

# RIGHT USE OF POWER INSTITUTE

# Starter Guide



## Right Use of Power Institute – Starter Guide 2016



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# Starter Guide

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## **BASIC BUILDING BLOCKS FOR TEACHERS**

KEY: FM=Facilitator's Manual; HE=Heart of Ethics (2006); PZ=Living in the Power Zone; HE10=Heart of Ethics 10<sup>th</sup> Anniversary Edition (2015). Please look for references and theoretical material in the above four sources. The order that these books were written is: 1. FM (2002); 2. HE (2005); 3. PZ (2013); 4. HE10 (2015). Some names have changed over time (like power-up became up-power). The latest book(s) have the most current terminologies.

#### **Starter Guide**

Topic/Exercise	Handouts	Page References	Purpose
Opening	No Handout	FM: 3/30-33	creating field of warmth, safety,
		PZ: 36-39	personal engagement, choice, ease
Four Dimensions	Four Dimensions of RUP	HE: 13-15, xii	Providing a conceptual and visual
		PZ: 131-132	map for understanding and
		HE10: 10-12, 17-21,	learning RUP in 4 aspects
		95-98, 163-166, 235-	
		240	
Power Pairs	Three Kinds of Power	HE: 23	core basics
		PZ: 27	
		HE10: 23	
Remember a Time	Reflecting On Your	FM: 1/56-57	understand your history with
	History	HE: 33	authority as it affects your current
		PZ: 162	life habits and attitudes
		HE10: 46	
Walking with	No Handout	FM: 1/61	experience of up and down-power
Power		PZ: 23-24, 35	in the body
		HE: 1, 16, 33	
		HE10: 1, 16, 23-46	
Both Sides Now	Role Differences and	FM: 1/34	experience of power differential
	Responsibilities	HE: 32-33	
	& Down-Power/Up-	PZ: 40-41	
	Power Dynamics	HE10: 23-46	
Alchemy of Yes	Mapping The Power	PZ: 136	experiencing right relationship
	Differential	HE10: 42-45	between up and down-power persons
Power with Heart -	No Handout	FM: 1/115	power of linking strength and
Push Hands		HE: 195-201	compassion, natural negotiation
		PZ: 163	process in every relationship
		HE10: 241-250	
The Power Zone	The Power Zone	FM: 1/55	concept of "zone" or range of
		HE: 80-83, 58	appropriate use of power, concept
		PZ: 58	of expanding range, concept that misuses of power happen at either
		HE10: 102-107, 74	extreme



# **BASIC BUILDING BLOCKS FOR TEACHERS**

Topic/Exercise	Handouts	Page References	Purpose
Resolving Difficulties	Resolving Difficulties	FM: 1/142-144, 146-	separate conflict from trauma,
(This is a series of		147, 136, 138	provide skills and practice in
exercises)		HE: 155-176	staying connected through
		PZ: 99-112	difficulties, coming from curiosity, compassion for mistakes and RUP
		HE10: 185-215	as a process of repair
Down-Power to Up-	Down-Power Strategies	HE: 227, 230	teaching about how to work with
Power		PZ: 136-141, 160, 173	superiors in up-power roles
		HE10: 284, 291-296,	
		42-45	
Feedback	Investing in	FM: 1/166-167	reframing feedback as an
	Relationship	HE: 201, 195-201	investment in relationship
		PZ: 76-82	
		HE10: 249, 241-250	
Self Care	Self-Care	HE: 203	self-care as an essential tool for
		PZ: 85-91, 166	RUP
		HE10: 251-264	
Shame	Shame	FM: 1/77-79	shame as interrupter of social
		HE: 89,96, 98, 119	engagement, resourcing, and
		PZ: 171, 119-123	accurate reality checking;
		HE10: 115-127; 147	disengaging from shame
Power	Power/Leadership	FM: 1/181; 81-82	reframing leadership to include
Styles/Leadership	Styles	HE: 224-225	many forms, self-assessment
Styles		PZ: 132-140	process, focus on up-power
		HE10: 280-281	leadership and down-power
			influence
Boundaries - Yes	No Handout	HE: 145-150	break and teach boundaries
and No		HE10: 173-178	
Old Story/New Story	Old Story/New Story	HE: 237	practice in shifting a belief
		HE10: 308	



# **BASIC BUILDING BLOCKS FOR TEACHERS**

#### Resources

The following are extra resources that you can use as needed. These files are not included in the Starter Guide but can be found on the Guild Portal.

Topic/Exercise	Page References	Purpose
Songs, Breaks, Endings	FM: 3/33-36	resources and choices
Secret Teachings	Guild Portal	for breaks/to bring people back affirmingly
Power Staff	FM: 2/3-4, 3/36, 3-5	Integration and take-away
	PZ: 175	

#### **Optional Topics/Exercise**

(Can be found on the Guild Portal)

Topic/Exercise	Page References	Purpose
Remember a Misuse of Power	HE: 145-150	For later in workshop working with personal
	PZ: 172	challenges and self-correcting
	HE10: 173-178; 297-	
	310	
Idealizing/Devaluing	FM: 1/35	experience of one of the dynamics that go with
	HE: 25-27, 29	the power differential
	LIPZ: 43	
	HE10: 31-32	
Role-Related Increased Desire to	HE: 32-34, 237-238	understanding the subtleties of this dynamic
be Liked or Respected	PZ: 45-46	
	HE10: 36	
Shadow Effects of Higher Role	HE10: 300-307, 316-	understanding and working with shadow
Power	319	
Impact and Intention	FM: 1/124-126	naming the important idea that your impact
(secret teaching: airplane)	HE: 116, 139-143	can be different from your intention.
	PZ: 139-143	
Leading and Following	HE: 230	checklist for reflection and discussion
	PZ: 131-132	
	HE10: 296	
Dual Role Relationships	FM: 1/21	simple talk and handout about what to watch
	HE: 49-58	out for
	HE10: 63-74	
9 Reasons Good Intentions	HE10: 9	to challenge the idea that "all we need" for
are not enough		RUP is good intentions (or love)

#### Purpose:

To create a "field" of warmth, safety, personal engagement, choice, ease, kindness

#### **Resources:**

The documents **Songs**, **Breaks & Endings** and **Secret Teachings** (found on the Guild Portal) will give you some ideas. For example, you can offer a Secret Teaching to those who return from break or lunch on time (this will motivate timeliness and also give everyone a chance to get back before you return to the training).

Interspersed appropriately you want to mention several things sometime early on in your training:

<u>Safety and Choice</u>: With any exercise that I suggest, please feel free to choose about your participation. If it feels like too much for you, or not right for any reason, just don't do the exercise or change it to work better for you. I will try to explain what we will be doing in advance so you can more easily choose. If you are not participating, witnessing is a really helpful role.

<u>Confidentiality</u>: In this workshop, the confidentiality agreement that makes most sense to me is that you speak of your own experience or another's without using names or identifying information. If you say something that you would not like shared even without your name, please let your group know this. It is good to be able to share things you've learned or that were very powerful with people who are interested but weren't able to be here.

<u>Use of this material</u>: You have permission to use any of the exercises and ideas from this workshop. Just please give me and/or Cedar Barstow credit and refer people to www.rightuseofpower.com

#### Opening:

Welcome your audience.

Introduce yourself and ask each audience member to introduce themselves (if it's a small group and time allows) - A bit about you and how you got interested in RUP.

Brief overview of the program, time frames, logistics (breaks, bathrooms, etc.).

#### **Exercise:**

One way of beginning to get to know each other and some of the associations and experiences we have with power is through a few questions. Please turn to a partner. You might want to have a piece of paper and pencil to keep notes for your partner. I will give you a couple of questions--one at a time--to ask each other. Here's the first one: "What do you know about power?" Answer that in a phrase or short sentence. Don't effort to think about it. Just see what comes to mind. Listeners, please write down your partner's answer. You will give it to them at the end. Now listeners, please ask your partner the same question and write it down for them. Go back and forth until you hear me ring this bell.

Ring bell after a minute or two.

Okay. Here's the next question: What do you know about YOUR power?

Ring bell after a minute or two.

Okay. Here's the last question: What do you not know about your power or power in general?

So now let's see what came out. Anyone?

Draw some things out, listen, write them on a white board or newsprint if you wish. *Great. These are the kinds of things that we'll be working with in this workshop. Thank you.* 

Share definition of power.

#### **Definitions:**

- **Ethics** a dictionary definition says that ethics is the study of what is right and wrong and of duty and moral obligation. For our purpose, ethics is a set of values, attitudes, and skills intended to have benevolent effects when applied through professional behavioral guidelines, decision-making processes, and the practice of compassion.
- Power—most simply, is the ability to have an effect or to have influence. It is what enables
  us to do things.
- *Influence* is how we interact with others to make changes and have an effect.
- **Role Power** is the increased power that accompanies a professional role. This is called the **power differential**.
- Personal power is the generative capacity to use our gifts and make real our intentions.
- **Compassion**—resonating concern, an ability to see and respond to the connection between everyone and everything.
- **Right Use of Power**—the use of personal and role power to prevent, reduce, and repair harm. In addition, to evolve relationships and promote sustainable well-being for all.



## **FOUR DIMENSIONS SCRIPT**

#### **Purpose:**

To introduce the core organizing structure of the four dimensions of the right use of power as a positive and life-engaging model for becoming increasingly skillful and wise is the use of professional power.

