

Leadership and Resilience

Positioning Healthy Start for Success in an Uncertain Future

1.5-Day Training for Healthy Start Grantees



Hosted by: JSI Inc
April 9th & 10th, 2018



WITH
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Sylvia Cheuy

Consulting Director, Community Engagement & Collective Impact

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About Sylvia

Sylvia is a Consulting Director of Tamarack's Community Engagement Idea Areas. She is passionate about community change and what becomes possible when residents and various sector leaders share an aspirational vision for their future. Sylvia believes that when the assets of residents and community are recognized and connected they become powerful drivers of community change. Sylvia is an internationally recognized community-builder and trainer. Over the past five years, much of Sylvia's work has focused on building awareness and capacity in the areas of Community Engagement and Collective Impact throughout North America.

Prior to joining Tamarack, Sylvia was the founding Executive Director to [Headwaters Communities in Action](#) (HCIA), a grassroots citizen initiative that fosters collaborative leadership and action in support of a long-term vision of well-being for Ontario's Headwaters region. This experience gives Sylvia practical knowledge and first-hand experience of what it takes to engage and mobilize positive community change. Her work with HCIA was published as a chapter entitled, *A Citizen-Led Approach to Enhancing Community Well-Being* in the newly published [Handbook of Community Well-Being Research](#).

Sylvia completed her Masters Diploma in Social Innovation at the University of Waterloo in 2013 where she explored opportunities to create change within regional food systems. An active volunteer in her community, Sylvia serves as a member of HCIA's Leadership Council. She also served for nine years on the Board of Community Living Dufferin where she was instrumental in securing \$2.8 million in funding for CLD's shared home with Theatre Orangeville, the community's professional theatre company. Sylvia lives in Caledon, Ontario with her husband John Graham and their three children: Gabriella, Garrett and Sean.

Area of Expertise

Community Engagement
Multi-Sector Collaboration
Collective Impact

Seminars and Workshops

The Power and Possibility of Community Engagement
Mobilizing Citizen Leadership to Create Resilient Communities
Working Well with Friends, Allies and Enemies
Asset-Based Community Development
Neighbourhood Change: Tools for Thinking Differently Together
From Debates to Dilemmas: Framing Our Shared Issue
Exploring the Collective Impact Opportunity

Day I AGENDA
April 9, 2018 – 10:00 am –5:00 pm
Embassy Suites, Hilton Atlanta, 3285 Peachtree Rd. N.E., Atlanta, GA

Session Goals:		
<ul style="list-style-type: none"> • Consider the evolution of leadership within Healthy Start • To deepen appreciation of participants’ personal leadership capacity • To identify and reflect upon participants’ personal leadership capacity • To explore opportunities to nurture the leadership capacity in others; • To learn and apply tools to strengthen leadership capacity 		
Time	Activity	Lead
	Plenary Kick-Off	
10:00 am	Welcome and Setting the Context for Today <ul style="list-style-type: none"> • Welcome • Review of Session Goals 	Sylvia Cheuy Tamarack Institute
10:10 am	Think-Pair-Share <ul style="list-style-type: none"> • What are issues and/or questions you have about leadership within Healthy Start programs? 	Sylvia Cheuy & All
10:20 am	Mapping the History & Future of Leadership in Healthy Start <ul style="list-style-type: none"> • Introduce the Journey Map Tool • Co-construct a Journey Map of the History of Leadership in Healthy Start 	Sylvia Cheuy & All
10:45 am	Reflecting on the History and Future of Leadership in Healthy Start <ul style="list-style-type: none"> • Reflect on the history and future of leadership in Healthy Start 	Sylvia Cheuy & All
11:00 am	Break & Networking	All
	Exploring the Theory of Adaptive Leadership <ul style="list-style-type: none"> • An presentation on the theory of Adaptive Leadership 	Sylvia Cheuy & All
11:45 am	LUNCH	All
1:15 pm	Exploring Personal Leadership Capacity Part I: Personal Asset Inventory <ul style="list-style-type: none"> • Introduce the Personal Asset Inventory • Individuals apply the Personal Asset Inventory 	Sylvia Cheuy & All
2:00 pm	Exploring Personal Leadership Capacity Part 2: Adaptive Leadership Self-Assessment <ul style="list-style-type: none"> • Introduce the Adaptive Leadership Self-Assessment • Small groups apply the Personal Asset Inventory 	Sylvia Cheuy & All
2:45 pm	Break & Networking	
3:00 pm	Nurturing Leadership Potential in Others Part 1: The Generative Star Tool <ul style="list-style-type: none"> • Introduce Generative Star Tool • Individual reflection using the Generative Star Tool 	Sylvia Cheuy & All
3:45 pm	Nurturing Leadership Potential in Others Part 2: Tools to Harness Collective Wisdom <ul style="list-style-type: none"> • Introduce the concept of Collective Wisdom • Review the 2 tools: Guidelines for Effective Dialogue & 6 Thinking Hats 	Sylvia Cheuy & All
4:30 pm	Nurturing Leadership Potential in Others Part 3: The Gives & Gets Tool <ul style="list-style-type: none"> • Introduce the Gives & Gets Tool 	Sylvia Cheuy & All
4:50 pm	Wrap-Up <ul style="list-style-type: none"> • Reflect on Today & Set the Stage for Tomorrow 	Sylvia Cheuy
5:00 pm	Session Adjourns	



TOOLS FOR DAY I





TOOL | Collective Impact Journey Map

The early phases of a collective impact journey are often focused internally on developing the leadership team, connecting with the community about the issue and developing the common agenda and strategies for moving forward. A collective impact journey map is a great tool for collaborative tables to both articulate and track their progress through the early phases.

Developing your CI Journey Map – Looking Back and Looking Forward

The CI Journey Map can be a very interactive process. The Journey Map can be developed to both look back at the history of community collaboration around the issue and to look forward identifying the core steps in the collective impact process.

Four Steps of Journey Mapping:

Step 1: Uncover the Truth – Reflect on your history - what has worked and what hasn't. What do we know about the issue? What do we need to know? Do we have the right people at the table to make an impact?

Step 2: Chart the Course – Develop your map. Collaborative synthesize key insights. Incorporate your history and your future path.

Step 3: Tell the Story – Visualize a compelling story that charts the path forward for your collective impact effort.

Step 4: Use the Map – Follow the map, make changes as you go, use the map to engage partners, community stakeholders and others in the collective impact effort.

