

The Journey to Creating Our Circle of Six:

Exploration of Otto Scharmer's Four Fields of Conversation

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ABSTRACT

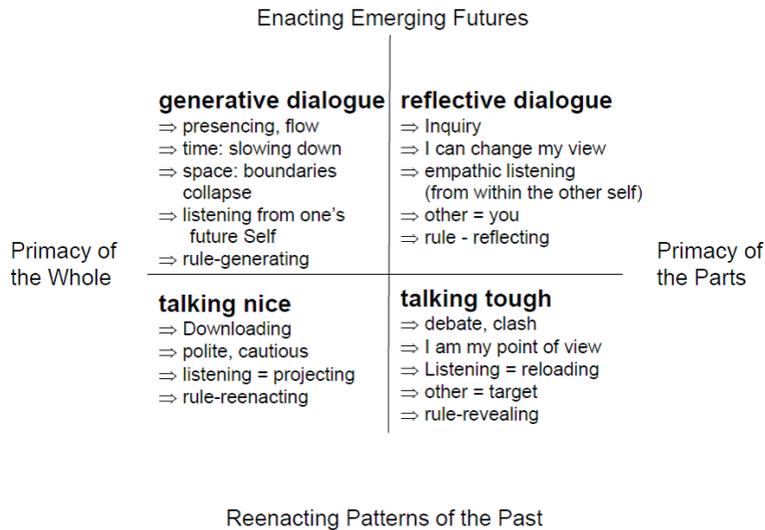
Otto Scharmer's Theory of Generative Dialogue, also known as The Four Fields of Conversation, highlights conversational patterns that individuals typically navigate through during everyday dialogue. The fields include talking nice, talking tough, reflective dialogue, and generative dialogue. Scharmer's Theory is the premise for this project, in which I have introduced this theory to five Lead Preschool Teachers in an effort to enhance communication skills. The ultimate goal is to form a core team of staff that will allow for high level conversation, debate, decision making, and learning that would include these teachers and myself. I plan to model this similar to the 'Circle of Seven' referred to in Otto Scharmer's work entitled *Theory U: Leading from the Future as it Emerges*. Our task will be to navigate through each of the fields, as we discuss key issues and topics that pertain to our practices in Early Childhood Education. Using observations and interviews with the individuals involved, I plan to highlight the effectiveness, progress, barriers, and overall impact that this project has had on our program and our ability to communicate. I will conclude with how I plan to continue this work with my staff and milestones in which we hope to achieve in the future.

INTRODUCTION

Otto Scharmer wears many hats in the professional world; he is an economist, lecturer at MIT, university professor, author, and the co-founder of the Presencing Institute. ("Dr. C. Otto Scharmer," n.d.) In his book, *Theory U: Leading from the Future as it Emerges*, he discusses his Generative Dialogue Theory, better known as the Four Fields of Conversation, as a technique to 'illuminate the blind spot of leadership.' (Scharmer 2007) The blind spot in which he is referring to is described as an unseen dimension, in which an individual operates from, why they do and say the things that they do. Each of the Four Fields of Conversation is broken down to include specific details as it pertains to one's 'self' and how one would experience being in this field. Talking nice, talking tough, reflective dialogue and generative dialogue are each of the fields in which Scharmer is referring to in his theory.

Currently in my role as a Center Director of a Head Start Program in Lowell, Massachusetts, I supervise 22 individuals. Of those 22 staff, there are 5 Lead Preschool Teachers, of whom I work very closely with. Being in the classroom for 8 hours a day, communication is always something we are striving to improve in our program. In late February 2016, I began introducing Otto Scharmer's Four Fields of Conversations to my Lead Teachers individually during their monthly supervision. My original intent was to offer some new insight on dialogue and communication, perhaps provide them with a few new strategies that they may decide to try out. However, it began to turn into something much deeper. The teachers were intrigued. Using this hunger for learning and change, I decided to make the enhancement of communication skills a program goal for our center; our first milestone, gaining a strong understanding of Otto Scharmer's Theory of Generative Dialogue.

UNDERSTANDING THE FOUR FIELDS OF CONVERSATION



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Field One is referred to as ‘Talking Nice’ or ‘Politeness’. With its self-explanatory title, this field is often signified by a mutual respect for others. While in the field, individuals are often cautious and mindful of social norms. Downloading, which is acting from a pattern or memory, is a typical action of Field One, in which the conversation remains at surface level and is often predictable. An example of ‘Talking Nice’ would be asking ‘How are you?’ with the response ‘I am good.’ Whether or not the individual cares how the other person really is, they ask because that is the expectation. The respondent may not in fact be ‘good’ but that is socially acceptable response.

