



**TEAMCATAPULT**

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Creating Safe Space for Organizational Transformation

# Participant Workbook





IAFNA 2013 Workshop

# **Creating Safe Space for Organizational Transformation**

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TECHNIQUES AND TOOLS FOR FACILITATING TEAMS THROUGH CHANGE

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# How to use this workbook


We've designed this to be a workbook for you during the session and a reference afterwards. It's divided into three concepts: Understanding the impacts of change, establishing trust, and navigating conflict. Each concept contains the following information:


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ICON KEY	
	Overview
	Tools
	Dance in the moment
	When to call for help
	Additional Resources

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 **Overview** – Provides a description of the concept.

 **Tool** – Each concept has many tools available. This workbook includes information on one or two tools that we have found to be effective, and information on how to facilitate using the tool.

 **Dance in the moment** – Tips and hints on how to recover when the unexpected happens in a facilitated session with a group.

 **When to call for help** – Indications that you may be in over your head and how you might gracefully find additional assistance.

 **Additional Resources** – References on the topics or tools that provide further information.

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## Background

In our experience, we have found three tools (SCARF, Unconditionally Positive Interviews and Team Toxins) to be particularly useful in working with teams that are leading change or being impacted by change in their organization. We have applied these tools in the following order to: Understand the Impact of Change, Establish Trust and help the team Navigate Conflict.

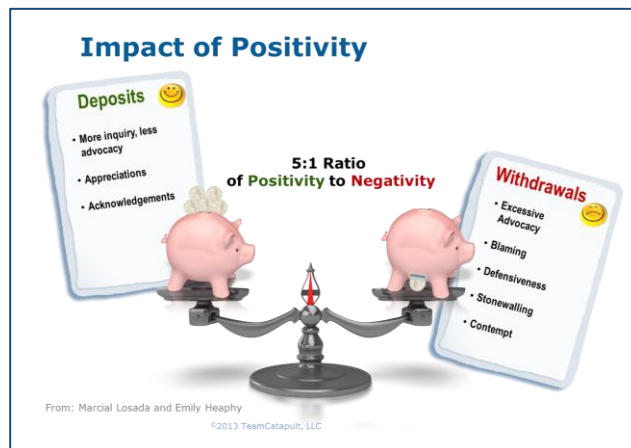


**Figure 1 Tools for Facilitating Teams Through Transformation**

These tools, when used together are designed to increase the overall positivity of the team and their mindset – designing what could be rather than focusing on solving problems. Marcial Losada and Emily Heaphy conducted research that shows that high performing teams

have a 5 to 1 ratio of positive to negative

interactions. These negative behaviors create an unsafe environment for teams and hinder performance. These tools and their applications are from the fields of Neuroscience, Appreciative Inquiry (AI) and Organizational and Relationship Systems Coaching (ORSC).



**Figure 2 Impacts of Positivity**





## Understanding the Impacts of Change

*Differentiate between the basic truths and myths of managing organizational change and why it's important to be cognizant of the human dynamics.*



### Overview

Change is adaptive, and requires more than just the application and facilitation of tools and processes, which are largely technical solutions.

The facilitator's role is holding the group's agenda while also acknowledging and normalizing the individual change process for each person.

### Assumptions:

- All change is personal, even organizational change.
- Each of us experiences change in a non-linear fashion.
- Change is a natural part of organizational life, and resistance to change is our brain's way of helping us to adapt to the right things.



### Tools

#### The SCARF Model

Five times per second, our brains are assessing the environment to determine whether we should go toward, or away from something.

SCARF stands for Status, Certainty, Autonomy, Relatedness, and Fairness. The model, by David Rock at the NeuroLeadership Institute, is a brain friendly way of approaching change.