Engaging your Leadership: Key Questions to Consider:

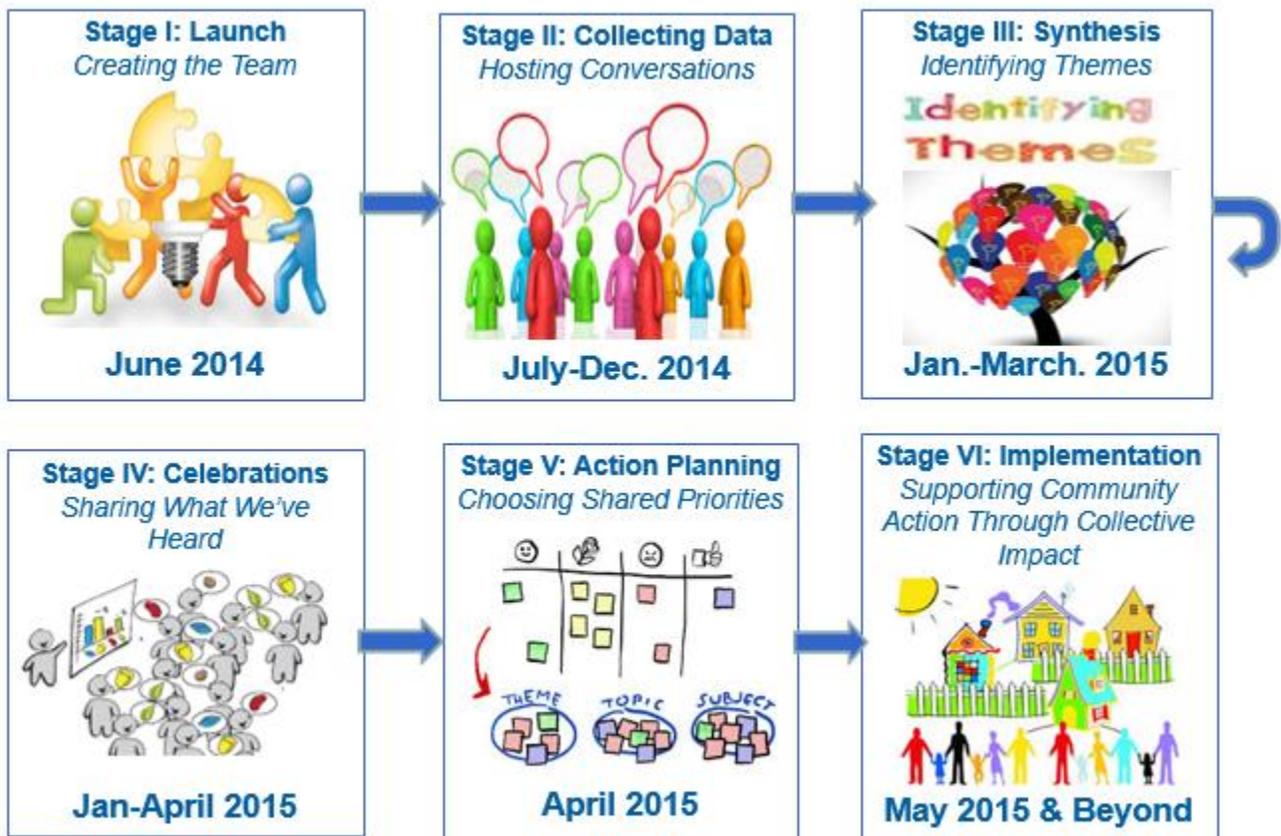
Looking Back: Most collective impact efforts are based on prior collaborative processes that have occurred in your community. Looking back questions to consider:

- Who was involved? Who led the process? Which organizations were key partners?
- What were the key dates and key outcomes achieved?
- How will this history impact our collective impact planning process?

Looking Forward: Articulating what needs to be accomplished over the next few months is a great strategy for collective impact efforts to plan their path forward. Looking forward questions to consider:

- When will we build our leadership planning table?
- What do we need to build our common agenda (research, data, etc)
- When will we engage our community and what will this look like?
- What else do we need to consider?

AN EXAMPLE OF A COLLECTIVE IMPACT JOURNEY MAP



Resources:

- Drawing Together. Liberating Structures. <http://www.liberatingstructures.com/20-drawing-together/>
- Design Storyboards. Liberating Structures. <http://www.liberatingstructures.com/21-design-storyboards/>



TOOL | PERSONAL ASSET INVENTORY

Individuals bring a wealth of personal assets to the collaborative table. This tool provides a simple and fun way to inventory the assets of individual team members and determine how they can be used to move the collective work forward.

THE SIX STEPS TO DEVELOPING A PERSONAL ASSET INVENTORY

- Step 1: Each person is given 6 to 10 post it notes.
- Step 2: Each person puts their name at the top of every post it note and then writes one skill or asset that they can contribute per post it note. Examples of skills or assets can include: good organizing skills; photography skills; access to available meeting space; love of cooking; art skills; etc. Invite people to be creative about the skills and assets they have. (10 minutes)
- Step 3: Each person shares their assets and the group begins to link assets together. (10 minutes)
- Step 4: Table Discussion: What assets do we have? How can these assets be used to advance our collective work? (10 minutes)
- Step 5: Appoint an Asset Manager. This person will be responsible for creating an inventory of the assets that are available and will share this list with the team.
- Step 6: Access the assets as they are needed. Revisit the asset inventory annually.

In 30 minutes, the collaborative team can become energized and motivated. They will learn new things about each other and will better understand the resources and assets that they have available to make their work successful. It is fun to create the inventory but also important to use the results.

I didn't realize how many connections we had and how many assets we can access.
Participant, Community Sector Council NL workshop

Appointing an Asset Manager who has the responsibility to bring the Inventory forward when new projects are starting will keep the Personal Asset Inventory a living document.

ASSET INVENTORY SUPPLIES

Implementing this tool requires post it notes, pens and space. You also need creative thinking, time for conversation and follow up resources.



TOOL | Collaborative Leadership Self-Assessment

Being a collaborative leader means that a person is skilled at both understanding what's happening in a group, and successfully intervene to assist the group in moving towards its goal.

THE SIX ABILITIES OF A COLLABORATIVE LEADER

A collaborative leader often possesses the ability to do the following:

- Assess the environment
- Create Clarity: Visioning and Mobilizing
- Build Trust
- Share Power & Influence
- Develop People; and,
- Regularly engage in self-reflection

This questionnaire was developed by the University of Washington School of Public Health and Community Medicine, with funding from the Robert Wood Johnson Foundation. It can assist people working with coalitions to determine how well they practice collaborative leadership. The questionnaire can also be downloaded from: http://www.collaborativeleadership.org/pages/pdfs/CL_self-assessments_lores.pdf

Robert Wood Johnson Foundation gave permission to use these assessments. If anyone has an interest in using these materials in other publications, please contact the RWJF Communications Office at Robert Wood Johnson Foundation, Route 1 and College Road East, Princeton, NJ 08543, (609) 627-7572 or www.rwjf.org.

HOW TO USE THE COLLABORATIVE LEADERSHIP SELF-ASSESSMENT

This questionnaire is intended to help individuals focus on and evaluate key behaviours that are important to each of the six practices of effective collaborative leaders. The specific questions are intended to trigger personal reflection about these key behaviours that are associated with specific collaborative leadership practices.

Together, the self-assessment questions in each of the six practices provide a behavioural view of successful collaborative leaders and help individuals assess their personal collaborative leadership capacity. The information from the questionnaire is also helpful in building a personal learning plan in developing collaborative leadership capacity.

