

GAME
ON

fun

PLAY

LEVEL
UP



Facilitaton Introductions



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2011

Certified Professional Co-Active Coach (CPCC)
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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

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

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?

Ice Breaker Exercise

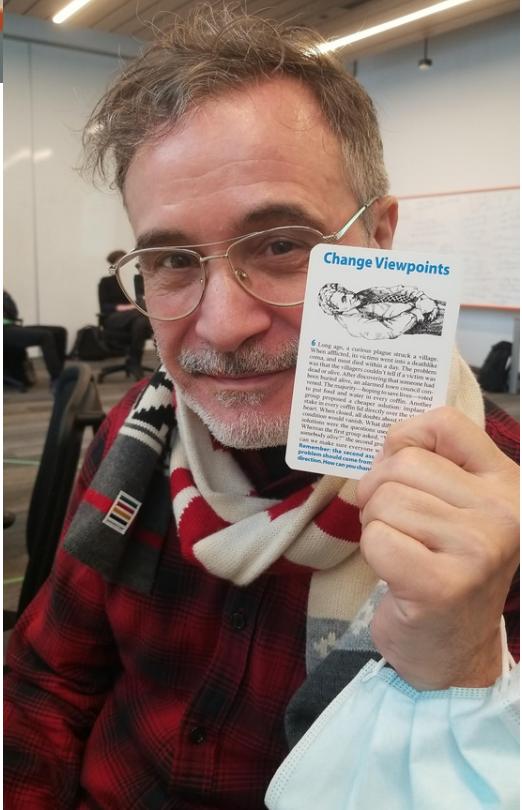
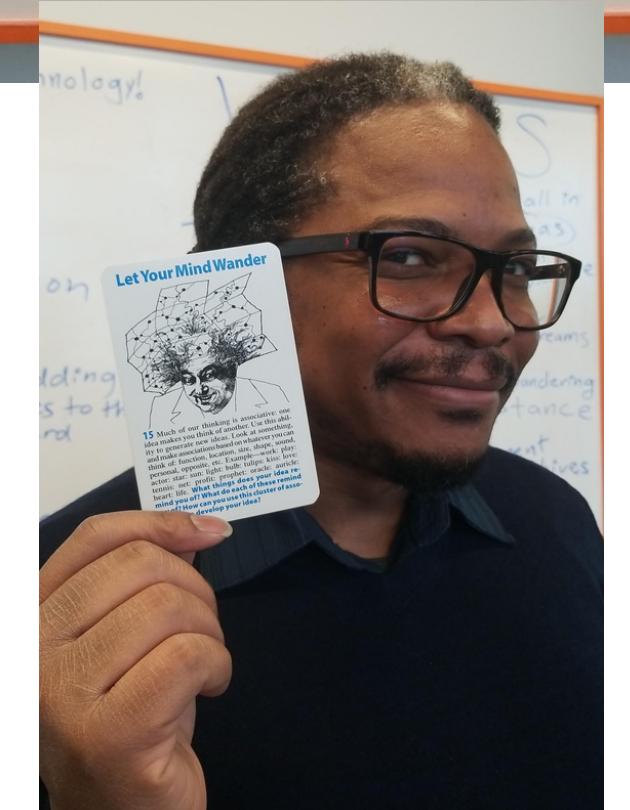
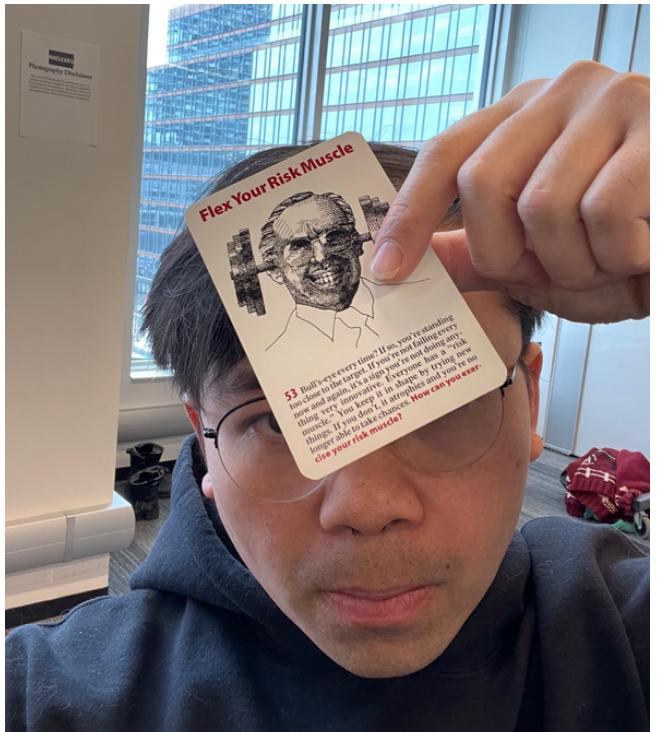
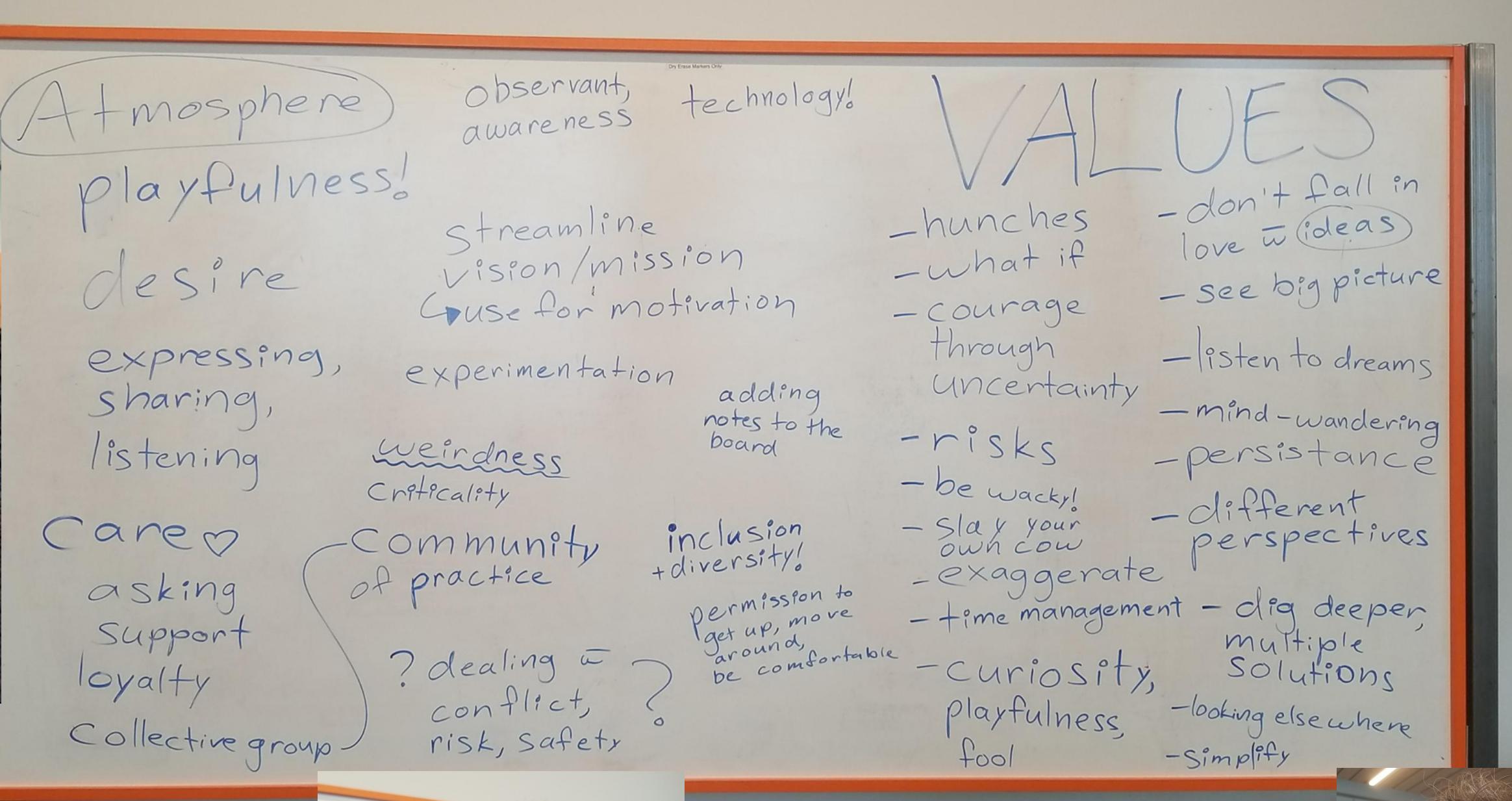
Choose a card from the Creative Whack Pack that resonates for you going into your day.

