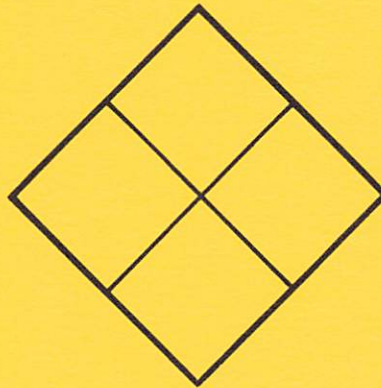


OFT



Organization Facilitator Training for the Northwest Communities

William Rainey Harper College



IPRA

ORGANIZATION FACILITATOR TRAINING

Harper College

Starved Rock State Park

PROFESSIONAL DEVELOPMENT SCHOOL - 1987

January, 1987

Monday, January 19

Tuesday, January 20

Wednesday, January 21

9:00 am Opening Conversation

9:30 am Workshop: Strategic Planning Pedagogy

Vision

Contradictions

Strategic Directions

9:00 am Opening Conversation

9:30 am Workshop: Organization Analysis

11:30 am Seminar Review

12:00 LUNCH

12:00 LUNCH

12:00 CLOSING

1:00 pm Conversation Introduction Overview "Situation and Trends"

2:00 pm Workshop: Strategic Planning Demonstration Vision Contradictions Strategic Directions

1:00 pm Presentation: Imaginal Education and Tools for Leadership

1:30 pm Presentation Method

3:30 pm Effective Meetings

7:00 pm Video: "In Search of Excellence" (Excerpts) Basic Conversation Method

9:00 pm

7:00 pm Informal Celebration

9:00 pm

ORGANIZATIONAL DEVELOPMENT
THROUGH STRATEGIC PLANNING

Strategic Planning Consult

Strategic Planning
6 hrs.
Vision
Contradictions
Directions

Strategic Planning Process

Strategic Planning	Tactical Implementation	----- Quarterly Review -----
6 hrs.	3 hrs	
Vision	What How	
Contradictions	Where	
Directions	When How Much T/L	

Organizational Development Training Program

Organization Facilitator Training	Internship	Methods Labs
Two days Two People per organization	Two Sessions Three hours each per person	2½ hrs. Monthly labs Sharing: -methods -style -content

CONVERSATION METHOD

The Conversation Method is designed to peel back layers of awareness to get at the origins of the decisions and relationships out of which people live. It can be used for a large or small group to reflect on any common experience and is a means of getting beyond immediate responses, abstractions, and emotionalism. The conversation consists of a series of questions which take people on a four-level journey from the objective, reflective and interpretive to the decisional.

OBJECTIVE	Questions begin with what people see, hear, touch: the FACTS.	What scenes do you remember? What colors? What bits of conversation did you hear? How many people were there?
REFLECTIVE	Questions illuminate people's emotional responses: what they feel toward something; whether or not they like it; whether it angers, excites, intrigues, frightens or delights them.	What was your first response? Where do you remember the whole group reacting? Where were you excited? frustrated? How did you feel when that happened?
INTERPRETIVE	Questions highlight: layers of meaning and purpose; the significance or importance people attach to the subject; the story out of which they live.	What is this movie about? What were the most significant events of the week? Why was this day important? Which of these steps would be the first priority? Why?
DECISIONAL	Questions allow people to choose self-conscious relationships to their situation. Here the names and titles given reflect how people are appropriating their experience.	What story would you tell about this event to someone who wasn't here? What would you title this movie (news article, event, week, day)? How does today affect your anticipation of tomorrow?

Applying this method to events, settings, issues, people or art objects allows individuals accustomed to the frantic pace of life to exercise their capacity for reappraisal and reflection.

BASIC DISCUSSION

LEVEL	DESCRIPTION	EXAMPLE 1 - GROUP	EXAMPLE 2 - ONE-ON-ONE
OBJECTIVE (Facts)	To create a shared picture of the "piece of reality" which is the subject of the discussion. To focus attention on what is there. To collect data.	What are the functions of a supervisor?	What were the main points of the presentation?
REFLECTIVE (Associations)	To relate data to individuals' pattern of experience. To become aware of related and disrelated information. To surface individuals' reactions to the data.	What are the characteristics of effective supervision as you have experienced or observed them?	How did this approach compare with the one in the article you read?
INTERPRETIVE (Value)	To consider the meaning of the subject and the individuals' reactions. To build a consensus on the significance of the subject. To bring to awareness the impact and/or usefulness of the subject.	What is the most difficult aspect of supervision? What would be the result in your unit of the kind of effective supervision we've described?	What part of the presentation was most valuable to you in your present position? What impact would the approach have on the work of our department?
IMPERATIVE (Action)	To accept the challenges which the situation presents. To decide what change is necessary. To designate specific actions.	What is one specific challenge which you must respond to as a supervisor?	How will you incorporate this into your day-to-day operations?

DISCUSSION METHOD

This cycle of questions follows the natural thought process:

Step 1: Get the facts:

- What is going on.
- Objective data.
- Finding out the basic information.

Step 2: Relating facts to participant's knowledge.:

- What are the characteristics.
- What is new or different.
- A deeper look at the facts.

Step 3: Considering the value of the subject:

- What is most important.
- What value is there.
- What is most difficult aspect of the subject.

Step 4: Determining the action required:

- What is the challenge in this area.
- What change is needed.
- What action is indicated by the discussion.

