

**Please form teams of 5**

**6 Months**

**4-5 Courses Per  
Periods**

**4 Periods**

**16 + Team Projects**

MM-DD

# Orientation 2019

Dr. Wayne Rawcliffe



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA





INVITATION





CHOICE





OPPORTUNITY





EXPERIENCE YOURSELF



AND  
THE  
WORLD



THROUGH NEW EYES







# BUILD COMMUNITY



A diverse group of five young adults (three men and two women) are smiling and posing outdoors. They are gathered around a large tree trunk. The man on the far left has a beard and is wearing a red and white plaid shirt. The man behind him is wearing a light blue button-down shirt. The woman in the center is wearing a white polo shirt. The woman on the far right is wearing a bright green polo shirt. The man on the far right is wearing a red and white striped polo shirt. The background shows a grassy area and green trees under a bright sky.

FOR  
LIFE



# Foundations of Self Awareness



- Debrief the “ropes” activity
- **Death in the Desert:** Group problem solving
- **Johari Window:** Advocacy and Inquiry
- **Feedback:** Giving and Getting
- Review



A statue of Yoda, the character from Star Wars, is the central focus. He is depicted in a meditative pose, sitting on a dark wooden log that serves as a waterfall's edge. The waterfall flows into a small pond. The background is a lush garden with many bamboo stalks and other green plants. A semi-transparent white box with blue text is overlaid on the right side of the image.

# Explore the Wisdom of Teams



# Ropes Activity





# Death in the Desert

## Group Problem Solving



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA





# Death in the Desert

**Group  
Problem  
Solving**

# Death in the Desert

- Objective: solve the riddle.
- 1 member of your group knows the answer.
- Group must discover the answer.
- You can only ask “yes” or, “no” questions.



# Death in the Desert

*“A man was found dead in the desert.*

*Near him was a package.*

*If he had opened the package, he would not have died.*

*What was in the package?”*

# Death in the Desert



## Was this difficult?

# Death in the Desert



Were your ideas heard?

Did you lose track of a really good idea, an idea that had you on the right track?

What happened?

Why did it happen?

# Death in the Desert



Did you made (initial) assumptions (the desert caused his death) before getting all the information?

How successful were you at clarifying information?



# Death in the Desert



How can you take what you've learned from this exercise and use it in this program?

# Johari Window Advocacy and Inquiry



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA



SAUDER  
School of Business



- Step 1.** You have a list of 55 adjectives. Identify 1 person to be the “participant”. The participant reviews the 55 adjectives and picks 5 or 6 that describes their personality. The group use the same list and together pick 5 or 6 adjectives they think describe the participant.
- Step 2.** The participant shows adjectives to the team in silence. The team show adjectives in silence. **Notice similarities and differences.** Do not discuss.
- Step 3.** Repeat until each member of the group has had a turn.

# HARRY INGHAM



*Harry Ingham.*

# JOSEPH LUFT







# JoHari Window

- “**Open**” area represents things that I know about myself and that you know about me.
- “**Blind**” are things that you know about me that I am unaware of.
- “**Hidden**” area represents things that I know about myself that you do not know.
- The “**unknown**” quadrant represents things that I do not know about myself, and you do not know about me.





# Blind Men & The Elephant

It was six men of Indostan  
To learning much inclined,  
Who went to see the Elephant  
(Though all of them were blind),  
That each by observation  
Might satisfy his mind.

The *First* approach'd the Elephant,  
And happening to fall  
Against his broad and sturdy side,  
At once began to bawl:  
"God bless me! but the Elephant  
Is very like a wall!"

The *Second*, feeling of the tusk,  
Cried, -"Ho! what have we here  
So very round and smooth and sharp?  
To me 'tis mighty clear  
This wonder of an Elephant  
Is very like a spear!"

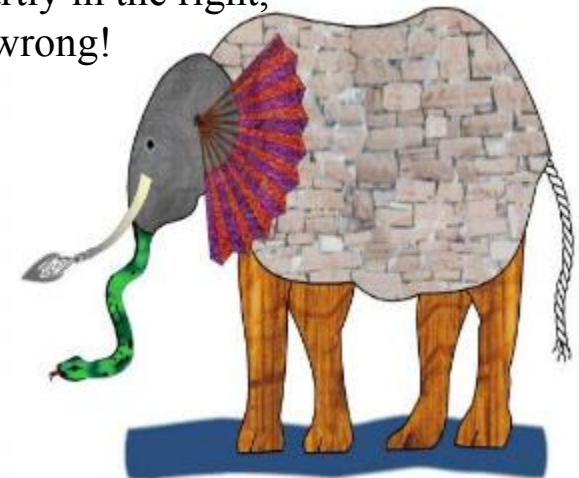
The *Third* approached the animal,  
And happening to take  
The squirming trunk within his hands,  
Thus boldly up and spake:  
"I see," quoth he, "the Elephant  
Is very like a snake!"

