

JOURNEY BEYOND THE COMFORT ZONE

Designing and Facilitating Transformative
Learning Experiences for Leaders



SHEPHERDS FOR THE SESSION

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LEARNING OUTCOMES

-
- Identify leadership development activities that increase awareness about inequities and various privileges
-
- Apply culturally inclusive considerations in designing and facilitating a program that pushes leaders outside of their comfort zones
-
- Identify and practice the art of debriefing



TODAY'S ROADMAP

This seminar uncovers instructional design elements that facilitate “magic” in a classroom. The learners will gain both the “front-stage” experience on inclusion activities and the “back-stage” of understanding the adult learning and neuroscience behind those activities. These experiential activities are intentionally selected based on their capacity to release hormones, particularly cortisol (stress) and oxytocin (social bonding), into the learners’ brains.

This session dives deep into the art of debriefing that ties the experiential learning back to the operational universe of the learners. Participants learn to apply an intercultural training design model that identifies the needed level of support and challenge for the content and process, resulting in optimal development of awareness, skills and trust among learners with different levels of intercultural sensitivity.



**GETTING
CONNECTED**



I AM _ I LIKE _



DISCUSS AT YOUR TABLES

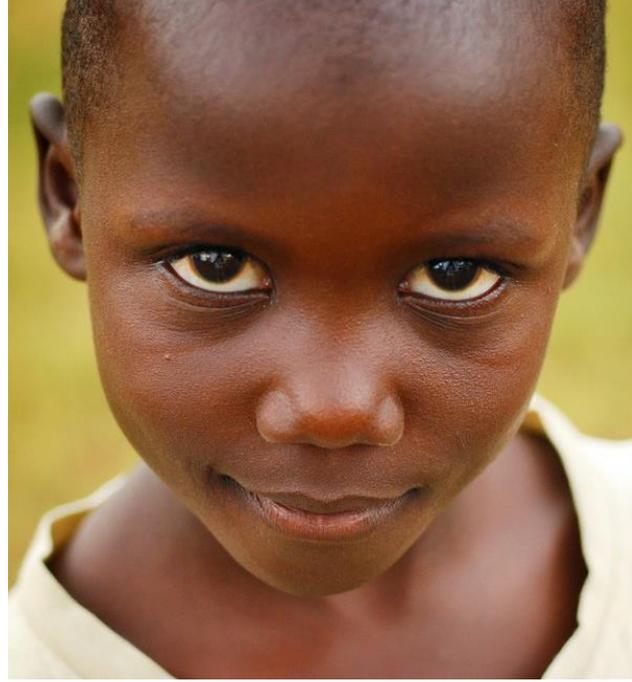
- What did you notice?
- What emotions did you experience?



DISCUSS IN A LARGE GROUP

- **What part of this activity was joyful?**
- **What part of this activity was challenging?**
- **What was the risk for you in doing this activity?**





THE EYES HAVE IT



DISCUSS WITH A PARTNER

- What did you notice?
- What feelings did these interactions evoke?

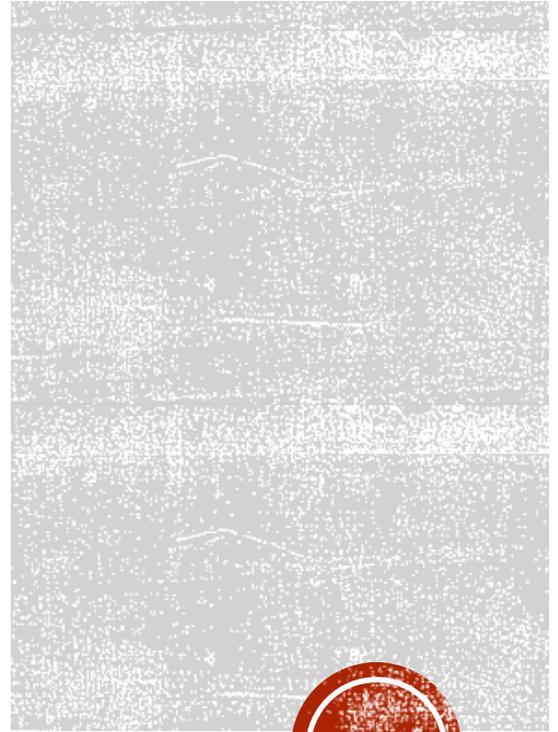


DISCUSS IN A LARGE GROUP

- What were your impressions about the different people exchanging eye contact with you?
- How do you see this play out at your workplace?
- How does this relate to inclusion and building a sense of belonging?