The questions to ask:

1. Specific questions get better results.
2. Ask for specific examples.
3. Ask open-ended questions that can't be answered with yes or no.
4. Have your questions prepared before-hand.
5. Ask only one or two questions for each step.

DISCUSSION PATTERN GETTING STARTED

E X A M P L E S

WHEN TO USE	STEPS	FOR GROUP USE	FOR USE IN ONE-ON-ONE SITUATIONS
<p>Before the session begins, to create an appropriate climate . . .</p>	<ol style="list-style-type: none"> 1. Carefully arrange the space in which the discussion will be held. 2. Set a beginning time and an ending time for the discussion. 	<p>Match table and room size to group size. Distribute any required printed materials ahead of time.</p>	<p>Where those involved sit reflects roles they will be expected to play. Physical distance between participants reflects "social" distance. An untidy desk, interruptions or inaccessible reference materials communicate that "this is not very important".</p>
<p>To signal the beginning of the session . . .</p>	<ol style="list-style-type: none"> 3. Communicate with "body language". 4. Write out your opening statement. 	<p>Sit alone in the front of the table to suggest your role in leading the discussion.</p> <p>"I think we will begin our meeting with a conversation."</p>	<p>Stand behind your desk.</p> <p>"Carol, you're right on time. Will you pull the door closed after you so that we won't be interrupted?"</p>
<p>To initiate the discussion and provide focus . . .</p>	<ol style="list-style-type: none"> 5. State the topic of the discussion in general terms. 6. Indicate the significance of the topic. 	<p>"The company has recently issued a new policy on sick leave. Since it will affect each of us, I thought we should take some time to get acquainted with it."</p> <p style="text-align: center;">-or-</p> <p>"Inventory starts December 2 and in order to have it take place with a minimum of disruption, I'd like your input on how we can prepare."</p>	<p>"The other day you brought up the idea of a department outing and I've been thinking about it ever since."</p> <p style="text-align: center;">-or-</p> <p>"Carol, I want to talk with you about some difficulties I'm experiencing as a result of misplaced or incomplete telephone messages."</p>

DISCUSSION PATTERN

BRINGING A DISCUSSION TO A CLOSE

E X A M P L E S

WHEN TO USE	STEPS	FOR USE WITH A GROUP	FOR USE IN ONE-ON-ONE SITUATIONS
<p>When the discussion goal has been to bring a subject to awareness and/or gain input from a variety of perspectives . . .</p>	<ol style="list-style-type: none"> 1. Express appreciation for participation. 2. Announce your next step in using their contributions. 3. Indicate that additional input is or is not desired. 	<p>"I feel as if we have shared some very useful ideas on this subject. I will be outlining a few proposed changes based on this discussion and will distribute copies of it at our next meeting."</p>	<p>"I appreciate your comments and recommendations. I will find this very helpful as I work on the department plan and will show you a draft in a few days. If any further ideas on the subject occur to you, please pass them along to me."</p>
<p>When the discussion goal has been to reach consensus on a way of operating (policies or procedures, interpersonal relations, work standards, etc.)</p>	<ol style="list-style-type: none"> 1. State the consensus and gain acknowledgement. -or- Ask someone else in the group to state the consensus. 2. Express appreciation for participation. 3. Clarify any required follow-up. 	<p>"I believe we have a pretty clear understanding of the reason behind the Company policy on smoking and we've agreed to abide by those policies. Am I right?"</p> <p>"This has been a very productive discussion, and I appreciate your participation. Why don't we talk about the policy on job posting at our meeting next week, OK? It is our number 3 priority. Thank you."</p>	<p>"Karen, would you state what you believe to be our consensus on what appropriate dress is for our work area? It's tough to work these kinds of things out and I very much appreciate your willingness to discuss it with me. Needless to say, I will not mention our discussion to anyone else."</p>
<p>When the discussion is held as preparation for problem-solving . . .</p>	<ol style="list-style-type: none"> 1. Express appreciation for participation. 2. Explain how the discussion results will contribute to the problem-solving effort. 	<p>"We've covered a lot of ground here and have already begun to mention changes we might make. So at this point, let's use a problem-solving method which can yield some clear next steps."</p>	<p>"You've obviously been thinking about this issue. If you don't mind, I'd like to use a problem-solving process which can help us get down on paper particular actions to resolve the issue. Would you be willing to do that?"</p>

CONVERSATION WORKSHEET

Conversation Title: _____

Remember:

Experience:

Opening Words/Context:

OBJECTIVE

REFLECTIVE

INTERPRETIVE

DECISIONAL

Closing/Reflections:

SAMPLE WORKSHOP PROCEDURES

Remember:	Experience:	Images:	Materials:
-----------	-------------	---------	------------

	I	II	III	
Context	BRAINSTORM	GESTALT	CONSENSUS	Reflection
Product (What)	Individually List "Dos"	By Intuition ("Snake eyes")	Name Arenas	Next Steps
Reason (Why)	3 Word Cards	Group Cards	Prioritize (Rank)	Workshop Reflection
Process (How)	Choose Best	Relate Extras	Organize Chart	Method Review
Time:				

Workshop Worksheet

Remember:	Experience:	Images:	Materials:
-----------	-------------	---------	------------

	I	II	III	
Context				Reflection

Time:				
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MEETING FORMAT

Opening	Movements			Closing
	Conversation	Past Week's Report	Next Week's Plan	
1. Songs 2. Opening Ritual 3. Account/Affirm	1. Reading/quotation 2. Reflection 3. Implications for this group	1. Key events and programs 2. Other reports 3. Name of the week: "This was the Great Week of ____"	1. Key events and programs 2. Issues 3. Implementaries and assignments	1. Announcements 2. Sendout 3. Closing Ritual
5	10	10	30	5