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.



Education:

Relationship Systems

Intelligence

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

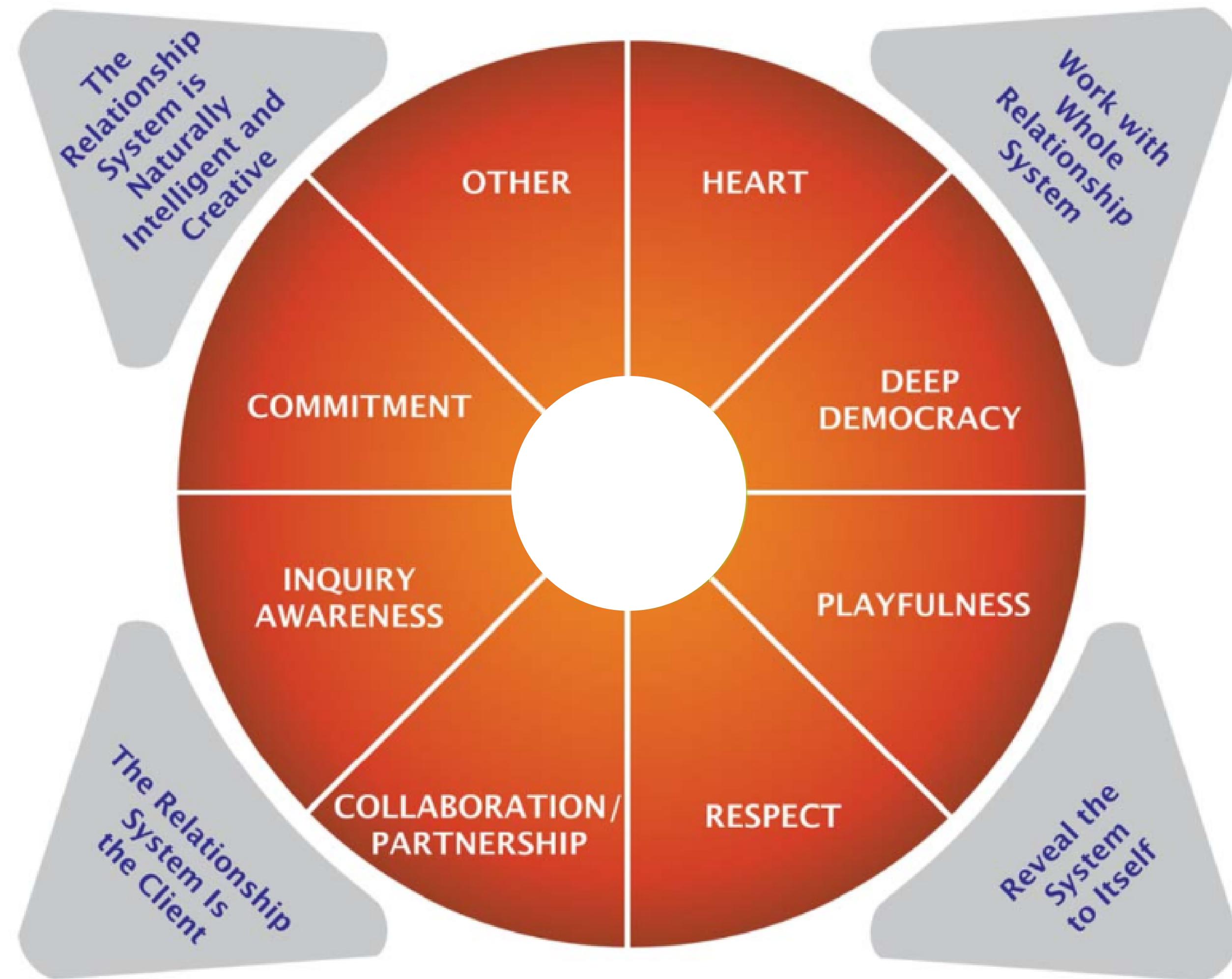
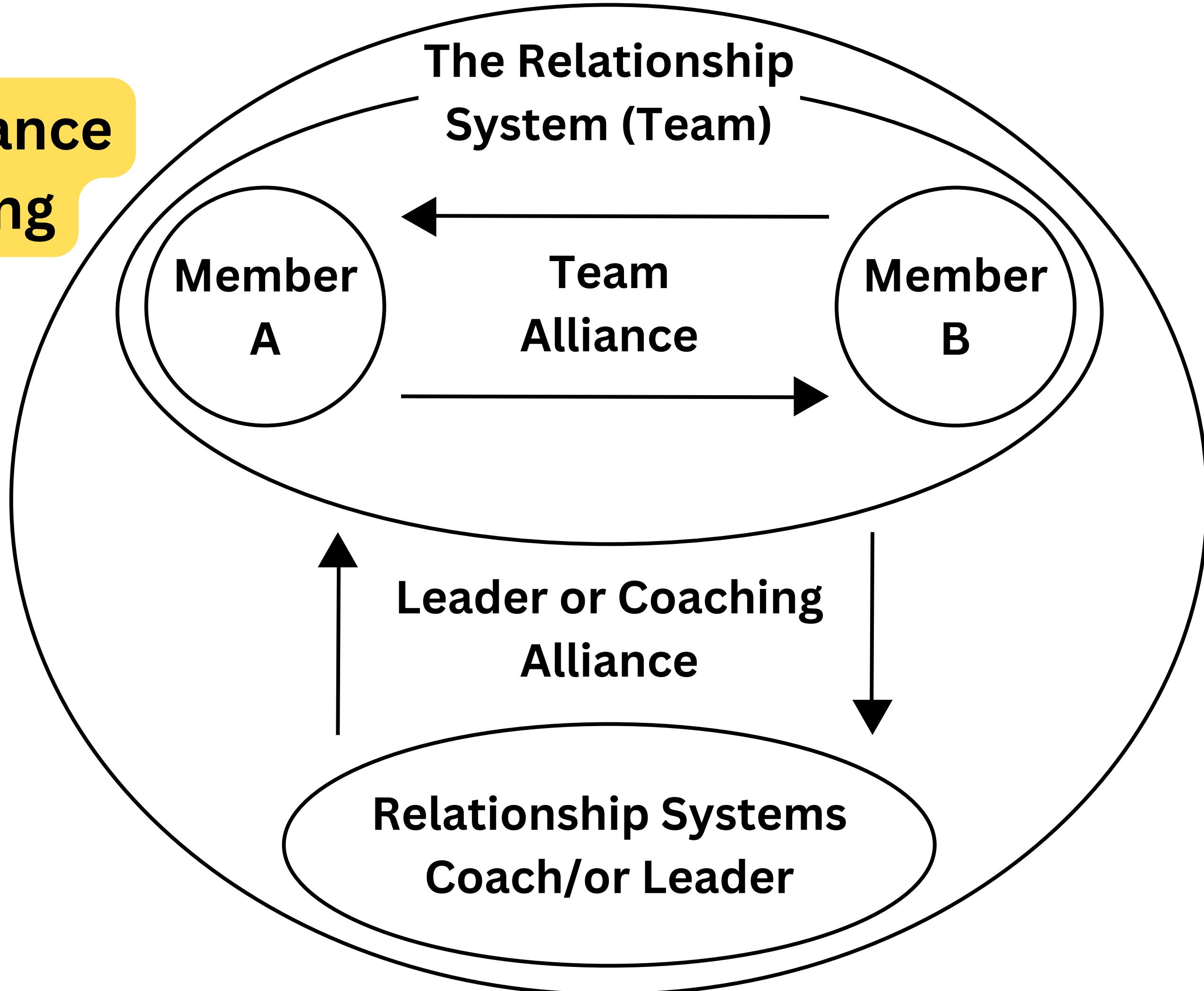