UNDERSTANDING THE IMPACTS OF CHANGE

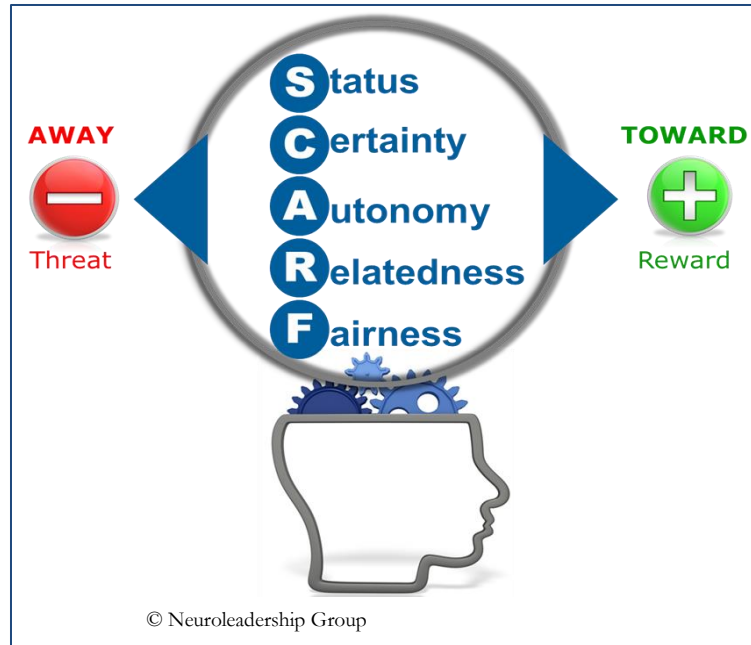


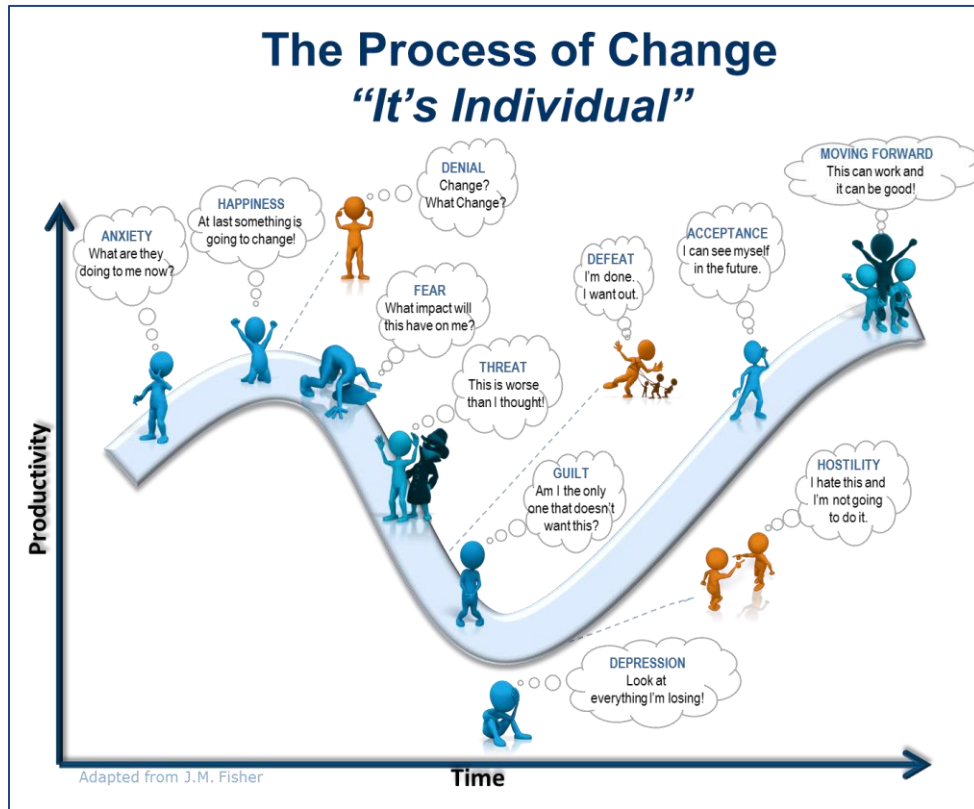
Figure 3 SCARF Model

Domain	Potential Threats
Status	How do I compare to others?
Certainty	What do I know to be true?
Autonomy	What can I control or influence?
Relatedness	How can I connect?
Fairness	How can I justify?

The context of the organizational change you are facilitating around will often give you hints about which of these are most present for the group. For example, if an organization is moving to a new structure, and they're building the new structure in real time, certainty is likely to be a major concern of the participants. As facilitators, we can't fix that for the group, but we can **acknowledge** that certainty is a desired state, and we can **normalize** that feeling uneasy is to be expected.

