



Middle Ground Guide

A resource document for conducting middle ground conversations using the Process Enneagram

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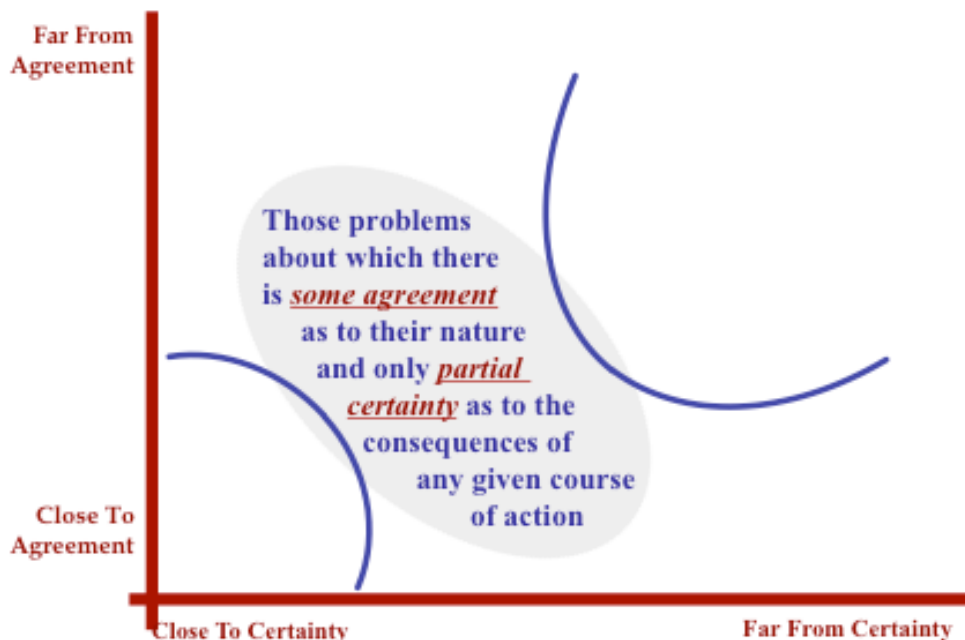
Part I

Introduction

This guide is a resource to you to help you in addressing middle ground issues as they arise. It is somewhere between a manual and a facilitator's guide for it can show you "how" to do this work but it can also "guide" you on how to help others do this work. You are likely to be a senior executive, team leader, organization development or HR person working inside a firm or company and already exposed to the thinking, processes and conceptual framework underpinning the Process Enneagram. It is also likely that you work in the resources industry, but this should not prevent you finding this document useful.

Context

The term "middle ground" arises directly from the work of Ralph Stacey and his model that typifies the problems we face on a day by day basis.



Stacey suggests strongly that problems in the middle ground (complex problems¹) addressed with the thinking or processes suitable to the bottom left hand corner (ordinary management) will tend to make the problem worse and are not likely to lead to a resolution.

Middle ground problems require different thinking and different approaches (extraordinary management)

How do you know if you have a middle ground problem?

If you can place a check mark against one or more of the following, then it is highly likely you have a middle ground problem on your hands.

- Whenever the situation is complex
- Whenever the change you seek is complex
- Whenever the outcomes are vague or unclear
- Whenever there are unknown or unpredictable forces at work that can influence or interfere
- Whenever people's feelings or reactions are likely to be triggered significantly
- Whenever you will need to equip, educate or train others to implement and sustain a change
- Whenever there are any politics involved or likely
- Whenever individuals or groups have the potential to feel disenfranchised as a result of the change

Whatever you and your colleagues seek to do needs to satisfy the following five criteria in order to be achievable. Your engagement with the issue at hand needs to be

- 1) Possible
- 2) Formulated, stated and communicated in the positive
- 3) Yours to do
- 4) Worthwhile
- 5) Ecological to the wider system of which you and they are part.

¹ For simplicity's sake complex system is a system that contains both order and disorder simultaneously.

There is a way that will both address the middle ground issue and ensure that your outcomes satisfy these 5 criteria. It is based on the Process Enneagram.

