

Cultivating Capacity II

A Fieldbook for Strengthening Person-Centered Practices

Session II

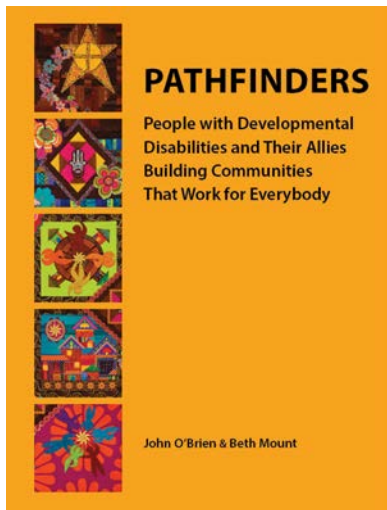


INCLUSION

INCLUSION PRESS

0.3

These books explore the purpose and the process of change that the practices in this guide serve.



Pathfinders: People with Developmental Disabilities & Their Allies Building Communities that Work Better for Everybody.
www.inclusion.com

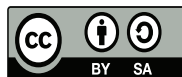


Creating Blue Space: Fostering Innovative Support Practices for People with Developmental Disabilities.
www.inclusion.com

Much of the content of this guide is adapted from materials created by The Presencing Institute. Adaptations apply the practices to organizations seeking to improve their capacity to offer person-centered support to people with intellectual and developmental disabilities and their families. Links to the original instructions for these practices are included.

To better understand Theory U start at www.presencing.com. There is a short introduction in the context of social invention with people with developmental disabilities at <http://goo.gl/Zrsdd8>

Materials from The Presencing Institute licensed under Creative Commons by Otto Scharmer and The Presencing Institute, www.presencinginstitute.com/permissions.



This guide is licensed by Inclusion Press under a Creative Commons License Attribution-Non-Commercial-ShareAlike 4.0 international. Contact inclusion@inclusion.com for additional permissions.

