



EIPA

ANNUAL RETREAT 2018

“Collaborating Across Boundaries”

May 1, 2018

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COLLABORATING ACROSS BOUNDARIES

Purpose and Intentions

Network and learn from each other and continue to sustain yourselves through the cycles of change through creative collaborations and stakeholder engagement. We'll do this by inviting you to:

- Experience collaborative activities to apply in your own settings.
- Understand the “why”-the underlying concepts that support these activities.
- Learn more about your own leadership style and the styles of others, including the implications for collaboration.

Tangible Outcomes

- Practical, field tested, collaborative tools...
- A framework that supports your thinking about ways to encourage participation and foster commitment...
- Ideas, possibilities ...

Intangible Outcomes

- Renewed energy—affirmation of your own leadership capabilities...
- A fun, thought-provoking “meeting” ...

CHECK-IN

Purpose: Get each voice in the room, get information shared for all to hear, begin making connections.

Please share the following information:

Your name

Your role and where you work

1 or 2 words to describe your organization

AGENDA – May 1, 2018

9:00am	Welcome
	Check-in
	Framework for Creating the Conditions for Commitment and Participation
	Active Idea Share
	<ul style="list-style-type: none">• Activity• Debrief – <i>Go to the Balcony</i>
	Leadership Wheel
12:00pm	Lunch
1:00pm	Appreciative Interviews
	<ul style="list-style-type: none">• Activity• Debrief – <i>Go to the Balcony</i>
	Open Space
	<ul style="list-style-type: none">• Activity• Debrief – <i>Go to the Balcony</i>
	Impromptu Networking
	<ul style="list-style-type: none">• Activity• Debrief
	Reflection/Closing
4:00pm	Adjourn

FRAMEWORK: CREATING THE CONDITIONS FOR COMMITMENT AND PARTICIPATION

As people decide whether or not to invest themselves in a group, they ask themselves these three questions.

1. Am I **In** or **Out**?
2. How much **Power/Influence** do I have?
3. Will I be able to **Contribute/Learn** something?

Am I In or Out?

Most of us want to be valued, to have tasks that matter, and to belong. The more “in” we feel, the better we cooperate and engage. The more “out” we feel, the more we withdraw, work alone, lose attention, and limit ourselves and the potential of the group.

How much Power or Influence do I have?

Faced with situations we can't influence, we feel powerless... and in turn, we may lose self-efficacy. The more “elbow room” we have to shape our circumstances and learning, the more apt we are to work harder and persist.

Will I be able to Contribute or Learn something?

Tremendous skills, experience, and common sense are present in every group. Limiting assumptions about who can and should do what prevent us from engaging. When we sense that we will have an opportunity to learn or contribute, we step up.

The more Yeses, the better the conditions for commitment and participation.

*From: Productive Workplaces by Marvin Weisbord.

ACTIVE IDEA SHARE

OVERVIEW

Tangible Outcome

Create databases related to our work together Early Intervention

Intangible Outcomes

- Build community and connections.
- Have people experience one another as potential resources.
- Set a precedent of learning by doing.

ACTIVE IDEA SHARE

CREATING CONNECTIONS: PART 1

Purpose: Create connections to the content of this meeting and to each other; begin to build a shared context for our work together

Procedure:

- Each person takes one sheet of paper from the flipchart stand.
 - Put your name at the top of the sheet.
 - Divide the sheet into four quadrants (boxes.)

- Pair up with one other person in the room. Take two minutes to interview that person around Question One below. Write your interviewee's response in the top left box of their sheet. Then switch roles for a second two minutes.
 - **Question One: What drew you to Early Intervention and what keeps you connected?**

- Pair up with one other person in the room. Take two minutes to interview that person around Question Two below. Write your interviewee's response in the top right box of their sheet. Then switch roles for a second two minutes.
 - **Question Two: What is the biggest challenge you have to face (or tension you have to manage) as a leader in Early Intervention?**

- Pair up with one other person in the room. Take two minutes to interview that person around Question Three below. Write your interviewee's response in the bottom left box of their sheet. Then switch roles for a second two minutes.
 - **Question Three: What kind of leadership mindset or tools are required is required to really meaningfully engage a diverse group of stakeholders (or others)? (*What does a leader need to believe/assume?*)**

- Pair up with one other person in the room. Take two minutes to interview that person around Question Four below. Write your interviewee's response in the bottom right box of their sheet. Then switch roles for a second two minutes.
 - **Question Four: If you had a magic wand, what would you wish for Early Intervention in Pennsylvania?**

- Post your flipchart sheet on the wall.

