



The Courage To Lead Study Guide

LESSON PLANS FOR GROUP STUDY

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a force for positive social change

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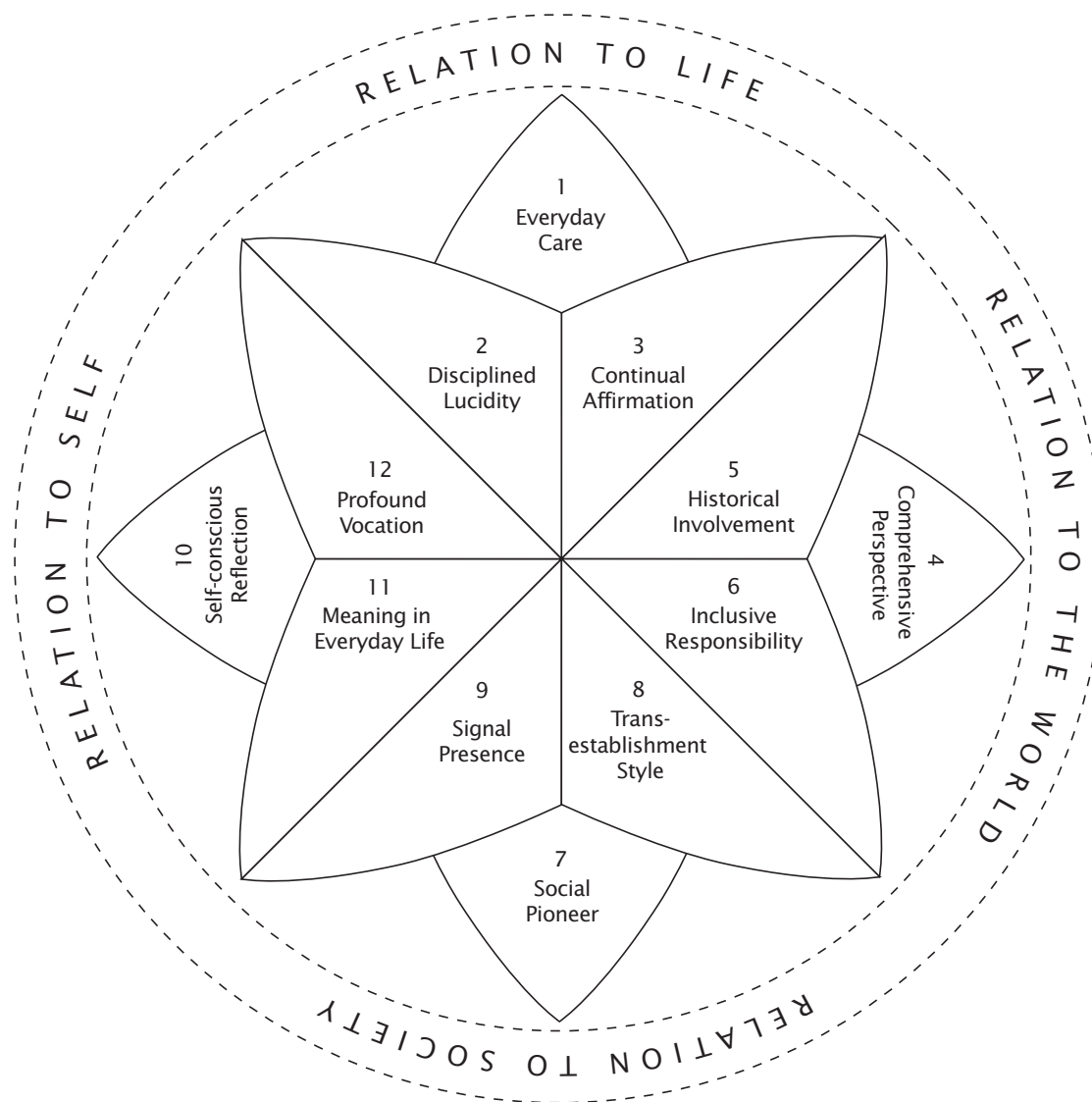
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About this guide

The leadership compass

On Page 1 of the book is a diagram that we have called the Leadership Compass. You will notice the compass is divided into 4 quadrants and each quadrant has 3 chapters. This reflects the layout of the book. Under the diagram are 4 guiding questions – one for each quadrant. The questions are referred to in each chapter and are guideposts for the dialogues. We have found the compass to be a helpful image for participants to understand the book and how the principles fit together.



Lesson plans

This manual consists mainly of 12 lesson plans for group discussion on *The Courage to Lead*.

Each study lesson has four to five pages of notes:

The first page includes:

- Chart of the chapter
- Context for the quadrant and chapter.
- Teaching objectives and key points

The second page is the lesson plan overview for the chapter and recommended homework. It may also include notes to the facilitator.

The homework includes doing exercises at the end of each chapter and additional optional activities.

Third and fourth pages are a more detailed lesson plan. Each plan is based on the reflective process outlined in Chapter 10. It is also the basis of the Focused Conversation (See later in Introduction)

Objectivity – where we try to cover the main points in the chapter

Address – where we touch on how the concepts have impacted the participants

Exploration – where we go in depth on several concepts from the chapter

Integration – where we get at the “so what difference does this make to you the participant?”

Closing – which often deals with the leadership challenge.

You may want to add:

- A check in when each session begins
- Assignments for next session at the end

At the end of every three chapters there is a quick reflective exercise on the quadrant that has just been completed. The intent of the reflection is for participants to reflect on what they have learned relative to the key question for the quadrant.

Help participants get ready

- The guide assumes that the participants have read the chapter, done the homework and have at least some clarity on the topics.
- The homework is some of the exercises at the end of the chapter. Participants who have done all the exercises report they are very beneficial.
- The homework may also have additional suggestions.
- The guide works from there with a focus on key images, personal experiences and life applications.
- The exercises at end of chapters as well as diagrams in the book, videos, music, stories, photos, and focused conversations become key tools.

Plan the session

A. Do your own study preparation

- Familiarize yourself with the chapter and study guide plan
- Do the exercise assignment you have given the group.
- The key element of the study method used in this guide is relating the content to people's own life experience. Ample opportunity is provided to participants to illustrate the key points in their own lives by telling personal stories and relating the lessons to their own experience. It is important for the facilitators to do the same.

B. Prepare your objectives

- Group study is an event with two kinds of objectives, rational and experiential, as you will see in the lesson plan chart in each chapter. The discussion leader aims to create a happening in the lives of the individuals.
- These can be modified to fit the group you are facilitating.
- Plan each session so it really impacts the group in depth. The lesson plans can be adapted easily to fit the group you are working with.

C. Plan the time for each session

- We have planned the sessions to take about 70 minutes. It is more important to be sure you have covered the key points than to make sure you have covered everything in the chapter.
- The plans can be lengthened or shortened as needed.
- We have most frequently done this using a 3-hour session and doing 2 chapters an evening. By the time you add in a check-in, a break, quadrant reflections and allow for being overtime in a few places, it is not hard to use 3 hours.
- If the chapter is the first one to be done, do a Check in with the group. This can be as simple as How was your week? or What caught your attention in the chapters you read for this session?

D. Prepare your own questions and examples – this may take several hours

- The lesson plans contain many questions. You will also need to develop your own questions, especially second and third level questions.
- Be able to give your own answers to any of the questions in the guide. There is no substitute for thoughtful preparation.
- Another part of leading a good study is developing follow-up second and third level questions. If the group is on the hook with a great question that someone has bitten into, have several flexible ways of playing out that opportunity further. Depending on how people answer, you need to be ready with further appropriate questions. Second and third level questions can be even more important than the basic questions.
- Be sure the questions help you reach the Rational aim of the chapter and don't take you down an interesting rabbit hole.

Plan the session

- Prepare your own examples of how you have used the concepts of the chapter.
- Think through your own shareable 1-minute stories/examples for each part. These encourage individuals from the group to share if they are hesitant or unclear of what is expected.
- The small group exercises will need to be adapted to the number of groups you have. Groups can be as small as 2 people. The Study Guide has exercises for 4 to 5 small groups.
- Find current personal and society stories that illustrate the key points of the chapter or quotes that illustrate key points – to use in a PowerPoint or as part of a story. This will keep designs relevant over time.
- You may also find Youtube videos that illustrate points. Before showing a video, tell participants what point they are watching for as any video may in fact touch on many different points.

E. Go for spirit depth

To avoid a really challenging discussion, study leaders can back away from asking follow-up questions, from demanding more of the participants, or from holding a participant's inadequate pictures up against a more comprehensive one. A facilitator needs the courage not to back away. It is in third level questions that the participants may experience real struggle that allows them to see their own path and destiny in a new way. Facilitators have to expect and be open to a depth spirit experience themselves in order to allow the group to be open to it. That is how the leader gives permission for everyone to experience a great, life-altering event.

D. Meditate on the group

A period of pondering before going into a group study is critical. Leaders need thirty minutes before going into the study to ruminate on what is happening today in the world and what is happening to them in relation to the study content, what is happening to the participants at that moment, and what is going to happen to them in the upcoming study. They need to meditate deeply in order to anticipate as much as possible the spirit struggle the event will spark—both inside themselves and inside each participant. Through this rumination, they can decide to relate to that struggle creatively. If depth spirit reflection cannot take place, then all of the study leader's careful and flexible preparation may go for naught. It is having the courage to stand as one who calls forth new life that makes all of this preparation, all of these tools and all of these tactics, worthwhile.

ICA's Approach: The focused conversation

There are two approaches that are basic to the way we approach the study. The first is the *focused conversation* and the second is *imaginal education*. The following are brief introductions to these approaches.

THE FOCUSED CONVERSATION

The focused conversation is a method of leading people through certain phases of reflection, enabling them to process their experience as a group. The method involves a step-by-step process for leading reflection deeper. This 4-stage process is the same reflective process in Chapter 10 and is the way each lesson plan is organized – with different names attached to each stage.

A four-stage process

ICA's focused conversation method can help people reflect together on just about any subject. It can help people resolve an office quarrel, develop a strong marketing strategy, share reflections at a friend's birthday party, or discuss a movie. The focused conversation is a relatively simple process of eliciting responses that flow from surface to depth through four levels. The conversation is led by a leader/facilitator who asks a series of questions to elicit responses that take a group from the surface of a topic to its depth implications for their life and work.

Four levels

Asking questions is a powerful tool. Questions in the focused conversation are asked at four levels by the guide or facilitator. Unguided conversations have the tendency to wander around like Brown's cows, without getting anywhere.

The four levels are:

1. The objective level—questions about facts and external reality
2. The reflective level—questions to call forth immediate personal reaction to the data, an internal response, sometimes emotions or feelings, hidden images and associations with the facts. Whenever we encounter an external reality (data/objective) we experience an internal response.
3. The interpretive level—questions to draw out meaning, values, significance, and implications
4. The decisional level—questions to elicit resolution bring the conversation to a close, and enable the group to make a resolve about the future.

Facts to feelings to meaning to decisions

The more objective or impressionistic questions come first. These are, basically, what is the data? Next, reflective questions call for personal reactions, internal responses, feelings, or associations. The interpretive questions encourage the group to dredge deeper—for insights, learnings, patterns of meaning. The decisional questions call for the "so what?" responses that draw out the implications, decisions and next steps. These four levels of reflection form a template or pattern from which innumerable conversations can be drawn.

Multiple applications

Groups have used the focused conversation to reflect on a movie, a book, poetry, to solve a problem, to reflect on a week, or a year and a hundred other uses. See *The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace* and *The Art of Focused Conversation for Schools: Over 100 Ways to Guide Clear Thinking and Promote Learning*, published by ICA Canada.

ICA's Approach: Imaginal education

In this study guide, focused conversations are used to reflect on a story, a piece of poetry, and the seminar itself.

IMAGINAL EDUCATION ICA's transformative approach

In 1956 Kenneth Boulding published his book *The Image*. His understanding of the creation and changing of images has been at the heart of ICA's approach to transformative learning. ICA calls this imaginal education. Images from our families and society are foundational to who we are and what we are about. These images affect our behavior. Some of these images are healing energizing ones. Others hold society and us back and may be destructive. Boulding says that images are created and changed by messages from others and our world. Messages may question, refine, validate or enlarge present images perhaps to the point that an image changes. When an image changes, we see things in a new way and we begin to act differently. A child Cindy is surrounded by people who call her bad, stupid or treat her as though she

is not wanted soon behaves in a submissive or defiant way. One person coming into her life that respects, supports and praises her can help her discover images of worth and eventually she may act as a creative happy child.

An imaginal educator can share important positive messages for students to reflect upon but the students decide if and how to bring those messages into their lives. At the heart of images are values. As an adult I grow and learn as I consciously decide to live out of certain values and to give up others. This is a life-long learning journey.

Imaginal education assumes that learning is about reflection on information, events, and values we encounter everyday. This dialogue involves personal experience with this outer world that bombards us through the 5 senses so that we can test these messages and decide what role if any they play in our own future. It involves daring to open ourselves up to new information, to new perspectives, to diverse people and controversial thinking, and to

models that seem too good to be true but may be exactly what we are called to create. It is saying no to opinions and perspectives that reduce life or are disrespectful of self, other people and of the earth. The dynamics of imaginal education include open listening, honest sharing, critical thinking and responsible action. At times it is about metamorphosis of self that may be as radical as the physical change of a caterpillar into a butterfly. Imaginal education asks profound questions, invites adventure, risk, eventfulness and transformation. And that is exactly what each session is like with the Courage to Lead. Enjoy the ride.

For fun, you may enjoy the way science is using imaginal education these days. It illustrates one way change happens in the world of biology.

<https://www.deepakchopra.com/video/article/963>

<https://www.youtube.com/watch?v=7DLokQQZlag> Bruce Lipton- biologist

Other notes

One of the keys to an effective study is to create a safe space for real conversation. This includes items like:

- Having a few snacks so people can be refreshed.
- Sitting in a way that people can talk face-to-face. This can be a circle or a U or at a series of tables so small group conversations can happen.
- Setting ground rules that support listening to each other and learning and exploring.
- Settling an expectation that this study will change your thinking in ways you may not expect.

Orientation session • Overview

ORIENTATION SESSION OVERVIEW				
Rational objective To provide people with the book To explain the book study – what it will and won't be To give a short experience of the book and what they will experience in the study			Experiential aim Participants have clear expectations and are prepared for the experience of the course	
Setting the context	Who we are How we will be together	Overview of the book	Using the reflective process	Closing
Welcome Facilitator introductions Role of the facilitator	Participant introductions and check in (15) Ice breaker – expectations conversation – group activity (45) Group agreements (2) Study group expectations (2) Elements of an authentic study (appendix) (15) Dynamics to be aware of through the course (appendix) Expectations of participants	The Leadership compass Story reading and conversation on story from book Using story to explore each quadrant	Reflecting on how we each reflect Introducing the reflective process from Chapter 10 Introduce self-learning booklet	Leadership questionnaire (Appendix) Closing
15 min	90 min	35 min	20 min	20 min

Orientation session

Setting the Context

We have frequently done one session as an orientation to provide people with the book, to explain the book study – what it is and what it isn't – and give a short experience of the book and what they will experience in the study. This has helped clarify expectations and prepare them for the experience. The following is an example of what we have done for a group of 30 people. Adapt it for your group's size.

Welcome and facilitator introductions

Each facilitator will describe their own experience of CTL or why they have chosen to continue with CTL. Keep it brief.

The role of the facilitator

- The facilitators are guides. They prepare a process for the group to dialogue together to explore what the author says and how we respond to that.
- They focus our thinking on key parts of the chapter.
- They facilitate the discussions. They will ask questions to deepen reflection or thoughts.
- They are not teachers. They have some experience from having done the study before but they are all learning about leadership and the courage to lead.
- Each of us – facilitators and students - will learn something new from the study.
- When you ask questions, the facilitators may answer or may turn it back to the group to answer. They are not the experts

- The facilitators will be in your small group to guide the conversation and keep it moving. In small groups, they will NOT record or report back to the large group (we've done our course already)

Who we are How we will be together

Participant introductions and check in

Facilitator: Record on a flip chart

Take 30 seconds to introduce yourself (fast and brief like an elevator speech):

- Name
- One word to describe how you are feeling at this moment
- What one word comes to mind when you hear "courage to lead"

Ice breaker – expectations conversation – group activity

We have used the following questions as a way to understand the expectations.