The *Fourth* reached out his eager hand,  
And felt about the knee.  
"What most this wondrous beast is like  
Is mighty plain," quoth he,  
"'Tis clear enough the Elephant  
Is very like a tree!"

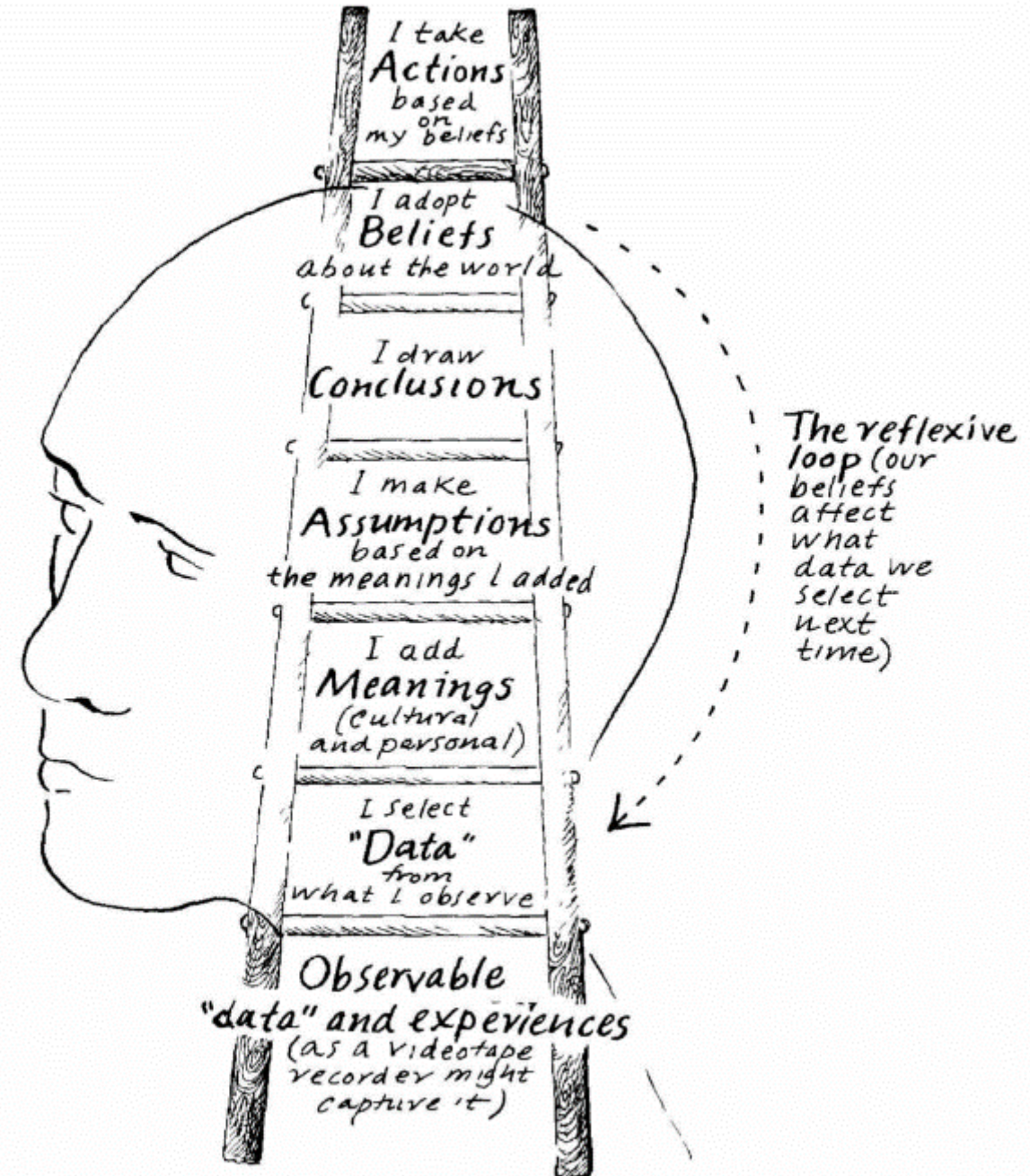
The *Fifth*, who chanced to touch the ear,  
Said: "E'en the blindest man  
Can tell what this resembles most;  
Deny the fact who can,  
This marvel of an Elephant  
Is very like a fan!"