The Great Week of _____

Past week's notes:

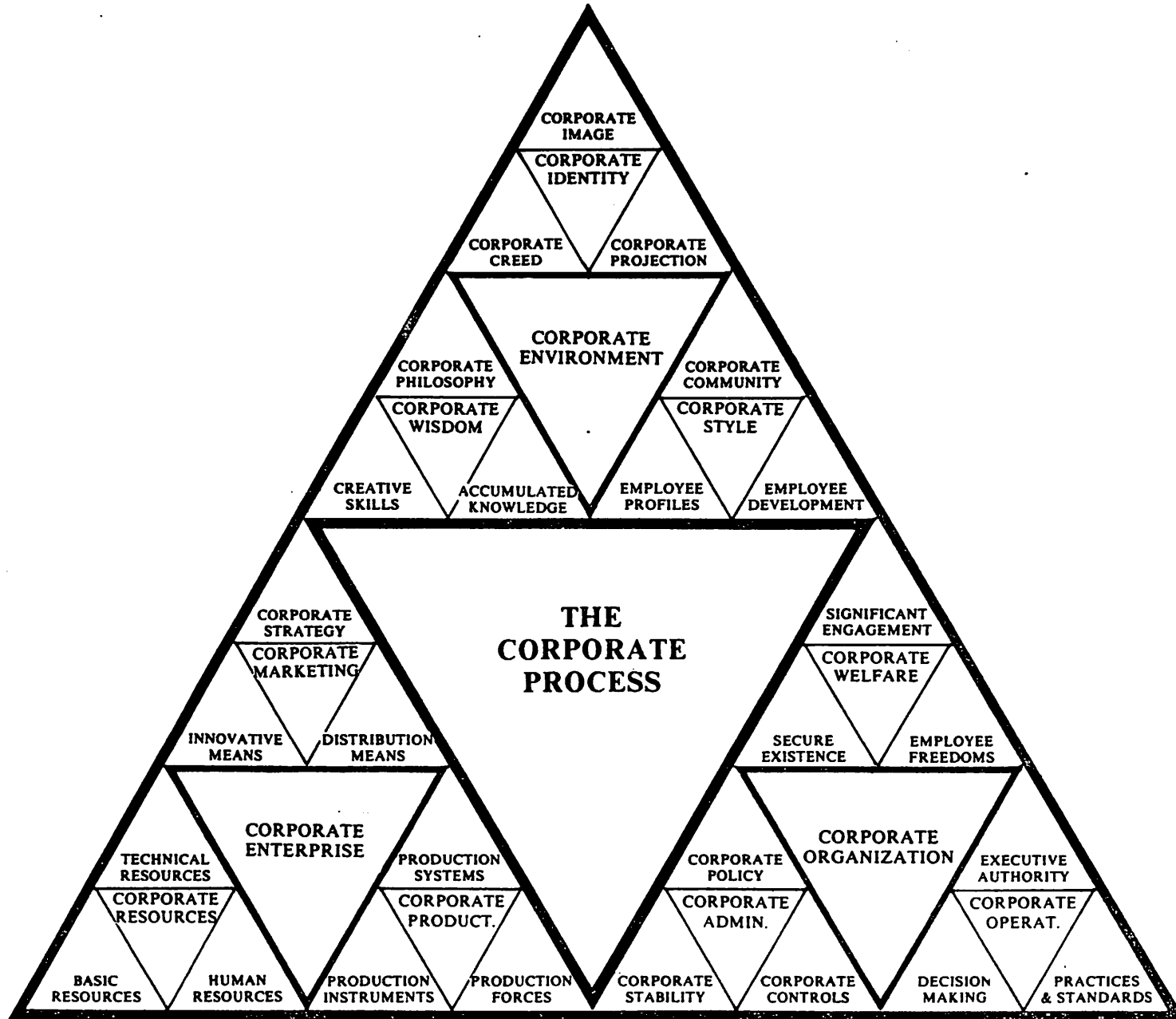
Next Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

SOCIAL PROCESS




THE CORPORATE PROCESS



STRATEGIC PLANNING WORKSHOP

Facilitation Manual

 William Rainey
Harper College

CURRENT TRENDS/SITUATION CONVERSATION

Welcome by a representative of the organization:

Layout the Agenda for the next six hours.

Opening: Let's begin with a brief conversation on the current situation.

1. And first of all, to get us all acquainted, give your name, position, and a poetic description of what you do (start with yourself and go around the table having everyone answer this question).

Changes in the past 10 years:

2. How has society changed/how is it different today? (mood, etc.)
3. What pressures have these changes brought upon you and your organization?
4. What have been creative responses to these pressures that you have heard or read about?

The Organization:

5. Baseline data: how many people are served, what geography, how many staff, how long has the organization been in existence?
6. What have been some key events or accomplishments from the past?
7. What are some current projects your organization is involved in? (Sometimes, particularly in voluntary organizations, it is appropriate to ask about the mission of the organization, the role of the board, the staff and membership)

Future:

8. What trends do you see moving you into the future that will affect how this organization delivers its services?
9. Suppose in the year 2000 a book is written about the organization, what would be the name of the chapter that describes this year?

Closing: It appears this is a very good moment in the life of this organization to do strategic planning.