- What intrigued you about this course that led to your decision to spend eight sessions with this book and group?

- What did you need to let go of, or reschedule, in order to participate in this program?
- What aspect of your work or life is consuming most of your time and energy?
- What are the key ingredients of a successful course for you?
- What are your specific goals or expectations for this course?

We have done it as a gallery walk with small groups answering one question and then rotating to answer the next question, etc. When done answering the five questions, groups move to question they began with and summarize all the ideas into a few main themes. A person from each group reports to whole group. We watch the answers to ensure the expectations of the participants match what the course delivers.

Orientation session

Group agreements

Here are some agreements and working assumptions we have used.

- Everyone has wisdom
- Facilitators as guides
- Respect privacy
- Create safe space for genuine conversation
- Diversity honoured
- Speaking with intention and listening with attention
- Check-in / silence / centering
- Everyone has the right to pass
- Welcome differences as a source of creativity
- Critique the idea, not the person
- All are responsible for their own learning
- Have fun and enjoy the program

Study group expectations and dynamics

Each session will build on the book and how we relate it to our own lives.

1. What does the author say?
2. What do we each say to the author?
3. What are the implications or “so what” from our discussions?
4. There will be large group and small group discussions
5. The more preparation you are able to do, the more you will get from the discussions.

Elements of an authentic study group

(see appendix)

Dynamics to be aware of as we go through all the sessions

(see appendix)

Expectations of participants

- Read the chapters before each session.
- Do the homework and if possible all the exercises at the end of each chapter. People who have done this seem to get more out of the study.
- Engage in the sessions. If you are not clear about something ask. If you are an extrovert, make sure to give space for the others to talk.

Orientation session

Overview of the book

The following is a script and questions we have used with a large group to help them get inside the book. It takes about 45 minutes.

Leadership compass

The leadership compass is a way to look at decisions we need to make in our lives and how we can make better decisions. Each section of the compass will raise different questions and challenge you in a new way.

Story reading and conversation on story from book

I'm going to read you a story from the book and then we will talk about each of these quadrants.

(Do not tell the participants where the story is in the book. Use the story (p.135) under Taking the consequences. Read the second paragraph and two sentences of the next paragraph only. Do not read the final line that says what happened in the trial. It is really hard to not read the last sentence. Your eyes naturally gravitate to the sentence since it is such a riveting story.)

Questions

- What happened in this story/ situation? Tell me the facts – the data.
- What made sense to you?
- What actions surprised you?
- What does this situation remind you of from your own experience?
- What is the struggle of the ship's mate? The passengers?
- What were the options they were struggling with? E.g. All drowning or saving themselves
- What did the ship's mate have to consider in making his decision?
- What did the passengers consider in deciding to go to the police?
- What was the difficult choice that had to be made by those in the boat?
- What decision do you think the court made?
- What does this story tell us about leadership?

Orientation session

Using story to explore each quadrant

Now let's look at the leadership compass and the questions each quadrant raises.

1. RELATION TO LIFE

The quadrant question is: "Where do I find meaning in my everyday life? Who am I?"

This quadrant will challenge you to look carefully at

- a. How you relate to life.
- b. What your own self-story is about what happens to you in life and what life has 'dealt you'.
- c. The "Who am I?" question from a deeper level.

Looking at the Lifeboat story

- a. What was the situation they had been dealt by life?
- b. Describe the ship's mate relationship to (or self story about) what was happening to them? The passengers' relationship?
- c. Where have you struggled with these types of questions?

2. RELATION TO WORLD

The quadrant question is: "In what context do I make decisions? What do I include in my picture of the world and what if I create history through my decisions?"

This is going to challenge you to think from a broader perspective. We often get narrower in the way we look at life and our experiences. This is going to ask you what it takes to broaden your standing point. It is also going to ask you how willing are you to open yourself to new thoughts and perspectives.

Looking at the Lifeboat story

- a. What context was the ship's mate operating from? What did he include in his picture of the world? How might his past experiences have contributed to his decisions?
- b. How was it different from that of the passengers?
- c. What was his role in history, given what happened?

3. RELATION TO SOCIETY

The quadrant question is: "What role do I want to play in the change process in society, work, community, and family?"

This will challenge you to think about

- a. The role you are currently playing.
- b. The role you want in the future.
- c. The message you convey when you show up anywhere - at a meeting or ... Are you there as a wallflower, an angry person, a person needing care, or when you walk into a room do people notice a difference - a very positive force? What does your presence signal?

Looking at the Lifeboat story

- a. What role did the passengers play in this situation?
- b. What role did the ship's mate play?
- c. What might have been required of him to take on that role?
- d. What were the consequences of taking on that role? E.g. He had to shoot some people.

4. RELATION TO SELF

The quadrant question is: "How do I keep learning from my experience and trust my own inner wisdom?"

This will challenge you to assess your own personal practices to see how you can intensify your learning process and increasingly trust your inner wisdom as a leader.

Looking at the Lifeboat story

- a. What would each of the players in this story be reflecting on - in the situation or for years later?
- b. What might they all learn from this experience?
- c. What would happen if they didn't reflect?

That gives you some understanding of the quadrants and what we will be wrestling with in each quadrant. Leadership is not easy. It is not just a set of principles or models to follow. It is about making choices daily at every turn - choices that hopefully are informed by your having courage to reflect and continue to learn.

Orientation session

Using the reflective process

One of our recommendations for participants to get the most out of this study is to increase/intensify their reflection process over the next 8 weeks. We take them through the following conversation on their own reflective process. There are no wrong answers to these questions and there is no judgment implied. So participants should not start feeling guilty. This process will follow the same process we just used in the Lifeboat story. Participants will answer the questions individually and then have a group discussion. Questions may be written on a flip chart.

See *Chapter 10* in *The Courage to Lead* or *the book The Art of Focused Conversation for additional information*.

Context

We all reflect in one way or another at different times – when do you do your reflection – time of day; particular issues or... alone/with others.

Objectivity (WHAT?)

What do you actually do when you are reflecting? Think about the steps or questions or process you use?

Address (GUT?)

What has been most helpful about the process/method you use?
What has not worked as well as you would like?

Exploration (SO WHAT?)

What could you try changing over the next 8 weeks to make your reflection more helpful for you?

Integration (NOW WHAT?)

What would be your first step?

Let's talk together:

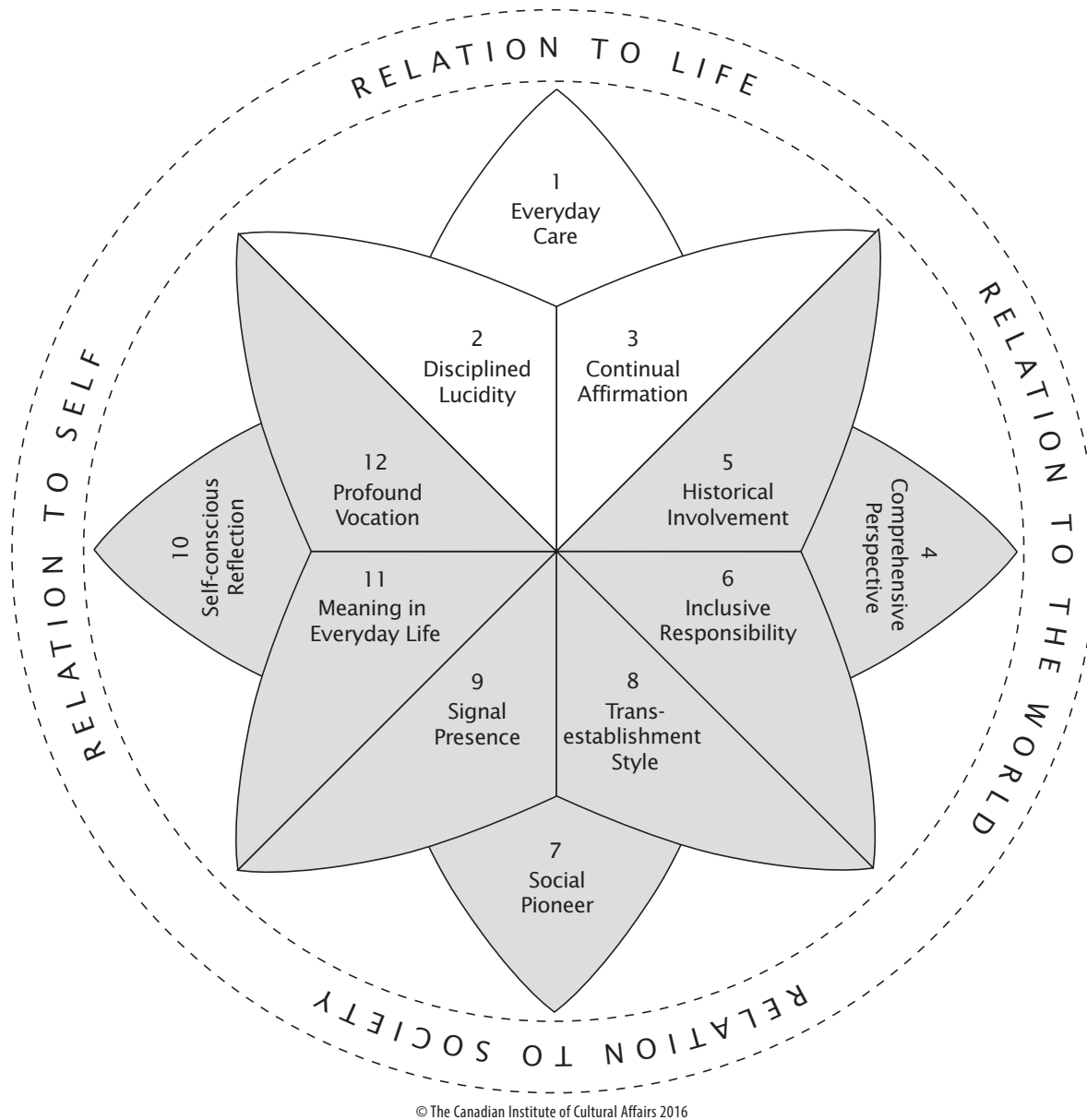
- What questions did I ask? (*Objectivity*)
- Which were easy to answer? (*Address*)
- Which were difficult to answer? (*Address*)
- What did you learn about your own reflective process? (*Exploration*)
- What are some of the ideas you came up with for changing your reflective process over next 8 weeks? (*Integration*)
- How many noticed we went through the same reflective process? (*Show questions against level of thinking.*)

Relate reflective process to the way we study the book:

- *Objectivity* - what does the author say?
- *Address* – Our reactions, associations, memories related to what the author says.
- *Exploration* – what does this mean for me?
- *Integration* – So what will I do with this new information?

Introduce self-learning booklet as companion to *The Courage to Lead* book for home study.

Introduce Leadership questionnaire (see Appendix for context and questions).



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Where do I find meaning in my everyday life?

CHAPTER 1. EVERYDAY CARE								
The Inevitability of our care			Care for people			The cost of caring	Leadership challenges	
Care is inescapable	Daily cares are our real life	Care for our work	Structural care	Depth human care				
				Rituals of care	Symbolic care			Care in human encounters

Quadrant question

Where do I find meaning in my everyday life?

These three chapters – Everyday care, Disciplined lucidity and Continual affirmation – share a relation to life which releases inner leadership qualities that can bring about transformation both in ourselves and in society.

Chapter context

The amazing thing in Chapter 1 is that it answers in very basic ways the quadrant question: Where do I find meaning in my everyday life?

“I find meaning in what I care about, in the actual situations and with the people I spend my time with at work, at home, in my community. When I am conscious, I don’t have to look any further for meaning. It is right in front of me. I can also choose the cares I really want to spend my time on. After all, these cares are my life.”

Some people discover this almost immediately as they read the chapter. This chapter when taken seriously may allow people to shift from an imperative mode to an indicative one.

As leaders our task becomes how do we tap into what people care about and release their passion, energy and creativity. Sometimes our task is related to what other people care about rather than what we care about.

Objectives

- To grasp the width, depth and cost of care
- To decide that your care is a gift
- To explore the challenge of sustaining your own and others’ care

Key points to make

- Care is inevitably present in everyone.
- There are many different types of care.
- Different people and situations require different types of care.
- There is a cost to caring – it requires us to also care for ourselves.



CHAPTER 1. EVERYDAY CARE SESSION OVERVIEW				
Rational objective To perceive the width, depth and cost of care and where leaders struggle with care		Experiential aim To experience care as a gift		
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
What is care	Revealing your own cares	Relating care to our lives	Focusing on the cost of care	Reflection
Check In Quadrant Introduction Read quotes and explore Share objects of care (homework)	Exercise p. 32 Conversation on relationship of time, care and meaning	Small group work focused on each type of care. What it looks like Benefits & challenges	"The cost of my care" Key points Applying chapter to challenges in care	Reflecting on the chapter
Time 15 min.	15	20	15	5

**Recommended homework
for this chapter**

1. Bring a picture, object, drawing, something that symbolizes your care.
2. Do the exercise on page 32, Revealing your own cares.

OBJECTIVITY (15 min.)	ADDRESS (15 min.)	EXPLORATION (20 min.)	INTEGRATION (15 min.)	CLOSING (5 min.)
WHAT IS CARE?	REVEALING YOUR OWN CARES	RELATING CARE TO OUR LIVES	FOCUSING ON THE COST OF CARE	REFLECTION
<p>Check In</p> <p>Introduce the quadrant and its key question</p> <p>The Quotes</p> <ul style="list-style-type: none"> Let's look at the quotes on page 17. Someone please read one and give a sentence about why this quote caught your attention. Share your objects/ pictures of care that you brought. <p>Care</p> <ul style="list-style-type: none"> What is "Everyday care"? What is the care the author is talking about? Why does the author say "Care is inescapable" p. 18? What does the author say about our daily cares being our real life p. 19? 	<p>Look through the chapter:</p> <ul style="list-style-type: none"> What did you discover about what you care for? (Exercise 1 p.32) What thoughts have you had about how you spend your time? What does it say about where you find meaning in your life? Where have you found yourself wondering if some particular person cares or not? How do you see/ figure out/ understand what others care about? What does it tell you about where they find meaning? 	<p>The author talks about: (<i>This can be done in small groups</i>)</p> <ul style="list-style-type: none"> Care for our work p. 20-22 Structural care p. 23-24 Rituals of care p. 24-25 Symbolic care p. 26-27 Care in human encounters p. 27 What do these look like in your work and everyday life? How do you use this type of care in caring for yourself? For others? <p><i>Possible questions to the whole group in Exploration:</i></p> <ol style="list-style-type: none"> What's the most exhausting act of care you've ever done? (Tell your story first to seed the flow.) What is the hope in the midst of weariness? When have you experienced new life in the middle of complete weariness? 	<ol style="list-style-type: none"> Turn to the last section of Everyday care, "The cost of my care." p. 28-30 <ul style="list-style-type: none"> What are the key points in this section? What is required of you to consciously decide to say yes or no to how you use your time, energy and emotion? What is required of you to say 'yes' to the person even if you are saying no to their request? Think of a situation when you get frustrated/challenged with your own care or others care or lack of it. Someone share a situation. <ul style="list-style-type: none"> Anyone, what clues does this chapter give to you about caring in that situation? 	<ul style="list-style-type: none"> What in this chapter really rang true for you? What is the human struggle that we as leaders go through as we consider our care? What is the cost of our care? What is the challenge as a leader?

CHAPTER 2. DISCIPLINED LUCIDITY						
Encountering life		Limits and opportunities			Developing the habit	Leadership challenges
Being given more than we bargained for	Encountering significant moments	Wrestling with questions of limits	Grappling with questions of opportunities	The everyday assault of limits and opportunities	Lucidity as a habit	

Quadrant question

Where do I find meaning in my everyday life?

These three chapters – Everyday care, Disciplined lucidity and Continual affirmation – share a relation to life which releases inner leadership qualities that can bring about transformation both in ourselves and in society.

