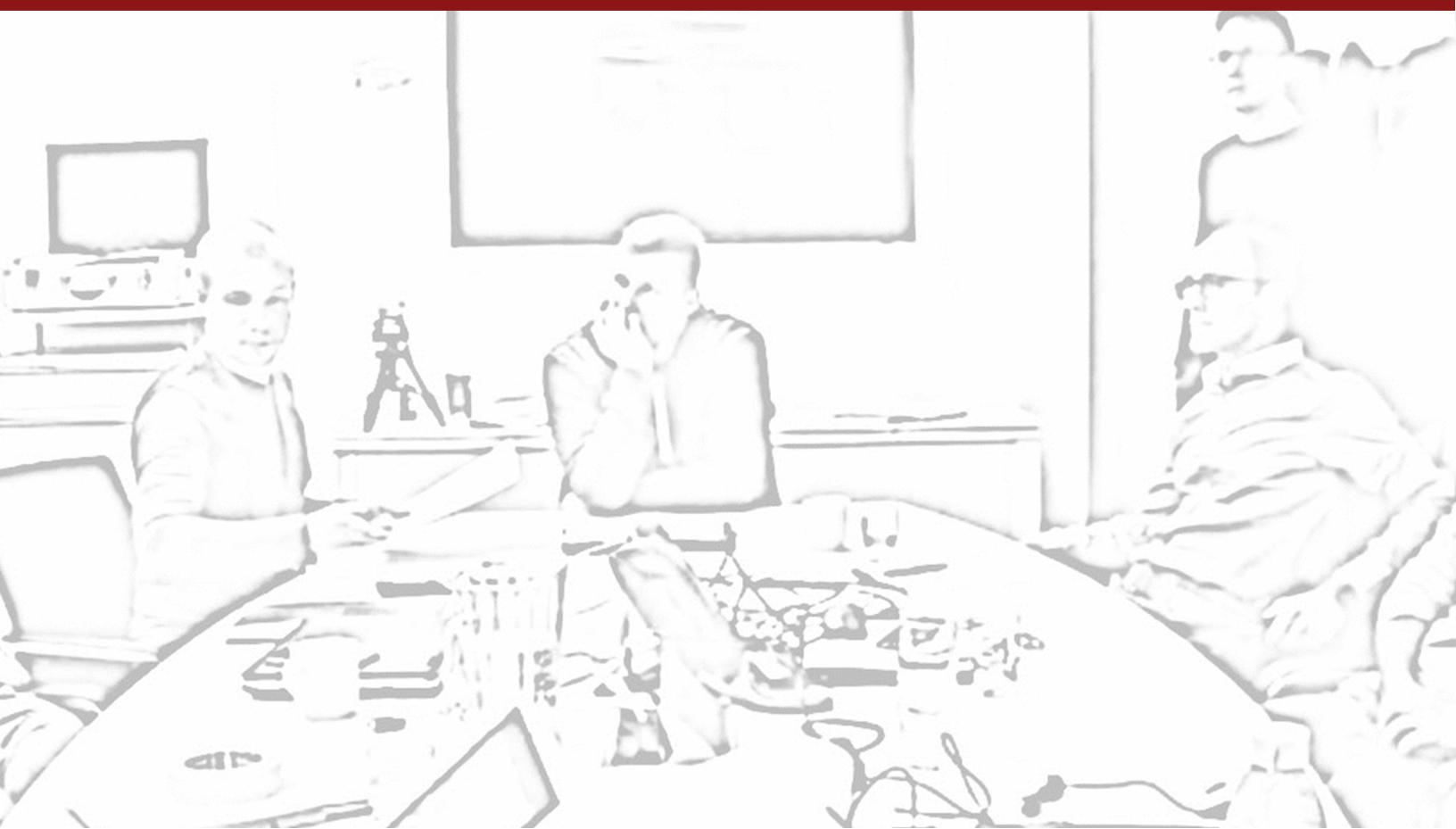


# Report on Implementing Team Coaching for High-Performance Self-organizing Teams in DB Systel



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## Executive Summary

The collaborative project between Stanford University's Center for Design Research (CDR) and the team of Agility Instructors (AI) and Agility Masters (AM) at DB Systel GmbH pioneered the development and use of a coaching methodology for DB Systel's self-organizing teams that focused on analyzing and improving team interactions. This team-interaction coaching methodology involves the following four aspects.

- 1) The use of patented Interaction Dynamics Notation (IDN) system to help AIs and AMs develop experiential awareness of interaction parameters and learn to analyze critical interaction patterns in meetings.
- 2) The clarification of personal intention to sharpen team member motivation and engagement in self-organizing teams.
- 3) The use of the Quadratic Model for sensing in-situ meeting patterns and coaching teams in real-time.
- 4) The use of custom designed games or activities to provide an experiential grounding to teams in key team effectiveness practices such as trust and information sharing.

The team of six AMs and AIs that collaborated intensively with the Stanford team played a pivotal role in learning the Interaction Dynamics Notation (IDN), providing the context for self-organizing teams in DB Systel and helping develop the customized version of team-interaction coaching methodology uniquely suited for DB Systel teams. This report documents this intensive engagement and the development of the coaching methodology.

Based on our one-year of intensive interaction with the DB Systel AI/AM team and analyzing hours of video data of DB Systel teams at work, the Stanford team proposes the following recommendations to the management for developing high-performance self-organizing teams.

- 1) Create an opportunity for bottom-up team practices to develop in addition to top-down process scaffolds.
- 2) Identify key personnel in the company as high-performance coaches and give them autonomy to encourage and diffuse high-performance practices for self-organizing teams.
- 3) Empower AMs and AIs with IDN-enabled team-interaction coaching methodology.
- 4) Celebrate the practices of high-performance self-organizing teams.

“Learning IDN helped me to understand communication much better than before, to have more focus on communication, to know the meaning of communication... I have got some tools to use during these observations and [and a way to analyze] which behaviors disturbs good performance or which behaviors lead to creative solutions”

Ingo Kraus, Agility Instructor

“The monitoring tools, I like them because it's a way to visualize observation that could help teams to find out on what they want to work in future. In particular when we link it with the self-reflecting sheet with the emotional curve, it could be very helpful for teams to find out what they want to change.”

Kirsten Hagedorn, Agility Instructor

“... What happened, which in my opinion is a very good sign of self-organization and agile teams, is that we didn't stop, but we pivoted in a sense of becoming coaches in the interaction model. We looked at teams in a broader perspective. What helped me there was the games that we invented, and also the different perspectives we had concerning the four parts – person, behavior, environment and artifact.”

Philipp Funke, Agility Master

“... So, we went to the Quadratic Model... It gave me a new insight into how to look into a team or a setting and where to categorize the interventions and the view on a team, which I took back to the training of AMs and POs and I started doing small experiments that I could do in any meeting like changing the environment, changing the way you talk and you look at people.”

Abdul-Ahad Ataie, Agility Instructor

“I really appreciate that we brought this to the interaction based coaching model. That is much more usable in practice and expands observations into team behavior leading to more coaching opportunities.”

Wolfram Rinke, Agility Instructor

“I developed a professional view on communication. Before I was relying on my feeling to say if a team is performing or not, and now I am able to see more things in a meeting, to see the communication they use. I give feedback to teams about communication.”

Christophe Vantighem, Agility Instructor

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## 1. Project need and scope

Organizations today need to be agile and respond to market needs that are fast changing. The rapid emergence of organizational and market disruptors (e.g. new technologies, new business processes by competitors, and agile start-up companies) also influences the need for an organization that is anticipatory and has a fast response. DB Systel GmbH, which is a part of the Deutsche Bahn Group experienced such market disruption and started conducting efforts to transform its organization from a command-and-control hierarchy into a team-of-teams where each team is self-organizing and empowered to act to increase their market responsiveness<sup>1</sup>.

DB Systel GmbH reached out to the Center for Design Research (CDR) in May 2016 to explore the use of the Interaction Dynamics Notation to coach teams within the company to be self-organizing.

The practitioner-researcher team from CDR visited DB Systel in August 2016 in Frankfurt to engage in a one-day workshop observing DB Systel teams, and two-days of interactions with the organization transformation team. The practitioner-researchers video-recorded the team interactions and analyzed them using the Interaction Dynamics Notation (Sonalkar 2013, Sonalkar et al. 2016), a patented diagnostic tool for analyzing the interactional effectiveness of teams. The analysis was then shared with the teams as feedback. This outcome of the visit indicated the following:

1. The team meetings at DB Systel can be categorized as tactical, problem-solving or creative meetings.
2. The Interaction Dynamics Notation (IDN) can be used to analyze team interactions in all three types of meetings. However, IDN methodology is most effective in identification of positive interaction patterns in the problem-solving or creative meetings and not in tactical situations.
3. The IDN methodology needs to be further adapted to DB Systel context by taking into account different meeting formats, different meeting purposes, and different project and task contexts of teams. These variations will require research to be conducted with DB Systel teams in order to create a methodology for team diagnostic that is beneficial to the company.
4. It will be possible to teach the IDN methodology to a cadre of personnel at DB Systel who can then act as team coaches and use the notation to actively coach self-organizing teams at the company.

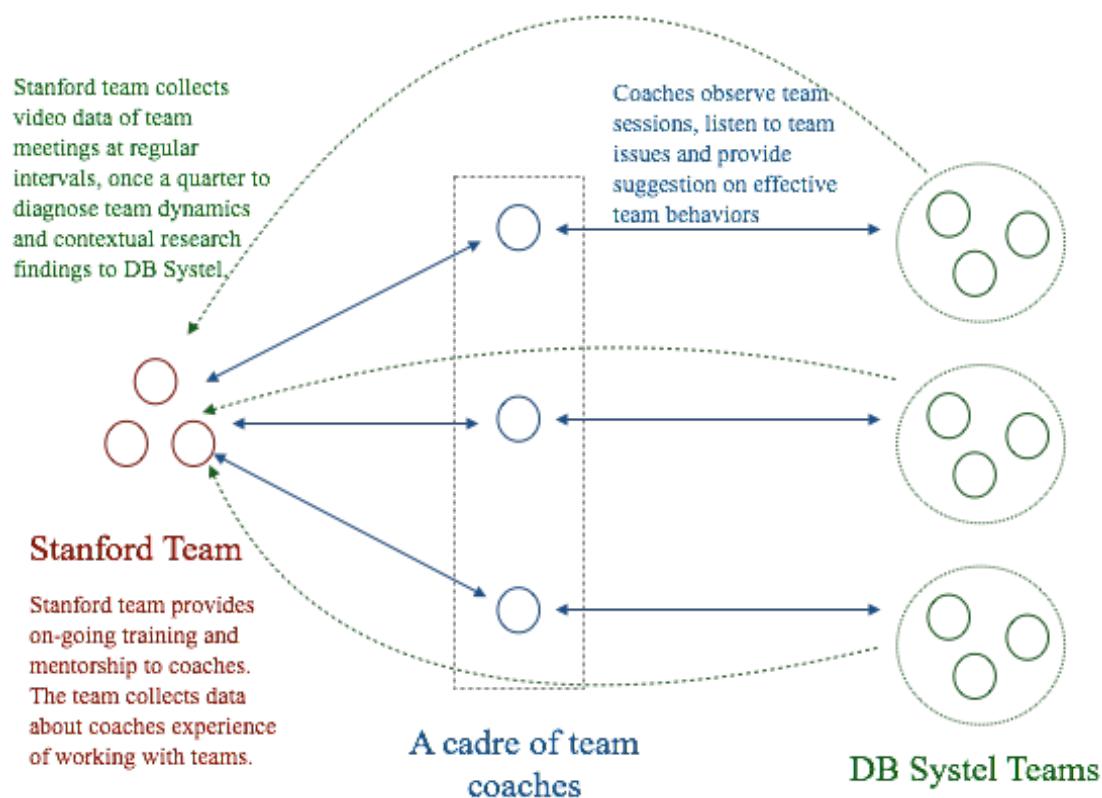
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<sup>1</sup> <https://digitalspirit.dbsystel.de/en/self-organisation-in-the-service-of-customers/>

Concurrently, the interactions with the then DB Systel transformation<sup>2</sup> team indicated the following.

1. DB Systel is transforming itself into a self-organizing and agile organization. In this transformation, the organization needs to orchestrate & learn to design and develop six competencies: 1) self-organization skills; 2) agile leadership; 3) non-hierarchical collaborative network; 4) team-of-team architectures; 5) a mindset that drives agility; 6) collaboration and transparent communication.
2. This transformation is new territory for the organization (like “walking in the fog”) and it has been revealed that existing methods (e.g., agile methodology) alone or in isolation are not sufficient to develop the organization to be self-organizing. An iterative design approach is needed to design and transform the organization to learn what will work.

Based on these observations, the following project structure was discussed with DB Systel for coaching high-performance self-organizing teams.



The project consisted of two members of the CDR team interacting with 6 members of DB Systel who were Agility Master and/or Agility Instructors and were actively involved in transforming teams within the company. The CDR team was to visit DB Systel four times

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<sup>2</sup> The DB Systel transformation team was replaced during the negotiation stage of the engagement.

over the period of a year to conduct workshops with the 6 participants at the company. The participants, who we will call DB team coaches, were to video record the teams they were working with and provide the data to CDR for analysis using IDN. The results of the analysis and the personal practice of the team coaches was to become the foundation for developing a new methodology for coaching self-organizing teams at DB Systel.

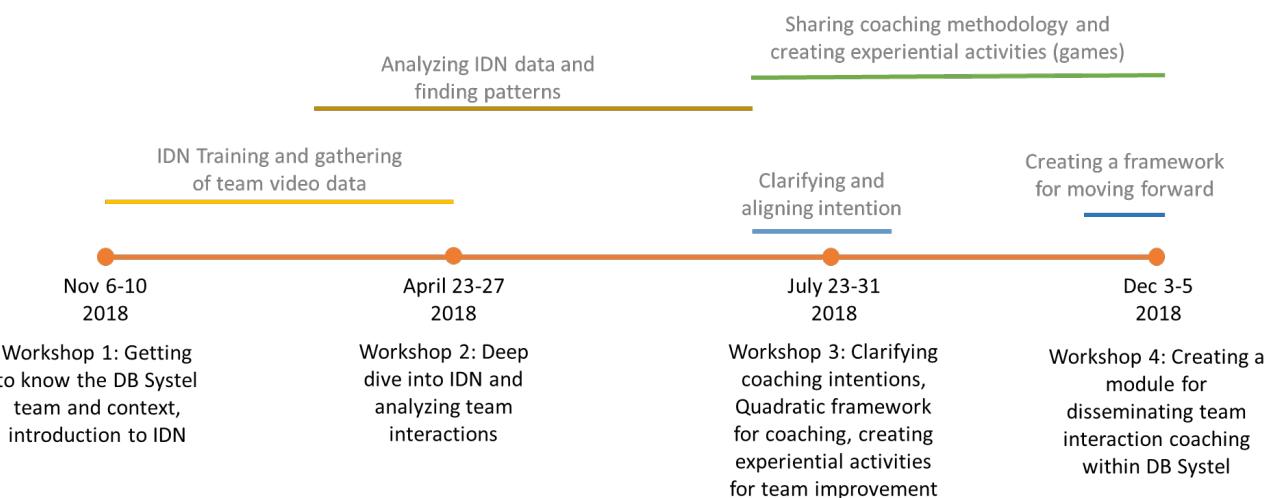
The above structure refers to the team coaching portion of the sponsored research project engagement between DB Systel and CDR. In addition to this, there was an organizational design research component which is discussed in a separate report and is not included here.

The objective of the ‘Team Coaching for Creating High-Performance Self-organizing Teams’ project was to investigate the implementation of Interaction Dynamics Notation as a diagnostic tool for DB Systel teams to improve their interaction performance, and to train a group of ‘team coaches’ using the methodology developed at the Center for Design Research. The scope of the research project was exploratory in nature and the expectation was that the coaching methodology arising from the program would be scaled up within the company to empower teams to become high-performance self-organizing teams.

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## 2. Project implementation overview and context

The project was initiated in November 2017 with the first workshop conducted from November 6<sup>th</sup> through 10<sup>th</sup>. The project was completed with the final workshop conducted in December of 2018 with the final workshop conducted from December 3rd through 5th. During this 13 month period, a total of 4 workshops were conducted. In addition, an online course on the Interaction Dynamics Notation was made available to the six participating collaborators from DB Systel. They learned the Interaction Dynamics Notation during the first half of the project and helped to apply it to a few of their teams. The second half of the project involved sharing methodology of coaching self-organizing teams, and the creation of a new methodology for transforming coaches' intent into experiential activities for their team members to learn from. The following figure shows the project overview and the topics covered during this project.



### Organizational context:

The project focused on analyzing team interaction patterns and creating coaching methodology for improving the performance of teams towards becoming self-organized. In the first workshop, we realized that the organization structure that DB Systel was moving towards was a nested structure of teams within teams. Each team was assigned a Product Owner (PO) who was responsible for the business aspects, and an Agility Master (AM), who was responsible for process following and team performance. A team belonged in most cases, to an Einheit or a Unit, which had its own unit-level PO and AM. And each unit belonged to a larger cluster with its own cluster-level PO and AM. Besides these roles, there was an additional role of an Agility Instructors (AI) who was responsible for training and supporting AMs within the organization.

When the project started in November 2017, we started collaborating with a group of six members of DB Systel who were either AIs or AMs within the organization. They were among the first people in DB Systel to be trained as AIs and AMs and were in a pioneering role within the organization. This provided us an opportunity to understand deeply and work with key influencers working with self-organizing teams and the AMs.

At the start of the project, the then Transformation Team was disbanded, and a new team took over the leadership of the transformation process within the organization. We learned that this change was prompted by the management's desire to fast track the transformation process. With this objective in mind, the management selected a team from a business unit that had already transformed into agile teams. The new leadership set to quickly implement a similar process within the entire organization. As a result, there was no direct collaboration between the project participants, who were developing a new coaching methodology based on team interaction patterns, and the Transformation Team, which was intent on implementing their specific known process. This situation continued throughout the duration of the project with the Transformation Team creating top-down processes and mandates, and the six collaborators working side-by-side, but independently to develop and implement a **team interaction-based coaching methodology**.

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### 3. Learning and applying the Interaction Dynamics Notation

The six DB Systel participants (henceforth called as the DB Coaches) were given access to an online course on the Interaction Dynamics Notation (IDN). The course consisted of videos, quizzes and practice assignments. The following figure shows an overview of the course syllabus.

#### Course Organization

This course is organized in to 8 modules. The first five modules prepare you for analyzing team data with the Interaction Dynamics Notation. The sixth module is an individual practice module that provides you with team data of varying difficulty levels, that you can practice your newly acquired IDN analysis skills on. The seventh module is a course assessment that you require to pass in order to get certified as an IDN analyst for analyzing research data or for coaching design teams. The eighth module lists all the IDN publications as well as other relevant books and articles that a researcher of team interaction might want to follow in order to deepen their knowledge of team interaction dynamics.

