

Applying The Power of TED* ***to Work and Life***

BOOKING ORGANIZATION NAME

DATE

9:00 AM

Welcome, Introductions and Shared Outcomes

- Three Dimensions of Work
- The Three Vital Questions

First Vital Question: Where Are You Putting Your Focus?

- FISBE, Orientations and AIR
- Thoughts, Feelings and Actions Exercise

The Reactive Triggers Exercise

The Commitment behind Your Complaint

What are you listening for?

10:30 AM Break

Break

10:45 AM

Second Vital Question: How Are You Relating?

The Dreaded Drama Triangle (DDT)™ Roles and Dynamics

- DDT Roles (Experiential Exercise)
- DDT Worksheet and Sharing
- 3-Chair Experiential Exercise

Implications for Your Work---Dialogue

12:00 PM

Lunch



*THE EMPOWERMENT DYNAMIC

A POSITIVE APPROACH TO LIFE'S CHALLENGES

DATE

1:30 AM

Opening Check-in and Reflections

Continue Second Vital Question: How Are You Relating?

TED* (*The Empowerment Dynamic)™--An Antidote to the DDT

- **TED* Roles (Experiential Exercise)**

How to Make "Shifts Happen"

Shifting from the Drama to TED* Roles & Dynamics

- **Victim → Creator**
- **Persecutor → Challenger**
- **Rescuer → Coach**
- **Opponent → Champion**

Experiential Exercise

TED* Worksheet

2:45 Break

Break

Third Vital Question: What Actions Are You Taking?

- **Harnessing Dynamic Tension**

Applying Dynamic Tension in Creating Outcomes Overview

Action Planning Worksheet---Applying to Individual Outcomes

Implications for your work---and next steps.

Commitments going forward

Wrap-Up and Check-Out

5:00 PM

Adjourn

David & Donna



David Emerald Womeldorff is a consultant, facilitator, executive coach, speaker and author. Writing as David Emerald, he is the author of *The Power of TED** (*The Empowerment Dynamic*), a teaching story about Self Leadership and co-author of *TED* for Diabetes: A Health Empowerment Story*.

David is co-founder of the Bainbridge Leadership Center. His focus is on supporting and facilitating individuals, teams, and organizations in making a shift to leading and working from a vision-focused and passion-based orientation for their lives and livelihoods. He currently serves as an executive coach for the Executive Integral Leadership Program (EILP), offered by University of Notre Dame's Mendoza College of Business (Executive Education); is a Program Faculty member; and his TED* framework is a part of the University of Notre Dame's "Management and Leadership Certificate" e-learning program. David is also a Senior Consultant with The Leadership Circle and The Full Circle Group.