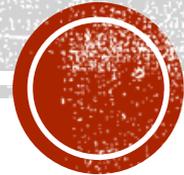
OXYTOCIN



CORTISOL



HOW IS POWER COMMUNICATED?





STATUS
Big & Small
Up & Down



THE QUALITIES OF STATUS

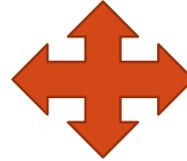
- Interactional/Relational
- Always present
- In the moment
- Visible (Physical)
- Audible (Verbal)
- It changes
- Often unconscious
- Can be used intentionally



STATUS MOVES

ELEVATE

SELF



OTHER

DIMINISH



BRAINSTORM



INSTRUCTIONS

- Take an instruction sheet from the envelope.
- Don't share it with others.
- Review your list.
- Follow the behaviors on your sheet.
- End when you hear the whistle.



CONSIDERATIONS

- Approaches presented during this activity may not align with a person's preferences.
- Do your best embracing the list you have.
- These lists are for your inspiration, feel free to practice your creativity.



**AS A LEADER, HOW DO
I CREATE INCLUSION?**

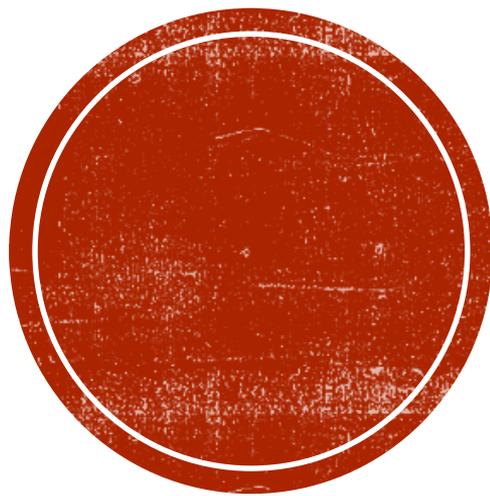


LET'S DE-ROLE

- Stand up and shake it off.
- If needed, repeat after me: “I am not that person and that person is not me.”
- Repeat after me: “Forgive any harm I caused and embrace any joy I shared.”



BREAK



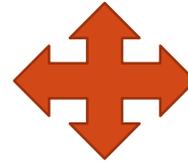
STATUS POSSIBILITIES

Encourage
Recognize

HIGH

Be inflexible
Judge

CONSTRUCTIVE



DESTRUCTIVE

Appreciate
Inspire

LOW

Be uninterested
Disengage



DISCUSS WITH A PARTNER AND THEN IN A LARGE GROUP

- What behaviors elevated you?
- What behaviors did you find productive?
- What behaviors made you feel lesser?
- What behaviors did you find disruptive?



STATUS BEHAVIOR HABITS AND TRENDS

- Constructive side of chart is weighted toward inclusive actions and building sense of belonging.
- Destructive behaviors create fear, stops group formation, reduce creativity and engagement.



DISCUSS IN A LARGE GROUP

- How does this relate to communications at your workplace?



DISCUSS IN A LARGE GROUP

- What ideas did your team generate about inclusive leadership behaviors?



INTERVENTIONS AND INTERSECTIONALITY



DISCUSS AT YOUR TABLES AND THEN IN A LARGE GROUP

- What strategies did you use in your tables to interrupt difficult exchanges?
- Could you give us examples of allyship behavior during the previous simulation?