[Module 1: IDN Course Overview](#)

[Module 2: Feeling Interaction](#)

[Module 3: Metaphors for Interaction](#)

[Module 4: Interaction Dynamics Notation - An Introduction](#)

[Module 5: IDN Symbols](#)

[Module 6: Individual Practice](#)

[Module 7: Course Completion Assignment](#)

[Module 8: Relevant articles and other resources](#)

The modules section in the left-hand menu will also take you to each of the different modules.

The DB Coaches finished the course to varying degrees of completion. While all the coaches completed the first 5 modules and developed familiarity with the notation, a few coaches notably Philipp Funke and Abdul-Ahad Ataie completed the beginner-level practice assignments as well. Another coach, Christophe Vantighem developed a mapping between interaction behaviors as highlighted through IDN and the transformation values of DB Systel viz. 1) Value Generation, 2) Reliability, 3) Together, and 4) Curiosity. The idea was to use this mapping to identify how the transformation values are actually lived by a team through its interaction behavior. Christophe also took the lead in presenting IDN methodology at the periodic company-wide meeting of Agility Instructors (AIs).

Simultaneously, we worked with the DB coaches to acquire video recordings of their team meetings for a deeper analysis of team interactions within DB Systel. We recorded two

teams during the first workshop visit in November 2017, and a unit-level inter-team meeting during the second workshop in April 2018. In addition, Wolfram Rinke recorded a few videos of the team he was an Agility Master with and shared them with the research team. These videos were first translated into English, transcribed and then analyzed using the Interaction Dynamics Notation. The analysis of these videos provided us insights into applicability of the Interaction Dynamics Notation to the context of DB Systel teams. These insights are discussed in detail in the following chapter.

The April workshop focused to a large extent on creating a shared vocabulary of the Interaction Dynamics Notation with the DB Coaches. The workshop occurring over a period of 5 days involved watching video examples of each of the IDN categories in German team videos, exploring how IDN categories related to DB Systel values, and team competencies currently followed with the DB Systel teams, the application of the notation to a completely different team video (12 Gerschworene), and the types of patterns that could be found once the videos were converted into symbolic IDN sequences. These activities were critical to creating a shared IDN vocabulary, an understanding regarding the significance of IDN, and a degree of competence to apply it in their everyday interactions with DB Systel teams.

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## 4. Lessons from IDN application

The April workshop in particular and the on-going calls with DB Coaches team regarding IDN and its application led to the following insights about the relevance and significance of IDN to DB Systel's team transformation efforts.

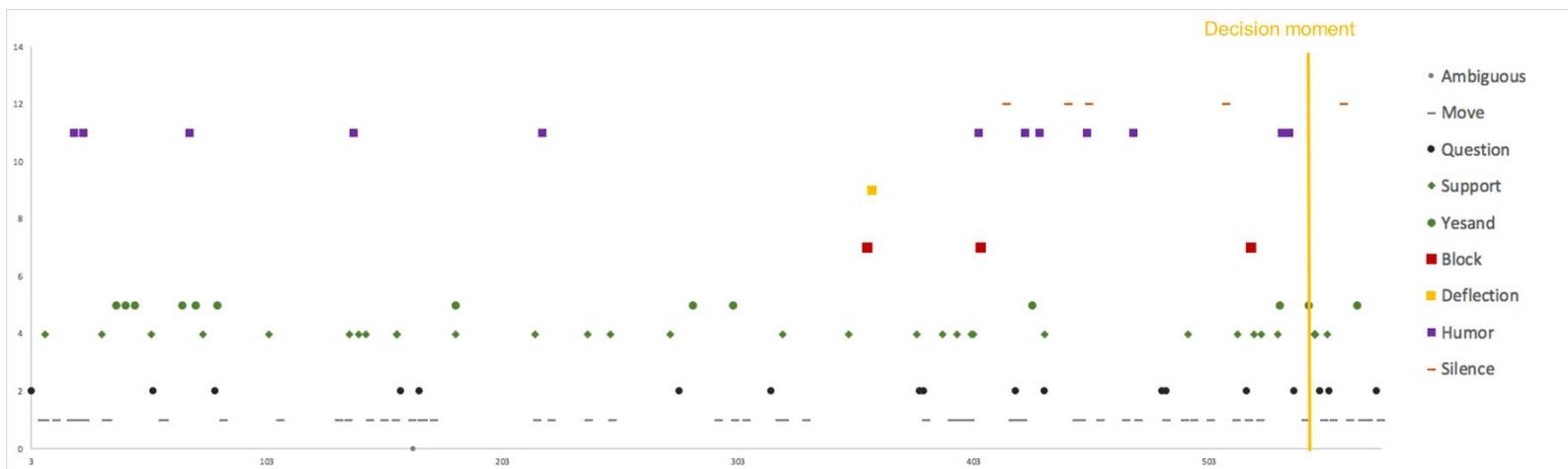
1. Learning IDN enabled each of the coaches to develop a deeper awareness of team interactions.

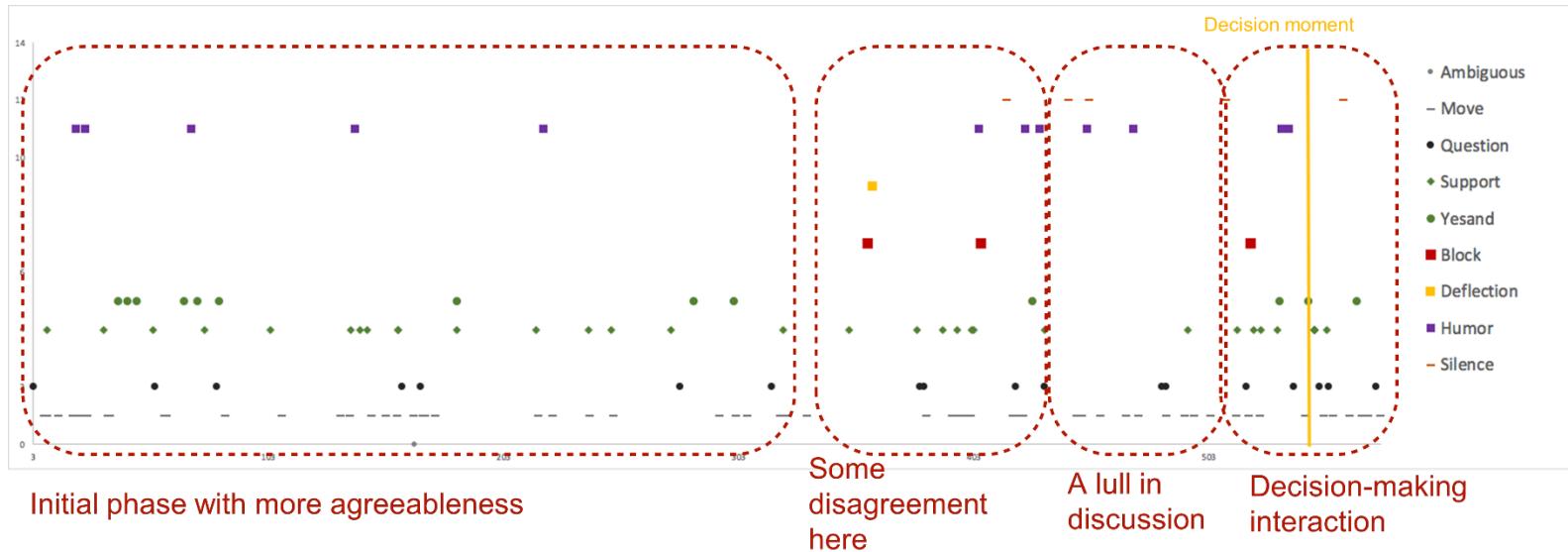
The AM and AI training provided by DB Systel had focused on several methods for supporting self-organizing teams. However, with Interaction Dynamics Notation the coaches developed an awareness of moment-to-moment interaction occurring in their team meetings. IDN categories gave them a language to identify and begin to examine what was happening as their teams conversed.

2. IDN as a notation and the subsequent analysis of interaction patterns was successful in presenting new insights on team behavior to DB Coaches.

We tested the full spectrum of IDN analysis including post-IDN pattern finding with two videos. One was the video of 12 Gerschworene that was used during the April workshop to determine what kind of analyses would be useful after the notation was created, and the second was a video of a team meeting recorded by Christophe Vantighem. The IDN analysis of this video led to the following insights.

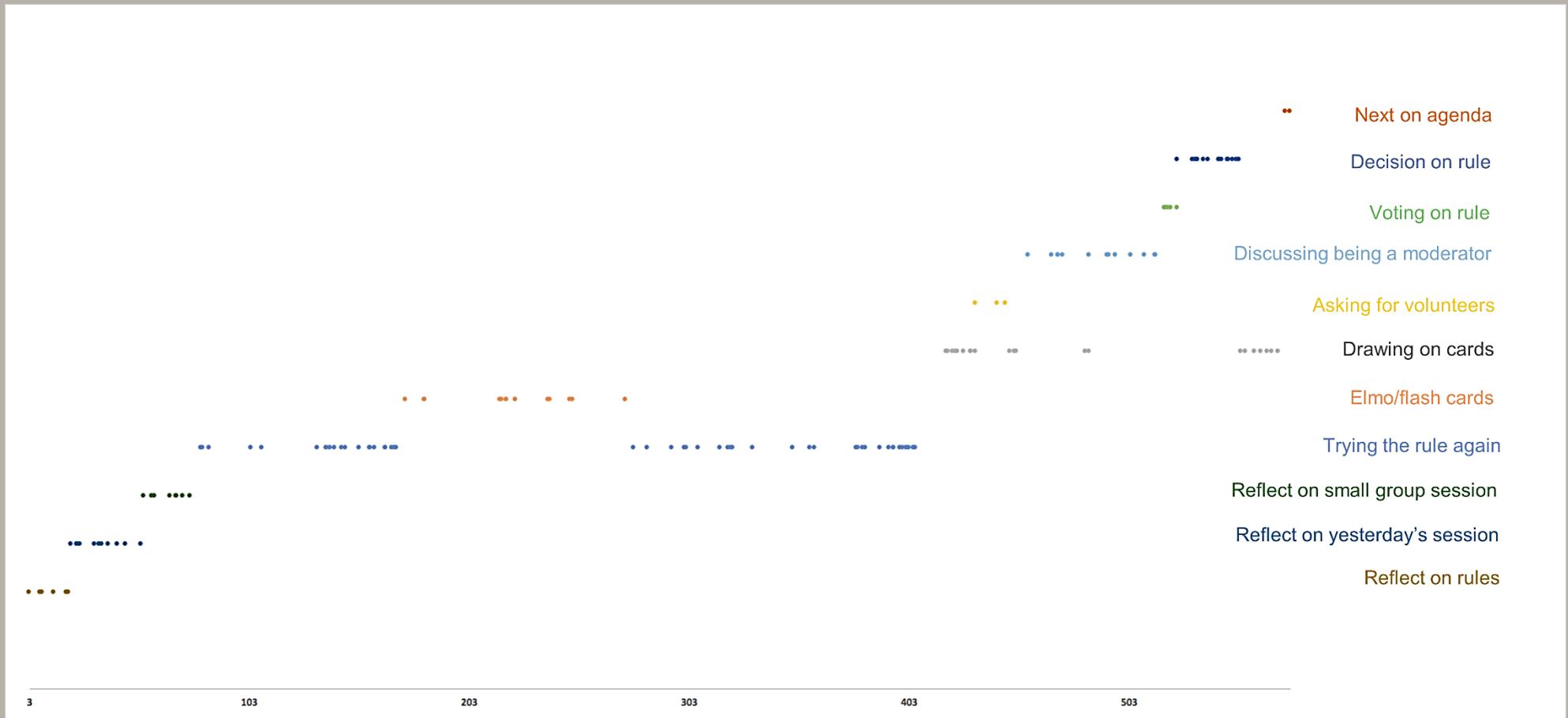
- A) IDN can be used to visualize the phases of a team's conversation before a specific decision. The figure below shows the IDN symbols over a 10-minute timespan leading to a decision moment in a tactical meeting. The following figure highlights the different phases in the team's conversation.





As the figure above shows, the team spent about half their conversation time in a phase of agreeable discussion with move, support, "yes and" and humor occurring frequently. This was followed by a phase of disagreement that surfaced issues in the topic of discussion. This was then followed by a lull in discussion. Perhaps this was a way, the team got over the unpleasantness of disagreement. Once this lull passed, the team got to its more productive phase and made a key decision. The visualization of these phases raises questions for the coach working with the team, and for the team members themselves. Is it possible for the team to shorten its phase of agreeableness without feeling uncomfortable? Is it possible for the team to have disagreements and feel good about surfacing different perspectives on an issue? Could productive decision-making phase be extended and deepened to improve decision quality? It is these questions arising from IDN analysis that are crucial to moving a team towards being a high-performance self-organizing team.

- B) The time plot of topics discussed gave an insight into the progression of discussion and the interwovenness of the conversation. The figure on the next page visualizes the topics and their occurrence over time in the team session. This notion of interwovenness of conversations or lack thereof requires further investigation to explore its cultural roots and the possibility of leveraging it for creating a uniquely German creative conversation style



The team spent majority of their time in one topic 'trying the rule again'. There was a gradual progression from one topic to the next with not much of interwovenness i.e. there was not much recurrence of any topic. The need for such a topic level analysis emerged from the discussion with DB coaches and their observation that DB teams they were coaching got frequently side-tracked from the central topic of the meeting. The visualization above provides feedback to the coach and the team members as to whether they were in actuality side-tracked from the central topic, and whether they need to be mindful of how they handle different topics in a meeting.

C) IDN analysis provided feedback at individual level as to how each person showed up in the meeting. The following table gives the contribution of each team members to the discussion in terms of their IDN symbols<sup>3</sup>.

	move	question	support	yesand	block	deflection	ambiguous	humor	Total contribution
A	<b>16%</b>	5%	6%	8%	<b>33%</b>	0%	0%	18%	<b>12%</b>
B	<b>17%</b>	<b>35%</b>	<b>25%</b>	<b>54%</b>	<b>33%</b>	0%	0%	<b>27%</b>	<b>26%</b>
C	<b>20%</b>	15%	<b>25%</b>	8%	<b>33%</b>	<b>100%</b>	0%	12%	<b>19%</b>
D (Facilitator)	6%	0%	3%	0%	0%	0%	<b>100%</b>	3%	4%
E	<b>17%</b>	<b>25%</b>	11%	15%	0%	0%	0%	6%	<b>14%</b>
F	5%	0%	3%	0%	0%	0%	0%	12%	5%
G	5%	0%	11%	0%	0%	0%	0%	9%	6%
H	9%	<b>20%</b>	8%	0%	0%	0%	0%	9%	9%
I	2%	0%	3%	15%	0%	0%	0%	3%	3%
?	3%	0%	6%	0%	0%	0%	0%	0%	2%

The left column indicated the participants anonymized with alphabets, and the top row indicates the different IDN symbol categories analyzed. The table reveals the following insights about the participants.

1. Majority of the conversation (71%) is contributed to by A, B, C and E.
2. B, E and H drive the conversation through question-asking.
3. B and C show up as major supporters in the team interaction.
4. B gives more than half of all yesands indicating a strong listening and building on behavior.
5. Blocks are equally distributed between A, B and C.
6. B also leads in humor with majority (27%) of humor responses coming from B.
7. Deflection and ambiguous occur just once, so it is difficult to make any comments on these two.

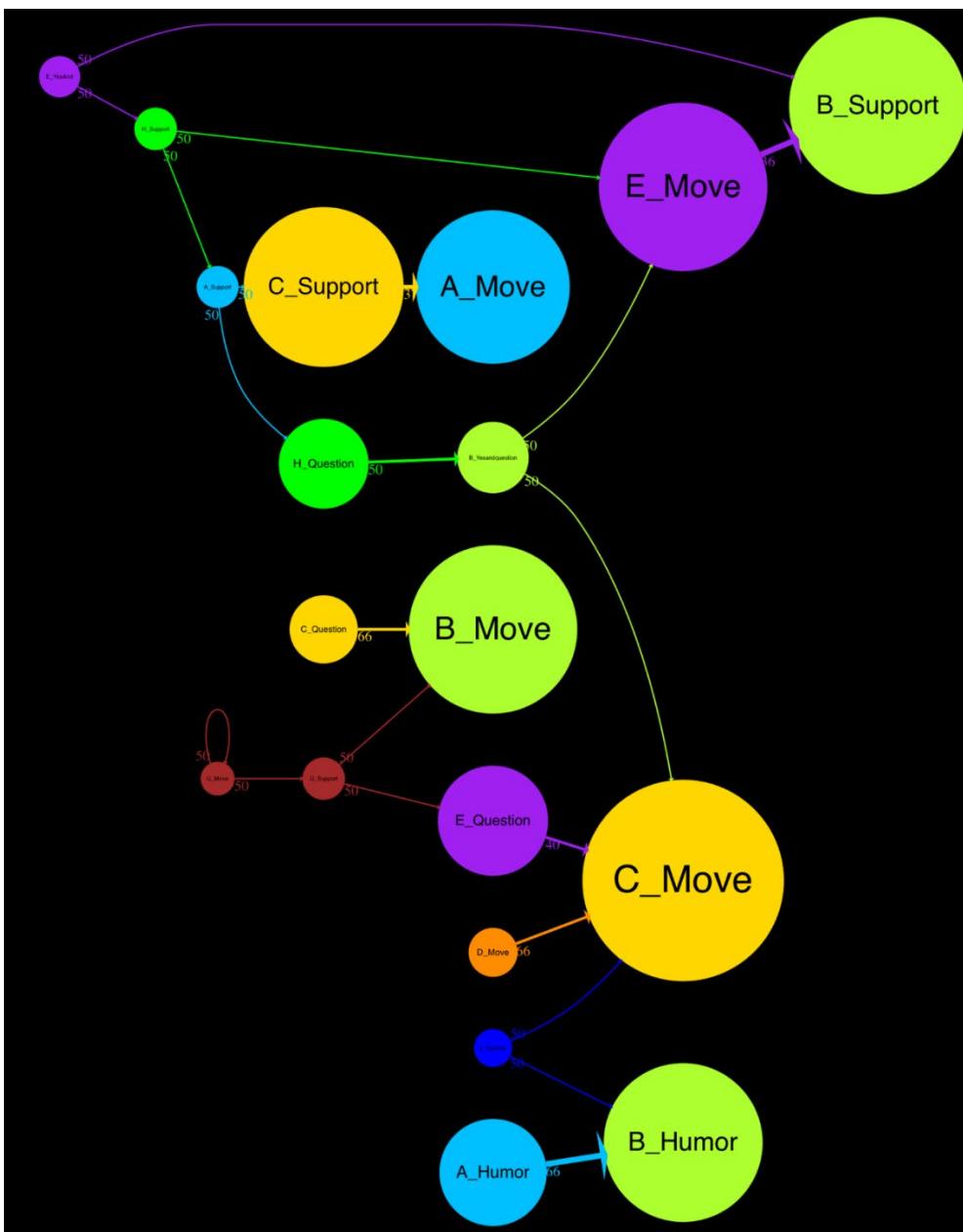
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<sup>3</sup> A table listing IDN symbols and their description is shown in Appendix I.