Chapter context

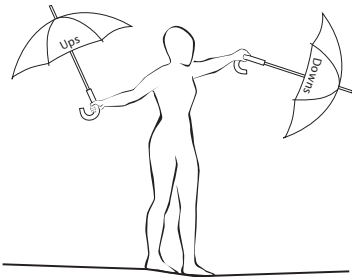
This chapter raises the question “What if we gratefully acknowledge both the struggles and the potential of a given situation, rather than always looking for a better situation over the next hill?” This approach requires a willingness to engage with profound questions that arise in our daily lives and the awareness that we can be in charge of our lives, but not in control. We experience the possibility of affirmation, of saying yes to all our life with its joy and sorrows.

Objectives

- To understand what disciplined lucidity is and why it is a key quality for a leader
- To see how we struggle with limits and opportunities in our life
- To relate the Soren Kierkegaard diagram to real life experience
- To understand how we can give ourselves and others permission to be present to life as it is

Key points to make

- We can be in charge of our lives but not in control.
- We live in the midst of opposing drives: infinite potential and crushing limitations, including the inescapable limit of death.
- Significant moments in our lives create internal crises that raise significant/life questions from which we want to escape. We choose to either say yes to the reality of our experience or to escape from the reality. Escape often results in other crises that bring back the same question for us to deal with.
- Saying yes to life as it is, is a struggle and is where we find meaning in our lives.



CHAPTER 2. DISCIPLINED LUCIDITY SESSION OVERVIEW				
Rational objective To grasp what we are all up against in life		Experiential aim To embrace life as it is and to dare to live it fully		
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Seeing life clearly	Encountering significant moments	Wrestling with the assault of limits and opportunities	Lucidity as a habit	Saying yes
What stood out? What was confusing? What is lucidity? What is your image of seeing life clearly?	Kierkegaard diagram Small groups share stories, talk through life questions and struggle to say yes Reports.	Limits and Opportunities	Lucidity as a habit Leadership challenge	Closing reflection
Time 10 min.	25	20	10	5

Recommended homework for this chapter

Do Exercises 1 and 2.

OBJECTIVITY
(10 min.)

SEEING LIFE CLEARLY

- What stood out for you in this chapter?
 - Which stories and illustrations capture the intent of the chapter for you?
 - What confused you and left you wondering?
- Read Melody Beattie quote p. 33 – What is she saying?
- What is “the way things are”?
 - What does it mean to “give up resistance to the way things are, for the moment”?
 - What cannot be controlled?
- What does the author mean by “lucidity” p.34
 - What does it mean that we can be in charge of our lives, not in control?
 - What is Joe Pierce lucid about?
 - What is your image of ‘seeing life clearly’? (We have Joe Pierce’s – what’s yours?)

ADDRESS
(25 min.)

ENCOUNTERING SIGNIFICANT MOMENTS

- Read the Soren Kierkegaard quote in last paragraph on p. 34
- Put up diagram from page 35 that illustrates the quote.
- Have people in the group walk through the diagram using the Joe Pierce story p. 35
- What does the author say are the life questions that emerge in these significant moments?
 - At your tables, talk about the significant moments in Exercise 1 in your homework using the Kierkegaard diagram.
 - Note what life questions (important questions) emerge in your significant moments?
 - What is meant by “yes to reality”?
 - What is the struggle/ challenge in saying yes to the reality of these significant moments?
- How do we/you want to escape? What are we escaping from?
- Reports**
- Have a couple of groups walk through a story they talked through and their answers.
- Ask the group about
- Life questions that got raised
 - Yes to reality and the struggle
 - How we want to escape?
- Escaping is not right or wrong. It is our human propensity when internal crises and life questions come at us. Becoming conscious of our escape tendencies gives us the option to respond positively to the life question being raised.

EXPLORATION (20 min.)	INTEGRATION (10 min.)	CLOSING (5 min.)
WRESTLING WITH THE ASSAULT OF LIMITS AND OPPORTUNITIES	LUCIDITY AS A HABIT	SAYING YES
<p>Conversation in whole group. (Option: pairs for certain questions)</p> <p>1. Wrestling with questions of limits (p. 36)</p> <ul style="list-style-type: none"> • What are examples of limits that the author talks about in the stories in this section? • Where or how do you experience limits in your life? (pairs) • Why is it important to come to terms with death? • What are ways that people forget about the fact of death? <p>2. Grappling with questions of opportunities (p. 39)</p> <ul style="list-style-type: none"> • Looking on the other pole, when did you realize that life was sheer possibility? (pairs) • What does it take to see opportunities in each situation? <p>3. Everyday assault of limits (being cut off) and opportunities (being driven), p. 46 (You may want to walk through the 5 points the author makes about how we're driven and how we are cut off.)</p> <ul style="list-style-type: none"> • Where are we in the picture? • What does it feel like to be there? • What's the roller coaster experience described here? 	<ul style="list-style-type: none"> • What is required to make lucidity a habit, p. 48? • What practices help you to be present to life? • What is the leadership challenge in this chapter, p. 49? • How do we as leaders stay present and aware? 	<ul style="list-style-type: none"> • In your everyday life, what helps you to say yes to life? • In the next chapter, Continual affirmation, we will focus our attention on that yes.

CHAPTER 3. CONTINUAL AFFIRMATION												
The Best of luck	What affirmation, or a yes stance, is not	Three aspects of affirmation and the yes stance										Leadership challenges
		A. The intrusion event		B. The Yes experience						C. The affirmation lifestyle		
		Illusions	The intrusion	Self	Life	Past	Future	The offense and the decision	Death and new life	The struggle to affirm	Affirmation is a decision	

Quadrant question

Where do I find meaning in my everyday life?

These three chapters – Everyday care, Disciplined lucidity and Continual affirmation – share a relation to life which releases inner leadership qualities that can bring about transformation both in ourselves and in society.

Chapter context

In this chapter, we're going to examine our relationship to life and ask ourselves what it takes to say yes. We are given opportunities by events, by friends and supporters, by nature and by being itself to say yes to life as it comes to us with its joys and sorrows, pain and healing. We also can choose to say no. What we choose affects the story we tell about our life and the way we live each moment. Dare to choose affirmation.

Objectives

- To understand what affirmation is and is not
- To grasp the dynamics of the intrusion event
- To experience the possibility of saying yes to life and why saying yes is critically important
- To think through what it would take to adopt this life style

Key points to make

- Affirmation happens first as an event, an intrusion that challenges our Illusions.
- Affirmation then comes as an experience, an all-encompassing yes in the midst of darkness and despair.
- We become aware of life's basic integrity.
- The self is reconciled with itself and with all of life.
- Affirmation is a lifestyle, an everyday attitude of saying yes to life, even dancing to life.
- Affirmation is not optimism or a romantic vision of life.
- Affirmation is more than an attitude. It is an experience and a deliberate choice.



CHAPTER 3. CONTINUAL AFFIRMATION SESSION OVERVIEW				
Rational objective To recognize clearly what affirmation is, what it is based on, and how it can happen in our lives at any time			Experiential aim To welcome this yes to all of life as a viable way to live	
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Affirmation and intrusion	The yes experience	Affirmation is a decision	Leadership challenge	
Checking In Quotes – Life is no desert Affirmation is/is not The intrusion Examples of Illusions being burst – individual & work	Small group work Yes to self Yes to life Yes to past Yes to future Affirmation life style Key points Difference it makes Sharing & questions	What is this stance? What aspect do you struggle with? What is required to adopt this style? Impact of doing so?	Relation to leadership	Reflection
Time 20 min.	20	15	10	5

Recommended homework for this chapter

1. Do Exercise 1 on page 72.
2. During daily work (professional and personal), be conscious of situations where you were frustrated/angry and yet you found a way to say “yes to life”. Also, remember what you did to say “yes” at that difficult moment?

3. Think of one specific moment / interaction / dispute / occurrence in your life (professional or personal) that has haunted you and that you feel has held you back in life, and you wish you could get over it. Be very specific. It is NOT for reporting to the class or sharing – just have it in your mind when you come to class.

OBJECTIVITY

(20 min.)

AFFIRMATION AND INTRUSION

Check In

- What got your mind spinning and thinking in a different way?
- Where did you struggle? Or what did you not understand?

Read the second quote, p.53

- What does this quote remind you of?
- What have been some of your deserts?
- Where have you experienced being told that life is not a desert?
- What is difference between cynic, stoic, yes stance
- What is affirmation and what is not affirmation (as Brian outlines it) (p. 54-55)?

Alternative 1: Do a flip chart with 2 columns - one label 'Affirmation Is' and the other 'Affirmation is not'

Alternative 2: Divide room into 2 parts. Assign one half what affirmation is and the other what it is not

Ask them to alternatively call out answers. Ask them to also question what the other side says if not correct.

Be prepared to question an answer yourself if it is not correct.

- What is different about this understanding of affirmation?

Three aspects of affirmation using the story on p. 56 - 57

- What was the illusion?
- What was the intrusion?
- What was the response?
- What was the new possibility?
- Where have you seen an illusion? – Individuals or work?
- What mean to have an illusion burst?
- Where have you run into situations where your illusion has been burst? Using this dynamic describe it and the response and the new possibility.

ADDRESS

(20 min.)

THE YES EXPERIENCE

"The sun rose this morning and blessed all of us. Didn't give us a test first about our orthodoxy, about whether you are going to legitimize your life today by making money, or getting a good grade, it just shines on all of us; it has been doing it all the time." - Matthew Fox

- What does this quote remind you of from your own life?

Building on the homework exercise and observations we asked you to be aware of during the week, we will work in small groups. Each small group takes a section:

1. Yes to self – p. 57
2. Yes to life – p. 58
3. Yes to past – p. 59
4. Yes to future is open – p. 60
5. Affirmation life style – p. 64 - 69

- Groups 1-4
- What are you saying yes to? What are you not saying yes to?
- You're not ignoring the facts and its implications or the difficulties in a situation
- In what situations, is it easy to say "yes" to _____? (Insert self, life, past, future is open)
- In what situations, is it difficult to say yes to ____?
- Why is it difficult? How do you affirm when life is difficult?
- What does saying no (or not saying yes) look like?
- What does saying yes look like?
- 5. Group 5
Affirmation life style
– p. 64 - 69
What is this life style like or require?
What are the struggles with adopting this lifestyle?

ADDRESS	EXPLORATION (15 min.)	INTEGRATION (10 min.)	CLOSING (5 min.)
(continued from p. 25)	AFFIRMATION IS A DECISION	LEADERSHIP CHALLENGE	REFLECTION
<p>Do reports of first 4 groups and have the whole group answer the questions below. Then do group 5</p> <ul style="list-style-type: none"> • As you listen to our answers and struggle – why (or in what ways) is this offensive? • What is the impact of not saying yes to any of these dynamics? • What is the point of the story of the girl with the long neck, p. 63? 	<p>Many of the stories are in the section Struggle to affirm, p. 65. Let's talk about this phenomenon of affirmation as the author describes it.</p> <ul style="list-style-type: none"> • How can we keep reminding ourselves to operate in an affirming way? What actions would be needed? • What is this phenomenon—in your own words? • What aspect of affirmation do you struggle most with? <ol style="list-style-type: none"> 1. Affirming yourself 2. Affirming the realities of life 3. Affirming other people • What does the struggle look like/ feel like? • How do you find yourself acting out affirmation in your life now? • What difference do you find its practice makes to self and others? • Suppose you acted this way for a year? What difference might it make? 	<p>What is the challenge for a leader in this chapter?</p>	<p>Thinking of the whole quadrant, what insights did you get about finding meaning in everyday life?</p>

Quadrant review • Relation to Life

We have come to the end of this quadrant, Relation To Life, and want to take 10 minutes to reflect on the 3 chapters and what we have learned about leadership from them.

This quadrant has 3 chapters

- Everyday care
- Disciplined lucidity
- Continual affirmation

You will remember the question related to this quadrant is: *Where do I find meaning in my everyday life?*

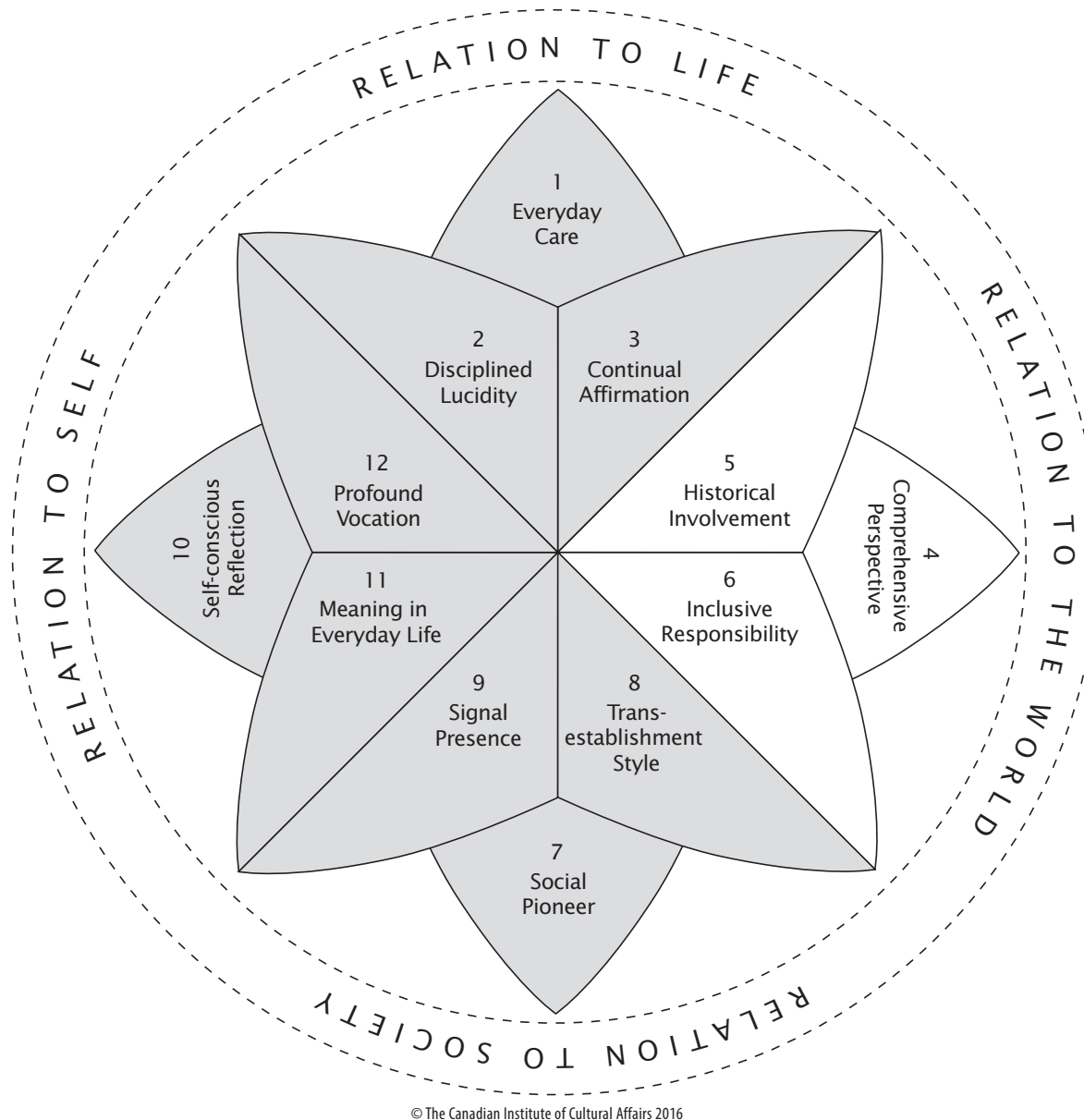
Think about all the concepts and ideas from these three chapters. Individually, reflect on one of the following questions. Choose the question that resonates for you personally. Share for a few minutes in your group.

- How has your understanding of Care changed?
- What does it take to stay Lucid to the way life is – in midst of all the limits and opportunities?
- What does it take to say Yes to the way life is?

We will be asking for one response from each group. Share what you answered to one of these questions. You are not reporting on the group's conversation.