Field Two is ‘Talking Tough’ or ‘Debate’. This field is generally confrontational, in that an individual is firmly arguing their point of view. However, in this field, the goal is to simply ‘be right’. Often time’s people can be ‘stuck’ in this field, as they are unwilling to budge from their personal stances. While one can argue their side, in this field, they are simply not willing to hear or accept the opinions of others. Participants are much more honest in this field, than in

Field One, but they are not open or reflective to others opinions. An example of Field Two dialogue can be ‘How was your vacation?’, ‘It was awful.’ The respondent did not answer the typical and expected ‘it was good.’ However, they will argue the point that there was nothing ‘good’ about their vacation, despite attempts to see it otherwise.

Field Three brings us to ‘Reflective Dialogue’. Instead of becoming ‘stuck’ in Field Two, you can take your ‘debate’ into Field 3, in which participants become much more insightful. Entering Field 3 means that individuals are now able to be ‘reflective in this phase-about what they are doing and about the impact they are having.’ (Gunnlaugson, 2016) It isn’t so much about being ‘right’ or having answers, but more about looking at the bigger picture. There is more emotion in Field 3, in which participants are able to take the views of others into consideration and build relationships. Also in Field 3, you learn to become an empathic listener; in which you are able to truly understand the value of just simply listening to others. In Richard Salem’s Article, *The Benefits of Empathic Listening*, he describes the power of this type of listening as ‘regardless of whether a conflict can be solved, when practicing empathic listening, an individual creates a safe space of trust, confidence, and open mindedness. This environment allows all parties involved to feel listened to, valued, and respected, despite what the outcome may be.’ (Salem 2003)

The final field is Field Four, Generative Dialogue. Field Four can be described as the ultimate goal in dialogue, because it is at this point in which ‘we are now more interested in serving larger or deeper creative processes with our senses and listening.’ (Gunnlaugson 2016) The concept of presencing comes into play, which is one’s ability to be present, attentive, and open to the possibilities of the emerging future. Presencing means to be fully aware of one’s self and what they can offer. While in this field, individuals are able to move on from the

relationships built in Field Three and place their focus on, and truly understand, their own highest potential.

CIRCLE OF SEVEN

‘Circle of Seven’ is a group of women whom started out meeting three or four times a year for three days, to solely be a support to one another. What began as a therapeutic meeting amongst friends, their commitment soon turned into a learning experience with such impactful success, leading to the creation of training programs for emerging leaders and changing organizations, based on their model.(Scharmer 153) Scharmer introduces Beth Jandernoa in his work, *Theory U: Leading from the Future as it Emerges*, as a core member of this group, who credits the ‘Circle of Seven’ for her ability to deepen her capacity to be present (Scharmer 152) and captivate the audience in a group setting. Jandernoa describes her experience in this group as a ‘conscious gateway for opening her deeper capacities of relationship, allowing her to act with much more presence and effectiveness in both her professional and personal life.’ (Scharmer 153)

The first step to their group is what they refer to as ‘Charging their Station’. This occurs at the beginning of the meeting, which is not always done in the same routine. The main point of this is to simply ‘drop fully into the field together.’ (Scharmer 154) This is followed by ‘deep’ check-ins with each other and an agenda for the meeting. The group identified a process, the inner wisdom figure, which allows them to step back from themselves and discover new things that they did not know about themselves, from a more authentic place. Jandernoa describes this as being a place of ‘deeper knowing’ and ‘different from the normal place from which I operate.’ (Scharmer 155) All members of the group stressed the importance of maintaining a safe

container or holding space for the group, keeping in mind three imperative conditions: no judgement, impersonal love, and seeing the essential self. (Scharmer 187) Members also recognized the risk involved in participating in such an intense capacity; one member described it as ‘a boundary having to be stepped over. I imagine that there’ll be nothing on the other side and that I won’t be who I am now when I cross the boundary.’ (Scharmer 184)

APPLYING OUR KNOWLEDGE

Using lecture notes, articles, and Theory U Readings from Professor Gunnlaugson’s ‘Dialogue Processes’ Course, we were able to grasp an understanding for each field, think of examples of when we have been in this field, and also explain it with ease to someone else. The teachers were given ‘tasks’ to demonstrate each month, in which they would practice a conversation in each field and strategize ways to ‘move into the next field’. Teachers would report back on their own experiences, successes, and challenges during supervision and we would talk them through. The purpose of this introduction was imperative, as it set the foundation for the formation of our ‘Circle of Six’.