8. The facilitator, D does not contribute in the majority and mainly stays behind the scene.

This level of feedback either to the coach or directly to the team members can foster further reflection and subsequent action to improve the performance of the team.

- D) IDN analysis can reveal patterns of interaction between specific individuals on the team. IDN symbolic data when analyzed using a Markov Model can lead to the probabilities of specific response chains between two individuals. The following figure shows the results of the Markov Model analysis visualized in a bubble chart.



In this Markov Analysis figure, the size of the bubble represents the frequency of occurrence of that particular response for that participant, and the arrow indicated the probability of leading to the next subsequent response. A number of larger bubbles seem equal in size - B-humor, B-move, B-support, C-move, C-support, A-move and E-move, indicating more or less similar number of occurrences. There is no specific direction or relationship between participants that jumps out. Participants A, B, C and E are more commonly seen as responding to each other in different ways. Such an analysis could help a team understand interpersonal dynamics and lead to specific actions to change the nature of relationships between the team members.

3. While the above different types of feedback analysis resulting from IDN application was found to be helpful, the long time it took to analyze the videos greatly reduced the relevance of IDN-based feedback.

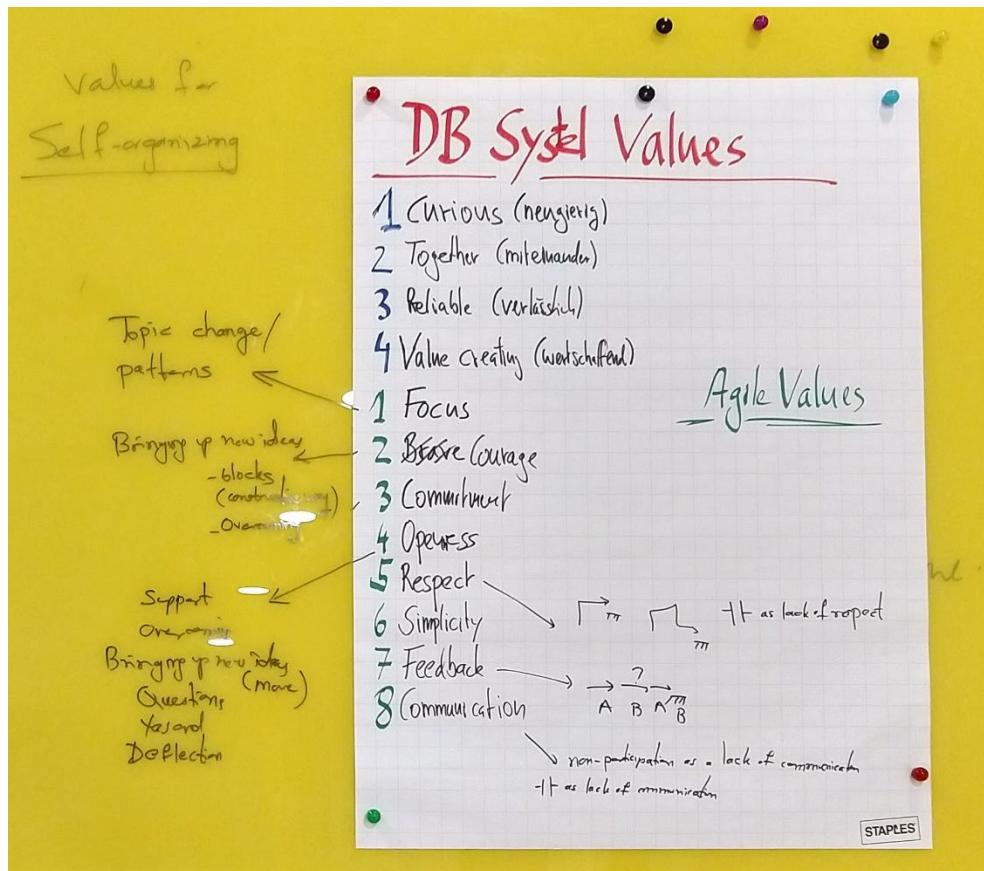
The detailed IDN analysis presented in the prior section is time consuming. It took a week to analyze 10-minute segment of a team conversation. The videos of 2-3 hour-long meetings recorded by the research team took more than one quarter. With this long time gap between the recording of video to receiving feedback from the IDN analysis, the relevance of the feedback decreases as the team has moved on in their project. After realizing the extent of time it took to analyze videos, we then shifted our plan to analyze only critical segments of a team's conversation that were highlighted by the DB coaches recording the meeting videos, rather than analyzing the entire team videos. This greatly reduced the processing time and increased the relevance of IDN-based feedback.

4. Learning IDN provided a professional vision for the coaches to recognize interaction patterns in real-time in the teams they were coaching and participating in.

As the DB coaches developed fluency in the IDN, they realized that they developed a professional vision to recognize different types of interaction responses as they were occurring in a team session, without having to go through the research and analysis process. This capability of analyzing conversations on the fly was an important skill developed by the coaches that enabled them to identify patterns of interaction that could be productive and needed to be encouraged, or patterns that could be destructive and needed to be discouraged.

5. IDN categories could be mapped to DB Systel values and team competencies, thus providing a bridge between values and behavior.

A key activity that was undertaken by the management and the leadership of the transformation process within DB Systel was the communication of values that the new self-organizing teams were expected to embody. The DB coaches realized that the IDN symbols could be directly mapped to these transformation values in order to track if the values were been actually lived by the teams, and if so how they manifested in high-performance outcomes. During the April workshop, the team developed the following mapping between DB Systel values and IDN symbols.



As per the discussion, focus was linked to topic change patterns; courage was linked to bringing up new ideas and to block-overcoming behaviors; openness was linked to a number of IDN symbols – support, overcoming, deflection, bringing up new ideas (move), yesand; respect was linked in a converse way to ignored (indicating lack of respect); feedback was linked to responding to question and to support; and communication was linked to participation as indicated by a variety of IDN symbols.

The lessons learned from IDN application made us realize that while IDN was helpful to analyze micro-interactions, we needed to situate it in the context of a broader framework for coaching DB Systel teams. The following chapters describe this framework and the development of a coaching methodology based on intention and experiential activities.

## 5. A coaching framework for effective team dynamics

Midway through the project during the third workshop in July, we shifted the focus on sharing the coaching frameworks that DB coaches used when coaching DB teams and that the CDR research team used when coaching design teams and startup teams.

The DB coaches shared all the frameworks and tools they had learned to support self-organizing teams. The following figure shows these tools and framework.

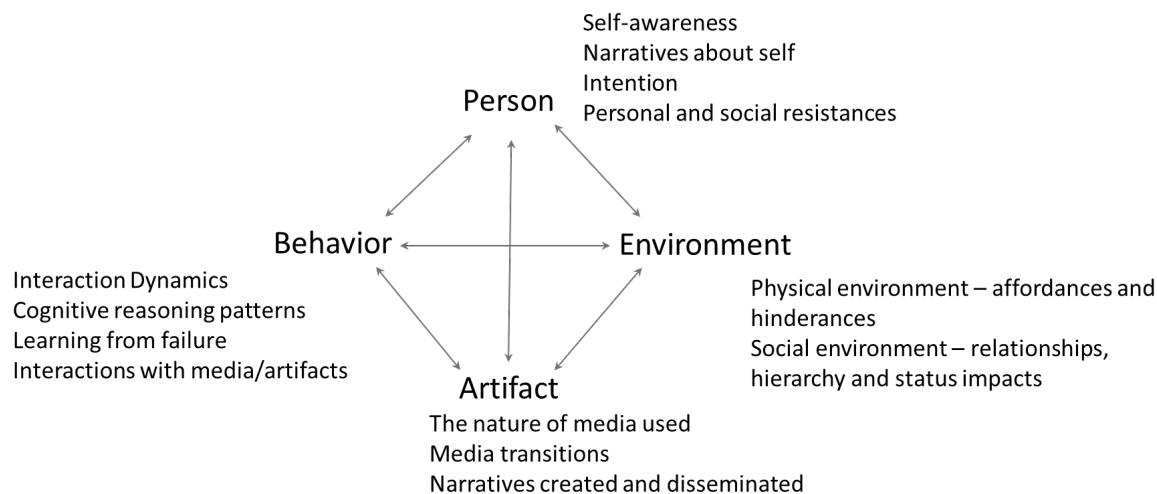


It is a mix of methods to improve general team awareness, methods and tools to empower teams doing agile development, and coaching best practices and strategies to enable a team to perform effectively.

Sharing these coaching methods and tools was helpful for the CDR team to understand the background of coaching at DB Systel. The CDR team shared their coaching framework called the Quadratic Model.

#### Quadratic Model:

The Quadratic model, derived from the Triadic Model of Reciprocal Causation posited by Bandura in Social-Cognitive Theory<sup>4</sup>, provides a situational representation of design activity that retains the interconnectedness of the key elements – person, behavior, environment and artifact. The model provides an opportunity for bringing together the bodies of knowledge about these key elements that are currently isolated from each other into a practice framework that coaches can apply in real-time. The following figures describes the Quadratic Model.



Each of the dimensions of the quadratic model as a perceptual dimension for the coach to identify team effectiveness, as well as action dimension to conduct interventions when necessary. The following scenario describes the use of the Quadratic model by a design coach.

Imagine a coach, Derek working with the team developing a new software solution for a cargo company. When Derek assembles with his team to work on prototyping a new UI concept that the team is considering, he does a quick review of the design situation he is in, using the Quadratic model. He starts with the environment. Is the physical environment

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<sup>4</sup> Bandura, A., 1999. Social cognitive theory: An agentic perspective. Asian journal of social Psychology, 2(1), pp.21-41.

conducive for a rapid concept generation and prototyping activity? Derek notices a lack of writing surfaces in the conference room and immediately brings in a few more portable whiteboards, markers and erasers. He then performs a quick reflection on the rules and norms of the institution to check if he senses anything that could negatively influence the design activity the team is starting. He makes a note of his relationships with his team members to see if there is anything at the relational level inhibiting him from expressing his ideas and thoughts openly. Not finding anything inhibiting him, Derek then proceeds to scan the person – himself, using the Quadratic model. He examines his in-the-moment beliefs, desires, intentions, resistance, his capacity to imagination and empathy. Derek notices he is feeling a bit tired, perhaps due to lack of sleep the previous night, and makes a note to do physical warm-up with stretches before he gets into his design work. Derek also scans the artifact media that he would be working with. He checks if the mutability and the resolution of the media the team is working with matches the level of ambiguity they wish to explore in the concept. Since this is an early prototype exploring a very novel conceptual direction, he wants the team to work at the level of rough sketches on paper, following by some physical role-playing and perhaps a few paper prototypes. When the design activity starts, Derek keeps an eye on the team behavior. Is the team displaying energetic co-creation? Is there enough discussion on each of the concepts being generated? Is the team transitioning between concept and knowledge spaces? This helps Derek contribute to the team activity in a way that augments the entire team's performance.

As Derek participates in a number of design activities in the course of his professional practice and actively uses the Quadratic model, he develops his professional vision, a way of seeing the situation, and an action repertoire that allows him to actively experiment with and improve his coaching practice.

In a similar vein, the Quadratic Model could be used to form the professional vision for DB Systel coaches. When a coach (AM or AI) is facilitating a team session, he could deliberately pay attention to the person-environment-artifact-behavior dimensions just as Derek did in the above scenario. In this framework, the Interaction Dynamics Notation then becomes a perceptual framework in the behavior dimension.

The sharing of the Quadratic Model was found to be helpful by the DB coaches as it provided them a bigger picture of how IDN fits in the coaching practice at the Center for Design Research.

## 6. Clarification of personal intention

Throughout the duration of the project, a key focus area of the CDR research team was to become mindful of the intention of each of the DB coaches. Following Bratman's Belief-Desire-Intention framework<sup>5</sup>, intention refers to the visualization of immediate action that a person is about to take. Thus, we say an action is intentional when a person develops a conscious intention and followed through in it. An action undertaken without conscious visualization could be called unintentional or mindless action. We focused on intention because of our prior observations that corporate meetings are not always conducted in an intentional manner. A number of people participate ***because they are supposed to*** and ***not because they want to***. Also, people hide behind their professional roles rarely contributing authentically to a session. This was okay when the teams were doing fixed activities. However, in an agile organization with self-organizing teams, intentional action is critical to engaged participation and to the eventual success of the team. We started with clarifying coaches' intention so that when they experience the methodology to refine intentional action, they could conduct similar activities with the teams they were coaching.

The first activity we conducted to clarify intention was a vision and values session with each coach. We called a narrative design session where we probed the vision and values of each DB coach and how they reflected in the narrative of the past accomplishments, present activities and future aspirations of that person. This was a two-hour session in which three researchers, each playing a specific role, engaged in a question-driven conversation with the coach. The researchers played the following roles:

1. Vision and values role: This person playing this role asks questions that get at the core values of the subject and her vision for the future. The person is looking for what drives the subject, what is the experience in the past that her values and vision originate from, how is the vision articulated and whether there are connections between different aspects of the subject's life that could be drawn out to help the subject develop a richer self-narrative.
2. Narrative structure role: The person playing this role asks questions that help clarify the story structure. The person is looking for the how the story is structured – does it have a clear beginning-middle-end, is it human-scale (i.e. not abstract but human centered), and are there gaps in the story flow.
3. Resonance role: The resonance person looks at the emotional authenticity of the subject. This person is paying attention to how the subject is feeling. If there are points when the subject shows engagement or discomfort, the resonance person

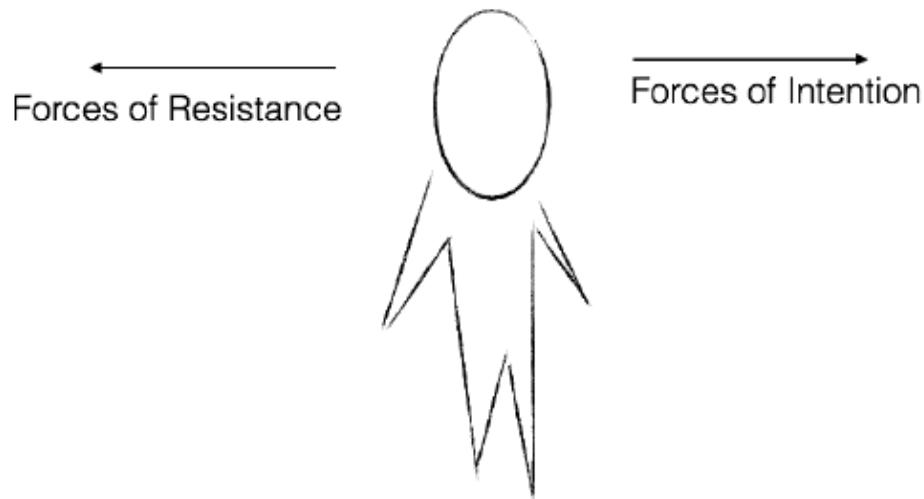
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<sup>5</sup> Bratman, M., 1987. Intention, plans, and practical reason. Harvard University Press: Cambridge, MA.

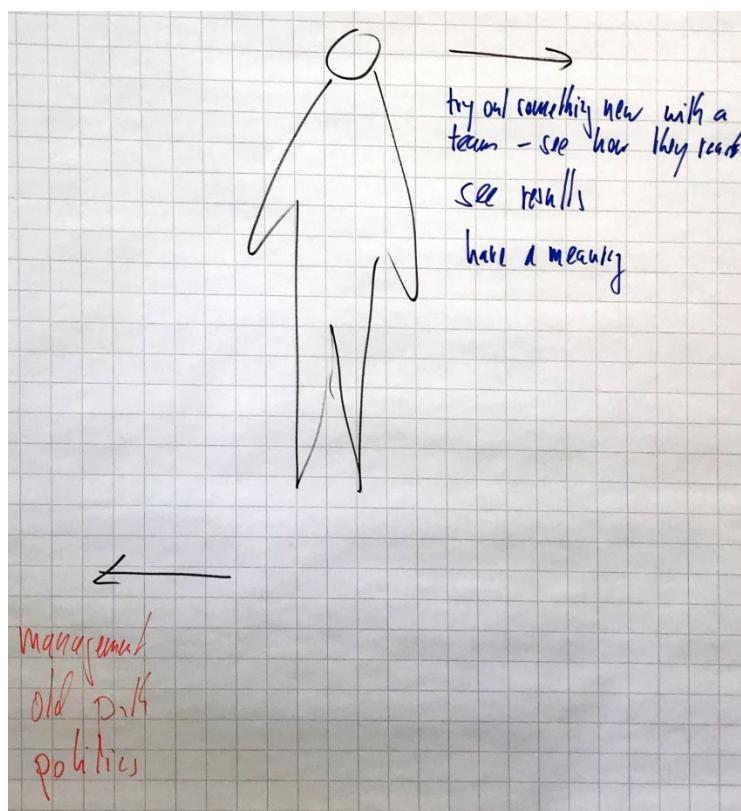
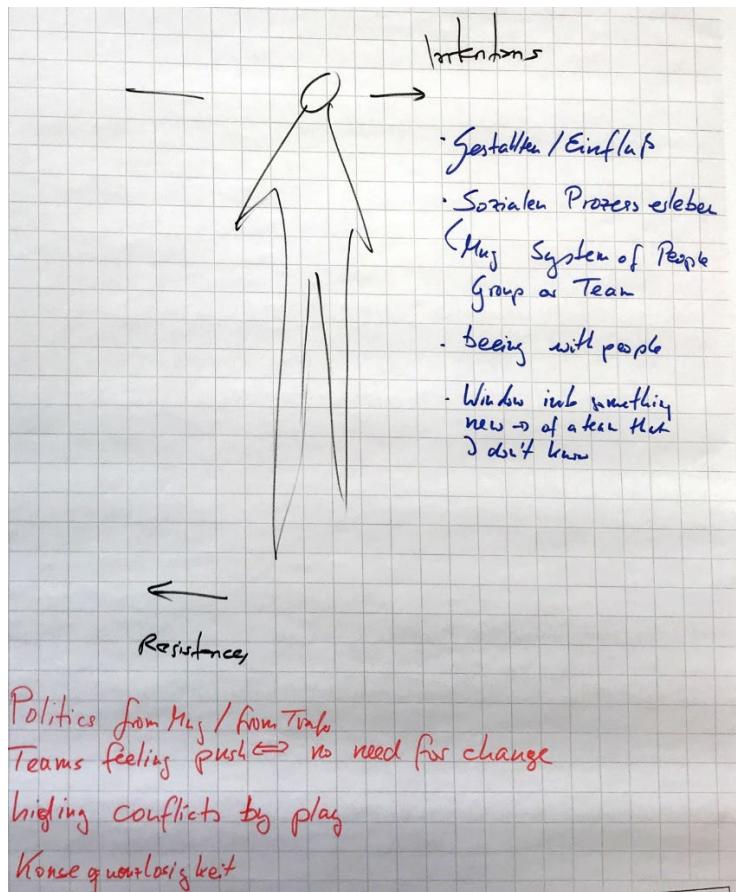
can probe deeper as to what is happening there. If the subject is emotionally closed off, the resonance person that help make the subject relax and feel that she is in a safe space to share.