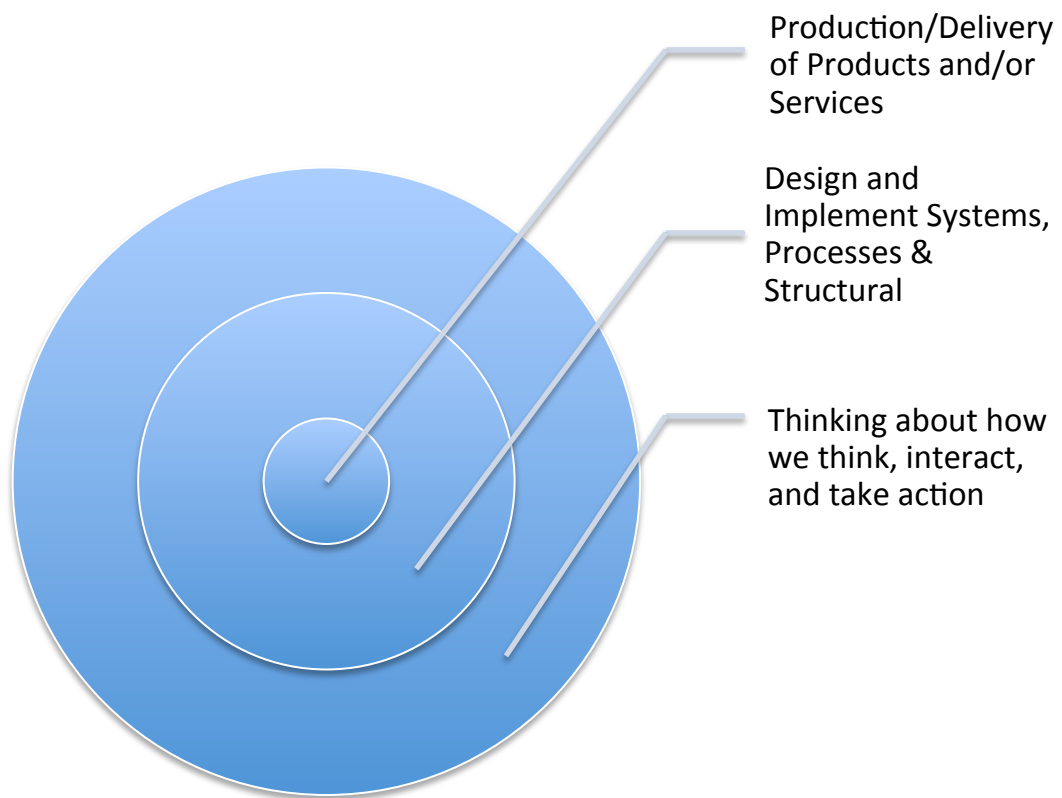


Donna Zajonc, MCC is Director of Coaching and Practitioner Services for *The Power of TED** and co-founder of the Bainbridge Leadership Center. She applies the TED* work in her coaching, facilitating and keynote speaking, supporting clients to create empowering relationships and organizations. Donna is an author (*The Politics of Hope: Reviving the Dream of Democracy*), and a Master Certified Coach, the highest credential granted by the International Coach Federation.

Donna's love of community and leadership led her to public service earlier in her career. She served three terms in the Oregon Legislature; was her party's nominee for Secretary of State; and served on numerous policy committees. After leaving politics, Donna was CEO of a multi-store food retail company in Portland, Oregon before moving to the Puget Sound area. She became a professional and executive coach, working primarily with public leaders before joining her husband David, in their TED* work.

Previously, both Donna and David served as faculty with the International City and County Managers Association (ICMA) University, presented at National Association of Counties (NaCo) leadership academy and have taught in the University of Texas' LBJ School of Public Affairs' Governors Executive Development Program.

The Challenge of Change and Dimensions of Work



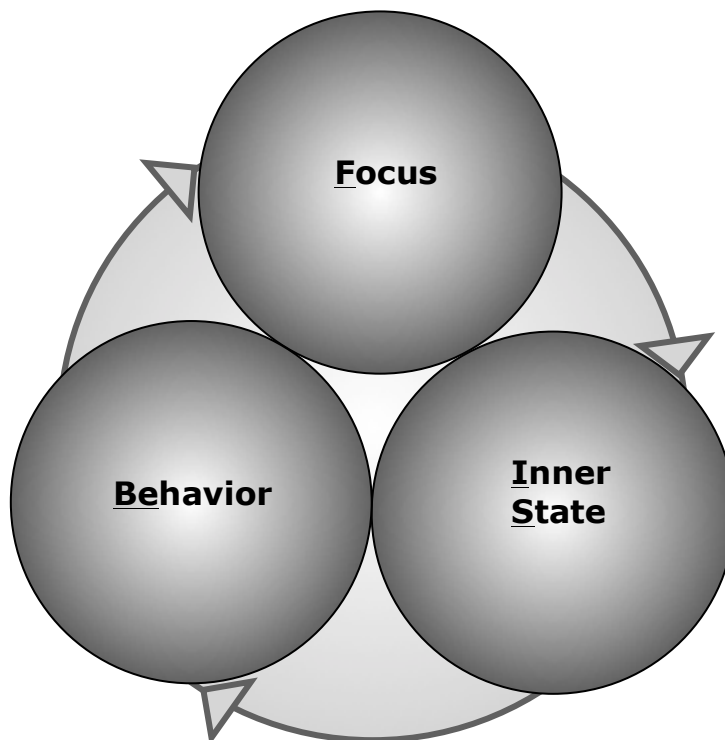
Adapted from: "Building Learning Organization" by Peter Senge; Journal for Quality and Participation; March, 1992

The Three Vital Questions

- ❖ Where are you putting your focus?
- ❖ How are you relating?
- ❖ What actions are you taking?