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Notes

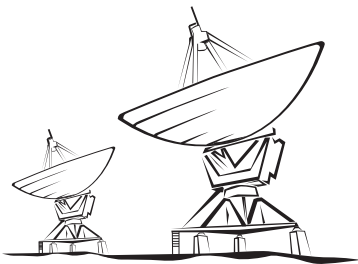


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In what context do I make decisions?

CHAPTER 4. COMPREHENSIVE PERSPECTIVE								
How big is your world?				Whole-system comprehensive models				Leadership challenges
How big can we think?	Why try to be comprehensive?	Being comprehensive	Practices of comprehensiveness	Education model	Social process triangles	Systems map for organizations	Building comprehensive models	

Quadrant question	Chapter context	Objectives	Key points to make
<i>In what context do I make decisions?</i>	This chapter focuses on the advantages and practices of having a larger picture of “your world” – of being more comprehensive. Everyone can become more comprehensive. The key is understanding the benefits. Then it comes down to developing practices that allow each one of us to become more comprehensive in the course of daily living.	<ul style="list-style-type: none">• To challenge reduced perspectives• To see how a comprehensive approach to a particular issue can lead to new creative solutions• To learn how to become more comprehensive in approaching life challenges• To discover the benefits of being comprehensive• To realize that a larger picture can provide more choices for better decisions	<ul style="list-style-type: none">• I am connected to the whole universe.• The systemic nature of reality demands a comprehensive approach.• Comprehensive picture provides perspective on the details and shows relationships between details.• Comprehensive whole system designs care for all the earth.• Comprehensive pictures enable personal responsibility.• Models that are not comprehensive create chaos. They distort decisions.



CHAPTER 4. COMPREHENSIVE PERSPECTIVE SESSION OVERVIEW				
Rational objective To get clear on the benefits of being comprehensive and know what is required to have a bigger perspective			Experiential aim To experience the possibility of creating and operating out of comprehensive pictures of reality	
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
What comprehensive looks like	How big is your world	Being more comprehensive	What is required	
Check-In Quadrant Introduction <i>Power of Ten</i> video Context Video Conversation	Exercise Individual lists: media, topics, music, books you use Compare in pairs What mean to explore “outwards”? Inwards? Group conversation What tell you about aspects of being comprehensive?	Questions you could begin to ask yourself Situations where you want to be more comprehensive Actions to take? Benefits of being more comprehensive?	What’s involved with being more comprehensive? Changes you can make	Learnings about being comprehensive and context of decision making. Your first steps Reflection
Time 20 min.	20	15	10	5

Recommended homework for this chapter

Do either a. or b.

Context for reading the chapter: Do not worry about the examples in the book of comprehensiveness screens. They can be confusing without more background.

a. Draw a picture of your city, your province or

your country or the world. What did you discover in doing this?

b. What are situations where you would like to have a more comprehensive understanding? Choose one. What are 2 or 3 things you could do to build a more comprehensive understanding of the situation?

Leader preparation

Think through where a comprehensive perspective has made a difference in your own life. When were you challenged to operate out of a new perspective on a particular concern? What was difficult about that? What effect did this have on decisions you have made?

What allowed you to enlarge your perspective? Be ready to share these experiences when it is helpful to release thinking of participants.

OBJECTIVITY (20 min.)

WHAT COMPREHENSIVE LOOKS LIKE

Check In

Introduce the quadrant and its key question

- In your work, where are you required to hold the big picture?
- Where are you required to hold all the details in perspective?
- What are the advantages of each?
- When are each needed?

Power of Ten Video

(e.g.)

<http://www.eamesoffice.com/the-work/powers-of-ten/>

Conversation

- What scene do you remember – let's get out a number of scenes
- What colours?
- What words?
- What came to you as new?
- What surprised you?

- If this is an example of comprehensiveness or being comprehensive – what does it tell you about being comprehensive? What are the characteristics?
- What is the opposite of Comprehensive?
- Where are you comprehensive?
- Where not? What do you leave out of your picture of the world or life?
- What difference does it make to be comprehensive or not?
- What could you do to expand your world or perspective?
- What might you do to deepen your perspective?

(Facilitator needs to share example of each.)

ADDRESS (20 min.)

HOW BIG IS YOUR WORLD?

Quick individual list (2 min)

- What news media do you read or listen to?
- What topics do you keep track of or follow?
- What music do you listen to?
- What countries or cultures are they from? What generation?
- What books do you read? What is their source? (country, culture)
- What visuals do you watch?

In pairs or trios (5 min)

- Share your answers – watch for similarities or differences
- What would you do to expand your world or perspective? What would you do to deepen your perspective?

Together as a whole group

- What news media did you list? Music? Books? Visuals?
- What did you discover in your lists?
- What would you do to expand your world? *(List)*
- What would you do to deepen your perspective? *(List)*
- What patterns do you notice in our answers?

- What do our reflections tell you about the aspects/gifts of being comprehensive?

EXPLORATION

(15 min.)

BEING MORE COMPREHENSIVE

Context

On page 87, Brian suggests that asking different questions can help us be more comprehensive

- What's happening in the 3 places I have decided to watch this month?
- What are the major challenges in my work this month?
- What's happening in my child's life that I particularly need to be aware of?
- What perspectives do I get/not get (in the news)? Why? What assumptions are blocking me? (from?)
- Nothing special about these questions, they just help you think differently about a situation. What other questions can you ask yourself that fit your own personal/ work context – ones that would help you be more comprehensive?

Exercise

In pairs or threes (6 minutes)

- What is a situation you are concerned about?
- What could you do to make your thinking and approach more comprehensive?

Report (5 min)

- Situation/ things you could do to be more comprehensive
- What would be the benefits of being more comprehensive to your family? Work? etc.– even if you were being slightly more comprehensive?
- What would be the difficulties? What challenges might you encounter? p. 86

INTEGRATION

(10 min.)

WHAT IS REQUIRED

What is involved in being comprehensive? Look at examples on p. 83-86).

- In what situation have you tried to be inclusive? What did you do?
- When have you done extra research or homework to get the best perspective on an issue or opportunity?
- Where have you been involved in creating a synthesis of perspectives? At home, work, or community
- What is an inclusive model you are operating from or trying to create?
- Where have you checked for comprehensiveness or seen others take on challenge?

CLOSING

(5 min.)

REFLECTION

Where in the next few days might a comprehensive approach be helpful?

- What changes would you need to make? What new skills would you need to be more comprehensive?
- What are the leadership challenges involved in being comprehensive?

CHAPTER 5. HISTORICAL INVOLVEMENT										
History redefined			Dealing authentically with our past			Creating the future				Leadership challenges
Images of history	History as an infinity loop	The role of defining events	The chapters of our personal history	Honouring the past	Letting go of the past	Human beings change history	Clambering onto the stage of history	The continuing work	The importance of history in our everyday lives	

Quadrant question

In what context do I make decisions?

Chapter context

This chapter focuses on discovering that we are part of history, past present and future. The decisions we make have the potential to change history for ourselves and for coming generations

Objectives

- To redefine history as a present and ongoing reality including the past and future
- To discover that we are each a part of history
- To realize that decisions we make affect history – our own and others
- To discover that we can change or bend history with our decisions and human energy
- To share story of past as individual or group allows the future stage or chapter of story to be imagined and created

Key points to make

- History is an ongoing process linking past, present and future.
- History can bend and move in a new direction.
- Throughout my life I am on the stage of history.
- Human beings can change history with the decisions we make.
- Defining events in individual and group life can be moments for new decisions and new directions.
- Letting go of past wounds frees us to welcome and create the future.
- A common story of past allows individuals and groups to participate together in creating the future directions.



CHAPTER 5. HISTORICAL INVOLVEMENT SESSION OVERVIEW				
Rational objective To grasp new images of living in history; history is past, present and future. History is happening now			Experiential aim I can create and help bend history with my decisions and human energy	
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Our images of history	Defining events	History as infinite loop	Leadership challenges	
Introduction: leadership compass Images of history	The role of defining events Timeline on personal defining events	Infinite loop and car example p. 104-105 Working through personal decision loops in small groups	Honouring and letting go of past Leadership challenges	Insights about decision-making Reflection
Time 10 min.	20	25	10	5

Recommended homework for this chapter

Create a personal timeline
based on Exercise 1 on
page 121.

Leader preparation

Think through how you
have used history to make
better decisions. At the
end of this section is an
example of a quick talk on
how history is related to
our lives. It is an example
of how you can sum up a
section or chapter.

*Note: Historical involvement
is also historical perspective
(comprehensive understand-
ing of history).*

OBJECTIVITY (10 min.)

OUR IMAGES OF HISTORY

Leadership compass – where we are on compass and in course
Relation to Society:
In what context do I make decisions?

Check in

Images of history, p. 103

- What do you think of when hear word history?
- What is Brian suggesting we add to our understanding of history?
- Look at the personal timeline you did. When have you experienced being on stage of history? (*Guide share quick story, ask for others*)
- When have you seen history bend or budge? (*Have example to get ideas flowing*)

ADDRESS (15-20 min.)

DEFINING EVENTS

The role of defining events

The group was asked in preparation to do the personal timeline exercise p. 121

The Role of defining events – ones that bend or budge history, p. 106

- Share book example or own example
- What are some defining events in your nation or the world in your lifetime?

Timeline on personal defining events, p. 121

From Exercise 1 that you worked on for homework (*or are given time to write down a few defining events from life*)

- Share in pairs: What are some defining events in your own life?
- What was your life like before the event?

- What was your life like afterward? How was it different?
- In whole group: share some of your defining events and how the event changed your life?
- What role might a tool such as this timeline exercise play in your life and work? (*ex. Discover chapters of own life; create story of life, in organization create common story of past on which to build future.*)

EXPLORATION (25 min.)

HISTORY AS AN INFINITE LOOP

This section is focused on the infinite loop and how it is true in our everyday life. The second part (Grounding) is meant to be a fun exercise that makes everyone conscious of how history affects each of us everyday.

Walk through History as an infinite loop and car example, p. 104-105.

- Everyone think of a question that is coming at you in your present life from the future.
- Think about it for a minute. Write your question down.

In small groups:

Step 1:

- Share individual question that is coming to you in the present that will impact the future? Group chooses one question to work through.

Step 2:

- What does your past have to say about this issue?
- What are the values/ reasons on either side of the question?
- What factors are influencing your thought process?

Step 3:

- What is the future saying?
- What are the values/ reasons on either side of the question?
- What factors are influencing your thought process?

EXPLORATION

(25 min.)

HISTORY AS AN INFINITE LOOP (continued)

Step 4:

- What decisions are you prepared to make or consider now in light of the past and future?

In whole group share one insight from each table.

- How might you use this infinite loop exercise in the future? (5 min)

INTEGRATION

(15 min.)

LEADERSHIP CHALLENGES

Which of these ideas speak to you?

1. We honour our past and seek its wisdom. But even so, our roots are really in the future.
2. If too much is preserved and too little forgotten, the past overpowers the future. The past can imprison us.
3. The future is built by human decision and it can at any moment be altered by human choice

What leadership challenges face those who consciously become involved with history and see themselves on the stage of history? This is a good question to take home with us.

CLOSING

(5 min.)

REFLECTION

What insights do you have from this study about decision-making?

SAMPLE LECTURETTE

History is important in our everyday lives.

In groups I deal with, history is individual. Often there is no group history or story. It is all individual stories. A group history or story line is needed to be able to acknowledge the energy and effort that has been needed to bring the group to that point in time. When the group history is told, then people can let go of the past and move into the future. When 'my story/my history' is not part of the group history/story then I cannot let go and sometimes block the group from moving forward.

Individuals are the same. When we exclude part of our story, part of our history – by forgetting – intentionally or otherwise – we lose part of our story – part of our energy, our passion. When we include it all, we are freed to move into the future.

Often we allow certain events to taint our story – to have an overly large impact on our story. For example, when relationships

break up, it is the break up that often decides our whole story of the relationship. At the end of one six-month relationship, I realized that I had had 25 weeks of exciting fun and one week of pain. I had to answer the question "Did I want one week of pain to colour and eliminate 25 weeks of enjoyment?" I decided not to do that. When I talk about that relationship, I talk about both the 25 weeks and the one week. It is part of the whole story.

Another example is a friend of mine who was getting very dissatisfied with her job. She was frustrated that others seemed to be promoted before her. She stopped and reviewed the history of her job. She realized she had taken the job to accomplish particular goals. Those were accomplished. It was now time to leave. She prepared her resignation letter from that perspective rather than the frustration perspective. She got glowing referrals that went a long way to helping her get her next job.

Today, the media creates our story and thus our understanding of

history. What they report on, what they emphasize is what we remember. We have to be conscious of whether in fact that is our story of life or not. For the media often are following the spins of the politicians – and that leaves us with less than the whole story. Often the history we are told is the capital H history – that of the victors. In today's world that is changing, as various groups get out their story through books and the internet. The capital H history is being re-written. In Canada the history of the second world war now includes stories of internments of various cultural groups in Canada, that were not talked about at one time. Our history of First Nations people's changes as time goes on and more of the small h history gets told.

As leaders, one of our tasks/roles is to remember and tell the whole story so when we tell the history we honour everything that has brought us to this point. It is the inclusive, comprehensive story. It holds the individual stories and the group/organization story. For when one's story is told, individuals who are part of that story

are freed to throw their energy into creating the next part of history. They can change history again because they have been honoured. A leader who does not include his team in the story or does not story; loses perspective.

— Duncan
October 25, 2005

CHAPTER 6. INCLUSIVE RESPONSIBILITY									
Moral metaphors		The ethic of responsibility			Making responsible decisions			Listening to your heart	Leadership challenges
Moral metaphors	Our new moral metaphors	Obligation	Freedom	Responsibility	Making the necessary decisions	Taking the consequences	Day-to-day responsibility		

Quadrant question

In what context do I make decisions?

Chapter context

This chapter focuses on developing a new understanding of responsibility. Frequently in our daily language we equate our obligations with responsibility. Watch how people use the terms “obligation” and “responsibility”. Sometimes they get confused and equate obligations with responsibility. That is not what the author does with the definition of responsibility.

Objectives

- To grasp the structure of responsible decision making
- To explore what it looks like to live both obligated and free
- To apply model to current every day situations
- To shift perspective on decisions from right or wrong to a “what is necessary” moral metaphor
- To wrestle with making necessary decisions

Key points to make

- Ethic of responsibility means making decisions from a comprehensive context that is history-long and world-wide.
- When we ask what is necessary, rather than what is right or wrong, we elevate the ethical ante.
- Obligation is what others expect and want from us.
- Freedom is what I want - what I am driven to do, think and be.
- Responsibility is about holding the tension between obligation and freedom and asking: What do I say is necessary?
- There are consequences to every decision we make.



CHAPTER 6. INCLUSIVE RESPONSIBILITY SESSION OVERVIEW				
Rational objective To grasp the structure of responsible decision-making		Experiential aim To decide to live both obligated and free and to experiment with making responsible decisions		
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Obligation and freedom	Making a current decision	What is necessary	Dealing with the ambiguity	Leadership challenge
Check in: use of pictures What is obligation? What is freedom? What is required to hold them in tension with each other?	Small group work Exercise 2 review What required to make “responsible decisions”? What learn about holding obligation and freedom in tension?	Moral metaphor Making necessary decisions	What is the ambiguity in making decisions in this context? Listening to your heart	How does this impact you and leadership?
Time 10 min	20	20	15	5

Recommended homework for this chapter

- Do Exercises 1 and 2 on pages 139-140.
- Read Obligation, p. 126, para. 1. Bring a picture of an obligation you have.
- Read p. 129, Freedom, paragraphs 1 and 2. Bring a picture that depicts your deepest personal passions and yearnings.

OBJECTIVITY

(10 min.)

OBLIGATION AND FREEDOM

Check in by small groups

Share pictures of obligation and freedom.

Discuss why you chose each of those pictures.

Post on a flip chart – obligation on left, freedom on right.

