

# JToT Design Team Agenda

October 18, 2016

## (10) (DH) Introduction and Agenda Review

## (15) (SD) Updates

- Changes to Currents and Streams document
- Review compilation of DT Meeting Commitments and empty slots
- Orientation to Design Team Working Process and Structure

## (30) (HWB) Group Interview

- Darin, Harry, and Steve take position as expert panel.
- DT participants interview panel starting with this core question: What you need to know, be, and do to properly prepare yourself and your team to teach the 5-day JOFC Course?

## (15) (DH) Debrief

- Insights and conclusions gleaned from the interview to help us design the curriculum.

## (10) (HWB) Close

- Review next actions and set up for upcoming meeting leaders; set additional meeting with Steve for support.
- For next month (UL): What would you need to know, be, and do to properly practice and train yourself to adopt the Upper Left Quadrant Competencies?
- Design Team Support needed.

**Post-Meeting Product:** Useful insights, conclusions, questions, and commentary will be extracted and organized from recording to become part of our *JToT Apprentice Facilitation Guide and Train the Trainer Guide*.

## JTOT Traveler's Guide: Map and Compass for the Journey

“We shall not cease from exploration, and the end of all of our exploring will be to arrive where we started and know the place for the first time.” – TS Eliot

In the Hero's Journey – the storytelling structure that we use to animate so much of JOFC and JB – the hero or traveler returns from his or her journey with hard-won gifts and tools. One of the most powerful of these gifts is better knowledge of the heart. The traveler returns ready to take their place as a mentor or guide to others. Returning to the labyrinth, the hero can unlock still deeper magic within those gifts and tools.

In JTOT, we journey from traveler to guide, from student to teacher. Over these 12 months and beyond, we focus on deepening a handful of key competencies – including knowledge of our own hearts – to become a guide to others. These competencies are represented in JTOT, as in JOFC and JB, as archetypes.

### Map and compass

Think of the foundational aspects of the Journey experience as a map and compass. These help guide JTOT travelers to successfully descend into and emerge from this experience – whether in JOFC, JB or JTOT. All of them must be present for this work to succeed. First are the elements that make up the map itself

#### JTOT Foundation: The Map

- Teaching of facilitation tools and techniques
- Numerous experiential and practice opportunities
- Research behind the teachings
- Integrate adult learning theory, Kolb learning cycle, learning styles, etc.
- Comprehensive structure of competencies behind the design & delivery of the course
- Collective experience of working in true community
- Integral model
- Design activities, interventions, and events from a fractal perspective wherein each element reflects and supports the whole, and the whole reflects and supports each element.
- Leverage the power and learn the nuances of working with co-facilitators.
- Individual and Group Coaching

#### JTOT Foundation: Points on the Compass

These competencies or archetypes allow the Journey experience to unfold organically. We inhabit them as teachers and we practice them as students. They are the gifts and tools – the approaches and the actions – that enable us to best serve the groups we guide, whether in the classroom or in other settings.

#### Self-Awareness

**Unlearn, empty and surrender.** *The world would have you believe that you must have more, do more, be more, before you are enough to have the life you want. The opposite is true. Like a small candle illuminating a large dark room, you can simply choose not to repress and hide your light by expressing the truth of your experience and the heart of your being. You are the change you seek.*

1. **Stillness:** Skilled at resting in *I-Space*...the natural state absent preoccupation with interior noise that might include biases, judgements, gremlins, etc.—ability to let go.
2. **Presence:** From inner stillness, we access hyper awareness, a guiding undercurrent of all our work. Return to present moment, lived awareness and live into the question, taking the next step indicated by what is arising in the moment.
3. **Perception:** Acknowledge and leverage management of perception as a teaching aid.
4. **Self-restoration:** Most of us are running on borrowed time and energy, thus exhausted physically, emotionally, and psychically. To be effective teachers and catalysts of change, we must slow down to the speed of truth. We find our bearings and heal ourselves by tapping into the stillness of the moment.

## Task Management

**Be open to what is revealed.** *I am open to an integral view of problems. I see the problem (or solution) nested within the problem that is presented to me. I understand that what is hidden can be powerful.*

5. **Clarity of Purpose:** Always be clear about the desired outcome you seek with the process you are facilitating, in both tangible and intangible ways. Embrace results and accountability AND an openness and flexibility to respond to what is emerging for the highest good of the group.
6. **Boundary Setting:** Be conscious of the specificity of your language and be aware of other's physical space.
7. **Employ Multiple Dimensions:** Teach using multiple layers to access deeper learning (e.g. learning strategies and formats, skills practice, data and theory, experiential learning, etc.).
8. **Integral View of Problems:** Look at the problem (or solution) hidden in the problem presented to you, as that which is hidden can often yield high leverage opportunities to forward a group's work.

## Group Management

**Respect what is.** In any situation, there are presenting sources and forces at work. Sources of resources, difficulties, and opportunities. There are power structures and dynamics at play, both manmade and environmental. We must acknowledge the current state of affairs and potential for change before assuming an intervention is needed or wanted.

9. **Flow State Facilitation:** Invite, encourage, and facilitate rules of high functioning teams, i.e. lightness, transparency, courage, integrity, accountability, etc. Trusting that the group will do and get what it needs in accordance with group intelligence as long as the container is constructed in a way that cultivates flow.
  - (UL) Bring your full attention, hold your highest intention, and feel into the group. (Feel)
  - (UR) Facilitate ongoing clarity of purpose. (Focus)
  - (LR) Intervene lightly to nudge process in service of purpose. (Function)
  - (LL) Be a speaking mirror for the group, reflecting what you sense, see, and hear. (Friend)
10. **Integral Learning Facilitation:** Make connection between JOFC teaching and integral approach to teaching design, observation, debriefing, etc.
11. **Create/Co-create New Models.** Be able to improvise new models and tools based on emergent purpose of the group.