After carefully reviewing, practicing, and understanding each field structure the group felt comfortable to put their minds together and start applying their knowledge. Collectively, we decided on the format of our group. We would meet on a bi-weekly basis. Topics would be chosen prior to the meeting and a running list of desired ‘hot topics’ could be found in the staff lounge. One week prior to the meeting, the group leader, which for the time being is I, will send out an agenda highlighting the topic of discussion, key points, questions, and concerns. This gives the group a full week to research, observe, investigate, or simply gather their thoughts. The group identified some ground rules for the group, which were listed on chart paper, to be posted

at each meeting. These rules included: Be respectful, Be honest, be open, let each other finish their thoughts before you speak, leave your cell phone on silent, listen, and engage. Most importantly, the team had given itself an identity. Our 'Circle of Six' had morphed into 'The Meeting of the Minds.'

MEETING OF THE MINDS – MARCH 30TH, 2016- AGENDA



Meeting of the Minds

Agenda

March 30th, 2016

12:30-2:30

TOPIC: *Mixed Age Grouping in Preschool Settings*

- **Silent Reflection** – *Group will sit in silence for 5 minutes.*
- **Check-In-** *Members will share what is on their minds.*
- **What do we know?** *Members of the group define what this means to them.*
- **What do we want to know?** *What are some questions we have that may need clarifying?*
- **Discussion.** *Open dialogue amongst the group.*
- **Closing & Feedback.** *What did we learn? What worked? What didn't?*

In attendance: *Shawna, Josie, Kendra, Patty, Litza, & Erin*

BREAKDOWN, FEEDBACK, & NEXT STEPS

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After our meeting was finished, I asked the group to write down a few ideas/thoughts/or suggestions on how they felt our first meeting went. I didn't ask them to share those with me immediately; instead, I asked them to come prepared to our next one on one supervision meeting to discuss further. Below is a breakdown of each agenda item and the feedback received regarding each section of the meeting. The breakdown highlight a summary of the each section of the agenda and it's intent, with direct comments from members on each section below it.

Silent Reflection -*Group will sit in silence for 5 minutes.*

I welcomed the group with a smile and invited them to take a seat. I shared out loud the agenda items, which had already been sent to them. I explained that we would take the first five minutes to 'Just Be'. I explained that there was no 'correct way' to do this, that we were simply going to sit in silence for a few moments and just let whatever needed to happen, happen. This was not an exact timed five minutes, I also participated in the activity and when I felt enough time had passed, I looked around to the others and confirmed they were ready to move on.

Two of the six group member reported feeling 'unsure' or feeling 'confused 'on what to do during this time. Litza elaborated that sharing the agenda prior to this time, disrupted her ability to clear her mind. She admittedly stated she was 'downloading and reloading' information to share instead of relaxing. When asked the same question, Josie stated that she understood the instructions but just didn't know what to 'think about'; she stated 'silence is awkward'. Kendra and Erin both reported that they enjoyed this time and felt comfortable in this moment. Patty did not comment on this on this portion of the meeting.

Check-In - *Members will share what is on their minds*

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I introduced this portion as a chance for us to simply just recognize where we were at. I suggested sharing thoughts on how we feel about our new group, expectations, or reservations. Everyone had a chance to share, but they could also pass if they did not want to share at this time. Each member of the group did choose to share. Responses varied and were brief. At the end of our check-in, we created a core goal for our group. We related this to a mission statement, in which we would refer back to at each session as a reminder. The goal of our meetings was to simply discuss the topic, share our thoughts, be open to new ideas, and improve communication skills.

There wasn't too much feedback on the section. All members reported that they felt this went well and that there was nothing to change. Erin explained that it was 'nice to hear the other people were feeling both excited and nervous' for the group to start.

Questions - Members of the group define what this topic means to them, what are some questions we have that may need clarifying?

At this time, I introduced our topic and asked members to share what this topic meant to them, a simple definition. Patty started first and the others quickly jumped in, adding to her definition. As others built upon Patty's definition, members shook their head in agreement. It was clear that everyone was on the same page with what this was. The atmosphere was positive, inviting, and busy.