#### Handouts/References:

- Four Dimensions of Power
- Pages 10-11 (Right Use of Power: The Heart of Ethics -2015)
- Posters of the Four Dimensions (take to printer and have them printed and laminated as wall charts to hang in the four directions)

#### **Exercise A:**

Describe power spiral and give a brief orientation to each dimension, having participants follow you around to each wall chart or looking at their books.

#### **Exercise B:**

As an integration exercise, invite participants, in pairs, to walk around to each chart and talk about how they understand each dimension.

Possible questions to include: Are there aspects that they feel confident about, and aspects that are challenging? Is there a dimension they feel more or less comfortable with? What area do they want to learn more about or make a significant change in?



# FOUR DIMENSIONS OF RIGHT USE OF POWER

Dimension One: Guided Use of Power	BE INFORMED AND PRESENT
<ul> <li>Own your role power and track your influence.</li> <li>Use your ethical guidelines and moral compass.</li> <li>Work with the dynamics created by the power differential.</li> <li>Focus on INFORMATION</li> </ul>	<ul> <li>This dimension is about guidance of many kinds:</li> <li>owning and having a felt sense of the impact of the power differential role (its potential, its responsibilities, its distortions, and its vulnerability for those in down-power roles) as the basis for all ethical guidelines;</li> <li>understanding and being guided by information contained in ethical codes as they are wisdom culled from the lived history of our professions;</li> <li>tracking your impact, and gathering and effectively using information from clients and students;</li> <li>paying attention to inner guidance and humanistic and spiritual values;</li> <li>making informed ethical decisions in complex or challenging circumstances and in everyday attitudes and interactions;</li> </ul>
Dimension Two: Conscious Use of Power	BE COMPASSIONATE AND AWARE
<ul> <li>Engage your curiosity and use your history well.</li> <li>Stay present and receptive.</li> <li>Infuse your power with heart.</li> <li>Focus on SELF-AWARENESS</li> </ul>	<ul> <li>This dimension is about Self-awareness:</li> <li>understanding and learning from your attitudes, beliefs, wounds, and habits in relation to issues of power and authority;</li> <li>engaging curiosity about yourself and your clients as a deepening and safety-enhancing skill and attitude;</li> <li>showing up and staying attentive</li> <li>standing in your strength while staying in your heart.</li> <li>exploring your empowered and disempowered selves and how your use of power and influence affects others;</li> <li>working with shame as a power issue because it isolates and deresources;</li> <li>practicing compassion as a resonating concern for all.</li> </ul>

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# FOUR DIMENSIONS OF RIGHT USE OF POWER

Dimension Three: Responsible Use of Power	BE CONNECTED AND ACCOUNTABLE
<ul> <li>Use the 150% principle.</li> <li>Track your impact and stay connected.</li> <li>Resolve and repair.</li> <li>Focus on RELATIONSHIP</li> </ul>	<ul> <li>In this dimension the focus is on relationship:</li> <li>increasing skillfulness in tracking for difficulties and staying current in care-giving relationships;</li> <li>recognizing that your impact is often different from your intention;</li> <li>being guided by the 150% principle of greater responsibility held by the person in the up-power role;</li> <li>recognizing that we all make mistakes; understanding how relationship difficulties, when either ignored or dismissed, can escalate to grievance processes;</li> <li>practicing staying connected even in conflict and using conflict to clarify and resolve difficulties;</li> <li>attending to relationship repair and using apology effectively.</li> </ul>
Dimension Four: Wise Use of Power	BE SKILLFUL AND PROACTIVE
<ul> <li>Be proactive with yourself and with others.</li> <li>Ask for and use feedback well.</li> <li>Self-reflect, self-correct and let go.</li> <li>Focus on SKILL</li> </ul>	<ul> <li>This dimension is about the development of wisdom:</li> <li>understanding that doing the right thing is more effective when it's done wisely;</li> <li>deepening skill in identifying tendencies, beliefs, and barriers that may make you vulnerable to specific misuses of power;</li> <li>understanding good self-care as vital for wise use of power;</li> <li>reflecting on examples of misuses of professional power and learning about the shadow aspects of increased power;</li> <li>practicing sensitive and skillful down-power influence;</li> <li>practicing and refining the skills of asking for, receiving, giving, and using feedback;</li> <li>becoming more skillful at knowing when and how to persist and when and how to let go;</li> <li>being nourished by wise and skillful uses of power as a social force for good.</li> </ul>

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#### **Purpose:**

To introduce several core ideas through pairs:

- Personal and Role power
- Up-power and Down-power
- Inner power and power through the "more"
- Power Zone
  - over-use and under-use
  - strength with heart (standing in your strength and staying in your heart)

**Handout:** Three kinds of power poster

#### Talk:

I want to talk to you about some "pairs" that are at the center of this program.

<u>Personal and Role power</u>: (use material from handout chart). I use a scarf that I put on and off to symbolize the "add-on" that Role power (also called Positional and Assigned).

<u>Up-power and Down-power</u>: RUP names for the two sides of the power differential. Power differential is the increased power and influence that automatically accompanies any positional role. Also, using material from chart, add in <u>Status Power</u>.

These are five more concepts that you will want to mention sometime during the program, but you may have talked enough by now and need to move into an experiential:

<u>Inner power and power of the "more"</u>: short talk about source of power--some think it is inside you, some through you from God or "the more" or "the great life force", some think we are "the hands of God."

<u>Power Zone:</u> (this describes a wide range of healthy and skillful uses of power and influence that we will cover later)

Over-use and under-use: We all know a lot about the abuses of power that come from over-use of power (the entire dominator system), but it is also a misuse of your power when you avoid, deny, or under-use your personal and/or role power. We'll talk about this more later too as part of the power zone.

<u>Power with heart</u> (standing in your strength and staying in your heart--another important aspect of this program and the power zone that we'll talk about more later. Using power with compassion is essential.

<u>Status Power:</u> Status power is increased personal power and influence that is culturally conferred. It adds another level of complexity and multiple misunderstandings that cause great harm. Racism is not



#### **POWER PAIRS SCRIPT**

the same as, but has some characteristics of status power. It is important to mention this kind of power, but we are, in this program, focusing on personal and role power.

#### **Exercise:**

As part of introducing ourselves, let's see who's here. I'm going to name a number of up and down-power roles. Please stand up if you are a doctor. Okay, that's an up-power role. Thank you. Sit down. Now stand up if you have ever been to a doctor. Okay, that's a down-power role. (Use all the positional roles in the room. Add parent and grandparent. (Usually positional roles are pair positions, but parenting is paid in other ways than money.)



PERSONAL POWER (PP)	ROLE POWER (RP)	STATUS POWER (SP)
•PP is our birthright. It is our individual ability to have an effect or to have influence.	• RP, or Positional Power, is earned, awarded, elected or assigned. It is a power add-on.	• SP is enhanced personal power and influence that is culturally conferred.
It is accompanied by the inherent human right to be treated with dignity, respect, and fairness.      Although PP is always present.	RP is separate from our PP and is thus mutable. It automatically accompanies any position of authority.      RP carries an increased or	SP brings privilege and has it's own impact and influence. It entails responsibilities, dynamics, and influence that often go unrecognized.
<ul> <li>Although PP is always present, we can be more or less aware of it and have more or less access to it.</li> <li>Our PP can be limited by ourselves and by the misuse of power by others, but in most situations we can retain some PP through positive attitudes and self-respect.</li> <li>We can learn to use our PP better in both up-power and down-power roles.</li> <li>PP comes in many forms, including the power of communication (articulateness), presence (charisma), and creativity.</li> </ul>	<ul> <li>RP carries an increased or expanded amount of power and responsibility.</li> <li>It is integrated with PP. SP often accompanies RP.</li> <li>Up- and down-power dynamics creates the need for ethical guidelines since those who are down-power are more vulnerable and at risk of harm.</li> <li>Some assigned roles carry greater increased power and responsibility than others and thus will have a greater negative or positive impact on others.</li> <li>Examples:         <ul> <li>Doctor/Nurse</li> <li>Teacher/Principal</li> <li>Coach</li> <li>Employer</li> <li>Clergy</li> <li>Chairperson</li> <li>Therapist/Social worker</li> <li>Elected Official</li> <li>Chief Executive Officer</li> <li>Supervisor</li> <li>Professor/Dean</li> <li>Parent*</li> </ul> </li> </ul>	<ul> <li>The impact of SP is often more subtle than that of RP. Those with high SP are often unaware of this fact. The fish, according to the saying, are the last to know they are in water.</li> <li>SP depends on cultural values. Thus it may change from culture to culture.</li> <li>Examples: Age, Social Class Wealth, Celebrity Education Race Sexual Orientation Nationality Gender Physical Appearance Physical Prowess Religious Affiliation </li> </ul>
	Director	

Last updated: June 2014

Bodyworker Police Officer



#### **Purpose:**

- To assist students in understanding that being hurt by people in positions of authority is a universal experience.
- To deepen the safety and intimacy of the group "field" through sharing of vulnerable personal experiences.
- To learn how to use your history to prevent future harm.
- To help grow compassion and perhaps a bit of healing.
- To create a platform for future topics in the program.

**Handout:** Reflecting on Your History

#### **Directions:**

This process offers you an opportunity to explore your humanness in an experiential way and then share your story if you choose. Get comfortable; breathe, relax, close your eyes, and turn your awareness from the outside world to your inside world. Just turn your awareness inward and notice your experience of yourself right now.

Take a moment to get in touch with your compassion for the suffering common to all human beings. Know that you are not alone. We have all been wounded. Now find a place inside that knows how to be curious and interested.