Key Concepts

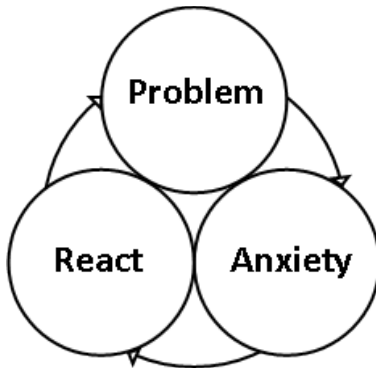
1. Mental Models = Mindsets = **Orientations**
2. **Default:** What we naturally/habitually do
3. The **FISBE** Mental Model:



Where are you putting your focus?

Primary Orientations

Problem



Outcome



Problem Orientation

- What we *don't* want
- Get rid of or away from the problem/anxiety; take out of being
- Roller Coaster; episodic & short-term change

ATENTION

INTENTION

RESULTS

Outcome Orientation

- What we *do* want
- Move toward vision/outcome; bring into being
- New, better, breakthrough; sustainable change

Adapted from Bob Anderson; The Leadership Circle; www.theleadershipcircle.com – Used with permission.

Thoughts, Feelings, & Behaviors

Problem Orientation	Outcome Orientation
<ul style="list-style-type: none"> • Perpetual fire drills • Things don't get completed • "Continuous Partial Attention" • Conversations focus on "what we <u>don't</u> want or like" • Vision is unclear • Exhaustion/burnout • "Drama" 	<ul style="list-style-type: none"> • Action focused on prioritized outcomes • Continuous Improvement • Forward progress by taking "Baby Steps" • Conversations focus on "what we <u>do</u> want or like" • Vision clearly communicated & periodically reviewed • Inspired and energized • Empowerment

Reactive Triggers and Reactive Strategies

Think about the situations in which you find yourself in the Problem Orientation. What are the triggers or hooks that typically set you into the problem-based focus, regardless of the situation? **Reactive Triggers** may be part of the environment or physical space, such as a stuffy room or noisy background. They may be part of the situation, such as time constraints or difficult tasks. Or the triggers may derive from another person, such as aggressive attitudes or a boss with outlandish expectations.

Each of us has strategies for responding to these Reactive Triggers. These are personal and purposeful, at times varying from one situation to the next. Some examples of **Reactive Strategies** can range from withdrawing and going silent. Other people may speed up their efforts when faced with a Reactive Trigger; others will stall and/or procrastinate.

List as many of your reactive triggers as possible in the first column. In the second column list the reactive strategies you use once you are triggered and slip into the Problem-reactive Orientation. Avoid judging or criticizing your triggers or strategies. The purpose of the exercise is to just notice and become more aware.

Reactive Triggers	Reactive Strategies
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

What are you listening for? Where is your focus?

Level One----Listening To be Right

- Attention is on you: “How does this affect me?”
- Thinking about what you want to say and winning your point;
- Listening for who agrees with you;
- Lacks respect and often distracted. Collaboration is unlikely.