The Process Enneagram

At this stage in the development of ideas and processes, we know that using the Process Enneagram² will invariably allow you to engage with a middle ground (complex) problem and make real progress to its resolution. At its simplest the Process Enneagram is a map that allows you and your colleagues to think and address problems and issues from a whole-of-systems viewpoint in nine dimensions.

The nine dimensions are

1. Identity and current state
2. Relationships and connections
3. Information and will
4. Intention
5. Principles and standards
6. Tensions and issues
7. New context, strategies and structures
8. The work
9. Deep learning and sustainability

The nine steps and the power of the Process Enneagram comes in large part from the sequence of the conversations and their capacity to produce rational, social and emotional outcomes, along with the presence of someone who can ask fearless questions at each of the nine points.

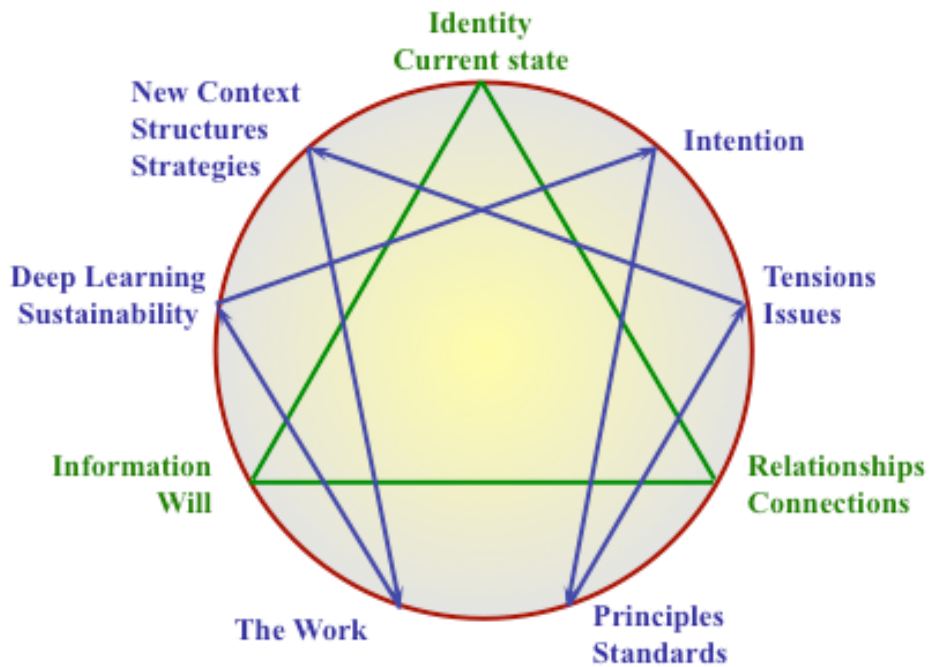
In the remainder of this guide, you will find advice on a number of ways in which you can use the Process Enneagram to address middle ground problems.

² Dick Knowles developed the Process Enneagram. The processes outlined in this guide arise from the work of Dick Knowles, Tim Dalmau, Steve Zuieback, Julia Zimmerman and Jill Tideman. Do not confuse the Process Enneagram with the Personality Enneagram of which much has been written. Practically speaking there is no connection between the two

Two important points of note:-

You do not need to share the diagram with others in order to use the model and its processes successfully, though it does help in certain settings.

You probably should not consider doing this yourself alone. The advice given in this document is best undertaken with the help of one of your colleagues.



When should I consider using the Process Enneagram?

The strong suggestion is that you should consider using the Process Enneagram whenever the situation meets any one or more of the criteria mentioned above.

Typical examples might include things such as

- Six monthly strategic safety review by a supervisor with his/her crew
- Engagement with the community around issues such as noise or airborne particles, if you happen to be a mining operation
- Making the drive to and from work safer for everyone
- Strategic planning for a department or group
- Inter-departmental tension or conflict
- Team development
- Working effectively with project personnel on the expansion

These are just a few examples. The file entitled “**An Enclave of Enneagrams**” can be downloaded from the Dalmau Network Group website and contains sets of questions for a large range of settings and situations.