Now, from this compassionate, curious and receptive place, please let your unconscious be a friend to you and offer you a memory of a time when power was misused toward you by someone in a position of authority (This could be a teacher, or doctor, or therapist, clergy, social worker, bodyworker or...) Let this be a memory which is not too overwhelming--rather one that is still unresolved but available for further exploration and some healing now.

Take your time, and when you have enough information, please let go of the memory and bring your attention back here and, if you wish, take a few moments to journal or draw your experience. You will now each have an opportunity to share whatever is comfortable for you with your partner(s). Stories are powerful tools for healing and understanding.

Please, now, when you are ready, find a group of 3 others and talk about your memory experience or your drawing. Take about 5 minutes each. I will ring the bell to let you know when to move to the next person.

When you are in the listening role, please take a breath and take a moment to access your ability to be receptive, compassionate, and non-judgmental. Your job here is to do your best to listen from a place of being lovingly present. Rather than imagining that your job is to fix something here, see if you can find something to appreciate about how the speaker is telling their story—their courage, their integrity, their resilience, their vulnerability, or innocence, etc. Let this appreciation nourish you as you listen.



#### **REMEMBER A TIME SCRIPT**

When it is your turn to tell your story, let your words flow like a living stream from your heart to other hearts. Make your presence a sacred container for the whole of the telling and for the healing understanding that can be your gift to yourself and others.

#### **Directions for Debriefing:**

(Discussion about each item can happen in the debrief or be brought up or referred to later. Start with open-ended discussion and then pull out responses to specific questions as needed. There is so much to discuss here, but don't let the discussion get too drawn out.)

#### Group debrief:

What happened in detail?	What was the impact on this relationship? Elicit general idea that the relationship was lost or never recovered or
What would you have needed from the person who hurt you (that you didn't get) that would have made it turn out okay?.	What decisions about power did you make as a result of this event?
Make a list on the white board. You can refer to this later in the resolving difficulties exercises.	Ask for a few.
How has this experience shaped you?	What did the person who hurt you NOT know?
Ask for a few comments.	From this list, you could make up a "curriculum" for the person. Thinking about what they didn't know helps develop compassion.
What is your golden thread from this?	Any over-compensations?
Explain that the golden thread is the gift or sensitivity or skill that you developed because of the painful experience. Ask for a few golden threads.	Any way that you might have become too sensitive or moved to the other extreme.

What is your experience?	What was the impact on the relationship?
What would you have needed from the person who hurt you in order to resolve or repair this situation?	What decisions about power did you make?
How has this experience shaped you?	What is the impact on your life and on your profession?
What did the person in authority likely NOT KNOW about power and/or their power?	Golden thread & over-compensations

**Purpose:** To help people understand and experience that we have non-verbal emotional/physiological responses to the experience of the power differential.

This is an optional introductory exercise before Both Sides Now.

#### **Directions:**

Please start walking around the room using your normal walk. Relax and move at your own pace and in your natural style.

Now, imagine that you are walking with someone who is up-power to you. What do you notice--posture, feelings, thoughts, direction of your gaze, energy, quality of connection, how you experience your power. (Make time for notice-ings.) If you feel to, please say out loud what you are noticing.

Now, imagine that you are walking with someone who is down-power to you. What do you notice-posture, feelings, thoughts, direction of your gaze, energy, quality of connection, how you experience
your power, how is it different. (Make time for notice-ings.) If you feel to, please say out loud what you
are noticing.

Now, imagine that you are walking with someone who is a friend or colleague where there is no role-related power differential. What do you notice--posture, feelings, thoughts, direction of your gaze, energy, quality of connection, how you experience your power, how is it different. (Make time for noticeings.) If you feel to, please say out loud what you are noticing.

Short de-brief.

# BOTH SIDES NOW SCRIPT

#### **Purpose:**

For participants to get a felt sense of both up-power and down-power roles and the kinds of impacts are connected with these roles.

#### **Handouts:**

Role Differences and Responsibilities Down-Power/Up-Power Dynamics

#### **Directions:**

A. Find a partner. Decide who is Client and who is Therapist. (If your group is of mixed professions or general public or youth, invite everyone to choose any up-power role they would like--for example, President, CEO, King or Queen, doctor, etc..) Assign one chair as down-power chair and one as up-power chair to keep each role associated with a chair, rather than a person.

Up-power person, now, please tell your down-power partner what your up-power role is so that they will know who they are. Up-power partners, please know that you are competent and skilled in your field or position. Notice your experience as you embody this role, and as you are sitting facing each other. Down-power partners imagine that you have a need for the services or direction and oversight provided by your up-partner. You come seeking help, supervision, job assessment, or...). Notice your experience as you take on this vulnerable role of being affected by your up-partner's opinions and decisions.

Both partners: close your eyes to further sense into your experience in this role. Staying in role, silently, mindfully notice how you experience each other: feelings, thoughts, judgments, sensations, images, body posture.

Note: You may wish to use fewer questions, but do remember to bring up these factors in discussion.

# For those in the Down-power Role, please consider these questions. Don't be concerned if you can't remember or don't respond to all the questions.

- 1) How do you experience your power?
- 2) What kind of vulnerability do you feel?
- 3) What habits do you have for calming or centering yourself?
- 4) How do you organize around this vulnerability? (tighten up, get tough, be charming, dissociate, feel young?)
- 5) What lets you know whether or not you can trust him or her and what do you look for?
- 6) How do you want your up-power partner to use their power?
- 7) What are you afraid of about how they could use their power?

#### For those in the Up-Power Role, please consider these questions:

- 1) How do you experience your power?
- 2) In what ways do you experience yourself having more power and influence?

# 9

#### **BOTH SIDES NOW SCRIPT**

- 3) What kind of vulnerability do you feel, if any, and what habits do you have for calming, and centering yourself?
- 4) How do you organize around being in a position of trust?
- 5) What kind of harm do you imagine or are you afraid you could cause?
- 6) How do you know when you have earned your down-power person's trust?
- 7) Do you notice any temptations to misuse your up-power?
- B. When you are ready, up-power partners, please stand up to exaggerate the sense of the power difference. Now open your eyes and notice what additional information you get from visual contact. Now talk with each other about your experience. (5 or so minutes, sense the time to stop.)
- C. Reverse roles; new up-power partner choose an up-power role and tell your down-partner who you are so they will know who they are. (Repeat process and pairs debrief.)
- D. Complete with group discussion and further information about the role differential. **Be sure to talk** about the 150% Principle! (HE10: p. 34-35)

Note: This is a foundational concept and exercise in RUP ethics! Make sure students understand:

- Values of the power differential (HE10: p. 26-27)
- Responsibilities of the power differential (HE10: 27-28)
- Opportunities for the care-giver (HE10: 28)
- Four most potent impacts of the power differential (HE10: p. 45). Those in the down-power role:
  - 1. Are more vulnerable and at risk of harm
  - 2. Are 100% responsible for the health of the relationship while person in the up-power role is 150% responsible.

From here you can use your choice of exercises that explore particular impacts:

Alchemy of Yes

Idealizing and Devaluing

Role-related increased desire to be liked or respected

**Dual Role Relationships** 

Handout: Things to Watch Out For in Managing Dual Role Relationships

Boundaries (see 3-ring Facilitator's Manual)

Mapping the Power Differential

Over- and Under-use of power (HE10: p. 29-30)

Expectations (HE10: p. 31)



## **ROLE DIFFERENCES AND RESPONSIBILITIES**

#### Summary of Role Differences with their Responsibilities and Liabilities

All are equal as human beings, have personal power, and deserve to be treated with dignity. Assigned roles come with increased power, influence, and responsibility. These relational impacts that accompany a power difference need to be understood and taken into account.

Person in UP-POWER role	Person in DOWN-POWER role
Is ultimately responsible for the whole or a larger part of the job/project/service. Is in service to clients/students. May take action on downpower person's behalf.	Is responsible for his/her part of the job/project/service. Receives services agreed upon.
Has increased power and influence due to their responsibility to  • hire/fire/promote and demote  • assess:     progress/results/     effectiveness/performance  • prescribe or advise on tasks  • deal with (personnel) problems  • assign tasks/set standards and expectations  • punish/reward down-power behavior  • enforce rules  • make final decisions	<ul> <li>Has decreased power and is more vulnerable to being rejected, exploited, shamed, taken advantage of, abused, oppressed, disrespected, unduly influenced, and manipulation than his/her up-power colleagues.</li> <li>May feel less powerful as a person (not just in his/her role).</li> <li>May have authority issues triggered.</li> <li>May have unrealistic expectations of the up-power person.</li> <li>May assign the up-power person either more or less power than s/he actually has.</li> <li>May transfer feelings or relationships from the past onto the up-power person.</li> </ul>
Must demonstrate trustworthiness and earn trust.	May either assume or test for trustworthiness.
Role is recognized for expertise, training, or skill. Receives higher pay and greater deference.	Receives lower pay and lesser deference than uppower colleagues.
Sets and maintains appropriate boundaries.	Obeys or challenges boundaries as circumstances dictate.
Has greater influence through his/her words and actions. His/her criticism or disrespect has strong impact.	Can be easily and strongly influenced by the words and actions of up-power persons. This influence can affect his/her dignity and self-esteem.
May have the role-related need to be liked or respected.	Has the role-related need or desire to be liked and respected.