Moving on to 'what we want to know' was a bit trickier. Josie asked the question 'I want to know why people think this works.' Kendra responded back with 'You don't seem interested in learning how this works for some classrooms. I quickly jumped in and rephrased 'So something you want to know is ways or situations where this has been successful?' Josie

questioned whether it had ever been effective and laughed. I referred back to our group rules and asked Josie if she would be willing to be 'open to new ideas'. Josie acknowledged that she would and stated that wanted to 'just listen'. The group listed a few more questions regarding implementation, effectiveness, techniques, and strategies.

At the beginning of this section, it seems as though a few members, particularly Josie, were very much stuck in Field Two, Talking Tough. Another member rephrased Josie's question, in attempt to take it in a more reflective direction. However, it wasn't until Josie was reminded of trying to 'remain open' that she allowed herself to back down a little and listened to others. I feel the support I offered to Josie was helpful, as it helped guide her in how to take her own opinions and thoughts and see them from another perspective. While most group members stated this time was productive and intriguing, Litza did comment that Kendra's remarks made her nervous to share her questions. Litza said she did not feel comfortable taking a risk in the group at this point. Litza suggested maybe at the beginning of each session, we could review the rules we set in place, to ensure our container was a safe space for all. Patty suggested writing down our questions, to remind the group of what we are looking to learn more about. Patty suggested this would also be a good reference for when we had our discussion, to refer back and see if we answered any these questions.

Discussion -Open dialogue amongst the group

At this point, we opened the group for discussion. Members were invited to share thoughts on questions, personal opinions, and experiences. The group was very vocal and shared a lot with each other. This occurred for 45 minutes. The group was able to travel from Field One,

Field Two, and even most in Field Three. Having one individual 'stuck' in Field Two, made it difficult for the conversation to go further at times. Josie, who appeared stuck at the beginning of the session, was able to listen to others but wasn't open to what they were saying. There was a significant amount of time of debating. Josie shared a negative experience in which she had in her own classroom and she appeared very passionate about this. Kendra attempted to offer suggestions, which others in the group found to be valuable, but Josie maintained that she had tried all she could do in that particular situation. When Josie agreed that this could be a situational experience, she was finally able to enter Reflective Dialogue with the group.

Group members reported really enjoying this part of the meeting. They each stated that they felt comfortable sharing with each other and felt respected. Litza shared that her hesitance to offer information went away quickly, as the group began talking together and people were accepting of others thoughts. Kendra reported that she felt as though the group were 'one'. Despite having a person unwilling to budge on her perspective, Patty felt as though they were still able to enter Field Three, Reflective Dialogue, as you don't necessarily have to all agree, but noted that Josie was willing to hear others perspectives. Erin shared that she felt like because she was consciously aware of trying to just listen, and not 'reload' information, that she was able to take much more away from the discussion. There were some moments of silence during the meeting, as people were thinking and taking in all that was being said. Josie shared that even though this felt a little uncomfortable, she would like to work towards being okay with just pausing and 'taking it all in.'

Closing & Feedback - What did we learn? What worked? What didn't?

Before closing the meeting, I asked the group if they felt like this was a good place to stop. Once they all agreed, I asked the group to take a moment and just reflect on our meeting. After a brief pause, I asked the group to each share something they learned. The option to pass was again available. Each member was open to share something they learned and each shared something that they had not known or realized prior to our discussion. In this section, Josie shared that she did in fact learn a new strategy to use, which utilized her older preschoolers serving as ‘helpers’ to the younger ones. I then asked the group to write down what they felt worked well in our first session and also some things we could change. I explained that they wouldn’t be sharing this with the group, but should come prepared to discuss it during their next supervision.

Patty shared that she would be interested in hearing what others had offered as feedback regarding the group dynamic. Patty suggested the possibility of sharing this out at the end of our next session, as it would strengthen their ability to work as a group and would allow group decisions to be made regarding changes or improvements. I decided to ask the other members this during their one on one session and they agreed that this technique would be beneficial. Litza had suggested using a timer during the ‘discussion’ session, as she felt as though it was a hard transition into determining if the group was done or just needed another pause to think. We discussed the idea of using the timer and adding a brief ‘wrap up’ section before closing, allowing people to complete their thoughts. Litza agreed the decision to add this should be proposed to the group first. Josie, Patty, and Erin stated that they enjoyed hearing what others had learned and felt empowered that they were able to hold such great dialogue in a short period of time.

