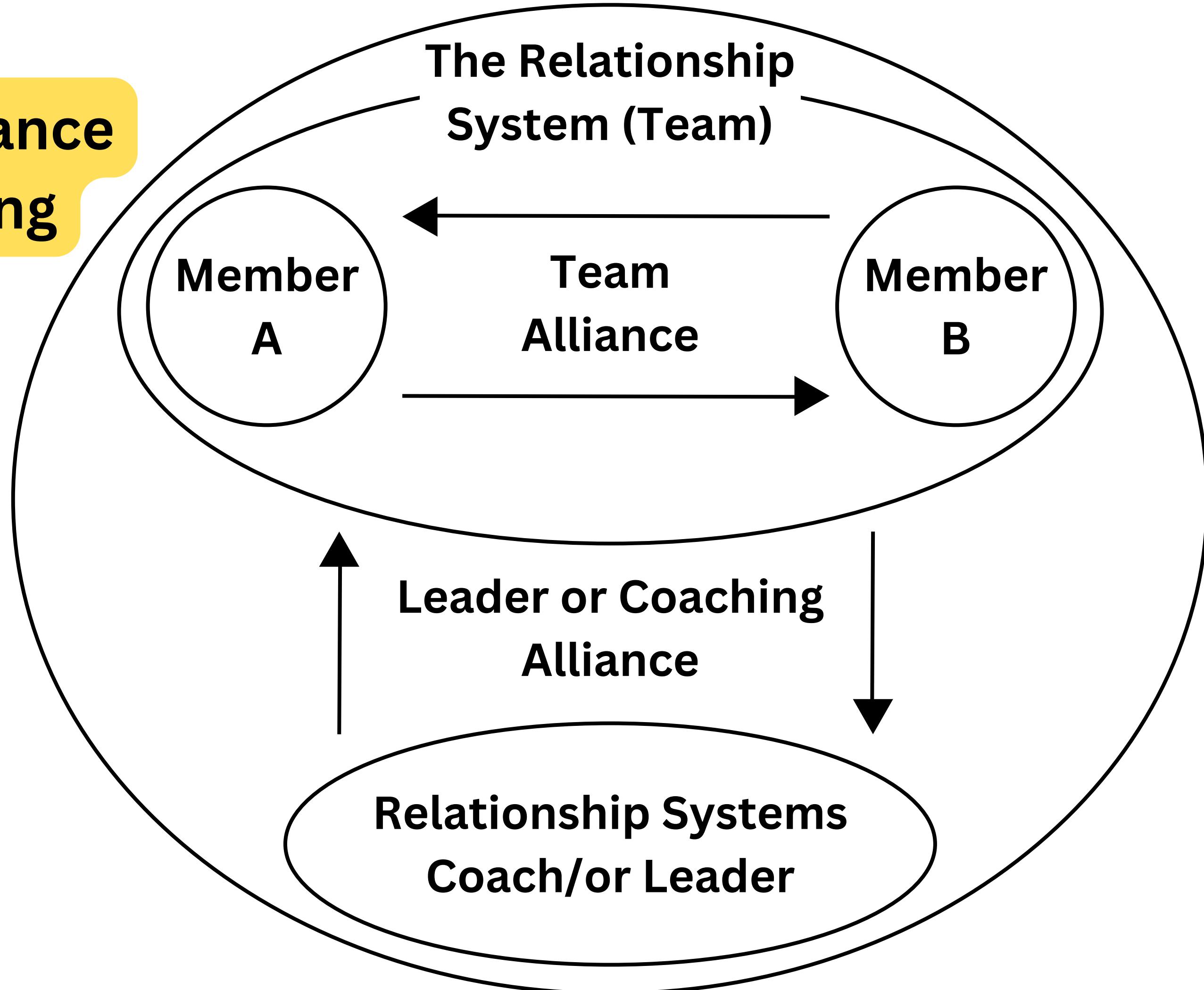
(DTA)

The Designed team Alliance Has Two Parts:

- Creating culture or atmosphere
- Creating shared responsibility

Diagram of Designed Team Alliance or Designed Coaching Alliance

The structure of alliances is the same whether it is a leader or coach working w/a partnership or team.



DCA - (Designed Coaching/Leadership Alliance)

- Identify team's agenda
- Create leader/coach agreements
- Define support and expectations
- Design scope and duration
- What else?

CONTEXT

As the Designed Team Alliance becomes clear, the coach begins to weave the coaching alliance with it. The DTA gives the coach something solid to align with, rather than the coach splitting their attention between different individuals.

Important topics to address in DCA

- **What is the clients' agenda?** In coaching it is always the clients' agenda that is served, not the coach's agenda for the client. Relationship systems coaches apply facilitation skills and consulting skills to help the team shape its agenda.