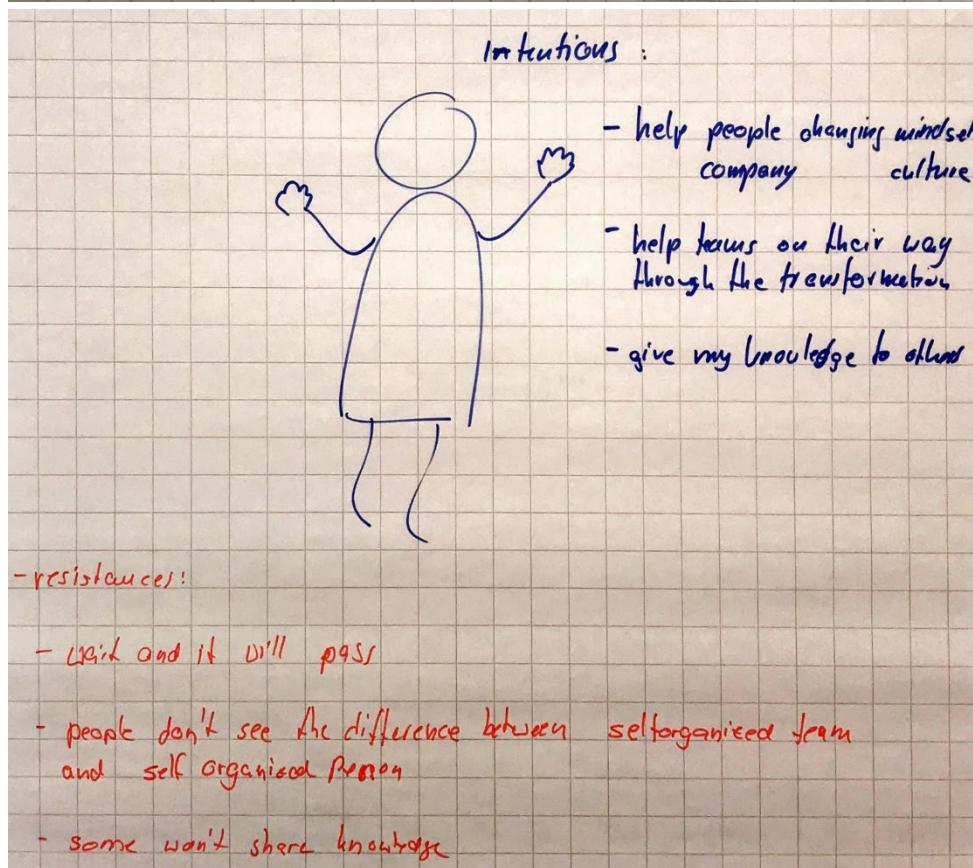
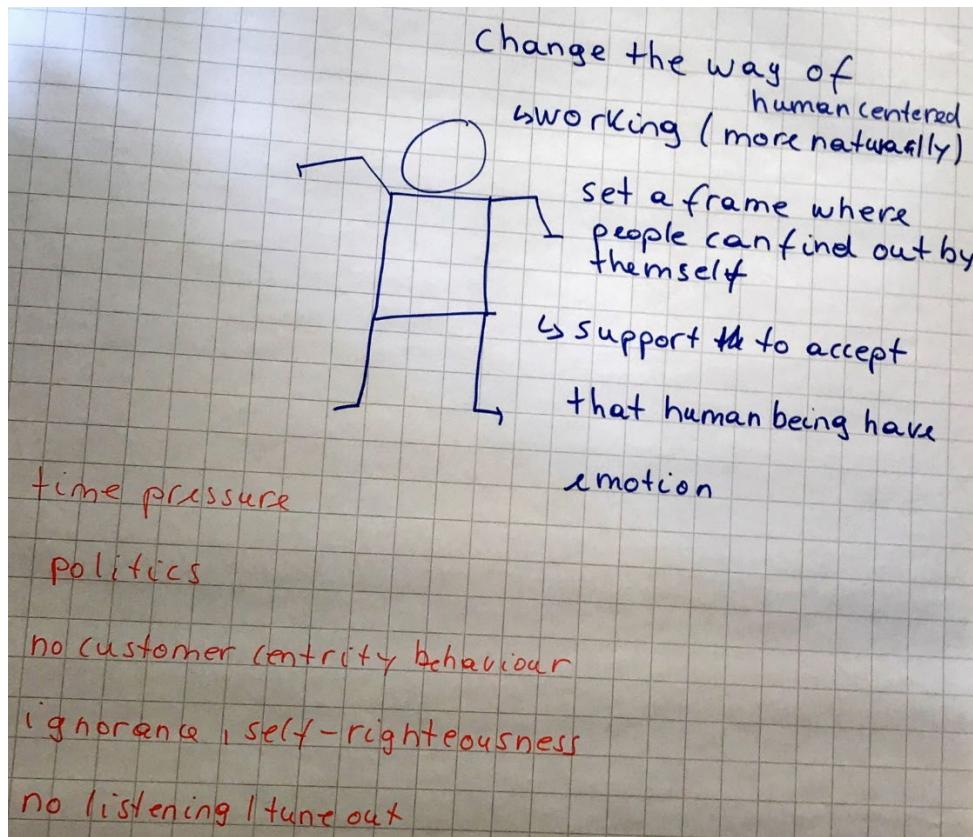
The narrative design session was conducted in March and April over video conference with each coach separately. It helped us understand the vision and values of each person and to become mindful of taking care of each person's values and aspirations in the subsequent sessions we had with them.

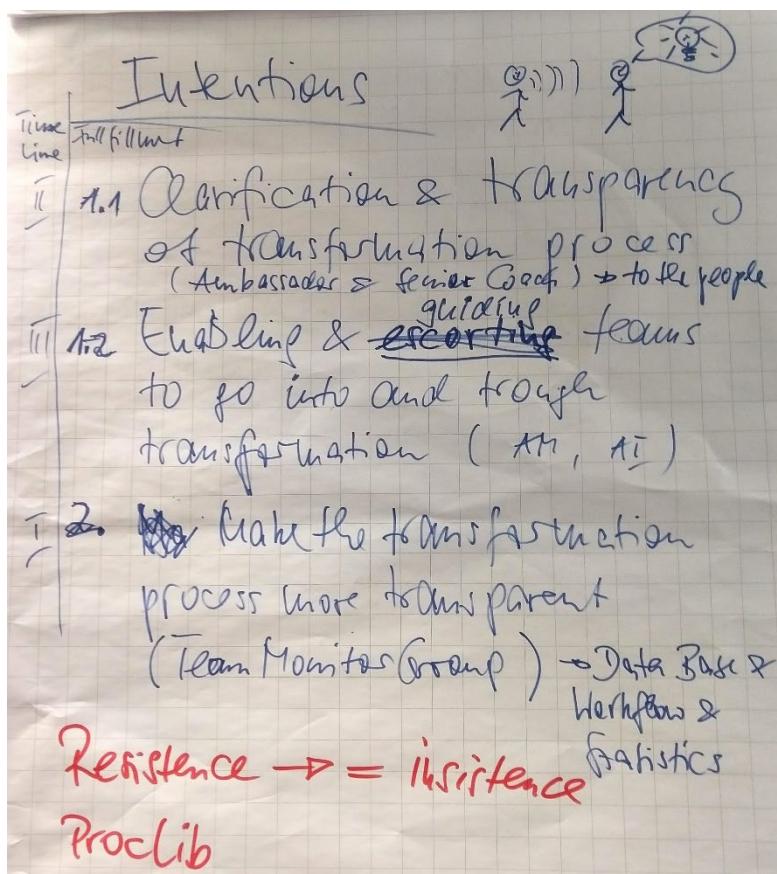
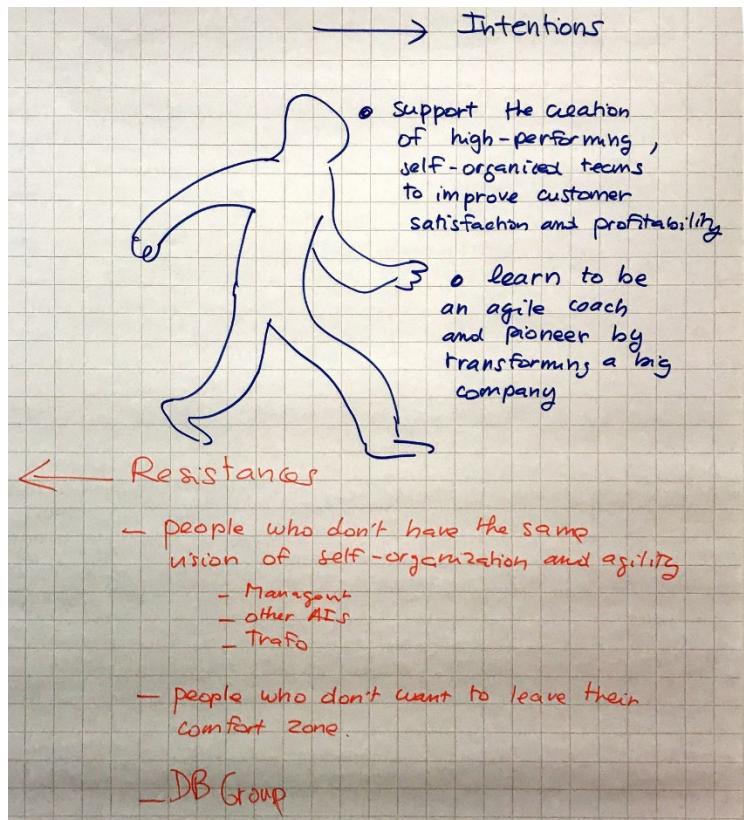
The second activity we conducted to clarify intention was an intention-resistance mapping exercise during the third workshop in July 2018. We shared the following visual framework of listing intention that each person has and the resistance that she feels when she acts in accordance with that intention.



The following figures depict the intention-resistance listings of the DB coaches.







These intention-resistance maps reveal that each of the DB coaches is driven by different intentions. For some it was to try out something new and see meaningful results, for others it was to be more human-centered, or to create high-performing self-organizing teams. The resistances varied from management to organizational issues such as politics or teams not feeling a need to change, and mindset issues such as no customer centricity, not willing to leave the comfort zone or tuning out of disagreeable messages.

Clarifying intention and identifying resistances activity helped renew motivation within our group and brought the group together to focus on **coaching methodology** in addition to the **Interaction Dynamics Notation**. Two areas emerged from this shift in focus – the development of experiential activities to let teams experience high performance through contrasting states, e.g. experiencing high trust in contrast to low trust situation, and the development of monitoring tools that will enable a coach to quickly determine how a team is doing during a team meeting. The following chapters will elaborate further on the development of experiential activities and monitoring tools.

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## 7. Coaching through experiential activities (games)

The second part of the July workshop was devoted to developing a methodology for designing experiential activities for teams that could communicate key teamwork factors. Merely using language to communicate concepts such as trust, vulnerability, having a personally meaningful purpose etc. activates concepts and mental models but rarely activates emotions or intention. In our discussion with DB coaches, we realized that creating a set of experiential activities about 10-15 minutes in duration which the AM or the AI could occasionally take the team through would be helpful to seed the team with positive intentional behaviors. The coach could thereafter reinforce these positive behaviors through monitoring tools during meetings.

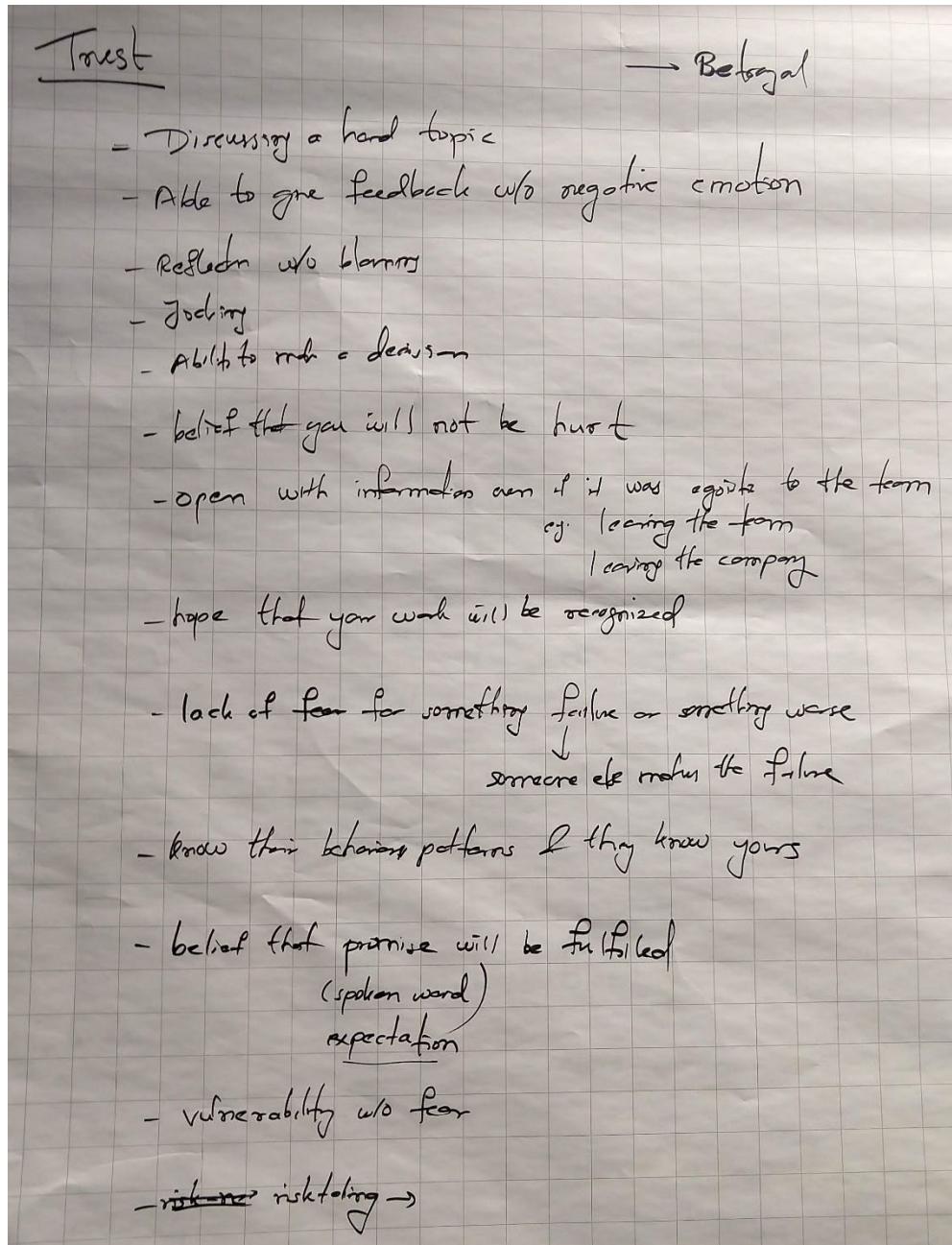
Designing an experiential activity to communicate a concept and associated positive behaviors relies on the following steps.

1. Clarifying the experiential concept through contrast
2. Generating a realistic team situation plot
3. Experiencing the scenario
4. Reflecting on the experience
5. Formalizing the scenario for team deployment

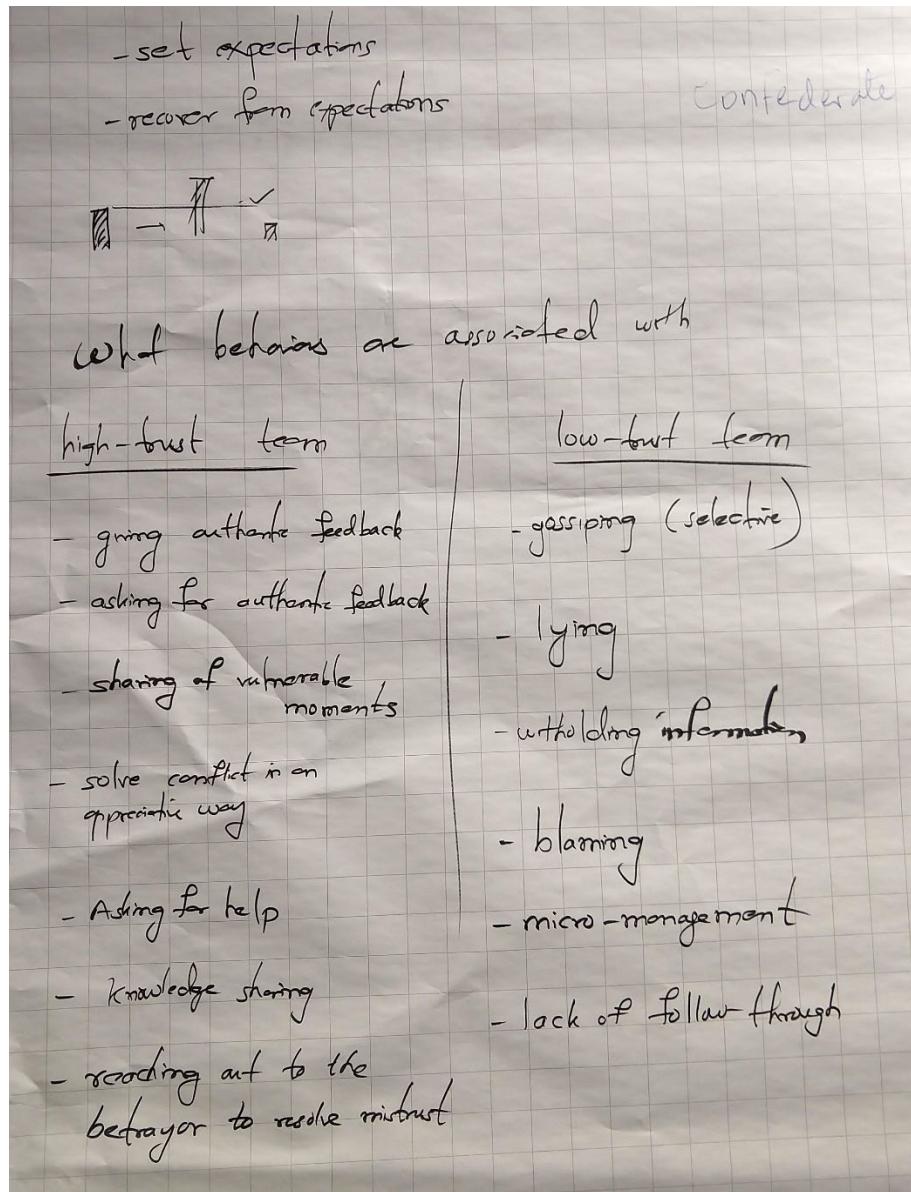
The following sections describe these steps in greater detail with the help of the prototype we develop on trust.