The *Sixth* no sooner had begun  
About the beast to grope,  
Then, seizing on the swinging tail  
That fell within his scope,  
"I see," quoth he, "the Elephant  
Is very like a rope!"

And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion  
Exceeding stiff and strong,  
Though each was partly in the right,  
And all were in the wrong!



## Chris Argiris's Ladder of Inference

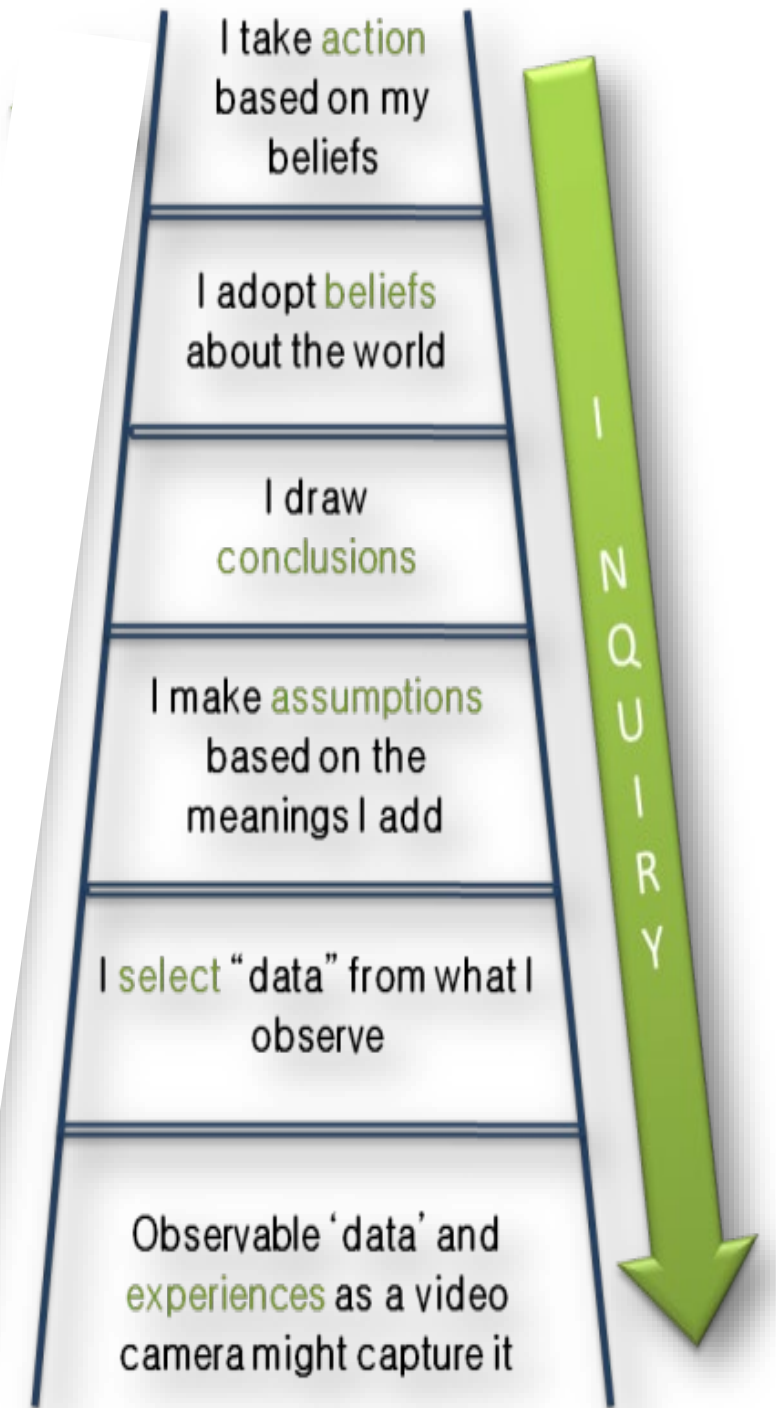