Useful questions for DCA:

- No secrets between the coach and individual members of the coaching alliance.
 - What would you like to work with today?
 - What outcomes are you looking for?
 - How do you want me (the coach) to be with you?
 - How would you know that we had met those outcomes in our work together?
 - If we were to work brilliantly together, how would your team/ relationship be
 - Different?
 - DCA and DTA will be ongoing processes
 - Finally, at the end of the session, "Did we meet the outcomes you were looking for in this session?"
-
- **What are the coaching agreements?** Take the time to clearly define agreements around information sharing, private or privileged conversations, and confidentiality.

Tool:

Designing the Team Alliance

(DTA)

PART ONE

- Atmosphere or culture (you want)
- What will help this group to thrive while engaged in this work together
- What will we do when things get difficult

PART TWO

- Create co-responsibility w a list for what each person will be accountable

Tool:

Informal Constellation

CONTEXT

A form of “constellation” work can be done which allows a group or team to constellate/organize themselves with regards to a specific issue.

The Informal Constellation is extremely useful for getting a snapshot of the system at any given moment in time. It is a very rapid way of having a group “vote with their body.” It is most effectively used with groups of four or more members. It bypasses words, allowing a nonverbal view of a system’s relationship to a topic.

DESCRIPTION

The group has a topic or establishing question to explore. E.g.: “Priority Number Three of the Academic Strategic Plan”

It is important that the topic be framed as neutrally as possible. This exercise on the topic is a “no judgment” zone – everyone’s point of view is valid and needs to be understood by the whole team, group or system. It is only when that happens, that it becomes clear how to proceed.

Place the topic in the center of the room by writing it on a piece of paper and placing it in the center (or use any object which will represent the topic).

Participants will be asked two or three questions, and their position in response to those questions will be debriefed in a very simple and repetitive way. They will answer by moving closer to or farther away from the topic depending on their answer to the questions.

There won’t be any cross-talk during the exercise. The purpose is for everyone to become aware of how their team is expressed around this topic; to get a holistic view.

PROTOCOL

1. Establishing Question: “How concerned are you about Priority Number Three of the Academic Strategic Plan?”

Polling questions: “Why are you standing where you are standing and what is that like?”

PROTOCOL

2. Unfolding Question: “How engaged are you in actually doing something about Priority Number Three of the Academic Strategic Plan?”

Polling questions: “Why are you standing where you are standing and what is that like?”

PROTOCOL

3. Closing/ Resolving Enquiry: “How engaged do you want to be in doing something about Priority Number Three of the Academic Strategic Plan?”

Polling questions: “Why are you standing where you are standing and what is that like?”

PROTOCOL

4. Coaching conversation with a partner (or two) standing nearby:

“What can you do to support your last position?

What are the actions or intentions that you can bring to move yourself closer to this position?”

Complete the session by polling some actions and intentions.

Bio Break

Tool:

Bringing Down the Vision

CONTEXT

All groups and organizations need the opportunity to check in with their vision from time- to-time. Visioning processes often take forms such as five year strategic plans, projected sales, product expansion, etc. While these forms of visioning are useful, they can also be heavy and feel lifeless since they reside primarily at the Consensus Reality Level. Organizations need all Three Levels of Reality to be represented to feel vital and alive. Connecting with Sentient Essence (the voice/ vision of The 3rd Entity) provides heart and inspiration for the work. Dreaming Level approaches such as MetaSkills and working on the emotional processes of the organization provide an infusion of values and emotionally connect the system. Finally, action steps (bringing back in strategic plans, projected sales, etc.) ground the whole vision into practical Consensus Reality. In this way each level of reality supports the other.