Level Two----Listening for Possibility

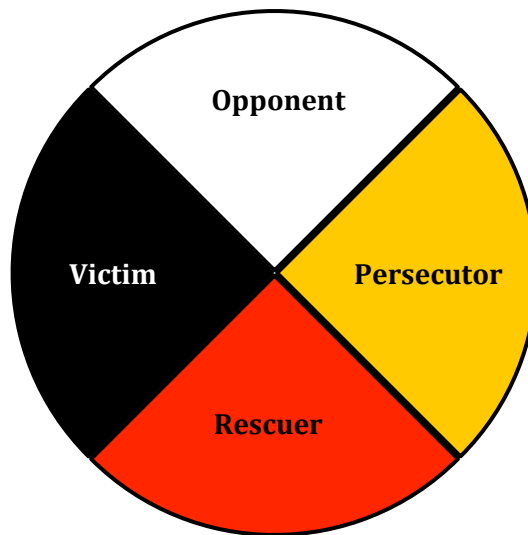
- Attention is on the other person;
- Attachments or judgments are reduced, listening for possibility; open to new perspectives;
- Prospect of collaboration and change begins at this level.

Level Three----Listening for Innovation and Creativity

- Focus is on other person within a larger context, fully present;
- Uses your intuition to access what is not being said;
- Common vision, inspiration, and collaboration are born in this level.

How are you relating?

The Medicine Wheel of Drama



Victim Powerless
 Dream Denied/Thwarted
 Fears not getting what they want
 "Poor Me"

Victimization = Situation
Victimhood = Identity

Persecutor "The Problem"
 Dominates the Victim, Blames, "Tears Down"
 Fears Own Victimhood & Loss of Control
 "You Poor #*!"

Rescuer "Pain Reliever"
 Keeps Victim 1-Down
 Fears Not Being Needed/Loss of Purpose
 "Poor You"

Opponent Fears change and wants to maintain status quo
 Goes against ideas for growth and development

Dreaded Drama Triangle (DDT)™ Roles Worksheet

In all of the sections below, use the space provided to describe the situation as completely as possible as it relates to you personally (use the back of the worksheet if you need more space).

Victim: Think of a situation in which you saw (or see) yourself as a Victim. Who or what is/was the “Persecutor?” Who or what is/was the Rescuer that either emerged or that you hope/hoped would come to “save the day?”

Situation -

Persecutor -

Rescuer -

Opponent -

Persecutor: Think of a situation in which you saw (or see) yourself as a Persecutor. One important clue in identifying such a situation is when another (Direct Report, Colleague, Customer/Client) got defensive about something you said or did. Describe below, as completely as possible, the situation. What was going on that resulted in you showing up in this role? Who was in the Victim role? Who or what was the Rescuer?

Situation –

Victim -

Rescuer -

Opponent-

Dreaded Drama Triangle (DDT)™ Roles Worksheet

In all of the sections below, use the space provided to describe the situation as completely as possible (use the back of the worksheet if you need more space).

Rescuer: Think of a situation in which you saw (or see) yourself as a Rescuer. Who or what were you trying to “fix” and/or take care of? How did you see the other(s) involved in the situation?

Situation –

Victim -

Persecutor -

Opponent -

Opponent: Think of a situation in which you saw (or see) yourself as an Opponent. Were you opposed to an idea/change that the (Director, Colleague, Customer/Client) got defensive about something you said or did. Describe below, as completely as possible, the situation. What was going on that resulted in you showing up in this role? Who was in the Victim role? Who or what was the Rescuer? Who was the persecutor?