## Group Awareness

**Take a stance of wonder.** From *We-Space*, we spontaneously approach life, including ourselves, from a place of humility, inquiry, and curiosity, which offers the most non-threatening invitation to change. From this stance boundaries of previous self-perception can grow, shift, and change.

12. **Hold space:** Skilled in navigating *We-Space*. Like spinning plates or juggling balls, you are only "doing" or directing a small percentage of the time. Most of your energy then goes into watching, hearing, sensing, and feeling for the feedback that indicates the next right action or to feel into what the group needs. Further, your internal return to the present produces a field effect that facilitates the internal space for others.
13. **Risk.** Be willing to risk showing the group how to trust and demonstrate the courage to act on inner promptings to serve ourselves and the group. .
14. **Boundary Spanning.** Create safety, trust, and ethical practice. Be conscious of energetic and physical intimacy. Be sensitive to internal boundaries and lowering of these boundaries within self and with others.

## JToT Design Team Meeting Schedule

Design Team Members: Nola Walker, Hazel Symonette, Nancy Schultz-Darken, Alison Lebwohl, Libby Bestul, Mark Kueppers, Janice Belgredan, Neerja Bhatia, Laura Grady, Barb Bickford, Dan Koetke

DATES/Topics	I Commit to Attend	I Commit as Project Leader
Tuesdays, 4:30-6:00 pm Central		
<b>2016</b>		
18 October, 2016: Preparation	AL, LB, MK, NB, BB, DK	SD, DH, HWB
22 November, 2016: UL Competencies	NW, HS, NSD, AL, MK, JB, NB, LG, BB, DK	NW, HS, BB
20 December, 2016: UR Competencies	NW, HS, NSD, AL, LB, MK, JB, NB, LG, BB, DK	NW, NB
<b>2017</b>		
24 January, 2017: LR Competencies	NW, NSD, AL, HS, MK, JB, NB, LG, BB, DK	NW, BB
21 February, 2017: LL Competencies	NW, NSD, AL, HS, LB, MK, JB, NB, LG, BB, DK	NSD, HS, AL
21 March, 2017: DAY 1	NSD, AL, HS, LB, MK, JB, NB, LG, BB, DK	JB, DK
25 April, 2017: DAY 2	NW, NSD, AL, HS, MK, JB, NB, LG, BB, DK	JB, AL, DK
23 May, 2017: DAY 3	NW, NSD, AL, HS, MK, JB, NB, LG, BB, DK	JB, DK
20 June, 2017: DAY 4	NW, AL, HS, LB, MK, JB, NB, LG, BB, DK	JB, AL, DK, LG
25 July, 2017: Integration Activities	NW, AL, HS, MK, JB, NB, BB, DK	JB, BB

Note: Initials in grey indicate a “flex commitment”. That is, this member is available as needed to lead this module.

# JTOT DESIGN TEAM PRODUCTION GUIDE

## MONTH 1: PREPARATION

### PURPOSE

What you need to know, be, and do to properly prepare yourself and your team to teach the 5-day JOFC Course.

### ORIENTATION

- **Why Preparation?** A core tenant in the teaching of JOFC is that the facilitator, to be an effective instrument of collaboration, must internally and externally prepare themselves to serve this important role. How one prepares oneself and their participants sets the tone and lays the foundation of the work that follows.
- **What Comprises Preparation?**

### PRODUCTION SCHEDULE

- Curriculum outline for teaching *Preparing to Teach JOFC* in the Apprentice Program. (Jan 2016)
- Chapter 1 of the *JTOT Apprentice Facilitation Guide* (Apr 2017)
- Chapter 1 of the *JTOT Apprentice Workbook* (Apr 2017)
- Chapter 1 of the *JOFC Train the Trainer Guide* (Apr 2018)

### MIN SPECS

Minimum Specifications outline the absolute “Must dos” and “Must not dos” for achieving the learning purpose for this module.

- **Compelling Orientation for Kick-Off of the Apprentice Training Program**
  - Orienting activity that sets the tone, expectations and possibilities for this program.
- **Personal Self-Care**
  - Plenty of rest prior to workshop
  - Few activities on evenings of workshop
  - Emphasize, don't abandon intense self-care, meditation, nutrition, etc. throughout workshop.
- **Co-facilitation**
  - How we live our values (fun, creative, open, trusting) in the preparation and in the behind the scenes coordination of JOFC
  - How do we modulate our approach when co-facilitating with others?
  - How do we take advantage of the benefits of co-facilitation?
- **Learning Models**
  - Kolb Learning Cycle
  - Multi-Sensory learning styles
  - ActivoGraph
  - Adult learning theory and experiential learning
- **Integral Training Perspectives**
  - How value sets in the training room modulate our teaching style and approach
  - We look at every opportunity to help individuals and group expand their paradigm through...
    - One-on-one coaching
    - In the moment inspiration to challenge, invite, suggest, etc.

### RESOURCES

- JOFC Workshop Preparation Checklist.

# **JTOT DESIGN TEAM PRODUCTION GUIDE**

## **MONTH X: TITLE**

### **PURPOSE**

What you need to know, be, and do to ...in order to teach the 5-day JOFC Course.

### **ORIENTATION**

What is the purpose of this module and why is it important?

### **MIN SPECS**

Minimum Specifications outline the absolute “Must dos” and “Must not dos” for achieving the learning purpose for this module.

### **RESOURCES**