On the other hand, if the situation you face does not meet any of the criteria that would define it as a middle ground problem, if it is clearly a bottom left hand corner problem and if there are known solutions or processes to address it, then using the Process Enneagram will only over complicate things.

What can I expect if I use a Process Enneagram approach?

If you follow the nine points and their suggested sequence you can expect that through the dialogue

- Whatever issue you and your colleagues are addressing will be better understood at a whole-of-system level by all involved
- A clear intention will emerge
- So will strategies and detailed work to be done
- Relationships among those involved will take a step forward
- There will be an increase in the emotional willingness of those involved to get in and address the problem together

These correspond to rational (task), emotional (feeling) and social (relationship) outcomes.

But because middle ground problems are complex, they are also emergent. In simple terms this means you can expect surprises along the way, either in terms of new insights, different perspectives and solutions or new relationships and connections being formed.

You can also expect that people will be more dis-associated around the issue or problem, i.e. more in their green hats (third position)

Parts of this guide

This guide is divided into four parts as follows:-

- I. This section you are now reading
- II. Leading and driving a dialogue based on the Process Enneagram
- III. Leading a short working session around a specific issue using the Process Enneagram
- IV. Workbook approach for using a Process Enneagram
- V. Using the Process Enneagram with others with fewer years of schooling

Part II

Leading a dialogue based on the Process Enneagram

Here is the strongest piece of advice we can give you about using this approach with your own team: don't!

Get one of your colleagues to come and assist you by facilitating the process.

This part of this Guide is directed at these colleagues as they help you.

Getting ready

We assume from this point on that you are helping one of your colleagues address a middle ground issue. So it will be necessary to have a pre-meeting discussion with them and ensure from that discussion that you understand the following:-

- 1) Why they think it is a middle ground problem?
- 2) The context behind the problem
- 3) What success looks like at all three levels of
 - a. Task (rational outcomes)
 - b. Feelings (emotional outcomes)
 - c. Relationships (social outcomes)

You might ask questions such as

- 1) What do you hope will be the tangible deliverables from the time together?
- 2) How would you hope people will be feeling at the end of it all?
- 3) In what way would you hope relationships among the group have improved at the end of it all?

As part of your preparation it is suggested you download the Enclave of Enneagrams from the Dalmau Network Group website. If there happens to be an Enneagram that “just fits the bill” then print out that page and use it as your guide for the dialogue.

More frequently, however, the situation you are going to facilitate will not exactly fit one of the Enneagrams in the Enclave, so use these notes to help you make

up one of your own, i.e. make up your own set of questions using those in the Enclave as a guide.

This work should be done a couple of days in advance of the meeting and it will help to clarify the questions you have constructed with your “client”, i.e. the colleague you are helping by facilitating this upcoming dialogue.

Setting up

Be sure the dialogue will occur in a comfortable space with room to move, room for individuals to stand up and walk around and still be part of the conversation.

It generally will not help things if people are sitting behind tables, so ensure the group is in a circle in front of a large wall space and without tables.

It is usually better if the meeting room is off site to stimulate new thinking, new perspectives.

Get to the room well in advance of the group and create a large canvas on the wall space using four sheets of flip chart paper, taped together on the back-side with masking tape, then pasted on a large wall space. In the center of the canvas draw a small circle without any names or labels.

Welcome / introduction

Ask your colleague to set the scene, stating what s/he understands the situation to be regarding the issue at hand, how s/he feels about it and what they see as the responses in broad terms of the various players to the issue

You write these up without fuss or announcement, assigning them on the flip charts to point where they go. It is likely that most of your colleague’s introduction will fall under Identity and Current State.

But beware There could be elements that fall under any of the categories of Intention, Principles and Standards, Relationships and Connections and Information and Will

Check-in

Ask now for a check-in from each other person in the meeting as to how they see the current state of affairs under three headings: myself, this group and the issue at hand.

As each comments, continue to make notes on the flip chart paper, sorting and placing each comment or key point made according to their nature on the Process Enneagram, i.e. according to where they fit against each of the 9 dimensions. It is unlikely that there will be much material at this stage in the discussion will relate to the left hand side of the Process Enneagram, except that of Information and Will.

