

Dear LCI Participant,

We are delighted that you will be attending the 2017-2018 Leadership for Collective Intelligence Program (LCI). You are joining a remarkable group of people from leading organizations around the world, people who are committed to bringing a new level of leadership to their work and to their lives. As it does each year, the program includes leading thinkers as guest faculty, representation from a very wide variety of organizations, and an outstanding class composed of leaders with rich backgrounds and experiences.

The faculty and I all look forward to welcoming you and working closely with you in the coming months.

Please read the following information carefully; there are action items, and it contains information vital to ensuring you have a successful experience!

Important Items and Next Steps:

Faculty Interview: Over the next few weeks one of the LCI faculty will be contacting you to schedule a pre-program interview. The purpose of this conversation is to enable you to create a baseline assessment of your starting point as you begin the LCI experience, and to inform us of your needs, interests, and questions.

1. Program Content and Objectives

Overview

The LCI is a high energy, intensive six-month long action learning and professional development experience. The LCI program builds on two decades of experience and has over 500 graduates worldwide.

The LCI is a program intended to inspire new levels of understanding, leadership maturity, and intervention skills in its participants. It combines intensive personal change with professional capacity and skill development. The program consistently strives to be high on these two elements, in ways that most leadership activities are not: personal transformation and maturation, and skills in leading and changing organizations and systems.

The program draws on and has been built by people who have, over the past 20+ years, directly pioneered in the development of a variety of fields, including organizational learning, systems thinking, sustainable development, dialogue, process consultation,

family systems therapy, and the improvisational arts. It is taught by a faculty who together has many years of direct experience in practicing, teaching and advising organizations around the world in these areas.

It is important to state at the outset that the LCI is not a "course" or "training" program in the traditional sense. It is better understood as an educational journey and professional development process. Many traditional educational methods are "transaction based." The educators are supposed to have information and the students are expected to learn it. This is sometimes called the "banking concept" of education whereby instructors deposit ideas in students' heads.

While there will be some transfer of information in this sense, including new tools, new methods, and new frames with which to approach tough problems, much of the education in the LCI is "generative" - meaning you learn as a result of thinking and acting in ways that you would not have on your own, and as a result of interacting with an extraordinary group of individuals.

Navigating New Waters

The LCI is a way for you to extend and deepen your professional skills and leadership capacities. It offers an entirely new set of skills and capacities - both for producing transformational change in our organizations, and for providing the kind of collective and inspired leadership essential in our intensifying age. These skills include the capacity to think inventively, learn quickly and act in bold ways. This translates as confidence to challenge old mindsets, and to think systemically - seeing the connections and opportunities others might miss.

We approach these matters in the LCI through the unique art and practice of dialogue. Dialogue is a practice of talking and thinking openly together. Conducted with patience and insight, it can lead to deep transformation within individuals, groups and teams, organizations, and even society.

The LCI is, however, by no means limited to developing dialogue as a form of conversation. We see dialogue as a stance, a practice among a group of people, and the cornerstone to large systems transformation. For this reason we focus on the art of producing *living change*, which is a method, somewhat akin to process consultation, for intervening effectively in large systems. This process can enable you to design ways to help bring about profound and unprecedented change in your organization or community.

The LCI is ambitious, intense, and focused both on the professional substance of your work and your personal challenges, attitudes, and beliefs. It is, in other words, both practical and personal. We believe it is essential to combine these two domains, and that it is important for you to understand that your own personal engagement, from the inside out, will be as important as any methods or ideas you learn that you can apply outside of yourself.

Purpose and Intended Outcomes

Our overall intentions for the LCI are as follows:

1. To enable individuals to experience, understand, and gain genuine and notable new understanding and capability in the following four domains of knowledge and practice:
 - Identity Based Leadership
 - Systems Thinking and The Design of Experience
 - Dialogue and the Art of Thinking Together
 - Facilitating Innovation and Change
2. To help initiate and begin to establish systemic and dialogic transformation activities in the participant organizations in ways that are likely to lead to significant results.
3. To create a deep learning environment in which participants can learn from one another and in which organizational experience can be readily transferred.
4. To create a continuously expanding body of theory and practice about this field and its applications in a variety of practical settings around the world, and to invite participants into direct and active participation in this process.

The LCI will have analytic activities and active periods of personal reflection. We seek to activate the physical, mental, emotional, and spiritual intelligence of the participants who attend.