Collaborative Leadership Assessing the Environment Self-Assessment Exercise

For each item, circle one rating under the "Behavior Frequency" column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

BEHAVIOR FREQUENCY

Behaviors		Seldom		Sometimes		Often		Almost Always
1	I use assessment tools in order to systematically learn the needs of the community.	1	2	3	4	5	6	7
2	I ensure that an assessment tool is a good fit for the information that needs to be collected.	1	2	3	4	5	6	7
3	I undertake an appropriate analysis of the data.	1	2	3	4	5	6	7
4	I ensure responsible interpretation of the data.	1	2	3	4	5	6	7
5	I gather information before taking action.	1	2	3	4	5	6	7
6	I encourage people to act on information rather than assumptions.	1	2	3	4	5	6	7
7	I clarify the problem before planning solutions.	1	2	3	4	5	6	7
8	I seek culturally different views of the problem.	1	2	3	4	5	6	7
9	I use a systems perspective to understand the community.	1	2	3	4	5	6	7
10	I look at the perceived problem from different angles before proceeding.	1	2	3	4	5	6	7

Your Score: Add all the circled behavior frequencies. Write the number in the box.

70 – 61 Excellent Score
60 – 41 Stronger Score

40 – 21 Opportunities for Growth
20 – 1 Important to Change Behavior

Written Comments:

What do you think are your strengths in assessing the environment as a collaborative leader?

What do you think are your most important areas for improvement in assessing the environment?

Collaborative Leadership Creating Clarity: Visioning and Mobilizing Self-Assessment Exercise

For each item, circle one rating under the "Behavior Frequency" column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

BEHAVIOR FREQUENCY

Behaviors		BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I can describe a personal vision for my community that offers a future achievable with the assets available.	1	2	3	4	5	6	7
2	I facilitate an effective process for exploring the diverse aspirations among community stakeholders.	1	2	3	4	5	6	7
3	I facilitate the development of a shared community vision that is influenced by the views of diverse stakeholders.	1	2	3	4	5	6	7
4	I communicate the shared vision broadly.	1	2	3	4	5	6	7
5	I create a framework for action using systems thinking.	1	2	3	4	5	6	7
6	I facilitate stakeholder teaming to develop strategic action plans.	1	2	3	4	5	6	7
7	I create the conditions for brainstorming the strategic issues and actions.	1	2	3	4	5	6	7
8	I build an action plan with time lines and assigned responsibilities to enable the community vision to be achieved.	1	2	3	4	5	6	7
9	I facilitate achieving buy-in to the action plans and next steps.	1	2	3	4	5	6	7
10	I follow up on action plans to ensure completion.	1	2	3	4	5	6	7
11	I seek innovative solutions for persistent problems encountered while mobilizing to achieve the vision.	1	2	3	4	5	6	7

Your Score: Add all the circled behavior frequencies. Write the number in the box.

70 – 61 Excellent Score
60 – 41 Stronger Score

40 – 21 Opportunities for Growth
20 – 1 Important to Change Behavior

Written Comments:

What do you think are your strengths in creating clarity as a collaborative leader?

What do you think are your most important areas for improvement in creating clarity?

Collaborative Leadership Building Trust Self-Assessment Exercise

For each item, circle one rating under the “Behavior Frequency” column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

BEHAVIOR FREQUENCY

	Behaviors	Seldom		Sometimes		Often		Almost Always
1	I build communication processes that make it safe for people to say what is on their minds.	1	2	3	4	5	6	7
2	I refuse to engage in “rigged” processes.	1	2	3	4	5	6	7
3	I protect the group from those who would wield personal power over the collaborative process.	1	2	3	4	5	6	7
4	I create credible processes for collaborating.	1	2	3	4	5	6	7
5	I ensure that processes for exercising collaborative leadership are open to all stakeholders.	1	2	3	4	5	6	7
6	I ensure that the processes for collaborative leadership are transparent to all stakeholders.	1	2	3	4	5	6	7
7	During the first stage of creating collaborative relationships, I establish the common ground among the stakeholders.	1	2	3	4	5	6	7
8	I approach collaboration by relying heavily on building trust among stakeholders.	1	2	3	4	5	6	7
9	I “walk the talk”, i.e., I do what I say I will do.	1	2	3	4	5	6	7
10	I demonstrate to my peers that I believe that trust is the foundation for successful collaboration.	1	2	3	4	5	6	7

Your Score: Add all the circled behavior frequencies. Write the number in the box.

70 – 61 Excellent Score
60 – 41 Stronger Score

40 – 21 Opportunities for Growth
20 – 1 Important to Change Behavior

Written Comments:

What do you think are your strengths in building trust as a collaborative leader?

What do you think are your most important areas for improvement in building trust?

Collaborative Leadership Sharing Power and Influence Self-Assessment Exercise

For each item, circle one rating under the "Behavior Frequency" column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

BEHAVIOR FREQUENCY

Behaviors		Seldom		Sometimes		Often		Almost Always
1	I use my personal power responsibly.	1	2	3	4	5	6	7
2	I share power as a means for increasing power.	1	2	3	4	5	6	7
3	I share power with others whenever possible.	1	2	3	4	5	6	7
4	I offer people an active role in decision making about matters that affect them.	1	2	3	4	5	6	7
5	When exercising leadership, I rely significantly on peer problem-solving.	1	2	3	4	5	6	7
6	I promote self-confidence in others.	1	2	3	4	5	6	7
7	I create processes that ensure stakeholders an equal say in decision making.	1	2	3	4	5	6	7
8	I encourage others to act together to change circumstances that affect them.	1	2	3	4	5	6	7
9	I express confidence in the capabilities of others.	1	2	3	4	5	6	7
10	I use influence to produce results whenever possible.	1	2	3	4	5	6	7
11	I am open to being influenced by others.	1	2	3	4	5	6	7

Your Score: Add all the circled behavior frequencies. Write the number in the box.

70 – 61 Excellent Score
60 – 41 Stronger Score

40 – 21 Opportunities for Growth
20 – 1 Important to Change Behavior

Written Comments:

What do you think are your strengths in Sharing Power and Influence as a collaborative leader?

What do you think are your most important areas for improvement in Sharing Power and Influence?

Collaborative Leadership Developing People Self-Assessment Exercise

For each item, circle one rating under the "Behavior Frequency" column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

BEHAVIOR FREQUENCY

	Behaviors	BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I take seriously my responsibility for coaching and mentoring others.	1	2	3	4	5	6	7
2	I invest adequate amounts of time doing people development.	1	2	3	4	5	6	7
3	I define my role when serving as coach.	1	2	3	4	5	6	7
4	I am committed to developing people from diverse segments of the population.	1	2	3	4	5	6	7
5	I create opportunities for people to assess their leadership skills.	1	2	3	4	5	6	7
6	I help people take advantage of opportunities to learn new skills.	1	2	3	4	5	6	7
7	I look for ways to help others become more successful at their jobs.	1	2	3	4	5	6	7
8	I help people to take advantage of opportunities for new experiences.	1	2	3	4	5	6	7
9	I establish my expectations for the people I mentor.	1	2	3	4	5	6	7
10	I ask the people I mentor to define their expectations.	1	2	3	4	5	6	7
11	I create a mutually agreed-upon coaching plan, including criteria for success.	1	2	3	4	5	6	7

Your Score: Add all the circled behavior frequencies. Write the number in the box.