Diagram of Designed Team Alliance or Designed Coaching Alliance

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



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

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

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.

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.

Permission to:

- get up, move around
- be comfortable
- add notes
- be messy
- use chat

use the Chat?



Atmosphere

playfulness!

desire

expressing,
sharing,
listening

Care

asking
support
loyalty

Collective group

observant,
awareness

streamline
vision/mission
use for motivation

experimentation

weirdness
criticality

Community
of practice

? dealing w/
conflict,
risk, safety

technology!

? balance?
intentional

adding
notes to the
board

inclusion
+ diversity!

permission to
get up, move
around,
be comfortable

VALUES

- hunches
- what if
- courage
- through uncertainty
- risks
- be wacky!
- Slay your own cow
- Exaggerate
- time management
- dig deeper, multiple solutions
- curiosity, playfulness, fool
- looking elsewhere
- simplify

- don't fall in
love w/ ideas

- see big picture

- listen to dreams

- mind-wandering

- persistance

- different perspectives

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.

Priority #3

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

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.

(Priority #3)

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

Priority #3

Art & Design

Innovate learning, teaching and research:

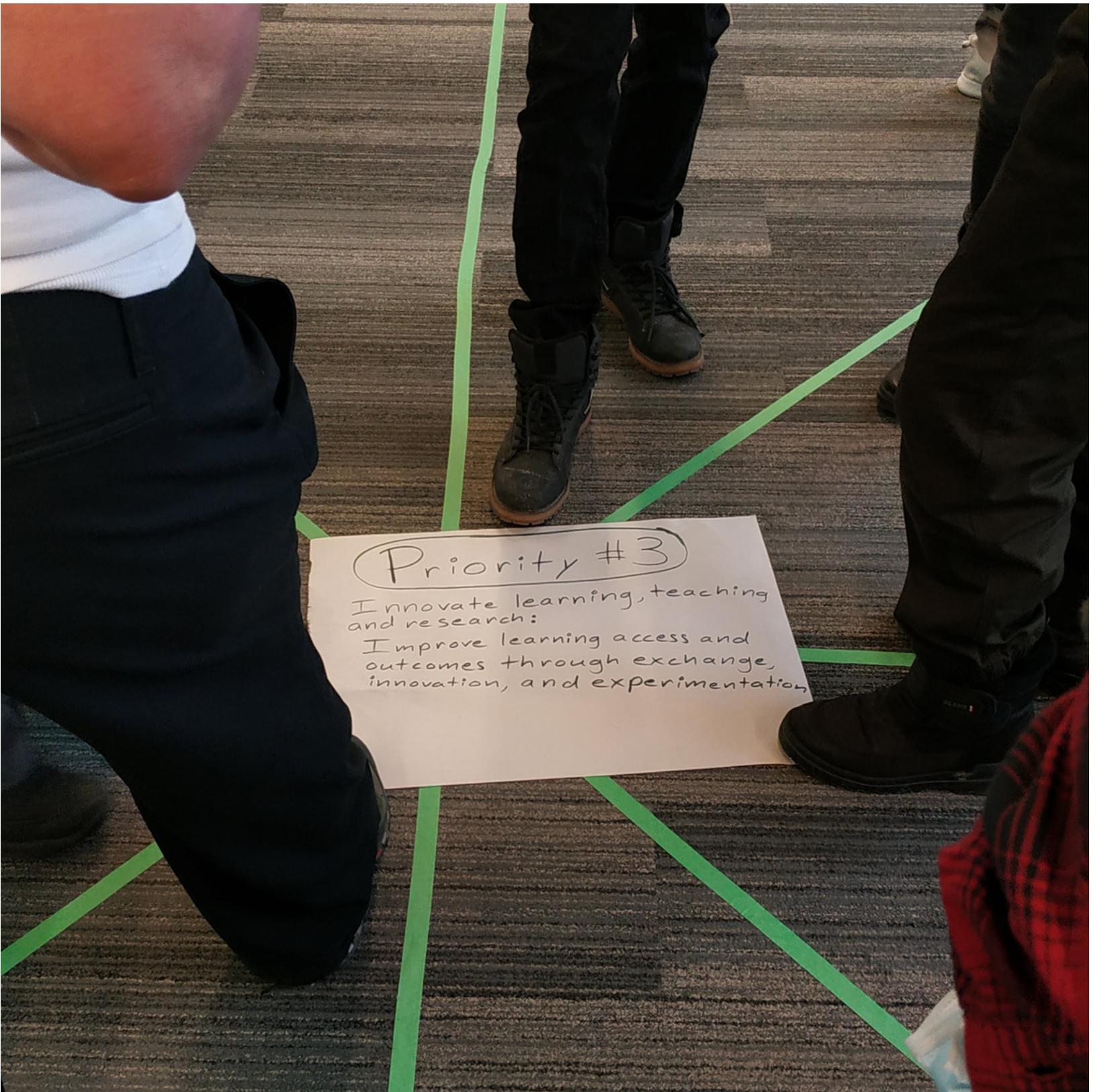
Improve learning access and outcomes through exchange, innovation, and experimentation

Use old (long view) Bird. Was in a triangle.

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?”