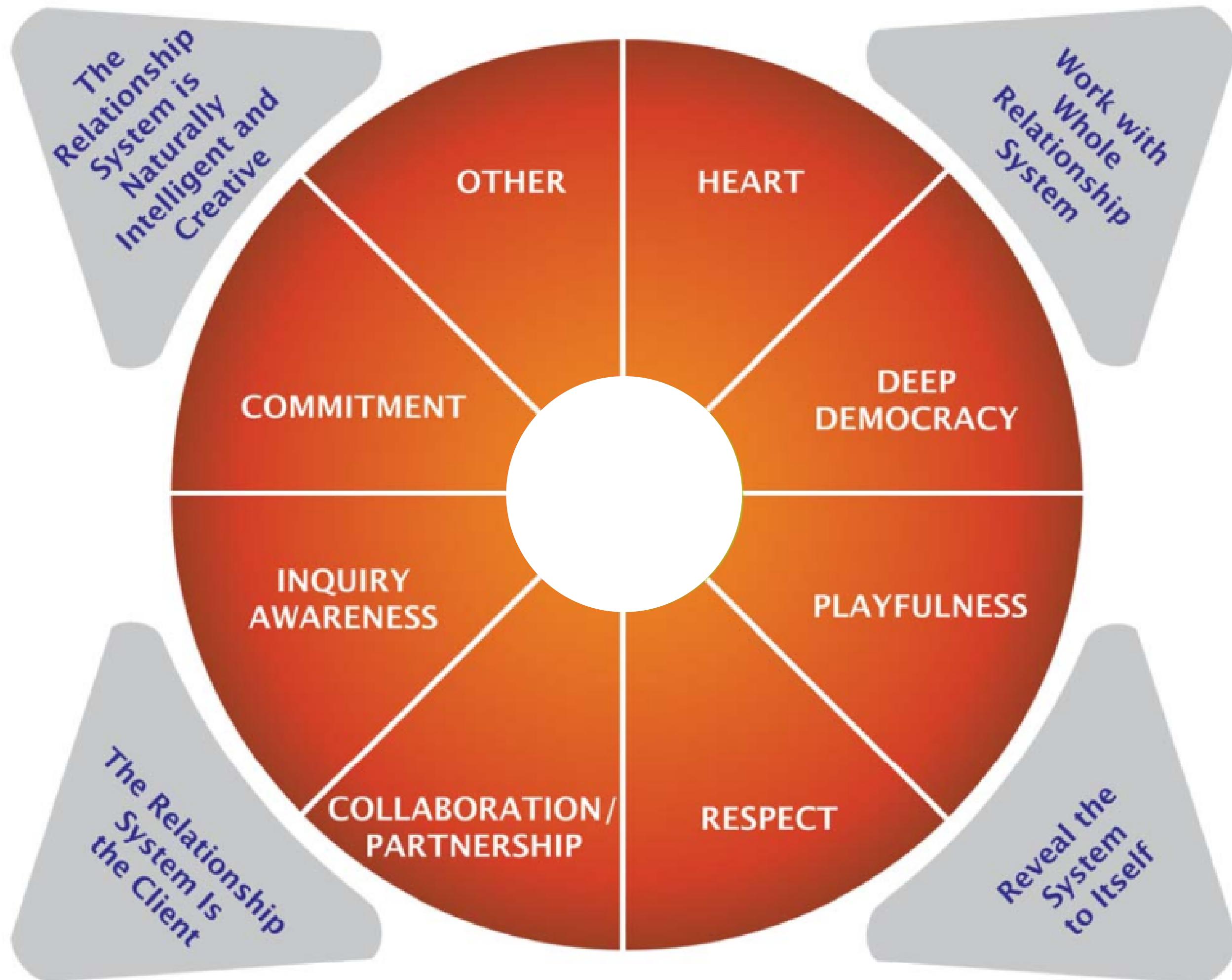
For the purposes of the exercise, the following visualization is applied to the system Digital Futures Undergraduate Program, however the technique can be used for any system. It is a large group form of 3rd Entity work. When working with organizations choose appropriate language for the visualization.

This exercise is a method of taking a large group visioning process down through The Three Levels of Reality from Sentient Essence to Consensus Reality.

1. Use the visualization to give the clients a 3rd Entity experience of their own system or organization.
2. In the large group, harvest their experience and sort- out the most important issues/challenges to be addressed.
3. Break the large group into smaller work groups of 3-4 and let them select an issue they will be working on.

Optional: The clients take the issue and brainstorm ideas while walking the MetaSkills Wheel. The issue will be informed by different Academic Strategic Plan Priorities as MetaSkills. Have someone scribe the ideas and solutions in each group. It may feel more appropriate to go directly to brainstorming ideas and onto SMARRT Goals rather than using a MetaSkills Wheel.

4. Give the group members a period of time to take several of the ideas/ solutions found on the wheel and generate action steps. SMARRT Goals are a good idea here.
5. Have the clients report back to the large group.



Food Break!

Tool:

Bringing Down the Vision

Continued!

Tool:

"ELA" - Debriefing Experiential Learning

Experience. Learning. Application.

- What was that experience like for you?
- What did you learn as a result of doing it?
- How might you apply this learning going forward?

Closing

Tool:

Round Robin

Sorting Technique

CONTEXT

This is a useful tool for helping groups to sort through issues in order of importance. The steps below describe how you would facilitate the process with a group of 12 people. The advantage of Round Robin is that it makes everyone participate, thus fostering deep democracy and full participation in the decision making process. Consequently it increases buy-in for the decisions.