70 – 61 Excellent Score
60 – 41 Stronger Score

40 – 21 Opportunities for Growth
20 – 1 Important to Change Behavior

Written Comments:

What do you think are your strengths in developing people as a collaborative leader?

What do you think are your most important areas for improvement in developing people?

Collaborative Leadership Self Reflection Self-Assessment Exercise

For each item, circle one rating under the "Behavior Frequency" column indicating your view of how often you exhibit that behavior. Your responses to this questionnaire are for your own use. You will not be asked to share your scores after you have answered. You will be asked to use your score and your responses to help you develop a personal learning plan.

BEHAVIOR FREQUENCY

Behaviors		BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I recognize the effect of my emotions on work performance.	1	2	3	4	5	6	7
2	I recognize the effect of my emotions on relationships.	1	2	3	4	5	6	7
3	I recognize my personal impact on group dynamics.	1	2	3	4	5	6	7
4	I can describe my strengths realistically.	1	2	3	4	5	6	7
5	I can describe my weaknesses realistically.	1	2	3	4	5	6	7
6	I work to understand others' perspectives.	1	2	3	4	5	6	7
7	I read the dynamics of groups.	1	2	3	4	5	6	7
8	I listen to others actively, checking to ensure my understanding.	1	2	3	4	5	6	7
9	I read non-verbal communication accurately.	1	2	3	4	5	6	7
10	I use self-assessment tools such as personality inventories to inform my self reflections.	1	2	3	4	5	6	7
11	I seek feedback from all relevant constituencies about my behavioral impact.	1	2	3	4	5	6	7

Your Score: Add all the circled behavior frequencies. Write the number in the box.

Written Comments: 70 – 61 Excellent Score 40 – 21 Opportunities for Growth
 60 – 41 Stronger Score 20 – 1 Important to Change Behavior

What do you think are your strengths in self-reflection as a collaborative leader?

What do you think are your most important areas for improvement in self-reflection?



TOOL | THE GENERATIVE RELATIONSHIP STAR

Generative Relationships are relationships that produce “new sources of value that cannot be foreseen in advance.” Generative relationships are particularly valuable in complex, rapidly changing environments because they draw from multiple perspectives to provide a better assessment.

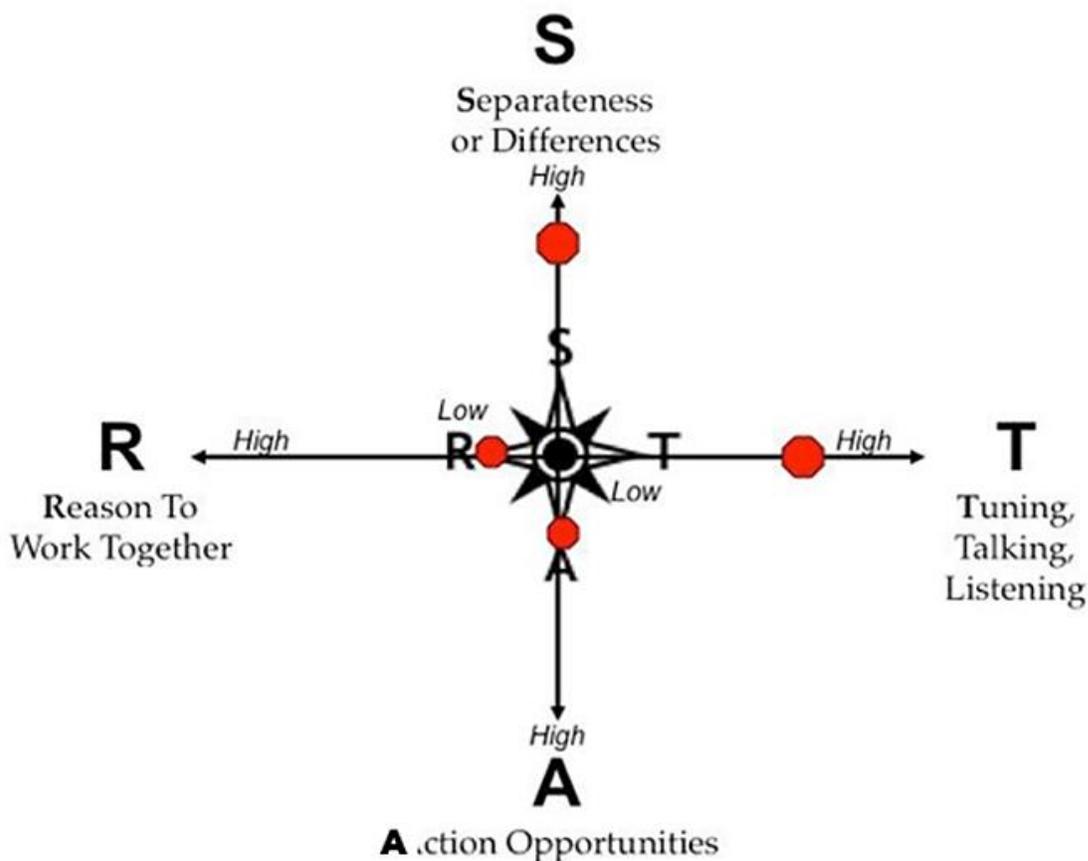
THE 4 PRIMARY FACTORS OF GENERATIVE WORKING RELATIONSHIPS

The Generative Relationship STAR Tool is a framework for assessing the generative potential of working relationships or can be used to guide the composition of new work teams. Newly forming teams can use the Generative Relationship Star to: explore their diversity and make their collective strengths and challenges in working together explicit; or, Identify strategies to ensure their group reaches its generative potential so that their work together reflects something that is far greater than the sum of their individual parts. The model highlights the four primary factors needed to foster generative relationships using the acronym STAR:

- **S = Separateness or Differences** – For a team to work productively there must be a diversity of skills and perspectives. This enables them to collectively see things that individually they may not.
- **T = Tuning** (deeply listening, reflecting and sense-making: together) - Teams need opportunities to talk and listen, reflect and learn together.
- **A = Action Opportunities** – Teams need to take action together: co-creating something new. They need a shared focus or purpose that unites them.
- **R = Reasons to Work Together** – There must be a mutual benefit for individuals to collaborate on a project.

HOW TO USE THE GENERATIVE RELATIONSHIP STAR

1. Participants individually assess where the team is in regard to each of the four elements (5 min.)
 - S - How diverse are we as a group? Do we draw out our diverse perspectives among members?
 - T - How well are we in tune with one another?
 - A - How much do we act together?
 - R -How important is it that we work together? How clear is our purpose?
2. Participants place a dot along each compass point, then explore the results, noting consensus & differences. (5 min.)
3. The group discusses the pattern of interaction they have (5 min.)
4. In small groups, brainstorm action steps to boost elements that need attention. (5 min.). Then, the whole group assembles list of action steps and decides “What first steps can we take right now?” (5 min.)