VISION WORKSHOP

CONTEXT

1. We are answering the question, "What would we like to see in five years that is a result of this organization doing it's job well?" We will paint a word picture that describes what will be in place in five years.
2. Examples of a good vision element: ** JFK said, "We will put a person on the moon by the end of the decade." He did not say, "We are planning to expand our space program."
** Give 2 examples related to the organization and ask for 2-3 from the group to 'prime the pump' of their thinking.

BRAINSTORM

1. Each individual list 5-6 elements of your vision for this organization.
2. Each individual (or mini-team) choose the best (X) elements of the vision. (There needs to be a total of 40-45 cards. If the group is 10 people or less, have them write cards as individuals. When there are more than 10, assign mini-teams of 2 or 3 to share their individual brainstorms and to select (X) cards from their lists.)
3. Write the elements on cards in three word phrases, one element per card. Show examples of a legible/illegible card.

GESTALT

1. Each individual (or mini-team) pass up CLEAREST card. Place them under different symbols on the front wall. (Don't be too quick to put together, but if 2 cards have an obvious similar accomplishment, put them together. As you put the cards on the wall, be sure everyone understands what is being pointed to. If the card is abstract, ask for example, i.e., "How would we know this had been accomplished? What would we see?")
2. Pass up most IMPORTANT card. (Place on wall with cards of similar accomplishment.) Write initial two word titles above columns.
3. Pass up cards that are DIFFERENT than what is already on the wall.
4. Pass up the REMAINING cards (write column symbols on card). There should be 7-9 columns of cards.

CONSENSUS

1. Begin with the column with the most cards. Have the group look at all the cards in the column and name the RESULT of all the accomplishments (3 word title).
2. Name each column in turn.
3. Write title card and place it above the column (put a border around the words).

TRANSITION

Summarize by reading all Vision titles.
We are now ready to look at what is blocking this vision.

VISION

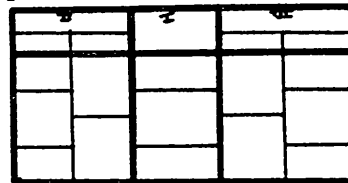
Remember:

Answering question "What will we see in 5 years? What will be the result of our work?"

Experience:

Satisfaction in seeing a whole picture of the vision rather than a fragmentary part of it.

Images:



Materials:

Markers
5x8 cards
Masking tape

	I	II	III		
Context	Individual Brainstorm	Gestaltting the Data	Naming the Columns	Reflection	
Practical vision: person on the moon vs. expand space program	*Individual brainstorm *Data selection (by individual/mini-team) *Write 3 word phrase in large block letters on cards	*Have row of 9-10 symbols on cards taped to front wall *Have participants pass up data ("Everyone pass up clearest of 4 cards in stages) *Place similar cards in columns under the same symbol (similar accomplishment)	*Have group look at data in a column and name the result of all these accomplishments *Name each column in turn *Write name on card & tape over symbol (outline card in red to distinguish)	Move cards to side wall (with largest in center)	
	40 or so hand written cards				
Time:	4	15	15	25	1

CONTRADICTIONS WORKSHOP

CONTEXT

1. As you look at the Vision chart, which is key or central to your 5 year Vision?
2. We are answering the question, "What are the obstacles, or roadblocks to our Vision?" A block is not "a lack of something". It is some real thing. When driving in a car, the block is not a feeling of fear; it is very practical: bald tires, broken windshield wipers, unmarked roads, potholes, etc. Blocks are concrete social manifestations, not abstractions. Show examples on cards:
Not: lack of money.....Is: unresearched funding sources
Not: fear of future....Is: uncooperative groups
Not: apathy.....Is: unprepared for meeting
3. Looking at key column of the Vision, what is an example of an obstacle or roadblock that is standing in the way?" (Get 2-3 examples)

BRAINSTORM

1. Individuals list 5-6 blocks to the vision. Be sure to write blocks to the columns of the Vision you think are most key.
2. Each individual (or mini-team) choose (X) major blocks (again, looking for a total of 40-45 cards from the group).
3. Write blocks on cards with 3 word phrases -- one block per card.

GESTALT

1. Each individual (or mini-team) pass up an ARBITRARY card. (Place them randomly across the front wall).
2. Each individual pass up the card which is the BIGGEST block.
3. Ask, "What two cards have a common root cause?" Begin to cluster cards together by root cause.
4. Each one pass up cards that have a DIFFERENT root cause from anything that is on the wall.
5. Pass up REMAINING cards and cluster with other cards. (8-12 cluster arenas)

CONSENSUS

1. Have group look at data of the cluster with the most cards. Name the underlying block that is the root to them all. Write title in 3 word phrase on title card.
2. Title each cluster.

REFLECTION

After the meal we will do the next workshop focused on what needs to be done in light of these contradictions.

CONTRADICTIONS

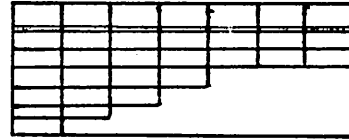
Remember:

Answer the question "What are the obstacles to our vision?"