Tip: It is going to work better if you can avoid using single nouns, but rather phrases and clauses with **verbs** (“doing” words / words which describe action) in them

Continuing the process

After this phase is over request them to “*say some more about this group*” and how it is working together around the issue under consideration.

As each person contributes deliberately look down as they speak, get up out of seat to add a comment to the paper as each point they are making becomes clear.

Then work through all the other points on the Process Enneagram that have not been covered sufficiently until all are covered.

Some prompts

You can use the following or questions to prompt further discussion under each of the nine points of the Process Enneagram. Use these as a guide only. Ideally you will have made up your own after consulting your colleague on whose behalf you are doing this work and the Enclave of Enneagrams file.

Current state

What is really going on in around this issue or in this group?

Where and how are we positioned?

How did this issue arise?

What are its critical or key aspects?

What major things still need to be done?

And, if appropriate, what is the group's history and what have been the significant events and stages in the development of the team?

Relationships / connections:

What are the relationships like in this group?

How functional are they?

What impact do they have on the issue at hand?

What are the key groups and stakeholders around this issue and how do they relate to it, to this group, and to each other?

What connections exist among people and parts of the system?

Information/ Will

How is information handled?

What is needed?

What is critical?

How available is it? – to us, key stakeholders, other parts of the business?

How do we use information to work together?

What are the undiscussables?

Intention

Do we have a shared and explicit understanding about what it is that we are trying to achieve around this issue?

If yes, then what is it?

If not, then what are the key elements for us to discuss and come to grips about?

What might be possible around this issue, if we dared to dream?

Be sure to document under Intention elements of the conversation related to the issue at hand, the stakeholders, and the group itself, including how they will be living the values they have committed to.

Principles/ standards

What are the espoused principles that should guide actions around this issue?

Are they really practiced or just what we say or like to think are our principles?

If so, then what are the real principles practiced around this issue?

What principles or ground rules will we need going forward to achieve our intention, guide our behaviors and strategies?

When documenting the group's comments on the flip charts it is often helpful to set aside two different areas in the bottom right hand corner, for the espoused principles and another for the actual principles in use.

Tensions and Issues

What are the issues, dilemmas, constraints and problems facing us around this issue?

Context, strategy, structure

What are our approaches to achieving our intention and tackling the issues whilst living our principles?

Is what we are doing enough – or are new strategies needed? If so what?

The work

What are we going to do from now on? Specifically?

Deep learning/ sustainability:

How will we continue to learn and grow as a group and around this issue?

Reflection

It is usually helpful to give the group a break at this stage – coffee, or similar. Whilst the group is on its break, now label each of the nine points on the circle that describe the Process Enneagram and draw an arrow to the block of writing concerned.

When the group returns settle them down and ask them is there anything else they would like to add in the form of comments, etc. If so, place these comments in the appropriate place on the flip charts as well.

Then at the appropriate time, stand up, go to the flip chart and (starting with identity/current state start reading the material by the lead in that goes “*So what we have here is a situation that*” And so on. String together the points you have written on the flip chart under this block of writing into a set of prose, i.e. as it was a paragraph of comments.

Then move across to relationships and connections and use the lead in “*And when we look at the relationships and connections within and without the system we find*”

Then to information/will where the lead in is “*When we look at this system, we find that information in the system could be characterized as*”

From here move up to Intention with the lead in “*So what we have here is a situation where success looks like this. It involves*” Or “*Now if we step back a minute, and ask what we might be trying to achieve, we find*”

For principles the lead in is “*In order to achieve this intention, it will be important to pay honor to these principles/ground rules/standards*” At this point read from the espoused principles. Then say “*But unfortunately, it seems as though some of the ground rules we unconsciously and actually live by are*” At this stage you are reading from the principles-in-use”

For the tensions and issues the lead in is “*Now, in order to achieve this intention we are going to have to resolve these issues ...*”

Then move across to new context, strategy and structure where the lead in is “*And so, it seems as though this is the context we need to create And these are the broad strategies we need to follow....*”

For the work section the lead in is “*These are the specific things we will need to do soon ...*”

All of this rhetoric is best done with due pausing, sense of moment, etc ... for effect on the group. Then give the group time to just simply react to what they were seeing and had just heard from you..