INTERPRETING RESULTS

- High Tuning + no Action = we get along well but accomplish little,
- High Action + Low Tuning = routine results with no innovation,
- High Tuning + High Separateness + High Action + Low Reason = many false starts

DEBRIEF OF THE TEAM'S STAR

After reviewing the team's results, dialogue around the following questions:

- What does this exercise reveal about the generative potential of our team?
- What strategies do we think can help ensure that our team reaches its generative potential?

FOR MORE INFORMATION

To learn more about the generative relationship star go to:

- [Liberating Structures' Generative Relationships STAR](#)
- Human Systems Design Institute: <http://wiki.hsdinstitute.org/star>

For the questions that follow please circle the number that best represents your response to the question. At the end of the survey you can add comments.

1 =	Disagree strongly	3 =	Agree
2 =	Disagree	4 =	Agree strongly

SIMILARITIES AND DIFFERENCES

- | | | | | |
|---|---|---|---|---|
| 1. There are many valuable differences among members of the team. | 1 | 2 | 3 | 4 |
| 2. We talk openly about our differences. | 1 | 2 | 3 | 4 |
| 3. I feel a part of this team. | 1 | 2 | 3 | 4 |
| 4. I notice that others feel a part of this team. | 1 | 2 | 3 | 4 |
| 5. It is easy for someone new to join this team. | 1 | 2 | 3 | 4 |
| 6. Most of the people who began with this team are still involved. | 1 | 2 | 3 | 4 |
| 7. I feel that I can be myself with this team. | 1 | 2 | 3 | 4 |
| 8. I feel that others can be themselves with the team. | 1 | 2 | 3 | 4 |
| 9. We share history of experiences and learnings. | 1 | 2 | 3 | 4 |
| 10. I know what differences make a difference in our team. | 1 | 2 | 3 | 4 |
| 11. We are able to use the diversity in the team to learn and be creative. | 1 | 2 | 3 | 4 |
| 12. We have had conflict in the past. | 1 | 2 | 3 | 4 |
| 13. We have been able to resolve conflict in the past. | 1 | 2 | 3 | 4 |
| 14. We face issues that will bring about constructive conflict in the team. | 1 | 2 | 3 | 4 |

Total				
Similarities and Differences Grand Total				

TALKING AND LISTENING

- | | | | | |
|--|---|---|---|---|
| 15. I feel that others in the team listen when I speak. | 1 | 2 | 3 | 4 |
| 16. I feel free to share personal information about myself with the team. | 1 | 2 | 3 | 4 |
| 17. Everyone in this team has an opportunity to speak and be heard. | 1 | 2 | 3 | 4 |
| 18. The conversation of the team is shared equally among members. | 1 | 2 | 3 | 4 |
| 19. I usually understand what others in the team are saying. | 1 | 2 | 3 | 4 |
| 20. I can predict what others in the team will say before they speak. | 1 | 2 | 3 | 4 |
| 21. We spend time reflecting on our work together. | 1 | 2 | 3 | 4 |
| 22. We ask many questions of each other as we talk. | 1 | 2 | 3 | 4 |
| 23. I do not feel the need to repeat my points many times before they are heard. | 1 | 2 | 3 | 4 |
| 24. I feel energized and excited when I leave a meeting of this team. | 1 | 2 | 3 | 4 |
| 25. People in the team use words or phrases that are familiar to me. | 1 | 2 | 3 | 4 |
| 26. We share common definitions of the words we use to discuss our work. | 1 | 2 | 3 | 4 |
| 27. It is fun to be a part of this team. | 1 | 2 | 3 | 4 |
| 28. We provide clear feedback to members when they disappoint us. | 1 | 2 | 3 | 4 |

Total				
Talking and Listening Grand Total				

AUTHENTIC WORK

- | | | | | |
|--|---|---|---|---|
| 29. Leadership is shared among members of the team. | 1 | 2 | 3 | 4 |
| 30. When I need information, I know where to go for help. | 1 | 2 | 3 | 4 |
| 31. I say positive things about this team to others. | 1 | 2 | 3 | 4 |
| 32. I would encourage others to join this team. | 1 | 2 | 3 | 4 |
| 33. The work of the team meets my expectations. | 1 | 2 | 3 | 4 |
| 34. The work of the team exceeds my expectations. | 1 | 2 | 3 | 4 |
| 35. Over time, we tend to be more effective as a team. | 1 | 2 | 3 | 4 |
| 36. Most of us do what we say we will do. | 1 | 2 | 3 | 4 |
| 37. I expect myself to fulfill my commitments to the team. | 1 | 2 | 3 | 4 |
| 38. We complete our work within schedules we expect. | 1 | 2 | 3 | 4 |
| 39. We use our human resources wisely. | 1 | 2 | 3 | 4 |
| 40. We use our financial resources wisely. | 1 | 2 | 3 | 4 |
| 41. I always know what I am supposed to do. | 1 | 2 | 3 | 4 |

Total				
Authentic Work Grand Total				

REASON FOR BEING TOGETHER

- | | | | | |
|--|---|---|---|---|
| 42. I know why I participate in this team. | 1 | 2 | 3 | 4 |
| 43. I know why others participate in this team. | 1 | 2 | 3 | 4 |
| 44. We share the same reason for working together. | 1 | 2 | 3 | 4 |
| 45. We have spent enough time talking about why we are here. | 1 | 2 | 3 | 4 |
| 46. We have a shared vision of the future. | 1 | 2 | 3 | 4 |
| 47. I usually know what will happen when I meet with the team. | 1 | 2 | 3 | 4 |
| 48. We are making progress toward our goals. | 1 | 2 | 3 | 4 |
| 49. The reason for our being together is the same as when we started our work. | 1 | 2 | 3 | 4 |
| 50. The goals of the team match my personal goals. | 1 | 2 | 3 | 4 |

Total				
Reason for Being Together Grand Total				

51. What else would you like to say? Please add any comments or questions you have about these or other aspects of your experience in your team.



TOOL | EFFECTIVE DIALOGUE GUIDELINES

Establishing guidelines to assist your group in having effective dialogue helps create a foundation of trust and respect amongst participants and ensures that the group's thinking benefits from a diversity of perspectives.

WHY DIALOGUE GUIDELINES?