Experience:

Confidence that we are now dealing with the real issues

Images:



Materials:

Markers
cards
Masking tape

Context	I	II	III		
	Individual Brainstorm	Gestaltting the Data	Naming the Clusters	Reflection	
<p>Contradictions are that which block the vision</p> <p>Sociological reality i.e., not lack of "feeling"; rather very concrete items:</p> <ul style="list-style-type: none"> - bad brakes - broken windshield wipers - bald tires 	<p>*Individual brainstorm</p> <p>*Select the data</p> <p>*Write 3 word phrase in large block letters on card (write explanation of 3 words on back in pencil)</p>	<p>*Data passed up in stages</p> <p>*Put up arbitrarily at 1st, then pair up by common root issue</p> <p>*Cluster additional data 'til have 8-12 cluster arenas</p>	<p>*Group looks at data in largest cluster arena & names the underlying block that is the root to them all</p> <p>*Title each cluster in similar way</p> <p>*Write title cards, bordered in red</p>	<p>Place cards on side wall in columns, with largest columns to the left, shortest to the right.</p>	
	<p>Looking for about 40 pieces of data</p>				
Time:	4	15	15	25	1

VOCATIONS CONVERSATION

OPENING

During our meal we want to reflect a little on our work.

1. Who has been involved with this organization (or this type of work) the longest? the shortest?
2. (Go around the table and have everyone answer the following question: How did you get involved in this work?
(Note: looking here for people talking about their initial decision to do what they are doing. Particularly with staff people, we are not looking for why they are working here rather than with another organization; but rather why they decided to become (a librarian, a city manager, a policeman, or whatever) in the first place.)
3. What has been the greatest accomplishment you have participated in since you began doing this type of work? (What do you take pride in?)
4. What has been the stickiest issue you have been involved in? Where have you taken the greatest amount of heat?
5. What is it about this kind of work you enjoy?
6. What is most frustrating about this work?
7. In your moments of frustration, what story do you tell yourself about the significance of what you are doing? What keeps you going?

CLOSING

When people talk about BURN-OUT, I've always believed it is primarily because people don't have a way of rehearsing these kind of stories.

DIRECTIONS WORKSHOP

CONTEXT

1. The Vision Workshop was asking, "What will we SEE in five years?" and the Contradictions Workshop was asking, "What is blocking our Vision?" Now we are asking, "What do we need to DO in this coming year?"
2. It is important to keep one eye on the vision and one eye on the blocks in answering this question. For example, someone tell me what needs to be done this year that would set in motion the necessary activity that results in 5 years in one of these CONTRADICTION columns.
3. Similarly, someone tell what could be done to resolve one of the VISION arenas. These are examples of what we are looking for in this Directions Workshop.

BRAINSTORM

1. Individually list 5-6 things that need to be done this year that would deal with the blocks in order to realize the vision.
2. Each individual (or mini-team) choose (X) major activities (again a total of 40-45 cards). Any good strategy has both venturing and conserving directions; check to see that you have a balance.
3. Write activities on cards using 3 word phrases, one block per card.

GESTALT

1. In this workshop we will use our intuitions and see if we can come up with 9 arenas of action that can be arranged into 3 major directions. Many times the intuitive mind reveals arenas that the rational mind didn't think about. Let's try, and if it doesn't work we can alter it as we see fit.
2. Pass up BOLDEST card. (Place in boxes -- cards go together by common intent.)
3. Pass up the most CONSERVATIVE card. Write initial two word titles for 9 arenas. "This arena clearly has to do with what?"
4. Pass up a card that is DIFFERENT from any of the 9 arenas.

CONSENSUS

1. Look for the "common threads" of action among the 9 action arenas, attempting to align 3 sets of 3 arenas or a more appropriate arrangement to hold the major thrusts of the year and move the cards to reflect the alignment made by the group. Name the 3 major directions.
2. Mark REMAINING cards with arena name and pass up.
3. Have the group give the appropriate gerund to each box that uniquely holds what they are intending to do this year. "What are we intending to do with (X) this year that is unique?" (Name each of the 9. If time is short, assign arenas to small groups to name.)

TRANSITION

Now my colleague will lead you in a brief discussion about what is going to be necessary to really get this moving.

DIRECTIONS

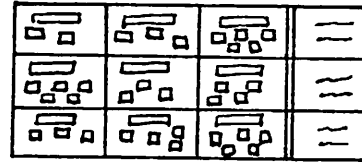
Remember:

What do we need to do this year?

Experience:

Excited at new possibilities

Images:



Materials:

Markers
Cards

	I	II	III	
Context	Individual Brainstorm	Gestaltting the Data	Name the 3 directions 9 components	Reflection
<p>Keep one eye on the vision and one eye on the contradictions</p> <p>The question: now is "What do we need to do this coming year?"</p>	<p>*Individually list</p> <p>*Select the cards</p> <p>*Write on cards</p>	<p>*Short course: use our intuitions, see if we can come up with 9 arenas of action that can be arranged into 3 major directions</p> <p>*Call for data</p> <p>*Gestalt by common intent into 9 arenas</p>	<p>*Name the 9 action arenas</p> <p>*Discern the 3 major threads among the 9 to name 3 major directions</p> <p>*Name the 3 directions</p>	<p>Reflect on what the next steps</p>
	<p>About 40 cards</p>			
<p>Time: 4</p>	<p>15</p>	<p>15</p>	<p>25</p>	<p>1</p>

IMPLICATIONS AND REFLECTIONS CONVERSATION

OPENING

To wrap up our work today, let's talk about what is going to be involved in actually doing what we have planned.

IMPLICATIONS

1. Looking at the 9 action arenas, what do you think would be easiest to initiate? The most difficult? Which of these 9 would people out on the street be most excited to hear about? Which of the 9 is going to make the greatest difference? Which are key?
2. Look at 3 or 4 of the key activities the group selected, each in turn asking: What will be required to launch this activity? Who would be doing this? When would it need to be done? What would be some possible stumbling blocks that could trip up the activity being accomplished?
3. If appropriate, remind about dates of "Implementation Workshop".