Priority #3

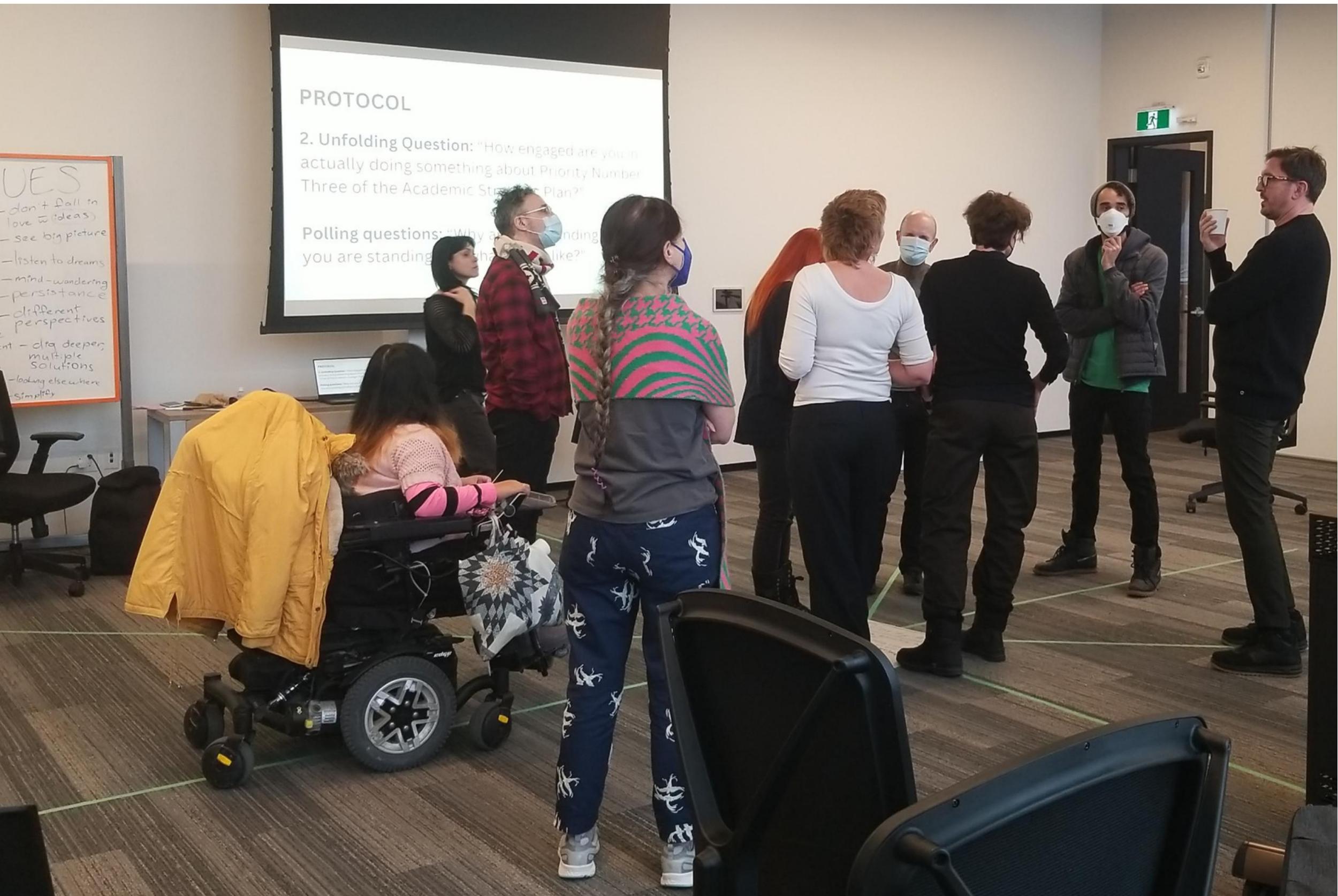
Innovate learning, teaching
and research:

Improve learning access and
outcomes through exchange,
innovation, and experimentation

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.



Tool:

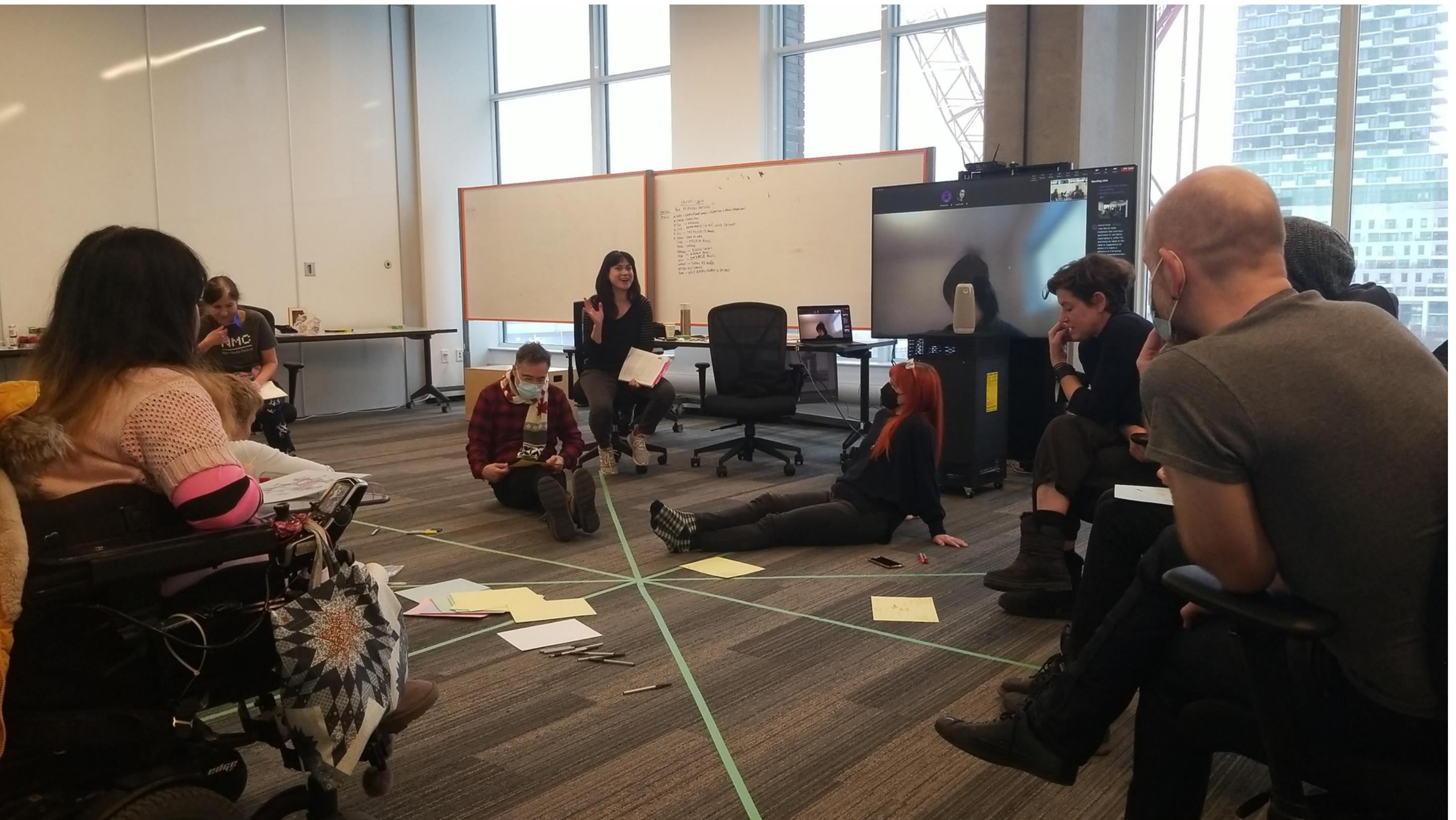
Bringing Down the Vision

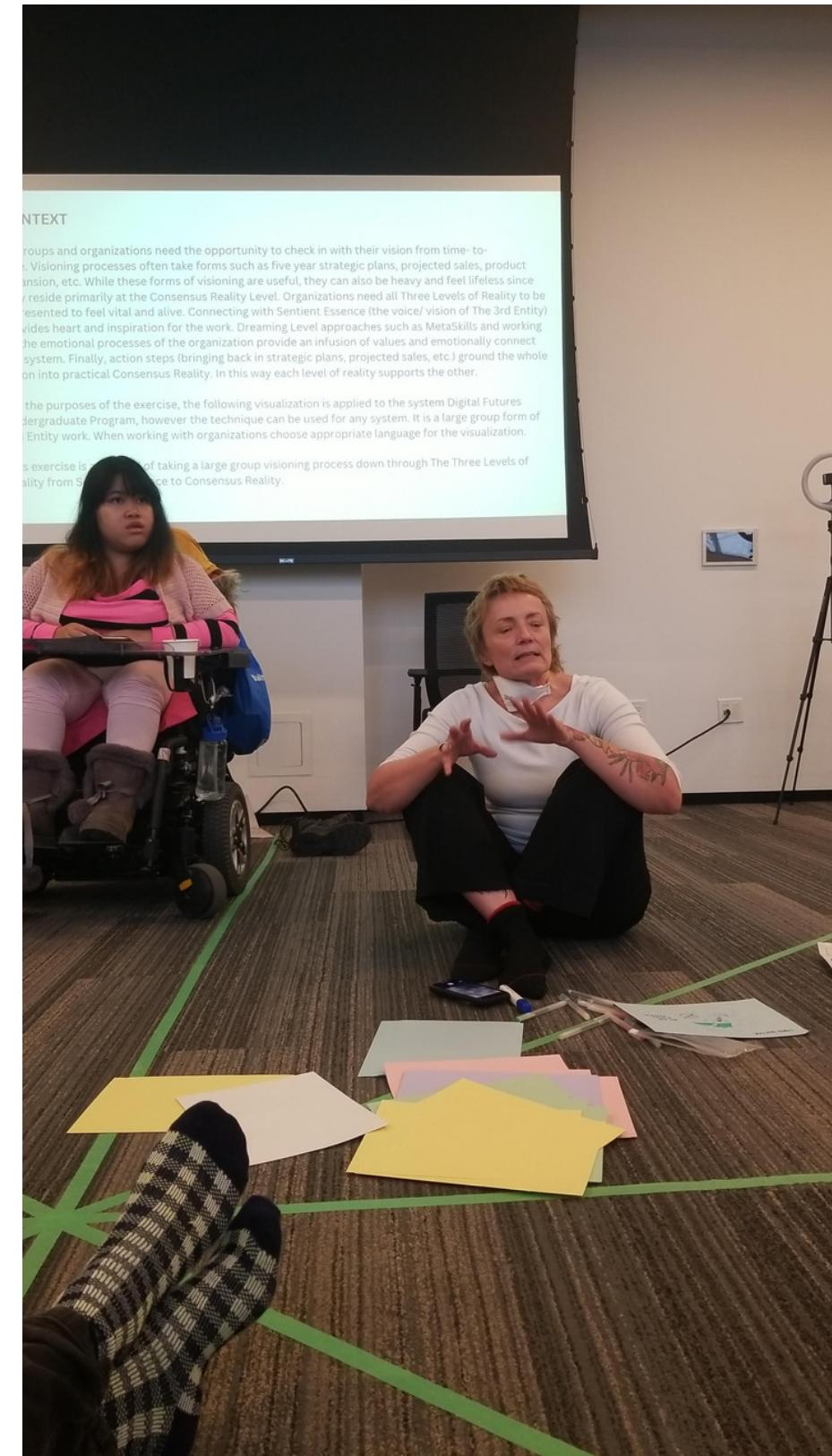
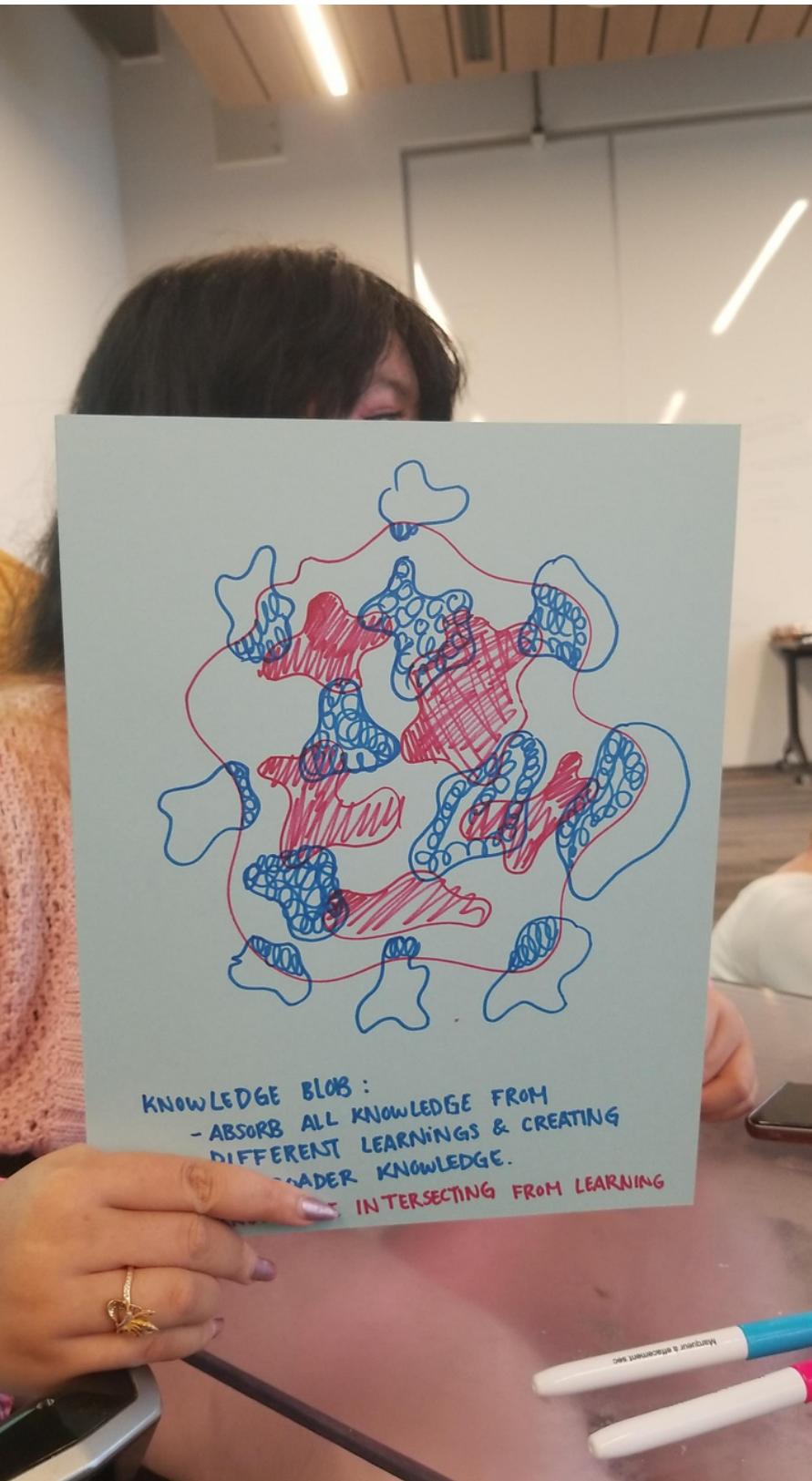
1. Use the visualization to give the clients a 3rd Entity experience of their own system or organization.
2. In the large group, harvest their experience and sort- out the most important issues/challenges to be addressed.
3. Break the large group into smaller work groups of 3–4 and let them select an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