## **ROLE DIFFERENCES AND RESPONSIBILITIES**

Person in UP-POWER role	Person in DOWN-POWER role
Is expected to provide feedback and direction.	Risks loss or humiliation by giving challenging feedback, asking for change, or being assertive.
Is 150% responsible for good relations and conditions.  Note: The 150% Principle describes the extra relationship responsibility of up-power people.	Is only 100% responsible for good working relationships and conditions and for resolving problems and conflicts.
May be easily idealized and/or devalued.	<ul> <li>May idealize, devalue, and/or have unrealistic expectations of the persons or groups in up-power roles;</li> <li>Is more likely to escalate conflict when he/she doesn't feel heard or responded to or to withdraw and internalize his/her concerns.</li> </ul>
May need to assist client/employee/family member in becoming more empowered, collaborative, respectful, engaged, inspired, confident, appreciated, and/or productive.	<ul> <li>May be disempowered or may unnecessarily disempower him-/herself and become apathetic, disrespectful, angry, unmotivated, disengaged and unproductive.</li> <li>May need to assist persons in up-power roles to use their power more wisely or skillfully by using down-power influence.</li> <li>Usually has power to leave down-power position if it is not working well and can't be changed.</li> </ul>
May have difficulty understanding the difference and switching between interpersonally focused interactions and task-focused ones but is still 150% responsible for maintaining these two aspects.	May have difficulty understanding the difference and switching between interpersonally focused interactions and task-focused ones.
May imagine or feel all-powerful.	May imagine or feel no power.
May be affected or driven by shadow aspects of power and by faulty justifications for unethical behavior.	May not know what kinds of behavior are unethical.

# UP.

## **UP-POWER/DOWN-POWER DYNAMICS**

Important quote from Robert Fuller: Somebodies and Nobodies (p 30-31) (edited by cb):

Rank is the seat of power—and abuse of rank is the root of all forms of discrimination. Rank is mutable, not fixed, so we are all victims as well as perpetrators of rankism. Ageism, sexism, racism are all abuses of rank and include self-aggrandizement and injurious or discriminatory behavior—like exploitation or oppression. People who use the power of their rank in ways that do not entail loss of dignity or opportunity by subordinates are using it skillfully and beneficently. Fish are the last to discover water. The privileged may be the last to recognize their privilege.

When someone enters a relationship with an up-power person, they immediately MAY (depending upon how aware and personally empowered they are):

- Feel personal down-power, not just role down-power
- Become more vulnerable
- Become more easily influenced
- Become more likely to idealize and/or devalue
- Become more likely to have their authority issues triggered
- Have greater need to trust
- Become more likely to feel disempowered
- Have a role-related increased desire to be liked or respected (or the opposite)
- Be more likely to escalate conflict when they don't feel heard or responded to, or to fearfully withdraw and internalize
- Find more difficulty and risk in giving negative feedback, being upset, or asking for change
- Be at risk of being exploited or oppressed
- Be subject to being hired/fired/assessed/demoted
- Become more helpless

\*Remember: Up-power person is 150% responsible for tracking, maintaining, resolving, and empowering the down-power person.

Last updated: June 2014

**Purpose:** To explore the ideal relationship between people in up- and down-power roles.

**Handout:** Mapping the Power Differential

**Talk:** (This is taken from page 136 of Living in the Power Zone.) Use or adapt.

There's magic in the relationship between leaders and followers that is dynamic as well as necessary for work to be effective and satisfying. The following story illustrates this point: Marianne felt shy about stepping up to the requirements of her new leadership position. She just wanted to be liked by her staff by being "the same as everyone else." In her first months on the job, she never criticized anyone and kept herself in the background. Soon she was shocked when her department became chaotic and the employees began slumping. Her supervisor came to her assistance: "Marianne, to be a good leader, you must own and step into the responsibilities that go with your role. You must say 'yes' to the enhanced power you have. Equally important, your employees must say 'yes' to your leadership. That means they must be willing to trust you to be fair and clear. When both you and your employees say 'yes' to your leadership, then you will be able to work together in a productive and satisfying way—but not before."

Cedar Barstow, the developer of the Right Use of Power program got her most important learning about what she calls the "alchemy of yes" for leaders from many years of working together with ten other friends presenting monthly spiritual-dance events. They were determined to explore shared leadership. After trying completely non-hierarchal leadership, they found that the events were most successful when one person functioned as what they called "the Weaver." This person was in charge. After the event, the team of ten debriefed and chose the next Weaver. This way everyone had chances to be both leader and follower. After being the leader, the ex-Weaver discovered how important being a good follower was to the success of the whole as well. As leaders, all ten learned to their amazement that when they said a full "yes" to leadership, they entered a larger "field" in which they were aware of group needs (like when to end the event, when to set clearer boundaries, when to open the space, when to speak, and when to be silent) than they had had as followers. Likewise they learned that if they gave a reluctant or perfunctory "yes" to leading, the followers wouldn't feel safe enough and couldn't fully participate.

#### **Exercise:**

So, stand up now, and count by two's. All the one's please step into the center of the circle. Now, each of you is the leader of the folks in the outside circle. Close your eyes and find inside a part of you that says NO to being the leader, or a half-hearted yes. There are many reasons people say no or not quite yes-fear of taking authority, fear of responsibilities, feeling inadequate, not being asked, burned out. Now, from this place, outside and inside people look at each other. How do you feel about being down-power to these leaders? Now, please find a place inside that says a full YES to your up-power position. People in both circles look at each other. How does this energy feel to you?

Now, those of you in the inner circle stay in your YES, and those of you in the outer circle, find inside a place that says NO or a half-hearted no to these leaders. There are many reasons for a NO--misunderstanding of down-power role, long time authority issues, past trauma from misuses of power,



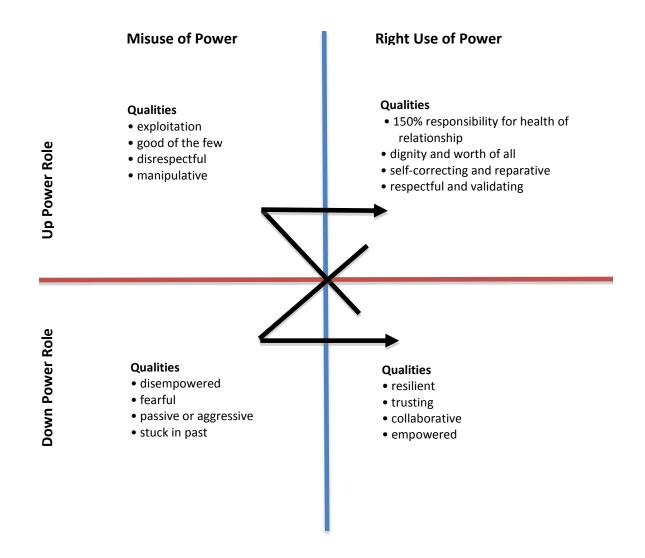
laziness, lack of confidence, low self-esteem. Now both circles look at each other. How does it feel to try to lead these people? How does it feel to have these leaders? Now, outer circle, find your YES to being in a down-power role. Both circles please notice your experience.

Second Round – In pairs. See what is holding you back (either role).

Debrief and then talk about the Mapping the Power Differential handout. Mention the idea of "down-power influence" in helping to move things toward a more healthy and effective working atmosphere.

You will return to this handout in talking about working with superiors who are misusing their power.

### **MAPPING THE POWER DIFFERENTIAL**



Last updated: July 2015

# 9

### **POWER WITH HEART – PUSH HANDS SCRIPT**

#### **Purpose:**

- To experientially demonstrate that power can and must be linked with heart for living in the power zone and right use of power.
- To bring in some playful interpersonal engagement.
- To open discussion about the misuses and abuses of power that result from behavior at either extreme--power just as strength or power just as compassion.

#### **Directions:**

Please stand and find a partner. Facing your partner, put your hands together, like this. If you are not comfortable with this kind of touch, you can hold your hands close but not touching and it will work fine.

Now, push your hands together using your power as strength. Let this be playful, like in a sport game. You're not trying to push the other person to the floor. Here's a little demonstration. Ring bell. Notice the energy in the room. Talk a bit with your partner about your experience.

Now, push your hands together accessing and using your power as compassion, or heart. Take a minute to find your compassion before you begin. Here's a little demonstration.

<u>Ring bell</u>. Notice the energy in the room. Talk a bit with your partner about your experience.

Now, here's the last instruction. Now, push your hands together accessing and using your power BOTH as compassion and as strength. (No demonstration this time.)
Ring bell. Talk a bit with your partner about your experience.

#### Debrief.

During de-brief make sure people understand that: "Usually we feel like we need to choose between power and heart or strength and compassion. Actually, power, as the ability to have an affect or to have influence, has two vital aspects: strength and compassion. For living in the power zone and right use of our power, we need both. We might be using different percentages of each in different situations, but both must be linked with each other."

#### **Optional Additional Exercise:**

In every relationship, we get to negotiate how we use our strength and compassion and our directiveness and receptiveness. Find another partner. Pick one of you to be up-power and one to be down-power. Now, push your hands to explore and negotiate what's needed in this particular relationship. Up-power person, you are 150% responsible for the effectiveness and satisfaction of the relationship.

Give plenty of time for this exploration--longer than the previous one. Ring bell. Talk with your partner about your experience with each other. What did you learn about each other?



## **POWER WITH HEART – PUSH HANDS SCRIPT**

Now, people who have been up-power, raise your hands. Down-power people find another partner who has their hand raised. Switch roles so you are now in a different role with your new partner. Push hands again exploring the balance of power and heart with this new partner and new role.