Guidelines for effective dialogue:

- Create a safe space for exploring new ideas
- Help foster mutual trust, respect and belonging
- Create shared expectations and a common experience
- Create agreements on how to be together

THREE PRINCIPLES FOR EFFECTIVE DIALOGUE

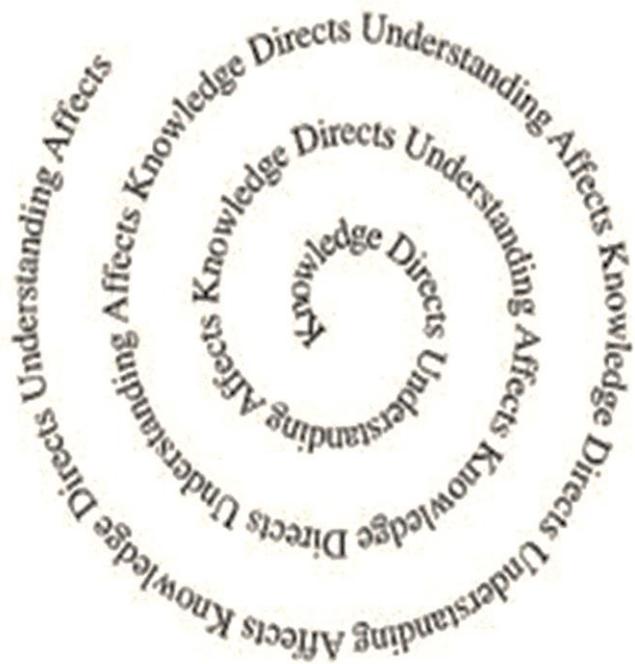
The three principles for effective dialogue are:

1. Leadership for the dialogue is shared by all
2. All are responsible for the quality of our group's experience
3. We agree to place an emphasis on shared understanding and agreement rather than on any personal agenda.

THREE PRACTICES FOR EFFECTIVE DIALOGUE

The three practices for effective dialogue are:

1. Speak with intention: Will your comment contribute positively to the conversation?
2. Listen with attention: Respect the learning process for all members of the group.
3. Tend the well-being of all: Pay attention to the impact of our contributions



SIX GUIDELINES FOR EFFECTIVE DIALOGUE

Agreeing to these guidelines creates a safe and positive learning environment for everyone:

1. **Listen** – Listen carefully. Hear what each person has to say.
2. **Hear all Voices** – Give everyone a chance to speak. Invite everyone to express their ideas and share about their experiences.
3. **Ask Questions** – Ask questions if there is something you don't understand or you want to be sure you understand the meaning of another person's comments.
4. **Be Respectful** – Be polite and respectful to everyone. You can still be considerate to each other even when you don't agree.
5. **Stay Open to New Ideas** – Be curious. Try to understand others, especially, when their ideas are different from your own.
6. **Care for Each Other** – We are all responsible for creating – and maintaining – a positive environment for conversation. You can help make this happen by asking for what you need and offering what you can to each other.

Source: Peer Spirit Circle, www.peerspirit.com

“ Very great change starts from very small conversations, held among people who care.”

- Margaret Wheatley





TOOL | SIX THINKING HATS

This is a good tool to help you explore an issue from many different points of view. Each hat focuses everyone and makes sure that you are all speaking about the same thing at the same time. This makes it easier to understand each other's point of view and organize the groups thoughts and ideas. Together, the six hats also make sure you consider your idea in many different ways.

 The White Hat	<p>The White Hat is focused on facts. The White Hat's Question is: <i>What facts do we have about this issue?</i></p>
 The Red Hat	<p>The Red Hat is focused on feelings and emotions. The Red Hat's Question is: <i>How do you/others feel about this issue?</i></p>
 The Yellow Hat	<p>The Yellow Hat is focused on all the positive aspects of an idea. The Yellow Hat's Question is: <i>What do we like about this issue?</i></p>
 The Purple Hat	<p>The Purple Hat is focused on all the negative aspects of an idea. The Purple Hat's Question is: <i>What are we worried about or do not like about this issue?</i></p>
 The Green Hat	<p>The Green Hat is focused on generating new ideas. The Green Hat's Question is: <i>What do we like about this idea?</i></p>
 The Blue Hat	<p>The Blue Hat is focused on summarizing what we have heard and confirming our decisions. The Blue Hat's Question is: <i>What AHAs did we have? What decisions have we made?</i></p>

Adapted From: Edward DeBono's Thinking Hats



TOOL | EXPLORING OUR GIVES & GETS

To work effectively as a team, it is important that we understand and agree upon what we want to achieve together. The most powerful and authentic shared visions emerge from a full understanding of one another's personal visions.

TOOL DESCRIPTION

Often, newly forming groups jump right into defining their shared task or creating a vision for their team's work. Taking the time for each individual of the team to fully explore – and articulate – their own personal needs and potential benefits is a constructive way enables that the hopes and needs of each individual team member is heard, understood and integrated into the team's vision and action plan and directly challenges a frequently unspoken assumption that our own personal needs are always in competition or conflict with the needs of the group.



TOOL HOW-TO

1. Individually, invite team members to reflect upon the following 4 questions:
 - What do you personally want to achieve through your work with this team over the next several months? Summarize by clearly and succinctly summarizing your personal wants as concretely as possible.
 - What is blocking you from achieving what you want? Identify any real or perceived barriers to achieving what you want from this team's work.
 - What do you need from your team to help you to achieve your own personal goals through this work? Again, summarize as succinctly as possible
 - Now, spend a few moments envisioning how the future will be different as a result of the team's successful work together.
2. Each team member is invited to share the summary of their reflection to the four questions above. Each member is asked to explicitly ask their teammates to help them overcome any barriers that have been identified.
3. Key words from the sharing of individual team member reflections to the four questions are captured and used to draft a team vision statement and set of principles for working together.

Exploring Our “Gives & Gets”	
My Personal Gives (contributions) <i>What I can personally contribute through my involvement with this initiative.</i>	My Personal Gets (benefits) <i>What I personally hope to get from my involvement with this initiative.</i>
My Organizational Gives (contributions) <i>What my organization can contribute through our involvement with this initiative.</i>	My Organizational Gets (benefits) <i>What my organization needs to get from our involvement with initiative.</i>
Contact Information (Optional)	Name:
	Email:
	Phone:

Day II AGENDA

April 10, 2018 – 9:00 am –12:00 pm

Embassy Suites, Hilton Atlanta, 3285 Peachtree Rd. N.E., Atlanta, GA

Session Goals: <ul style="list-style-type: none"> • To establish a common understanding of what we mean by sustainability and resilience • To identify and challenge assumptions to generate new solutions to address sustainability/resilience challenges & opportunities • To share and apply resources to build sustainability and resilience into Healthy Start Initiatives 		
Time	Activity	Lead
9:00 am	Welcome Back <ul style="list-style-type: none"> • Reflections from Yesterday • Review of Session Goals 	Sylvia Cheuy Tamarack Institute
9:15 am	Think-Pair-Share <ul style="list-style-type: none"> • What do the terms “sustainability” and “resilience” mean to you? • What are the issues and/or questions you have about sustainability and/or strengthening the resilience of your Healthy Start program? 	Sylvia Cheuy & All
9:30 am	Bringing the Lenses of Resilience and Sustainability to Healthy Start Planning <ul style="list-style-type: none"> • Provide overview of the concepts of resilience and sustainability • Q&A 	Sylvia Cheuy & All
10:15 am	Break & Networking	All
10:30 am	Planning for Resilience & Sustainability Part I – The Empathy Map <ul style="list-style-type: none"> • Introduce the Empathy Map Tool • Small Groups consider the needs and wants of the following key stakeholders in your Healthy Start Initiative 	Sylvia Cheuy & All
11:15 am	Planning for Resilience & Sustainability Part II – The Eco-Cycle Mapping Tool <ul style="list-style-type: none"> • Introduce Eco-Cycle Mapping Tool • Small Groups apply the eco-cycle tool from the following perspectives 	All
11:45 am	Developing a Personal Action Plan: The 15% Solutions Tool <ul style="list-style-type: none"> • Introduce the 15% Solutions Tool • Individual use of the 15% solutions tool focused on developing an action plan to apply what you have learned over the past 1.5 days 	Sylvia Cheuy & All
11:50 am	Wrap-Up <ul style="list-style-type: none"> • Reflections on Today • Topics & Supports going forward 	Sylvia Cheuy
12:00 pm	Session Adjourns	



TOOLS FOR DAY II





TOOL | THE EMPATHY MAP

Empathy Maps help you to consider the perspectives of those who your project serves or affects. Developing and consulting an empathy map helps your team to consider the many forces around your users and customers that affect their experiences.

