WHAT
Tee up the Norm of Paying Attention to Self and Others.

WHY
To create an anticipatory set by reminding participants that this is one of the seven Norms of Collaboration required for skillful dialogue, discussion, and collaboration.

HOW
Remind participants that although this is one of the seven Norms of Collaboration, it is generally only addressed at a surface level in the Foundation Seminar. This Norm is essential for developing group capacity, and requires a deep consciousness and commitment, as well as sustained practice. The Module includes the neuroscience of mindfulness, as well as a variety of tools that enhance personal capacity for paying attention to self, and paying attention to others.

WHAT
A strategy for activating and engaging participants. This will also serve as inclusion activity.

WHY
The quotations provided are slightly provocative, yet each provides an initial focus for participants to begin processing the component parts of the Norm Paying Attention to Self and Others. The quartet grouping is to provide a level of psychological safety to support all participants in the opportunity and freedom to engage.
**HOW**

**Pre-Activity**

Before participants arrive, select four quotations from the list at the end of these Presenter’s Notes. Print them on chart paper. If the group is large, it may be useful to select more than four. If so, you will need to edit the slide to reflect the larger number of “corners”.

Use the slide to provide directions to participants.

1. Inform them that there are several charts around the room with quotations on them. Each quotation is related in some way to paying attention to self and/or paying attention to others.

2. Inform participants that they will have approximately 1 minute to identify a quotation that interests them.

3. At a given signal, invite them to move to their respective quotation charts, form groups of 4 maximum, and address the questions on the screen.

4. If you see groups larger than 4, circulate around the room and ask them to form smaller groups so that everyone will have opportunities to share.

5. If time allows, invite participants move to a second quotation that interest them and repeat the process.

6. After approximately 5-7 minutes, direct participants thank their partners and return to their tables.

**WHAT**

Using a text-as-expert *Focused Reading* to introduce the Norm of *Paying Attention to Self and Others*.

**WHY**

This reading provides the foundation for the importance of this Norm. A *Focused Reading* honors the expertise that participants bring to the topic, and provides the presenter with a soft assessment of what is already known.
HOW
1. Instruct participants to find a partner near them and greet one another.

2. Partners read pages 1-2, stopping as indicated in the directions, and using the Focused Reading notations in the text.

3. Partners share their surprises and curiosities.

4. Allow approximately 5 minutes for both the reading and the sharing.

WHAT
Highlighting for participants the organizational framework of the Module, as well as a conceptualization of the term *capability*.

WHY
Participants have been briefly introduced to the four capabilities through the reading. This is an opportunity to frame for participants the structure of the Module, and to ensure that the group is moving forward with a deepened, shared understanding of the term *capability*.

HOW
1. Describe the WHAT and the WHY.

2. In third point fashion, use the slide to outline the four capabilities around which this Module is organized.

3. Share with the group that the word *capability*, as it is used here, is grounded in the Neuro Linguistic Programming work of Robert Dilts and his colleagues. Dilts conceptualized a hierarchy of six levels of organizational development, hypothesizing that these can be found in the functioning of both individuals and systems. In defining capabilities, Dilts highlighted the mental maps, conceptual frameworks, and strategies that guide our decision-making about the behaviors and actions that we choose.

   In Dilts’ conceptualization, each level of organizational development incorporates those below it. Capabilities, then, include the behaviors and actions we choose as well as the maps, frameworks, and strategies that we use to guide our behavioral choices.
4. Connect Dilts’ conception of a capability to the four capabilities that we use here. Each of the four includes both specific skills and behaviors, as well as the mental maps and frameworks that we use to apply them. In focusing on the Norm of **Paying Attention to Self and Others**, we are seeking to increase both consciousness in the use of these capabilities, as well as consistency.

5. Provide an example such as the following: "For instance, as we begin to pay attention to others, we will be noting a number of verbal and nonverbal behaviors to which we pay attention. These are identified specifically to support learning in the context of this Module.

   In practice our understandings of each and the skills to observe and make decisions about them come together with the actions we take to do so – in the capability of **sensory acuity**. We will be seeking to develop this capability to new levels as part of becoming proficient at **Paying Attention to Self and Others**.

6. Invite partners to turn and explore these ideas with one another, to enrich each others’ perspective about the concept of capability.

   **WHAT**
   Focusing attention on the first capability.

   **WHY**
   This serves as a transition from the concept of capability to focus on the single capability of Mindfulness.

   **HOW**
   Display the slide and say: "Now... having a deepened understanding of the concept of capability, let’s explore the first capability, Mindfulness."

<table>
<thead>
<tr>
<th>Paying Attention to Self and Others</th>
<th>Four Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mindfulness</td>
<td></td>
</tr>
<tr>
<td>2. Sensory Acuity</td>
<td></td>
</tr>
<tr>
<td>3. Reflective Action</td>
<td></td>
</tr>
<tr>
<td>4. Congruence</td>
<td></td>
</tr>
</tbody>
</table>
WHAT
Exploring the field of mindfulness, as well as the similarities and differences between *narrative circuitry* and *direct experience circuitry*.