Situation –

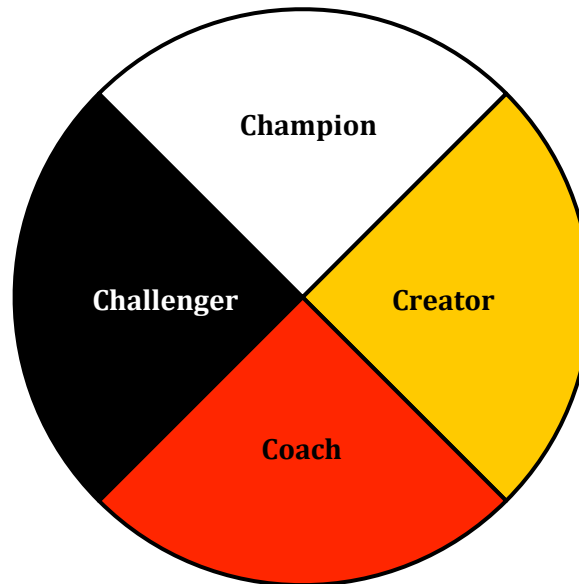
Victim -

Persecutor -

Rescuer -

TED* (*The Empowerment Dynamic)™

The Medicine Wheel for Empowerment



Creator	Claims Power to Choose and Respond Focuses on Outcomes “I Can Do It”
Challenger	Calls Forth Learning & Growth Provokes/Evokes Action Conscious/Constructive “You Can Do It!”
Coach	Supports and Assists Creating Outcomes Facilitates Clarity of Vision/Actions by Asking Questions “How Will You Do It?”
Champion	Maintains Growth and Development Provokes/Evokes Action Drives Team/Ideas Forward “We Can Do This!”

“Making Shifts Happen” Occurs at Two Levels

Internal Shift – Within yourself;
How you “meet” your experience.

External Shift – Your relationship to others;
How you interact with others.

Facilitating the Shift

Creator



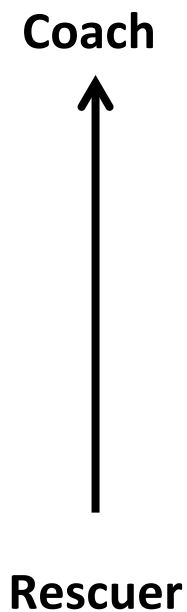
Victim

Internal: What do I want?
How do I choose to respond?

External:

- What is the *dream denied/thwarted*? What do you/they *really* want?
- Reframe the “problem” that feeds the Victim perspective into an “outcome” the Creator can begin to move toward.
- Shifts from hopeless to possibility
- Move from *reacting* to *choosing*

Facilitating the Shift



Internal: How do I take responsibility for my self-care? Ask for support.

External:

- How are you seeing the other– as a problem to fix or as capable and resourceful?
- What questions will help clarify an outcome, current reality, or generate possible “baby steps?”
- Shifts from fixing to letting go
- Move from *telling* to *asking*

Facilitating the Shift

Challenger



Persecutor

Internal: What has this person, condition or situation come into my life to teach me? How can I grow and develop?

External:

- What is your intention?
- What learning or development is the situation calling for?
- Shifts from controlling to compassion
- Move from *putting-down* to *building-up*

“Looking Good” Intent

How you want to LOOK TO others

- Look good – even at other’s expense
- Be right; be the hero
- Be smart; be the winner
- Based on judgment & control
- Use your energy to protect how you are seen
- Connect only if it is useful to your own agenda and/or “fake” connection
- Makes others wary, reluctant to engage or forgive error
- Puts self above others (belittles)

“Learning” Intent

How you create LEARNING WITH others

- Focus on learning
- Enhance capacity and capability
- Maintains integrity – no hidden agenda
- Based on respect and care
- Use energy to create safe space
- Create & sustain connection even when there are differences/obstacles
- Helps others be willing to engage or forgive
- Builds others up

Derived from work of Diana Cawood
Used with Permission

Facilitating the Shift

Champion



Opponent

Internal: What has this person, condition or situation come into my life to teach me? How can I grow and develop?

External:

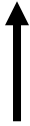
- What is your intention?
- Why don't I like this idea/change? What is holding me back from being on board?
- Shifts from fear to acceptance
- Move from *reluctance* to *a decision*

“Making Shifts Happen” Summary

Central Question:

Essential Shift:

Creator



Victim

What do I want?

Reacting → Choosing

Challenger



Persecutor

What is my intention?

Putting Down →
Building Up/Learning

Coach



Rescuer

How do I see the other?

Telling → Asking

Champion



Opponent

Why am I resistant?

Resistance → Supports
People /Idea

TED* Roles Worksheet

Refer to your Dreaded Drama Triangle (DDT)™ Roles Worksheet to complete the sections below and again as it relates to you personally (use the back of the worksheet if you need more space).