1. Have everyone in the group do inner work on the issue to be brainstormed, for example, “What goals should we focus on in the next year?” It’s best if you limit the number of goals to around three – this makes for easier harvesting.
2. Have them write down their answers silently and rank the goals in order of importance to them; one, two, or three.

3. Ask someone to start by giving you their number one ranked goal. For example, “Develop a new product.”
4. Write that down on the board and then check with everyone else in the group to see if “Develop a new product,” was anywhere on their list, regardless of rank. Add up the number of times that answer appeared on someone’s list. For example, some version of “develop a new product” appeared somewhere on eight out of 12 people’s lists, so it gets a total score of “8.”

5. Go to the next person in the group and ask them what their highest ranked goal was. Let's say the goal is "Do a customer needs assessment." Repeat the above process. Let's say three people had this on their list somewhere, so it gets a ranking of "3." If this person had "Develop a new product" as their number one, as the last person did, then it has already been harvested, so go to their next ranked item. In this way everyone gets to offer something. Obviously as you work your way around the group the people at the end will have had most of their goals harvested earlier.

6. At the end of the process every goal on everyone's list will have been harvested and ranked in order of importance to the entire group. This makes it clearer which goals are viewed as most urgent to the group. A faster way to do this process is to have everyone write down their goals on sticky notes, one goal per note. Put the first goal on the board and then collect all the sticky notes that also had a version of that goal and stick them under that goal. Move on to the next goal, collect, etc. until all the sticky notes are on the board under a goal. This makes it easy to immediately and quickly see which goals were considered most important. The advantage of this method is that peoples' original version of the goal, which may be subtly different, is preserved.

Terminology

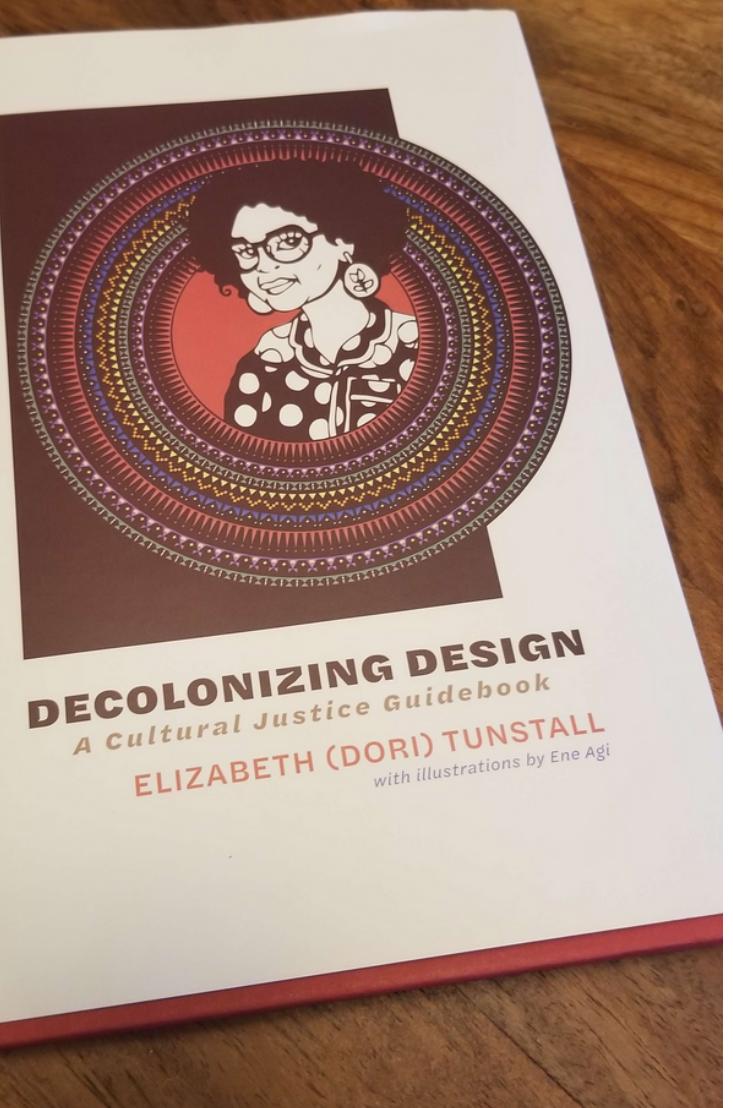
Term: Deep Democracy

The realization that everyone and everything is needed to represent reality. The awareness that the world can only be understood partially. In personal life, it means openness to all of our inner voices, feelings, and movements, not only the ones we know and support, but also the ones we fear and do not know well. In relationships, it means having ongoing awareness of our highest ideals and worst moods. In systems it means that input needs to be valued from all members