So say something like the following to the group: “*When you look at this intention (gesture), and these principles-in-use (gesture) are you likely to achieve your intention (gesture)?*”

The answer is no, always.

Then say *“So, if you want to achieve this intention (gesture), follows these espoused principles (gesture) and solve these tensions (gesture) what other approaches or strategies (gesture) will you need to put in place and what extra work (gesture) will need to be done.?”*

Again all of this rhetoric and questioning is done with due pausing, sense of moment, etc ...

This series of statements usually produces quite a number of additional items for Strategy and Work.

Now most commonly very little will have emerged during the dialogue that could be placed under the heading of Learning and Sustainability, at least up to this point. Then say to the group *“So what are we learning about this system for which we are responsible?”* This will generally produce the material for the point on deep learning and sustainability. It more often than not also produces a much deeper discussion about the system and their part in maintaining/changing it

Depending on the issue at hand and the group itself, it may be appropriate at this stage to take the elements documented under Context/Strategy/Approach and Work and put them through a standard action planning process with which you and your colleagues are all familiar.

But ... make sure it is visual, i.e. on some different sheets of flip chart paper or a whiteboard.

The key to nailing this whole process is not just the action list that comes out of the Strategy and Work, but agreed ground rules that come from the Principles and Standards. A discussion of these items will create “the bowl” around this issue, i.e. the agreed behavioral and operational norms or ground rules.

Resources

You can find a Power Point template for documenting your Process Enneagram on the Dalmau Network Group website

Part III

Leading a short working session around a specific issue based on the Process Enneagram

Here is the strongest piece of advice we can give you about using this approach with your own team: don't!

Get one of your colleagues to come and assist you by facilitating the process.

This part of this Guide is directed at these colleagues as they help you.

The approach outlined in this Part III of this Guide is best used where the team or group involved is already functioning well. If this is not the case and there are some difficulties then we strongly recommend that you follow the guidelines in Part II of this document.

It will also help if the group involved is 8 or less in number.

Getting ready

We assume from this point on that you are helping one of your colleagues address a middle ground issue.

So it will be necessary to have a pre-meeting discussion with them and ensure from that discussion that you understand the following:-

- 1) Why they think it is a middle ground problem?
- 2) The context behind the problem
- 3) What success looks like at all three levels of
 - a. Task (rational outcomes)
 - b. Feelings (emotional outcomes)
 - c. Relationships (social outcomes)

You might ask questions such as

- 1) What do you hope will be the tangible deliverables from the time together?
- 2) How would you hope people will be feeling at the end of it all?

- 3) In what way would you hope relationships among the group have improved at the end of it all?

As part of your preparation it is suggested you now download the Enclave of Enneagrams from the Dalmau Network Group website. If there happens to be an Enneagram that “just fits the bill” then print out that page and use it as your guide for the dialogue.

More frequently, however, the situation you are going to facilitate will not exactly fit one of the Enneagrams in the Enclave, so it will behoove you to use these and make up one of your own, i.e. make up your own set of questions using those in the Enclave as a guide.

This work should be done a couple of days in advance of the meeting and it will help to clarify the questions you have constructed with your “client”, i.e. the colleague you are helping by facilitating this upcoming dialogue.

When you have done this print it out, make multiple copies and take them to the meeting room for the working session.

Setting up

Be sure the dialogue will occur in a comfortable space with room to move, room for individuals to stand up and walk around and still be part of the conversation.

It generally will not help things if people are sitting behind tables, so ensure the group is in a circle in front of a large wall space and without tables. It is usually better if the meeting room is off site to stimulate new thinking, new perspectives. Most, if not all of this discussion will probably take place with the group standing up.

Get to the room well in advance of the group and paste the laminated large Process Enneagram chart on the wall.