Physical intelligence is the capacity to perceive direct sensory and physiological information continually moving through your own body; mental intelligence is the capacity for reflective and innovative thought; emotional intelligence is the capacity for resilience, depth and breadth of feeling, and spiritual intelligence is the capacity to perceive depth of character and understanding - *wisdom*.

2. Expectations about the LCI

One concern some people have entering the LCI is that they may be inadequate to the tasks and challenges of the program. Others fear that the experience may go too slowly, or that they may hear things they already know. We would suggest that one way of handling these concerns is to embrace a paradox: *bring your expertise as well as your humility*. Your willingness to learn and to take responsibility for your experience will make all the difference to your participation. The question one could always ask of oneself, and others could ask of you is, are you coachable? Some people arrive with their cups already so full that it is hard for anything more to enter it.

Another matter to consider is the kind of learning we invite you to do in the LCI. There is an important distinction between transactional and generative learning: *Transactional learning* assumes the student is empty, and the teacher fills him or her with knowledge. In this kind of learning, the focus is on absorbing new content and new technical knowledge. In *generative learning*, the interaction between faculty and participants creates possibilities that could not have arisen any other way. New knowledge and new understanding emerges as a result of this total field of learning, and as such, participating in it fully and openly is absolutely essential. The LCI focuses primarily on generative learning.

Another issue that sometimes arises concerns the subject of dialogue. The actual experience of dialogue often differs greatly from what people have come to believe or expect of it.

Since the publication of *Dialogue at the Art of Thinking Together* and of other books like it, many people have come to a certain understanding conceptually of this subject. Yet in experience dialogue can be very different from what people expect or believe. It can be intense - intensely wonderful and intensely frustrating. It can bring you to both enjoyable highs and painful lows.

Over the past two decades we have found that peoples' own expectations about dialogue are themselves often an important barrier to the actual experience of it. In this sense, our advice is to do what you can to set aside your assumptions about dialogue, the knowledge you believe you have as well as the inadequacies you imagine you bring. In a word, our initial advice is to just bring yourself — ready and willing to listen, to speak and to learn.

Finally, some people come to the LCI expecting to learn a set of tools and techniques that can enhance their capacity to bring about results. While this is part of the program's aim, it is not our only ambition or focus. As we mentioned above, you will find that we are as interested in you as the tool user, as we are in the tools and methods for dialogue and dialogic change.

3. Nature of the Sessions and Interims

The program will consist of four four-day sessions and three practice interims between these face-to-face experiences. The four in-person sessions are designed to maximize learning, experience, skill development, and conceptual understanding. The practice interims -- when you are at your place of work -- are times when you apply your learning in practical settings, try experiments, and hone new skills. We view the interim periods to be at least as important as the actual residential sessions. During each interim you will have the opportunity to apply what you are learning to the practical challenges of your everyday work, and to then bring the fruits of these efforts back to the group for further reflection. You will also have the opportunity to coach each other and to be coached by faculty members during these interims.

The LCI uses a variety of different learning methodologies to accomplish its goals,

including large group dialogues, one-to-one coaching, small group reflection, reading, individual and team presentations, simulations, light physical embodiment exercises, music, video excerpts, story telling, and lectures.

We typically have at least one guest speaker for each session, in addition to the faculty members present at each session.

How much work should I be prepared to do?

We believe that the LCI's core focus will be on helping you to integrate the work you are already doing with what you learn at the LCI. The LCI program takes the stance that learning requires practice and reflection. You will be given several different ways to actively practice and build capability during the interim sessions. These will include:

- An action project: an activity where you and a small team actively experiment and seek to bring real change to your organization, applying what you are learning in the LCI
- Coaching: you will meet with a faculty coach in the first session that you will work with in the interims, on your professional development, practice and reflection work. You will also coach one of your peers and be responsible for sustaining and supporting their learning as well.
- Reading: We will provide you with some of the most salient and powerful writing we know of, in a variety of different fields, to supplement your learning.
- Practice: specific opportunities to deepen and extend your knowledge by taking action in defined and structured ways.

You will determine the amount of time you take for this work. We will design it so that there are several levels of depth you can take the material to, depending on your interest.

Ground rules

There are only a few simple ground rules that we ask participants to follow:

- Be here: meaning, be present when you are in attendance, attend all sessions, and all aspects of all sessions. This is not a program where one can pick and choose hours to attend, and work the rest of the time. We ask that you arrange your schedules so that you can be fully attentive and available throughout the sessions. This implies not leaving before the published end time, and not arriving after the published start time. We try planning the sessions to ensure that there is ample time to make flights, and can assist you if necessary.
- Practice: there will be many opportunities for practice in this program, both during the sessions and in the interims. Every great tradition and discipline speaks of the need, in one form or other, for practice - as study, through action, and in quiet reflection or meditation. We would ask that you commit to doing

this work, to follow through on whatever is requested of you, and to communicate with us if for any reason you cannot.