WHY
This prepares participants for the upcoming mindfulness practice. For those that have some level of discomfort with the topic, research is included as well as information about the incorporation of this discipline in the business world. Additionally, the differentiating of *narrative circuitry* and *direct experience circuitry* assists in understanding the automatic and habitual tendencies of the brain, thereby alerting participants that this will require energy and practice.

HOW
Use the slide as third point, advancing the directions as you speak them aloud. Allow approximately 5-7 minutes for the reading and the cross teaching.

WHAT
An opportunity to debrief the reading and add clarity.

WHY
The concepts of *narrative* and *direct experience circuitry* are likely to be new for some. This is an opportunity for the presenter to add clarity as needed.

HOW
1. Use *Show, Don’t Say* as you display the quotation.

2. Pause for participants to read the quotation, then add that John Teasdale was a leading researcher at Oxford and Cambridge, whose areas of focus were in the fields of cognition and the brain sciences.

3. Remind participants that while learning mindfulness can seem a bit daunting, its payoff in sharpening focus and enriching perception is well worth the investment.

4. Surface any questions that participants may have, providing clarity as necessary.
5. Emphasize the importance of focusing attention and awareness internally for the purpose of then being able to focus externally. Quieting our minds supports being fully present with others.

It may be useful to make a connection between this and the similar focus in the **Pausing and Paraphrasing** Learning Module. Listening for understanding, the organizing concept of that Module, also calls for quieting our minds in order to listen fully. In that Module, we cite William Isaacs’ idea of “learning to listen to our listening”. Here, we return to the work of quieting our minds, once again to be fully present with others.

**WHAT**

Tee up for experiencing mindfulness meditation.

**WHY**

Learning to perceive and develop our *direct experience circuitry* calls for experiencing directly the practice of focusing attention.

**HOW**

1. Share the WHY.

2. Use the prompts on the slide to invite participants into a space for mindfulness meditation. Tell them that they may choose to sit, or lie down, or walk. If they choose to walk, have them move toward the back of the room so as not to disturb others. The key is to be comfortable.

3. Invite them to take in a deep breath, let it out, and relax.

4. Use a meditation exercise of your choice. Possible options include:

   ✓ the presenter reading aloud the Mindfulness Meditation on page 5 of the text in the handout;
   ✓ the presenter reading aloud a Mindfulness Meditation such as the one offered by Rick Hansen in *Buddha's Brain* (New Harbinger, 2009, pp. 86-87);
   ✓ using a mindfulness meditation CD (such as *Guided Mindfulness Meditation* by Jon Kabat-Zinn);
   ✓ other methods that you have found to be useful.

5. If this is the first time for many to meditate, you may only want to allow about 5 minutes.
SUMMARIZING THE EXPERIENCE

WHY
To deepen shared understanding. Processing a new experience with a single partner is intended to provide the psychological safety that is essential to relaxed alertness.

HOW
1. Display the slide and read the debriefing question.
2. Invite partners to share with one another. What supported them in staying in the present moment, not being drawn to external input? What supported them in remaining non-judgmental?
3. Allow about 5 minutes for partners to share.
4. Make the connection that this is difficult because they are trying to disengage our everyday narrative circuitry, and instead engage our direct experience circuitry. Remember, our brains are WIRED for narrative circuitry, which requires less energy, as the brain’s default. We have to learn to engage direct experience circuitry, which requires more energy on the part of the brain.
5. Reinforce that learning to differentiate between the two, and practicing switching between them, literally rewires the brain. The key to developing mindfulness through meditation is to develop a regular, daily practice – no matter how brief.

WHAT
To summarize and organize participants’ experience.

WHY
Engaging in conversation with others about an experience of new learning broadens perspectives and deepens shared understanding. As others share their thinking, conversation draws attention to connections and possible extensions. The structure I know. I think I know. I want to know also provides flexibility, in that its three topics are nonlinear, so participants can share in any of the three columns at any time.
**HOW**

1. Invite Table Groups to select a Facilitator and a Recorder.

2. As they are making their selections, distribute a piece of chart paper to each Table Group.

3. State the WHAT and the WHY.

4. Facilitators surface content for all 3 columns, paraphrasing as necessary for Recorders to capture on chart paper. Participants may contribute to any column as they wish.

5. Table Groups discuss and decide what information they would like to share with large group.

6. Facilitators share with large group their identified information.

**WHAT**

Two states of the brain, both directly relevant to new learning.

**WHY**

As we pay attention to ourselves and others, what we look for, listen to, and feel are grounded in the workings of the brain. Two states that our brains experience, **Relaxed Alertness** and **Downshift**, are directly relevant to human learning. The first is essential to new learning; the second interferes with new learning. Skillful group members learn from one another, calling for attention to how we encourage and support Relaxed Alertness throughout group discourse. Paying attention to self and others permits us to sustain the Relaxed Alertness – our own and that of others.