Summary of Next Steps

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Using the feedback given from members of the group, the action plan summary is listed below which highlights the next steps that needed to be taken, to continue to make progress within our group. This list was recorded and shared with staff prior to the second meeting, on April 13th, along with the agenda for the next meeting.

- *Review meditation techniques & its purpose during one on one supervisions. Encourage members to practice this before next meeting date.*
- *Review the group rules at beginning of each session.*
- *Write down question to consider or what the group would like to know more about.*
- *Discuss feedback regarding the group together.*
- *Discuss suggestions for changing group format. (Adding a timer, wrap up time)*

MEETING OF THE MINDS- APRIL 13TH, 2016



Meeting of the Minds

Agenda

April 13th, 2016

12:30-2:30

TOPIC: *Classroom Management Systems*

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- **Silent Meditation** – *Group will sit in silence for 5 minutes.*
- **Review of Goals/Review of Rules-** *Recall of previously set goals and rules.*
- **Check-In-** *Members will share what is on their minds.*
- **What do we know?** *Members of the group define what this means to them.*
- **What do we want to know?** *What are some questions we have that may need clarifying?*
- **Discussion.** *Open dialogue amongst the group.*
- **Wrap Up.** – *Members will share final thoughts*
- **Closing & Feedback.** – *As a group, discuss what did we learn? What worked? What didn't?*

FEEDBACK & NEXT STEPS

This time around, we formatted our feedback session differently. It was agreed that we would share our feedback as a group, highlighting the session's success, challenges, and any adjustments that may need to be made. Below I have again broken down the content and feedback in relation to the agenda items.

Silent Reflection -*Group will sit in silence for 5 minutes.*

After understanding and practicing meditation before our second meeting occurred, all members of the group felt much more comfortable during this portion of the meeting. I observed that all members closed their eyes during this time, which did not happen in the meeting prior. When asked if anyone felt 'awkward or uncomfortable', Josie, who previously referred to this as 'awkward silence', stated that after our first complete session, she has begun to feel more comfortable with the group and this allowed her to relax easier. There were no suggestions for change to the section, at this time.

Review of Goals/Review of Rules-

This was a newly added agenda item. This was quick. I simply recited what we had recorded on the chart paper for ground rules and recited the goal we had set for our group. The only suggestion for this section came from Kendra, which was to also record the goal on chart paper, to be frequently reminded.

Check-In –Members will share what is on their minds

The responses from the last session were brief during this section. While everyone in the group was willing to share, they were very surface level, Field One ‘Talking Nice’, responses. During this session all members were observed in the Field Three, Reflective Dialogue structure. Comments were made in regards to being open to learning, be willing to listen, and wanting to understand others perspectives. Josie shared an interesting comment, in which she alluded to being ‘stuck’ in the last meeting and has practiced techniques to allow her to remain more open minded. She also credited the mediation practices to allowing her to ‘free her mind.’ Again there were no suggestions for change to the section. The group agreed that this was an elevated version of the meeting prior and felt like people were slowly opening up and understanding themselves.

Questions - Members of the group define what this topic means to them, what are some questions we have that may need clarifying?

The review of the agenda occurred at the beginning of this section, as opposed to the beginning of the meeting. Group members reported that this allowed them to full become present in the group, before jumping into the meeting. Defining the concept was again easier for the group to agree on. Again, they did a great job of scaffolding each other’s ideas and creating one concrete definition. It is clear that this is an area of strength for the group. The group also did well in creating questions, in which this time were recorded on chart paper to refer back to.

Group members reported that during this particular session, they found themselves coming up with questions, based off the questions of others. They found this time to be quite impactful, as they began to realize that they didn't know as much as they thought they did. Patty shared with the group that listening to other people's questions, gave her the confidence to ask questions.