OVERVIEW

Empathy maps can be completed individually or as a team. Developing empathy maps for varied and contrasting hypothetical users can really round out your understanding of user experience. When you can, invite stakeholders to complete first-person empathy maps too.

Step 1

Thinking about the target of your initiative. Put yourself in that person's shoes and think about their experience of your project:

- a. What are they seeing?
- b. What are they saying?
- c. What are they doing?
- d. What are they thinking?
- e. What are they feeling?
- f. What are they hearing?

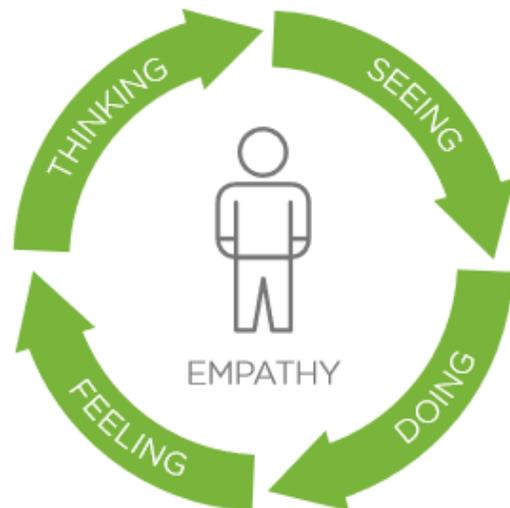
Step 2 — Fill in all six areas on the map in as much detail as you can imagine. (15min)

Step 3 -- After you have completed your empathy map, list: (15 min)

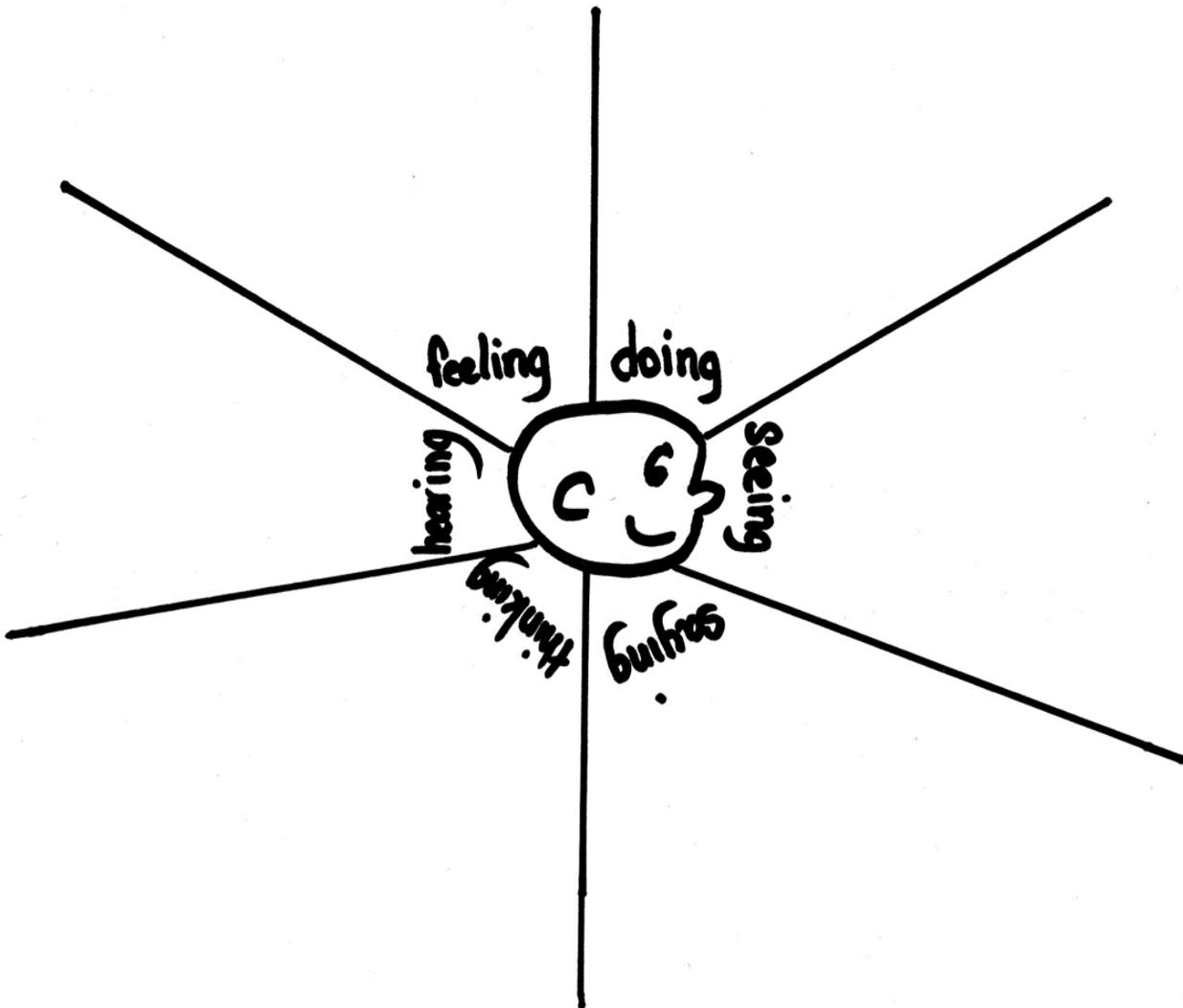
- a. Three things that this person wants; and,
- b. Three obstacles to those desires.

Source:

Gamestorming- www.gamestorming.com



EMPATHY MAP EXERCISE WORKSHEET



This person's top 3 wants are:	3 obstacles to this person's desires are:
1.	1.
2.	2.
3.	3.