For some participants who may be intrigued with meditation, the mindfulness activity may meet the conditions for Relaxed Alertness. For others, the risk of Downshift may be significant. At this point in the session, (re-)connecting with these two states of the brain may serve to maximize the Relaxed Alertness among participants, thereby engaging as many as possible in the learning that can result from the mindfulness activity.
**HOW**
If this is the first exposure to this content, further explanations will be necessary. If participants have been exposed to this content through prior learning, a brief review may be enough of a reminder. Regardless, the purpose of this Norm is to sustain Relaxed Alertness, both in ourselves and in others.

The state of **Relaxed Alertness** is engaged when one encounters input that is of reasonably high challenge in circumstances of low threat or risk. Relaxed Alertness is important to engaging the prefrontal cortex in processing the input. This is essential for considering multiple perspectives and constructing new understandings.

**Downshift**, on the other hand, is the technical term for what the brain experiences under perceived threat, or as risk rises – either physical or psychological. When this takes place, we lose resourcefulness and flexibility. In this condition the brain will tend to route new input to the amygdala, our “fight-or-flight” detector, which is guided by feelings rather than rational thinking. It is through paying attention to ourselves and others that we can detect the early warning signs of Downshift, and refocus for the purpose of supporting Relaxed Alertness.

**WHAT**
A meta-cognitive map displaying the way that our intentions serve as a foundation for guiding what we attend to, which in turn focuses our actions.

**WHY**
To practice the Norm of Paying Attention to Self and Others, we must first be clear about our own intentions. When our intention is to create and sustain a state of Relaxed Alertness, this affects the attention we focus through **Mindfulness**, **Sensory Acuity**, and **Reflective Action**. As we implement Actions, we will be attentive for **Congruence** between our Intentions and our Actions. Our intentions ground our attention and actions.

**HOW**
Demonstrate the pyramid by using the slide’s animation steps to illustrate the linkage of the three elements. Speak the WHHY text by way of elaboration. Conclude with, “Let’s explore Paying Attention to Self and Others” further.”
**WHAT**
Alert participants to the focus ahead.

**WHY**
This alert shifts attention from the workings of the brain to the workings of, what has been recently called, the "second brain."

**HOW**
Share the WHY. Display the slide. Invite participants to briefly check in with a shoulder partner, sharing scenarios in the past in which they experienced similar feelings, even though they had no concrete data on which to base them.

**WHAT**
An exploration of an internal capacity that is currently of significant interest in the scientific community.

**WHY**
Intuition, relied on by indigenous societies for centuries, is now emerging as area of interest in the neurosciences. Even as it remains open to inquiry in the scientific community, it may have important potential for Paying Attention to Self, so it warrants a bit of exploration here.

**HOW**
1. State the WHAT and the WHY.
2. Participants individually read the text as directed on the screen.
3. When done, invite Table Groups to engage in a brief dialogue about the content, and then discuss how they might complete the stem.
4. Use a selection criterion – person wearing most blue, person whose birthday is closest to today, or other – to identify a spokesperson for each Table Group.
5. Spokespersons share their selected phrases with the whole group.
Intuition: Organize & Integrate

WHAT
Focus on what seemed most important about intuition.

WHY
To organize and integrate learning about intuition.

HOW
Display the slide, speak the WHAT and WHY, then invite participants to jot their respective Most Important Points and Questions on a page of Dendwrite provided in their handout packets.

Presenter’s Note
A page of Dendwrite at the end of the reading may be used as an original to make copies for participant handout packets.

Table Groups

WHAT
Reorganizing as Table Groups.

WHY
To provide movement, increasing oxygen levels to the brain; to shift the energy in the room by re-grouping; and to organize participants for a jigsaw.

HOW
Inform participants that they will be studying the content for Sensory Acuity in jigsaw fashion. So the movement at this time is necessary to regroup for the Jigsaw structure. Use a Line-up or grouping strategy of your choice to form Table Groups of 6.

Prompt and Respond

WHAT
An activate and engage to redirect focus to the second portion of this Module – Paying Attention to Others.

WHY
The intention is to now shift thinking from Paying Attention to Self to Paying Attention to Others. Journaling focuses thinking. Additionally, the text that participants write will serve as data later in the Module.

1. When you think about the phrase “paying attention to others,” what comes to mind for you?
2. Journal your thoughts.
3. Set your journal aside for future use.
HOW
State the WHAT. Invite participants to return to their Dendwrite to journal their thinking about the prompt on the screen. Provide about 3 minutes for writing. Have them set aside their writing for later use.

WHAT
Transition from Capability 1 – Mindfulness, to Capability 2 – Sensory Acuity.