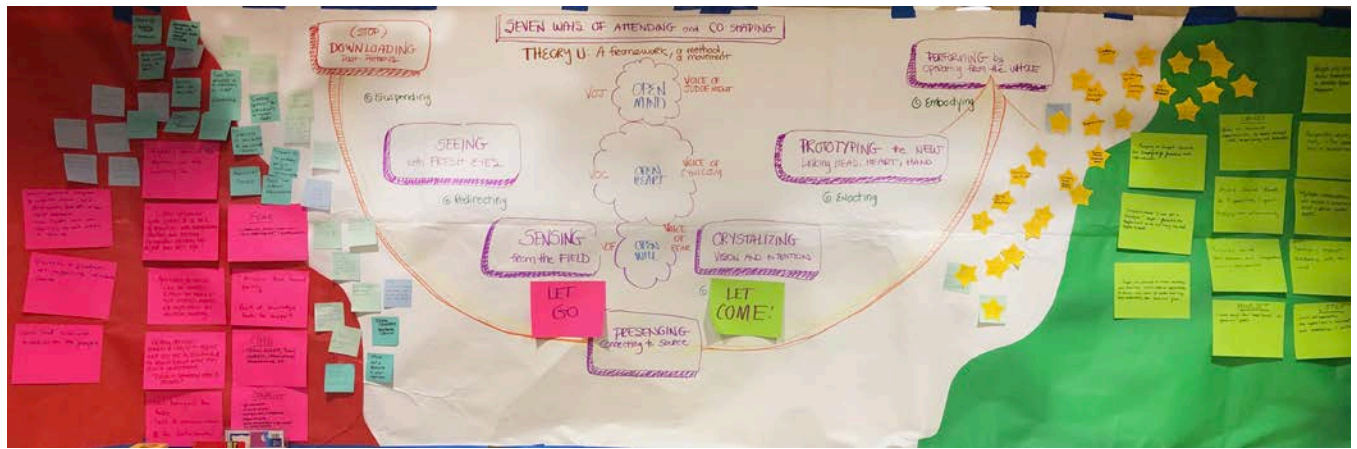


INCLUSION PRESS

47 Indian Trail, Toronto
Ontario Canada M6R 1Z8
p. 416.658.5363 f. 416.658.5067
inclusionpress@inclusion.com

inclusion.com

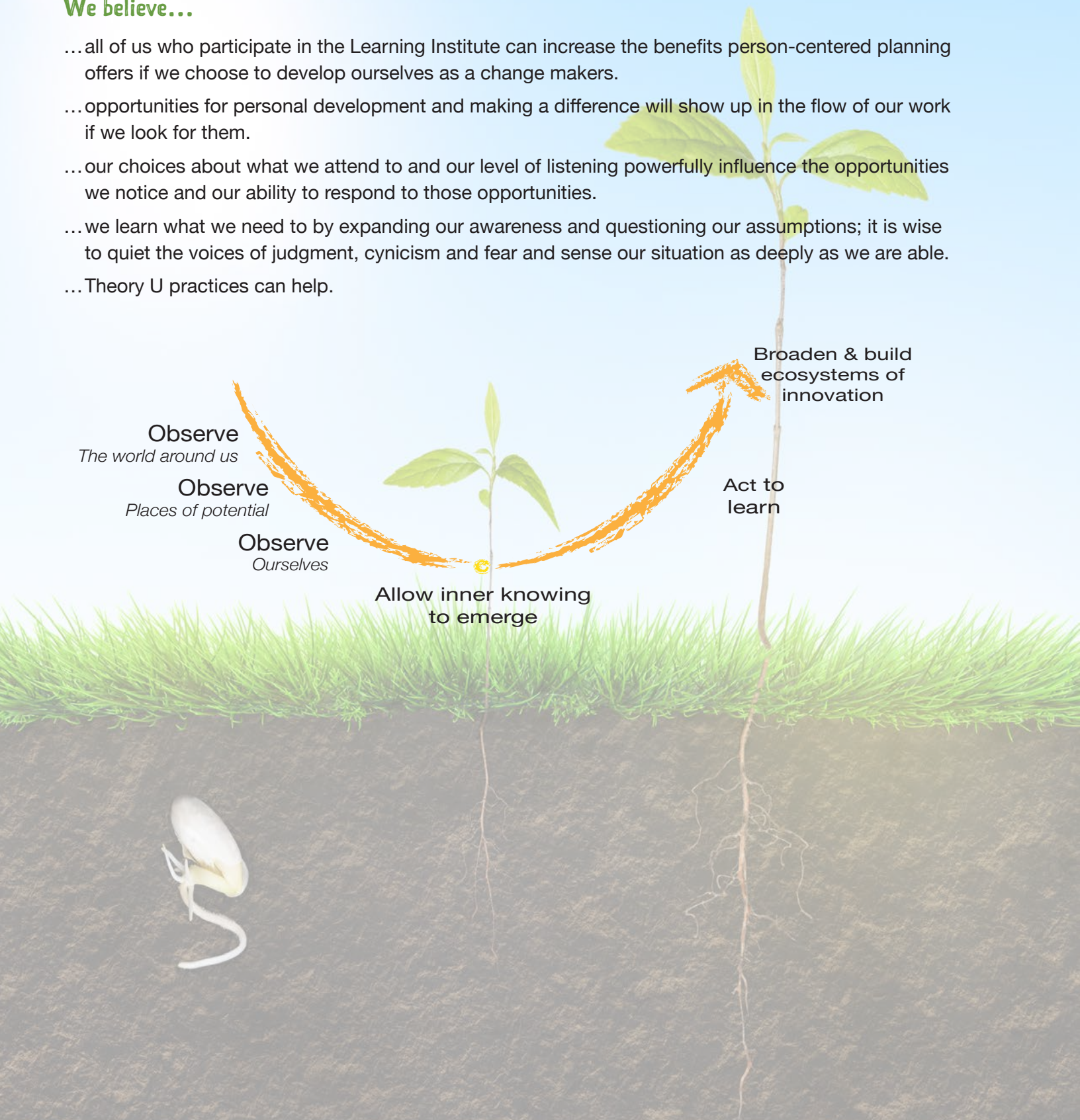
BOOKS • WORKSHOPS • MEDIA • RESOURCES

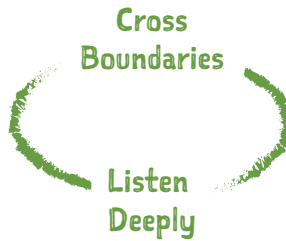


We believe...	4
Sharing our learning (World Cafe)	6
Mapping the inner states of change makers	7
Listening check	8
Learn from STUCK	10
Be mindful	10
Steps	11
Affirm your voice	12
Be mindful	12
Steps	13
Looking ahead II	14
Create blue space in your routine	16
How might we expand our capacity?	17
Coaching circle	18
Coaching clinic	19

We believe...