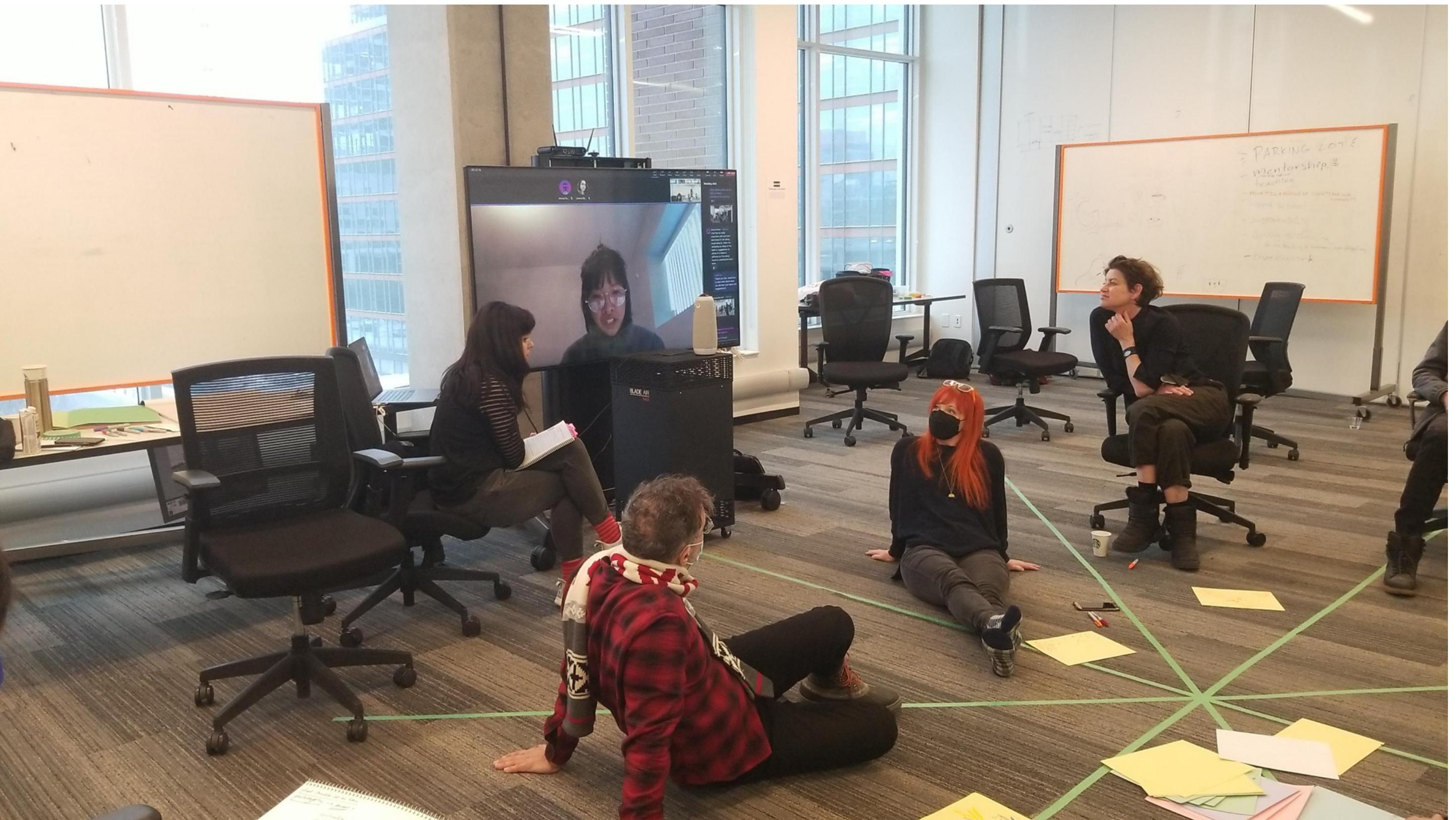
Optional: The clients take the issue and brainstorm ideas while walking the MetaSkills Wheel. The issue will be informed by different Academic Strategic Plan Priorities as MetaSkills. Have someone scribe the ideas and solutions in each group. It may feel more appropriate to go directly to brainstorming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