- Enjoy yourself! Creativity and learning expand exponentially with relaxation and enjoyment. While we expect you to be stretched in this program, we want, and intend, that you also have fun!

4. Preparing for the LCI

The following are **three critical tasks to do prior** to your coming to the LCI:

1. ***Please bring an object that symbolizes what you believe to be the core qualities of your leadership – that you personally bring to your world.*** Please also provide on a post it note a caption for your leadership object and brief description of why you have chosen it.

2. ***Read the material for Session 1: These articles are brief, are all attached to this email, and also posted on the LCI website. To access files from the web, go to www.dialogos.com and see the “client login” in the lower right of the home page. Click “LCI Class of 2017-18” for a link to the Readings and Resources page.***
 - [William Isaacs, Introduction and Chapter: 1, Dialogue and the Art of Thinking Together. New York, Doubleday, 1999. An introduction to dialogue and the foundational skills of the LCI.](#)

 - [Ed Catmull, “How Pixar Fosters Collective Creativity”, Harvard Business Review, September, 2008.](#)

 - [Amy C. Edmondson, “Teamwork On the Fly: How to master the new art of teaming”, Harvard Business Review, April, 2012.](#)

Click [HERE](#) to read online or download all the articles for the program. **Note:**

The website password is: tr@nsform@ation

During the first session you will also receive a number of books to read. Books will be available in hard copy or as e-books*.

****Please let us know if you prefer e-book versions. Again, you can be in touch with the LCI Program Manager Tee Higginbottom here: tee.higginbottom@dialogos.com. We will then email you the link to access these books on any e-reader with a Kindle app.***

3. Write a Left-Hand Column Case and bring it to Session 1.

The Left-Hand Column Case is one of the principal professional reflection tools we use in the LCI. For those of you who have written cases like this before, please do not use something you wrote for another program. We use these cases as professional reflection tools, not only as a one-time workshop experience.

Case Writing Instructions

Your case should focus on a situation where you realize you have something to learn – that is, where you did not produce the results you intended. Pick a situation where there were both substantive challenges (e.g. finding the right strategy, determining the right agreement to strike with your customer/supplier/boss/subordinate, defining the right project parameters, or defining how best to measure a result), as well as behavioral challenges and risks, e.g. people saw things very differently; you found yourself reacting negatively to others; people were in open (or covert) conflict, you needed to influence people and found it hard to do.

Some examples:

- A coaching or performance feedback situation where you tried to help someone with their leadership.
- A situation where an unwanted dynamic arises within you, or between you and another.
- A problem you tried to solve, or situation you sought to influence where you did not produce the results you or others expected.
- A leadership failure.

Make sure this is a situation in which you are implicated and involved (e.g., this is not about a friend you once heard who had a problem; not a situation about other people, somewhere else).

Please select an example that is not fully resolved – but one about which you still have questions. The more energy you have around this case, the more you will learn. You will be able to select whom you share this case with; typically we will work in groups of 2-4 people.

Again, make sure you think of an episode that is important and relevant to you and from which you believe you have something to learn.

There are two parts to the case:

1. Brief Summary (1 paragraph):

Write a brief description that: gives the context, outlines your definition of the problem, and your theory about why things unfolded as they did.

2. Create a conversation map (at least 2 pages)

Divide several pages into two columns (see example below). Write up what *actually happened* as follows:

- On the right hand side of the page write down your best recollection of what you and others actually said and did. Don't worry about being precise; your best recollection will be fine. However, it is essential that you write down actual dialogue, as if in a play.
- On the left hand side of the page, write down any thoughts and feelings you had at the time and did not say.
- The following is an example of the case of a senior technologist called Max. On the right hand side, Max wrote out his best recollection of the conversation. On the left, Max wrote what he was thinking and feeling as he interacted with his team member:

Left Hand Column: Max's Thoughts and Feelings *Not Expressed*

I had better get to the bottom of this quality problem. No one seems to be addressing it, and as usual, it seems to be falling to me. Start off slow

Oh oh, the usual defensiveness.

Now, play nice. Or are you covering up your own lack of ability here?