As whole group

- Look at personal timeline you did in “Historical involvement” – When have you operated from obligation? From freedom? When have you held the tension?
- What are we saying about what makes something an obligation?
- What are we saying about what makes something freedom?
- In your life which pole do you tend to emphasize?
- What does the author say about the diagram on p.126 and its relationships?
- Read aloud page 127, Obligation, paragraph 2, about larger obligations. What might be some of those larger obligations?
- Read aloud p. 129, second paragraph. What does it take to not be bound by others’ expectations of us?
- How can you be obligated and free at the same time? (*rubber band image*)
- What would it look like to make decisions holding both and not collapsing them?
- What does it feel like?
- What is difficult about holding this tension?

Possible exercise:

Divide into who feels more obligated and more free – move to different sides of the room. You are making a decision about ____, what to say from obligation view; from freedom view; then switch sides and play the other role – de-brief the experience.

ADDRESS

(20 min.)

MAKING A CURRENT DECISION

Using the work you did in Exercise 2, explore several of the decisions you worked on.

Report back on what you learned about

1. Making “responsible decisions”
2. What it requires to hold both your obligations and your freedom in making decisions
3. What does freedom add to making your decisions?
4. What does it look like to stand in a position of choice?
5. What are the challenges in deciding what is necessary?
6. How is this different from acting out of a right and wrong metaphor?

No matter what choice we make there are consequences.

The key dynamic you are after is what it looks like to be 100% obligated and 100% free. Freedom is not about being happy – that may be an outcome but is not the starting point.

One person’s freedom may be another’s obligation, but that does not negate the other’s freedom.

It needs to be positioned in decision making.

EXPLORATION (20 min.)	INTEGRATION (15 min.)	CLOSING (5 min.)
WHAT IS NECESSARY?	DEALING WITH THE AMBIGUITY	LEADERSHIP CHALLENGE
<p>New moral metaphor</p> <p>The author talks about carving out new moral systems – right-right and wrong-wrong. In many situations there are no rules.</p> <ul style="list-style-type: none"> • Where have you experienced this situation? • What question does he say we need to ask to up the ethical ante? (p. 125) • How does that question shift the conversation? • What does the author say is required to make the necessary decisions? • Where have you experienced having to take the consequences of a decision you made? • What did you learn about making decisions? 	<p>As you think of the decisions you have talked about in this session,</p> <ul style="list-style-type: none"> • What is the ambiguity in making decisions in this context? (p. 133 <i>Making the necessary decision</i>, paragraph 1) • What can happen to a person who operates mainly out of obligation without a real exploration of freedom? • When have you needed to use your freedom to effectively respond to a situation? • What can happen to a person who mainly operates out of freedom without defining obligations? • How many decisions be affected ? <ul style="list-style-type: none"> • How has this chapter illuminated your experience of responsibility and decision-making? • What is his point in the very last section of this chapter (p. 137 – Listening to your heart). • What does it mean to trust your heart, your intuition or your inner wisdom? 	<ul style="list-style-type: none"> • What does it take to continually stand in a position of choice? • What courage is required/ what leadership is required to be responsible or to make necessary decisions in these times?

Quadrant review • Relation to World

We have come to the end of this quadrant, Relation to World, and want to take 10 minutes to reflect on the 3 chapters and what we have learned about leadership from them.

This quadrant has 3 chapters:

- Comprehensive perspective
- Historical involvement
- Inclusive responsibility

You will remember the question related to this quadrant is: *In what context do I make decisions?*

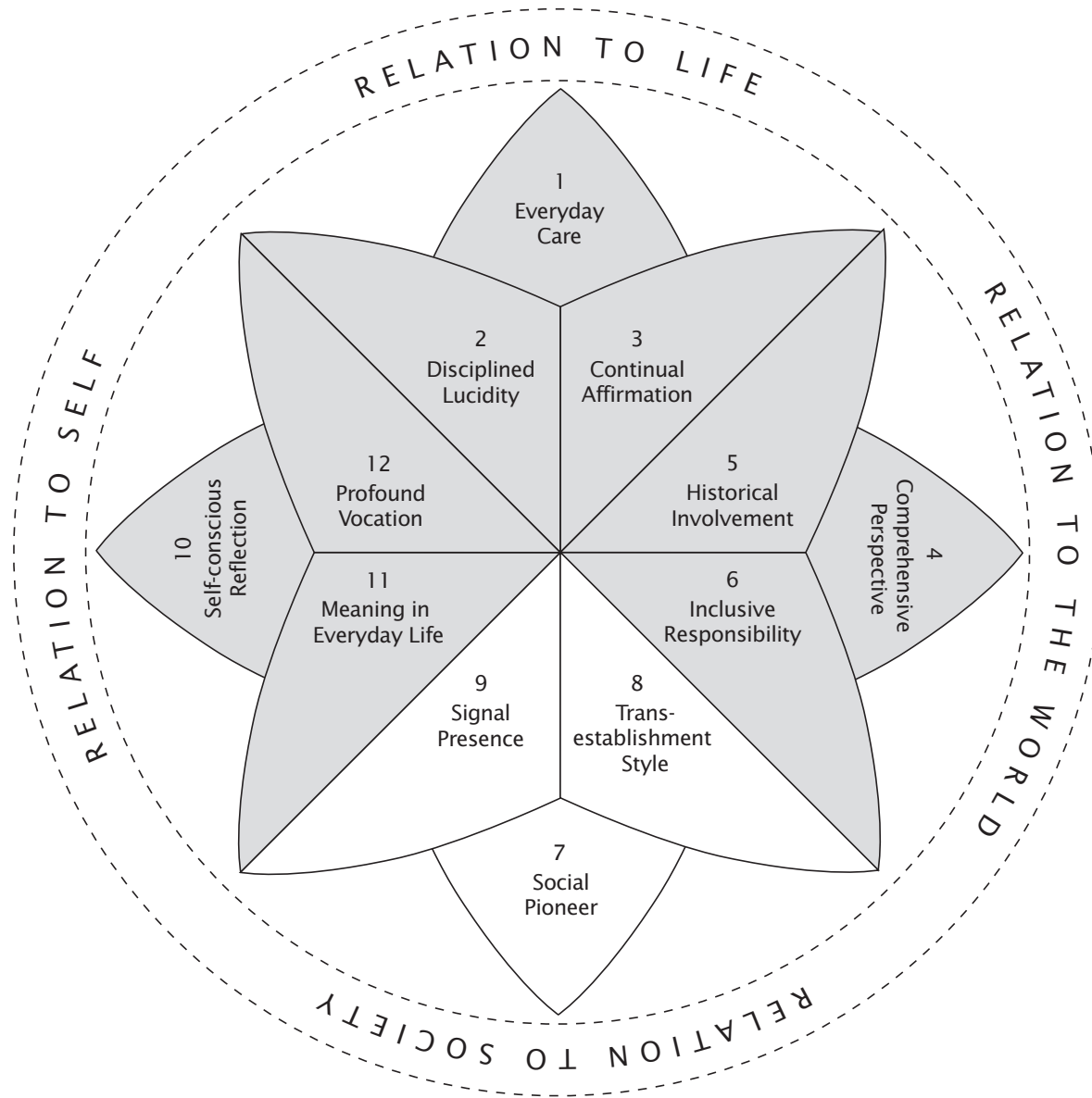
Think about all the concepts and ideas from these three chapters. Individually, reflect on one of the following questions. Choose the question that resonates for you personally. Share for a few minutes in your group.

- What do you want to include in your picture of the world as a leader?
- How does your relation to the world impact the decisions you make and your ability to be a leader?
- What is the leadership challenge from this quadrant?

We will be asking for one response from each group. Share what you answered to one of these questions. You are not reporting on the group's conversation.

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Notes



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**What role do I want to play in the change process
in society, work, community and family?**

CHAPTER 7. SOCIAL PIONEER									
Deciding to respond in a new way			Images of the mission of the social pioneer				The action of the social pioneer		Leadership challenges
Do I dare?	Living on behalf of the future	Creating new models and systems	The mission of the social pioneer	Between the no longer and not yet	Addressing major social concerns	Qualities of the social pioneer	The task of the social pioneer	How can I get started?	

Quadrant question

What role do I want to play in the change process in society, work, community and family?

Chapter context

The three chapters in this quadrant are very closely related and build on each other. This chapter focuses on identifying where social change is needed and deciding to act (Social pioneer – the knowing dimension). The next 2 chapters focus on:

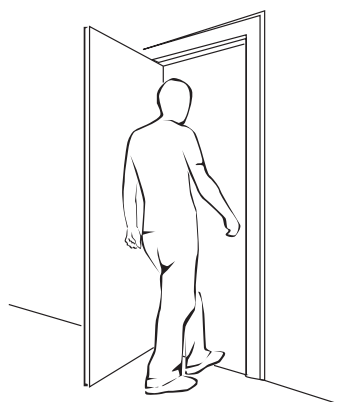
- What social pioneering looks like in action (Transtablishment style – the doing dynamic)
- How to nurture the life quality in ourselves and others (Signal presence – the being dynamic)

Objectives

- To understand the qualities and dynamics of social pioneering
- To get inside of what it is like to act between the no longer and not yet
- To reflect on where social pioneering is needed today
- To consider the “planks” in society that we are in the process of creating or want to create
- To explore initial steps in creating a “plank”
- To consider the leadership challenges for a social pioneer

Key points to make

- We all participate in how society is and will be.
- People in all walks of life decide to make changes in how society operates. They may be big or small.
- Not all change or doing good in society is social pioneering.
- Social pioneering is about creating positive change in the systems, structures, values, life style of society on behalf of all people and future generations.
- Social pioneers identify places where change is needed and choose where they will make a difference.
- There are some initial steps in beginning to create the new.



CHAPTER 7. SOCIAL PIONEER SESSION OVERVIEW				
Rational objective To get a clear picture of what it takes to be a social pioneer		Experiential aim To wrestle with the decision to be a social pioneer		
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Social pioneer Image	What is involved in becoming a social pioneer?	Where are social pioneers needed today?	The action of the social pioneer	Leadership challenge
Check in Quadrant introduction Social pioneers we know Image of the social pioneer Being between the no longer and not yet	Story Qualities of social pioneers we know (Exercise 1) Quality decisions needed p. 154 Reflection: How is social pioneering different from other activities	Video <i>The Shift</i> or stories of social pioneer from book or personal Where is social pioneering needed today? Planks (Exercise 2) - What we want to create for future	How do I get started to create plank (Exercise 3) Issue/problem Impact/vision Block First steps	Leadership challenge
Time 15 min.	15	20	15	5

Recommended homework for this chapter

Do Exercises 1, 2, and 3 on pages 163-165.

Bring an example of a “plank” or change you are presently involved in creating or want to be involved in.

Leader preparation

The opening on social pioneer is very important to keep this concept grounded in the real world. Without this, it can become a concept that only people like Gandhi embody. Groups who play this role are also often mentioned. They are important but regardless of what a group does, it is still an individual

decision. Make sure the wedge blade diagram (p. 149-150) is explained so people understand the dynamics. In talking about the dynamics you are helping to separate social pioneers from people who do good things; from those who make change through mass killings or destruction, from those who focus on immediate quick fix change or actions which affect some

positively but hurt the vast majority.

OBJECTIVITY

(15 min.)

SOCIAL PIONEER IMAGE

Check in

Introduce the quadrant and its key question

- When I say pioneer, what snapshots come to you?
- Now when I say social pioneer, what do you see?
- Name someone you know who is living today that you would call a social pioneer. Now keep that person in mind as we talk about the mission of a social pioneer.

Now let's look at the mission of the social pioneer on p. 148 and 149.

What role do social pioneers play in society, past and present?

Metaphor of the wedge blade which can stand for direction history seems to be moving in.

Example of assisting homeless – creating a system that does not create dependence and does not abandon.

On behalf of all, social pioneers put themselves between the no longer (systems, structures, values, life styles which are not working well anymore and even perhaps are creating harm) and the not yet (the future that needs to be created now in order to meet present challenges and care for future generations).

Draw wedge blade or show it.

Social pioneers put their energy into creating the systems, structures, values, and practices needed for the future (new planks of society). They stand in the no longer and not yet to create these planks on behalf of all.

- What does it feel like to be in that place?
- When have you experienced being in that place even for a short time?

See Maureen Dunne poem *In-Between (below)*. She was a participant in a Courage to Lead program.

ADDRESS

(15 min.)

WHAT IS INVOLVED IN BECOMING A SOCIAL PIONEER?

Read or share William Kamkwamba story p. 144-145.

- What was he creating for the future? Why?
- What qualities did he exhibit in the creation process?
- What social pioneering role is William playing in his community?

Together or in small groups:

- Share together names of 7-8 people who are social pioneers in your workplace, community, country or world. Write on flip chart.
- On the flip chart, name some qualities of these people that make you think of them as social pioneers.

The author talks about what it takes to decide to become a social pioneer (p. 154)

It is a solitary decision

It makes us feel vulnerable because risk is involved

It asks us to use our own interior resources

It asks us for continuous commitment

- Which of these qualities are easiest for you?
- Which ones are hardest?
- When you think about the mission and life style of a social pioneer, what is exciting for you?
- What is fearful or difficult?
- How is the social pioneer different from someone who does good or is an entrepreneur?

EXPLORATION

(20 min.)

WHERE ARE SOCIAL PIONEERS NEEDED TODAY?

Show video or share pioneering stories

Video, e.g. movie trailer *The Shift* (Link: https://www.youtube.com/watch?v=hL_VTdxxvWac)

- Where is social pioneering needed today – what is the topic/issue?
- What past “planks” systems, models, structures, values, life styles are not working anymore?
- As you think about the social pioneers we have talked or read about, what planks for the future are they involved in creating?

Building from the homework, Exercise 2, p. 164

Share in pairs

- What planks are you involved in creating for the next generation or want to be involved in creating?
- Choose one: What makes you passionate about this plank?
- What is challenging about creating this plank? What might be your first step?

INTEGRATION

(15 min.)

THE ACTION OF THE SOCIAL PIONEER

In small groups, choose one plank that you or someone in your group is passionate about as example to explore together. Someone take notes on your conversation or put on flip chart.

- What is the particular problem or issue you want this new plank to address?
- What would social pioneering look like in that situation?
- What would be the impact you would want to have?
- What blocks might you experience?
- What would be the first steps?

Keep these notes. We will use these examples as we explore Chapter 8 and the transestablishment style in the next session.

CLOSING

(5 min.)

LEADERSHIP CHALLENGE

What is a challenge for leaders who want to be social pioneers?

IN-BETWEEN

Somewhere
On the wild moor
Between the
No longer
And the
Not yet
The wedge-blade
Slices
Into the tangle
Of the
Still hanging-on
And the
Not letting-go

Fingers bleed

Insubstance
Swirls in mayhem
Gretel crumbs
And
Rapunzel tears
Stain the ground
And seep in
They fail
To mark
The path home

There is
No return...

Beating wings
Fuel
A fearful urge
Towards the edge
Of hope.

Maureen Dunne
March 17, 2010

CHAPTER 8. TRANSESTABLISHMENT STYLE								
The Pro-establishment, disestablishment and transestablishment			Five marks of the transestablishment					Leadership challenges
The stance of being for something	Pro-establishment, disestablishment, transestablishment	The trans-establishment approach	Proactiveness	Collaboration	Framing	Contradiction oriented action	Focus on negative underlying human image	

Quadrant question

What role do I want to play in the change process in society, work, community and family?

Chapter context

The three chapters in this quadrant are very closely related and build on each other. This chapter is still dealing with the action and style of the social pioneer. We are still talking about the same reality as in Chapter 7. This chapter lays out the operational and stylistic qualities of those who act between the No Longer and the Not Yet at the tip of the wedge.

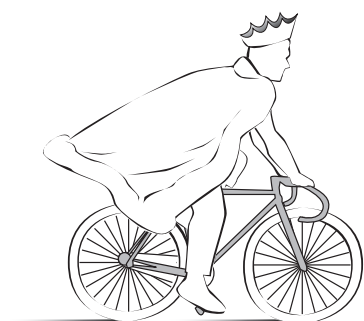
The previous chapter focused on Identifying where social change is needed and deciding to act (Social pioneer – the knowing dimension). The next chapter focuses on nurturing the life quality in each of us and in others (Signal presence – the being dynamic).