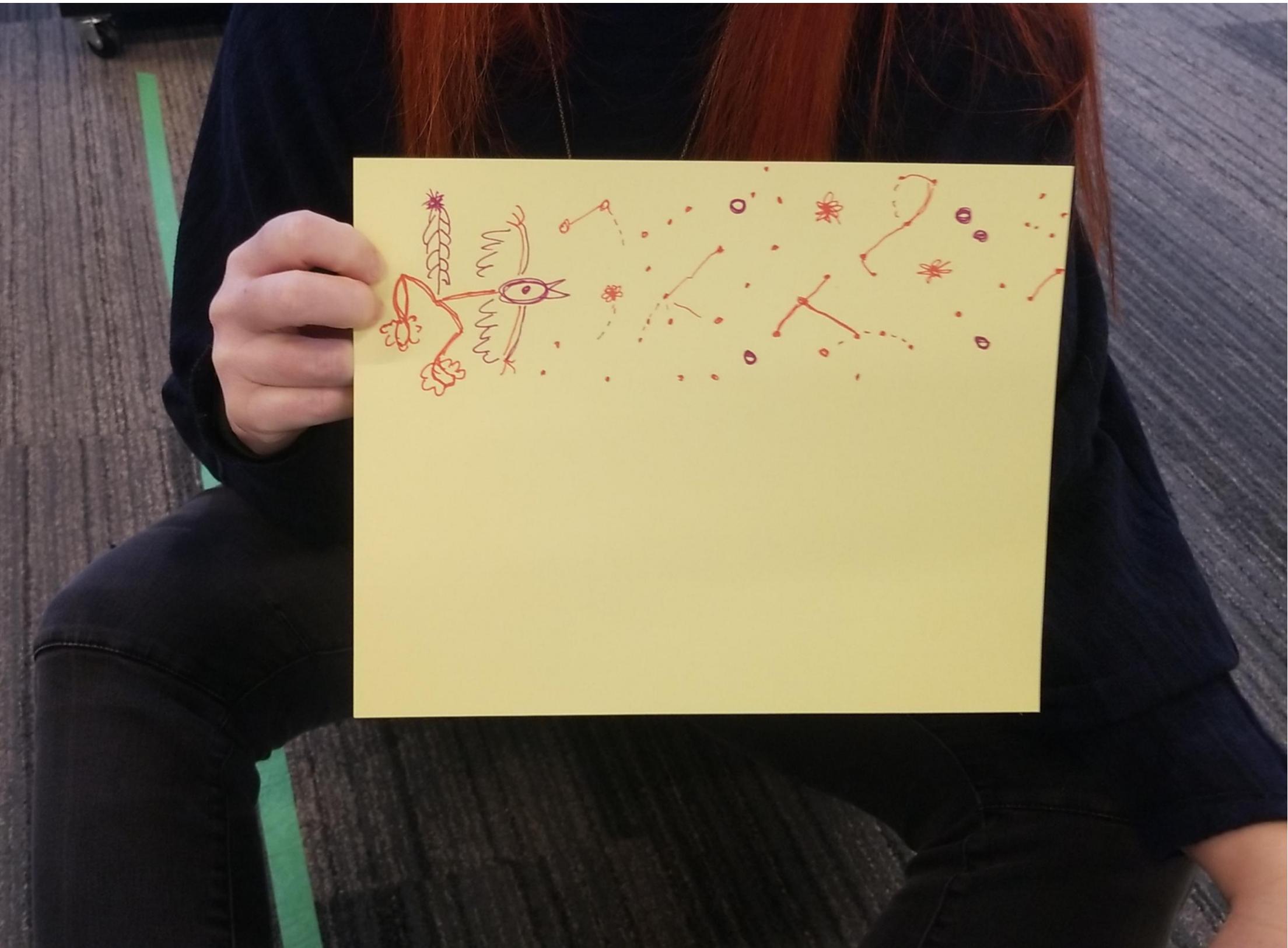
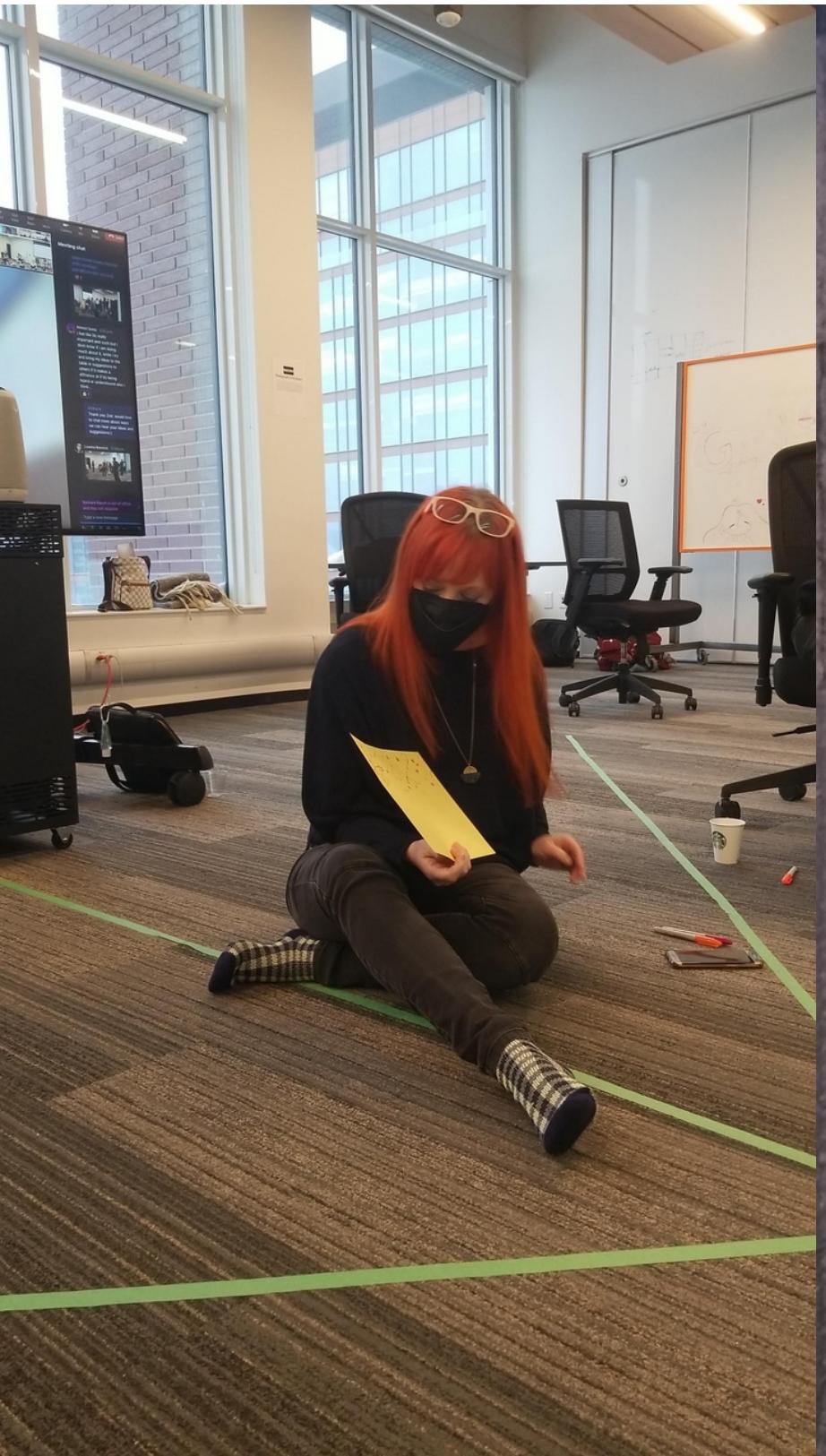
4. Give the group members a period of time to take several of the ideas/ solutions found on the wheel and generate action steps. SMARRT Goals are a good idea here.
5. Have the clients report back to the large group.

