

Workshop

Developing and Using Metaphors For the Mind and Heart of Business

Introduction

Before using the following workshop material, it would be beneficial to get comfortable with the ideas and processes found in the “Resources” section of the *Nature of Heart* website (www.natureofheart.com), especially “Obserflection and more.” If you have questions, check the *Nature of Heart* blog. or send a message from the website. The book , *Invisible Currents—Nature's Lessons for the Mind and Heart*, is used as a reference for this workshop. The materials included in this packet were the basis for a workshop at a conference of the International Association of Facilitators.

The overall metaphor for the session was “Brain Train.” The two stations on the Brain Train that may need some explanation are Stations #5 and #6.

Station #5: Bill McGee, brought his toy train layout to the conference, wore a striped engineer’s hat, and lightly supervised the play of those who chose to visit Station #5. This station gave weary conference-goers an opportunity to relax and play (a great mind-body balancer), then challenged them to think about the implications of that play to their roles as facilitators.

Station #6: This station was devoted to an alternative way for participants to have fun while balancing their minds and bodies. As a Brain Gym® instructor with over 20 years of experience, I feel comfortable using Brain Gym in a wide variety of situations. If you know nothing about Brain Gym, you can find out more about it at www.braingym.org. The book, *Brain Gym for Business*, by Jerry Teplitz, Paul Dennison, and Gail Dennison is available at www.braingym.com. The book describes how to do the Brain Gym activities. If you study the activities and really practice them, you’ll be able to do an acceptable job of leading them. One idea for using them is to post individual pages of the activities on a large wall so that participants can study the activities and do the ones that appeal to them. We have a saying in Brain Gym: “You can’t do Brain Gym wrong, you can only do it better,” in other words, the more you do it, the better you get.

The equivalent of a table of contents is found on the page: “Welcome to the Brain Train.”

Welcome to The Brain Train™

Thanks for joining the Brain Train for a morning of fun. Chief Engineer for "mind-body training" is Wanda McGee and Chief Stationmaster for "playing with trains" is Bill McGee. We're here as resources and fellow learners.

Below you will find a schedule of Stations and what each has to offer. You can start anywhere, go where your personal track takes you, and stay as long as you like at any stop. If you have questions about activities at any of the stations, please feel free to ask for assistance.

At Stations 1,2,3,4,and 7 you can be your own engineer—self-facilitated activities await the intrepid traveler. At Station 5 you can still be the engineer—but someone who knows a lot about trains will be there to assist you. At Station 6 you will have an opportunity to enter the roundhouse for a body-mind tune-up.

If you would like to do the following	Then
Explore the meaning of metaphors and why they are important to you as a facilitator.	Go to Station #1
Look at articles and books about metaphors and related subjects.	Go to Station #2
Explore business metaphors of the past and present.	Go to Station #3
Dialogue with colleagues using events from nature as organizational metaphors.	Go to Station #4
Relax and play with trains.	See the Station-master at Station #5
Activate your body-mind circuitry for new learning and creativity. (Brain Gym® trains depart periodically. Check the schedule at the station and listen for the train whistle.)	See the Chief Engineer at Station #6
Develop your own masterful metaphors. (You might want to visit Station #6 first.)	Go to Station #7
Participate in closing The Brain Train.	Convene with us here at 11:40 a.m.

We trust that when you depart The Brain Train you will feel you have benefited from your choices, that you have an expanded view of metaphors as a tool of facilitation, and that you have had fun in the process.

Happy Tracks!



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Developing and Using Metaphors to Engage the Mind and Heart of Business

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Note: This bibliography was handed out with the sheet titled “Welcome to the Brain Train.” A selection of books and articles from the above bibliography were put on the Station #2 table. You’ll probably want to update the above list.

Station #1

Metaphors and Why They Matter

Instructions and Reading

Learning Objective: To explore the meaning of the term “metaphor” and why metaphors are an important part of a facilitator’s toolkit.

Materials Needed:

- Reading: “Metaphors and Why They Matter”
- A number of page-size illustrations or photos of things in nature which appear metaphorical. (Illustrations could depict something as small as an autumn leaf or as large as an avalanche.)
- *Conversation Sheet*: If you would like to use this sheet for note taking, feel free to do so.