- ...all of us who participate in the Learning Institute can increase the benefits person-centered planning offers if we choose to develop ourselves as a change makers.
- ...opportunities for personal development and making a difference will show up in the flow of our work if we look for them.
- ...our choices about what we attend to and our level of listening powerfully influence the opportunities we notice and our ability to respond to those opportunities.
- ...we learn what we need to by expanding our awareness and questioning our assumptions; it is wise to quiet the voices of judgment, cynicism and fear and sense our situation as deeply as we are able.
- ...Theory U practices can help.





To make person centered practices effective **in our*** system
we need to work
on our system

Working in our system means making the best possible match between a person’s interests and preferences and the supports they experience within the current capacities of those supports. To individualize supports those who plan with and support a person creatively stretch current routines, policies and structures to their limits.

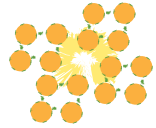
Working on our system means co-creating new relationships, mindsets, structures, policies and practices that expand the horizon of possibility and transform capacity to offer individualized support to community lives that people and those who love them have good reasons to value.

Organizations have a choice of responses to the CMS Community Rule. Those that choose 3.0 and 4.0 levels of response choose to **work on** the system, co=creating new capacities.

	Strategy	Action	Intention	Critical Boundary
1.0	Comply	Sufficient compliance to minimize the impact of external demand from the state	Continuity of current practices & structures	Organization/ MA compliance mechanisms
2.0	Adjust	Adjust practices within current structure & mindset	Better fit between person & practice	Person centered planners/ DSPs & their managers.
3.0	Adopt <i>Best Practice(s)</i>	Modify practice & structure in line with best practice model(s)	Add capability defined by chosen model(s)	Model/ Management – Staff–People who participate, (Family)
4.0	Transform through social innovation	Co-create new capabilities	Disrupt & recreate relationship to source > mindset > structure to increase person’s control & inclusion	Relationship to others: people, allies, community Relationship to self

* People often refer to “The system” as if it were a sort of machine that demands our compliance but frustrates our purposes. This is a legitimate expression of their experience of structures and policies in force but we think it can feed cynicism or resignation. We choose “our system” as a reminder that **we collectively are the system**. We will make better contributions if we see ourselves as actors rather than victims. Positive action begins with a shift in awareness, listening more deeply and co-creating better ways together with a widening circle of others.

Sharing our learning (World Cafe)



Thinking about all of our experiences over the past few months, what have we learned, what have we realized, about increasing the impact of person centered practices.