1. Clarifying the experiential concept through contrast

The first step to creating an experiential activity that communicates a deep teamwork concept such as trust is to gather the team of coaches with whom you are developing the activity and explore the concept through personal contrast experiences. For example, when creating an activity for trust, we went around the room to reflect on and share what an experience of being in a high trust situation felt like, and what an experience of being in a low trust situation felt like. The following figure shows the things that DB coaches shared for being in a high trust team situation.



After sharing their experiences, the group together distilled the factors that characterize a high trust team situation, and the factors that characterize a low trust team situation. The following figures shows the list of these factors.



High trust team situation is characterized by asking for and giving authentic feedback, sharing of personally vulnerable moments, solving conflict in an appreciative way, asking for help, knowledge sharing and reaching out to a betrayer to resolve mistrust. Low trust team situation is characterized by gossiping, lying, withholding information, blaming, micro-management and lack of follow-through. Once these factors were identified we moved to the designing a plot for a scenario that the team could experientially enact.

## 2. Generating a realistic team situation plot

Generating a realistic situation for the team to experience the concept in its contrasting form (e.g. high trust and low trust) could be based on either the situations that the team members have experienced in the past, or on hypothetical plots that highlight specific

behaviors. The framework that drama writers follow to generate a plot could be employed here – character-relationship-objective-environment. The use of the framework consists of anchoring the plot on one of the four elements out of character, relationship, objective and environment, and the building out the rest of the elements to form a complete situation.

The team of DB coaches broke into two subgroups each developing a scenario for letting teams experience high trust and low trust. One group developed the plot for their experiential situation anchored on the objective of building a tower out of blocks. The rest of the elements character, relationship and environment were designed to make the activity of tower-making as realistic as possible to a team from DB Systel. The group then varied the instructions mid-way to first let the participants build their tower in a high-trust environment and then change to a low-trust environment as the instructions changed.

The other group developed the plot for their experiential scenario anchored in the relationship between client and team members from DB Systel who did not agree on a bid. The rest of the plot elements were built out to make the scenario as realistic to DB Systel participants as possible.

### 3. Experiencing the scenario

Once the situation plot is developed, it is important to enact it and see that if it helps create the behaviors that is designed to create. We enacted both the scenarios and experienced firsthand the high trust and low trust situation. For each enactment, a few people played the role of observers. The enactment was recorded on video and was used to guide the subsequent reflection process.

### 4. Reflecting on the experience

The next step in the development process is to reflect on the enactment from the point of view of participants and observers. This led to emergent insights about how the activity needs to be modified to create a tighter and more intense experience of high trust and low trust situations.

### 5. Formalizing the scenario for team deployment

The final step in the process is to write-up the scenario in terms of the situation narrative, instructions for the participants and instructions for the facilitator. Creating such documents helps formalize the activity and create a guide for facilitating coaches to implement it in a DB Systel team meeting.

Following the July workshop, we modified a team experiment on information sharing openness, that was conducted at Stanford University and described in his PhD

dissertation by Mark Schar. The activity was modified to a format that could be implemented with DB Systel teams. The modification was led by Christophe Vantighem who translated the activity into German and enacted it with his team. The scenario narrative and the instruction sheets are listed in Appendix II.

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## 8. Coaching in-situ meetings

The development of experiential activities was directed towards letting teams feel the key concepts underlying high-performance teamwork such as trust, transparency, vulnerability etc. The activities were designed in 10-15 minute duration and were meant to be performed at the beginning of meetings or during special team sessions. However, how could a coach reinforce high-performance behaviors during a meeting? How could a coach identify critical situations in a team as they occur in meetings and be ready to intervene appropriately?

The following table lists the typical situations a team coach (AM or AI) at a meeting may encounter, what she needs to pay attention to, the instruments or monitoring tools that she could use, the different ways she could intervene and the expected outcomes.

Team Situations	What the coach needs to pay attention to	Instrumentation (monitoring tools) for the coach	How the coach could act	Expected outcomes
Unmotivated participation (low energy and engagement)	<p>Energy level as indicated through voice and movement is low. The team feels like its going through the motions but has no heart.</p> <p>Rate of topic change is fast with virtually no meaningful discussion.</p> <p>Distraction topics (lunch, weekend, nervous jokes) are frequent.</p> <p>Team is not discussing and committing to specific actions.</p> <p>There is virtually no media change. Team is stuck with use of a single media.</p>	<p>Topic change monitoring</p> <p>Energy level monitoring</p> <p>Media change monitoring</p> <p>Distraction topics monitoring</p>	<p>1. The coach could find out the reason for unmotivated participation. This can be done through the following options.</p> <p>A) Politely interrupt the team meeting and explicitly point out the low energy to the team. Work with them to understand what's happening and why.</p> <p>B) Call for a coffee break and in that break, talk to one or two team members who you have a good relationship, about the low energy performance and its origin.</p> <p>2. The coach could address the reason for low motivation by guiding the team to either reach commitment to actions to solve the issue, or to refocus their attention to what energizes them in the project.</p>	<p>The team is able to dig in and understand the factors underlying their low motivation.</p> <p>The team regains motivation by</p> <ol style="list-style-type: none"> <li>Creating a pathway to address the underlying factors, or</li> <li>refocusing to other more energizing aspects and choosing to address the underlying factor at a later time.</li> </ol>

One or more team members present but not contributing	Contributions from each team members in IDN categories (support, question, move, yesand, block, overcoming etc.). Look out for team members who have zero contribution (not even verbal support) when contribution is called for.	Individual contribution in IDN categories. (We use IDN categories since they include support contribution which would not show up in just talk-time calculations)	<p>1. The coach could make a note of the person who is not contributing.</p> <p>2. The coach could meet with the person privately to discuss your observations regarding his/her contribution. Discuss what you could do to help the person feel free to contribute.</p> <p>3. The coach could work together with the person to address the issue that may be preventing contribution.</p> <p>It may be important to judge more than one meeting before taking any action.</p>	The person who was not contributing earlier now could be seen to contribute in team meetings
Constant argumentation in a team meeting	Block-overcoming behavior in teams: Look out for frequent block-overcoming behavior involving the same two individuals.	Block-overcoming behavior monitoring	<p>The coach could take a call whether to address the issue privately with the two individuals or with the team if the arguments are negatively influencing the team performance.</p> <p>1. If the coach chooses to address the issue privately, she could sit down informally with the two individuals and discuss her observations from team meetings and explore how the two individuals felt about the experience. Are there any issues between the two that she could help address? How might she help to create a less contentious contribution in team meetings?</p> <p>2. If the coach chooses to address the issue during the meeting, it is necessary for the coach to stick to stating behavioral observations and then welcome the two individuals and the team to comment. The coach could follow the interpersonal feedback methodology to address the conflict issue.</p> <p>3. If two people are in agreement, but seemingly in conflict, then the coach could ask them to write down on whiteboard to realize the positions.</p> <p>4. In solution focused space there is a method to ask the team for positive intentions that they have in their mind, and then they could comment on whether that is accurate.</p>	Any underlying factors behind the constant argumentation behavior are addressed. Argumentation does happen but now it is productive in deepening the topic, and not trivial and contentious in nature.

Domination by a team member	Talk-turns are dominated by one individual. Domineering emotions + contempt emotions expressed towards other team members by this individual	Emotion monitoring  Talk-turn monitoring	<p>1. The coach could bring in following immediate interventions to sidestep the domineering behavior.</p> <ul style="list-style-type: none"> <li>A) Media change</li> <li>B) Method driven equal participation</li> <li>C) Role play with others having more powerful positions</li> <li>D) Have everyone go in turn</li> <li>E) Do silent work</li> <li>F) Brainstorm silently and then share with maybe the facilitator reading out</li> </ul> <p>2. The coach could meet with dominating person to address this behavior in a one-on-one session. Encourage the individual to show support behaviors in meetings.</p>	The team is able to not have one or two dominating team members. Instead each team members feels safe to contribute.
Creative suggestions shut down	Ideas expressed in possibility space are routinely blocked.	C-K space monitoring  Blocking behavior monitoring	<p>1. The coach could step-in and do an activity establishing the legitimacy of C (Concept) space and not just K (knowledge) space.</p> <p>2. This could be followed by a short 5-10 min C-space activity where the whole team is encouraged to navigate the C space without blocking</p>	The team is able to respect C space participation without blocking.
Team going round and round discussing same problem without solution	The same problem topic keeps recurring in the team meeting.  The discussion is commiserative rather than leading to a solution or commitment to action.	Topic change monitoring  Emotion monitoring	<p>1. The coach could intervene and point out his observation about the recurring problem topic.</p> <p>2. The coach could suggest a media change - each person writes down their view of the problem, what they want from a potential solution, and what they would like to contribute on post-its. They share it with the rest of the team. The coach summarizes the collective frame on the problem, the aspirations and could lead the team in designing a solution.</p> <p>3. What needs to happen so that the team can live with the solution being discussed versus looking for a perfect solution. Have criteria for ending the discussion... e.g. top three points.</p> <p>4. The coach could request a break. Sometimes people use talk as a comfort mechanism... the team may be tired.</p> <p>5. The team may be discussing the solution without understanding the problem. The coach could provide structure to understand the problem and the solution in context.</p>	The team is able to move from endless discussion to taking action on a problem issue

Humor in team distracting from focus	The team has many humor episodes. However, these are off-topic jokes, sarcastic comments or tension-release comments. Any time the team gets to a point where they could discuss a difficult issue, someone makes a joke and the team backs away.	Humor monitoring	<p>1. The coach could make a note of the difficult topics that the team backs off from using humor, and then do a structured intervention to address these topics.</p> <p>2. The coach could point out his observations on humor to the team and call for comments on how the team could address the difficult topics. Solutions could include a particular method, realigning intentions, or taking a break for the moment to re-energize.</p>	The team is able to use humor for energizing and not for hiding from difficult topics
No 'building on' or helping/support behaviors in a team	Team members are fulfilling their individual responsibilities, but they are not showing support for each other, or displaying any helping behavior.	<p>Support behavior monitoring</p> <p>Yes-and behavior monitoring</p> <p>Helping behavior monitoring</p>	<p>1. The coach could address this issue indirectly rather than directly by playing a help-giving, help-seeking team game.</p> <p>2. The coach could identify a few people who are more likely to help and encourage them to display help-giving behaviors.</p> <p>3. The coach could discuss helping behaviors observed in other high performing teams and call for a discussion on the team's beliefs and readiness to display these behaviors.</p>	The team is able to move from individual responsibility and performance model to a team responsibility and performance model where individuals help each other.
Lack of vulnerability when needed	Team members do not show any vulnerability (episodes of apologizing, owning up mistakes, disclosing personal stories, acknowledging not knowing, and asking for help) when there are occasions where vulnerability could have been displayed.	Vulnerability monitoring: (episodes of apologizing, owning up mistakes, disclosing personal stories, acknowledging not knowing, and asking for help)	<p>The lack of vulnerability may be related to deeper issues of trust and psychological safety. The coach could probe deeper into these issues either one-on-one or in the team. She could explore if lack of trust/safety is related to certain individuals, cultural factors, or is a symptom of early team age. The methodology to handle this could be different depending on the factors uncovered.</p> <p>1. If trust/safety issues are related to behavior of certain individuals, the coach could sit down with these individuals and explore how these individuals could 'show up' differently in meetings and in their interpersonal interactions.</p> <p>2. A T-group intervention could be helpful here.</p>	The team evolves to a safe trusting environment where display of vulnerability adds to team effectiveness

			<p>3. If the issue is related to cultural factors, the coach could encourage the team to develop a 'social contract' for beliefs and behaviors they would like to see in the team going forward. The social contract could be collectively enforced.</p> <p>4. If the issue is related to early team age, the coach could conduct high-trust/low-trust experiences for the team, encourage social informal dinners/hangouts and request PO/AM to role-model trusting behaviors and display vulnerability.</p>	
Lack of commitment to actions	The team comes up with solutions and potential actions, but team members do not show willingness to commit themselves to taking action without it being assigned to them by the PO.	Initiative monitoring  Commitment monitoring	<p>1. The coach could investigate the factors for lack of commitment individually in one-on-one conversations. Each individual may have a different causal factor.</p> <p>2. The coach could explore other setting in which individuals show commitment and then help reframe the team... e.g. being a football team rather than a sales team.</p> <p>3. The coach could encourage a practice of celebrating commitment taking and fulfilling.</p> <p>4. The coach could talk to the PO/AM to request them to step back when commitments have to be made and let the team figure it out for themselves.</p> <p>5. The coach could share the big picture so that team members could be motivated to contribute.</p>	The team moves from being dependent on manager for taking commitments to being truly self-organizing
One or more team members are skeptical and not contributing	There is a skeptic on the team whose response to any suggestion or idea is to point out the difficulties with external factors such as management, culture or customer issues	Block in the form of skepticism  Individual talk-turn monitoring	<p>1. The coach could address the skeptic by using a method to isolate the evaluation function and either deferring it or assigning it formally to someone else.</p> <p>2. The coach could speak to the skeptic privately to explore what is behind this attitude and what could be done to change it towards a more positive bias towards action.</p>	The skeptical comments are reduced, and the team is able to move forward with its activity

The various monitoring tools mentioned in the table are listed in Appendix III.

## 9. Training modules for AIs and AMs

On the penultimate day of the fourth workshop in December, we focused on creating training modules for AMs and AIs. In this way our cohort of AIs and AMs would begin to articulate how they would transfer the knowledge they had gained during the year to other parts of the DB Systel organization, and beyond. The format for this session was very simple and was as follows:

First, each person developed a set of learning objectives.

Next, each person collected a set of materials, which was put on their folder on the website.

Finally, each person made a presentation to the group, which included time for brief comments, questions, and responses.

### 1 Rationale

There were two main reason for conducting the session in this way rather than to organize a single training module in which they all worked together.

The first reason is that Db Systel is a heterogenous organization consisting of people with different areas of competencies. A single training module assumes a certain level of homogeneity which will be counter-productive to our goal of enhancing the innovation capability of the organization.

The second reason is that the AMs and AIs we worked with, had real-time domain and contextual knowledge of their own part of the organization. They had a history of what had been done in the past, what worked and did not work. They also had an aspiration for the future, what might work, and what could happen - the new possibilities. Allowing each person to develop a plan, however tentative - would be very beneficial.

*The innovative organization needs a new attitude on the part of people on the top. In the managerial organization, the top people sit in judgment; in the innovative organization, it is their job to encourage ideas, no matter how unripe or crude. It is the job of the top people in the innovative organization to try to convert the largest possible number of ideas into serious proposals for effective, purposeful work. It is their job to say: "what would this idea have to be for it to be taken seriously?" It is not their job, as in the managerial organization, to say: "This is not a serious proposal." - Peter Drucker, Age of Discontinuity*

The third reason follows from the above two reasons and concerns the evaluation of these training modules. Here we draw on some insights expressed by James March and Douglass North. James March is sociologist and organizational theorist. Douglass North is an economist and institutional theorist.

On rational systems:

We are beginning to get an understanding of what we mean by rationality, and perhaps the best understanding of it has been in a recent article that John Ferejohn and Debra Satz wrote in the Journal of Philosophy. They point out that rationality, in the sense that economists talk about it, works best when the choices of the players are most limited. Let me say that again, because it is terribly important. Rationality works best, that is, we generally get the kind of results that we want, in a world where the choices are very limited. Now, the reason for that is very simple. When you structure the environment by rules, laws, and tools and techniques, the players are constrained in certain directions. It is the constraints on the actors that help the decision-maker. The more unconstrained the environment, through lack of an effective artifactual structure, the more difficult it is for people to make choices or to implement their choices in effective ways.

On Creative Systems:

Creative systems should be judged, but not by their "average output." Instead, you should judge creative systems by their variance - their ability to produce extreme outcomes whether good or bad. As Professor James March explains, high-variance systems are the most creative. They produce lots of foolishness and, every now and then, a moment of brilliance. If you plan away the foolishness you might improve the "average" result. But planning away foolishness will also reduce variance - which means you eliminate any chance of genius. In short, foolishness is the price of genius.

Therefore, as you read through the different examples created by our cohort, you are encouraged to look for variance, and to read with imagination - "what would this idea have to be for it to be taken seriously?"

## 2 Pre-session

Before this session, we conducted an individual assessment using the 5 dynamics system. This is a system that is intended to help teams move through a project cycle by:

A. Assessing:

- where team members prefer to spend time in their workflow

- their preferred modes of working.

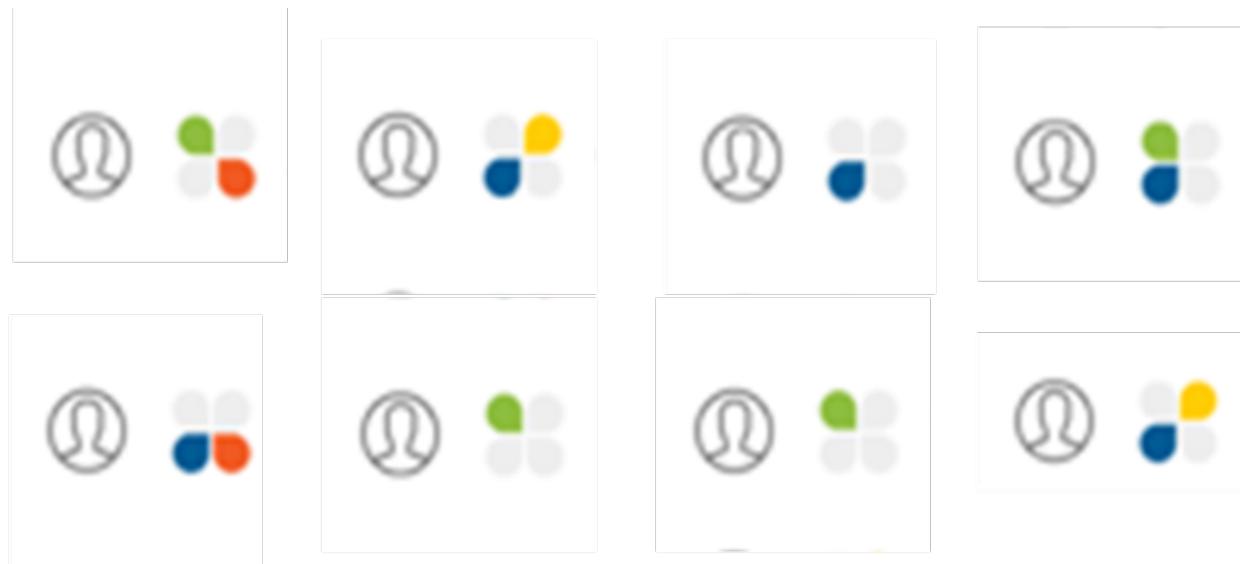
#### B. Suggesting:

- different work styles.
- areas of potential conflict.