Creator:

As you look at the situation in which you saw (or see) yourself as a Victim, what is the dream/desire denied or thwarted? What did you *really* want? (It is not sufficient to say you wanted to solve the problem. What was the larger vision/outcome that the problem was an obstacle to?)

Challenger:

As you look at the situation in which you showed up as a Persecutor, what was your intention? Was it a “looking good” or a “learning” intention? How could you have spoken in a way that challenged the other(s) to learn *and* made clear the reason you were challenging them?

TED* Roles Worksheet

Refer to your Dreaded Drama Triangle (DDT)™ Roles Worksheet to complete the sections below (use the back of the worksheet if you need more space).

Coach:

As you look at the situation in which you showed up as a Rescuer, how did you see the other(s) involved – as problems to fix or take care of, or as being resourceful and capable? What questions could you have asked that would have helped them clarify their vision/outcome or their current reality or possible next steps?

Champion:

As you look at the situation in which you showed up as an Opponent, how did you see the new idea/change? why were you opposed to the idea? was it a valid reason? was it fear of the idea/change? How could you have spoken in a way that challenged the other(s) to gain support for the idea/change *and* made clear the reason you were challenging them?

What Actions Are You Taking?

Harness Dynamic Tension

A model and process for Action Planning

- **Vision/Outcome**
 - What do we want?
 - If we had it, how would we know?
 - Success Criteria
- **Current Reality**
 - Supports: things to leverage
 - Inhibits: problems/obstacles
- **“Baby Steps”**
 - Immediate/Short Term
 - Actionable/Yours to do
 - Learn/Adjust

Adapted from Robert Fritz's *The Path of Least Resistance* and *Creating*; www.robertfritz.com



*THE EMPOWERMENT DYNAMIC

A POSITIVE APPROACH TO LIFE'S CHALLENGES

TED* Action Planning Worksheet

The Action Planning Worksheet uses the Dynamic Tension framework to create a planning tool that will help you facilitate the changes you want to make. This worksheet follows the same format as Dynamic Tension, with one additional step. Before identifying and committing to Baby Steps, you will generate **possible next steps** by brainstorming what you could stop, keep, change, or start doing. The worksheet is a structured planning process that supports you in creating what you want.

Create Vision/Outcome

The purpose of this portion of the process is to identify a vision of what it is you want to create. If you could have, do, or be anything – what would it be?

State your envisioned outcome (using the tips below)

- Identify defining elements, qualities, characteristics and/or success criteria. (If you had the outcome fully complete – right now – how would you know it?)

Tips for Creating Vision

State the outcome in the affirmative (what you want) & in present tense
Be unlimited by doubts of possibility
Not goals and objectives (those may come later)

Possible Next Steps

Now determine what you **COULD** or **MIGHT DO** to begin to move current reality toward the vision. These steps should be small, actionable steps that are doable by you.

Questions here include:

- What could I STOP doing?
- What could I CHANGE or DO DIFFERENTLY?
- What could I KEEP doing?
- What could I START doing?

STOP	KEEP

CHANGE	START



*THE EMPOWERMENT DYNAMIC

A POSITIVE APPROACH TO LIFE'S CHALLENGES

“There are two important criteria for defining a Baby Step. First, it is something that is doable—something I can really take action on. The second is that it is 100 percent mine to do. That second one really makes me stop sometimes because it forces me to clarify my own responsibility and the fact that I can’t make someone else take a step for me. Doable and 100 percent mine to do—remember these principles as you choose your own Baby Steps.” -The Power of TED, chapter 9*

Baby Steps

Identify which of the previous possible next steps seem to have the highest potential to contribute to forward progress and that you can act on.

List 1-3 Baby Steps that are actionable, 100% yours to do and that you can get started on in the next 30 days. Also indicate a date by which you intend to have taken the Baby Step.

1. _____ by _____

2. _____ by _____

3. _____ by _____