Introduction and setting the scene

Ask your colleague to set the scene, stating what s/he understands the situation to be regarding the issue at hand, how s/he feels about it and what they see as the responses in broad terms of the various players to the issue

You write these up without fuss or announcement, assigning them on the laminated Process Enneagram chart to point where they go.

It is likely that most of your colleague's introduction will fall under Identity and Current State. But beware There could be elements that fall under any of the categories of Intention, Principles and Standards, Relationships and Connections and Information and Will

Engaging the group

Hand out to the group the printed copy of the Process Enneagram questions you have already constructed and brought to the meeting, and suggest to them that you are all going to work through the questions.

Ask now for a comment from each other person in the meeting as to how they see the current state of affairs under the headings: this group and the issue at hand.

Use the handout you have made for the group and suggest to the group that as a group they are going to work through the questions on the handout. Now use the handout as a guide to lead the team through the conversation.

As each comments, continue to make notes on the laminated Process Enneagram chart, sorting and placing each comment or key point made according to their nature on the Process Enneagram, i.e. according to where they fit against each of the 9 dimensions. It is unlikely that there will be much material at this stage in the discussion related to Learning, Strategy and Work points.

Tip: It is going to work better if you can avoid using single nouns, but rather phrases and clauses with **verbs** in them

As each person contributes deliberately look down as they speak, then add a comment to the laminated Process Enneagram chart as each point they are making becomes clear. Then work through all the other points on the Process Enneagram that have not been covered sufficiently until all are covered.

Reflection

It is usually helpful to give the group a break at this stage – coffee, or similar. When the group returns, ask them is there anything else they would like to add in the form of comments, etc. If so, place these comments in the appropriate place on the laminated Process Enneagram chart as well.

Then at the appropriate time, stand up, go to the flip chart and (starting with identity/current state start reading the material by the lead in that goes “*So what we have here is a situation that*” And so on. String together the points you have written on the flip chart under this block of writing into a set of prose, i.e. as if it was a paragraph of comments.

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For the work section the lead in is “*These are the specific things we will need to do soon ...*”

All of this rhetoric is best done with due pausing, sense of moment, etc ... for effect on the group. Then give the group time to just simply react to what they were seeing and had just heard from you..

So say something like the following to the group: “*When you look at this intention (gesture), and these principles-in-use (gesture) are you likely to achieve your intention (gesture)?*”

The answer is no, always.

Then say *“So, if you want to achieve this intention (gesture), follows these espoused principles (gesture) and solve these tensions (gesture) what other approaches or strategies (gesture) will you need to put in place and what extra work (gesture) will need to be done.?”*

Again all of this rhetoric and questioning was done with due pausing, sense of moment, etc ...

This series of statements usually produces quite a number of additional items for Strategy and Work.

Now most commonly very little will have emerged during the dialogue that could be placed under the heading of Learning and Sustainability, at least up to this point

Then say to the group *“So what are we learning about this system for which we are responsible?”* This will generally produce the material for the point on deep learning and sustainability.

Depending on the issue at hand and the group itself, it may be appropriate at this stage to take the elements documented under Context/Strategy/Approach and Work and put them through a standard action planning process with which you and your colleagues are all familiar.

But ... make sure it is visual, i.e. on sheets of flip chart paper or a whiteboard.

Part IV

Workbook approach to using the Process Enneagram

This approach is best used when there are very few people and you wish to “think / talk” together through a complex middle ground issue that lies at the heart of some improvement you seek to make. It is a workbook and the best way to use it is to sit down with the other few people involved with the issue and talk through each question, each making notes as you go.

Getting ready

Building a good improvement plan is really about getting the right information about the issue at hand and the right players in the room together. The three most basic questions are

- 1) What is “the system” we are seeking to improve?
- 2) Who needs to be in the room to build the plan for this improvement?
- 3) What outcomes are we going for?

There are some guidelines that are worth considering in answering the second of these questions, i.e. who needs to be involved?

- 1) Few pertinent well informed individuals
- 2) Who can put self interest aside, have good social skills and teaming behaviors
- 3) Who know the reality and the real information about the system and about the change to be implemented
- 4) Probably less than 5 in number
- 5) Who can think conceptually yet pragmatically

If you can find individuals such as these who can relate to the issue at hand then we are confident it will dramatically increase the likelihood of a good result for you.