Resources

Decolonizing Design

Dori Tunstall



Key Takeaways for Putting Indigenous First

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1. **Figure out your positionality vis-à-vis Indigenous sovereignty over the land.** You must understand your own positioning in relation to the specifics of your local settler colonial state. What is the specific configuration of native-settler-slave of your country? Which identities are enmeshed in those structural relationships? If your positionality is native, the work you need to do is different than if it is chattel slave or settler. This work requires a tremendous amount of humility.  
*For those readers outside of North America and Australia, ask yourself questions such as who are the Indigenous Peoples of your lands? (There are Indigenous people all around the world.) Who have been the powerful and who have been the structurally excluded populations of the land? Who has been brought in to provide excess labor? What does it mean for you, as an individual and collectively as a community, to build your “good life” in the place where you are living and/or working?*
2. **Learn the colonial histories of the places where you are.** Practices such as land acknowledgments may at first seem superficial, but they won't be if they are the first steps of learning the history of the land and Indigenous relationships to the land before colonization and within continued colonization. Decolonization is about the land. If you do not understand the land, you will not be engaged in decolonization.  
*For those outside of North America and Australia, what have been the histories of migration within your lands? Where did the wealth of your nation come from? Was it built from extracting the lands and resources of other peoples?*
3. **Make mistakes, but also make real amends.** You will make mistakes. Having authentic relationships with Indigenous Peoples is the only way of being able to hold yourself accountable for your colonial ways. But understand that each mistake you make with them will cause them harm. If they trust you, they will tell you what you did and what can be done to make amends. You should follow those directives to repair the relationships and open an opportunity for healing.

This will be easier for us racialized folks than for white folks, because of the histories of broken treaties between Indigenous and white people.

For those outside of North America and Australia, what harms have been done to populations who have been structurally excluded from wealth, health, education, and other resources in your country? In what ways are you or are you not contributing to their sovereignty?

4. **Design objects that can transmit liberatory joy to the body and community.**

### *Key Takeaways for Dismantling the Tech Bias of the European Modernist Project*

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1. **Accept that what you have been told about the modernist project improving the lives of the masses through technological progress is a lie.**
2. **Realize that this lie hides the real and continuous harm done to European workers, Indigenous lands and people, enslaved Black Africans and their descendants, and all of the people produced technologies.**
3. **Understand that the underlying relationship between us and many of our high technologies is that of a master and slaves.**
4. **Technology could achieve its decolonial promise if design technology is based on principles of abolition and done with “all my relations.”**

Key Takeaways for Dismantling the Racist Bias of the European Modernist Project

1. First and foremost, white folks must do the work of healing their own intergenerational trauma because the work of decolonization is their work. They created the conditions of colonization. They are the ones who must overcome their addiction to the benefits of white supremacy and dismantle it.
 2. Those of us who have been excluded from the modernist project in design must continue to claim and reclaim our stories of making. The long list of names that I dropped are so that we can respectfully seek out, care, and share in each other's cultures, histories, and new possibilities of making. It is the flourishing of these stories that gives me the most hope.
 3. Design firms and institutions, community organizations, and leaders need to cede space and power to Indigenous, Black, Asian, Latinx, Middle Eastern, and others originally framed as nonwhite, Christian, affluent and cis-male gendered.

For those outside of the context of North America and Australia which I describe, this means ceding space to those who have been structurally excluded from institutions by their various forms of difference from the mainstream norms.

Key Takeaways for Making Amends through More than Diversity, Equity, and Inclusion

1. Make sure you are focused on decolonization by putting Indigenous demands first in your DEI hiring plans.
 2. Stop seeking the supertoken and focus instead on addressing systemic exclusion, which only allows supertokens to get through your systems.
 3. Accept that your firm's or institution's culture and practices will change because you are ceding power to those who have different experiences, lifestyles, and attitudes.
 4. Write a call that embraces the community you are seeking to include by focusing on their interests, not yours.
 5. Change your criteria of evaluation to include other ways in which individuals have flourished outside of your normal systems. This is where you will find creativity and innovation from their deep diversity.

the Key Takeaways for Reprioritizing Existing Resources
to Decolonize

1. We all owe a debt to Indigenous people for being on their land and that debt has hard financial as well as symbolic costs. Pay them what we owe them. If you are not on Indigenous land as a settler, consider where the wealth comes from in your country and to whom you might be indebted for that wealth.
2. The ethos of decolonization is stronger when you have to give up something precious in your existing budget in order to support it. But additional monies to support decolonizing are fine too.
3. There is no amount of money that will compensate the IBPOC communities for what they have lost through colonization, slavery, and systems of white supremacy. But you still need to pay up so that these communities can gain economic self-sufficiency.