## The Process of Change Model

Change creates instability and risk in an organization and has a direct impact on productivity. Change is experienced differently at different times for each individual person. Within a team or organization this impacts how people show up and participate in the process of transformation.



**Figure 4 Individual Process of Change Model**

Facilitators can play an important role with a brief education about the impacts of change. Using a model, like the one shown above, can help teams understand the individual changes and normalize the different emotions. This furthers self-awareness of where each person is in this process. Help teams focus their attention and effort on what is within your control, making conscious decisions, becoming proactive, asking for what they need next and making empowered choices can help shift them from being a victim of change to a participant in the change process.

## Mapping the Process of Change to SCARF

At any given moment, one or more of the SCARF elements will be present for each individual. Remember that you won't always know exactly what's occurring for each individual, and they may not know themselves, but your awareness that all of these

## UNDERSTANDING THE IMPACTS OF CHANGE

are going on for each member of the group can make you a more effective facilitator. Following is a summary of what is likely to be present at each stage of the change curve, based on our own experience:

**Anxiety** – Status, Certainty, Autonomy, Relatedness, Fairness

**Happiness** – Certainty

**Denial** – Certainty

**Fear** – Status, Certainty, Autonomy, Relatedness, Fairness

**Threat** – Status, Autonomy

**Guilt** – Status

**Depression** – Status, Certainty, Autonomy

**Hostility** – Autonomy

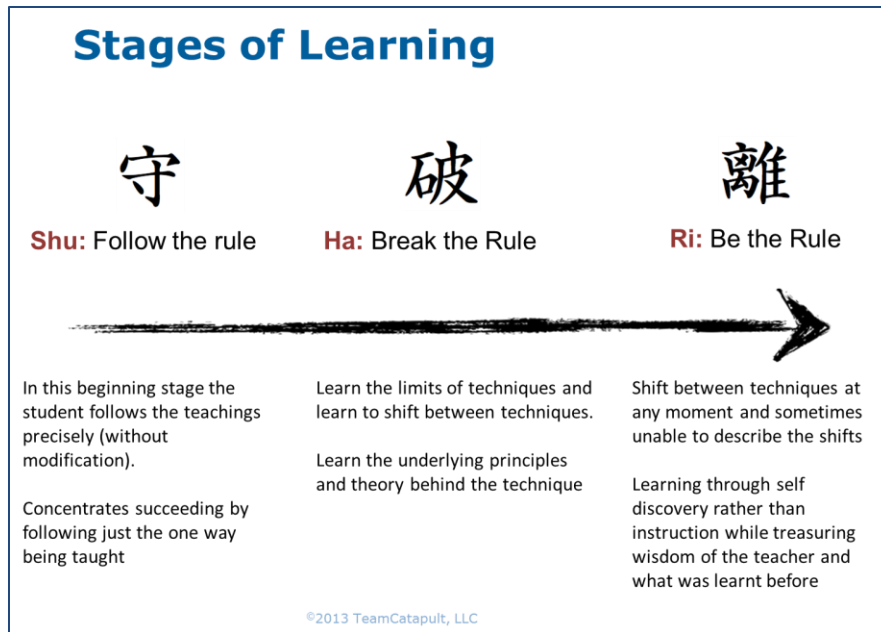
**Defeat** – Certainty, Autonomy

**Acceptance** – Certainty, Autonomy, Relatedness

**Moving Forward** – Status, Certainty, Autonomy, Relatedness, Fairness

### Shu Ha Ri for Change Management and Organizational Change

It begins with the facilitator's knowledge of his/her own position on this scale. The more experienced we are with change management, for example, the more likely we are to be at Ri when it comes to facilitating groups. Self-awareness here is key, to be credible with the participants, we must exhibit our knowledge at the appropriate level. Facilitating organizational change is not the place to “fake it ‘til you make it”.



**Figure 5 Stages of Learning - Shu, Ha, Ri**

Effective facilitation also includes an understanding of the group's position on this scale. If the group is an intact team that is well versed in change management, and has experienced many successful changes together, we want to acknowledge that experience and enter the facilitation at the appropriate level rather than at the beginning.