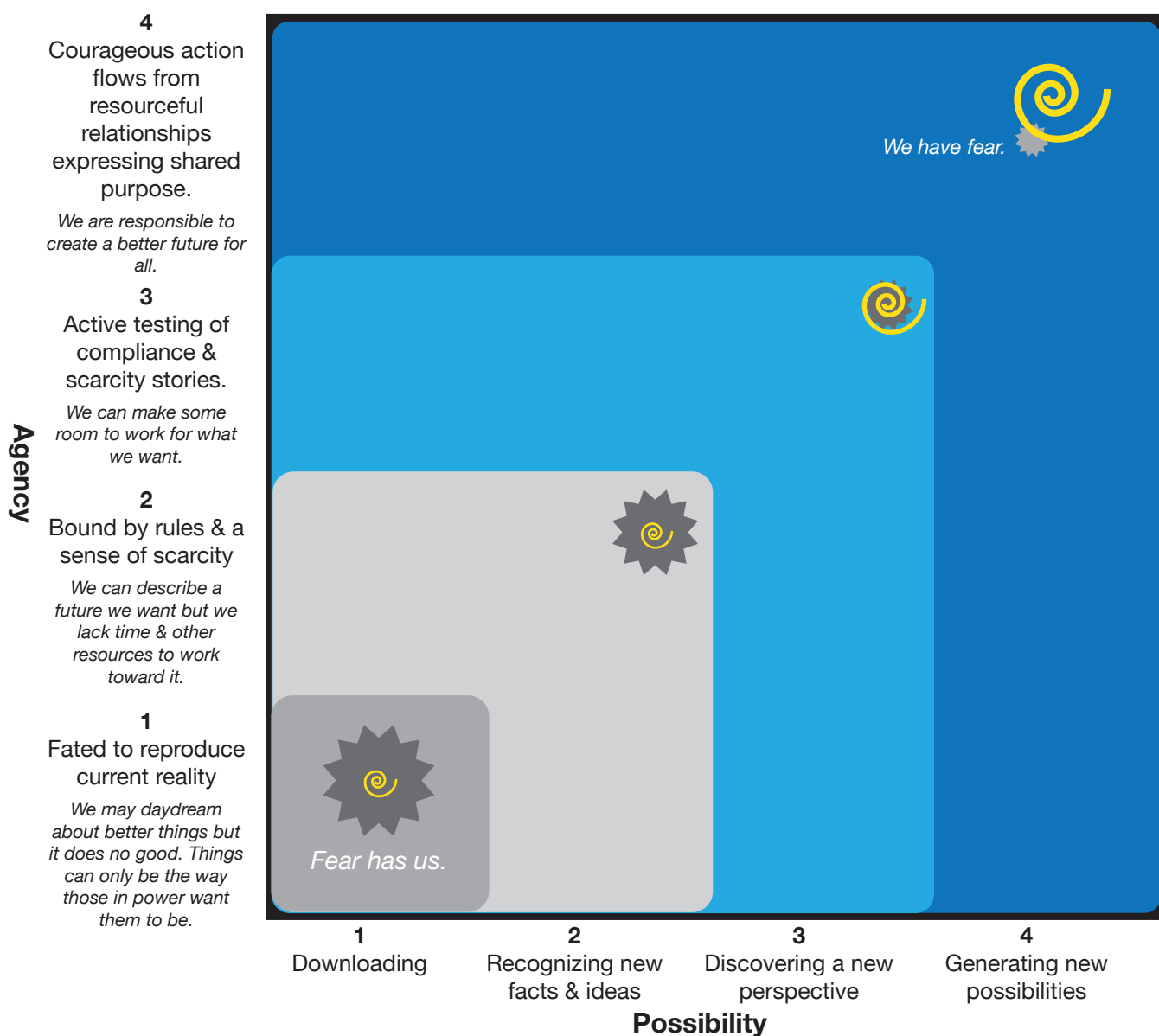
What is changing in our system and in our state that affects our capacity to increase the impact of person centered practices. Think about developing trends, events, political changes that create opportunities, threats, uncertainties.

The World Cafe is an effective way to find out what a people are thinking about a topic that matters to them. For a free guide to hosting visit www.theworldcafe.com and go to the Store.

Mapping the inner states of change makers

Effective change makers know that they can bring their gifts into any opportunity to increase the impact of person centered practices that their roles offer. They realize that their capacities for building relationships across boundaries, listening deeply, recognizing the new that wants to be born with their help, crystallizing vision, and taking courageous action to learn better ways determine the possibilities for meaningful change. They take responsibility to develop these capacities.

Mapping the Internal State of Change Makers encourages reflection on a change maker's current experience of discovering possibility and acting courageously in their situation. Reflection can lead to consideration of ways to take a next step –or a leap– toward generative relationships.



Listening check



Briefly share examples of your listening at different levels. Identify what you learned and the conditions that influenced your level of listening. The size of a shift doesn't matter; only that is real. Remember, you can listen to yourself as well as to others.

Level 1: A time when I didn't listen.

Level 2: A time that I learned a fact or heard a new idea that makes a difference to my understanding. My mind was engaged. I was challenged.

Level 3: A time I saw something important in a new way, through another person's eyes. My heart was opened. I was awakened to a new perspective.

Level 4: A time I experienced an important shift in my sense of what wants to be born into the world with my help. I felt a call to let go and develop something new.