REFLECTION

1. What have we objectively done together today? What was first? What came next? What procedural steps did we do? etc.
2. Where was the group most engaged? Where most tired?
3. When you go home, and someone asks, "What did you do?", what are you going to tell them happened today?

EVALUATION

1. Pull the curtain and explain, "We have done 30 of these planning consultations and are altering them as we go."
2. What would you recommend we be sure to do with another similar group, or when we do this again?
3. What changes would you suggest? What should we do differently?

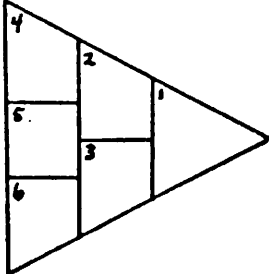
CONCLUSION

We are pleased to have been a part of this event...

IMPLEMENTATION WORKSHOP
Facilitation Manual

 William Rainey
Harper College

IMPLEMENTATION WORKSHOP OVERVIEW

STRATEGIC PLAN Review	YEARS ACCOMPLISHMENTS	QUARTER IMPLEMENTATION	PRIORITIZING EVENTS	REFLECTION Conversation																																																																																																																																																																
<p>Review previous work:</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr><th colspan="4">VISION</th></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr><th colspan="4">CONTRADICTIONS</th></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr><th colspan="4">DIRECTIONS</th></tr> <tr><td> </td><td> </td><td> </td><td>I</td></tr> <tr><td> </td><td> </td><td> </td><td>II</td></tr> <tr><td> </td><td> </td><td> </td><td>III</td></tr> </table> </div>	VISION																																CONTRADICTIONS																																DIRECTIONS							I				II				III	<table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr><th colspan="5">QUARTERLY ACCOMPLISHMENTS</th></tr> <tr><th>I</th><td> </td><td> </td><td> </td><td> </td></tr> <tr><th>II</th><td> </td><td> </td><td> </td><td> </td></tr> <tr><th>III</th><td> </td><td> </td><td> </td><td> </td></tr> </table>	QUARTERLY ACCOMPLISHMENTS					I					II					III					<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">What</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> </div> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr><th colspan="4">TIMELINE</th></tr> <tr><th>How</th><th>who</th><th colspan="2">when/where</th></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table>	TIMELINE				How	who	when/where																										<table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr><th colspan="4">TIMELINE</th></tr> <tr><th>A</th><td> </td><td> </td><td> </td></tr> <tr><th>B</th><td> </td><td> </td><td> </td></tr> <tr><th>C</th><td> </td><td> </td><td> </td></tr> <tr><th>D</th><td> </td><td> </td><td> </td></tr> <tr><th>E</th><td> </td><td> </td><td> </td></tr> <tr><th>F</th><td> </td><td> </td><td> </td></tr> </table> <div style="text-align: center; margin-top: 10px;">  </div>	TIMELINE				A				B				C				D				E				F				<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p style="font-size: 1.2em;">What has happened to us?</p> </div>
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<p>15 - conversation 15 - review</p>	<p>45 - teamwork 30 - plenary</p>	<p>30 - teamwork</p>	<p>30 - plenary</p>	<p>15 - reflection</p>																																																																																																																																																																

IMPLEMENTATION WORKSHOP

CONTEXT

1. Review the session: Review of V-C-D, state quarterly accomplishments, and develop four step implementation plans for the accomplishments of the first quarter.
2. Pass out Vision Chart:
 - * What are pieces of this arena in boxes below? (Do all four vision elements.)
 - * Any other things that come to your mind that you do not see on the chart?
3. Pass out Contradiction Chart:
 - * Look at first column: Read title. What elements stand out under that title?
 - * Read across the top categories: Which comes across as a real toughy?
 - * Which block, if dealt with, would greatly transform this organization?
 - * If you had the chance, which one would you like to stand up and give a speech on?
4. Pass out Directions Chart:
 - * Read three titles of the three rows.
 - * Top row: What do you remember about our conversation on one of these 3? Where experience "aha"/concensus/decision/resolve in this row?
 - * Do same for 2nd and 3rd rows.

ACCOMPLISHMENTS

1. Looking at the Directions Sheet, for each row, want to create quarterly objectives/accomplishments.
 - * Take one line as an example: What would be a good accomplishment for this as a major step this year?
 - * After 2-3 examples, ask "Could you say 'yes' we did or 'no' we didn't?" How could we rephrase this so we could say yes?
 - * Assignment: Take one line and write two accomplishments per quarter (4 quarters in a year, so write 8 objectives total). Divide group into 3.
 - * Number off by 3s and assign each group one line and the space to meet in.
2. Before going into groups, get a quick brainstorm from total group on each of three areas. What are some accomplishments for this year we can say yes we did or no we didn't?
3. In groups talk and build 8 key accomplishments drawing from Directions chart, group brainstorm, and your team's input. Decide which quarter to do them in. Write each accomplishment on a card in a 3 word phrase. 30 min.

PLENARY

1. Remind the group that this is strategic planning vs. operational planning. Operational is ongoing; strategic is new. This is not intended to cover operational planning, but to break loose new strategic directions for the organization.
2. Each team walks through their accomplishments for the year. After each report, reflect briefly:
 - * Bring your 8 cards and put them on board.
 - * Which accomplishments are you pleased to see included?
 - * Which one do you want to hear more about?
 - * At the end of the quarter, would it be possible to say "yes it was done, or no it wasn't"? Rephrase as necessary.
 - * In your mind are there key accomplishments needing attention that have been omitted?
 - * Are these now the accomplishments we need? (If not, work with group until the consensus is reached.)
3. After all 3 teams have reported, look at the sequence and relationships of all the accomplishments.
 - * As you consider the flow of the entire year and the accomplishments in all 3 major directions, should any adjustments be made. Move accomplishment to appropriate quarter.
 - * Give particular attention to the first quarter: Are these the things we need to be doing this quarter?