Approximate Time: 45 minutes or more

Group Size: 3-10 people; or, if you prefer, you could do this individually

Overview of Self-Facilitated Activity:

- Meaning of metaphor
- Importance of metaphor to facilitation

Directions:

Here are a couple of options you may consider, depending on time available:

Option 1:

- Take several minutes to study the Directions, the Reading, and the posted illustrations from nature.
- You may want to appoint a timekeeper and a facilitator, and agree on a timeframe for the activity.
- Use the *Conversation Sheet* (or your own questions) to process the activity.

Option 2:

- Forgo the “Directions” and “Reading.” Agree on a timeline for the activity.
- Engage in a dialogue concerning the definition of metaphor and simile.
- Individuals look at the wall of nature pictures and pick one that is especially meaningful for him or her.
- Individuals share which picture especially attracted their attention and what it reminded them of.
- Use the Station #1 *Conversation Sheet* to engage in a dialogue.

Station #1

Metaphors and Why They Matter

Reading

Metaphor or Something Else?

A metaphor is a figure of speech that allows us to understand one element of experience in terms of another. For instance, imagine how your conversation about an organization would be different if you talked about it as though it were a garden, a brain, or a journey. Let's look at some terms.

Metaphor

- Driven by intuition and involves images;
- Lots of room for free association.

Simile

- A comparison that one thing is like another.

Analogy

- More structural/functional and carried out through rational thinking;
- Reduces ambiguity by relating the commonness of two different things and bridges the gap between image and logic (Nonaka, 1994).

Why Do Metaphors Matter?

The power of metaphors to impact personal and organizational thinking is well documented. Popular business metaphors—that spring from ideas and concepts of the industrial age—are explored at length in Clancy (1989) and Morgan (1997). Now, quantum physics and the electronic age are spawning new metaphors (Stacey 1996 and Wheatley 1992).

- It has been found that metaphors are a necessary part of organizational transformation and that managers and organizations are more likely to succeed if they use meaningful metaphors to communicate their ideas than if they don't (Hill 1995, Nonaka 1994, Sackmann 1989). This would also apply to us as facilitators. Using metaphors as vehicles of exploration we can bring organizational issues into the spotlight of discovery—both for ourselves and for others. The use of metaphors supports new ways of seeing and talking about the issues.

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Station #2

Books and Articles about Metaphors and Related Subjects

Instructions

Learning Objective: To examine references pertaining to metaphors and related subjects

Materials Needed:

- A selection of articles and books, listed in the bibliography that is attached to the “Welcome to the Brain Train” handout.
- *Conversation Sheet:* If you would like to use this sheet for note taking and take it with you, feel free to do so.

Approximate Time: Open-ended

Group Size: The activity is done on an individual basis, so the group can be as large as the room and references permit.

Overview of Self-Facilitated Activity:

- Review of literature

Station #2

Books and Articles about Metaphors and Related Subjects

Conversation Sheet

Note: At this Station, on a reference table, you'll find a selection of books and articles that are listed in the bibliography.

After you have finished using the references, please take a few minutes to process your activity. The following questions are offered for your consideration.

- What book or article were you especially drawn to? What about it caught your attention?

- What did you learn that excited or intrigued you?

- How were you challenged to think more deeply?

- If you were going to spend more time with these references, which ones would you choose? What would you expect to gain?



Station #3

Exploring Business Metaphors: Past and Present

Instructions and Reading

Learning Objective: To examine the evolution of business metaphors from the 1700s to the present.

Materials Needed:

- *"Exploring Business Metaphors: Past and Present": Instructions and Reading*
- Easel pad and markers
- *Conversation Sheet*

If you would like to use this sheet for note taking, feel free to do so.

Approximate Time: 45 minutes or more

Group Size: 3-10 people; or, if you prefer, you could do this individually

Overview of Self-Facilitated Activity:

- The Invisible Powers
- Images of Organization
- Timeline of business metaphor evolution

Directions:

1. Reading and conversation
 - Take several minutes to study the Directions, the Reading, and charts associated with the Reading.
 - You may want to appoint a timekeeper and a facilitator, and agree on a timeframe for the activity.
2. Use Section 1 of the *Conversation Sheet* (or your own questions) to share your reactions to the *Reading*.
3. Looking at Business Metaphors on a Timeline
 - To get a big-picture look at the world of business metaphors your group may want to use easel paper and felt-tip markers to develop a timeline of business metaphors-in-use, as you understand them. Be sure to add ones you are

acquainted with, that the authors have failed to mention. If you have a personal favorite (it doesn't have to be an earth shaker) you may want to share it with the group and locate it on the timeline.