**Advocacy** makes the process of your reasoning explicit and open to public examination.



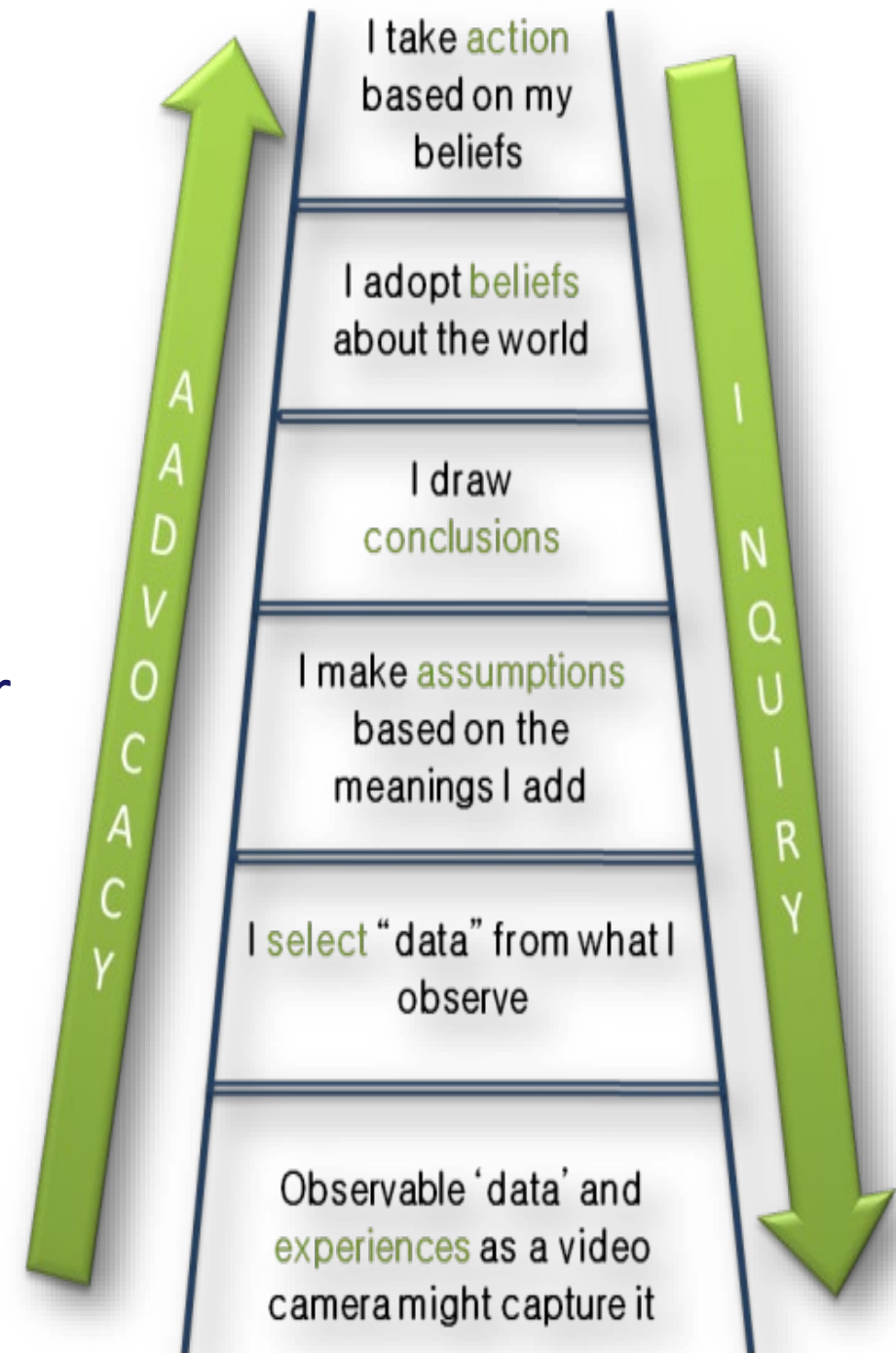
**Inquiry** is inviting others to express their views and describe their reasoning process.





# Advocacy & Inquiry

By balancing **advocacy** (telling) with **inquiry** (asking) you ultimately improve the quality of your conversations and relationships through more effective communication.