Objectives

- To understand what it means to be for something
- To understand the 3 roles and the uniqueness of the Transestablishment role
- To explore what this style looks like in real situations
- To clarify the operational and style shifts involved in taking on the stance of the transestablishment

Key points to make

- Defining the transestablishment style and its qualities.
- Clarifying the implications of the style.
- Understanding where this style is needed today and why.
- Exploring what it means for you to operate from that style.



CHAPTER 8. TRANSESTABLISHMENT STYLE SESSION OVERVIEW				
Rational objective To clarify the operational and style shifts involved in taking on the stance of the transestablishment		Experiential aim To move the group towards taking on the style shift involved in being and acting as the transestablishment pioneer in history		
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Being for something	Pro-establishment, disestablishment, and transestablishment	Transestablishment's style and operations	Five marks of the transestablishment	Leadership challenge
<p>Quotes at head of chapter: questions on the confrontational approach</p> <p>What mean to be for something?</p> <p>Definitions</p>	<p>Questions and groundings on each of three</p> <p>Transestablishment approach</p> <p>Characteristics</p>	<p>Small groups – work on situations named in Chapter 7</p> <p>Ensure clarity on the 5 marks</p> <p>What do the 5 marks look like in these situations?</p>	<p>Group reports on what the 5 marks look like in these situations</p> <p>Focus on personal change required for implementing each mark</p> <p>What difference make?</p>	<p>What for you is the key to putting on the style of the transestablishment?</p>
Time 15 min.	10	25	15	5

Recommended homework for this chapter

Do the exercise on p. 182-183.

On page 180 change the words “focus on” to “discerning/changing/altering the negative underlying human image”. (It will make it easier to understand.)

OBJECTIVITY

(15 min.)

BEING FOR SOMETHING

The quotes

- What is the realm between right and wrong that Rumi talks about?
- What is Don Beck saying is needed now? What does that look like?

The confrontational approach

In the second paragraph on page 167, you will note the sentence about “one of the biggest difficulties to overcome on the path of social change”.

- What is that?
- Where have you seen the confrontational approach?
- When have you taken a confrontational approach or been in a situation where someone has taken a confrontational approach? What happened? What was the result?

- Do we always have to be against something?
- What might it mean to decide to be always for something?

Let’s summarize the main points about these three big realities, p. 168-169:

- What is the pro-establishment?
- What’s the disestablishment?
- What’s the transestablishment?
- What makes the transestablishment different from the other two?
- Who are some figures in nation, state/province, city who are clearly in one stance or the other?

ADDRESS

(10 min.)

PRO-ESTABLISHMENT, DISESTABLISHMENT, AND TRANSESTABLISHMENT

Pro-establishment, disestablishment, transestablishment

- When have you operated as pro-establishment? disestablishment? or transestablishment?
- Was there a time in your life when you changed from one stance to another? Tell the story.

Remember not to divide them up in your mind as goodies or baddies. All these functions are needed in society. They each play a critical role.

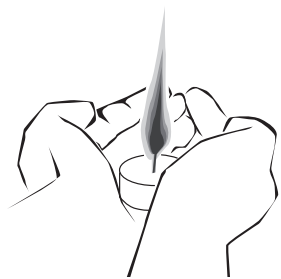
- What are the characteristics of the transestablishment approach mentioned in the stories on p. 170-172?

List answers on the board.

EXPLORATION (25 min.)	INTEGRATION (20 min.)	CLOSING (5 min.)
TRANSESTABLISHMENT'S STYLE AND OPERATIONS	FIVE MARKS OF THE TRANSESTABLISHMENT	LEADERSHIP CHALLENGE
<p>The second part of the chapter deals with the marks of the transestablishment's style and operations: proactiveness, collaboration, framing, contradiction-focused, focused on depth human problem</p> <ul style="list-style-type: none"> • Are there any of the marks that need to be explained? (<i>Frequently the last three need an explanation.</i>) <p>In small groups, use the situations the group mentioned in Chapter 7, "Exploration" and "Integration" sections.</p> <ul style="list-style-type: none"> • Take the situation you worked on in the last chapter where you explored what social pioneering might look like. <ul style="list-style-type: none"> • For your situation describe what each mark would look like in your situation <ul style="list-style-type: none"> • Proactive • Collaborative – with whom • Framing – Who would you have to relate to? • What is the contradiction you are dealing with? • What is the negative human image that underlies this issue? 	<p>Report out from each group on how they saw the marks of the transestablishment being acted out in their situation.</p> <ul style="list-style-type: none"> • What is the personal change involved in deciding to: <ul style="list-style-type: none"> • be proactive? • be a collaborator? • do framing? • focus on the contradiction? • focus on the underlying negative human image? • What difference would it make if socially concerned individuals, groups or organizations decided to operate out of these understandings? <p>The focus is on the personal change involved in operating from a transestablishment style. Also what difference it makes to society to operate from this stance. How is this important for a leader?</p>	<ul style="list-style-type: none"> • What is the biggest challenge for you personally raised by this chapter? • What style shift is it asking you to make? • What difference would it make if leaders operated in this way?

CHAPTER 9. SIGNAL PRESENCE					
The task of being signal presence			Qualities and roles		Leadership challenges
Making a statement about life	Being a signal presence	Demonstrating possibility	Qualities of signal presence	Roles of signal presence	

Quadrant question	Chapter context	Objectives	Key points to make
<i>What role do I want to play in the change process in society, work, community and family?</i>	<p>The three chapters in this quadrant are very closely related and build on each other. This chapter focuses on nurturing the life quality in ourselves and others (Signal presence – the being dynamic). The previous two chapters focused on:</p> <ul style="list-style-type: none">Identifying where social change is needed and deciding to act (Social pioneer – the knowing dimension)What social pioneering looks like in action (Transestablishment style – the doing dynamic)	<ul style="list-style-type: none">To clarify what signal presence is and the impact this can have on changeTo clarify the qualities of signal presenceTo explore what is required to be intentionally present wherever we show up	<ul style="list-style-type: none">Each person’s presence signals their intention wherever they show up.Social pioneers demonstrate ‘authenticity’ – individually, and within groups – wherever they show up.They release energy and signal possibility wherever they show up.There are different authentic roles we can choose as social pioneers.



CHAPTER 9. SIGNAL PRESENCE SESSION OVERVIEW				
Rational objective to see clearly the role that intentional being can play in change			Experiential aim to decide to experiment with making a difference through putting on an intentional style	
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Signal presence qualities	What does your presence signal?	Deepening the qualities	Ways of being signal presence	Putting on the presence
Who for you is signal presence? Why? What does author mean by signal presence? Qualities	What does your presence signal? Relation to social pioneering Examples from the chapter of signal presence	Exploring the qualities What is it? What is it not? Examples Impact	Different roles How do the roles release energy? Other ways to be signal presence	What would it look like to be an intentional presence at your next meeting? Preparation needed
Time 10 min.	15	20	15	10

Recommended homework for this chapter

- Do the exercise on p. 199.
- Bring images of people who for you demonstrate a strong signal presence.
- Bring an object that represents a sign of what you stand for.

OBJECTIVITY (10 min.)	ADDRESS (15 min.)	EXPLORATION (20 min.)
SIGNAL PRESENCE QUALITIES	WHAT DOES YOUR PRESENCE SIGNAL	DEEPENING THE QUALITIES
<p>Look at the images you brought that for you demonstrate signal presence and think of three different people/characters you know.</p> <ul style="list-style-type: none"> • When they show up, what does their presence say to you? What does it signal? Why are they examples of signal presence for you? • Knowing that for each of us, our showing up somewhere, says something to people, what does the author mean by signal presence? • What are the qualities of signal presence? 	<ul style="list-style-type: none"> • Looking at the object that represents a sign of what you stand for, what does your presence signal? • What happens when someone saps the team's energy? What do people do to slow down forward-moving energy? • When have you been able to release life-giving energy? What were the clues that the group was experiencing that life-giving energy? • What steps could you take to strengthen your presence as a person who brings life-giving energy to a situation? • How is signal presence related to social pioneering – the role you want to play in the change process in society? • How does it differ from a workaholic or someone who does a great job? p. 187 (<i>Note this is not good or bad, it just is defining what is meant by being a social pioneer.</i>) • What examples in the chapter caught your attention and demonstrated the qualities? 	<p>The author talks about qualities</p> <ul style="list-style-type: none"> • Showing up, p. 189 • Interior discipline, p. 190 • Inevitable sadness, p. 190 • Problemless living, p. 191 • Unlocking life-giving energy, p. 192 <p>As a whole group work with qualities or have small groups each work with one and report back.</p> <ul style="list-style-type: none"> • What is the quality? What is it not? • What is an example of where you have seen this quality? • What is the impact of signal presence on individuals and groups? On change?

<p>INTEGRATION (15 min.)</p> <p>WAYS OF BEING SIGNAL PRESENCE</p> <hr/> <p>The roles</p> <p>The author mentions five roles that are used to release life-giving energy for others</p> <ul style="list-style-type: none"> • The elder • The storyteller • The nurturer • The warrior • The wise fool <ul style="list-style-type: none"> • Where have you seen these roles used (by yourself or others) to release life-giving energy? • What other ways/roles can you use to be a signal presence? • What does it take to step out of your usual role to take on another in order to be signal presence? 	<p>CLOSING (10 min.)</p> <p>PUTTING ON THE PRESENCE</p> <hr/> <ul style="list-style-type: none"> • What would it mean to be intentional presence at your next <ul style="list-style-type: none"> • community • board • staff/ • family meeting? • What kind of preparation would it take to be that presence?
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Quadrant review • Relation to Society

We have come to the end of this quadrant, Relation to Society, and want to take 10 minutes to reflect on the 3 chapters and what we have learned about leadership from them.

This quadrant has 3 chapters

- Social pioneer
- Transestablishment style
- Signal presence

You will remember the question related to this quadrant is:

What role do I want to play in the change process in society, work, community and family?

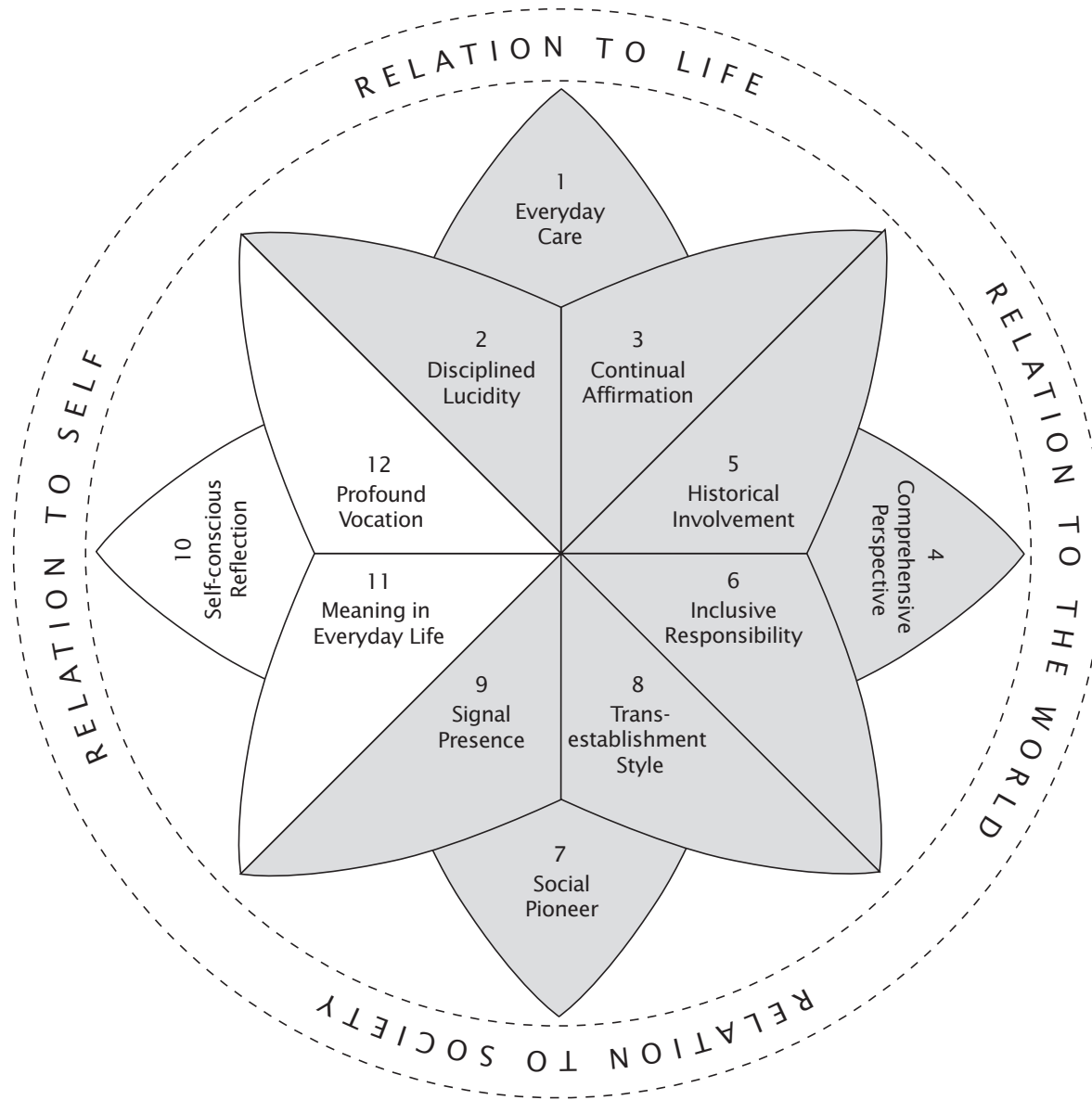
Think about all the concepts and ideas from these three chapters. Individually, reflect on one of the following questions. Choose the question that resonates for you personally. Share for a few minutes in your group.

- What have you learned about taking on a leadership role?
- What role have you discovered that you want to play in the change process?
- What is the leadership challenge from this quadrant?

We will be asking for one response from each group. Share what you answered to one of these questions. You are not reporting on the group's conversation.

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Notes



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**How do I keep learning from my experience
and trust my own inner wisdom?**

CHAPTER 10. SELF-CONSCIOUS REFLECTION													
Reflection reveals life's meaning			Prerequisites for reflection			Taking time to stand present to life						Leadership challenges	
Life invites reflection	A reflective process	Reflection and learning	Paying attention	Slow down or stop	Doing one's own thinking	Images of reflection	Experience our experience	Intentional reflection	Reflection and analysis	Interior council	Group reflection		

Quadrant question

How do I keep learning from my experience and trust my own inner wisdom?

This quadrant, Relation to the Self, explores taking care of ourselves so we can take care of others, our society and our planet. Daily life, let alone one's involvement in change at any level, can be an intense experience. Our inner wisdom can be cloaked by the ups and downs of those experiences. Caring for ourselves involves trusting and listening to our own inner wisdom so that we act from our deepest convictions.

Chapter context

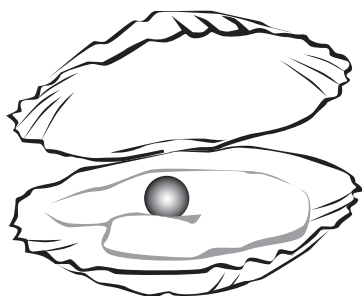
This chapter explores the role of conscious reflection in allowing our experiences of life to become our teachers. This chapter is about how we stand at attention to what is happening in our lives. It introduces a reflective process.

Objectives

- To understand the role that reflection currently plays and could play in one's life
- To understand the 4-step self-conscious reflection process in the chapter
- To recognize the importance of self-conscious reflection for any person and for a leader
- To explore what is required to intensify one's reflection process

Key points to make

- The 4-step reflective process
- We each reflect and can deepen and make more conscious our reflective process
- It takes intentionality to learn effectively from our experience
- Our interior council can support our reflective process



CHAPTER 10. SELF-CONSCIOUS REFLECTION SESSION OVERVIEW				
Rational objective To grasp the importance of reflection and interior dialogue in their lives		Experiential aim To experience the possibility of living a self-conscious reflective life		
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Reflective process	Why reflection is important to learning from experience	Supporting reflection	Practical steps	Leadership challenge
Check in Quadrant introduction What is reflection? Exploring the 4-step process	How do you learn from life? When do we reflect? Struggle with reflection Impact of reflecting or not	What stops you? What helps you? Importance? Group reflection	Practical steps to take Interior council role	The challenges
Time 20 min.	10	20	15	5

Recommended homework for this chapter

Do four exercises at the end
of this chapter, p. 220-228.