## Facilitating Change and Transformation

Comparing our own position with the group’s position will help us determine the most appropriate facilitation style. The table below offers some suggestions for conducting this comparison when designing the facilitation engagement:

Facilitator’s Position	Group’s Position (general summary)	An approach
Shu	Shu	Education of the group in the fundamentals of change management, from the facilitator’s own level of understanding.
Shu	Ha	Acknowledgement of the expertise of the group, with a quick overview of the basics to level set the context.
Shu	Ri	Acknowledgement of the expertise of the group, with a facilitated discussion of the specific issues that are present in this circumstance.
Ha	Shu	Education of the group in the basics of change management, keeping it simple and applicable to the current situation.
Ha	Ha	Acknowledgement of the expertise of the group, with a quick overview of the basics to level set the context.
Ha	Ri	Acknowledgement of the expertise of the group, with a facilitated discussion of the specific issues that are present in this circumstance.
Ri	Shu	Education of the group in the basics of change management, keeping it simple and applicable to the current situation.
Ri	Ha	Acknowledgement of the expertise of the group, with a quick overview of the basics to level set the context.
Ri	Ri	Acknowledgement of the expertise of the group, with a facilitated discussion of the specific issues that are present in this circumstance.



## Dance in the Moment

Know your own comfort level with the change process (your Shu-Ha-Ri), and know the group's goal for the facilitation of the change process. Make sure there's a good match between your comfort level and the group's desired outcomes. Sometimes, the timeline is unrealistic. Be willing to say that in the design phase.

Three factors will greatly impact the dance in the moment:

- The leadership stance regarding the organizational change being facilitated
- The depth of the organizational change
- The level of resistance present

If leadership is fully on-board and willing and able to lead the change, you can dance with the leaders to get the group to move forward. If leadership is lacking, or lackluster, you may have to dance with unofficial leaders. You'll know them by their enthusiasm for the change.

If the depth of the change, and the timeline for it, is reasonable, you can dance with confidence, knowing that the power of the group can pull them forward when facilitated effectively. If there is great depth, and a short timeline, the dance may have to be about helping groups make incremental progress toward the ultimate change goal. Be comfortable with acknowledging that the agenda may be too ambitious.

If the level of resistance is evident in the way the group pushes back against your facilitation, you may need to negotiate meeting outcomes in real time.



## When to Call for Help

Consider your own Shu, Ha, Ri in the context of the change you're being asked to facilitate. If the depth and timeline of the change being facilitated is beyond your comfort level, negotiate for an interim destination. Organizational leaders are subject matter experts in their own field, and they need you to be enough of an expert in the art of facilitation and the process of change management to help them set and hold realistic expectations.

*"If it takes 20 minutes to bake a cake at 350 degrees, how long does it take to bake if you turn the oven up to 700?"*



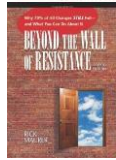
## Additional Resources

**Website:** <http://www.prosci.com>

**Books:**



**Leading Change by John Kotter**



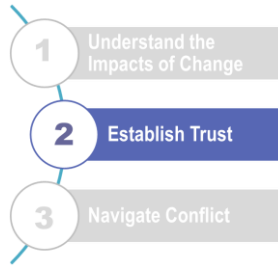
**Beyond the Wall of Resistance by Rick Maurer**







## ESTABLISH TRUST



# Section 2

## Establish Trust

*Understand what creates trust and what undermines it when facilitating groups experiencing change.*



### Overview

Trust doesn't come easily, and it doesn't easily stay constant. It can be created, and undermined, all within the course of a single meeting. When groups are experiencing change, each individual's trust gauge is on high alert, further complicating the facilitation process. Helping the group establish, and hold, trust is key to successful organizational change, and yet, it's often overlooked as we strive to forge ahead with the business at hand.

One good way to establish trust is to embed the exploration of trust into your facilitation technique, rather than calling it out as a distinct activity. The former helps it seem a natural part of the process, while the latter approach can ignite participants' limbic systems unnecessarily.

The facilitator's role is to help the group explore from where they are to the place that they are ready to go – to lead them to their own insights.

### Assumptions:

- As facilitators, we bring our own preferences and biases to the process. Our preferences and biases, and those of our participants, shape how we send and receive information from and about others.
- People are whole and complex human beings made up of many different experiences, which lead to both discoveries and biases.



