

Community Clinic Protocol

PURPOSE:

- Honed and enhanced participants' adaptive leadership and problem-solving skills

OUTCOMES:

- Create a safe, CONFIDENTIAL SPACE for **problem-solving through peer learning and coaching**. Balance inquiry and advocacy, build buy-in, tackle difficult conversations, build rapport and trust, and be strategic in teams.
- Give a person in each team an opportunity to **reflect on specific adaptive leadership challenge** that the person is currently facing in their work.
- Participants practice **asking thoughtful questions and receiving feedback from peers**.
- Provide **framework** for the group to practice creative problem-solving in other spheres.

AGENDA

This is a one-hour, peer-led, interactive coaching session on an adaptive leadership challenge.

Part One: Present the scenario (5 minutes)

Presenter narrates the leadership challenge. Communicate the scene, the protagonists and characters, their goals and behavior, the major issues and considerations, and the obstacles or choices you face. This is a chance to share about an [adaptive challenge](#).

Part Two: Open the floor to clarifying questions (10 minutes)

When you are finished with your narrative, consultants will ask clarifying questions. It is a time to clarify (in response to audience questions) "what is going on?" Examples include:

- Who are the major players? What are their formal relationships? Informal alliances?
- Where is the senior authority on the issue?

Part Three: Use 4WH Coaching Questions (15 minutes)

- Participants use inquiry to ask the presenter 4WH coaching questions. Peers should ask open-ended questions, using 4WH. This is NOT the time for the audience to offer feedback or make suggestions.

Examples include:

- What has the Presenter done so far to work the problem? What has the Presenter decided not to do?
- What would success look like to the presenter?
- What happens if this is not successful?

Part Four: Diagnostic Brainstorming (15 minutes)

- While the presenter observes, consultants discuss the scenario, ask themselves questions, and discuss answers to some of the following questions:
 - o What are the stakes for the presenter?
 - o What are the hidden issues?
 - o How does the situation look to the other players? What is the story they are telling themselves?
 - o What does success look like to the players other than the presenter?
- Make sure your team observes, listens, and takes personal risks with the goal of learning something new.

Part Five: Action Step Brainstorming (5 minutes)

- Consultants offer possible new initiatives, smart risks, and experiments the case presenter can try on to move the case forward.

Part Six: Case Presenter Reflections (5 minutes)

- Presenter shares their initial reactions to the process and asks specific questions they are now pondering.
- Goal is not to resolve the case, but to try on and “rent” the ideas from the consultants rather than buying them.

Part Seven: Group Debrief (5 minutes)

- Time for the group to “get on the balcony” and reflect on how well the group did during the consultation.
- What can be improved in the future?
- What did the group accomplish and what did it avoid?

ROLES:

Case presenter: Person presenting the challenge (writes and delivers scenario)

Consultants: Everyone besides the case presenter. Consultants may have additional roles as detailed below:

Time Keeper (keeps time for each section)

Notetaker (captures the conversation for the group)

Facilitator (manages who is speaking)

Captain Inquiry (ensures 4WH questions)

Other roles as deemed necessary by the group

RESPONSIBILITIES:

Contextual confidentiality

Use “I” statements

Listen to understand, not respond

Other responsibilities as deemed necessary by the group

Exercise adapted from The Peer Consulting Methodology by Alexander Grashow at alexandergrashow.com

Conocimiento

Prompt

This activity is to increase awareness of us as individuals and to find common ground and celebrate diversity among us as a cohort.

Take a poster paper and answer the following prompts. Be creative!

- Name
- Meaning of name
- Which identities most inform your view of the world
- What is 1 thing you want the cohort to know about you?
- What is 1 thing you need from the cohort to feel supported?

Gallery walk (in silence) afterwards

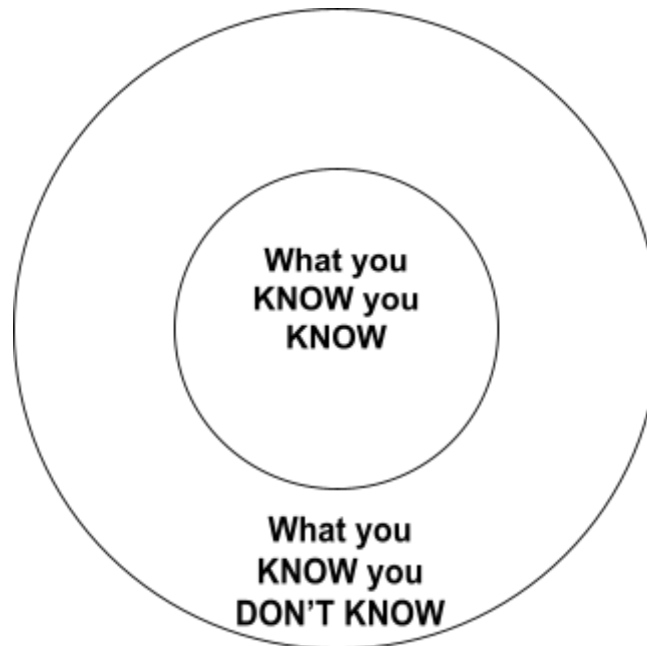
Debrief

- What was one surprising insight you had about yourself through this exercise?
- What do you want the team to know about you?
- How do your identities inform what you need from the team to feel supported? (There will be a verbal share out of this, too)



Don't Know what you Don't Know (DKDK)

LEARNING BY INQUIRY



What you DON'T KNOW you DON'T KNOW (DKDK)

What you KNOW you KNOW: Our knowledge and experience tell us what to do with what we know – to use it, to apply it, to put it into practice.