<u>Ring bell</u>. Talk with your partner about your experience with each other. What did you learn about each other? How was it different than with your previous partner.

Debrief

#### **Purpose:**

- To visually, spatially & experientially illustrate the healthy range of appropriate responses in each parameter.
- To encourage people to experiment with stretching their range a bit.
- To show and describe that misuses and abuses of power happen at both extremes.
- To assist students in understanding more about their habits/tendencies in using their personal & role powers.
- To demonstrate healthy individual differences in each parameter.
- To show that power is not a monolithic force, but has many aspects, all of which are useful and important.

**Handout:** The Power Zone

#### **Exercise Possibilities:**

Use one or all. Put signs on the opposite walls, or just speak the opposites of each parameter. (This is the essence of the instructions. Play with it. Add, subtract, try things out.)

1. Please stand up and make space in the center (or at the back or side) to move around. Power is not a monolithic force. It actually has many aspects. We call these the power parameters. We are going to explore a few of them. Imagine a big line, or continuum, that runs from one wall to the other. On one extreme (literally at the wall) is extreme directiveness. At the other extreme is extreme responsiveness. Now please place yourself where you feel most comfortable on this continuum line. Now, I know you'll say, "but my spot is different in different circumstances." Of course it is, and that's a good sign--you are already good at being flexible. But for purposes of this exercise, place yourself where you are most often most comfortable.

Now, let's look at the range for this group. ... I will walk around making a circle of the range of potentially healthy and appropriate responses. This is what we call the power zone. (Walk around including most people.) Now if you are at one of the extremes, you will want to be connected to your heart and tracking your impact with a lot of care. (Usually there is no-one at an extreme.) Now, what happens at the extremes? What happens when someone is all directive and never responsive? Elicit examples. What happens when someone is all responsive and never directive?

Now, please try literally moving a bit toward the opposite direction. What do you notice? What positive becomes possible? Is it uncomfortable for you? In what way? Take a few minutes to talk to one or two people near you. Elicit responses.

Continue in the same way with a few others. Usually a group will stay interested for 3 or maybe 4 parameters.

- 2. Give the students the handout and ask them to fill it out and share their responses with one or two others.
- 3. For the introvert/extrovert parameter, talk a bit about the value of introversion, noting that extroversion is the Western cultural ideal for being a good and productive person, even though both are valuable and culturally needed.
- 4. Suggest exploring where you are on the continuum in various situations: up-power and down-power roles, with family, colleagues, partners, children.

#### THE POWER ZONE

Here are a few experiments for stretching what's comfortable for you as you practice living in the Power Zone. The healthy range is indicated by the heart image. The healthy zone for each parameter is as wide as the widest part of the heart. Power without some heart and heart without some strength will take you out of the zone on any parameter.

First, using a colored marker put a dot on each continuum to indicate the place where you tend to be. This would be your most natural, habitual, and comfortable place--or your default spot.

Then, using different colors, compare this spot to other contexts, like where would you place yourself in intimate relationships, at work, or when you were a child. Add other contexts of your own. What do you discover about yourself? Next, imagine yourself at each extreme and observe how abuses of power happen there. At the extremes, we lose heart, and thus our care and connection with each other. Notice how much more range you have now than when you were a child. What positive things become possible when you expand your range a bit with any parameter? Try this learning game in a room with some friends. Set up each continuum going from one wall to another. Place yourselves physically along the continuum. Then walk to a less comfortable location. After, discuss the experience among yourselves.

#### THE ZONE

directive	 responsive
firmly boundaried task focused persistent	flexibly boundaried relationship focused letting go
truth focused	 harmony focused
strength centered	 heart centered
over- powering	 under- powering
extroverted	introverted

misuses of power at extremes



#### How Else Could It Be?

**Purpose:** To reframe conflict as an opportunity, understand personal habits about conflict, and to practice resolving and repairing.

**Handout:** Resolving Difficulties

Note: This exercise series has many parts and can be done in a variety of ways.

- A. CONFLICT LINKED WITH PAIN. Give a short talk about how most of us connect conflict with loss, pain, fear or trauma. Refer to the Remember a Time exercise and the question about what happened to the relationship. Offer a positive idea of conflict or difficulty as an opening for resolution, relationship repair, increased trust, deepening, and/or conscious letting go of the relationship. Invite people to use their hands (fingers entwined) to demonstrate how much they have linked conflict with pain. Then invite them to consciously disengage their linked hands from each other as a physical symbol of disconnecting from the automatic association of conflict with pain.
- B. CONFLICT AVOIDING STRATEGIES. Next generate a list of conflict avoiding or conflict managing habits. Most of us have our familiar, automatic patterns. Remind people that these habits are actually designed to protect you from more pain or loss.

  Some of these include:

over analyze
blame the other
ignore the conflict
take all the blame
over-apologize
disconnect through shame
challenge the other
minimize the problem
exaggerate the problem
shut down and withdraw
make a joke
defend your goodness or rightness

C. CONFLICT AVOIDING PRACTICE: Do a little dramatic playing around with all participants simultaneously trying on different strategies of dealing with conflict so people have practice being deliberate about trying out things that don't work. This can actually be freeing. "Please stand up and find a partner. Now choose a dysfunctional conflict-avoiding habit that you have or you'd like to try out. With no specific issue, just act out a conflict-avoiding strategy--both partners at the same. I'll ring the bell when it's time to stop." (Do a little demonstration of this.) Do several--2 maybe 3--rounds of this with different partners. This is an energy-raiser and very quickly clear to people how frustrating and painful these habits are. And, how familiar!



#### **RESOLVING DIFFICULTIES SCRIPT**

- D. ENGAGING CURIOSITY: "Please find a partner. Stand facing each other and imagine that there is a big conflict between you. Notice your experience. Now turn around so your backs are to each other, and change just one thing. Engage your curiosity. Notice what curiosity is like for you. When you are feeling curiosity, turn back to face your partner and notice what it is like now."
- E. TRACKING FOR DIFFICULTIES: Please line up in two lines facing each other. Will those in the line on my right please close your eyes. Now would those of you in the other line, please imagine that you feel hurt, scared, or angry with the person opposite you who is in an up-power role. People with your eyes closed, now, when you are ready, open your eyes and notice what signs your partner is giving that they are upset. Look at the whole line of people to get a sense of the variety of signals or indicators. Let's hear what you are noticing....Now we'll switch roles. Will those in the line on my left please close your eyes. Now would those of you in the other line, please imagine that you feel hurt, scared, or angry with the person opposite you who is in an up-power role. People with your eyes closed, now, when you are ready, open your eyes and notice what signs your partner is giving that they are upset. Look at the whole line of people to get a sense of the variety of signals or indicators. Let's hear what you are noticing.... As you may have noticed, there are several kinds of indicators: direct, indirect, and ones that you feel inside yourself as the receiver of the signals.
- F. RESOLVING AND REPAIRING: Think back to the Remember a Time exercise. What did you need from the one who hurt you that you didn't get? What do you know you need when you are hurt or feel misunderstood. Generate a short list. Give a short talk reminding people that simply because we are in relationships, and all relationships are complex, people will feel hurt (even if it is just because impact is different from intention or because of cultural differences, or the power differential.) We also will make mistakes. So the most important thing is to intend to do no harm, but to track for misunderstanding or harm and attend to resolution and repair. Also mention that studies show that people, if they are responded to in certain ways that you will talk about later, will be far less likely to file a grievance or law suit and will have increased trust and satisfaction when a problem has been successfully resolved. Also that studies show that people in general and specifically in power differential situations, have increased satisfaction in down-power roles when they have successfully worked through a difficulty with a superior. In fact, they have more satisfaction and trust than when the relationship didn't have any difficulties.
- G. WHAT PEOPLE NEED: Give students the handout and/or write the list on the white board. "People need one or all of these, actually quite simple, things."

#### **Resolving Difficulties**

What people need for resolving difficulties (any or all of these)

- 1. **ACKNOWLEDGEMENT:** They want their experience acknowledged, understood, validated, and empathized. They want to be appreciated for their courage.
- 2. **UNDERSTANDING:** They want to know what happened, or what your intention was.
- REGRET: They want a genuine apology, or an authentic expression of your sorrow or regret.
- 4. **LEARNING:** They want reassurance that you've learned or understood something about yourself or how to better care for them. (This one was a surprise to me. People are extremely generous when they feel that their pain has served some good or some learning that will prevent future problems.)
- 5. **REPAIR:** They want to reconnect and participate in repair of the relationship or in gaining clarity and letting go. (This one was also a surprise. It is a rare and amazing thing to hear that the person you are in conflict with actually wants to repair and be re-connected. Often just asking that question is repair.)
- H. PRACTICING: "Find a partner and sit facing this person. Choose one of you to be up-power and one to be down-power. Up-power person, now, please tell your partner what kind of up-power role you have. This can be a real role or a made up one, for example, doctor, CEO, supervisor, therapist. Down-power person, please demonstrate non-verbally that you are upset about something in the relationship. Up-power person notice the indicators of upset and then try using the list of things that most people need to get to resolution and relationship repair. (Down-power people, don't be impossible.) You will have 7 minutes to see how far you get. I'll ring the bell. (After 7 minutes.) Now let's see how far you got? (Most people will have gotten to resolution and repair and almost all will at least have gotten re-connected.) That was just 7 minutes, and look how far you got. Usually, we imagine that conflict is going to take hours or days, but this was just 7 minutes. Now down-power people please let your partner know what that they said or did was most helpful.