## Tools

### Appreciative Inquiry: Unconditionally Positive Interviews

#### What is Appreciative Inquiry?

*from A Positive Revolution in Change: Appreciative Inquiry by David L. Cooperrider and Diana Whitney.*

**Ap-pre’ci-ate, v.,** 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems 2. to increase in value, e.g. the economy has appreciated in value. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

**In-quire’ (kwir), v.,** 1. the act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

Appreciative Inquiry is about the co-evolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the “unconditional positive question” often involving hundreds or sometimes thousands of people. In AI the arduous task of intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiraling diagnosis, there is discovery, dream, and design. AI seeks, fundamentally, to build a constructive union between a whole people and the massive entirety of what people talk about as past and present capacities: achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, insights into the deeper corporate spirit or soul-- and visions of valued and possible futures. Taking all of these together as a gestalt, AI deliberately, in everything it does, seeks to work from accounts of this “positive change core”—and it assumes that every living system has many untapped and rich and inspiring accounts of the positive. Link the energy of this core directly to any change agenda and changes never thought possible are suddenly and democratically mobilized.

## Facilitating Unconditionally Positive Interviews

- Invite the group to pair up. If there are leaders present, you may want to negotiate with them up front how they want to be paired (for example, with each other, or specifically not with each other). Don't worry too much about controlling the pairs; they will usually work out just the way they should. A trio is ok if you have an odd number, just be sure to allow a few extra minutes for that group.
- Pass out the interview worksheets, one for each individual, and instruct the pairs to interview each other, sticking to the questions just as they are worded. One person should conduct the whole interview, then take a few minutes to summarize what they heard, before moving to the other interview. In other words, the full interview is conducted, rather than swapping roles question by question.
- Be careful not to over-instruct on the interviews. They should be as flexible as possible. (We're not trying to get the right answers to the questions, we're creating a state of mind, an attitude.) Just ask the participants to conduct the interviews, and then reconvene after each person has had the time they need.
- Generally, these interviews take about 15 minutes per person. If you are short on time, you can give them 10 minutes per person, but you may want to customize the worksheet to eliminate a question.
- When the group reconvenes, have them present their summaries to the whole group, while you capture themes (only themes) on the flip chart or white board. Check in with the group, often, to be sure you're capturing what you're hearing. If time allows, you can make this process a small group exercise, and then each group shares the themes they heard with the whole group.
- Once themes are captured, ask the group what the themes tell them about the group. Next, use a small group exercise to have them develop a visual image of their themes, and then a word image, also called a provocative proposition, or possibility statement. Ideally, the visual image will "morph" into the word image.
- A provocative proposition bridges the best of "what is" with your own intuition about what "might be". It stretch the realm of the status quo, challenges common assumptions, and helps suggest real possibilities.

## ESTABLISH TRUST

### HINT: Criteria for a good provocative proposition:

- Is it provocative? - does it stretch, challenge or interrupt habits?
- Is it grounded? - are there examples in the system that illustrate the ideal as a real possibility?
- Is it desired? If it could be fully actualized, would the group want it?
- Is it affirmative? Is it stated in bold, affirmative terms, written in the present tense?

**Example:** The doors of government are **open** to all citizens of the state. We **welcome** citizen visits to our offices, and provide easy access to information about programs and services, face to face, as well as online and by telephone.

## APPRECIATIVE INQUIRY TOOL: INTERVIEWER'S WORKSHEET

1. What attracted you to *[organization/group/field/other]*?
2. What keeps you *[here/involved]*?
3. Since you joined *[org/group/field/other]*, you've probably experienced some ups and downs, some high points and some low points. I'd like for you to think about a high point – a time that stands out for you where you felt most effective, really proud of yourself, or really proud of your work.
4. Please tell me the story about that time. What made it a high point experience?
5. Let's talk about some of the things you value most – specifically about yourself and about your *[job/role]*. What are your best qualities?
6. What do you feel is the strongest, most important asset you have to offer *[org/group/field/other]*?
7. What is it about *[org/group/field/other]* that you value most?
8. If I could grant you three wishes for *[org/group/field/other]*, what would they be?







## Dance in the Moment

It's easy to over-explain the AI process when introducing the exercise, which often results in objections from the group about the purpose of spending valuable group time this way. To dance in the moment, ask for the group's agreement to explore experiences that *may inform* the current process. Keep the explanation simple, and let the result of the interviews speak for the value of spending time in the process.

If the group is very low in trust, this may not be the exercise for them. Be willing to let go of your own agenda to the service of the group.