WHY
To maintain participants' consciousness that the content that they have been exploring is part of a larger territory. Mindfulness is one capability out of four altogether. This is also an opportunity to provide background information on the second capability: Sensory Acuity.

HOW
1. State the WHAT and the WHY. Display the slides in sequence, supporting the slides with language indicating the shift from the first capability, Mindfulness, to the second, Sensory Acuity.

2. Introduce Sensory Acuity as the capability to take in, through our senses, the verbal and nonverbal activity of others as well as to intuit emotion and tension. Skillful facilitators and facilitative group members engage the capability of Sensory Acuity for the purpose of supporting a group and its progress toward defined outcomes in the areas of Task, Process, and Relationships. We will be focusing on the Attention component of the Pyramid of Influence.

WHAT
A jigsaw with text as expert.

WHY
Jigsaw permits participants to engage with a large amount of information in a short amount of time.

HOW
Tell participants that for the benefit of this jigsaw, the group they are sitting with will be their Home Team. Use the slide as a third point to provide directions. Note that each participant will be reading about one Verbal Cue and one Nonverbal Cue. Additionally, group member 6 will be
WHAT
Forming Expert Groups.

WHY
This is an opportunity for expert groups to (1) clarify questions about the content, and (2) determine what is most important to share with the Home Teams.

HOW
1. Designate a space in the room for all 1s to meet together. Do the same for all 2s, 3s, 4s, 5s, and 6s.

2. Inform participants that, at a given signal, they will be joining together with other Experts who read the same section as they did.

3. State the task as provided on the slide - to dialogue about the content they read, and then make decisions about what content is important enough to be shared with their Home Teams, in two minutes for each verbal cue.

4. Walk the room, visually designating the space where each group will meet:
   - 1s - Pitch & Posture;
   - 2s - Pace & Gesture;
   - 3s - Volume & Proximity;
   - 4s - Inflection & Facial Expression;
   - 5s - Representational Systems & Eye Contact;
   - 6s - Cognitive Style & Intuition

   Note: If you have a very large group, you may want to divide the room in half, designating spaces for each half of the room to meet; for example, "If you are on the north half of the room, the 1s will meet here, the 2s will meet here," etc. through 6s. "If you are on the south half of the room, the 1s will meet here, the 2s will meet here," etc. through 6s.

5. Inform the Experts they will have approximately 6 minutes for the conversation.

6. Invite them to move to the designated space and begin their conversations.
7. At the end of the time, invite participants to return to their Home Teams.

WHAT
Expert Group members sharing information.

WHY
To provide all participants with access to content about a range of verbal and nonverbal cues.

HOW
1. Invite Experts to share information about their Verbal Cue with their Home Team. Each will have a maximum of two minutes to share the information.
2. Allow 20 minutes for this exchange.
3. Circulate the room, and as individual groups finish, direct their attention to the debriefing prompt on the screen.
4. When all Home Groups are done, invite participant responses to the debriefing prompt for sharing with the large group.

WHAT
Additional detail and clarity about two verbal cues: Representational Systems and Cognitive Style.

WHY
If participants are not yet experienced with this content, it may call for clarification. Additionally, this will ensure common ground for the next activity.

HOW
1. Address any questions that participants may have about Representational Systems.
2. Provide additional examples, beyond the reading, of language you might hear that would align with each of the three systems: visual, auditory, and kinesthetic.
3. Address any questions that participants may have about Cognitive Style.
4. Provide additional examples, beyond the reading, of language you might hear that would align with each of the two Levels.
5. Remind participants that purpose of categorizing representational systems and levels of abstraction is to understand preferences that we develop, to support us in engaging others effectively. We must all be clear about our intentions in using these tools, to assure that we do not slip into unreasonably categorizing people.

Alternative Strategy
If a significant number of participants in the room have experience with Cognitive CoachingSM:
1. Form small groups of 2 or 3. Be certain to include one participant in each group who recalls the information learned about representational systems (visual, auditory, kinesthetic, other) and Cognitive Styles (field dependent, field independent).

2. Have those in the group who have prior experience with this content share their recollections and their experiences. Allow about 5 minutes.

3. Surface questions, addressing content gaps, as necessary, for the group.

 WHAT
Direct application of the verbal cues of Representational Systems and Cognitive Styles.

 WHY
Immediate application of learning supports construction of understanding and internalization of content.

 HOW
Use the slide to guide directions. Participants locate their earlier Dendwrite, then partner with someone in their Table Group to compare responses and underline language. Invite participants to share their noticings with the large group.
(1) Facial Cues

**WHAT**
Activate and engage for Nonverbal Cues: Facial Cues.

**WHY**
This activity piques the curiosity of participants with respect to what others can read in our faces.

**HOW**

1. Distribute the Facial Expression Cards to Table Groups, being sure they understand that each is to look ONLY at his or her Card. They should NOT look at any other cards.