Discussion -Open dialogue amongst the group

This section was powerful. Litza explained that the conversation had traveled through each of the fields smoothly and she felt as though they did it as a collective group. Litza acknowledged that not everyone was on the same page, but that a mutual understanding for each other's opinions was evident throughout the group. All members agreed with Litza and they each also mentioned a 'feeling' to the group that made them feel safe to think deeper. Litza further explained that she was able to 'step out of her mind' and thinking freely without any judgements, preconceived notions, or prejudices. She shared that this type of thinking was a new experience and felt really good about it. We had planned to discuss the option of a timer at the end of this section, but Litza brought up that she no longer felt this was appropriate. She felt as though it could interrupt or rush the process. The discussion of mutually agreeing when discussion was over and doing a wrap up, was much more fitting for the group. Each member of the group took a turn 'wrapping up' their thoughts and reported that this felt like a good way to end the discussion.

There was some good feedback conversation regarding the identification of each of the Four Fields and discussing when each felt they were able to move to the next. It was suggested that perhaps to continue to practice these new skills, maybe for the first couple of meeting, they would discuss the identification of the fields at the end. The group felt that being aware of these

fields would help to keep the conversation flowing. It was also agreed that eventually, this practice would not be necessary.

Closing & Feedback - *What did we learn? What worked? What didn't?*

The format of the group sharing the feedback with each other worked well. Each member shared information regarding every agenda section and they were very honest. Members were not afraid to make suggestions for change, but the group agreed that they should not change too many things at once. Suggestions for change were agreed upon before making the final decision. At the end of the feedback session the group created a team charter, which is a document that is developed in a group setting that clarifies team direction while establishing boundaries. (Reliable Plant 2016)

Summary of Next Steps

- *The team will not set a time limit for discussion.*
- *The team will add time to reflect on Field Structures throughout the session.*
- *The team will adhere to team charter created during session 2.*
- *The team will record group goal on chart paper and post at each session.*

PLANS FOR THE FUTURE

Accountability

It very important for the group to not lose focus, as time goes on. While we were able to set the goal of our group, to enhance communication skills by discussing a set topic, sharing our thoughts and remaining open to new ideas, we need to ensure we are reminded of this. Much like the 'ground rules' listed on chart paper, we will also post our goal, to serve as a mission statement of each meeting. This will help remind us of what we are working to achieve and will allow for continued success.

A team charter was also created, to ensure the team dynamics and purpose was understood, followed, and respected. This charter was completed collaboratively, with input from all team members. The charter also highlights roles, responsibilities and expectations of each team member. Once it was approved by all members, the charter was signed. In six months, we will reevaluate our charter and make changes as necessary. One highlight from our charter was our rotation of the 'team leader'. It was agreed that this would change every three months, giving each member a chance to hold the facilitator role. A copy of the group charter will be included at the end of this document.

Measuring Our Success

After two sessions of our group, the question arose on how we were going to be able to measure our success. While it was empowering and obvious to us on a personal level, it would be nice to have some measurable concrete data. It was decided that the team would take a 'Communication's Self-Assessment'. Using a tool developed by HTC Consulting, we all took this self-assessment at the end of the week, post our second session. Our plan is to take this survey again in 6 months, when we review our charter, and compare results. While it would have been more beneficial to have taken this survey prior to the beginning of our work together, the team felt it would still hold valuable information, as we are still very much in our beginning

stages. The team agreed personal and recognizable growth in their selves was more important to them and that that would be a success in itself. Attached to this document is an example of this survey, as well as the scores from each individual team member. The scoring key is highlighted at the bottom of the survey, which gives a rough idea of where each ones communication skills are at.

CONCLUSION

Creating the 'Meeting of the Minds' has been such a rewarding experience thus far. I had reservations at first, that given that these were my staff, they wouldn't take it as seriously as I was hoping. Their desire to learn more from the beginning indicated to me that they were a very capable and motivated group. I have already seen so much growth in communication skills from each of the group members, but I have also seen a drastic change in their ability to take leadership and advocate for themselves. I have found this to be an empowering experience for both the group and myself and I am eager to watch the team continue grow. With such structured plans in place for us to continue our work together, we have surely set ourselves up for success. My original goal for the team was to enhance communication skills and after just two sessions, the benefits of this group have become so much than that. Otto Scharmer 's Generative Dialogue Theory was a great foundation to introducing the group members to become more aware and intentional in their dialogue. His work has given the staff a confidence that I have never seen before. Scharmer describes that groups, such as the Circle of Seven and The Meeting of the Minds, appear to have a tangible impact on one another's lives even between their physical meetings and I can whole heartedly see the validity in this. Holding ourselves accountable and measuring our success will only be motivators for our continued commitment for our work and to our group.

