

Group Dynamic Management

Creating and Maintaining the Sense of Felt Safety

CREATING SAFETY

Your Work Has Just Begun

- ❑ **Bring All of You:** The learning and integration you've experienced has only just begun. Leading others deepens your opportunity to know yourself and face whatever shadows are still in play.
 - ❑ **Core Value Index:** Understanding your CVI will help you identify places in the facilitation process where you will naturally shine and other places where you will need to intentionally develop resources and systems to support you.
 - ❑ **Strengths:** Knowing your strengths will help you identify the aspects of facilitation that will be easy and where you can lean into them to support your overall growth.
 - ❑ **Personality Code:** Understanding the core primary and secondary motives that shape your personality will help you own your uniqueness as well as better relate with others.
- ❑ **Prepare Your Stories**
 - ❑ Stories are the most powerful way for us to connect with the hearts and minds of others. Part of your work in this facilitation program will be reflecting on your experiences as a participant and crafting relatable stories that will support the participants and projects.
 - ❑ **Your LTPN Story:** When you introduce yourself to participants, you'll want to share the story of your life before LTPN, your experience in the network and courses, the results you have experienced, and your reason for choosing to be a facilitator.
 - ❑ **Modeling Stories:** You had specific experiences with each of the lessons that you will be facilitating. As you are facilitating, it's helpful to share the challenges and shifts you engaged during your own learning experience. These are not designed to communicate that "you have arrived," but to connect with the participants, let them know that their feelings and experiences are common and even a good sign of their

progress, and give them hope that the big shifts are just around the corner.

- ❑ **Specific Audience Stories:** It's important to tweak your story in preparation for the specific participants in front of you. If you have a group of parents, teachers, or business professionals in front of you, then emphasize the parts of the story that they can relate to the most.

❑ **Understand the Levels of Learning**

- ❑ It's important to be patient with people. Learning takes awareness, embodiment takes practice, and integration takes time. Your job is to observe where they are in the learning process and offer inquiries or insights that will nudge them into the next level of learning.
- ❑ **The four levels of learning:**
 - ❑ **Unconscious Incompetence:** not aware you don't know
 - ❑ **Conscious Incompetence:** aware you don't know
 - ❑ **Consciously Competent:** practicing what you need to know
 - ❑ **Unconsciously Competent:** can do it in your sleep

❑ **Connect with the Unicorn Magic**

- ❑ **Staying Connected to the Room:** Powerful facilitation requires deep listening, and not just with your physical ears. Use all of your senses as you engage the people and projects before you. What do you see on people's faces and body language? What do you hear them saying in between their words? What energy do you feel them struggling with?
- ❑ **From the Seeds, Not the Weeds:** Our goal is to facilitate powerfully from our seeds -- the most honest and true empowered self we have access to -- not the weeds of our ego stories and default patterns of thoughts, feelings, and behaviors.
- ❑ **Ask the Right Questions without Knowing the Right Answer:** This is a leap of trust in yourself and in those you are facilitating -- believing that all of the answers are in the room. When we let go of needing to be the one who has it all figured out and all together, we can collaborate with the genius seeds in the room.

❑ **Good Questions Indicators**

Outcome	Indicator
Participants are Engaged	Open-ended questions, not attached to any “right” answer: “I wonder your thoughts about...?”
Participants are Curious, Open to Discovery	Scaffolding questions, building on ideas generated by the participants: “And if this, then what next?”
Participants Go Deeper into New Territory (picture the lower depth of the iceberg)	Listening for and recognizing the “unknown” rather than the programmed response(s)
Participants Expose Bias and Surface Beliefs	“Yes, and ...” People begin to break through barriers (and the myth of separation)
Participants Begin to Trust and Experience Vulnerability as a Strength; Participants Begin to “Unlearn” What is No Longer True	Framing questions with words that elicit an emotional response: “What if...?”
Participants Vocalize Authentic Insights that Reveal New Learning	Building collective statements from the group learning: “How will this learning help you be successful?”

- ❑ **Prepare for Tough Conversations:** It’s a good idea to be prepared, not only for what will possibly trigger you and your group members, but to have some “basic scripts” ready to respond. Throughout this training, you will have the opportunity to role-play various challenging situations and conversations that you may face as a facilitator.

Be Prepared for Each Session

- ☐ **Review video and/or content** prior to the group session and invest yourself into deeper learning by reading any recommended materials.
- ☐ **Review the agenda** and make notes for time spent on each part of the session.
- ☐ **Prepare notes** regarding your personal stories for modeling.
- ☐ **Complete a grounding practice** just before the session. If you come in grounded, all of the participants will feel that calm energy and relax more quickly into the experience.

Enroll Everyone into the Group Agreements

- ☐ Be fully present. Videos stay on, please.
- ☐ Silence is part of the conversation.
- ☐ Slow down and listen without judgment.
- ☐ Whatever is said in the pod stays in the pod.
- ☐ Offer what you can. Ask for what you need.
- ☐ Allow the Group Guardian to do their job.