- When your timeline is complete, you may find it useful to process the activity with Section 2 of the *Conversation Sheet* or with questions of your own choosing.
4. If you'd like to hang your timeline, it would be a welcome addition to the learning of others, as well as the room décor!

Feel free to take the *Conversation Sheet* with you.

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Station #2

Exploring Business Metaphors: Past and Present

Reading

If you would like to spend more time with either of the books mentioned below, you will find them at Station #2.

The two books used for this Reading are about metaphors—and much more. In this reading an effort has been made to focus on the history of metaphors from the 1700s to the present. Clancy does a good job of getting us up to the 1980s. Unfortunately, he concentrates only on the most popular metaphors of the last 200 years. Morgan gives us a greater number of metaphors to consider but doesn't provide the time frames for their prominence-in-use.

The Invisible Powers: The Language of Business (1989)

John J. Clancy, author of *The Invisible Powers* searched the literature to trace the shift in the use of business metaphors over time. He divided the literature into four time periods: 1770-1905, 1905-1941, 1941-1975, and 1975-1989 (his book was published in 1989). From a large volume of literature (including autobiographies, speeches, and published interviews with people who founded or led business enterprises), Clancy selected 34 "actors." Among the metaphors these actors used, Clancy found that these six were far most commonly used, in this order: journey, machine, organism, war, game, and society. (If you are curious about the association of the actors' names, with the year and the metaphors, see the wall chart titled "Business Metaphors 1770-1989. (You will find this chart at www.natureofheart.com. Click "Resources" then "Metaphors.")

Source of the six metaphors

Clancy ascribes the source of the **journey** to the world's literature, the **game** in classical Greece, **war** in the earliest Greek philosophy, the **machine** in the thought of the Enlightenment, the **organism** in the Romantic movement, and the **society** in political writings from Aristotle to Burke.

Entailments

Clancy reinforces a point made by Lakoff and Johnson (1980) that metaphors have *entailments*. He describes entailments as the "—relationships and concepts that the metaphor brings to mind—that determine its power and richness. (For a summary of entailments associated with the six different metaphors, see *The Invisible Powers* by John Clancy, page 31.)

Clancy also summarizes the work of Thomas Kuhn, presented in *The Structure of Scientific Revolutions* (1962) and concludes that the metaphors we use are a logical extension of our operating paradigm. Clancy writes: "A paradigm suggests metaphors that themselves are helpful in framing problems and ultimately solving them. When paradigms are changing, metaphor changes are noted, signaling a shifting to a new way of thinking. Recall that paradigms are fundamental beliefs about the world—how it is organized, how it is structured. Metaphors express and articulate these basic credos, and in that sense, true and useful metaphors must spring from a paradigm—a sincere belief about reality."

Among the 34 actors mentioned above, there were three primary business purposes (or paradigms): wealth, production, and institution. Wealth was the *only* paradigm in the 1770-1905 timeframe. During 1905-45, by far the most popular paradigm was production. The institution paradigm, not mentioned until 1945-75, was by far the most popular paradigm during that time. During 1975-89, the use of the three paradigms was slightly more balanced, but production was the most frequently used.

As a result of his research, Clancy found that the use of metaphor is fairly well correlated with the business paradigm of the actor. "Wealth seekers speak of games and organisms; the production-minded talk of journeys but also allude to games, machines, and organisms; the institution builders favor journeys, games, and societies." However, Clancy makes the argument that the three paradigms have failed us in some fairly significant ways.

Metaphors Discussed in *Images of Organization* (1997)

Gareth Morgan, author of *Images of Organization* explores a number of organizational metaphors but does not put them in an evolutionary timeframe. He believes that "all theories of organization and management are based on implicit images or metaphors that lead us to see, understand, and manage organizations in distinctive yet partial ways."

Morgan believes that "'the use of metaphor implies a *way of thinking* and a *way of seeing* that pervade how we understand our world generally," and that metaphor *always* creates distortions. Although metaphors are a way of seeing something anew, they can also become a way of *not* seeing."

Since no theory or metaphor is a "one size fits all," our challenge as facilitators is to constantly look with a beginner's eye to see, understand, and shape our world and the worlds of the organizations with which we work.