2. Use a criterion – the person nearest the back wall, or the wall to participants’ left, or another criterion – to identify the person at each table who begins the activity by mimicking the face displayed. Special attention should be paid to the eyes, eyebrows, and mouth on the card – experts inform us that these are the most identifiable traits.

3. The other Table Group members try to guess the emotion that is being portrayed.

4. Rotate around the table until all of the Cards have been used. Note: Depending on the size of the group, some participants may be responsible more than one card.

5. Invite participants to share their experience and findings with the large group.

**Presenter’s Note**
Prior to presenting this Module for Paying Attention to Self and Others, make photocopies of the facial expressions included at the back of these Presenter’s Notes. These serve as Facial Expression Cards. You will need one set of 7 for each group.
6. Inform participants that **facial expressions** serve as one of the nonverbal cues we will be paying attention to in others. A significant body of research suggests that facial expressions of emotion tend to be universal and independent of race, culture, ethnicity, nationality, gender, age, religion, or any other demographic variable. All people express emotions on their faces in similar ways. Moreover, the facial expressions are immediate, automatic, and unconscious reactions. These characteristics of facial expressions are important. They suggest that learning to read facial expressions might offer anyone a window into the soul of almost anyone. Facial expressions may be as close as we get to a universal human language.

7. Share items from the following information as it aligns to participant interest and meets their learning needs, and as time allows. This information is from the website of the FBI.

- Microexpressions are fleeting expressions of concealed emotion, sometimes so fast that they happen in the blink of an eye—as fast as one-fifteenth of a second. This results from the individual’s attempt to hide them.

- They generally go unnoticed in daily social interactions; the most reliable evaluations of microexpressions are accomplished through slow-motion and stop-action review of videotape of the speaker.

- People can learn to see microexpressions in real time. For instance, trainees at the FBI National Academy typically can increase their recognition of microexpressions to above 70 percent; in some cases, over 90 percent. Studies of other populations, including U.S. Coast Guard senior investigating officers, have shown average post-training accuracy of better than 80 percent. These same officers almost doubled their ability to accurately read individuals who displayed these microexpressions in real-world, real-time settings. This ability is retained weeks after initial training.
**(2) Eye Contact**

**WHAT**
Activate and engage for Nonverbal Cues: Eye Contact.

**WHY**
This activity focuses attention and raises participant awareness about eye contact.

**HOW**
Speak the WHAT and WHY. Use the slide’s animation to provide directions.

1. Participants form trios in such a way that at least one person in every trio has a watch/phone/tablet with a minute and second hand, or a timer.

2. At a given signal, Partner A looks into the eyes of Partner B.

3. Partner B tells Partner C when it is starting to feel uncomfortable.

4. Partner C, the time keeper, shares the number of seconds that it took for Partner B to become uncomfortable. Rotate roles for one additional round if time permits.

5. Invite participants to share their findings with the large group.

6. Tell participants that eye contact is another nonverbal cue that we will be paying attention to in others. When people fail to look others in the eye, it can seem as if they are evading or trying to hide something. On the other hand, too much eye contact can seem confrontational or intimidating. While eye contact is an important part of communication, it is important to be aware and remember that cultural differences exist in how people make and hold eye contact.
7. Additional cultural information follows. Share according to the group's needs, and as time allows:

- In the Islamic faith, Muslims often lower their gaze and try not to focus on the opposite sex's faces and eyes after the initial first eye contact, other than their legitimate partners or family members, in order to avoid potential unwanted desires. This means that eye contact between any man and woman is allowed only for a second or two.

- Japanese children are taught in school to direct their gaze at the region of their teacher's Adam's apple or necktie knot. As adults, Japanese commonly lower their eyes when speaking to a superior as a gesture of respect.

- In many cultures, such as East Asia and Nigeria, it is respectful not to look the dominant person in the eye, whereas in Western culture this can be interpreted as being "shifty-eyed", and the person judged negatively because "he wouldn't look me in the eye." References such as "shifty-eyed" can refer to suspicions regarding an individual's concealed intentions or thoughts. On the other hand, when one seems to seek constant unbroken eye contact by another in conversation, it is often considered overbearing or distracting – even in western cultures, possibly on an instinctive or subconscious level.
(3) Proximity

**WHAT**
Activate and engage for Nonverbal Cues: Proximity.

**WHY**
This activity focuses attention and raises participant awareness about proximity. It also provides participants with direct experience of the phenomenon as it is defined.

**HOW**

1. Share the WHAT and WHY.

2. Participants form pairs and decide Partner A and Partner B.

3. Use the following script as you animate the slide (note the Click cues) and prompt participant thinking:

   ✓ Designate the given wall – from which the measurements begin – as described in the Presenter's Note above and say: "Partner A, please stand with your back to this wall. Partner B, please stand directly across from your partner and align yourself to this marking on the floor, 25 feet away from Partner A."