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Communication Skills – Self Assessment Inventory

Communication Skills – Self Assessment					
Statements	Please tick the box under the score which you feel best describes you				
	Exactly Like me	Very like me	Somewhat like me	A little like me	Not like me at all
	5	4	3	2	1
1. I am open minded and am willing to change my viewpoint based on the valid opinion of others					
2. I prepare for all communications and think things through before I speak					
3. I always tailor my message to suit the person(s) I am talking to					
4. I find it easy to listen to what other people have to say without interrupting					
5. I am good at making eye contact with people when I am talking to them					
6. I am not intimidated by situations where I must communicate with difficult employees					
7. I am confident when I talk to people and speak clearly without mumbling					
8. I am good at getting my point across in a clear, concise manner without waffling					
9. I find it easy to concentrate on what others are saying and don't lose my focus					
10. I don't start planning my response whilst the other person is talking					
11. I don't think that my opinion is the most important in the room					
12. I only speak up if I have something valuable to contribute to the conversation and I avoid talking just for the sake of it					
13. I make a conscious effort to match my body language to the message I want to convey					
14. I am good at reading the body language of others					
15. I can keep my cool when talking to other people even if I feel angry about what they say					
16. When other people in the group are quiet, I encourage them to contribute					
17. I don't shout and point at people when we have a heated conversation					
18. When group discussions get heated, I am good at keeping everyone calm and on the point					
19. I feel comfortable holding meetings					
20. I am good at summarising the key points of conversations which I have with people					
Column Score (number of ticks x rating)					
Overall Total (five column scores added)					
Result: 76 -100 : You seem to have good communication skills 51 - 75 : There is a good foundation there 26 - 50: You have a lot of work to do to develop your communication skills 0 - 25: Did you score it correctly?					
On a separate sheet of paper, summarise your strengths and areas for improvement with regard to your ability to communicate. Look particularly at your lower scoring answers and this will give you some indication as to what aspects of communication you need to focus on.					

<u>Team Member</u>	<u>Score in April 2016</u>
Shawna	82
Kendra	74
Josie	71
Patty	84
Erin	69

Litza	80
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<p>TEAM CHARTER</p> <p><i>Team Purpose</i> This team will improve delivery time of finished goods. Ideally 75% of our current late orders will be completed on time in the future.</p> <p><i>Duration and Time Commitment</i> The team has been commissioned to work together for three months. The daily efforts will average 50% of the team members' time.</p> <p><i>Scope</i> Activities that happen within the factory are all in scope. Decisions and activities that are outside the physical factory that have an effect on late orders will be documented but not pursued at this time.</p> <p><i>Members</i> Connie Smith - Team Leader Dave Smith Susan Smith Roger Smith Debbie Smythe - Smith Carlos Eduard Smith – Team Sponsor</p> <p><i>Desired End Result</i> This team will identify, price, and prioritize activities that will change the current situation of late deliveries. The team will be expected to drop our late finished goods delivery rate by 75%. Over the last six months there have been 82 orders on hold due to a variety of reasons. The average per month is 14. A 75% improvement will be equivalent to only allowing three per month on average.</p> <p><i>Supporting Resources</i> The team will need access to: Production planning SME, historical records of production holds, downtime records for all feeder departments, change manager, VP of Ops, VP of Engineering, 3-5 Year Facility Strategic Plan, on-going use of the west boardroom for a permanent working space, travel budget for the whole team to see Winterville Plant.</p> <p><i>Reporting Plan</i> The team leader will provide a weekly report that outlines participation, past-due supporting documents, availability of supporting resources, progress of primary tasks, documenting any past due tasks. There will also be a monthly leadership review of progress and hurdles.</p> <p><i>Deliverables</i> The team will deliver a series of A3 documents outlining the current status of the different variables, desired changes, and projected benefits that will drive down late orders. The team will also quantify what percent of the total change each variable represents to make up the whole 75% improvement.</p> <p><i>Links</i> This team effort will link to the 6-Sigma project, the CORE Safety program, and the internal vendor alignment approach.</p>
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References

http://www.mspguide.org/sites/default/files/images/Enacting_Emerging_Futures.png

(IMAGE)

<http://www.ottoscharmer.com/bio/>

LECTURE 5 & 6 LECTURE NOTES

Richard Salem

July 2003

The Benefits of Empathic Listening

<http://htc-consult.com/new/books/>

<http://reliableplant.com/Read/27352/Team-charter-what-is-purpose>

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