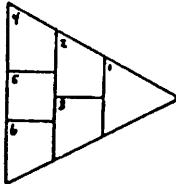
IMPLEMENTATION

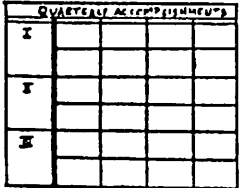
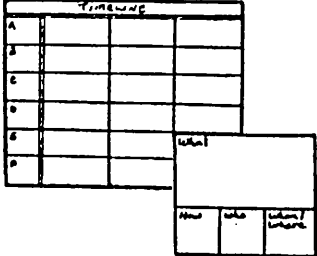
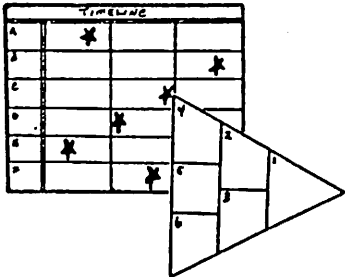
1. The task is now to break into teams to create implementation steps that ensure the success of the accomplishment. Eventfulness is key to implementation. Things happen around events.
2. Break the group into 3 or 6 teams (each team has 1 or 2 accomplishments, depending on the size of the group).
 - * It is important that every team have an adequate number of people; let people assign themselves where most interested and adjust as necessary.
 - * The team assignment is to come up with the 4-10 implementation steps (4 minimum) that are necessary to complete the named accomplishment, including who, when, where and how. Write steps on implementation worksheets and cards.
3. Each team places their cards on chart and reports their work.
 - * For each accomplishment, have the group name the key EVENT of all the implementation steps.

REFLECTION

1. What have we done here?
2. What accomplished?
3. Where do you have a renewed sense of confidence about the future of this organization?
4. Where was the method right on target today?
5. What are our next steps?
6. If we were to do this workshop again, what do the same? Differently?

IMPLEMENTATION PLAN

Remember: State your objectives and focus quarter plan	Experience: Commit to plan of action	Images: 	Materials: Markers Tape Cards Blackboard or blank wall
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	I	II	III	
Context	YEAR'S ACCOMPLISHMENTS	QUARTER IMPLEMENTATION	PRIORITIZING EVENTS	Reflection
<ul style="list-style-type: none"> * Conversation * Review procedures for workshop * Review 3 charts from Strategic Planning workshop 	<ul style="list-style-type: none"> * Brainstorm examples of accomplishments for each of 3 areas * Divide in 3 groups * Write assignment on board <hr/> PLENARY: <ul style="list-style-type: none"> * Team reports * Reflection following each report * Review flow of accomplishments by year and 1st quarter, adjusting as needed 	<ul style="list-style-type: none"> * Give examples of eventfulness from accomplishment conversation * Have group volunteer for 6 accomplishments * Assign teams to write 4 implementatn. steps to complete accomplishment 	<ul style="list-style-type: none"> * Team reports on 6 accomplishments * Assign each accomplishment * Name key event for each * Concense on 1st priority of the 6 * Organize the other 5 events in priority sequence 	<ul style="list-style-type: none"> * Reflective conversation on plan and method * Closing comments
				
Time:	30	75	30	15

YEARS ACCOMPLISHMENTS

	I	II	III	IV
5				

IMPLEMENTATION WORKSHEET

ACCOMPLISHMENT:

IMPLEMENTATION STEPS	How	Who	When and Where
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

WHAT

WHO:

WHERE:

WHEN:

HOW:

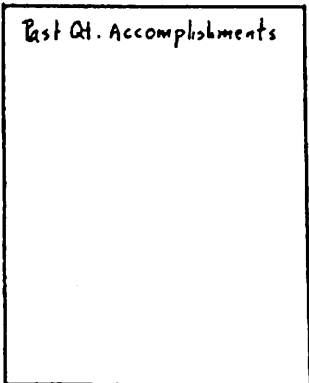
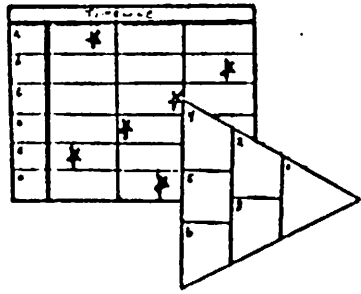
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REMANEUVERING WORKSHOP

Facilitation Manual

 William Rainey
Harper College

REMANEUVERING WORKSHOP OVERVIEW

AGENDA	ACCOMPLISHMENTS Review	EVALUATION Conversation	IMPLEMENTATION Workshop	REFLECTION Conversation																		
<p>I</p> <p>Layout the agenda</p>	<p>Last Qt. Accomplishments</p>  <p>List on blackboard</p>	<p>QUARTERLY ACCOMPLISHMENTS</p> <table border="1" data-bbox="904 812 1276 1104"> <tr> <td>I</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>II</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>III</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Revised</p>	I						II						III							<p>Reflection: What is next?</p>
I																						
II																						
III																						
<p>10 - gather 5 - agenda</p>	<p>45 - workshop</p>	<p>45 - conversation</p>	<p>30 - implementation 30 - timeline</p>	<p>15 - reflection</p>																		