   ✓ [Click] "Edward Hall was the anthropologist who coined the word **proxemics** and first considered the impact of interpersonal space on how humans communicate." Point out the 12 foot marking on the floor and say: "Partner A, in just a few seconds, you are going to remain still as Partner B moves back and forth between the 25 foot marker and this 12 foot marker. Edward Hall defined this distance as **Public Space**, the distance you might stand from others should you be speaking in public.

   ✓ B Partners, slowly move back and forth between these two markers. A Partners – how does that feel as a distance you would expect a public speaker to stand from you?"

**Presenter’s Note**
Prior to presenting this Module for Paying Attention to Self and Others, determine a space that will accommodate a partnering activity in which partners will need to be facing each other, 25 feet apart. Place a series of tape markings on the floor such that one marking is 1.5 feet from a given wall, one is 4 ft from the same wall, one is 12 feet from the same wall, and one is 25 feet from the same wall.
[Click] "Hall also named the distance from the 12 foot marker to the 4 foot marker as Social Distance, a distance from which you might expect acquaintances to interact.

B Partners, please move back and forth between the 12 foot and 4 foot markers. A Partners – how does that feel as a distance for social interaction?"

[Click] Stand by the 1.5 foot marker. "Finally, Hall defined the space between the 4 foot marker and this 1.5 foot marker as Personal Space, an area for interactions among good friends or family members.

B Partners, move around in that space. A Partners, how does that feel like space in which you would engage in interactions with close friends and family?"

[Click] "Finally, Hall defined the last 1.5 feet as Intimate Space, space for touching, embracing, or whispering. B Partners, move into that space only as you and your respective A Partner feels comfortable."

4. Check in with your partner: How does this information compare with your personal experience?

5. Additional information follows. Share according to the group's needs, and as time allows:

- According to Hall, body spacing is an intentional reaction to sensory noticings, such as subtle changes in the sound or pitch of a person's voice.

- Hall did not mean for these measurements to be strict rules, but rather a system for gauging the effect of distance on communication and how the effect varies between cultures and in light of other environmental factors.

- Hall noted that different cultures maintain different standards of personal space. Realizing and recognizing these cultural differences improves cross-cultural understanding, and helps eliminate discomfort that people may feel if the interpersonal distance is too large (stand-offish) or too small (intrusive).
**WHAT**

A jigsaw with text as expert.

**WHY**

Jigsaw permits participants to engage with a large amount of information in a short amount of time.

**HOW**

1. If participants are still in groups of 6 from the prior jigsaw for Verbal Cues, continue with the same groups. If not, regroup with a lineup or strategy of your choosing. Use the slide as a third point to provide directions. Allow approximately 2 minutes for the reading.

2. While participants 1-5 are reading, privately instruct the #6 participants that they will be engaged as follows.

   ✓ The task will be to collect data about specific cues exhibited by two participants on their Home Team

   ✓ Identify one or two verbal or nonverbal cues to observe.

   ✓ Read the information about the selected cues.

   ✓ Identify one or two participants that they will be focusing on during the Home Team jigsaw sharing.

   ✓ As they observe, they should be careful to shift their eyes around the entire group so as not to alert the members whom they are observing.

   ✓ When the Home Team is done sharing, the #6 participants should set their data aside for later use.

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**WHAT**

Forming Expert Groups.

**WHY**

This is an opportunity for expert groups to (1) clarify questions about the content, and (2) determine what is most important to share with the Home Teams.
HOW

1. Designate a space in the room for all 1s to meet together. Do the same for all 2s, 3s, 4s, 5s, and 6s.

2. Inform participants that, at a given signal, they will be joining together with other Experts who have read the same section as they did.

3. State the task as provided on the slide - to dialogue about the content they read, and then make decisions about what content is important enough to be shared with their Home Teams.

4. Walk the room, visually designating the space where each group will meet:

   1s - Posture; 4s - Facial Expression;
   2s - Gesture; 5s - Eye Contact
   3s - Proximity; 6s - Special Task

Note: If you have a very large group, you may want to divide the room in half, designating spaces for each half of the room to meet; for example, "If you are on the north half of the room, the 1s will meet here, the 2s will meet here," etc. through 6s. "If you are on the south half of the room, the 1s will meet here, the 2s will meet here," etc. through 6s.

5. Inform Experts they will have approximately 3 minutes for the conversation.

6. Invite them to move to the designated space and have their conversations.

7. Check in with the 6s once again to be sure that they understand their task.

8. At the end of the time, invite participants to return to their Home Teams.
WHAT
Expert Groups sharing information.

WHY
To provide all participants with access to content about a range of verbal cues.

HOW
1. Invite Experts to share information about their Nonverbal Cue with the rest of their Home Team.
2. Allow 10 to 12 minutes for this exchange.
3. Circulate the room, and as individual groups finish, direct their attention to the debriefing prompt on the screen.
4. When Home Groups are done, invite participant responses to the debriefing prompt for sharing with the large group.