What you KNOW you DON'T KNOW: Our knowledge and experience tell us what to do with what we know we don't know – to study, to practice, to read and take lessons, to apprentice under those who do know.

There is another view possible . . .

What you DON'T KNOW you DON'T KNOW: Beyond what we know and what we don't know, we see “everything else.” We call this the realm of DKDK (we don't know that we don't know). It's a new realm, a new paradigm, which is unavailable from our present point of view. It is here that we find an enormous but untapped wealth of knowledge, resources, ability, and power.

The point is: We are limited by our point of view. Accessing “what you don't know you don't know” requires creating a new point of view. More often than not, creative and impactful leadership comes from decreasing what's out there in the DKDK arena.

FACT

- Statements of known truth; an actual occurrence; objective reality; something that has been objectively verified.
- Made after observation or experience.
- Confined to what one observed; cannot be made about the future.
- High probability (not certain because vision may be faulty, optical illusions, etc.)

INFERENCE

- Drawn from facts; arrived at from facts; a conclusion based on a premise or fact.
- Made anytime before, during or after observation.
- Goes beyond what one observes. May concern the past, present or future.
- Represents some degree of probability based on reasoning.

ASSUMPTION

- Something one believes to be true with little or no basis; a statement accepted or supposed true without proof or demonstration.

OPINION

- A view or judgment formed about something, not necessarily based on fact or knowledge.
- A belief or conclusion held with confidence but not necessarily substantiated by positive knowledge or proof.

 **OARRS****Outcomes**

- Establishes the common goals for the group and the desired results from the meeting or program
- Determines the scope of the agenda
- Answers these questions:
 - What do we need to accomplish during our time together?
 - Where does the group need to be by the end of the meeting?
 - What are the specific items that you need to achieve?

Agenda

- The agreed upon framework for reaching the established outcomes within the time allotted for the meeting
- Answers these questions:
 - What is the plan/process we need to address the outcomes?
 - What is the particular order that we need?
 - What is the estimated time that we need to discuss each item?

Roles

- Establishes who will do what during the meeting or project.
- Some examples:
 - Facilitator – person who leads and focuses the group
 - Recorder – someone to keep track of what gets said or important decisions and action items
 - Timekeeper – someone to keep the group within set time limits
 - Participants – the people who drive the meeting with great ideas

Responsibilities

- The community agreements or guidelines that govern the group
- Examples:
 - Make space and take space (no one dominates or withdraws)
 - Start and end on time
 - No laptop or phone use during the meeting

Summary

- Reviews the outcomes, decisions, and next steps to ensure clarity and alignment for all participants
- Answers these questions:
 - What decisions did we make?
 - What action items do we have? Who is responsible for what?
 - How and with whom is information from this meeting being shared?

Quick Tips For Leading Meetings*

MISPLACED ASSUMPTIONS OFTEN LEAD TO POOR, INEFFECTIVE MEETINGS

WHEN YOU ARE LEADING A MEETING:

- Check the space – can people see each other? Are people’s backs to each other?
- What are your meeting outcomes:
 - Think about these in advance. You can divide outcomes into two groups: hard and soft.
 - Hard: tangible and identifiable.
 - Soft: group and individuals' well-being, learning.
- Make things visible:
 - Have an agenda, and include meeting outcomes where everyone can see them. This clarifies meeting structure, keeps the group focused, and signals that the meeting is important.
- Prepare a quick introduction to orient the group:
 - Share agenda and outcomes with the group
 - Always ask, does anyone have anything to add?
- Don’t let time blocks in the agenda run over one to two hours.
- Don’t be afraid to talk about roles – they help everyone understand who is doing what in the meeting.
- Pick responsibilities that can be enforced, i.e. start on time.

WHEN YOU ARE A PARTICIPANT:

- Use OARRS framework subtly by asking:
 - “Before we get going, I want to be clear about the purpose of this meeting. What do we want to have accomplished when we walk out the door?”
 - “There are so many ideas and thoughts floating around. It would be helpful for me to have some kind of an agenda to know where we are headed.”

* Adapted from Meeting Startup: Leader’s Guide, The Grove Consultants International, www.grove.com.



What Is Going On

The act of taking the time to use your 5 senses (sight, smell, touch, taste, hearing) to observe specific details of a person, place, or thing to determine
WHAT IS GOING ON.

Inquiry is a significant component of your Coro training. The key to inquiry is to employ your close observation and listening skills and to activate all your senses. After childhood, we assume that we have full control of our senses, but, in fact, we miss a lot.

General Questions: How are your senses operating? What is your brain filtering?

Sight: What do you find yourself looking at? What do you see? Are there any patterns regarding what you consciously (or subconsciously) avoid seeing?

Sound: What do you hear? What do you listen to? How, if at all, do hearing and listening differ?

Touch: How might a handshake or other form of consensual contact with a colleague promote deeper understanding of what is going on around you? How does your feeling of the clothing on your body impact your awareness?

Smell: What impact do smells have on your level of engagement and awareness of your surroundings?

Taste: Beyond the substance itself, what is the impact of taste on your sense of well-being? How might you proactively consider using one's sense of taste to impact an experience?

Try using your WIGO skills today!