Tool:

The String Exercise

The String Exercise is one of the most vivid ways of demonstrating The 3rd Entity and where the focus of the Systems Oriented Leader and the Relationship Systems Coach put their focus. There is always focus on the individual team members, but that is a soft focus and in context of the whole. The sharp focus is on the expression of The 3rd Entity through connectivity; the relationship itself, or in this instance the string.

CONTEXT

A system is a group of interdependent people or entities with a common purpose or identity. This exercise is designed to allow you to experience what that means.

Solo: Hold your string in both hands. Play with it for a moment. Notice you are working cooperatively between your 2 hands – or not! Now imagine that the left hand wants to pull the string over to its side and right wants to pull it to the right. What is your experience? (EQ, the individual's Internal System is having a conversation with itself.)

Pairs: if odd numbers, then groups of 3. in SILENCE. Each person please hold onto your end of the string. The string is your interdependence; your willingness to hold onto the string is your short term common purpose. WITHOUT WORDS have a conversation with each other, through the string. Notice who is active, who less so? What happens in THIS partnership when you yank the string or let it go completely slack?

Debrief quickly. Talk together about what was noticed. Did one of you do most of the work?

Group: find at least two other sets of strings / team members, to connect with. (If group is small, one other set of strings) in SILENCE and without letting go of your piece of string create a web with your strings.

Imagine you are a team and you want your web to catch something - that is your common purpose. What is the ideal tension for the web to catch something? What happens if it goes slack? Attempt to yank or pull really tight.

In a moment you will touch someone in your group. When you do, will that person please immediately let go of their string. Notice the impact. This is what happens when somebody gets laid off or leaves the team.

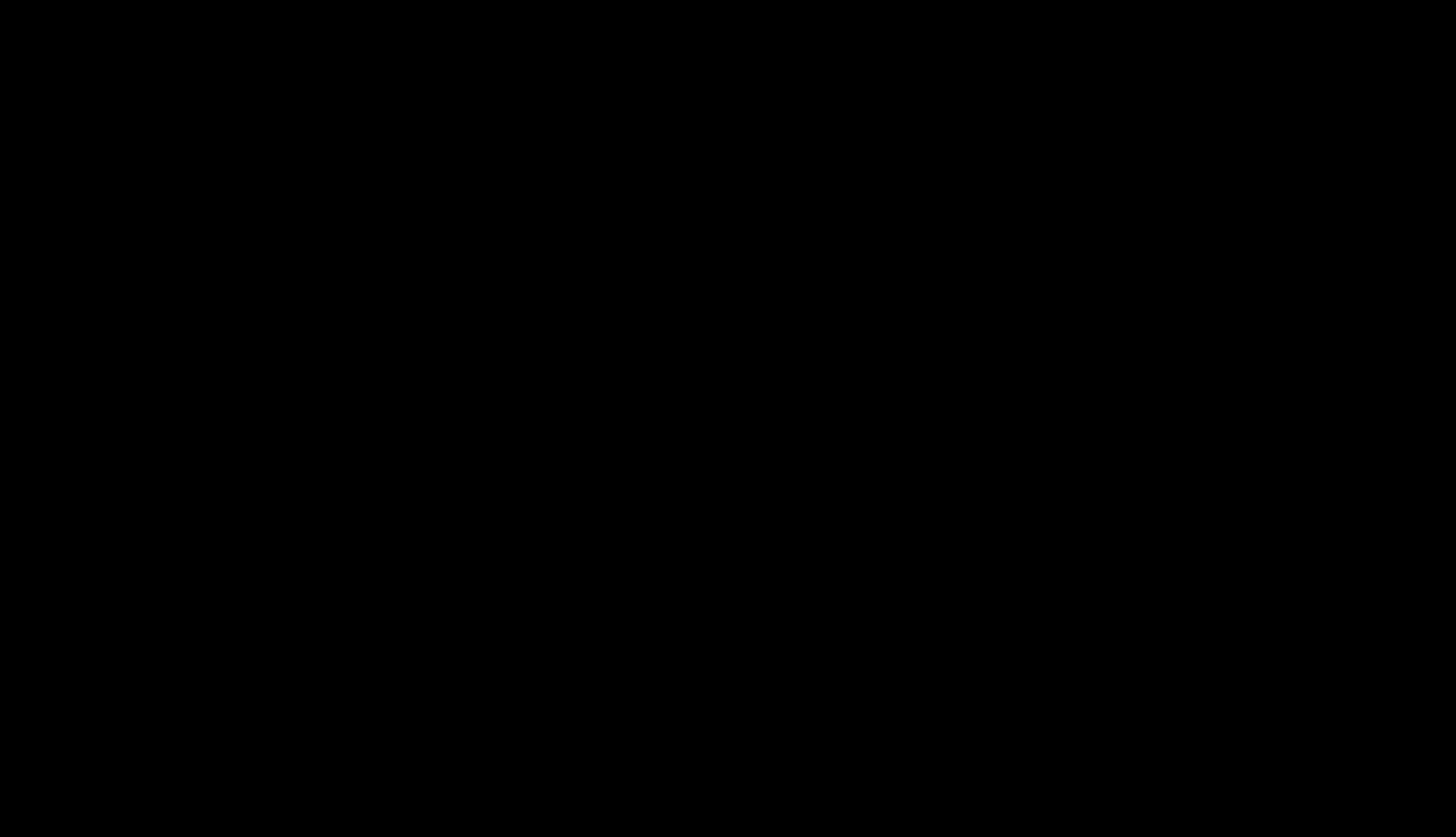
What needs to happen in your team – or not – to compensate?