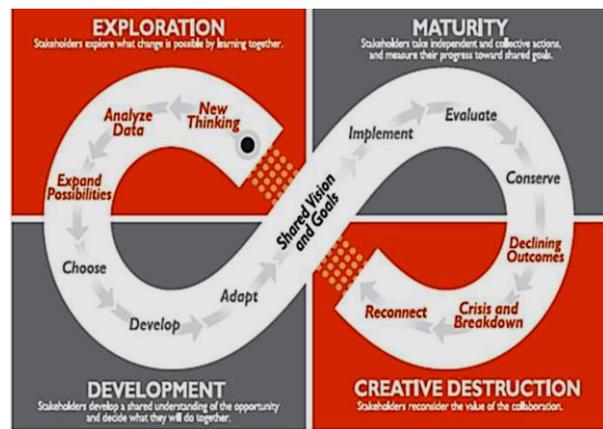
TOOL | ECO-CYCLE MAPPING TOOL

Community change efforts are dynamic and typically unfold according to four phases. From our own work in collaborative community change, Tamarack recommends to think in terms of 3-5 year “campaigns” when planning your collaborative effort.

TOOL OVERVIEW

Regular opportunities for learning and reflection need to be intentionally included into every phase of the change effort and deliberate thought and planning needs to be devoted to succession, renewal and sustainability.

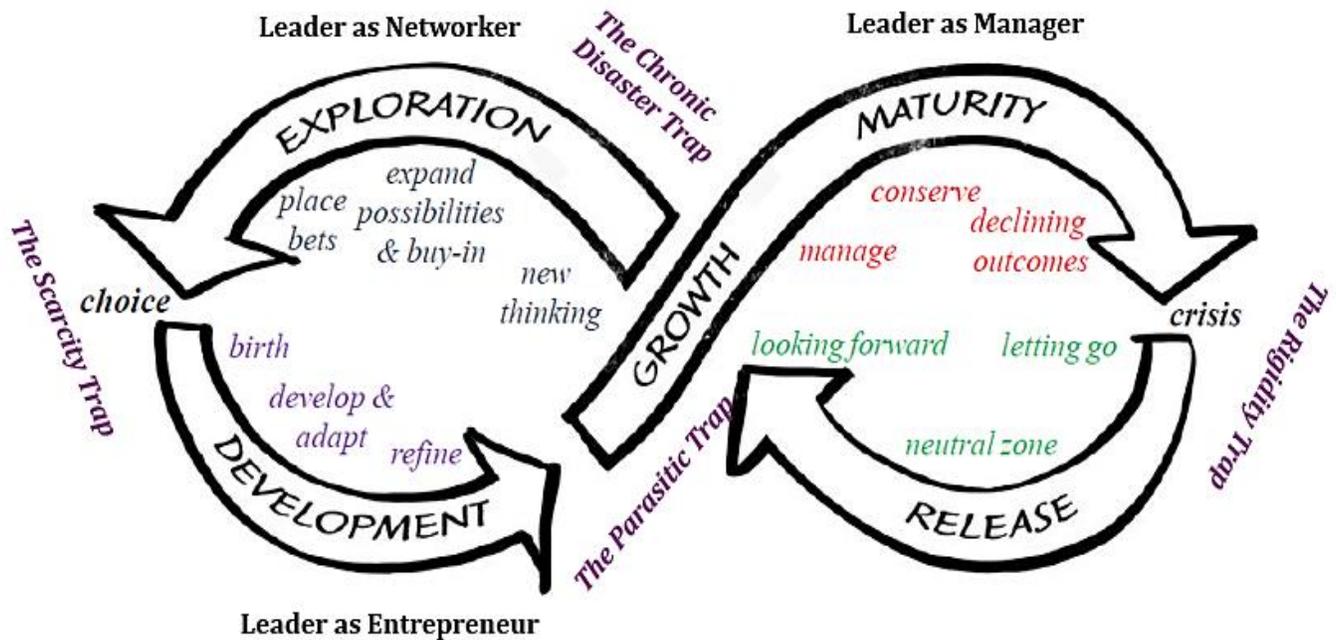
Transitional traps are common as a collaborative effort moves from one phase to another in the eco-cycle. It is valuable for leaders to periodically come together and map their progress using the eco-cycle – with a careful eye on the transitional traps



THE TRANSITIONAL TRAPS

Traps	Description	Challenges
SCARCITY Moving from Exploration to Development	Too few resources are available to support vibrant exploration of new ideas so few or none take root. No new ideas lead to outcomes or garner the support.	The ideas are not compelling. Underdeveloped decision-making process & criteria. Members disagree on which options to pursue. Members have insufficient credibility. Energy spread too thin across many directions.
PARASITIC Moving from Development to Maturity	People seem unable to sustain or grow their work without the original founder, host or primary funder. They are “parasitic” on the host(s) that gave it birth.	Over reliance on key – often founding – members of the group. Dependence on start-up pool of resources. Approach works well only at a certain scale or in unique context.
RIGIDITY Moving from Maturity to Creative Destruction	People are unable or unwilling to change or dismantle an approach that no longer fits the evolving context in which they operate. They resist new ideas.	Psyche of immediate return. Fear of uncertainty. Self-Interest. Lack of clear exit rules. Concern about perception of failure. Pressure to continue by entrenched constituency (e.g. ‘too big to fail’).
CHRONIC DISASTER Moving from Creative Destruction to Exploration	People find themselves ‘spinning’ and unable to get traction on a compelling new vision, values and intent for moving forward.	Inability to let go of the past. Weak trust amongst members. Difficulty in agreeing on shared vision and values. Volatile environment.

ECO-CYCLE MAPPING WORKSHEET



ASSESSMENT & REFLECTION

Map the following on the Eco-Cycle:

- M = Me
- D = Department
- O = Organization
- C = Collaborative

Reflect on the following:

- What does the mapping mean for your work right now?
- What do you need to consider when communicating to stakeholders?
- What are some strategies to manage in this environment?

Source: <http://www.plexusinstitute.org>

TOOL | THE 15% SOLUTION

The 15% Solutions Tool is designed to help a group of people to discover and focus on what each person in the group has the freedom and resources to do now.

TOOL OVERVIEW

By revealing – and sharing – the actions that each member of the group can do immediately (no matter how small), the group will be focusing on what is possible and building momentum. This can make a BIG difference in overcoming fear or feelings of powerlessness and ultimately advancing the work of the group.

This tool encourages everyone to shift their focus away from things that they cannot change and instead to focus on what is within their discretion to do immediately. This tool has been known to help identify solutions that are often distributed widely across the group and are often not known in advance.

Benefits of the 15% Solution Tool include:

- Each person's 15% solution helps to co-create a shared sense of what is possible
- This exercise often leads to BIG things being identified because of the Butterfly Effect



TOOL HOW-TO

1. Individually ask each member of the group to answer the following questions:
 - Where do I have the discretion and freedom to act right now that can contribute to addressing our challenge?
 - What can I contribute to help address our issue or opportunity that does not require any additional resources or authority?
 - What is my 15% contribution to our solution?
2. Individuals gather into pairs or triads. Each member is invited to quickly share their ideas (3 min per person)
3. Members of each triad ask clarifying questions and/or offer advice to one another (5-7 minutes per person)
4. Each small group shares the results of their discussion and prioritization with the entire group

“ Shifting a few grains of sand may trigger a landslide and change the whole landscape. ”
- Unknown

Source: Gareth Morgan in [The Surprising Power of Liberating Structures](#)