Level of Listening	Experience	Result
Listening 1 <i>downloading</i>	Just what I expected.	No change or small changes in understanding. Mostly a repeat of the same ideas.
<i>Open Mind expresses curiosity and quiets the Voice of Judgment</i>		
Listening 2 <i>debating</i>	I became aware of some new facts and ideas that challenged my assumptions and shifted the way I make sense of the situation.	Taking account of new realities; better informed. More aware of assumptions, new ideas and alternative ways to understand current reality.
<i>Open Heart activates compassion and overcomes the Voice of Cynicism</i>		
LISTENING 3 <i>dialogue</i>	I have seen the situation, and my place in it, through the eyes of someone whose experience is different from mine. I have a new sense of how another person experiences the situation and how they feel it. My own feelings resonate with those of someone different from me.	Awareness of real differences in experience and evaluation of the situation; new perspective; better understanding of aspects of the situation that have been hidden or avoided.
<i>Open Will draws on courage and calms the Voice of Fear</i>		
LISTENING 4 <i>collective creativity</i>	I am not the same person now than I was when I entered this conversation. Together we generated understanding and possibilities that did not exist when the conversation started.	A growing sense of the highest possibility in the situation and of the contribution I can make.
The table is based on a video on levels of listening presented by Otto Scharmer in the edX course, <i>U.Lab: Transforming Business, Society & Self</i> , 21 January 2015.		

Learn from STUCK

Learning from stuck is a way to access the body's knowledge of a situation that is not moving in a desirable way: a **stuck**.

To innovate we not only need to know new things, we need to know in new ways. There is nothing new about embodied knowing, it assures our survival. What may be new is intentionally making a place for body feeling to have a say in situations where thinking tends to dominate.

Stuck is a moment in any creative process, a moment when we hit the limit of our usual ways. It is a property of a situation you are in, not an identity: you are not your **stuck**. Approached with openness and respect, **stuck** is not a cause of frustration and blame but the source of a new appreciation of current reality and the emerging future. Leaning in to **stuck** and observing offers more clues to productive next steps than trying to escape or overpower can do.

Though it may seem solid, **stuck** wants to move toward greater freedom and health. Going deeper into **stuck** does not fix a problem, it points to a next move toward desirable future.



*Learn what your body
knows*

Be mindful

- Choose a **stuck** that is real and the right size to engage in a short time. It's likely to be a small part of the whole of your work.
- Let go of the desire to think up the solution to a problem. Lean into the situation and attend to your body's felt sense of **stuck**. Stay with that felt sense until your hands want to make a shape.
- Notice the desire to plan, interpret, or model the way you think about the situation and let go. There is wisdom in what the body knows of the situation, keep coming back to stillness and simply following your hands.
- Trust the moment-to-moment experience. It may seem confusing, boring, exciting, productive. Just let be whatever the experiences are.
- Notice what is emerging. Stay away from thinking up interpretations; stay close to direct observation: I see; I feel; I do.

Adapted from *Stuck*, a Social Presencing Theatre Tool developed by Arawana Hayashi and the SPT Team at the Presencing Institute. The original practice is considerably different because it involves body movement rather than clay modeling. Video instruction and examples at <https://www.presencing.org/aboutus/spt>

Steps

- Gather materials: play-doh, a card to build your sculptures on, a pen, your phone camera. Find a partner.

Working by yourself

- Identify your **stuck**: a specific situation that isn't developing in a desirable way. It may be shaped by external or internal forces -or both.
- Come to a place of stillness. Listen to your body, how does **stuck** feel right now?
- Let your hands form a sculpture that expresses your **stuck**.
- When it feels finished, label it "Sculpture 1" and give it a descriptive name. Take pictures of Sculpture 1.
- Come back to stillness. Listen to your body. How does stuck feel now?
- Let your hands show you how stuck wants to move to a new shape. Notice and let go of any desire to think up the new shape; let your felt sense of stuck have a say. Notice, as exactly as you can, where in Sculpture II your hands begin the movement.
- When the shift feels finished, Label it "Sculpture 2" and give it a name. Take pictures of Sculpture 2.

With your partner

- Use the questions to reflect on the experience



- Journal to capture what you want to take away.

Affirm your voice

Affirming your voice puts you in touch with the source of your distinctive contribution to increasing the impact of person-centered work.

Voice prints are as distinct as fingerprints. What you bring, and what brings meaning, to your practice expresses your whole self.

To aid reflection, your whole self can be expressed in the relationship of four aspects of self: vision, discipline, passion, and conscience.



Affirm the source of your contribution

Be mindful

- In this reflection you are listening to yourself. Center and open yourself to listening by following your breath to a place of stillness.
- Work on a big sheet of paper (flip chart size). Choose colors as they attract you.
- Record images and words as they come to you. Images may not make sense as they come to you; only on reflection. Capture what comes. Don't over-think.
- Express each aspect of self and arrange the page as you like. Leave space to add what else may occur to you.