You and your colleagues now work through the following steps and questions.

The questions that follow are suggestions for consideration, but dialogue should not be limited to them. It is important to document your work on flip charts and walls and ensure that diverse input best comes from all in the team. You can

either make notes in this workbook or even better paste it on flip charts on the wall

1: Current state assessment

What is the change we seek to implement or the issue we must address – nature, size, cost?

What is the system we seek to change or improve?

- Individuals
- Groups
- Teams
- Departments,
- Business
- Customers?
- Vendors and suppliers?
- Others

Where is the focus for the improvement we seek? Specifics Is it essentially about changing the

- Way individuals do tasks
- Way pairs of people do work together?
- Way teams work?
- Way different teams interact over common work?
- Business-wide shifts?

How deep is it? Specifics ... Is it essentially about improving

- Practices and procedures? (The way things are done)
- Directions and purposes (Underlying beliefs, reasons & goals)
- Underlying unity and identity (Culture, style, attitudes)

What is it its core? Specifics ... Is it essentially about improving

- The way jobs, tasks, processes or procedures are implemented?
- The way groups, units or departments interact over organ donation work together
- The underlying style or climate

What's missing from the way things are at the moment? Specifics....?

- Processes and/or outcomes
- People dynamics and/or other types of connections
- Energy, commitments, synergies among people
- Knowledge or skill required to implement to do something or do it better

Where did it come from? Whose baby is it? Why?

2. Relationships & dynamics among people and parts of the system

Who are the individuals, groups and other entities who will be involved as a result of this improvement or engagement we seek? Specifics

- Needed for buy in and endorsement
- Needed for implementation
- Impacted on by the change?

How will each be impacted by the change?

What is at stake for each and all of these? Specifics

- Status?
- Information?
- Power?
- Belonging?
- Identity?
- Time?

What are the core values and preferred styles of individuals and groups involved?

Who are the critical stakeholders who need to buy into this improvement?

Whose political and actual support is needed to drive, lead and energize the improvement?

3: Information and communication

Who currently knows what about this issue at hand and the improvement you seek? Specifics ...

- Real and accurate knowledge
- Partial and inaccurate knowledge
- Fear, fantasy
- Simply don't know

Who needs to know what by when – *regard this as a minimum standard*

What is hidden and or kept quiet about the improvement?

What is the most sensitive and/or “dangerous” elements of information about the change? To whom? Why?

How can we connect with all those affected about

- The purpose of the improvement
- The picture we have of how it will work when complete
- Our plans for getting to that success result
- What their part in it will be

Who is going to put this information together?

How will the engagement and communication happen?

4: Goals and outcomes

What are the specific benefits and results sought from this improvement?

- Task, professional, operational
- Social, relational, connectional
- Emotional, sentiment, energy

For whom?

Why?

What new goals for the team, department or business will need to be put in place in order to achieve and sustain these outcomes

5: Principles, priorities and ground rules

What are some of the important standards that are either missing or failing in the system at the moment? Specifics

- Around performance
- Around behavior, mindset

For whom?

What lies behind these failures? How?

What principles or ground rules seem, in fact, to have underpinned how “the system” is currently configured/structured? Specifics

Looking from the outside as an objective bystander what would you say the system's real priorities have been? Specifics ...

- If this improvement is going to be successful in achieving the new goals for the system then what different and new principles, priorities and ground rules will we need to ensure are part and parcel of day to day life for
- Individuals
- Teams
- Units
- Departments
- The business

Be as specific as possible

6: Tensions, dilemmas, constraints, demands & limits

What is likely to limit the success and effectiveness of this improvement or engagement we seek? How? Specifics

- People?
- Funds?
- Time?
- Resources?
- Mindset and/or culture?

What demands must we meet? By whom? When? How? Why?

What dilemmas do we have to find our way through?

In what way is each a dilemma? Specifics

What tensions will we have to negotiate as we get underway with this change?

What specific constraints, dilemmas, limits or tensions are ...