While these are more abstract suggestions when compared to coaching with the IDN notation, we see them as on a spectrum of abstract-to-concrete, each delivering different levels of effectiveness in given situations. The 5 dynamic system is concerned with 5 phases of a project: Explore, Excite, Examine, Execute, and Evaluate. Each team member is assessed individually based on the first four dynamics, and the who team as assessed collectively on the fifth dynamic - evaluate.



The following is a visual result of the assessment. Individual names have been removed.



The above figure shows the orientation of each of the six DB Systel team members plus the two coaches from Stanford University. Green indicates high Excite energy, yellow indicates high Examine energy, red indicates high Execute energy, and blue indicates high Explore energy.

### C Overall Team Assessment

This team creates unique ideas and strategies; they want to know their work is innovative.

They are intuitive, non-linear thinkers; they promote inclusiveness, unity, and cooperation.

This report provides some key insights into the different Energies that this team, DB Systel, will bring to the table. Remember that having perfectly balanced Energies on a team may not be a precursor to success—especially in light of the purpose and goals of the team or the context of the situation or project at hand. An imbalance of Energies, however, can contribute to performance pitfalls or potential conflict within the team.

This team has an Explore Energy Pattern. This pattern is marked by intuitive, non-linear, and independent thinking. The team excels at creative problem solving, developing new ideas, making the complex easy to understand, and seeing the Big Picture including future implications. This Energy has a difficult relationship with time—deadlines are not first nature—which can frustrate others. Explore Energy promotes inclusiveness, unity, and cooperation.

Here's a quick review of what drives each energy type:

People with higher Explore Energy contribute visionary or futuristic thinking. They tend to take an end-to-end systems perspective. They see relationships between actions taken by the team and implications up and down the process. They are interested in unorthodox or at least unusual solutions. This Energy is conflict-avoidant and, for better or worse, can be a calming influence on the team.

Those with higher Excite Energy contribute communication, optimism, cohesiveness, enthusiasm, and evangelism to a team's work. People higher in Excite raise their Energy by selling ideas and using their charm, influence, and persuasiveness to win people over to their side. This Energy will focus on fun and productive interactions and teamwork, as well as on weaving people together.

People with higher Examine Energy are highly focused on detail and compliance with procedures, and they can foresee difficulties or mistakes before and after they occur. They tend to see matters in black/white and right/wrong. This Energy promotes caution and rigor; it is most comfortable when following or developing plans, rules, procedures and timelines.

Those with higher Execute Energy want to complete the objective before them in the most direct and pragmatic way possible. These people want clarity of roles and objectives; they prefer to minimize options and often circumspection in the service of getting the job done. This Energy pushes and drives; it is directive, generally rules-based, and appreciates hierarchy and clarity.

### 3. In Session

In the following sub-section, we will provide a six samples of learning objectives and training materials that were intended to be a part of the training modules. Each person on the DB Systel coaching team created one sample of the training module.

#### A Sample 1

 <p><b>Kommunikation in Teams</b> Training</p> <p>DB Systel GmbH   Instructor   06.12.2018</p>	<p><b>Curriculum</b></p> <p><b>Objectives of the training</b></p> <ul style="list-style-type: none"> <li>▪ Create an understanding how important communication is</li> <li>▪ Short overview about IDN and how we can use it</li> <li>▪ What and how to observe</li> <li>▪ How to enable and support teams to observe themself</li> <li>▪ How to interpret what they observed</li> </ul>
<p><b>1</b></p> <p><b>Activities</b></p> <p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>▪ Check in, explain the objectives of the training (15')</li> <li>▪ Quadratic Model (15')</li> <li>▪ Trust-Game (video recording) (30')</li> <li>▪ Introduction to IDN (60')           <ul style="list-style-type: none"> <li>▪ Only counting the Symbols, Exercise</li> </ul> </li> <li>▪ Explain the 6 topics to observe (60')           <ul style="list-style-type: none"> <li>▪ Observation exercise of the video from the trust game</li> </ul> </li> <li>▪ Discussion / learnings from observation exercise (30)           <ul style="list-style-type: none"> <li>▪ Trust Level</li> <li>▪ Vulnerability</li> </ul> </li> <li>▪ Feedback</li> </ul> <p>3 DB Systel GmbH   Instructor   06.12.2018</p>	<p><b>2</b></p> <p><b>Evaluation</b></p> <p><b>3 Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How can help this training in your work with teams?</li> <li>▪ How can you use what you have learned?</li> <li>▪ What will be changed in the teams after you have done this?</li> </ul> <p>4 DB Systel GmbH   Instructor   06.12.2018</p>

## B. Sample 2

Learning Goals	Learning Activities
<p>How would the teams be different if they find <u>meaning</u> in their work, be <u>motivated</u>, <u>reduce waste</u> ?</p> <p>1. meaning 2. motivation 3. reduce waste</p> <p>focus passion work life blurring fail fast values brave <del>work</del> → passion → destiny transparent stay or leave</p>	<p><u>Learning activities</u></p> <ul style="list-style-type: none"> <li>▷ Introduction/Input           <ul style="list-style-type: none"> <li>→ Individual - Group - Team</li> <li>→ Quadratic Model</li> <li>→ <del>Post</del> Focus               <ul style="list-style-type: none"> <li>(1) ↳ Communicate IDM "high level"</li> <li>(2) ↳ Topic vs Process</li> <li>(3) ↳ talk time</li> <li>(4) ↳ Energy level</li> </ul> </li> </ul> </li> <li>→ Examples: 1 5 Mo 2 5 h 3 5 R 4 5 N</li> <li>→ Show own tea → with answer question when you wait for → Do it by yourself 60 Min</li> <li>→ Discuss Discuss 60 Min</li> <li>→ Intervention - A B C</li> </ul>

## C Sample 3

### **Identify interaction patterns in communication to lead teams to success.**

#### **Learning Objectives**

Develop a professional view of the interactions in meetings so that AM can help the team become more efficient.

After the training, the AM can guide self-reflection about their meetings and give professional feedback.

The AM will know patterns in interactions that lead to better products and decisions.

He will learn how to recognize trust in communication and reflect this knowledge back to the team.

#### **Learning Activities**

Play with Yes/Ands Yes/But (15 min)

Behavioral patterns in the interactions (45 hours).

- Videos with:
  - questions
  - humor
  - contradictions
  - support
  - help
  - statements with feelings
  - statements with a disclosure (vulnerability)
  - dominance
  - use of energy

Meeting Monitoring (1 hour)

- 3 videos are analyzed. Participants recognize the patterns. Reflection (1 hour)

Game about trust (1 hour 30 minutes)

- Game (30 minutes)
- Self-reflection (1 hour)

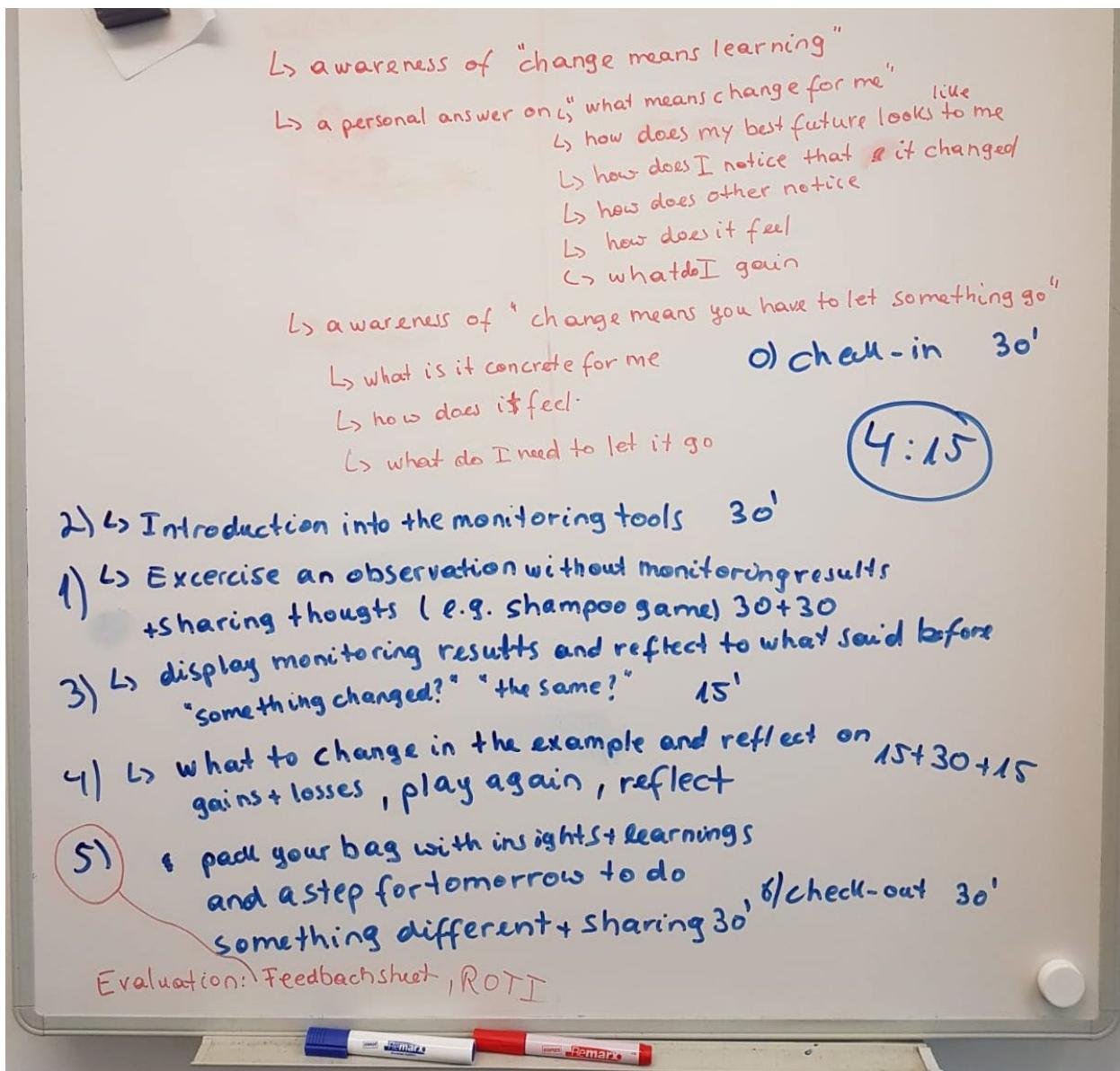
#### **Learning evaluation**

What will be different with you after training?

## D. Sample 4

↳ awareness of "change means learning"  
 ↳ a personal answer on "what means change for me" ↳ how does my best future looks to me  
 ↳ how does I notice that ↳ it changed ↳ how does other notice  
 ↳ how does it feel  
 ↳ what do I gain  
 ↳ awareness of "change means you have to let something go"  
 ↳ what is it concrete for me ↳ check-in 30'  
 ↳ how does it feel  
 ↳ what do I need to let it go ↳ 4:15

2) ↳ Introduction into the monitoring tools 30'  
 1) ↳ Exercise an observation without monitoring results + sharing thoughts (e.g. Shampoo game) 30+30  
 3) ↳ display monitoring results and reflect to what said before "something changed?" "the same?" 15'  
 4) ↳ what to change in the example and reflect on gains + losses, play again, reflect 15+30+15  
 5) ↳ pack your bag with insights + learnings and a step for tomorrow to do something different + sharing 30' ↳ check-out 30'  
 Evaluation: Feedbacksheet, ROTI

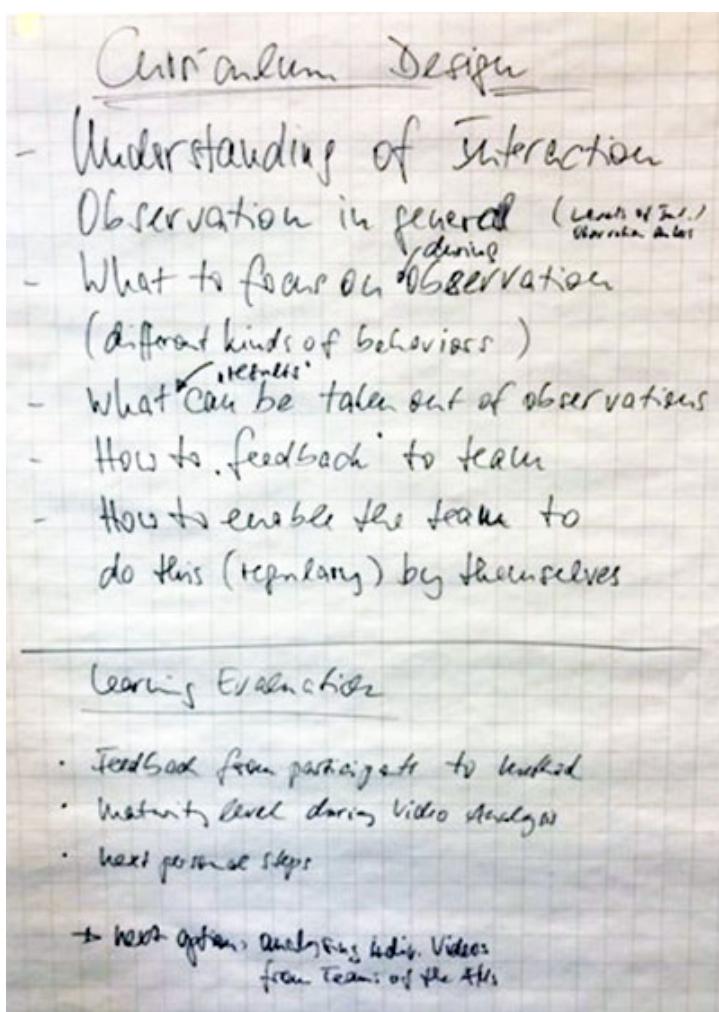


## E. Sample 5

### Online Folder

-  Training
  -  1 Understanding of Interaction Observation.pptx
  -  2 Observiation focus.pptx
  -  3 Video-observation of teams.pptx
  -  4 Feedback to the team.pptx
  -  5 Team Enabling.pptx
  -  6 Finishing and feedback.pptx
  -  Backup - Snapshots Whiteboard.pptx

### Curriculum Design



Curriculum Design

- Understanding of Interaction  
Observation in general (ways of interacting)  
during observation
- What to focus on during observation  
(different kinds of behaviors)
- What can be taken out of observations
- How to give feedback to team
- How to enable the team to do this (teach) by themselves

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Learning Evaluation

- Feedback from participants to workshop
- Maturity level during video analysis
- Next personal steps

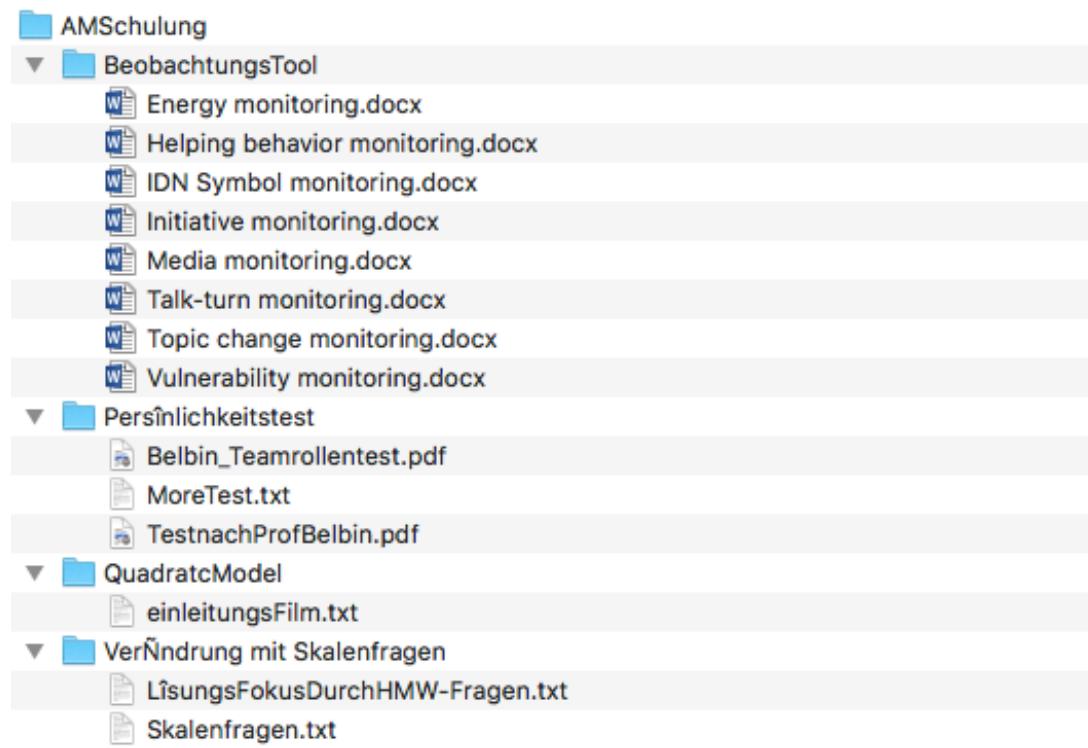
→ next option: analyzing existing Videos  
from Teams of the AHI

## Learning Activities

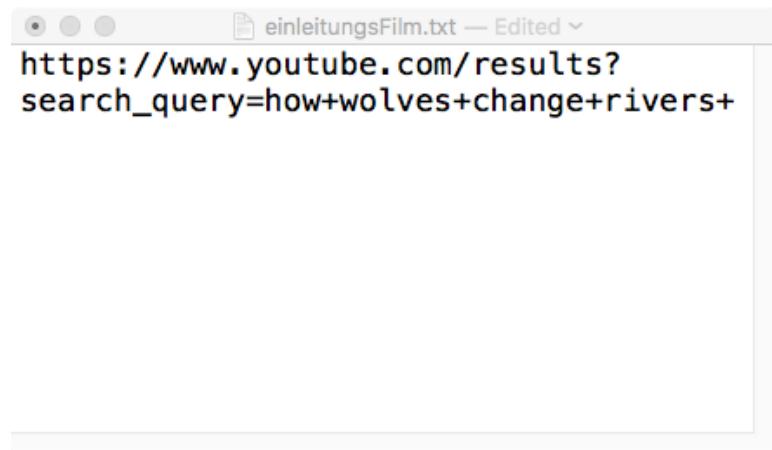
<u>Learning Activities</u>		<u>6-8 hrs</u>
		<u>Enabling</u>
<ul style="list-style-type: none"> <li>- <u>Flight:</u> Understanding of Interaction Observation</li> </ul>		
30'	(Trainers Action)	<ul style="list-style-type: none"> <li>• levels of Interaction</li> <li>• <del>Fields</del> of Observation (aggregate level) <small>Focal measuring Helping others knows</small></li> <li>• Meaning of the <del>Fields</del> <small>(→ video chapter)</small></li> </ul>
30'	- <u>Group Work:</u>	<ul style="list-style-type: none"> <li>• Brainstorming to observation focus</li> <li>→ finding observation anchors and agree on it</li> </ul>
30'	- <u>Group Work:</u>	<ul style="list-style-type: none"> <li>• Video Analysis of 3 <del>Clips</del> Clips (3 min each)           <ul style="list-style-type: none"> <li>• 1st + 2nd Clip: each group member has a dedicated observation field</li> <li>• 3rd Clip: each group member tries to observe as many fields as possible / Exchange in group</li> </ul> </li> <li>- Individual work + sharing ideas (e.g. on board)           <ul style="list-style-type: none"> <li>• How could my feedback to the team look like?</li> </ul> </li> </ul>
30'	- <u>Group work:</u>	<ul style="list-style-type: none"> <li>• Brainstorming to: How to enable the team to set up an observation behaviour in the team</li> </ul>
25'	- <u>Finishing:</u> (individual)	<ul style="list-style-type: none"> <li>• Next personal steps</li> <li>• Feedback</li> </ul>

## F Sample 6

### Online Folder



### Sample Online Material



#### 4. Summary:

The training was enriching for everyone. The common themes were: 1) observing and monitoring teams; 2) intervening through a variety of means including some current practices and materials gleaned from their own experiences; 3) evaluation. The session was a form of crowdsourcing and participants were able to learn from each other, and copy ideas. This is only a sample of what was produced and there is an online record of materials created which in some cases is almost ready-to-go if they were called on to give a half day training session to AMs and AIs.