ACTIVE IDEA SHARE

CREATING CONNECTIONS: PART 2

Purpose: Identify themes from the database created by our individual answers to the four questions.

Procedure:

Listen for the question for your group to examine.

Take a walk along the wall of flipchart sheets and absorb as many answers to your assigned question as you can in the next five minutes.

Decide on self-management roles.

Discuss themes in a discussion within your group.

Post your results on a flipchart.

Be prepared to report to the large group by _____.

SELF-MANAGEMENT ROLES

Each small group manages its own discussion, data, time, and reports. Here are useful roles for managing this work.

DISCUSSION LEADER: Assures that each person who wants to speak is heard within time available. Keeps the group on track to finish on time.

TIMEKEEPER: Keeps the group aware of time left. Keeps time during report outs and signals time remaining to the reporter – so that report outs are completed within the given time frames.

RECORDER: Sees that all flipcharts are labeled. Writes group's output on flip charts, using speakers' words (ask people to restate long ideas succinctly). Prints clearly on the flipchart.

REPORTER: Synthesizes the output of the group and delivers the report to the large group in the time allotted.

DATA MANAGER: Places flipcharts on walls or easels as appropriate.

PARTICIPANT (ALL): Engages in the discussion and serves as a resource to enrich the group's conversation.

ACTIVE IDEA SHARE

REFLECTION – From the Balcony

What stands out to you about this activity?

- What works about it?

- How do the conditions for commitment and participation come into play?
 - In/Out
 - Power and Influence—Elbow Room
 - Contribute/Learn

- What are possible applications? When could this activity be used?

LEADERSHIP WHEEL

OVERVIEW

Tangible Outcome

Get insight into your own leadership style and that of others.

Intangible Outcomes

- See the different styles (directions) as essential parts of the “whole”.
- Appreciate others’ styles and their value as collaborative partners.
- Understand that you have all styles in you...you may use some more than others...and it can shift under stress

LEADERSHIP WHEEL

OUR DIRECTION _____

Purpose: Prepare a “briefing” for the other directions.

Procedure:

Sitting with others from your direction, prepare a flip chart with the following information:

- What are your direction’s greatest strengths?
- What is your direction’s greatest challenge?
- What are some tips others can follow to work best with your direction?
- If your group had a theme song what would it be and why? How about a symbol of your direction?

LEADERSHIP WHEEL REFLECTION

What about your style helps you to be a more effective leader in your setting?

What about your style might give you a learning edge (room to grow?)

Other key learnings from this activity?

FRAMEWORK: APPRECIATIVE INQUIRY

- ✓ Appreciative inquiry is the study of what works, and why...
- ✓ Use our own experience as a source of wisdom, and momentum...
- ✓ Power of storytelling...
- ✓ One role of leader: focus the attention of the system...*what we focus on grows...*

APPRECIATIVE INTERVIEWS

OVERVIEW

Tangible Outcomes

- Hear stories – another person's and your own.
- Extrapolate from the specific stories to lessons change and sustaining ourselves.

Intangible Outcomes

- Reinforce the value this network of practitioners offers as a pool of experienced colleagues, co-learners and resources.
- Recognize the importance and potential impact of storytelling as a vehicle for generating confidence and momentum.
- Experience the impact of having your story listened to with full attention.
- Understand your own story in a new way; honor yourself, your work and your leadership.

The format for the Appreciative Interviews has been adapted from:

<http://www.liberatingstructures.com/>

APPRECIATIVE INTERVIEW GUIDE

Purpose: Use our own experience as a source of wisdom; use stories to create shared meaning

Procedure:

In pairs, take turns conducting appreciative interviews with one another about a successful experience with collaborative leadership. You will each have _____ minutes to tell a story.

As the interviewer/listener... Use the guide to elicit the stories from your partner.