Now in a moment, those of you that are left, your original team, you are getting back into the workplace and will join another team.

What is the impact of the new member? How is your team responding to it and what needs to happen to have the new member become integrated?
Notice the different colors of string in the web; are any of you a minority?

Drop the string. Let yourselves feel the invisible strings connecting you.
Talk to partners about what you learned about the exercise (RSI)

Debrief with the large group - creating the web is like working on a team. What are some experiences you have had that are like that string? (RSI) Imagine all the other strings connecting to you from the rest of your life. How many of you had to work with a system in some way in order to be here today?



Process Work
For Artists,
Leanna
Barwick, 2016

Footage
Credits: Amy
Sielgel

Tool:

Designing the Team Alliance

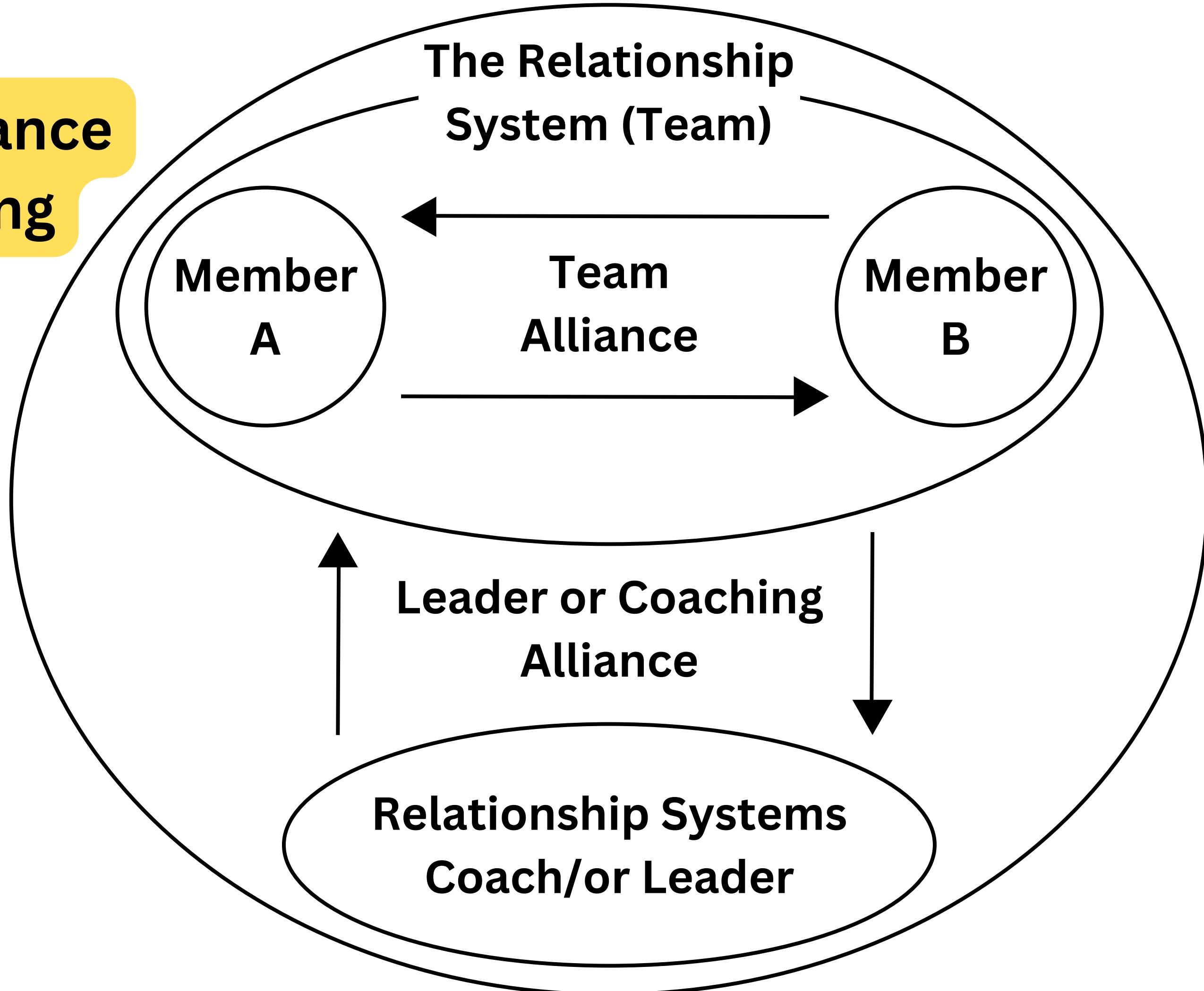
(DTA)