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## 10. DB Systel team – Project insights

The following feedback was received from DB Systel coaches during the December workshop. This feedback outlines the insights that each member of the DB Systel team gained and the overall value of the project to the participants.

Ingo Kraus, Agility Instructor

“Learning IDN helped me to understand communication much better than before, to have more focus on communication, to know the meaning of communication. IDN gave me issues to look at. It helped me (understand) where are the aspect to look at observing teams and analyze that. I have got some tools to use during these observations [and a way to analyze] which behaviors disturbs good performance or which behaviors lead to creative solutions”

Kirsten Hargedon, Agility Instructor

“One key insight was how much time we have to invest for a few minutes of this film (referring to IDN analysis of video). And we had to learn it to practice this. The monitoring tools, I like them because it’s a way to visualize observation that could help teams to find out on what they want to work in future. In particular when we link it with the self-reflecting sheet with the emotional curve, it could be very helpful for teams to find out what they want to change.”

Philipp Funke, Agility Master

“I think IDN will help me working with teams on different perspectives. At the beginning when we started working with IDN, I thought we would end after a year with being coaches in IDN. We could notate or annotate the meetings we have with teams and find out patterns that indicate whether we work with high performing teams or what might be missing. For my part, what I found out was that we needed a lot of time to go from taping of the teams to the patterns, and also there was no way to yet describe from certain patterns is there a high performing team or not. It seemed like a basic science where we need more teams to follow. It comes to the second problem we had, we didn’t have that many teams to film in order to find those patterns. But what happened, which in my opinion is a very good sign of self-organization and agile teams, is that we didn’t stop, but we pivoted in a sense of becoming coaches in the interaction model. We looked at teams

in a broader perspective. What helped me there was the games that we invented, and also the different perspectives we had concerning the four parts – person, behavior, environment and artifact. Especially that focus helps me to look differently at the interaction of teams. What helps me is to have a toolset to on the one hand to observe them and then to describe the observations what they actually mean in terms of whether it's a team that's performing well or not performing well. Those views we worked in the last workshop on e.g. staying on topic, energy level or what kind of vulnerability we see in the teams, all these have helped me and the team to become better. So, looking back we did not go the IDN way I thought in the beginning, but in a good way in order to give me a toolset I could use in the future with teams."

#### Abdul-Ahad Ataie, Agility Instructor

"In the beginning IDN was very new for me like making communication visible and going from research level to a level that we could use it in the field. I liked the online learning because we had the opportunity to rewind it and use it at my own pace. But then came a little bit of a putting on the brakes because we realized it takes too long to analyze something so that feedback you give back to the team takes time with translation and all these things. But what I liked it that we turned around and we developed some methods like the barometer for happiness and how the team energy is feeling. Then we realized transformation is changing too. Getting all the teams to do experiments with us was hard. So, we went to the Quadratic Model, this was the third time we met with the Stanford team. It gave me a new insight into how to look into a team or a setting and where to categorize the interventions and the view on a team, which I took back to the training of AMs and POs and I started doing small experiments that I could do in any meeting like changing the environment, changing the way you talk and you look at people. What I like is putting IDN and the Quadratic Model together. I have a much better understanding of how it fits together and how you can have a framework-model of how to coach teams. I am looking forward to enhancing this with the set of methods we already brought with us from the Agility Instructor training that we had last year. I am looking forward to getting it applied more into teams and to let them experience what we did in the last year. What I liked was that we didn't stick to one thing like putting IDN from beginning to the end, we shifted and were agile in our mindset, but in the end we came together again with IDN and the Quadratic Model."

**Wolfram Rinke, Agility Instructor/Master and Senior Coach**

"Starting with IDN was interesting to me because I never thought it might be possible to describe interaction with a notation. Working with video analysis gave me a good understanding of how to use this in practical observation work with the teams. I used it in a back-brain way when I was coaching my teams and it helped me anyway. I really appreciate that we brought this to the interaction based coaching model. That is much more usable in practice and expands observations into team behavior leading to more coaching opportunities. I very much liked the discussions with all the people here in the project, the work we did together, and the honest exchange between all of us that led me to be more understanding of all the aspects of transformation we have in our company. It is quite complex."

**Christophe Vantighem, Agility Instructor**

"I started to work with IDN last year. It was a nice experience first to learn about communication. I developed a professional view on communication. Before I was relying on my feeling to say if a team is performing or not, and now I am able to see more things in a meeting, to see the communication they use. I give feedback to teams about communication. I do some training to teams to use more adequate communication to make better decisions. I learned a lot from Ade and Neeraj about coaching. I learned a lot from their coaching model and knowing that every behavior is dependent on environment and I am taking care more of that now. I appreciate the way we worked on intention. I am doing that with the teams to not only think about vision or motivation in the teams but also to clarify at the beginning what people what to achieve in the team and compare what they have to do with what they want to do. I am also using reflection sheets at the end of the meeting so that people can think and reflect about their behavior in the meeting and it helps Agility Master to improve his contribution. The last thing I think about IDN is the games we have developed. We have developed very nice games where we can simulate conflict and see how people are communicating dealing with conflict. It is a challenge at DB Systel for teams doing self-organization to deal with conflict. With these games, teams can reflect on their communication and we can give feedback on conflict, and we can experiment with what kind of things we can do in everyday life."

## 11. Stanford team – Project insights

This project was a first industry implementation outside of the United States of IDN and the coaching methodology based on observing and analyzing team interactions. The year-long immersion into DB Systel culture and the close collaboration with the six members of the DB Systel team, led us to the following insights about the Interaction Dynamics Notation and the interaction-based coaching framework.

1. Interaction Dynamics Notation methodology needs to be significantly speeded up to fulfill its promise of meaningful team feedback.

The project started with the expectation that we would use the Interaction Dynamics Notation to identify key interaction patterns in teams and give feedback. However, it took months to acquire the video of DB team meetings, translate it, code it into IDN and then analyze it further to detect meaningful patterns. By the time feedback was ready, the teams had moved on and the feedback was no longer relevant. We then shifted to having the immediate AM or AI identify short 10-15 minute segments of critical episodes in the video. Analyzing these took us about a week, which was a more manageable interval of analysis.

There was still however the question of who would do the analysis. The DB Systel team mentioned that they would not have the time to analyze video after the project got over. This led us to conceptualize a service that could be offered over a software platform where teams submit their videos and the platform analyzes and provides a feedback dashboard to the participants in a short period of time. The design and development of such a platform remains a priority for the Stanford team.

2. Interaction Dynamics training is helpful to develop a deeper awareness of team interactions beyond the notation use.

The online module for learning Interaction Dynamics Notation was designed to help participants learn the notation. The six members of the DB Systel team participated in the online course. This helped them to develop a deeper awareness of the team interactions as they were observing and attending meetings, even if they were not formally notating the team interactions. This has led us to realize that IDN training could be used in a lighter version as a awareness generator for AMs and AIs in general.

3. Along with interpersonal responses, other aspects of team interaction such as topic changes, trust visualization and conflict handling need to be addressed through our coaching methodology.

The focus of the project was initially on team interaction, how team members responded to each other interpersonally. However, on collaborating closely with the DB Systel team, we realized that there were other aspects of team conversation that were meaningful to the AI and AMs. These included topic changes, trust and conflict handling in teams. This led us to share our broader coaching methodology that touched upon these aspects and to develop new tools in collaboration with the DB Systel team, such as the Trust Probe.

4. Getting to clarity of intention is a novel idea for a corporate team and it could have a deep impact on team performance.

The Stanford team specializes in coaching start-up teams and design teams that are driven to create radical breakthrough innovations. The role of intention and acting intentionally is central to high performance in an innovation setting. We introduced this concept to DB Systel team with the hope of discovering the source of energy that is enabling each person to initiate something and act with perseverance. We were surprised to learn that intention is a novel concept in the corporate world. The DB Systel team members mentioned that they had learned about vision, motivation and goal setting, but had not really thought out clarifying intention at a personal level. The fact that "**what you want to do**" and "**what you have to do**" could be different and at times opposing, and that it is important to respect personal intention was an important realization. We shared our method of clarifying intention and aligning intentions of members in a team. During the feedback session for the July workshop where we discussed intention, the DB Systel team highlighted intention as the key takeaway from the workshop.

5. The development of a methodology for creating games or experiential activities was a surprising and important outcome of the project.

We had not set out to develop a methodology for creating games or experiential activities. However, as we progressed in our collaboration with the DB Systel team realized that the insights gained from the use of IDN could be put into practice through the development of games! This was a major breakthrough. (see Abdul and Christophe feedback). During the July workshop, we brought together our emphasis on intention with the pedagogical method of using contrast to communicate high or low performance to students in an experiential way, into a comprehensive methodology for designing games or experiential

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activities for DB teams. This ended up being an important outcome of this project, that the coaches could start implementing with their teams immediately.

## 12. Key recommendations to management

Based on our one-year of collaboration with the DB Systel team of coaches, our analysis and observations of DB Systel teams and a number of conversations we had with people from DB Systel during the past one year, we would like to make the following recommendations to the Board of Management to improve the process of creating high-performance self-organizing teams.

### **1. Create an opportunity for bottom-up practices to develop in addition to top-down process scaffolds.**

When we started engaging with DB Systel leadership in charge of transformation back in 2016-17, the underlying narrative was that DB Systel is embarking on an organizational transformation process that is going to require experimentation and discovery of new methods to help DB Systel culture transform into a new team-of-teams way of working. The metaphor of ‘walking in the fog’ was used to communicate the situation at DB Systel where the entire organization of around 4000 people, who together formed a complex organizational culture of different business units, disciplines and geographies, was trying to shift to a new way of working. The idea of collaboration with a research group at a top-tier university in the US, which specialized in coaching people to effectively ‘walk the fog’ made sense with this situation in mind. When this project began in early 2018, the underlying narrative changed to one of pushing teams fast through a preset transformation process based on the model followed by one of the business units of DB Systel. The emphasis shifted from experimentation and discovery for creating lasting change, to speed and efficiency in getting teams through process gates. This was misaligned with the research process and we could sense a rift between the transformation leadership and the AMs and AI who were intent on creating deeper systemic change.

This tension between efficiency and creativity/discovery is not a new one in management science. Many organizations tend to resolve this tension either in favor of efficiency or in favor of creativity. However, this tension can be productive in nature and instead of resolving it, effective leaders need to act to maintain this tension in a way that propels the organization forward towards breakthrough outcomes. One way of maintaining this tension is to let top-down process mandates become a scaffold for action, but not a binding rule set. Then, bottom-up practices could be encouraged in teams and units that are beyond the scope of the process scaffold. The IDN project can be basically seen as creating a structure for developing these bottom-up practices. Our recommendation to management is to let the AMs and AI develop such practices independent of top-down scaffolds, but in co-existence with them. DB Systel transformation is likely to be more

effective and long-lasting when bottom-up practices thrive in co-existence with top-down scaffolds.

## **2. Identify key personnel in the company as high-performance coaches and give them autonomy to encourage and diffuse high-performance practices for self-organizing teams.**

Once recommendation #1 is followed, the next step is to identify key people who have a natural tendency to develop high-performance practices. These key personnel need to be selected not for their connections or the background of service, but rather their mindset and the empathy they display for the teams they work with. Our research on innovation ecosystems has highlighted the role played by keystone leaders in an ecosystem as critically important for developing the innovation capability in a region. Victor Hwang and Greg Horowitz<sup>6</sup> describe keystone leaders as characterized by 3 I's – they are Integrative (they tend to bring people, ideas and communities together), they are Influential (they do not act through authority, but rather through interpersonal influence cultivated through trusted relationships), and they are Impactful (they directly create change in the ecosystem through their actions). DB Systel management could undertake to identify such keystone leaders and let them encourage and diffuse high-performance practices for self-organizing teams. To be clear, we are not recommending that a new role be created. Rather existing AMs, AI or even POs could be keystone leaders depending on the characteristics they display. The keystones need to have autonomy to act outside the process scaffold and the personal courage to enable bottom-up practices in the face of top-down processes.

## **3. Empower AMs and AIs with IDN enabled team-interaction coaching methodology.**

We recommend that the AMs and AIs be empowered with the training module developed by the DB Systel team of coaches that we worked with. The team worked with us for a year to understand team interactions deeply based on the IDN notation and synthesized this knowledge with the existing set of beliefs and practices in DB systels to develop real-time games for raising awareness and performance within teams. In addition, they developed a half-day module that introduces key concepts, methods and tools that AMs and AIs could use in their daily practice. The significance of this IDN enabled team-

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<sup>6</sup> Hwang, V. W., & Horowitz, G. (2012). *The rainforest: The secret to building the next Silicon Valley*. Regenwald, Los Altos, USA.

interaction coaching methodology is that it enables AMs and AIs to relate agile practices with in-meeting interactions occurring in teams and provides them with experiential activities for improving team performance.

#### **4. Celebrate the practices of high-performance self-organizing teams**

Organizational transformation is fundamentally a process of culture change. Since we are social beings who are influenced through mimesis, the celebration of role-models is a key driver of organizational culture change. When we started collaborating with the DB Systel team, we quickly learned that the in DB culture (and perhaps German culture more broadly), standing out as a role-model was not looked upon with respect. Hence we recommend that instead of creating person-based role-models, it might be helpful to have entire teams be celebrated as role-model teams. For example, during our interactions with various teams at DB Systel, we met one team at the Adlauerke campus was especially high-performing in the team interaction dynamics. It had a young AM and PO who got along well together. The PO shielded the team from company politics and let the AM and the team members develop high-performance practices. The AM was empathetic and energetic person who along with the PO develop a unique culture of togetherness and productivity. Such a team needs to be celebrated for their team dynamics. The keystone leaders could be the ones who could identify such teams and create a platform for celebrating them internally. Others could learn from their team dynamics and emulate the aspects that work well within their own teams.

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## Appendix I – IDN Symbols

The following table lists the Interaction Dynamics Notation (IDN) Symbols with examples.

Symbol	Name	Description	Example
	Move	A Move indicates that a participant has made an expression that moves the interaction forward in a given direction	A: I need to buy Legos (at) home. Think about how therapeutic it would be.
	Question	A Question indicates an expression that elicits a Move	A: Where should we start?
	Yesand	Yesand accepts the content of the previous Move and adds on to it	A: What about ... if we made a toy that incorporates girls and boys playing together... C: I think that's a good point to have some sort of educational point in it
	Support	Support indicates that the speaker understands and/or agrees with the previous Move	C: Safe and entertaining (bending forward to write) B: Safe and entertaining, yes
	Block	Block indicates an obstruction to the content of the previous Move	B: Maybe have something which looks like a computer, but you can just type your name or do a simple math... C: Er, but I don't know, I mean, considering the age segment we are targeting 3–7 years
	Block-support	Block-support indicates an acceptance of a Block by another person	A: But that's also, I think that's already done C: Yeah, it's already there B: Ok
	Overcoming	Overcoming a Block indicates a speaker was able to overcome the Block and persist on course of the original Move	C: Er, but I don't know, I mean, considering the age segment we are targeting 3–7 years B: So, 7 years they go to school, they would learn A, B, C, right?
	Deflection	A speaker can deflect the Block with a Move that presents an alternative direction for the interaction	B: So, when you say we need to divide the age-group, but you cannot have like 3, 4, 5 A: No, no of course not, but I mean you might have a few different (concepts)
	Humor	Humor indicates instances of shared laughter in teams	A: I don't know I probably would have swallowed but (all of them laugh)
	Ignored	Ignored indicates that a person was heard but not responded to by the rest of the team	A: We could build Lego forts and have little people in them B (looks at A, and then turns to C): I was thinking we could do a Lego zoo
	Silence	Silence is a state when none of the participants speak as they are engaged in individual level activities	
	Ambiguous	Ambiguous is used when it is not clear what a person said	A: Shall we finalize on Lego sandbox? X: (inaudible)

## Appendix II – Trust Probe Instruction Sheets

The following are the instruction sheets for four Test Automation developers, two Test Automation Testers, one Test Automation Business Engineer, one Product Owner and one Test Automation Architect that comprise the team. The activity measures the levels of information sharing which is a proxy for trust and transparency in the team. The following instruction sheets were developed by Christophe Vantighem based on a study created at Stanford by Mark Schar.

### 1. Role: Test Automation Developer 1

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

Alcantra	Fortiga	Mechanica
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
You have seen an article about it in a trade magazine and you really want to try the product.		
		You think the product is old-fashioned and do not want to work with it at all.
You are talking about the product with enthusiasm, because you are completely convinced of it.		
You have no experience with testing frameworks and especially want to learn new products that are in demand on the market		

## 2. Role: Test Automation Developer 2

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

<b>Alcantra</b>	<b>Fortiga</b>	<b>Mechanica</b>
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
You think that artificial intelligence cannot write tests.		You have over 5 years of experience with this product in other projects and find it very good.
You find this product has too many bugs and do not want to work with them.		
You are annoyed that they are still looking at a new product that does not have enough maturity at all.		
	You are not sure if you can learn the new script language that this product uses.	