The metaphors that Morgan offers for consideration in his book are the following:

- **Machine**—provides the underpinnings for the development of bureaucracies; is ingrained in our concept of what an organization is.
- **Organism**—encourages understanding of how organizations are born, grow, develop, decline, and die and how they can adapt to changing circumstances; encourages looking at evolutionary patterns found in the broader ecology.
- **Brain**—draws attention to importance of information processing, learning, and intelligence; provides principles for creating "learning organizations."
- **Culture**—a more recent metaphor; focuses on values, ideas, norms, rituals, and other patterns of shared meaning.
- **Politics**—focuses on different sets of interest, conflicts, and power plays that shape organizational life.
- **Psychic prison**—explores the possibility that people become trapped by their own thoughts, ideas, and beliefs, or unconscious mind; psychodynamics of organizational life
- **Flux and transformation**—looks at the "four logics" of change shaping social life. The four logics are essentially four different metaphors for studying change: 1) self-producing systems that create themselves in their own image; 2) "attractor patterns," 3) circular flows of positive and negative energy, 4) dialectical logic (every phenomenon generates its opposite)
- **Domination**—exploitative aspects of corporate life; extension of political metaphor.

Station #3
Exploring Business Metaphors: Past and Present
Conversation Sheet

Section 1

- What about the *Reading* claimed your attention?

- Which metaphors seemed like home to you? Which ones were unfamiliar?

- In reference to the bar chart: What might explain the popularity of different metaphors in the different time periods? Their lack of popularity at certain times?

- What business metaphors seem to be missing from the Reading? During what time period(s) have they been popular?

Section 2

- If we were fully conscious of our own life metaphors how would that enrich our interactions with organizations?

- If we truly understood an organization's metaphors, how could we expect our work with that organization to be different?

- When and how do we reexamine, redefine, adapt, or change the metaphors we live by? Facilitate by?



Station #4

Using Events from Nature as Metaphors for Dialogue

Instructions and Reading

Learning Objective: To experience the use of metaphor and dialogue as a way of creating shared meaning.

Materials Needed:

- *"Using Events from Nature as Metaphors for Dialogue": Instructions and Reading*
- *Conversation Sheet*—If you would like to use this sheet for note taking, feel free to do so.
- Copies of the book *Invisible Currents, Nature's Lessons for the Mind and Heart*, by Wanda McGee. Or files of seasonal anecdotes selected from the four seasons of the book—Spring, Summer, Autumn, Winter.

Approximate Time: Time is flexible. See item #6 on the next page.

Group Size: 3-10 people

Overview of Self-Facilitated Activity:

- Dialogue and discussion
- Supporting the dialogue journey
- Creating meaning with dialogue

Directions:

- 1 Take a few minutes to do group introductions and study these Directions.
- 2 Select a group timekeeper. If you would like, you can also select a facilitator.
- 3 If you are not familiar with the topic of dialogue, you may want to look over the *Reading* or have a group member who is knowledgeable about the topic explain the basics.
- 4 As a group, select an anecdote from *Invisible Currents* or one of the files on the table. Each file contains a different anecdote. Make sure all members of your group have a copy of the same anecdote.

5. Read (or have one person read) the anecdote. Then, using the questions under the anecdote as a guide, engage in dialogue with your group.
6. The time for the discussion can be flexible. Decide as a group how much time you want to spend in dialogue and have the timekeeper alert you at specified intervals.
7. After the dialogue, use the *Conversation Sheet* (or your own questions) as a way of processing the activity.
8. When you are finished, please leave the *Instructions and Reading* on the table and put the anecdotes back in the appropriate folder so that others may use them. Feel free to keep the *Conversation Sheet*.

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Station #4

Using Events from Nature as Metaphors for Dialogue

Reading: Dialogue on Dialogue

The following is from the *U.S. Center for Substance Abuse Prevention (CSAP) Institute for Partnership Development*, Organization Development Track, (1995).

Effective communication is essential for team learning:

- We can't work together if we don't talk and listen to one another.
- Trust is essential for cooperation, coordination, or collaboration; trust is built through a process of communication and interaction.
- Establishing and maintaining a collective work effort requires true communication through open discourse.
- Communication and trust interact in very direct, reciprocal ways. Communication can build trust; trust builds communication.

There are two general, contrasting forms of communication: dialogue and discussion. Following are some thoughts about discussion and dialogue.