- Read the opening statement aloud.
- Listen attentively, with an open mind and an open heart—palpable respect.
- Probe with questions that invite more of the story.
- Keep the focus on your partner. Hold off on sharing your thoughts. Take notes on the essence of what you hear, what touches you.

After both have shared...

Complete both rounds of storytelling and listening. Then, individually, turn to the **Reflection Sheet** for questions that can support our deeper learning about change-risk taking and sustaining ourselves over time.

* * * * *

Our Ability to Change

As Albert Einstein said, “The measure of intelligence is the ability to change”. In these turbulent times, the ability to continuously learn and grow is essential.

- Tell me about a time of personal or professional growth and change, a time when you challenged yourself to move out of your comfort zone, let go of old assumptions or ways of doing things, and/or experimented with applying new knowledge or methods. You were brave.
 - Describe the situation. What was at stake?
 - Who else was involved?
 - What was it in you that allowed you to be successful?
 - What else supported you in being able to grow and change?

- What was the impact? What were you (or others) able to do that you weren't able to do before?
- What did you learn about yourself?

Resilience/Sustaining Ourselves

Our work in Early Intervention requires us to support ourselves (and others) in sustaining energy over time, including bouncing back from disappointments and maintaining forward momentum. If we were writing a chapter on this topic, what advice would you offer? What have you learned?

APPRECIATIVE INQUIRY REFLECTION SHEET

Having heard your partner's story (and revisited your own story) use these questions to invite deeper learning....

- What were the most compelling aspects or quotable quotes from your partner's sharing?

- What did you hear as core factors that contribute to our ability to change and grow and sustain energy over time?

APPRECIATIVE INQUIRY SENSE MAKING

Procedure

- Join with 2 other pairs (group of 6)
- Decide on Self-Management Roles
- Introduce your partner by sharing a highlight from your interview—something that will give others insight into this person's take on core factors that contribute to our ability to change and grow and sustain energy over time.
- As you listen to each other...identify a few core, compelling factors
- Contribute "symbols" that capture the highlights of your group's discussion on the banner paper.

APPRECIATIVE INTERVIEWS

REFLECTION – From the Balcony

What stands out to you about this activity?

- What works about it?
- How do the conditions for commitment and participation come into play?
 - In/Out
 - Power and Influence—Elbow Room
 - Contribute/Learn
- What are possible applications? When could Appreciative Interviews be used?

OPEN SPACE

OVERVIEW

Tangible Outcomes

- Delve into learning about Early Intervention issues and opportunities that are of most interest.
- Experience the simple instructions that make this structure effective.

Intangible Outcomes

- Reinforce connections across the statewide community.
- Learn together from one another's Early Intervention work.
- Have a self-directed, "self-organizing" learning experience.

OPEN SPACE

Purpose: Experience a “self-organizing” collaborative model for exploring topics generated by the group itself.

Procedure:

Gather in the full group; get oriented to the logistics of how this method works and the theme we will be exploring.

- Individually, think about a subject, topic, question or idea related to the theme that you are interested in exploring.
- If you have a topic, write it on a sheet of paper, announce it to the group, and post it on the Marketplace Wall.
- After all the topics are up, indicate your interest by signing up.
- The conveners organize the schedule.
- Once the schedule has been created, begin the meetings.
- When time is over, return to the original circle to share learnings.

OPEN SPACE

REFLECTION – From the Balcony

What stands out to you about this activity?

- What works about it?

- How do the conditions for commitment and participation come into play?
 - In/Out
 - Power and Influence—Elbow Room
 - Contribute/Learn

- What are possible applications? When could Appreciative Interviews be used?

IMPROMPTU NETWORKING

Purpose: Engage with others and expand our thinking about our take-aways from the day.

Procedure:

Find someone you don't know well. Spend 4 minutes together, with each person having 2 minutes to talk and the other listen.

Each person share:

What are your takeaways from this session, for example:

- Shifts in perspective..."I hadn't thought about..."
- Useable tools/frameworks
- Other musings, tangents, etc...

We will have 3 rounds of 4 minute paired conversations. Take turns—first one person, then the other.

**FINAL REFLECTION
CHECK-OUT**