## When to Call for Help

In a low trust situation, it is sometimes advisable to keep the facilitation focused on the business at hand. Move to a task, rather than trying to go deeply into shared experiences.

If the group has a trusted leader, or member, solicit that individual's support for asking the group to try something different.



## Additional Resources

**Website:** [www.appreciativeinquiry.case.edu](http://www.appreciativeinquiry.case.edu)

**Books:**

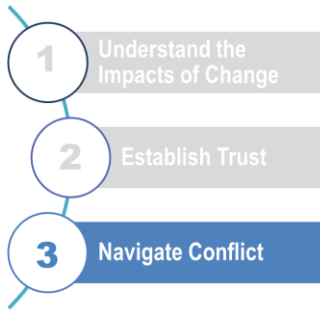


**Trust Works!** By Ken Blanchard, Cynthia Olmstead and Martha Lawrence

**The Trust Edge** by David Horsager







Section  
**3**

## Navigate Conflict

*Conflict can only be resolved if it's surfaced. Un-surfaced conflict will surface itself, often when we least expect it.*



### Overview

Surfacing conflict without attribution is about self-awareness, not other-awareness. Conflict doesn't have a single definition. Much like change, conflict is highly personal. Each member of the group may have different definitions of what conflict is and what it looks like.

One member may not even notice what creates conflict for another member of the group.

The facilitator's role is to recognize when conflict is present, be comfortable standing in the storm, and not become attached to the outcome.

### Assumptions:

- Conflict is a sign that something new is trying to happen. When surfaced and handled skillfully it can be an access door to constructive change. Unhealthy conflict can paralyze a group.
- Conflict navigation for groups is different if we are facilitator, consultant, or coach. As facilitators, it is potentially dangerous to try to be all three.
  - The *facilitator* needs to be able to read the room and help the group determine if conflict is present, and if it is, whether the group is ready to address it.
  - The *consultant* needs to be able to read the room, surface the conflict that's present, and recommend a path forward in order to help the group to get the desired outcome from the day.

- The *coach* needs to be able to read the room, help the group surface the conflict, and then hold the group accountable for resolving it or making a conscious decision to set it aside.



## Tools

### Team Toxins

There are four communication styles that distract from effective team work and conflict navigation and are particularly toxic to the team relationship.

We refer to them as the Four Team Toxins:

▪ <b>Blaming/Criticism</b>	Attacking the person rather than the behavior.
▪ <b>Defensiveness</b>	Refusing to own your own behavior.
▪ <b>Contempt</b>	Includes sarcasm, belittling, cynicism, name calling, and hostile humor.
▪ <b>Stonewalling</b>	Includes cutting off communication, silent treatment, refusal to engage, withdrawal.

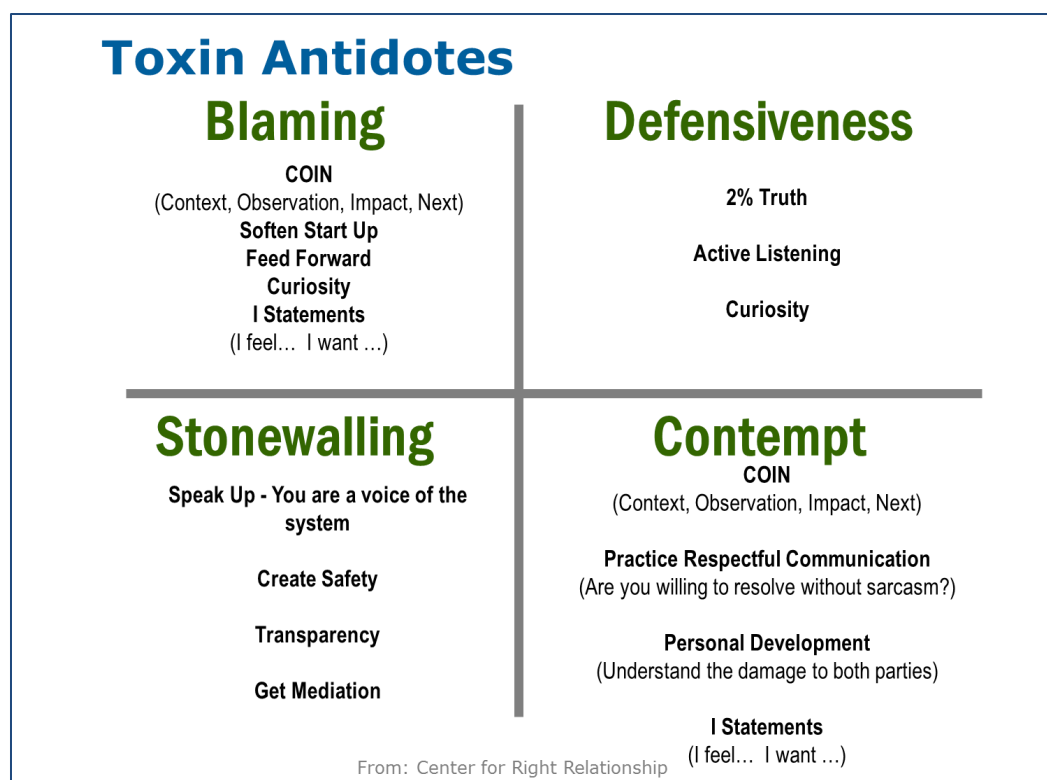
If you see some of your own behaviors here, don't worry! Most people use the toxins from time to time, without much harm. It's the frequent or steady use of the toxins day-to-day that becomes highly destructive to relationships – both personal and professional.