DISCUSS IN A LARGE GROUP

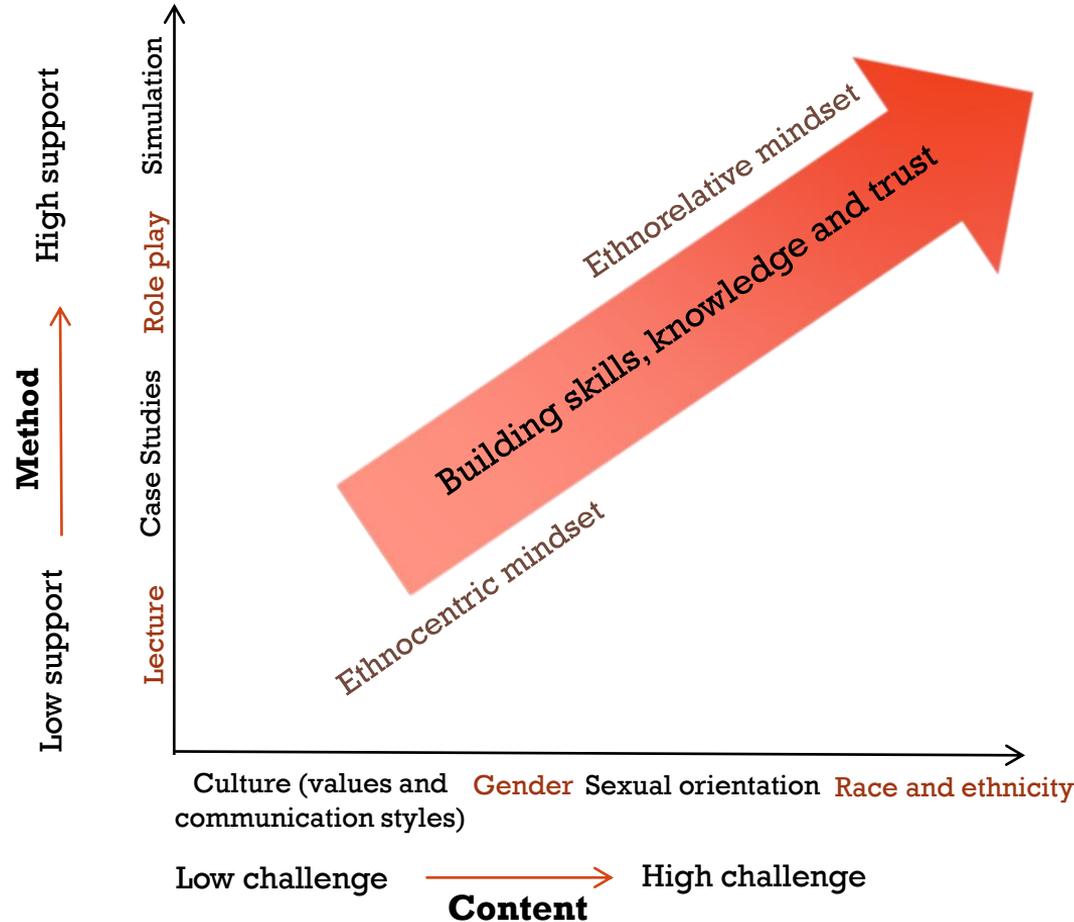
- How does the intersectionality impact the scripts you use at the workplace?
- What is the role of allies in amplifying scripts?