That I believe, but I doubt it is because there is no data. Hundreds of customers can't be all wrong!

Meaning, he is taking it seriously, why don't you?

Careful - don't get too far into the middle here

Let's focus on the issue at hand

Right Hand Column: What was actually said

Max: How long have you been working with this supplier? I have some questions about their reliability. I'd like us to try to be open together about all this.

Team Member: Fine. Absolutely. Why do you ask? I thought they were doing a great job.

Max: yes, I am sure they are, but we have had some reports recently that I would like to look at. Our customers have reported problems. I am sure you are aware of that.

Team Member: I do not have any hard data to support what they were saying. So much of what is said is based on very little hard fact.

Max: Well, your boss has sent emails to me asking me to look into this.

Team Member: What did he say?

Max: Well, I do not want to go into it too much, just that there some

If your boss says we are falling down, and I say so, then yes, you need to take it seriously! Who said this was going to work easily?

problems. Besides you have the monthly customer reports right there.

Team Member: Yes, but as I said there is very little rigor in all this. You cannot expect us to change processes based on a few opinions, can you?

5. Logistics

Accommodations

We are holding all four sessions this year at the Stage Neck Inn in York, Maine. We have arranged package prices that include all meals, room, and refreshments.

Hotel Reservations

You are responsible for sending in reservation forms. The reservation form for Stage Neck Inn is attached to this letter. If you have not already done so, please return the completed form directly to Stage Neck Inn at the contact details provided on the form.

Your lodging package covers dinner on Monday evening through lunch on Friday. You will have the opportunity to pack a box lunch if you prefer to eat on the road homeward bound.

Special Diets

Stage Neck Inn will do its best to accommodate any special dietary needs that you have. Please let them know in advance if you have any special requirements.

Attire and Other Things to Pack

Dress for the sessions is casual. You should pack sweaters, and walking shoes for outdoor excursions. We will make space throughout the sessions for walks and exercise.

Hotel Information

Stage Neck Inn
8 Stage Neck Road
York, ME 03909
USA
Tel: +1 207-363-3850
Stageneck.com

6. Faculty Bios

Faculty

William Isaacs

William Isaacs is Founder and President of Dialogos, a consulting and leadership development firm based in Cambridge, MA, and a Senior Lecturer at the Sloan School of Management. He is a leading authority on dialogue, collective leadership and the design and implementation of generative change.

His book, *Dialogue and the Art of Thinking Together* (Doubleday), has been translated into seven languages, including Swedish, Chinese, and Hebrew. It was featured in *Fast Company* as a guide to “the secret of good informal conversation,” and has been acclaimed by a variety of reviewers as the definitive guide to profound change through speaking and listening. *Change Management Monitor*, a publication of reviews of management books, included *Dialogue and the Art of Thinking Together* in its list of the twelve most significant business books.

For the past 20 years Dr. Isaacs has consulted to senior leaders of major organizations around the world, assisting them to create system wide transformation. His work focuses on catalyzing generative change and innovation, coaching leaders to think and act in transformative and strategic ways, and creating learning environments for building the creative capacity to handle an increasingly volatile and uncertain world.

He has advised and worked with CEO’s of global enterprises, applied his ideas in international and regional development contexts, worked to transform alliances and partnerships, built collective leadership in Fortune 100 senior teams, facilitated high level dialogues among senior policy, corporate and NGO leaders, and navigated management union conflicts.

Dr. Isaacs received an A.B. in policy studies from Dartmouth College, a M.Sc. from the London School of Economics, and an M.Phil. and D.Phil from Oxford University. He lives in the Boston area with his family.

Leslie F. Griffin (Skip)

As a Senior Associate at Dialogos, Skip Griffin consults with corporations, international agencies, foundations, and community organizations to help them create their desired futures.

Since 2003 he has worked with Dialogos as an executive coach, faculty for Leadership for Collective Intelligence, designer/presenter of Art of Thinking Together Courses and consultant. Skip specializes in transformational coaching for senior leaders, helping them to understand: the ways multiple parts of their life (mental, spiritual, physical, emotional, etc.) affect job performance and satisfaction, ways to develop effective strategies for issue resolution, how to think of and build teams and real systems change.

He has worked successfully with senior executives in diverse business, government, healthcare, and educational organizations, helping them achieve both personal fulfillment and outstanding business results.