Shift roles and repeat. Then group debrief, focusing on fine-tuning their resolving and repairing responses.

Note: This can be linked with the Resolving Difficulties using Down-power Leadership.

# RESOLVING DIFFICULTIES

The following is a list of responses that are helpful to people in resolving difficulties, conflict and misunderstandings. Any or all of these can be utilized in any order.

#### **ACKNOWLEDGEMENT**

They want their experience acknowledged, understood, validated, and empathized. They want to be appreciated for their courage.

#### **UNDERSTANDING**

They want to know what happened and/or what your intention was.

#### **REGRET**

They want a genuine apology, or an authentic expression of your sorrow or regret.

Three step apology--1. This is what I regret....

- 2. This is what I am doing to make sure it doesn't happen again....
  - 3. Is there anything you need from me right now about this?....

from Magi Cooper

Last updated: June 2014

#### **LEARNING**

They want reassurance that you've learned or understood something about yourself or how to better care for them.

#### **REPAIR**

They want to reconnect and participate in repair of the relationship or in gaining clarity and letting go.



#### **DOWN-POWER TO UP-POWER SCRIPT**

#### **Purpose:**

- To present the concept that down-power roles are not no-power roles
- To show that down-power leadership actually requires more skill because it carries more risk
- To offer many ideas as a way to open the jump-start creative and strategic thinking.
- To provide actual practice and receive feedback about what was effective.
- To open the doorway to good discussion.

**Handout:** Down-Power Strategies

This practice exercise should be preceded by the Resolving Difficulties (Up-power to Down-power) although it doesn't have to come immediately after.

#### **Directions:**

Open with some comments about how it is more difficult to address issues with Up-power people who are misusing their role power because of all the impacts and risks that accompany down-power roles. Refer to the handout: *Mapping the Power Differential*. In this exercise you (in the bottom right quadrant) are helping to move people from the top left quadrant over to the top right quadrant. This work takes more courage, more sensitivity, and more skill. It also may take more attempts, more creativity, more patience, and more time. Working these quadrants also offers opportunities to decide which issues to take on and which not to address; and when to persist and when to let go. This is often food for personal growth, developing wisdom, soul work, and taking lemons and making them into lemonade.

- 1. Begin by doing an "out-loud group read" (each one reads one) of the entire list of tips. The helps people get ideas in mind for use in their practice time. Note: If you run out of time, you can use this as the whole exercise.
- 1. Please find a partner. Agree who will be up-power and who will be down-power. Down-power person, please think of an up-power role that you would like your partner to play. This could be a real relationship or a made-up one. For example: "You are the CEO of my company; you are my Supervisor at work; you are my doctor." Tell your partner who they are.
- 2. Take a minute in silence to settle into your role, whether up-power or down-power. Now, down-power people, please do your best to try to resolve the issue you are bringing to your up-power partner. Up-power people, please don't be impossible! You will have seven minutes before I ring the bell.
- 3. Ring bell after 7 minutes, exactly. *Please stop wherever you are. How far did you get toward resolution? Up-power person, now please give your partner feedback about what they did or said that was helpful.*
- 4. Optional: Elicit information on what was most helpful, and have some discussion.

#### STRATEGIES FOR HANDLING DIFFICULT SITUATIONS WITH A SUPERIOR:

#### Down-Power Strategies for Working with People in Up-Power Roles

- 1. Offer authentic appreciations.
- 2. Link a complaint with a request for change and name how this change will help you, the organization and/or the problem.
- 3. Ask for a good time to talk.
- 4. Avoid taking something on alone when there is significant risk—join with others.
- 5. Be specific and describe the (negative) impact of the superior's behavior on you or on the system.
- 6. Use simplicity, consistency, persistency.
- 7. Name possible solutions and be willing to be part of the solution.
- 8. Be clear about what outcome you want, and then don't be attached to this particular outcome.
- 9. Try not to put the superior on the spot.
- 10. Try to understand even if you don't agree.
- 11. Focus more on how you want things to be in the future and less on the past.
- 12. Identify possible differences in leadership or communication style that may be interfering.
- 13. Find out where you have leverage that you could use.
- 14. Stand in your strength and stay in your heart.
- 15. Ask your superior for feedback and respond to it.
- 16. When you CAN'T do what you want to do, identify what you CAN do.
- 17. Change a gripe into a curiosity about what could be possible.
- 18. Ask for a response by saying something like, "I need to know that you've heard me."
- 19. Learn when to persist and when to let go.
- 20. Try to see the largest possible perspective on the situation.
- 21. Enlist your superior in advocating for something or someone.
- 22. Plant seeds of change and then water them.
- 23. Be clear and direct, calm and authentic.
- 24. Focus on goodness and rightness and connect with the higher purpose
- 25. Understand when you are triggered and wait for a time when you are calmer.
- 26. "If you want a kitten, start by asking for a horse."
- 27. Look for a WIN/WIN.

Last updated: June 2014

## **Purpose:**

- To reframe and expand the concept of feedback toward being an investment in relationship.
- To give participants experience with giving, receiving, asking for, and using feedback.

**Handout:** Investing in Relationship

**Timing:** Partway into the program so that there's some safety with each other, but not at the end, because it is so engaging and takes people to a deeper level and you want more time in the program to build on this depth.

**Talk:** See Feedback chapters (PE: p. 195; PZ: p. 76-81; PE10: p. 241). Emphasize feedback as an investment in relationship, four aspects of feedback, and taking charge of how one gives and receives feedback to not be assaulted or victimized by it.

**Exercise:** So, let's get some practice with feedback as an investment in relationship. Please turn to someone close to you. Now I'm going to give you a question to ask your partner and for your partner to ask you. You may be able to repeat this question back and forth several times because each time you are asked, you will give a short answer, something that just comes to mind without efforting. This gives you practice in asking for feedback. Here's the question:

"Please tell me an effect I have on you."

"Please tell me an effect I have on you."

(After a couple of minutes, ring the bell.) So, now check with your partner. What has happened out of this investment in relationship? (Inevitably people respond that the relationship got closer, deeper, stronger, more interesting. . . .)

Okay, get up an find another partner. Here's the next aspect--giving feedback. This time it is a statement to complete back and forth several times--until you hear the bell.

"Something	I notice about '	your use of	power is	S	.''
"Something	I notice about	your use of	power is	S .	."

(After a couple of minutes, ring the bell.) What has happened out of this investment in relationship?

Next is practice in giving feedback that might be challenging to hear. Find a third partner. Imagine that you have been given a task to do together with this person and you have not worked together before. You may be surprised at how much you know or intuit about this person based on just having met them. We are constantly picking up much more than we consciously know.

"Something that might be challenging for me in my relationship with you is	·'
"Something that might be challenging for me in my relationship with you is	. '

(After a couple of minutes, ring the bell.) So, now talk with your partner. How did that go? What has happened out of this investment in relationship? This inquiry is one you might want to use with people



you are working with for the first time. It opens the door to talking honestly about difficulties or challenges that may arise. To use with someone you are already working with, try door opening by saying, "Something that is challenging for me in my relationship with you is"
Find a new partner. You're getting to connect with lots of people in this exercise. This is a way of generously and graciously sharing something that might be at your partner's growing edge. Here's the statement:
"Something I wish for you in your use of power is"
"Something I wish for you in your use of power is"  "Something I wish for you in your use of power is"
(After a couple of minutes, ring the bell.) So, now talk with your partner. Were you surprised? Did they see something insightful?
Now here's the last one. New partner. This one is about the aspect of using feedback.
"Something I want for myself in my use of my power is"
"Something I want for myself in my use of my power is"
Share with your partner for a few minutes until you hear the bell.
Note: Another option in this exercise is to change partners less frequently, giving each pair more time together – or letting students choose if they want to change partners.

## INVESTING IN RELATIONSHIP

Communications about how you are affecting others or how they are affecting you are investments in the relationship in real time. These communications (often called feedback) can be more user-friendly when we separate them into four distinct activities.

<u>Asking for Feedback</u> In asking for feedback you can take charge of the when, how, and what. That way you'll be more likely to use it. Asking can also open the door to a deeper level of relationship.

- Be pro-active and if necessary ask often.
- Be specific. For example, "I'm curious about how you experience my \_\_\_\_\_ [Name the behavior.]"
- Tell the other person just how you'd like to receive the feedback—timing, pacing, balance of positive and negative observations, how much, etc.
- If it's an issue of particular concern, get feedback from multiple sources.

<u>Giving Feedback</u> Remember that here you want to stay in relationship. So be sure to offer the feedback in the way it can be best received.

- Ask first if the individual is willing to receive feedback and if now or another time is appropriate.
- Be compassionate, authentic, and courageous.
- Be concrete by using examples from the present or recent past.
- Suggest a specific behavioral change for the individual to try.

**Receiving Feedback** Here again you can usually determine how and when you get feedback.

- Suggest the parameters for timing, pacing, how much, and what kind.
- Be receptive, not defensive.
- Ask for clarification and examples as necessary.
- Respond in a way that encourages future communication.

<u>Using Feedback</u> Just because someone gives you feedback doesn't mean that it's necessarily true or that you are required to do a personality makeover.

- If the feedback is new to you, check with several others to see if they agree with the feedback received.
- Remember that feedback is as much about the giver as you. Examine it critically before applying
  it.
- Experiment with applying a particular piece of feedback. Let's say the advice is to speak up more, try that behavior out and see how it works.
- Be appreciative by letting the giver know you are experimenting with some of his/her suggestions.