The toxins are based on the work of John Gottman, PhD. He is a psychologist at the University of Washington and an internationally renowned relationship expert and best-selling author. In his research on the relationships between spouses, he identified patterns of behavior between spouses that he could use with over 90% accuracy to predict which relationships would not survive. These patterns are so lethal to relationships he refers to them as the *Four Horsemen of the Apocalypse*. These horsemen are equally relevant to team relationships and what the Center for Right Relationship (CRR) coined as Team Toxins.



Four ways to work with the toxins include:

- **Educate your team** about the nature of Team Toxins and their destructiveness. Find specific examples of how it shows up in the team – make it playful!
- **Naming the Team Toxins** when they pop up in conversation and making an agreement to go on without using them.
- **Create a concrete plan** within your team for how you will handle toxins when they unconsciously crop up.
- **Provide the team with antidotes** or alternative ways of working with the Team Toxins. Many people often do not know another way to express themselves until we provide them with proven alternatives that work. This calls for a degree of tolerance and compassion as people come to realize the impact this has had on their team relationships



### Facilitating Team Toxins

**Purpose:** Team members are able to identify what toxic behaviors look like on their team and take responsibility for their own communication patterns.

#### Have the team experience each Toxin

- Make four large squares on the floor using blue tape and label the squares with the four toxins.
- Set the context – give a brief introduction to the Team Toxins and normalize for the team that all teams and relationships employ these communication styles.
- Instruct the team - Walk the toxins grid on the floor. Step into the one **that is YOUR LEAST favorite toxin to RECIEVE**. You will need at least 2 people in each wedge. In your wedge, discuss the following and then report out to the group.
  - What does it look like?
  - Instruct the team to turn the toxin cards over to see examples of each – what was different in your responses?
  - What is the stance, sound, gesture of that toxin?
  - What are the situations that bring that toxin out in the team?
- Instruct the team – Walk the toxin gird again, this time step into the one that **YOU MOST OFTEN EMPLOY**. In your wedge, have a brief discussion and then report out to the group.



- What situations bring it out in him/her?
- What is the belief behind this toxin? How is it trying to be helpful? (I may act defensively because I feel misunderstood, and want you to understand me or listen better to what I am saying.)
- Review the antidotes to the toxins
- Instruct the team – Walk the toxin gird again, this time step into the one that **you is MOST FREQUENTLY shows up on the TEAM.**
- Ask the team – without blame, what are you aware of? Where are people standing? Where are people not standing? What do you notice about your team?
- Reveal the pre-printed antidotes to toxic behavior. Remind the team of the importance of positivity in a team – it takes five positive interactions to counter balance every one negative interaction in a high performing team. Ask the team: **Which antidote could you use to skillfully respond to a team member using the team’s primary toxin?**

## Facilitating a Conflict Agreement

You have no doubt already realized that you have probably both used and experienced all of the team toxins at one time or another and quite possibly far more frequently than you may care to admit. Don’t despair, there is a cure. These toxic behaviors have their root in powerlessness – they often happen when people are otherwise feeling powerless or frustrated about the situation they are in. Creating a culture of healthy conflict starts with an intentional agreement and design about how the team will handle conflict when it occurs. A conflict agreement is an agreement created by team for how they will handle conflict when it occurs. The purpose of the agreement is to create awareness and accountability in the team.