QUARTERLY REMANEUVERING

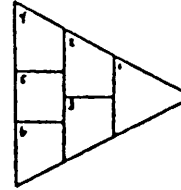
Remember:

Create story of past quarter and build new plan for next quarter

Experience:

Affirm struggles/accomplishments of the past quarter & build new anticipation/commitment for next

Images:



Materials:

- Markers
- Tape
- Cards
- Blackboard or blank wall

Context	I	II	III	Reflection
	Accomplishment Review	Evaluation	Next Quarter's Implementation	
* Layout the agenda and move immediately to accomplishments review	* What's happened since we last planned * List the accomplishments and reflect * Review the Vis-Con-Dir work: Who have we progressed on our original plan?	* Review the Yearly Accomplishment chart (have on cards on board) * Are these quarterly accomplishments still on target * Adjust or change as a group	* Focusing on 1st quarter, break into 3 (or 6) teams, and assign accomplishments * Each team builds an implementation plan for their accomplishments * Place cards on chart report, reflect & prioritize	* What have we done in this session? * What are the next steps? * What do again? Change?
Time: 15	60	30	60	15

REMANEUVERING

CONTEXT

1. Layout the evenings agenda and move immediately to the Review.

ACCOMPLISHMENTS REVIEW

1. Very objectively, what has happened (in the world, in the community) since we last met to do our planning?
 - * What were the 6 accomplishments we had set for ourselves last quarter?
 - * Who was working on each?
2. We want to list our accomplishment in these arenas on the wall. Take a minute and jot down the things that can be done or accomplished.
 - * List on the wall.
 - * Where were we very successful?
 - * In what arenas did we struggle the most?
 - * How is our organization different today than it was when we last planned?
3. Pass out V-C-D: How have we progressed on our original plan?
 - * Which elements of V-C-D are still very much on target?
 - * Which elements of V-C-D seem a little fuzzy now?

EVALUATION

1. Pass out the quarterly accomplishment sheets (and have cards on the wall).
 - * Which of the past quarter accomplishments have been successfully completed? (box them in red)
 - * What is the status of the others: nearly completed or barely left the ground?
2. Turn attention to this coming quarter's objectives: Someone say a word about each. Why was this named as an accomplishment?
3. In light of our next quarter, in light of what was completed or not completed last quarter, have the group adjust the new quarterly objectives as seems appropriate. (Should some get pushed back? Other's dropped? Build the new picture with the cards on the front wall.)

IMPLEMENTATION

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3. Each team reports their work.
 - * For each accomplishment, have the group name the key EVENT of all the implementation steps.

REFLECTION

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YEARS ACCOMPLISHMENTS

	I	II	III	IV
5				

IMPLEMENTATION WORKSHEET

ACCOMPLISHMENT:

IMPLEMENTATION STEPS	How	Who	When and Where
1			
2			
3			
4			
5			
6			
7			
8			
9			

WHAT

WHO:

WHERE:

WHEN:

HOW:

Monthly OFT Laboratories

On the last Tuesday of every month, an OFT Laboratory will be held at the Harper College Northeast Center, 1375 S. Wolf Road, in Prospect Heights. The Laboratories will provide an on-going opportunity for OFT participants to continue focusing upon the issues of organizational development. Each Lab will be two and a half hours long and scheduled at the time of day OFT participants deem most appropriate (lunch, late afternoon, or evening). The agenda for each Lab will be in three parts:

Organization INTERCHANGE

The Lab will begin with time spent sharing recent experiences with OFT methods. The interchange will consist of discussing what people have been trying? what is working, what's not, and why? how are the methods assisting in the whole process of organizational development?

Underlying DYNAMICS

The second part of the Lab will push deeper into the dynamics of OFT methods through group presentations and group reflection. For example, one of the sessions might probe the underlying assumptions of contradictional thinking and the distinctions between contradictions and problems.

Edge RESEARCH

Each Lab will conclude with edge organizational research. This might consist of workshops similar to the "corporate process imbalances workshop" or the study of recent articles and books that are occasioning new approaches to successful organizational development.

Consultative sessions will be available on an optional basis prior to each Lab for those organizations developing an in-house capacity for strategic planning:

Construct CONSULTATION

The workshop consultation will be scheduled on particular topics germane to the current activities of the various organizations; i.e., the OFT staff will assist in preparing for re-manuevering session or in creating a special workshop to meet a specific organization's need.

Monthly OFT Laboratories

	Tuesday, Aug. 21	Tuesday, Sept. 18	Tuesday, Oct. 16	Tuesday, Nov. 20
3:00 p.m. Organization INTERCHANGE	conversation: Eight Points of Excellence	conversation: OFT Interchange and Up-date	conversation: Team Building	conversation: Elements of Good Meetings
Underlying DYNAMICS	presentation: "The Leader as Image Builder"	presentation: "Leading an Effective Study"	presentation: "Key Organization Development Dynamics"	presentation: "Leading an Effective Meeting"
Edge RESEARCH 5:30 p.m.	workshop: Communicating Images	study: <u>In Search of Excellence</u> "Simple Forms, Lean Staff"	workshop: The "Whistle Points" of Development	study: <u>Corporate Cultures</u> "Rites and Rituals"

5:45 p.m. Construct CONSULTATION	Contradictions Workshop	Directions Workshop	Implementation Construct	Remaneuvering Construct
6:45 p.m.	special consultation	special consultation	special consultation	special consultation