WHAT
Organizing and integrating Capability 2, Sensory Acuity.

WHY
To provide participants an opportunity to commit to memory those concepts about Sensory Acuity that are most important to them personally. Sharing aloud ensures that language becomes associated with concepts, supporting recall of the information at a later date.
**HOW**
State the WHAT and the WHY.

1. Use a partnering strategy of your choosing. Determine Partners A and B.

2. Invite partners to take turns sharing thoughts about an upcoming prompt on the screen, without repeating each other. As each shares, Partners listen only.

3. Display the prompt.

4. Time the group as Partner A shares thinking for 45 seconds. Partner B listens only.

5. Pause the group and alert partners to switch roles, with Partner B now sharing their thinking for 45 seconds while Partner A listens. Partner B cannot repeat anything that has already been said.

6. Partner A shares again, this time for 30 seconds, not repeating what has been said.

7. Partner B shares again, this time for 30 seconds, not repeating what has been said.

8. Repeat the pattern for a third round of 15 seconds each.

**WHAT**

**WHY**
To maintain participants' consciousness that the content that they have been exploring is part of a larger territory. Sensory Acuity is the second Capability out of four altogether. This is also an opportunity to provide background information on the third Capability: Reflective Action.
HOW
1. State the WHAT and the WHY. Display the slides in sequence, supporting the slides with language indicating the shift from the second Capability, Sensory Acuity, to the third, Reflective Action.

2. Share language similar to the following: "Now that we have engaged our senses in observing for both Verbal and Nonverbal Cues, we have an opportunity to make action choices based on those observations, for the purpose of enhancing group effectiveness. This Capability, Reflective Action, shifts us into the Action component of the Pyramid of Influence."

WHAT
Tee up for Capability 3 – Reflective Action.

WHY
To provide an anticipatory set for the third capability.

HOW
Advance the slide as you provide directions.

1. Invite Table Group member #6 to share the data collected during the last jigsaw.

2. Invite Table Groups to engage in a brief dialogue about the prompt on the screen.

3. Allow approximately 5 minutes for this conversation.

4. Have Table Groups share with the whole group soundbytes from their dialogue.

5. Segue to the third capability with language such as: "Now let's shift our focus from simply observing Cues, to interventions based on reflection about our observations."
WHAT
Developing understanding of the "why" of Sensory Acuity.

WHY
So far, the second capability of Sensory Acuity has been addressed at the levels of "what" and "how": what is Sensory Acuity, and how do we observe for Cues. Here, participants shift to the "why": the reasons for taking in sensory information – so we can reflect and act upon it.

HOW
1. Invite partners to read silently the first paragraph on page 10 in the handout packet, highlighting or underlining key concepts and key ideas.
2. Participants share, and then repeat for the second paragraph.
3. When all are done, reinforce that we need to pay attention to not just one particular Cue, but rather a variety of Cues. Reflecting on our observations will then guide our selection of interventions.

WHAT
A series of scenarios for practice.

WHY
This is an opportunity for participants to progress to the "now what?" step of Sensory Acuity – reflecting on the observed Cues and deciding what action to take, if any. The outcome in-mind here is deepened understanding of how to use the observed data to support a group member or members on the dimensions of Task, Process, and Relationships.
HOW
1. Share the WHAT and the WHY.
2. Use the slide animation to provide directions.
3. Alert participants that they will be viewing each scenario from the point of view of two different Capabilities, Sensory Acuity and Reflective Action.
4. Inform participants that they may or may not engage with all four of the scenarios. That is not important. The conversation about the scenarios is what is important.
5. Allow about 10-15 minutes, depending on time.

WHAT
An opportunity to integrate new thinking into prior mental models.

WHY
Individual reflection followed by partner sharing provides the opportunity to individually construct meaning, and then to deepen understanding through shared perspectives.

HOW
Display the slide. Speak the WHAT and WHY. Invite participants to respond to the sentence stems on a post it note. Partners share responses with one another.

WHAT
Transition from Capability 3 – Reflective Action, to Capability 4, Congruence.

WHY
To maintain participants' consciousness that the content that they have been exploring is part of a larger territory. Reflective Action is the third Capability out of four altogether. This is also an opportunity to provide background information on the fourth Capability: Congruence.
HOW
Display the slides and state the shift to Congruence. Inform participants that it is through the simultaneous interaction of the first three Capabilities that we achieve the fourth Capability, Congruence. When individuals in a group are:
1. mindful,
2. observant of others through Sensory Acuity, &
3. focused on Reflective Actions that sustain group progress toward task, process, and relationships, they may function as one instead of as individuals. They are connected beyond words, and become open to considering new ideas without becoming defensive. They become synergistic, and are, as we say, "in the flow." This, then, is the idea of the processes of internal and external congruence.

WHAT
Using text as expert to define Congruence, internal rapport and external rapport.