# Improving Inquiry & Advocacy

- State the assumptions and data you used that led to your view.
- Make your reasoning explicit.
- Provide concrete examples.
- Encourage others to explore your thinking, assumptions and data.
- Ask other to explain their thought process.
- Ask questions that help to gain insight into why people have the views that they do.
- Explain how your questions help to clarify you concerns and assumptions.
- When advocating, keep listening, remaining open to different viewpoints.



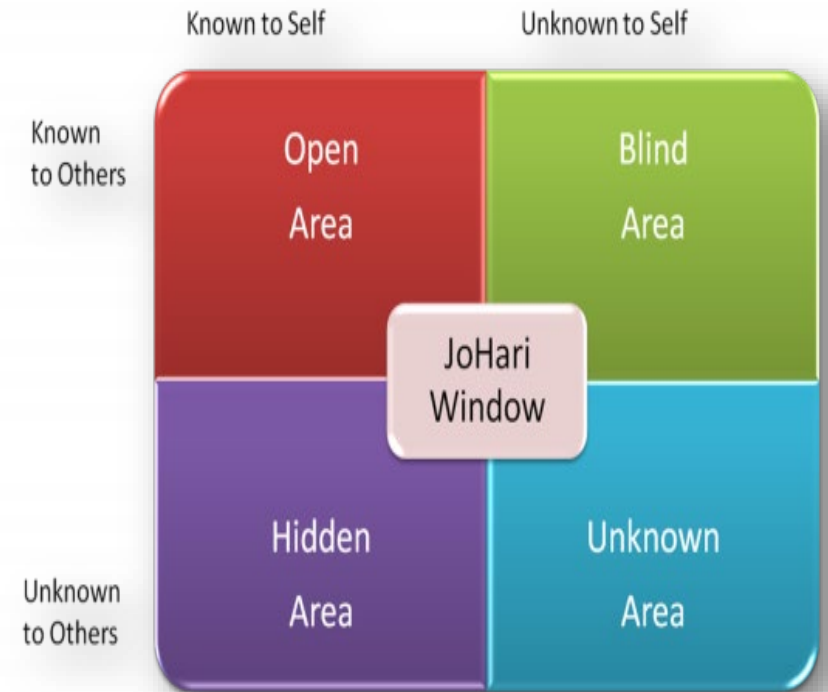
# Johari Window Activity



**Use the Johari window framework to apply inquiry and advocacy to improve awareness of self and others in order to improve team communication and relationship skills.**

# Johari Window Activity

- **Step 1.** Subject describes why they selected the adjectives, what they mean, and examples when they exhibited the adjective. Only clarifying questions may be asked.
- **Step 2** Then the group describes their adjectives and why, providing examples where the adjective's characteristics were observed.





# Johari Window Activity

- **Step 3** Subject and group ask questions (inquiry) to gain a better understanding of those attributes that everyone agrees upon (**open**), those attributes that only the subject choose (**closed**) and those attributes that the group picked but the subject did not (**blind**). Discuss anything surprising.
  - Subject and group may disclose thoughts, feelings, perspectives, thoughts, assumptions that they made in this process. This helps the group to “observe” thinking through advocacy.
  - By making your thinking visible to others they can see why and how you got to your conclusion.
- **Step 4. Repeat until each person has had a turn.**

# APPLICATION





# Feedback Improving Team Performance



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA



SAUDER  
School of Business



**Feedback is**  
a tool that  
enhances self  
awareness.

Opens the  
“**blind**”  
window



# Feedback

- Speed dating method to capture feedback ideas.
- Flipcharts have been placed around the room.
- At each flipchart you will lists tools, methods, principles for giving or receiving feedback effectively.
- Each teams start at one of the flipchart stations.
- Choose a facilitator to capture the team's discussion
- After three minutes the teams move to the next station.
- The team's facilitator remains at their station to review the team's discussion with the next team.
- New ideas, nuances, etc. are captured and added to the list.
- Rounds continue until all teams have contributed to 5 stations.



# Flipchart Topics

1. How do you like to receive feedback?
2. What does effective feedback “look like”?
3. What should someone giving feedback never do?
4. What should someone giving feedback always do?
5. Describe what happened when you received feedback that changed your behaviour?
6. What scares you about receiving feedback?
7. What scares you about giving feedback?
8. What makes amazing feedback different from crappy feedback?
9. What is the best time/place to give/receive feedback?
10. Who should deliver feedback?
11. **TIPS** for giving/receiving AMAZING feedback?







**KEEP  
CALM  
AND  
LETS  
REVIEW**