We consider learning to give, receive, and apply feedback the most important skill for using power with strength and heart. It will help you keep relationships current, open, and authentic; learn more about yourself and your impact; prevent problems and help you handle them; clarify issues; and deepen relationships.

Last updated: June 2014



## **Purpose:**

To assist participants in understanding the ethical importance of self-care. Self-care is not just a selfish luxury! Also to present the idea that self-care is a broader concept than just getting enough rest.

Handout: Self-Care

#### **Exercise:**

Here's a chart that you can use to get a sense for the places you are doing well and the places you want to improve in your self-care. Use the chart to make a picture of yourself. Get together in groups of three to look at your self-portraits. Appreciate the ways in which you are doing well. Choose one or two to improve on. Date the picture and take a look in a month or two and see how it has changed.

Debrief a bit.



Balance				
1. Maintaining an appropriate work-load	1←	→ 10		
2. Creating diversity of expressive,	1			
recreational, and spiritual activities		→ 10		
3. Developing the ability to both savor and	1 .	→ 10		
serve	±◀			
4. Setting a high priority on self-care	1←	→ 10		
5. Attending to your inner balance	1←	→ 10		
Rest				
6. Getting enough rest and retreat time	1←	→ 10		
7. Planning ahead for times of renewal		<b>1</b> 0		
8. Allowing for goof off time	1	<b>1</b> 0		
9. Getting adequate physical exercise	1.	<b>→</b> 10		
10. Being kind and compassionate toward	1 ←	<b>→</b> 10		
yourself.		-10		
Satisfaction				
11. Approaching clients with an attitude of				
curiosity—savoring and being nourished by	1	→10		
their essential qualities				
12 Appreciating the value and importance of	1 ←	<b>→</b> 10		
your professional offerings				
13. Finding novelty in daily routine and resting in the ease of familiar skillfulness	1	→10		
14. Feeling a sense of inner satisfaction and				
pleasure in your work	1◀	<b>→</b> 10		
15. Staying in touch with your desire and				
vision for service.	1 ←	→10		
Support				
16. Using supervision and personal support	14	→10		
17. Keeping appropriate records, disclosure	1 ←	→ 10		
forms, and malpractice insurance		. 10		
18. Knowing, accepting, and accommodating	1←	→10		
for your limitations				
19. Seeking and using feedback	1-	→ 10		
20. Accessing continuing education that is	1	10		
inspiring, informative, and stimulating				

**Purpose:** To inform participants about the basic attributes and effects of shame and teach how to deactivate shame.

**Handout:** *Shame* 

**Talk:** (See PE10 Pp. 115-127, 147) Provide introductory basics.

#### **Exercise:**

A. This is a difficult energy and feeling to explore, but it is very important information to have a felt sense for. You will be accessing for a few moments, an experience (not too overwhelming a one) of shame. If you think this will be too triggering for you, please just witness. You will learn some helpful things without participating in this part. Please take three breaths, get comfortable, close your eyes and turn your awareness inside. Now, please ask your subconscious to offer you a memory (let it not be an overwhelming memory) of a time when you felt shame. Let this experience be there in you to give you some information. Don't stay long. Then come back out.

What was your experience? We want to bring this information out, because shame is supposed to be a secret and by bringing our experience out into the light of day here, we can understand that we all know shame and we all know it is pretty similar ways. The most significant attributes of shame are: disconnection from relatedness; loss of familiar resources, like communication skills, self-esteem, and empathy; and inability to reality check. It may be very relieving to know that these things automatically accompany shame for everyone.

B. Now, shame is traumatic and generally takes people to what we call the shame dungeon. In the shame dungeon, we tend to freeze. You'll be glad to know that it is possible to de-activate shame. Let's try it. So, stand up and without activating shame, let's together try these simple things: start rotating your head, now moving your arms and legs, now stretching, now breathing deeply, now moving your facial muscles and making sounds, now humming. Got it? Great. Now let's practice again so you have these simple things in your body and not just in your head. Good.

#### This next part could be done either of two ways:

1) We'll do a demonstration of this next process. (Ask for a volunteer and do a demonstration) I'm going to puposely remember a time when I felt shame. Then I am going to de-activate shame by doing the things we just practiced. I will speak what I am experiencing. Your job is to access your own compassion and non-judgmentalness and be ready to simply receive me with loving presence when I finally am able to open my eyes and have eye contact with you. Okay? (Do the above, describing your process.) Now find a partner and face each other. One of you will be the experiencer and the other the greeter. You will each have a turn to do each role. I will be available for support and help if you get stuck. Just raise your hand or come get me. When you experiencers get back into eye contact, you might notice that there's something else you would like--like a hug, or a hand on your shoulder, or some particular words. If so, ask for this from your partner.

# SHAME SCRIPT

Change roles and repeat the process. Debrief how it went and what was learned.

2) This version comes from Peg Syverson and is less emotionally challenging and better for larger groups.

We're going to do something in pairs that will demonstrate the impact of eye contact. Please find a partner and stand facing your partner. You will each have a turn to be the experiencer. Experiencers, please think of a sentence or phrase that would be shaming to you, like "How could you have?" or "How shameful." or "Shame on you." or ? Please tell this phrase to your partner. Partners (of course you don't believe this) say this phrase to your experiencer. Experiencer let your body naturally respond to hearing this--like turning away, looking down, closing in, getting smaller. . . . Now, experiencers, let that response go and this time, when your partner says the same phrase with the same tone of voice, you will simply maintain eye contact. See how your experience is different. Talk with your partner. Switch roles and do the same process.

Debrief pointing out the importance of eye contact in recovering from shame.

## Shame-event Dungeon

to de-activate shame of the one harmed

(time)

to de-activate shame of the one causing harm

What's needed:

 Simple body movements arms and legs, adtivating senses humming, speaking, touch, eye contact

- Connection with a compassionate, non-judgmental listener
  - Reality check



- Safe place to express anger, blame, resentment, betrayal
- Opportunity to grieve and heal
  - Restored self-respect and empowerment
- Regained ability to be connected
  - Reparation, apology, to forgive
    - To let go and move on

- Safe place to express remorse, guilt, regret, sorrow
- Opportunity to successfully deal with underlying issues.
- · Restored self-respect and self-worth
- Regained ability to be connected
- Opportunity to self-correct and offer reparation, to be forgiven
- To heal, grow, and move on

**Re-connection** with Self, others, and reality



## POWER STYLES/LEADERSHIP STYLES SCRIPT

## **Purpose:**

- To help participants expand and reframe their ideas of leadership as "charismatic leadership" to one with a broad range of styles which are of equal value.
- To help participants understand more about themselves and their power style.
- To illustrate that while we all have our most comfortable styles, the most skillful and effective leadership comes from people who develop facility with all styles.

Handout: Power/Leadership Styles

**Room preparation:** You may want to put up the Four Dimensions posters.

**Exercise:** Contrary to popular opinion, there are many power or leadership styles. Our most common (at least in the west) understanding of leadership is what we often call charismatic leadership. Here we will explore four different styles.

Look at each direction and talk about each style. Here is the description of each (from pages 133-135 of Living in the Power Zone). Point out the positives and also the downside of each. And get the group to name a few examples.

## 1. Leading from Information

This type is the leader as teacher—the teacher-in-chief, so to speak. This leader's focus is on presenting understandable information, citing theory, attending to details, being clear about boundaries, aiming for accuracy, and creating safety and trust with his/her followers through clarity. This kind of leader plans well in order to be prepared when interacting with his or her followers, team, or students. He or she tracks carefully to make sure the employees, troops, students, or clients understand the information being presented. This checking is often undertaken through frequent questions, requests for examples or applications, or—in the case of classrooms—quizzes and tests.

The downside of Informational Leadership is that it can be dry as well as out of touch with the feelings and lives of students or employees. It can also come across as all head and no heart. Scientists like Albert Einstein and Niels Bohr are other examples of informational leaders as well as the physicist chancellor of Germany, Dr. Angela Merkel.

## 2. Leading from Self

This type is the Charismatic Leader. The focus here is on being centered, lively, and engaging; using one's personality to draw people in; sharing stories, insights, and jokes; being warm and congenial; encouraging risk-taking and self-reflection; and creating safety through their strength and persuasiveness. These leaders track how well their team, troops, or students are embodying what is being presented and how personally engaged with it they are. The downside of charismatic leadership can be egotism, lack of collaboration, and unresponsiveness to constructive feedback, which such leaders tend to take as personal criticism. Since this type corresponds in the popular imagination with leadership per se, there are many well-known examples. Among them are Bill Clinton, Billy Graham, Martin Luther King, and Archbishop Desmond Tutu.

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## POWER STYLES/LEADERSHIP STYLES SCRIPT

## 3. Leading from Connectedness

We might call this type the Relational Leader. The focus for these individuals is on being in right relationship with their followers, making and sustaining healthy connections, encouraging active participation, resolving difficulties in the moment, and creating safety through an emotionally interactive environment. Tracking here consists of assessing from time to time how well the employees, team members, troops, or students are relating to both the leader and each other. The downside of this leadership style is that practitioners may get so involved in relationship dynamics (what we call the *how*) that they don't complete tasks (the *what*). Moreover, just because these leaders are more interested in the functioning of the team than their own role, we tend not to hear about them. Still, here are a few exemplars. Jim Sinegal, the co-founder and CEO of Costco, who is known for his modesty, participatory sense, and desire to treat all his employees, customers, and the larger community well would be one. The late Mr. Rogers of Children's Television fame is another possibility.