BACKSTAGE



INTERCULTURAL TRAINING DESIGN MODEL



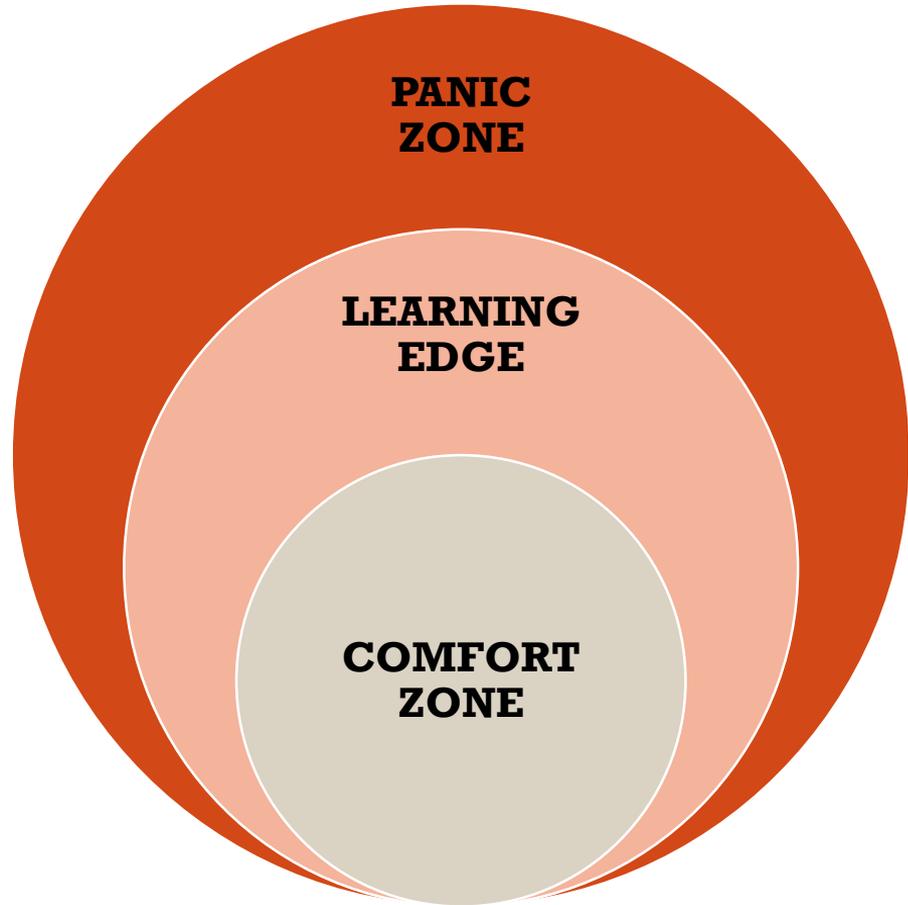
© Wong, K.,
Salonen, R. &
Phillips, W., 2019.
Adapted from
Bennett, J. (2009)
and Bennett M.
(1993).



UNIVERSAL DESIGN



LEARNING ZONE MODEL

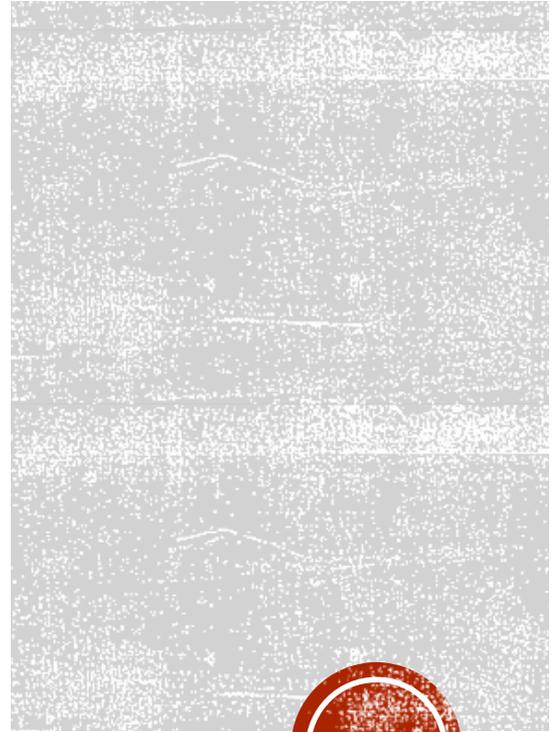


BEING A SHEPHERD

- The shepherd = a facilitator
- The dog = an agent external to you to help the learners focus, such as group agreements or a supportive peer
- The sheep = participants who are watching, noticing, and taking action for individual needs
- The wolves = external and internal distractions, harmful practices, disruptive participants
- The flock = group dynamics



DO NO HARM



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