The Designed team Alliance Has Two Parts:

- Creating culture or atmosphere
- Creating shared responsibility

Diagram of Designed Team Alliance or Designed Coaching Alliance

The structure of alliances is the same whether it is a leader or coach working w/a partnership or team.



CONTEXT

The coach clarifies expectations and agreements between players in the system (DTA) and the coach aligns with that, the Designed Coaching Alliance (DCA).

In creating a DTA, group members openly discuss what it is that they want for their relationship culture; how it is that they want it to feel; what values they want the culture to express.

The group members' attention during this time should not be on how they want the OTHER to be, but more on how THEY can commit to be and what is trying to happen for them and their shared relationship.

This element creates the foundational platform from which all other work will occur. In designing the team alliance, the coach helps the system members begin to find alignment on the purpose and “ground rules” for the coaching. In addition, they are taking initial steps in consciously designing their culture and in being co-responsible for maintaining that culture. Designing the Team Alliance is a powerful tool.

The DTA provides the structures to help groups get clear about their agreements. In consciously designing around these larger emotional values-based questions, the group increases their cohesion and alignment. Once the system has formed its alliance, the coach has an integrated system with which to form the coaching alliance.

The DTA addresses These Areas of Focus

1. Creating culture or atmosphere - this is the space or environment the team members want to create. The advantage of designing the atmosphere is that if circumstances change, (e.g. the project changes, the room we booked for our workshop changes) the atmosphere we designed to hold together (for example the atmosphere of collaboration) still carries over to the new circumstance.

- Designing how we want the experience/journey to feel in the process of working towards goals - not only reaching a specific destination as a measure of success

2. Sharing responsibility - this is what the group members can be counted on for. Each person is co-responsible in creating the experience or culture they want for the group. Co-responsibility and accountability create empowered and leaderful systems.

3. Behavioral agreements

- What are the ground rules around conflict, decision making, and other team behaviors?

Useful Questions for DTA:

- What is the culture, space or atmosphere you want to create in the team (couple, or partnership)? How would you know you had that?
- How do you want it to feel? (Empowering, supportive, oppositional, vulnerable, etc.) What kind of culture or climate do you want to create together? What are the values you want to live by as a team working together? How would you know you had that?
- How do you want to behave together when things get difficult, or when there is conflict? (Who do you want to be together?) What are the team's conflict protocols?
- What would help the team flourish?
- What can your team/system count on you for?
- What will you each commit to for one another? How would you know you had that?

Along with co-creating the atmosphere or the culture it is important for any team and relationship to have solid behavioral agreements.

What are the agreements in your relationships around accountability, punctuality, cell phones in meetings, handling conflicts and making decisions?

These agreements are the behavioral expression of the culture the team wants to create. For this reason it is helpful that the coach asks “How would you know you had that?” as we do it in the DTA questions. Similarly, families are always designing behavioral agreements, but may not be clear but that is what they are doing. Agreements about having dinner together, curfews, chores etc. are all part of the DTA for families.

The DTA is not only a tool for the initial session; it can also be used by teams and partnerships for any upcoming event. For example, a couple might design an alliance for when family members are coming for an extended visit. A company may design around a move, meeting or merger. A DTA is a living agreement that should be reviewed and updated as circumstances change. It is a relationship systems tool to be used on a daily basis in all relationships. Finally it is critical that the DTA is posted where it can be seen by the whole team on a regular basis and that it is abided by - or redesigned. A DTA is only effective if it is honored. The team should be challenged to live by the agreements set out in the DTA and redesign when necessary.