For 15 years, Skip was the director of community relations and public affairs at the Boston Globe newspaper, where he engaged senior executives and other management in an ongoing reflection and redesign process to understand the ways to use high-quality public outreach between the newspaper and ethnic associations, non-profit organizations, special interest advocacy groups and small town and county governments as a way of increasing brand loyalty and market share. He also served as a Director of the Boston Globe Foundation, Co- coordinator of Globe Santa and a member of committees overseeing the development of employee assistance programs.

Skip served as Associate Dean of Student Affairs and Director of the African American Institute at Northeastern University in Boston. Working with the President, Senior Council of Deans, other key administrators and faculty, he was able to engage key stakeholders in the co-creation of a learning process that resulted in the design and building of a network of referral sources and menu of programs that produced significant improvement in minority student performance and retention.

From 1976-1980 he served as a member of the Federal Receivership team at South Boston High School helping to implement court ordered busing and integration. He helped to design and implement innovative approaches to reducing violence, building an inclusive community and improving learning.

Skip holds a B.A. in Government from Harvard College and a Masters of Education in Organizational and Social Policy from the Harvard Graduate School of Education.

Peri Chickering

Peri has a diverse range of skills and experience, including executive leadership, coaching, teaching, training and program development, and administration. For several decades much of her time was spent in the third sector, engaging in NGO start-ups and development. As a professional mountaineer, wilderness guide, and experiential educator, she used both the outdoors and the indoors as classrooms, and traveled to many parts of the world creating and running wilderness-based leadership experiences for individuals and groups. Peri worked in the former Soviet Union and several Eastern Block countries during the years of transition out of the Cold War as well as in South Africa through the final years of Apartheid. Part of this work included bringing the first group of Soviet youth into South Africa and the first tri-lateral exchange between Soviet, Hungarian, and Americans in the United States. As an outgrowth of these pursuits, she went on to raise the funds, train and develop local staff, and start new leadership schools in several countries including Brazil, Bulgaria, and South Africa.

After years of traveling the globe, Peri's career took a more local route, serving as the

Executive Director of Thorne Ecological Institute and then as an associate professor in the Master of Nonprofit Management program at Regis University. As part of her work at Regis she coordinated the Colorado Trust Fellowship, an initiative focused on building leadership throughout the non-profit sector of Colorado. In addition, she created several new classes including a Service Oriented Field Experience bringing graduate students to South Africa.

Currently, Peri's work is primarily focused in the private and government sectors as a consultant, coach, and leadership educator. Peri holds a Master's Degree in Human Development and a Ph.D. in Human and Organizational Systems from the Fielding Institute.



Dialogos

Leadership for Collective Intelligence

June 19-23rd, 2017

All room reservations must be booked directly with Stage Neck Inn and not through Dialogos. Each guest should fax the completed form below to the hotel directly at 207-363-2221 **ATTN:** Reservations. Or email reservemanager@stageneck.com, please put "Dialogos 2017" in the subject Line.

Guest can also contact them directly at 207-363-3850 and mention Dialogos LCI to make a reservation.

\$460 CMP PACKAGE per unit per night, based on single occupancy plus taxes. (Package includes overnight accommodations, group breakfasts, lunches & dinners and all fees) **Additional guest may stay in same rooms for an Additional \$22 per night plus tax; however these guests will NOT be attending group meetings and meals. If pricing for 2 people in one room, both attending all meetings and meals is required, please contact Phoebe Pressey, Executive Meetings Manager at reservemanager@stageneck.com.

Cancelation Policy – Cancellations received outside 30 days of arrival will be entitled to apply the deposit to a future stay or receive a deposit refund less a \$25 processing fee. Cancellations received within 30 days of arrival will forfeit the entire deposit.

The reservation cut-off date is **May 22, 2017**. Reservations received after this date, are accepted on a space availability basis.

Please fax or email this form back to Stage Neck Inn by **May 22, 2017**.

NAME: _____

EMAIL ADDRESS: _____

COMPANY NAME: _____

MAILING ADDRESS: _____

CITY/ TOWN: _____ **STATE:** _____ **ZIP CODE:** _____

TELEPHONE: _____ **FAX:** _____

TYPE OF CREDIT CARD: _____ **EXP. DATE:** _____

CREDIT CARD NUMBER: _____ **CVC:** _____

SIGNATURE: _____

NUMBER OF PEOPLE IN THE ROOM: _____ *will both people be attending meetings and meals? Yes/No -- If yes you will be contacted regarding revised package pricing.*

ARRIVAL DATE: _____ **DEPARTURE DATE:** _____

Check-in Time: 3:00pm Check-out Time: 11:00pm