WHY
To construct understanding of Congruence, and to facilitate connections between the concept of congruence and the Pyramid of Influence. This will also set the stage for an upcoming dialogue.

HOW
Use the slide as third point to provide directions. Allow approximately 10 minutes for the reading and the connections conversation.

WHAT
Preparation for upcoming dialogue.

WHY
To create a mindset for Paying Attention to Self and Others while engaged in authentic dialogue.
HOW

1. Participants should still be in groups of 6 from the last jigsaw about Sensory Acuity.

2. Alert participants that they are about to engage in a Table Group dialogue.

3. Engage the Table Groups in a mindfulness method of your choosing (See page 7 of these Presenter’s Notes for several alternatives) to prepare the group for dialogue, allowing approximately 3-5 minutes.

4. Invite participants to individually select one or two verbal and nonverbal cues they would like to pay attention to during the upcoming dialogue. Refer them to their handout packet as necessary. Direct them to jot their chosen cues in their Dendwrite.

5. Once each person has selected and recorded one or two cues to pay attention to, invite them to mentally rehearse what actions they might want to take when they observe these cues. Provide some examples of your own or choose from the following:

   ✓ "If you selected representational systems, you might want to mentally prepare a list of words that fit different systems so you are prepared to offer a paraphrase that matches the system you are hearing."

   ✓ "If you selected voice inflection, you might want to note a couple of questions that you might ask if you notice someone operating out of their normal range of voice."

   ✓ "If you chose pace, you might consider how you can control your own pace when talking in order to slow down the conversation."

   Allow participants about 2 minutes to surface these in their mind, again referring to their handout if necessary.

6. Invite them to mentally identify what they might watch for that would tell them their actions achieved the intended consequences. Allow about 2 minutes to surface this information.
**WHAT**
Prompt for dialogue, serving to organize and integrate learning in this Module.

**WHY**
To support organization, integration, and transfer of learning.

**HOW**
1. Display the screen with the Pyramid of Influence.
2. Inform Table Groups that their prompt for the dialogue is:
   
   *What connections are you making between the capability of Congruence and the Pyramid of Influence?*
   
   Allow approximately 15 minutes for dialogue. With an experienced group, do not interrupt. With a less experienced group, you may want to pause midway and offer some of the following prompts to support internal processing:

   ✓ What are you noticing about the Cues you are observing for?

   ✓ What are some of the actions you have used?

   ✓ How did you decide on those specific actions?

   ✓ What did you/are you noticing about the effects of your actions?

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**Reflection for Learning**

**WHAT**
Reflection on the dialogue.

**WHY**
We learn not from experience, but from processing our experience. This reflection will reinforce the importance of focusing on specific cues for the benefit of improving group performance.
HOW
1. Advance the first prompt on the screen.

2. Ask the group to remain in dialogue, shifting their focus to the new content for reflection.

3. Allow approximately 10 minutes for this.

4. Invite Table Group members to thank one another, and then move directly into a written commitment to application.

5. Display the second prompt and allow approximately 5 minutes for private journaling.

WHAT
A self-assessment strategy for Organizing and Integrating the content and process of the entire session.

WHY
To support participants in transferring their workshop learning into changes in workplace practice with a brief self-assessment.

HOW
Speak the WHAT and WHY.
1. Inform participants that each is holding three balloons, each with room for the response to a question.

3. Coordinating your words with the slide’s animation, instruct them to journal their responses in their Dendwrite: on the “red balloon,” the answer to the question “…what might you stop doing?”

4. On the “yellow balloon,” “…what might you be alert to?”

5. On the “green balloon,” “…what might you start doing?”
Quotations for the Corners Activity to Activate and Engage for the Learning Module

1. We shall not cease from exploration. And the end of all our exploring will be to arrive where we started and know the place for the first time. (T. S. Eliot)

2. The faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character and will. (William James)

3. What happens is consciousness operates in mysterious ways. One of those ways is that the old paradigm suddenly starts to die. (Deepak Chopra)

4. Don’t let a day go by without asking who you are…each time you let a new ingredient to enter your awareness. (Deepak Chopra)

5. When you reach a calm and quiet meditative state, that is when you can hear the sound of silence. (Stephen Richards)

6. An expert is someone who has succeeded in making decisions and judgments simpler through knowing what to pay attention to and what to ignore. (Edward de Bono)

7. When you pay attention to boredom it gets unbelievably interesting. (Jon Kabat-Zinn)

8. I believe in intuitions and inspirations...I sometimes FEEL that I am right. I do not KNOW that I am. (Albert Einstein)

9. Don’t be trapped by dogma - which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuitions. (Steve Jobs)

10. Intuition will tell the thinking mind where to look next. (Jonas Salk)
The Seven Universal Facial Expressions of Emotion

Happiness

Surprise

Contempt

Sadness

Disgust

Fear

Anger

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