... **Vision** is a mental image of a preferred future that guides your work.

... **Discipline** reflects the skills and abilities you bring to your work when you are at your best.

... **Passion** expresses the heart and source of energy that powers your work in good times and in hard times.

... **Conscience** identifies the moral principles and values that guide your work and brings spirit alive.

From Hanns Meissner. *Creating Blue Space*. P. 172. Hanns acknowledges adaptation from Steven Covey, *The 8th Habit: From Effectiveness to Greatness*.

Steps

- Get a flip chart sheet and the available colored markers that appeal to you.
- Review the four aspects of self and center yourself in a moment of stillness.
- Record words and images that come as you turn attention from one aspect to another. Add new descriptors as they come up for you.
- Share your poster.
- Take two minutes to journal.

Looking ahead II

The purpose is to sketch your sense of what comes next as we complete the Learning Institute sessions. You may have begun work that you want to continue or something different may be calling you. Focus on action in the next few weeks.

1. Make a current statement in words and images of what you want to be part of creating to increase the impact of person-centered practices.
2. Write three statements that complete the sentence, "This work is important to me because..."
3. Identify current questions and uncertainties that come with what you want to create.
4. Identify places of potential: people to talk to, places to visit, places to spend time observing and inquiring, things to make time to read or watch.
5. Identify the person with whom you will have your next conversation about what you want to be part of creating.
6. Potential distractions...
 - ... a. what the *Voice of Judgment* says.
 - ... b. what the *Voice of Cynicism* says.
 - ... c. what the *Voice of Fear* says.

Then

Chose at least one Theory U practice you want to apply. Each one is powered by listening and courageous action; each is a different way to arrange opportunities to listen and act. (Ppage 16)

Make a reminder –a card or a poster that you can use to keep your action alive. An image. A few words. Energize your reminder with color.

Renew (or set up) your Coaching Circle and arrange your next meeting. (Ppage 18)

Places of potential to learn from

4

Next conversation back home with...

5

Voice of Judgment says:

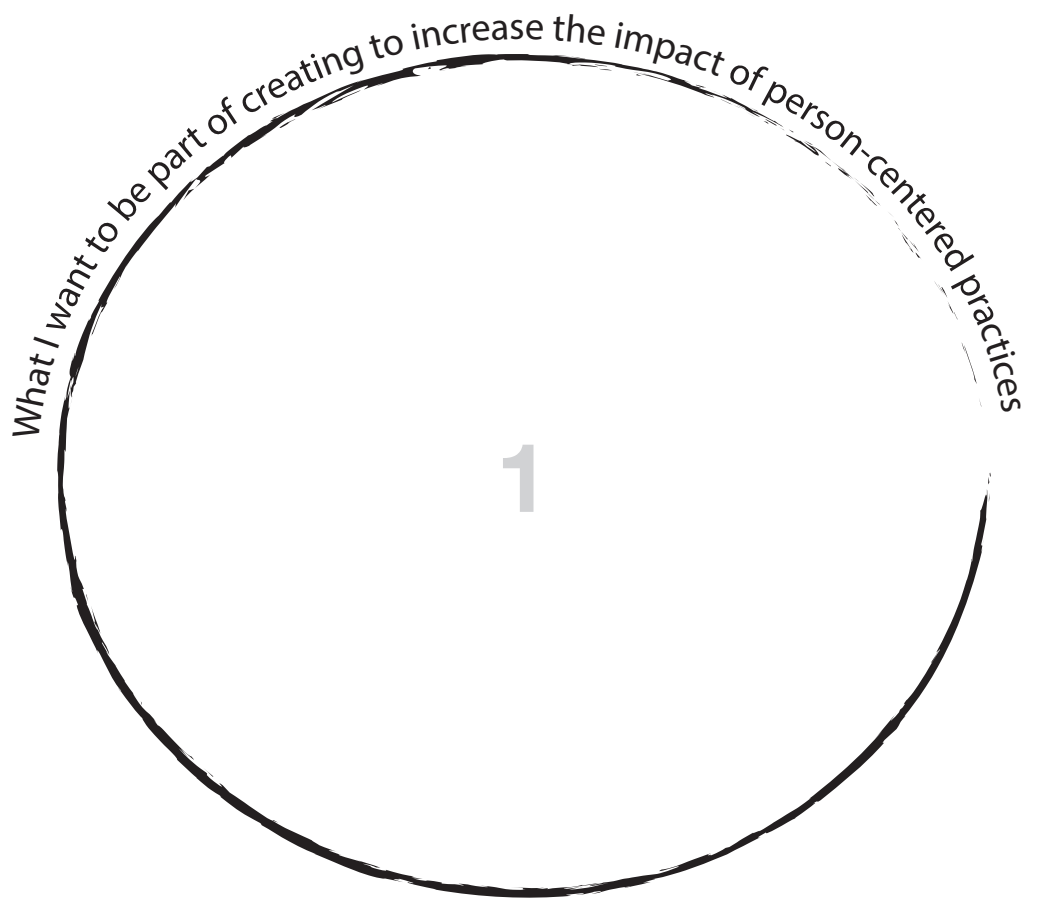
6a

Voice of Cynicism says:

6b

Voice of Fear says:

6c



This is important to me because...

2

Current questions and uncertainties

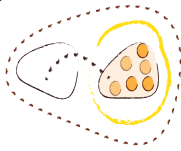
3

Create blue space in your routine

Schedule time to try these practices. Your knowledge will grow and opportunities for action on what you want to be part of creating might come up. Check the practice you want to try first and put a date on your calendar by which you will try the practice.

3 hours to 2 days

A **Learning Journey** is an opportunity to widen the horizon of possibility by visiting places outside the change team's usual experience where people are finding new paths to individualized supports for rich lives in community. It gives change team members the chance to explore different approaches to common purposes and, perhaps, to see the benefits of transformed supports. It provides new ideas to adapt and try.



Sharing place and time allows change team members to absorb knowledge by immersing themselves in a different environment. The change team member observes and constructs a rich account of the setting and experience of a person who offers the gift of sharing their space.



1 to 2 Hours

A **Stakeholder Interview** is an opportunity to discover how your work looks from the point of view of the people whose lives are shaped by it, what they value and what they would change.



Coaching Clinic guides a circle of 3-5 people through the U the in a structured hour and fifteen minute process: a period of listening; a moment of stillness and reflection; a period of enrichment of the challenge story with the emergence of new perspectives and new possibilities for action.



A **Dialogue Interview** is a reflective conversation, open to insights into the experience and understanding of the person giving the interview. Open as well to thinking together in a way that allows seeds of new possibility to emerge. The listener is authentically interested in the other's perspective and thinking and willing to follow the thinking that develops in the moment. The listener's intention is to build trust with those affected by change and connect them to the work.



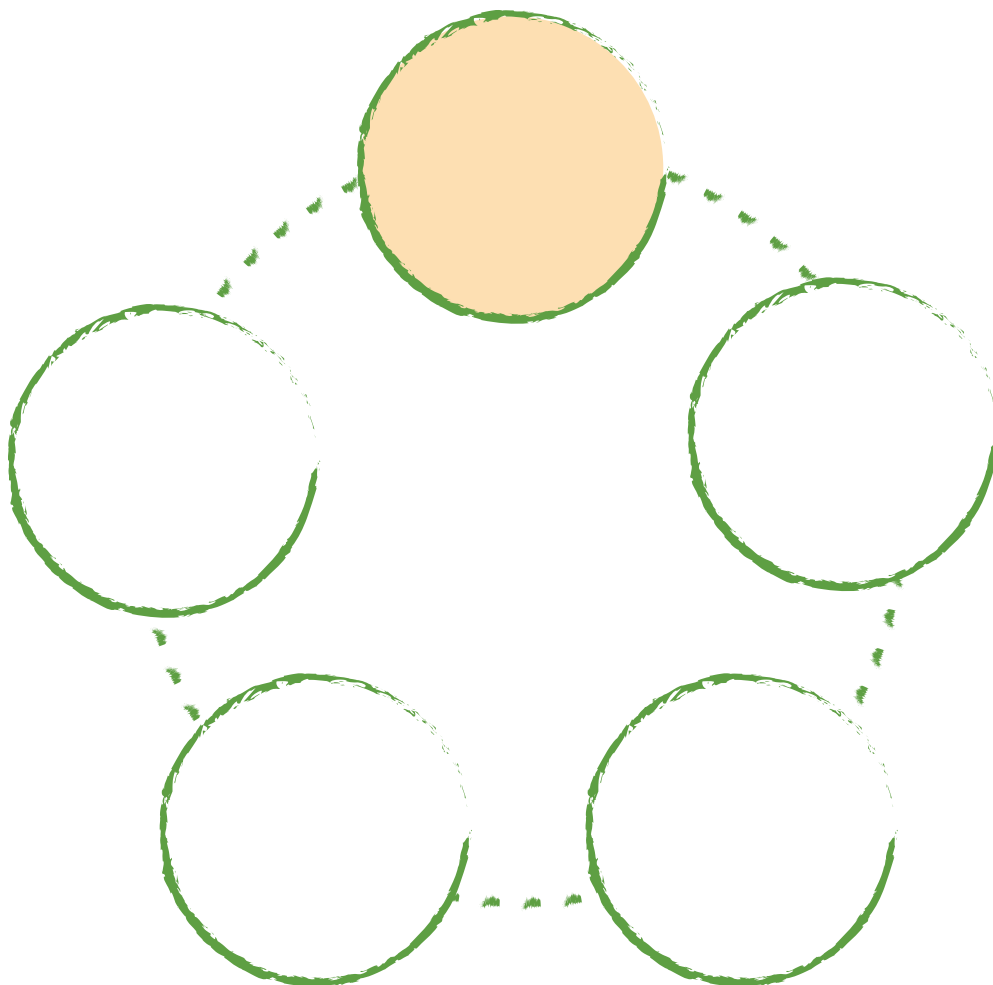
How might we strengthen our capacity for person-centered practices?