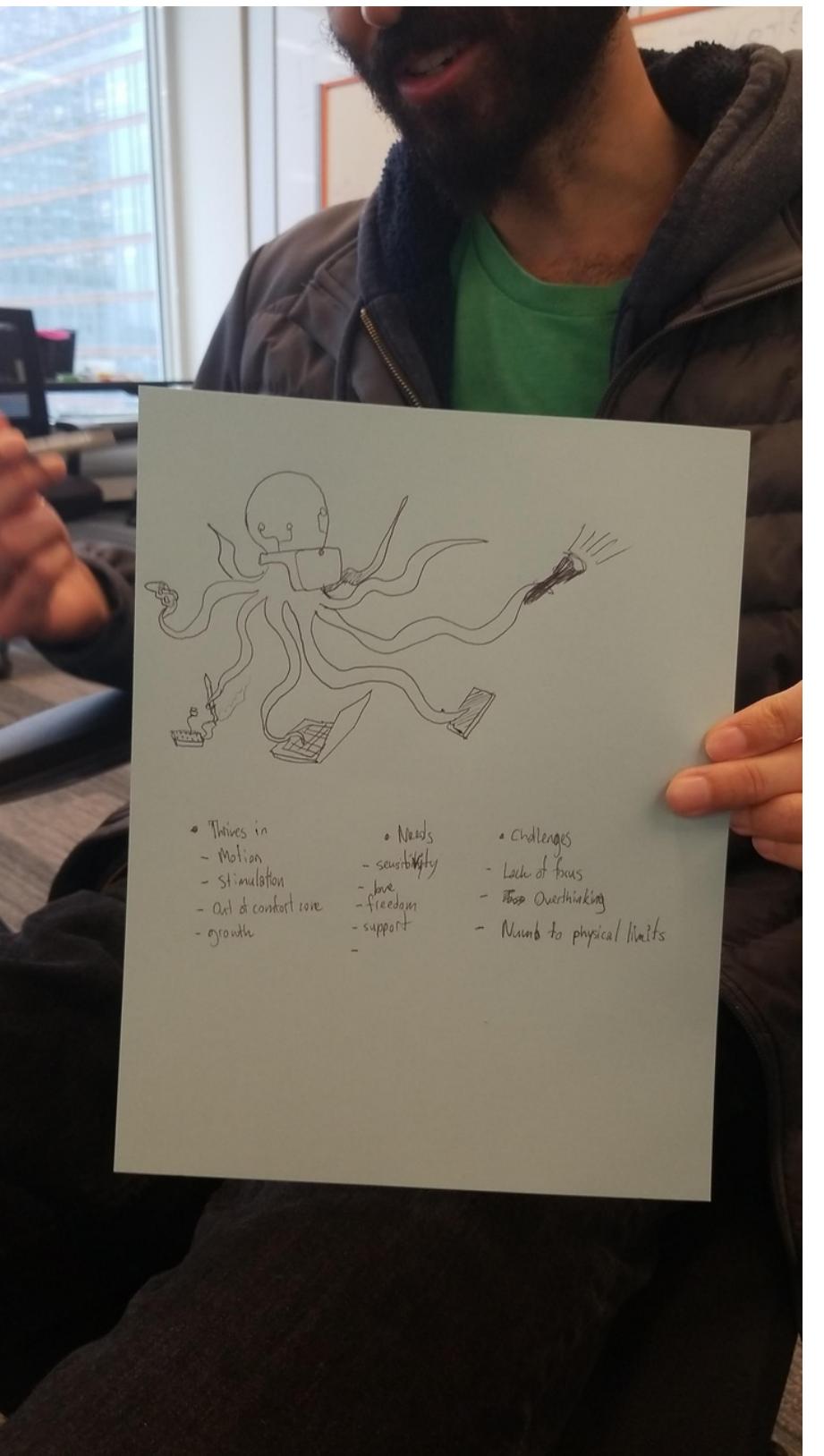
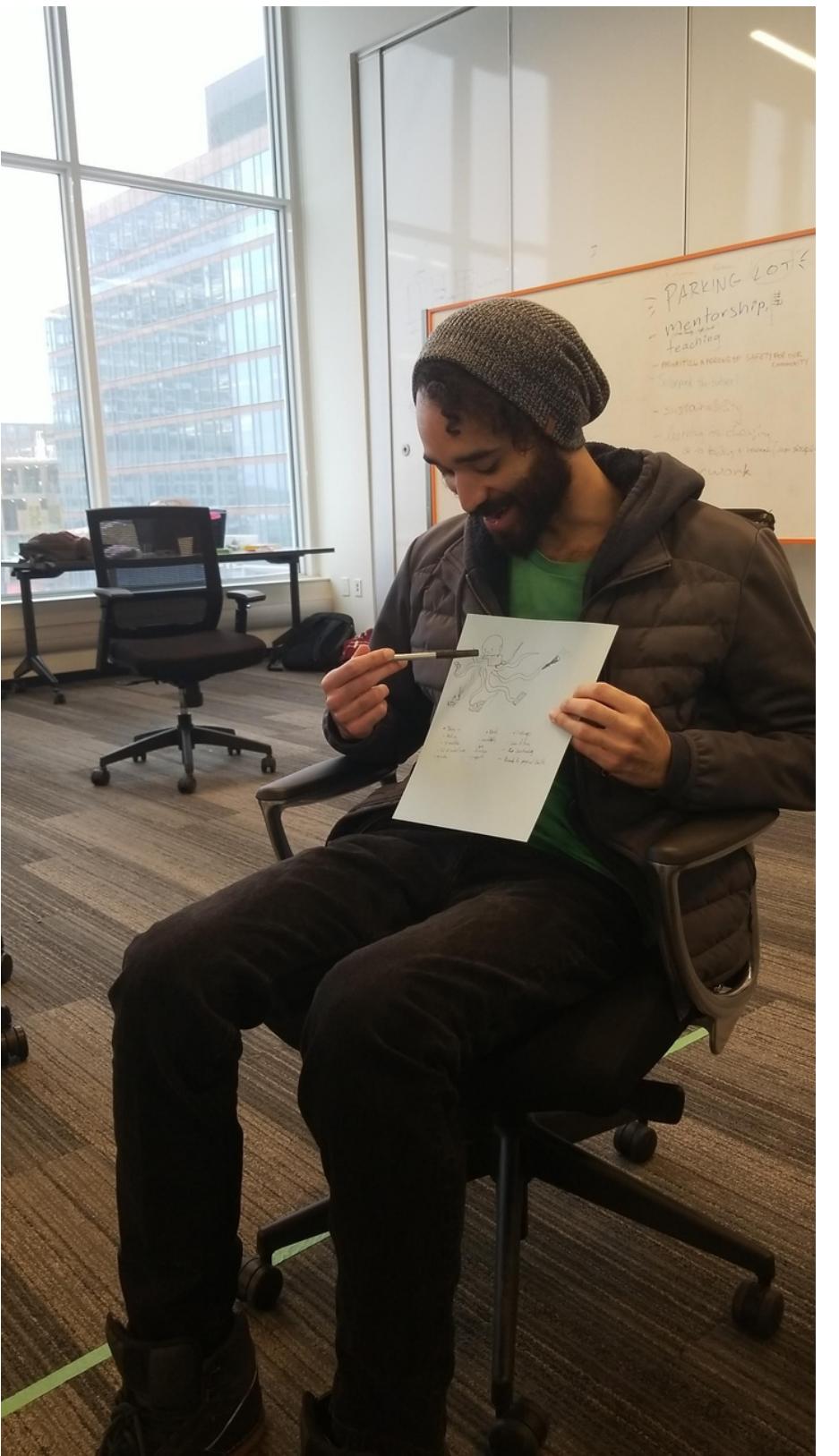












Tool:

"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?

Thoughts about Priority #3

- "isn't this why we exist?"
 - ↳ our life's purpose/goal
 - ↳ "it's what we do"
- "do your job"
 - ↳ familien territory
- feels needs more details + specifics
(in relation to DF)
- Not "concerned"
 - ↳ knows ppl will do it well
- "Concerned we're not as concerned as we should be"
- questioning how

- Sustainability
↳ okay to step away
and step back in

- sessional faculty, systems, institutions
- finances
- considering decolonization
- change

? - what does
"innovate" mean?

→ for all academic strategic plan
- "in our current context"

SUSTAINABILITY + RESEARCH
in the face of adversity → part of priority 3?

- look up SolarPunk to get clarity on what we're moving towards
- Review curriculum to include

FUTURES WORK

- what future?
 - current paradigm of learning, teaching, research
↳ how can it change + why?
- hole in class outline for teaching to be responsive to student needs
- cultural sustainability
- don't entangle DF undergrad / graduate programs

Creature Commonalities

- movement
- appreciation for tech
- possibilities are beyond
- flight
- unknown
- mythic creatures
- projections

also
human
stuff

timeless

Issues / Challenges

- (Self)- reflection
- what we can't / don't know
- identity
- limits (ex. see things you can't touch)
- to have a voice, expression
(not just seeing/observing)

Closing