### 3. Role: Test Automation Developer 3

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

Alcantra	Fortiga	Mechanica
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
	You find that this product offers the same functionality as Mechanica, and that is best for the team.	
		When the team selects this product, you threaten to terminate.
		You are angry that the architects have recommended this product.
You are shy and have the impression that they never listen to your opinions.		

#### 4. Role: Test Automation Developer 4

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

<b>Alcantra</b>	<b>Fortiga</b>	<b>Mechanica</b>
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
You were not in the retrospective when it was decided to introduce test automation		
You point out that an important developer is not present, and then can not make a decision here.		
You are annoyed to lose their time in this meeting.		
You feel excluded from the team because their opinions have not been heard.		

## 5. Role: Test Automation Tester 1

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

Alcantra	Fortiga	Mechanica
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
		You think that it takes too much time to write tests with this product.
You find the meeting pointless because test automation is too expensive.		
You are annoyed to waste your time in this meeting.		
You are afraid that you will no longer be needed when everything is automated.		

## 6. Role: Test Automation Tester 2

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

Alcantra	Fortiga	Mechanica
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
	You already have experience with this product, and you think you could write the tests very quickly.	
You think that it takes more time to make a decision.		
You are afraid that a wrong decision will be made that can no longer be assigned.		
In the last project, you recommended a product that was not suitable and regretted it.		

## 7. Role: Test Automation Architect

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

Alcantra	Fortiga	Mechanica
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
You think that this product is the best for the team, although it was not recommended by the architecture guide.		
You think that this product is valuable to the team, even though it is the most expensive.		
You express that you feel helpless, because you should represent in your role a product that is not the best in your opinion.		
You did not succeed in convincing the other architects that Alcantra was the right product.		

## 8. Test Automation Business Engineer

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

Alcantra	Fortiga	Mechanica
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
You think that this product is easy to use for Business Engineers and would like to work with it.		
		You are completely against using this product.
You are sad that one does not hear enough the opinion of Business Engineers.		
You personally do not feel valued, and you wish to participate in the evaluation of the products		

## 9. Test Automation Product Owner

You are a member of a delivery team that offers software products to customers in the DB Group. Customers are not satisfied with the quality and time of adaptation of their products. They also find that you do not often provide new versions of the products. In the last retrospective you decided as a measure to introduce a test automation framework, so that the tests can be executed faster. A preselection was made by the architect in the team. You meet with the team to decide which test framework to use.

The team is considering three frameworks to choose from – Alcantra, Fortiga and Mechanica. The following statements describe the frameworks and your thinking and feeling about them. Feel free to discuss these with your team during the course of your decision making if you feel necessary.

Alcantra	Fortiga	Mechanica
New testing framework from a startup	Open Source Testing Framework with large community	Old proven testing framework
Can create tests yourself with artistic intelligence	Is very well integrated with other open source software	Can run load tests at the same time
Licensing costs 500 € / year per user	Open source. No license costs.	License 8000 € / Year
	Was recommended by the Architecture Guild of DB Systel	
You point out that there will be more than 20 users for the product and therefore the costs are significantly higher than with Mechanica.		
	You comment the open source software only in question, since no money for the other products is available. It is also the product recommended by the Architecture Guide.	
You are annoyed that the team is wasting time deciding that only one product is eligible.		
You are afraid to lose your job as a PO if the team keeps writing red numbers.		

Once the instruction sheets are handed out and the discussion starts, the coach can keep a tally of the levels of information shared by using the following checklist.

Person	Level	Alcantra	Fortiga	Mechanica	Check if shared
Developer 1	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework	
	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen	
	L1	Lizenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr	
	L1		wurde von der Architektur Guilde von DB Systel empfohlen		
	L2	Sie haben einen Artikel darüber in einem Fachmagazin gesehen und möchten unbedingt das Produkt ausprobieren.			
	L3			Sie finden das Produkt altmodisch und wollen überhaupt nicht damit arbeiten.	
	L4	Sie sprechen über das Produkt mit Begeisterung, da Sie davon komplett überzeugt sind.			
	L5	Sie haben keine Erfahrung mit Testing Frameworks und wollen besonders neue Produkte lernen, die auf dem Markt gefragt werden			
	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework	
Developer 2	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen	

	L1	Licenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr	
	L1		wurde von der Architektur Guilde von DB Systel empfohlen		
	L2	Sie denken dass künstliche Intelligenz kein Tests schreiben kann.		Sie habe über 5 Jahre Erfahrung mit diesem Produkt in anderen Projekten, und finden es sehr gut.	
	L3	Sie finden das dieses Produkt zu viele Bugs hat und wollen nicht damit arbeiten.			
	L4	Sie sind geärgert, dass man noch ein neues Produkt betrachtet, das überhaupt nicht genug Reife hat.			
	L5		Sie sind nicht sicher, ob sie es schaffen die neue Skript Sprache zu lernen, die dieses Produkt verwendet.		
Developer 3	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework	
	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen	
	L1	Licenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr	
	L1		wurde von der Architektur Guilde von DB Systel empfohlen		
	L2		Sie finden das diese Produkt die gleiche Funktionalitäten anbietet wie Mechanica, und das beste für das Team ist.		
	L3			Wenn das Team diese Produkt auswählt drohen sie zu kündigen.	

	L4		Sie sind geärgert, dass die Architekten, dieses Produkt empfohlen haben.	
	L5	Sie sind schüchtern und haben den Eindruck, dass man nie ihre Meinung zuhört.		
Tester 1	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework
	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen
	L1	Lizenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr
	L1		wurde von der Architektur Guilde von DB Systel empfohlen	
	L2		Sie denken dass man zu viel Zeit braucht mit diesem Produkt um Tests zu schreiben.	
	L3	Sie finden das Meeting sinnlos, weil Test Automatisierung zu teuer ist.		
	L4	Sind sind geärgert, ihre Zeit in diesem Meeting zu verschwenden.		
	L5	Sie haben Angst, nicht mehr gebraucht zu werden, wenn alles automatisiert ist.		
	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework
Tester 2	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen
	L1	Lizenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr
	L1		wurde von der Architektur Guilde von DB Systel empfohlen	
	L2		Sie haben schon Erfahrung mit diesem Produkt, und konnten ihrer Meinung nach die Tests sehr schnell schreiben.	
	L3	Sie denken dass man unbedingt mehr Zeit braucht, um eine Entscheidung zu treffen.		

	L4	Sie haben Angst, dass eine falsche Entscheidung getroffen wird, die man nicht mehr Rückhängig machen kann.			
	L5	Bei der letzten Projekt, haben sie einen Produkt empfohlen, das nicht geeignet war, und haben es bereut.			
Business Engineer 1	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework	
	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen	
	L1	Lizenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr	
	L1		wurde von der Architektur Guilde von DB Systel empfohlen		
	L2	Sie denken, dass dieses Produkt einfach zu benutzen für Business Engineers ist und würde gerne damit arbeiten.			
	L3			Sie sind komplett dagegen, dieses Produkt zu verwenden.	
	L4	Sie sind traurig, dass man nicht genug die Meinung von Business Engineers hört.			
	L5	Sie fühlen persönlich nicht wertgeschätzt, un wünschen Sie sich bei der Bewertung der Produkten mitzumachen			
Product Owner	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework	
	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen	
	L1	Lizenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr	
	L1		wurde von der Architektur Guilde von DB Systel empfohlen		

	L2	Sie weisen darauf hin, dass es mehr als 20 Benutzer für das Produkt geben wird und dadurch die kosten deutlicher höher sind, als bei Mechanica.			
	L3	Für sie kommt das Open Source Software nur in Frage, da kein Geld für die andere Produkte verfügbar ist. Es ist außerdem das Produkt, das von der Architekturgilde empfohlen wurde.			
	L4	Sie sind geärgert, dass das Team Zeit mit Entscheidung verschwendet, das nur ein Produkt in Frage kommt.			
	L5	Sie haben Angst, ihre Stelle als PO zu verlieren, wenn das Team weiter rote Zahlen schreibt.			
Developer 4	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework	
	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen	
	L1	Lizenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr	
	L1		wurde von der Architektur Guilde von DB Systel empfohlen		
	L2	Sie waren nicht in der Retrospektive, als es entschieden wurde, Test Automatisierung einzuführen			
	L3	Sie weisen darauf hin, dass ein wichtiger Entwickler, nicht anwesend ist, und dann hier keine Entscheidung treffen kann.			
	L4	Sie sind geärgert, ihre Zeit in diesem Meeting zu verlieren.			
	L5	Sie fühlen sich aus dem Team ausgeschlossen, weil man ihre Meinung nicht gehört hat.			
	L1	neues Testing Framework von einem Startup	Open Source Testing Framework mit großen Community	altes bewährtes Testing Framework	
	L1	kann Tests selber erstellen mit künstlerische Intelligenz	ist sehr gut integriert mit anderen Open Source Software	kann gleizeitig Last Tests ausführen	

L1	Licenzkosten 500 € / Jahr pro Benutzer	Open Source. Keine Lizenzkosten.	Licence 8000 € / Jahr	
L1		wurde von der Architektur Guilde von DB Systel empfohlen		
L2	Sie denken dass dieses Produkt das beste für das Team, obwohl es nicht von der Architektur Guide empfohlen wurde.			
L3	Sie denken, dass dieses Produkt für das Team wertvoll ist, obwohl es das teuerste ist.			
L4	Sie drücken, aus dass Sie sich hilflos fühlen, weil sie in ihrer Rolle ein Produkt vertreten sollt, das nicht das beste ist aus ihrer Meinung.			
L5	Sie haben es nicht geschafft, die anderen Architekten zu überzeugen dass Alcantra, das richtige Produkt war.			

## Appendix III – Monitoring Tools

This appendix contains the different monitoring tools that coaches could use during meetings.

## 1. Initiative Monitoring

Initiative monitoring is associated with identifying lack of commitment to taking action.

In the table below type 1 in a participant column when that participant is seen taking an initiative towards committing to an action in the session.

Make a tally at the end of the table for each participant.

## 2. Helping Behavior Monitoring

Helping behavior monitoring is associated with identifying lack of helping behaviors in a team

In the table below type 1 in a participant column when that participant is seen contributing a helping behavior in the session.

Make a tally at the end of the table for each participant.

### 3. Vulnerability monitoring

Vulnerability monitoring is associated with identifying lack of vulnerability which may indicate trust or safety issues in the team

In the table below type participant initials in the vulnerable action column when that participant is seen contributing that action to the session. Move from top to bottom of the table as times goes by in the session.

Make a tally at the end of the table for each participant.

## 4. IDN Symbol monitoring

IDN Symbol monitoring is associated with identifying the following team scenarios.

Team member present but not contributing (absence of IDN symbols)

Creative suggestions shut down

## Humor as an escape mechanism

Lack of building on and support behaviors

## Constant unproductive argumentation

contributing that symbol to the session. Move from top to bottom of the table as times goes by in the session.

Make a tally at the end of the table for each participant.

## 5. Talk-turn monitoring

Talk-turn monitoring is associated with identifying lack of participation and domination scenarios.

In the table below type 1 in a participant column when that participant is seen contributing to the session.

Make a tally at the end of the table for each participant.

## 6. Topic change monitoring

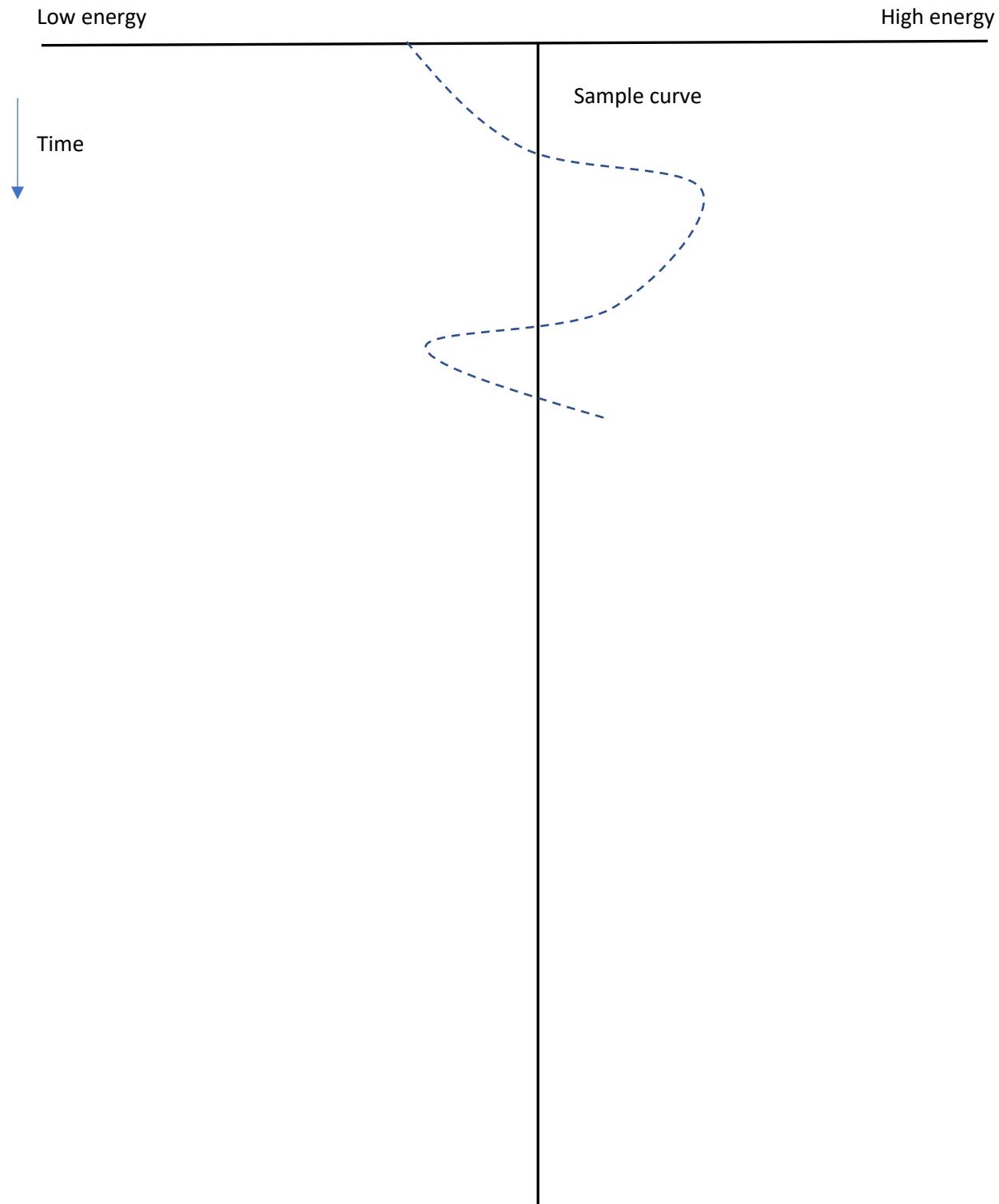
Topic monitoring including identification of distraction topics is associated with identifying unmotivated participation and 'going round and round discussing same topic' scenarios.

In the table below in the topic name in the left column and roughly indicate the duration of the topic in length of the line drawn. If a topic recurs link it to the earlier occurrence of the topic.

Topic Name	Topic Length
Establishing rules	
Story about being late	 (Distraction topic indicated with dotted line)
Describing the problem	
Revisiting rules	

## 7. Energy monitoring

Draw a curve that flows from low energy state on the left to high energy state on the right. Time flows top to bottom. To identify energy level pay attention to body language, tone of voice, loudness, and range of physical motions.



## 8. Media monitoring

Media monitoring is associated with identifying low-energy participation scenario. Here, media refers to the materials that team members use including paper/pen, whiteboard, post-its, slides, flipcharts, software etc.

In the table below type 1 in a column when that media is used in the session

Make a tally at the end of the table for each participant.

## Appendix IV – Clarifying self-narrative

This appendix describes the instructions for clarifying the self-narrative of a team member.

Activity Intention: To enable individuals to become aware of and share their self-narrative.

Setting the Environment:

1. Select a comfortable lounge like setting to have this conversation. This is a personal conversation and it is best if the individual is comfortable and relaxed.
2. Do not have a table between you and the individual. Table potentially enables you or the individual to hide behind it and not feel vulnerable to share personal stories.
3. Start the conversation by explaining what the session is about and ask for their permission to begin.
4. If you are taking notes during the session, take notes discreetly. It is best to maintain eye contact with the individual and ensure that there is listening behavior with adequate backchanneling.

Selecting roles for the session:

The session is normally conducted with multiple facilitators taking on specific roles to help an individual become clarify their self-narrative. These roles are as follows.

- a. Vision and values: The ‘vision and values’ person asks questions probing the individual’s vision and values. The emphasis on finding a value in the narrative that is deeply embedded in who the person is. This can be a childhood value, or a value developed through a difficult experience. The person is also responsible for probing the vision. Where is the individual going? What does he/she live for?
- b. Narrative structure: The ‘narrative structure’ person evaluates the structure of the story that is emerging from the conversations between the ‘vision and values’ person and the individual. The ‘narrative structure’ person looks for continuity in the story, a human-scale narration, and a clear beginning-middle-end structure. She can ask further questions to the individual to solicit information for filling in the narrative structure gaps.
- c. Emotional resonance: The ‘emotional resonance’ person is perceiving the individual’s emotions and monitoring which aspect of the narrative the individual feels most resonant with. She is looking for incidences of high emotional expression when describing something as it indicates that is what the individual cares about.
- d. Process Facilitator: The process facilitator is responsible for maintaining a smooth flow of the process while respecting time boundaries. He is also responsible to navigate the questions asked by the different roles in the session so that no person dominates the conversation.

**Session Process:**

5. **Baselining:** The team asks the individual for her story. Once the individual narrates the story, the team benchmarks or baselines this story against what each person is looking for – vision and values, emotional resonance, narrative structure etc. The baselining results are shared with the individual and they provide the impetus for starting the conversation.
6. The ‘vision and values’ person generally starts the conversation and asks questions to probe the gaps in the baselining narrative. The narrative structure and emotional resonance persons jump in as needed to keep the conversation going.
7. Once each person is satisfied, they have enough material for their respective perspectives, the conversation is stopped. Each role then is responsible for recreating the individual’s narrative as they see it.
8. **Enactment:** Each person enacts the narrative as if they are the individual who is being helped in this session. This enables the individual to sit back and listen to multiple versions of her self-narrative, thus sparking reflection and clarity.
9. **The session wrap-up:** The process facilitator then asks the individual for feedback and comments. The session is then completed.