OBJECTIVITY (20 min.)	ADDRESS (10 min.)	EXPLORATION (20 min.)	INTEGRATION (15 min.)
THE REFLECTIVE PROCESS	WHY REFLECTION IS IMPORTANT TO LEARNING FROM EXPERIENCE	SUPPORTING REFLECTION	PRACTICAL STEPS
<p>Questions</p> <ul style="list-style-type: none"> • What is “reflection?” • What is self-conscious reflection? • Where do you do most of your reflecting? • What are the 4 steps, the author lays out as a reflective process? <ul style="list-style-type: none"> • What is the focus of each step? • If you were to use this process to reflect on eg. what happened today, a project just completed or the past year, what questions would you ask yourself at each level? <i>(Do level by level. Make sure the questions are getting at the information that each level is focused on.)</i> • What was your experience in using this process in the first 3 exercises at the end of the chapter? 	<ul style="list-style-type: none"> • How do you allow your experiences in life to become your teachers? <p>Thinking about your work in Exercise 3 on the role reflection plays in your life</p> <ul style="list-style-type: none"> • What did you learn about what causes you to really stop and reflect? • What is the struggle we have with reflection? • What is the impact of not reflecting on your experiences? Tell us a story. • What is the benefit of reflecting on your experience? 	<p>Group exercise</p> <p>Do 2 lists for each question. First is “what stops you from...” and second is “What helps you or supports you to ...”</p> <p>Insert the bullet points below to complete each question – e.g. What stops you from reflecting individually?</p> <p>The questions can be answered for individuals or for groups.</p> <ul style="list-style-type: none"> • Reflecting individually? as a group? • Paying attention – being “awake” • Slowing down or stopping • Doing your own thinking <p>Reflect on the exercise.</p>	<ul style="list-style-type: none"> • What are practical steps you can take to increase/intensify your reflective processes? <p>Exercise 4 talks about your interior mentors/council. You may want to give the participants time to share their work on Exercise 4 in pairs or small group.</p> <ul style="list-style-type: none"> • What is meant by “interior council”? • Who is on your interior council? • How do you use them?

CLOSING
(5 min.)

LEADERSHIP CHALLENGE

- What is the struggle for a leader in this chapter?
- For you, what is involved in consciously being present?
- What difference does it make?

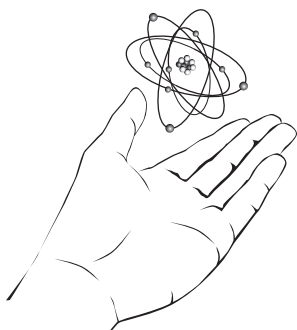
The next chapter explores how to use imagery, metaphor and poetry to deepen our reflective process further.

Chapter 11. Meaning in everyday life

Living fully in the moment

CHAPTER 11. MEANING IN EVERYDAY LIFE						
Seeing the happening in everyday life		Exploring awe		The language of transparency		Leadership challenges
Meaning shines through	Finding profound meaning everywhere	The sensation of awe	States of being	Poetry	Songs	

Quadrant question	Chapter context	Objectives	Key points to make	Possible tools to use
<p><i>How do I keep learning from my experience and trust my own inner wisdom?</i></p> <p>This quadrant, Relation to the Self, explores taking care of ourselves so we can take care of others, our society and our planet. Daily life, let alone one's involvement in change at any level, can be an intense experience. Our inner wisdom can be cloaked by the ups and downs of those experiences. Caring for ourselves involves trusting and listening to our own inner wisdom so that we act from our deepest convictions.</p>	<p>This chapter explores the use of metaphor, poetry, symbols, music to allow us to understand more deeply our daily experience. It looks at the tools we can use to help us more quickly deepen our understanding of our daily experiences and help us heal so we can be engaged in an ongoing way.</p>	<ul style="list-style-type: none"> • To increase awareness of awe in our lives • To expand the resources we consciously use to deepen our reflective processes • To give form to exploring the meaning within events 	<ul style="list-style-type: none"> • Awe is on a scale of dread and fascination. • We all experience awe both individually and in collective moments. • In significant moments in our lives we can be aware of the big feel, big think and big resolve. • Poetry, songs, metaphors give us windows into our experiences and insight into our lives. 	<ul style="list-style-type: none"> b. Cell phones with playlist. c. Song, poems, Other World charts d. Collective awe example e. Personal awe experience –pull through state of being big feel, big think, big resolve f. PowerPoint from resource library g. Pictures or Youtube video of collective awe



CHAPTER 11. MEANING IN EVERYDAY LIFE SESSION OVERVIEW				
Rational objective To open the group to awe in their everyday lives and the possibility of processing these awe events		Experiential aim To experience “heart language” as a medium of healing and inner wisdom		
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Awe	States of being and transparency	The Other World states of being	Leadership challenge	
Check in Awe scale Context on role of heart language Sharing awe moments Examples Individual sharing Quote Jane Wagner	Transparency Meaning shines through Collective awe experience Personally significant event example with song or poem Pairs share songs, poetry States of being and major life events Big feel, big think, big resolve in pairs apply to personal experiences Share a few with whole group	Context for charts Why created and by whom Role they can play in reflective process The charts. Turn to p. 250 Take a collective awe experience and find metaphors on charts that speak to that In pairs and small groups find metaphors and states of being that speak to personal experience in Exercise #2. Share with larger group.	Why is it important for leaders to process awe events and help others to do that?	Reflection Final thoughts Invitation
Time 15 min.	20	20	10	5

Recommended homework for this chapter

Do Exercise 2 on page 241.
Work with either question 1
or 2. Bring a song, poem, or
metaphor that speaks to life
event you choose. Some-
thing on your playlist may
speak. Major event may be

one already named in Chap-
ter 2 as significant moments
or on your personal timeline
in Chapter 5 or something
else perhaps more recent.

**Do not worry about the
charts at the end of the
chapter. We will deal with
them in class.**

OBJECTIVITY

(15 min.)

AWE

Check in

Turn to page 234. There is a scale there of dread to fascination. During a day we are often on one part of the scale or another. We may have both dread and fascination events in an hour in fact. Now just note where you are at this moment of the day. How many of you are more in the 1-5 on scale- dread side? How many 5-10? No right or wrong.

I wonder what difference it might make in our lives if we just noticed sometimes where we are in the dread-fascination scale.

Optional: What is a song that speaks to you of events of dread, fascination? (May play from playlist.)

Context on role of heart language

In this session, we explore together the language of metaphor, poetry, song and the role it may play in the healing and learning process. I like to think of this chapter as the other half of Chapter 10 on the self-conscious reflection process. We are exploring perhaps the heart language of self-conscious reflection. Let the rational language side of you be quiet for a bit and encourage the intuitive heart language side of you.

Sharing awe moments

Share own examples of dread and fascination moments

Individuals share some in pairs

Share a few in whole group

Read Jane Wagner quote.

Perhaps we have been doing a bit of awe-robics.

Hints and helps

Focus on 'whatever meaning can be found in life is located in the midst of our everyday happenings.'

Examples of everyday awe

Seeing the Rocky Mountains for the first time.

Being spanked by my father for the first and only time as a teenager.

Turkey running after me when I was 3 years old.

In India on a bus early in morning, watching a woman who lived on the street in Mumbai carefully folding her blanket up. Sitting on a rock near Lake Ontario, watching the waves lap the shore. Watching a red headed woodpecker climb up a tree.

Receiving a smile and have a good day from man in transit lost articles office

where I was picking up my yoga mat left on a streetcar. Seeing baby squirrel dead on sidewalk. Watching a sunset over the Southern Ocean. Receiving a surprise hug.

ADDRESS
(20 min.)

STATES OF BEING AND TRANSPARENCY

Transparency p. 230-234

Just like to go over a few of the points the author makes about meaning in everyday life: he compares transparency to holding a match under paper – first there is heat, then the paper turns brown and the flame shows through – a hole appears and we see through the paper to the essence.

Sometimes we can feel a hole forming before we see it and meaning shines through

- An everyday experience when one sees through a significant moment to its meaning
- Painful and pleasurable events
- Events are important because they evoke deep feelings, ranging from fascination to dread, from tears to stillness

- It is time to pause and feel that moment without judgment.

Review points about the language of the heart helping us talk about wonder and dread moments in our lives.

Ordinary language does not always get at the wonder or dread.

What can help us articulate momentous events? – “the language of the heart”:

songs, poems, images, stories, symbols, paintings, rituals, ceremonies, metaphor.

What are recent events of collective awe?

States of being and major life events p 234

Look at diagram. State of being is an inner event that combines a:

- Big feel (prominent feeling/mood/attitude)
- Big think (overarching thought)
- Big resolve (new response to life)

Use homework Exercise 2, p. 241

Facilitator shares briefly personal experience and shares a metaphor that communicates each dimension of state of being. And a poem or song that speaks to whole experience.

See example in next column.

Group exercise

1. Each person was asked to think of a significant event of dread or fascination. If you need a few minutes to think of one, do that. Event

from personal timeline exercise Chapter 5 or significant moment from Chapter 2 can be used.

2. In pairs share event:

- Summarize the situation.
- Identify big feel, big think, big resolve.
- Discuss the poetry, song or metaphor that you brought to help speak to the experience. Explore your playlist.
- What words or phrases became transparent for you?
- How did this poetry, song or metaphor speak to situation you are sharing today?

Pairs work together for 10 minutes or more on assignment above.

Group reflection

What discoveries or insights have you had about your awe experience?

Hints and helps

Show pictures or Youtube of collective awe event
Drama of flame seering paper and and seeing through hole
Think about heart language's role in your life. e.g. from Jeanette Stanfield: During a 2-year period in the final chapter of my husband's life, Brian and I found ourselves singing an old song that began to flash with meaning and provide comfort. I will walk through some metaphors that spoke to that time and share a song (*On a Clear Day*) that was important to me. I will sing a bit if I can.
Big feel: fear of unknown
Big think: I am moving into unknown intellectual, physical and emotional territory
Big resolve: yes to the journey
My poetry, song , metaphor: *On a Clear Day* song.

EXPLORATION

(20 min.)

THE OTHER WORLD STATES OF BEING

Other World charts

p. 250-257

These charts were created by ordinary folks from ICA. They knew that soon they and their families would be on 2-3 year assignments working and living in villages and cultural situations very new to them. They would be facilitating and empowering community development. They needed tools to care for themselves. These charts are unfinished.

- What role might The Other World charts play in your reflection process?

The charts can universalize experience. Others have experienced this before so this state of being is not a mistake.

The charts can give us language to enrich and deepen our own dialogue with an experience.

The charts can be particularly helpful when we are moving into unknown emotional territory. They can become a companion.

I will share an example of using the charts, then you can take the personal events, songs, and metaphors that you just discussed and we will work a bit with the charts. There are 4 areas of charts across 2 pages each. I usually like to start there.

Examples:

p. 250-251 The Land of Mystery: humility, infinity, wonder

p. 252-253 The River of Consciousness: freedom, self-awareness

p. 254-255 The Mountain of Care: service, world, agape (love) or

p. 256-257 The Sea of Tranquility: fulfillment, death, happiness.

Choose the area that seems most appropriate. Then go to the right side of the chart and look at the Big Feel columns and find some metaphors that are related to your experience.

If none of those metaphors seem right, go to other columns. Play with these and use metaphors to aid creation of your own

Now individually or in pairs or small group find the metaphors that speak to your situation.

Group reflection

What insights have we had about finding meaning in the everyday?

Hints and helps

Use collective awe example from Address section or personal example to connect with charts.

Example: Chris Hadfield in space: wonder (operating in no gravity)

Area A, p. 250-251.

Big Feel, Row 9, intensely enlivened, then I kept going left into...

Big Think, unleashed vitality...

Big Resolve, several: everything is simply exploding; I am really alive; the giant stirs. Moment of clarity: a strange power is burning.

State of being No. 9.

Example: ice storm Toronto

Of the 4 areas on charts, which area speaks to your experience of the ice storm? There is no right here. In fact you were probably experiencing many states of being as the aftermath of this storm was revealed. Now find metaphors that speak. Let's share these.

<p>INTEGRATION (10 min.)</p> <p>LEADERSHIP CHALLENGE</p> <p>.....</p> <p>1. Why is it important for leaders to process awe events and help others to do that?</p> <p>2. What happens when individuals do not process major dread or fascination events in their lives?</p> <p>3. What happens when a community or country does not process a major collective awe event? What can happen when it does? Give an example.</p>	<p>CLOSING (5 min.)</p> <p>REFLECTION</p> <p>.....</p> <p>I invite you to continue to take the time to be conscious of awe events in your life and to reflect on these events. There is wisdom and healing to be discovered.</p> <p>Please feel free to use the Other World charts, as well as music and poetry as a way for deepening that reflection.</p>
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CHAPTER 12. PROFOUND VOCATION									
Focusing life energy				Working through one's vocation		The vocational journey			Leadership challenges
How will we be remembered?	Locked-up energy	Life purpose	The challenge of vocation	Three aspects of authentic vocation	Vocational clarity	Stage 1. Discovery Recognizing our vocation	Stage 2. Crisis Surviving betrayal	Stage 3. Persistence Keeping on keeping on	

Quadrant question

How do I keep learning from my experience and trust my own inner wisdom?

This quadrant, Relation to the Self, explores taking care of ourselves so we can take care of others, our society and our planet. Daily life, let alone one's involvement in change at any level, can be an intense experience. Our inner wisdom can be cloaked by the ups and downs of those experiences. Caring for ourselves involves trusting and listening to our own inner wisdom so that we act from our deepest convictions.

Chapter context

This chapter focuses on releasing one's own and others' life energy by gaining clarity on one's vocation. It then explores the vocational journey. The crisis stage can unhinge many plans and intentions if we do not have ways to learn from our experiences, as crisis can be the most painful of experiences to learn from.

Objectives

- To understand the dynamics of profound vocation
- To explore what their vocation might be that is woven in all the work they have done
- To understand where society's energy is locked up and how vocation can release energy

Key points to make

- There is a new ethic that we are being asked to respond to.
- Our vocation once decided can be played out in many different ways, different jobs, etc.
- The 3 stages of the vocational journey.
- Leaders enable others to tap into their vocation and release their energy where it is needed.



CHAPTER 12. PROFOUND VOCATION SESSION OVERVIEW				
Rational objective To clarify the components and the stance of profound vocation and raise the vocational question			Experiential aim To deepen the group's images of vocation and show ways in which individuals can come to a decision about it	
OBJECTIVITY	ADDRESS	EXPLORATION	INTEGRATION	CLOSING
Jobs, Careers, Vocation	Three aspects of authentic vocation	Vocational clarity	Persistence Keeping on keeping on	Leadership challenge
Quotes – What they tell us about jobs, careers, vocation Exploring vocation Locked up energy Life purpose New ethic needed	Individual and pairs exercise Vocation worksheet Individual work Pairs discussion Reports	Recognizing vocational decision Crisis and betrayal	Persistence Questions	What is the leadership challenge?
Time 15 min.	15	15	10	5

Recommended homework for this chapter

Do Exercises 1 and 2 on
pages 276-278.

Write down all the jobs you
have had –paid or unpaid–
from your time as a child
and student.

OBJECTIVITY

(15 min.)

JOBS, CAREERS, VOCATION

- When you hear the word job, what other words come to mind?
- you hear the word career, what other words comes to mind?
- When you hear vocation, what words come to mind?
- As you hear these words, what do you hear us saying about job, career, vocation?
- How are jobs and careers a part of vocation?
- What is the add-on when you see someone operating from a sense of vocation?

Opening quotes

Turn to page 258. Someone read each of the three quotes. (*You may want to ask someone else to read each of them in a different way.*)

- What phrases stuck out in those readings?
- How did you feel as they were being read?
- What truth about vocation do you see in any or all of the quotes?