#### 4. Leading from the Whole

This type is the Visionary Leader. The focus here is on helping followers see and understand the full context of things, being flexible and spontaneous because everything relates to everything else, attending to flow and pacing, and creating understanding and a sense of safety through integrating information into a unifying theory or myth. The downside of this type of leader is the tendency to get too far ahead of his/her followers, become too theoretical, abandon practicality, and lose the attention and commitment of those following. Examples of this type of leadership are Mahatma Gandhi, Jean Houston, former U.S. Vice President Al Gore, and the late Steve Jobs.

Now, which one seems most familiar or easiest for you? Please go to the place where the sign for this style is. Please talk with those who are there about how your skill and natural comfort with this style helps you as a leader. You may have trouble choosing between two. If you do, go to the spot between the two and then choose one or the other to go to for discussion.

Now, look and see which one you most want and need more skill and facility in. Go to that place and talk with the folks there about how having more of this style would make your leadership better. How can you develop more of this style? Know that you can also pro-actively team up with people who have this skill. If your leadership style is Information, and you need to make a presentation to a group, you might want to team up with someone who leads from Self to help you with the actual presentation.

Option 1: We can explore this some more by moving around through your life. Notice your growth in leadership over time. Go to the style you were born into, that is native to you? What style did you find the need to learn next? And next? What style is your Mother? Your Father? Your partner or best friend?

Option 2: Learn from those who really "get it" by getting a report from each group:

- What does it look like when it's lacking?
- Which were you most hurt by?
- Give examples of what helps cultivate that style
- Most effective styles in different roles emphasize qualities and balance

## Leading from information

**Brilliance:** projecting the power of ideas and organization. Is well-organized, clear and-detail-oriented; is well-prepared and presents well; responds concisely to questions; is intellectually inspiring and engaging; assesses people and progress by details, clarity, and understanding; and provides for safety and trust through good boundaries and clarity.

**Examples:** Niels Bohr, Albert Einstein, Stephen Hawking, Angela Merkel, Robert McNamara, Ken Wilber, Steven Covey

Wilber quadrant: It (outside the individual)

Up-power role challenge: unprepared to hold increased power

**Shadow:** Can be dry and overwhelm with information and details; can be out of touch with feelings and impatient with the maintenance aspect of leadership; can use information to mislead or manipulate.

**Direction: East** 

## Leading from Self

**Brilliance:** projecting the power of presence and vitality. Is lively and engaging; uses his or her personality to draw people in; is warm and genial; shares personal stories, jokes, insights; is charismatic, charming, magnetic and dynamic; tracks for and assesses aliveness and commitment; inspires trust and safety through strength and persuasiveness.

Examples: Archbishop Desmond Tutu, Billy Graham, Bill Clinton, Tony Robbins

Wilber quadrant: I (inside the individual)

Up-power role challenge: ego over-identification with increased power

**Shadow:** Can get caught up in their ego and over-identify with their up-power role; can prioritize their own needs and desires; can have great difficulty receiving constructive feedback, giving credit to others and being in a down-power position to anyone else.

**Direction: South** 



## Leading from Connectedness

#### Brilliance: projecting the power of support and connectedness.

Is relationally skilled and good at communication; is appreciative, warm, inclusive, interactive and receptive; understands systems; encourages active participation; cares about justice and fairness; tracks and assesses for healthy, sustaining connections; creates trust and safety through interpersonal interactions.

**Examples:** Mr. Rogers, Hillary Clinton, Jim Sinegal (CEO of Costco), Dalai Lama, Margaret Mead, Mother Theresa

**Wilber quadrant**: We (the inside of the collective)

*Up-power role challenge*: reluctance to own increased power and responsibility

**Shadow:** Can get so lost in relationship dynamics and loyalties that the task takes a back seat; can under-use or abandon up-power role; can lose direction; can create chaos and confusion

**Direction: West** 

## Leading from Vision

#### Brilliance: projecting the power of the possible and the whole.

Sees larger perspectives; is integrative, creative, idealistic and inspiring; is flexible and spontaneous; is an out-of-the-box visionary. Tracks and assesses for commitment to the cause and creates trust and safety through the goodness of the vision.

Examples: Mahatma Gandhi, Jean Houston, Al Gore, Steve Jobs, Martin Luther King

**Wilber quadrant**: Its (the outside of the collective)

*Up-power role challenge*: disassociation from impact

**Shadow:** Can become lost in their vision and not be able to see for themselves or help their followers do the practical tasks of getting to the vision; can get ungrounded and lose connection; can lose momentum and support by promising more than is reasonable and moving too far ahead of their followers.

**Direction: North** 



## YES AND NO GAME (BOUNDARIES) SCRIPT

## **Purpose:**

- To explore the boundaries of saying yes's and no's.
- To practice saying no and staying connected.
- To have a movement break.

**Timing:** When you need a movement break.

SEE ALSO: other exercises and material in the section on Boundaries in the Facilitator's manual, and the chapter on Boundaries in PE10 Pp. 173-178.

#### **Exercise:**

Let's do a little movement break. Please stand in a circle. Yes's and no's are boundaries, but some of us have a harder time saying no and some a harder time saying yes. Which do you have a harder time with?

- A. So start by all of us at once saying no in as many ways as we can. Feel the no possibilities in your mouth. Let's now all of us at once say yes in as many ways as we can. Feel the yes possibilities in your mouth.
- B. Now one at time we're going to think of some kind of movement we'd really like to do. When you see each movement, decide whether you feel like joining in and doing it too or whether you would rather not. If you want to, do the movement. If you don't, find a way to say no and still stay connected. Saying no often feels like it is going to be a loss or a rejection, but it doesn't have to be. After your turn, name someone else to take a turn.



## **OLD STORY/NEW STORY SCRIPT**

## Purpose:

To help participants shift from a disempowering belief and reaction to a more empowering belief and response.

- Note that this is a shift from reacting to responding.
- Note that this exercise should only be used with a group that has a capacity for emotional processing.
- Make sure participants are coming up with "what they tell themselves about themselves" (not what they tell themselves about the other or the situation).

Handout: Old Story/New Story

#### **Directions:**

Do a demonstration of the process so that people see/feel how it works. It has many steps. They will need the handouts to be able to work the whole process. Be available to help out.

- 1. Find a partner: One is the Explorer and one is the Helper. **Explorer finds a simple sentence or a gesture** that has come from another person in the past that was disempowering. (For example: A gesture of disrespect, or words like, "You just don't get it, do you..." Or explorer could think about what their most-feared feedback would be, like: "You are a poor teacher". Or identify something from the outside that would trigger you to disempower yourself, for example, someone pointing a finger and laughing at you.) **Explorer teaches partner how to match this gesture or these words** as precisely as possible.
- 2. Helper, understanding that they are serving the learning of the explorer and NOT speaking or gesturing something that they believe to be true, learns the sentence or gesture, to the satisfaction of the Explorer. Helper, asking the Explorer to let them know when they are ready, does the trigger gesture or sentence.
- 3. **Explorer notices and reports what it is like in their body**/mind/spirit when they experience this trigger. Explorer also notices what they typically DO when triggered.
- 4. **Explorer finds and reports the story they tell themselves about themselves** (not about the other or the situation) when they experience the trigger. (For example, a belief like: "I am unworthy...., or unloveable....., or not good enough.") This is the **Old Story**, or the belief that causes them unnecessary suffering.
- 5. **Explorer finds and reports the New Story** (new belief about themselves) that they would like to grow into. (For example: I am worthy, even though sometimes I get it wrong.)



## **OLD STORY/NEW STORY SCRIPT**

- 6. **Helper, when Explorer is ready, states new story** (belief) sentence changing the I to a you, i.e. "You are worthy, ....or important, ...good enough, ...strong enough." **Explorer notices and reports their experience hearing the New Story.**
- 7. When Explorer is ready, firmly standing in the body/mind/spirit place that goes with the New Story, Helper repeats OLD STORY trigger. Explorer studies what their experience is hearing the Old Story trigger while embodying the New Story. (This is to "test it out." The new story generally doesn't invite the old response.)
- 8. Helper and Explorer repeat the New Story reminding body/mind/spirit that this is the story that they now want to integrate and grow into in their lives.

## Now, change roles and repeat the process. Share and discuss.

Please note that although a change can be powerfully experienced through this exercise, integrating a new belief and new set of responses, will take practice and refining.



## Purpose:

To help shift from a disempowering belief and response to a more empowering belief and response.

#### **Directions:**

- 1. Find a partner: One is the Explorer and one is the Helper. **Explorer finds a simple sentence or a gesture** that has come from another person in the past that was disempowering. (For example: A gesture of disrespect, or words like, "You just don't get it, do you..." Or explorer could think about what their most-feared feedback would be, like: "You are a poor teacher". Or identify something from the outside that would trigger you to disempower yourself, for example, someone pointing a finger and laughing at you.) **Explorer teaches partner how to match this gesture or these words** as precisely as possible.
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- 7. When Explorer is ready, firmly standing in the body/mind/spirit place that goes with the New Story, Helper repeats OLD STORY trigger. Explorer studies what their experience is hearing the Old Story trigger while embodying the New Story. (This is to "test it out." The new story generally doesn't invite the old response.)
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## Now, change roles and repeat the process. Share and discuss.

Please note that although a change can be powerfully experienced through this exercise, integrating a new belief and new set of responses, will take practice and refining.