- Acts of God: no change possible
- Acts of lesser Gods: some minor impact possible
- Acts of mere mortals: things which can and need to be addressed

7: The overall approach and strategy (starting to bring it all together)

What elements will make up our overall approach and in what mix?

- Edict and proclamation (Rarely works)
- Engagement and communication
- Relationship building
- Education and skilling
- Technical training
- Replacement with technology

For whom?

How?

When?

How (and with whom) will we construct

- The case for this improvement?
- Its overall context, purpose and anticipated benefits
- Our overall plan for its implementation
- Our specific picture of how it all will work when completed
- What each individual/group's part in it all will be

What type, extent and nature of support, leadership and guidance will this change need?

Who can best provide it?

Looking back on all the work done in this Section #7 where can we get some short term wins and then how might we consolidate on these?

What resources are needed?

- Financial
- Organizational
- People
- Time
- Effort
- Support

From whom?

When and in what way?

How do we get them?

Who is responsible?

8: Work and steps involved

If you have gone through the suggested steps and questions in Sections #1 through #7 then you are probably about ready to do your first draft of your improvement plan

There are many different techniques for doing this and most would be well known to you and your colleagues but the end result should be a document that pulls together all the action implications from Sections #1 through #7 and specifies

- Time lines
- Actions
- Responsibilities and accountabilities
- Resourcing requirements
- Reporting requirements

Part V

Using the Process Enneagram with others who have fewer years of schooling

The number of years a person spends at school (statistically) improves two things: the number of words in your vocabulary and your capacity to make finer internal visual distinctions as a form of thought. It has little to do with your level of intelligence.

Through no fault of their own there are likely to be some people in the workforce for whom this is true, really bright people who nevertheless would probably benefit from you having a simpler and less overtly structured conversation about a middle ground problem that affects them.

There is a mixture of art and science here, especially in terms of when to move on to the next question. And we suggest strongly that you ask a colleague to help you keep notes of the conversation.

If this is the case then we suggest you bring the team or group together in a natural setting and start a conversation with them around the following questions in the order in which they are presented. You will probably need to follow each question up with a series of

- Who specifically?
- How exactly?
- Etc ...

But remember this questioning needs to be done in a highly approachable style.

The Question for the Group	Why	Process Enneagram Step
Given that we need to know as much as we can about the issue at hand, what are the important pieces for us all to know?	You need to learn about what is currently in place and what has been done before the group came together with you to discuss the issue.	Identity and current state
How are we connected to this issue? Who else is involved and how well are we connected with them? And ... how are well are we connected to each other?	You need to learn about what is the level of functionality in their relationships with one another, other stakeholders and with the issue at hand	Relationships and connections
What do we know? What don't we know? What is hidden from view? Who has the information?	You need to understand how open or closed the system is to providing authentic and real information on which people can act.	Information and will
So now that we know a lot about the current state of affairs in relation to this issue, what do we then need to know about what is possible and what needs to be achieved?	We need to understand the rational, emotional and social outcomes and make sure that they make sense (well – formed)	Intention
So if we going after this intention, what will be important to keep front of mind and be sure we honor?	You need to work with the group to identify the ground rules that will guide actions and behavior going forward	Principles and standards
What are the challenges we face in achieving our intention? What hidden dynamics and forces will we need to contend with? What dilemmas will we have to face?	You need to understand what challenges the group has in achieving its outcomes.	Tensions and issues
What do you think we are ready to do now, broadly speaking?	The group should now be ready to talk about strategies and plans.	New context, strategies and structures
So now we have some powerful broad strategies and buckets of key work that is going to need to be done. What exactly should we do next?	You need to know all the detailed steps and actions and have them choreographed along a time line with dates and responsible parties.	The work.
What will we need to do to stay on top of the plan?	This will help you put in a place a process that continually tracks progress and adjusts the plan as theygo.	Deep learning and sustainability

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Resources on the Dalmau Network Group website

1. An Enclave of Enneagrams
2. A one page Process Enneagram recording template (PPT file)
3. A multi page Process Enneagram recording template (PPT file)

www.dalmau.com/resources