Facilitate the team through the following questions to co-create their agreement for how they want to handle conflicts.

- What was the learning about toxic communication that you want to bring forward?
- Think about your ideal team. How would that team handle conflicts and disagreements?
- What do you want to have happen when conflict occurs? (i.e. speak directly to the person without complaining, use impact feedback)
- What do you NOT want to have happen when conflict occurs? (i.e. team toxins, gossip, triangulation)
- How will you surface the toxin when they show us? (i.e. have someone be responsible for calling it when they see it, create a gesture or phrase)

*Source: CRR Global, Organization and Relationship Coaching*

**HINT:** *As you facilitate this exercise with a team, keep the pace moving quickly and the atmosphere light and playful. You want the team to be able to talk about these without becoming flooded or too emotional.*



## Dance in the Moment

The depth of exploration of the Team Toxins will be dependent on your own comfort level, and ability to surface and manage conflict. Surfacing that toxins are present, but not knowing what to do with that revelation, can be more harmful than helpful to the group. The dance will be governed by the level of conflict and the amount of time the facilitator has to deal with it, but it's rarely advisable to conduct the Team Toxins exercise quickly. Be sure to allow time for surfacing AND agreement on how the team will handle conflicts in the future. Recognize that while the underlying sources of conflict may not be resolved in a short meeting, you've given the group a tool and a language for working through some of their issues on their own.



## When to Call for Help

Develop a deep understanding of your own comfort level with conflict before you attempt to help a group through it. If you are trained in conflict management, your approach will come from understanding what you're dealing with, and whether the trust issues are addressable in the amount of time you have with the group. If you are not trained in conflict management, be careful about surfacing issues that you won't have time and/or the skills to help the group address.

Strive to surface conflict in a safe way. Facilitating the group toward a conclusion that there is conflict present is likely better than taking the leader aside and reporting what you observe. The latter can undermine the group's trust in you.

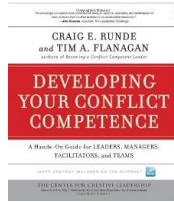


## Additional Resources

**Website:** <http://www.gottman.com>

**Article:** Losada, M. & Heaphy, E. (2004). The Role of Positivity in Teams. *American Behavioral Scientist*, 47.

**Books:** **Developing Your Conflict Competence by Craig E. Runde and Tim A. Flanagan**





## Speaker Bio's



### Laurie Reuben, CPF, CPCC

Laurie Reuben has over 20 years of hands-on management experience, consulting, facilitating and coaching with organizations of all shapes and sizes. Clients include Verizon Wireless, Department of Homeland Security, National Oceanic and Atmospheric Administration, United Way, and Catholic University of America.

Laurie is a Certified Professional Facilitator (CPF), a Professional Certified Coach (PCC-ICF), and a Certified Appreciative Inquiry Practitioner (AIPT). She has a BS in Psychology and an MS in

Organization Development.

Laurie is a member of the International Association of Facilitators (IAF), International Coaching Federation (ICF), the Organization Development Network, and the NeuroLeadership Institute.

Contact us – we would love to chat! [lreuben@teamcatapult.com](mailto:lreuben@teamcatapult.com)



### Marsha Acker, CPF

Marsha Acker has over 17 years of experience designing and leading organizational change and facilitating team development for both private and public sector organizations such as EMC2, Booz Allen, Caterpillar, Verizon Wireless, AT&T Wireless, Nextel, DuPont, Digex, Department of Homeland Security, Federal Bureau of Investigation, Small Business Administration, Census Bureau, and National Oceanic and Atmospheric Administration.

Marsha is a Certified Professional Facilitator (CPF), a Certified Change Management Professional (CMP), and a professionally trained coach in Co-Active Coaching (Coaches Training Institute) and Organizational and Relationship System (Center for Right Relationships).

Marsha is a member of the International Association of Facilitators (IAF), International Coaching Federation (ICF), and founding member of the Association for Change Management Professionals (ACMP).

Contact us – we would love to chat! [macker@teamcatapult.com](mailto:macker@teamcatapult.com)