Coaching circle

A Coaching Circle offers its members support as they encounter and meet leadership challenges. Members commit to connect for 90 minutes or so every few weeks. They may choose to structure their calls as a Coaching Clinic (page 18), dedicating their meeting to supporting one member's exploration of a leadership challenge.

Use the diagram to record the names and contact details for the three or four people you choose to be your Coaching Circle. To make the most of the whole group, join with people from different organizations or departments and different roles.

Appoint a wrangler. Someone who will stay in contact and make sure the first (or next) meeting happens.



Plan for an every month to six weeks. It's best if you can agree on a regular time (First Wednesday of the month from 8:00 to 9:30 AM.) Decide how you will meet (Conference Call ,Skype, Zoom, in person, etc).

Will meet on _____ at _____ by _____

Coaching clinic

1	2 min	Select challenge presenter, timekeeper, note taker, & image recorder
2	15 min	<p>Intention statement by challenge presenter</p> <p>Take a moment to reflect on your sense of calling. Then present your challenge, answering these questions:</p> <ul style="list-style-type: none"> • Current situation: What key challenge or question are you up against? • Stakeholders. How might others view this situation? • Intention: What future do you want to create? • Threshold. What do you need to let go of and what do you need to learn? • Help: Where do you want help or new ideas? <p>Coaches listen deeply. They may ask clarifying questions but not give advice or make observations.</p>
3	3 min	<p>Stillness</p> <ul style="list-style-type: none"> • Listen to your heart. Connect to what you have heard with your heart. • Listen to what resonates. What images, metaphors, feelings or gestures* come up for you and capture the core of all that you have sensed in the presentation of the challenge?
4	10 min	<p>Mirroring and embodying</p> <ul style="list-style-type: none"> • Each coach shares the images, metaphors, feelings and gestures that came up in the stillness or while listening to the presentation of the challenge. (What's shared need not be complete or even make sense to the person sharing.)
5	20 min	<p>Generative dialogue</p> <ul style="list-style-type: none"> • The challenge presenter reflects aloud: <i>Hearing these responses, what touched me? What resonated with me? What questions and reflections come up for me now?</i> • All reflect on the mirroring and embodiment and the challenge presenter's reflections. Move into a flow of dialogue that surfaces new perspectives on and new possibilities for the challenge. Stay in service of the challenge and the presenter's journey without pressure to fix or resolve the challenge.
6	8 min	<p>Closing remarks</p> <ul style="list-style-type: none"> • By coaches • By the challenge presenter: <i>How do I now see my situation and the way forward?</i> • Thanks and appreciations, finishing with the challenge presenter.
7	2 min	Individual journaling to capture key insights and learning

*Gestures are body positions, movements and facial expressions that arise in response to what we sense. Sharing gestures without explanation or commentary is a powerful form of mirroring.