Exploring vocation

- What are various ways society's energy is locked up? What are his examples? What would you add? (p. 260 – 261)
- What does "life purpose" point to in the stories and generally? (p. 261-263) What do they add to our understanding of vocation?
- What does the author say is the new ethic that is needed? (p. 263)
- What does Rabbi Herschel say are the questions that follow us? (p. 264)

ADDRESS

(25 min.)

THREE ASPECTS OF AUTHENTIC VOCATION

- What are the three aspects of authentic vocation?
- What happens if you don't consider one or the other?
- How are they related?

Put a chart on flip chart (*Vocation worksheet*)

Have each person fill out the chart for the various jobs they have had (Daily work).

Then fill in answers to Needs of the world and Needs of inner being, related to that job.

They may have insights into life purpose in particular jobs or in looking across all the jobs they have listed.

Have them share at tables or in pairs.

Ask a few people to share what they learned.

VOCATION WORKSHEET			
Daily work	Stone cutter		
Needs of the world	Building a cathedral		
Needs of your inner being	Joy Privilege		
Life purpose	Building a holy light house		

EXPLORATION

(15 min.)

VOCATIONAL CLARITY

Why is clarity on your vocation or where you will make a difference important?

At beginning of section on the vocational journey, p. 269, the author says the vocational question is never finally answered. What points is he making?

- What help/insights/ inklings have you had in your journey that are clues to your vocation?
- What are the characteristics of the vocational decision? List them on the board (five points). Bottom of p. 271
- When have you experienced the dynamics pointed to in the section "Crisis"? (p. 272-273)
 - What is the "betrayal" he writes about?
 - What is the impact on us as individuals?

- Why is it important to affirm this and move forward?
- What is the author's point in Stage 3 of the journey, "Persistence - keeping on keeping on"? Where have you experienced this?

Alternative to the Exploration section

- Someone read the first and second paragraphs of this section. The crisis is kicked off by an event.
- What's the impact of the event?
- What do we see?
- What is the result?
- How do we experience ourselves alone?
- What can happen at this point to our vocation?
- What if we decide to affirm the crisis? What happens?
- Someone read Robert Shropshire's story (page 272)
- What was the event for Robert?
- How did it make him feel?
- What was his final insight that created his crisis of vocation?

- What is "secondary vocation"?
- Who can ground that for us in your own experience?
- What choice do we have at this point? (page 273, second paragraph)
- What are the grief steps? (The experience is: no mistakes.)
- How do we make it through this experience? (page 273, last paragraph)

<p>INTEGRATION (15 min.)</p> <p>PERSISTENCE: KEEPING ON KEEPING ON</p> <p>.....</p> <ul style="list-style-type: none">• What insights or wisdom enable us to persist in our work/ our vocation? (p. 274)• “Work is not the source of our significance.” What is the source?	<p>CLOSING (5 min.)</p> <p>LEADERSHIP CHALLENGE</p> <p>.....</p> <ul style="list-style-type: none">• What is the challenge of this stance for a leader?• What difference does profound vocation make to leadership?
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Quadrant review • Relation to Self

We have come to the end of this quadrant, Relation to Self, and want to take 10 minutes to reflect on the 3 chapters and what we have learned about leadership from them.

This quadrant has 3 chapters

- Self-conscious reflection
- Meaning in everyday life
- Profound vocation

You will remember the question related to this quadrant is: *How do I keep learning from my experience and trust my own inner wisdom?*

Think about all the concepts and ideas from these three chapters. Individually, reflect on one of the following questions. Choose the question that resonates for you personally. Share for a few minutes in your group.

- What have you learned about learning from your experience and trusting your own interior wisdom?
- What is the leadership challenge from this quadrant?

We will be asking for one response from each group. Share what you answered to one of these questions. You are not reporting on the group's conversation.

CTL Integration session • Overview

INTEGRATION OVERVIEW			
Rational objective To enable participants to integrate the learnings from the study into real situations		Experiential aim I can use these concepts in different situations	
Preparation work prior to the final chapter	Student preparation during final chapter session	Integration session	
		Preparing scenario responses	Presentations and evaluation
Deciding the scenario situations Preparing the templates	Set the context for the integration session Participants choose scenario to work on Scenario groups fill in the Objectivity section so they agree on the situation they are working on Lay out homework to be done by each person	Review the chapters and key points Remind scenario groups of work to be done Work in scenario groups (60) Break	Dramatic presentations of the scenarios (60) Large group reflection on how Leadership compass is helpful (5) Evaluations (10) Leadership questionnaire (10) Closing
1 hour of facilitator's time	30 min	80 min + break	85 min.

CTL Integration session

We have found it helpful to add an integration session in which participants get to take the concepts and integrate them into a real world situation. The following is a sample of the integration session we have done for a group of 20-30 people.

Preparation work prior to the final chapter

The integration is based on having participants work on scenarios of situations that they may encounter in their daily lives. The scenarios we have used are listed below. You can design your own based on the lives of your group. Part way through the course, you can also ask the group to suggest situations.

Situation #1 – What is my leadership response to maintaining my priorities in the midst of others' demands and distractions like requests to take on a new project, social interactions, media?

Situation #2 – What is my leadership response to my family requiring eldercare (for instance) and I am expected to play a role?

Situation #3 – What is my leadership response to ongoing workplace gossip when one of

my team members is the source?

Situation #4 - What is my leadership response when City Council (or provincial government) makes a decision that impacts me personally or my community or workplace, e.g. cutting funding to the hospital, transit service changes, opening a homeless shelter in my neighbourhood?

Situation #5 - What is my leadership response to securing my family's financial future e.g. job loss, son or daughter unexpectedly wanting to take a second degree?

Situation #6 - What is my leadership response when there is dissatisfaction with the process of hiring / promotion at work?

Situation #7 – What is my leadership response to colleagues at work who don't carry their weight, don't work to their potential, or are always complaining about problems?

Situation #8 - What is my leadership response when a pet project / idea started by me is taken over / hijacked by someone else / superior?

Situation #9 - What is my leadership response with problematic neighbors, e.g. noisy / parking in

my spot / have an annoying dog / smokers / non-conductive behavior with children?

Situation #10 - What is my leadership response to any major issue being discussed in the newspapers currently, e.g. Papal election and the issues surrounding that; ban on sugary drinks in New York then judge putting a hold on that ban after protest?

Student preparation during final chapter session

At the end of studying Chapter 12, set aside 20-30 minutes for groups to do the following:

- Walk through the possible scenarios and ask participants to choose the scenario they would like to work on. It is best to have 3-6 people working on each scenario.
- Give them the 2-page template. See page 79-80.
- Each group then meets for 15 minutes to flesh out the situation.
 - Group adapts examples to get situation that is real for everyone – and not just a philosophical discussion.

- The situation needs to be one they must decide about.
- It needs to be concrete.
- The group may begin talking about one person's situation. However the situation needs to be worked on until it becomes an objective situation of the whole group. The group is not helping someone make a decision about a personal situation.
- Their task at this point is to write down the description of the situation on the flip chart in bullet points. It will be kept for the next week.

The work each participant needs to do between sessions

- Write down your immediate internal response to the situation (the Address)
- Using each chapter or quadrant in turn, how does the chapter inform the exploration you are making of how to relate to this event. What work does each perspective require you to do in making a decision? Some chapters may have a lot more to say than others.

CTL Integration session

- c. What decision might you make on your own and the thinking behind that decision.
- d. Think about creative ways your group could use to present your findings to the whole group.

Integration session

Preparing scenario responses

The facilitator may show the PowerPoint and do a quick walk through of each chapter's key point to remind participants of question or insight in each chapter.

Each group will have 45-60 minutes to

1. Review the external event from the previous week.
2. Listen to the responses to the Address the group experienced in the situation.
3. Listen to the responses chapter by chapter to the Exploration and record a summary of the responses. Move quickly through each chapter.
4. Discuss (and record) the chapters that related to the situation and the

considerations/perspectives that the chapter made participants think of.

- a. Also discuss what work would be required of them to make a good decision.
5. Discuss and come to a decision from the leadership perspective (the question provided in the description of the situation) – record on the flip chart.
6. Discuss their experience of using the leadership compass and how it was helpful and where they struggled with it and what they learned.
7. They will prepare a presentation/play/drama that tells the story of their thinking, so others can understand it. They will select how they as a group will do the report. Encourage a bit of fun in doing this.

Small group facilitator hints

Do each question in turn. Ask each person to read their answers to that question, without people commenting on them. Just listen.

After the group has answered a question, ask them to summa-

rize the responses and put the response on a flip chart.

This is a time to be aware that there are different answers to the situation and we can learn from the different perspectives. There are no wrong answers just different perspectives.

Keep the group in the immediacy of the situation as their situation, not 'Alice's' who initially talked about the situation.

Do the Address and Exploration questions quickly so you spend time on the work with the Leadership Compass.

It is faster to go through the compass by quadrant rather than focusing on each chapter.

Presentations and evaluation

1. Each group will do their report – 15 min each.
2. Class will be asked to watch for considerations that were not mentioned in report.
3. Class will make comments.
4. The facilitators will also respond.

- What chapters did the group focus on? What chapters were not covered?
- What other perspectives might the group have considered?

At the end of all the reports

Lead a reflection on the use of the leadership compass.

- What did you learn about using the leadership compass for looking at situations?
- How is it helpful?
- Where did you struggle?
- Where will you use it after this course?
- How did the leadership compass change your perspective and decision on the situation?

Leadership questionnaire

(see Appendix)

Template example

THE SITUATION:
Situation #1 – What is my leadership response to maintaining my priorities in the midst of others’ demands and distractions like requests to take on a new project, social interactions, media?
Objectivity - Describe the situation in enough detail to be real for each person in the group. If you choose one person’s example, add enough information so it is everyone’s example. Do not discuss how you will resolve the situation.
Address: What was your immediate internal response (emotions, memories, associations)?
Exploration: What does this event mean to you? What impact does it have on your life? What are the implications for you? What questions get raised?

Template example

Using the leadership compass: Look at each chapter and note the perspective that chapter provides to the situation you are deciding on. Every chapter may not offer a perspective. What work does each perspective require of you in arriving at a decision?	
RELATION TO LIFE	RELATION TO SELF
Ch 1 - Everyday care	Ch 10 - Self-conscious reflection
Ch 2 - Disciplined lucidity	Ch 11 - Meaning in everyday life
Ch 3 - Continual affirmation	Ch 12 - Profound vocation
RELATION TO WORLD	RELATION TO SOCIETY
Ch 4 - Comprehensive perspective	Ch 7 - Social pioneer
Ch 5 - Historical involvement	Ch 8 - Transestablishment style
Ch 6 - Inclusive responsibility	Ch 9 - Signal presence
Given all the perspectives from the chapters and discussion/thinking, what is my leadership response to this situation?	
Bring creative ideas on how your group could present your thinking to the whole group.	

Appendix

Elements of an authentic study group

1. *Listening to the author*

Serious study assumes a decision to really listen deeply to the author. If you assume the author has something worthwhile to say, you can take on a posture of real intellectual curiosity.

2. *Not critiquing before thorough study*

If you judge an author before you have come to terms with what the author says, you easily miss the point. Only after you have looked objectively at the author's point of view and related it to your own life are you in a position to critique the writing.

3. *Claiming your own authority*

The author has experience of life but so do you. It is important to take your own stance over against the words of the author. Authority is in us all. We ask two important questions:

1. What does the author say?
2. What do I say?

Dynamics to be aware of as we go through all the sessions

You may experience some of these and if you do, we encourage you to talk to one of the facilitators.

1. *"I'm not getting the tools I need"*

First, this course is not directly about tools (even though there are some very useful tools). There are a lot of other courses about skills offered.

The course is more about a way of thinking and how you choose to be a leader in your everyday life. It is about the leadership perspective or mindset. (When we are driving vehicles, we have a particular mindset we are operating from. If you go to another country, you will see the drivers there have a different mindset. A different mindset means they use their tools in a very different way.)

Over this eight weeks of study, your understanding of leadership will change. It is like getting a new set of glasses – not just the frames but the lenses will change. You will see situations in a different way. You will then see you have more effective ways to use the tools you

already have. I received an email a month ago from a past grad who said, "I use CTL everyday in my life and work."

The facilitators will describe how they use these concepts regularly.

We have also learned that sometimes it is only in the last chapters that it all comes together and the picture makes sense.

You will notice this is a compass not a GPS. Think about what a compass does versus GPS in navigation – What does each do or not do? So what are the Implications of this being a leadership compass and not a leadership GPS?

2. We have had people say "I'm not finding it helpful to me." Some of them stayed anyway and discovered it turned around when they got to next quadrant. Talk to the facilitators. They may give you a different insight.

3. *Amount of prep* - Plan preparation time now. It does take time to read the two chapters each week. Do as many of the exercises as you can. Feedback says those who do, get the most out of the study.

Group agreements

Everyone has wisdom

Facilitators as guides

Respect privacy –
"What happens in..."

Diversity honoured

Speak with intention and
listen with attention

Check-In / Silence

Everyone has the right to pass

Welcome differences
as a source of creativity

Critique the idea, not the person

Everyone is responsible
for their own learning

Have fun and
enjoy the program

4. *"I don't like my table group" or "The discussion in my small group is not working for me."* Ask us to change groups.

5. *Life happens* - Personal things happen and change your ability to be at the course. Let the facilitators know.

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Leadership questionnaire

This is for your own personal learning and development. We will ask you to seal your responses in an envelope and return it to us with your name on it. We will give you the same questionnaire at the end of the study (8 weeks from now). After you have filled it in at the end, we will give you back this one. Then you can see how your thinking may have shifted during the program.

When you think of making decisions:

How do you make important decisions? _____

What do you consider in making decisions – for yourself, your family, your community, your work? Think of real decisions you have had to make. What made the difference in how you decided? _____

What role do you play in any change going on in society, work, community, family and your life in general? _____

What role do you want to be playing in society, work, community, family and your life in general? _____

What gives your life significance or meaning? _____

Where do you spend your time in a day or week: work, community, family, self? Make a list and put in percentage of time you spend on various focuses. _____

What hinders you from developing and trusting your own interior wisdom? What helps you develop and trust your interior wisdom? _____

How do you keep learning from your everyday experiences? _____

Other questions to consider over the next eight weeks:

What are important qualities of a leader? _____

Leadership questionnaire

What are your personal leadership gifts? _____

What changes do you want to make in your life? _____

Describe your world – however big or small it may be – and how your view of the world influences the decisions you make. _____

What are pivotal moments in your life that are affecting your present decisions? _____

What are you creating for the next generations? _____

Where have you released forward-moving energy in society, family, community, work place? _____

Where do you think about the bigger questions of life? _____

What are your present big life questions? _____

How do you reflect on daily, weekly experiences? How do you respond to difficulties? _____

What is your life purpose? _____

What helps you reflect on disturbing events in your life? _____

About The Canadian Institute of Cultural Affairs



Organization

The Canadian Institute of Cultural Affairs (ICA Canada) is a member of ICA International, a global network established in 1960 and now implementing social change in over 40 countries. ICA International holds Consultative Status II with the United Nations.

Since 1976, ICA Canada, with its own elected Board of Directors, has been part of this global network. We are a non-profit organization primarily supported by volunteers and donors. Most of our revenue comes from individual donors, as well as from our publications, course royalties, special events and learning forums. This revenue is used for education, publishing, research and social development projects. Tax deductible receipts will be issued for all charitable donations.

In 1999 the organization took new shape with two separate but complementary bodies: ICA Associates Inc., and ICA Canada. ICA Associates Inc. provides training and consulting and ICA Canada continues to work,

on a not-for-profit basis, with communities, societies and individuals to contribute to positive change.

Focus

The mission of ICA Canada is to develop the leadership capacity of all people to contribute to positive social change through research, publishing, education and social change projects. Since ICA Canada's beginning, thousands of people have passed through our doors, learned the skills they needed, and gone into the world to help transform their organizations, their communities and society as a whole. We are at a point where new research and demonstration is needed to create a brighter world. We need to equip ourselves, and those around us, with structures and mindsets to handle today's complex problems. Join ICA Canada today and become part of an organization that is a powerful force for social change in the world.

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