Discussion is made up of two Latin words: *dis*, which means "apart," and *quater*, which means "to shake or strike." To shake apart or to strike apart is the root meaning of discussion.

The meaning of discussion is to consider or examine by argument or comment (debate). This meaning implies that someone must "win" at the expense of someone else. The word has the same roots as "percussion" and "concussion"; both words conjure images of sharp striking. It is difficult to imagine working together effectively if we are continually striking each other. There is a proverb from the Ivory Coast": too much discussion means a quarrel."

Discussion has its place—advocating a particular position, which is a primary characteristic of discussion, is often necessary in decision making. Discussion is a necessary counterpart to dialogue. Unfortunately, groups do not often balance discussion with dialogue; finding this balance is crucial for group functioning.

Characteristics of Discussion

"My side is right and the others are wrong."

Different views are presented and defended.

Purpose is for one side to have views accepted by the group.

Not listening, but preparing to present own point of view; cutting people off.

Characteristics of Dialogue

All opinions are honored and respected.

Different views are presented and examined.

Purpose is to gain a greater, mutual understanding.

Active listening; asking questions for clarification; reflection and feedback.

Dialogue is made up of two Greek words: *dia*, which means "passing through," "thoroughly" or "completely"; and *logo*, which means "word" or "speech." In dialogue, everyone has something to contribute. The process is generative; each person's idea builds on those of others and contributes to the creation of something new.

The purpose of a dialogue is to go beyond any one individual's understanding. Engaging in dialogue is an ancient tradition in many parts of the world, one that has been lost or discouraged in Western societies. However, there are several guidelines that a group can use to make it easier to dialogue:

- Suspend assumptions and judgments—This doesn't mean don't have assumptions or judgments. It means being aware of personal assumptions, being clear about them, communicating them freely, and opening them up for questions. In a dialogue, people become observers of their own thinking. This can not be done if one is defending his or her opinions, or if one is unaware that his or her views are based on assumptions rather than indisputable fact.

- A spirit of inquiry—Having a spirit of inquiry means asking questions—of ourselves and others—that help to develop a common understanding.
- Acting as colleagues—In order to have a true dialogue, everyone must be equal. Having a "facilitator"—In the absence of a facilitator, habits can pull a group back toward discussion. The facilitator's role in a dialogue is to help keep the dialogue moving, remind the group of the dialogue guidelines, ensure that the process allows for full participation from everyone, and ask questions that can help participants to question their own assumptions.

A few final thoughts: Paulo Freire, a renowned educator, provides several important thoughts to consider about dialogue. He wrote:

- Dialogue cannot occur unless the participants engage in critical thinking.
- Dialogue cannot exist in the absence of a profound love for the world and for people.
- Dialogue cannot exist without humility.
- Dialogue cannot be an act of arrogance.
- Dialogue requires an intense faith in people.
- Dialogue cannot exist without hope.

In the process of observing natural phenomena, we may ask ourselves how these phenomena relate to some aspect of life. In the process, our perceptions may shift and change the metaphors we live by, thus changing our lives. —Wanda McGee

Station #4
Using Events from Nature as Metaphors for Dialogue
Conversation Sheet

- What images, words, or other sensory information do you especially remember from your dialogue?

- At what point in the dialogue were you most involved? Least involved?

- If you were to "name" the issue you dialogued about, what would you call it?

- What are the consequences to organizational life when this issue is not attended to?

- How did using an anecdote from nature to explore an organizational issue open your mind and heart to new possibilities?



Station #5

Relax and Play with Trains

Learning Objective: To relax and have fun.

Materials Needed:

- A toy train set.
- *Conversation Sheet* (optional)

Approximate Time: Flexible.

Group Size: As many as can play together comfortably

Overview of Self-Facilitated Activity:

- Power of play
- Fun as part of work

Directions: None

Note: Depending on the quality of the train set, someone may be needed to supervise the activity.

Station #6

Brain Gym®: Activating Body Mind Circuitry

Instructions and Reading

Learning Objective: To activate body-mind circuitry for new learning and creativity.

Materials Needed:

- Your body, yourselves.
- The *Reading* is optional.
- *Conversation Sheet*— If you would like to use the *Conversation Sheet* for note-taking, feel free to do so.

Approximate Time: 30 to 60 minutes

Group Size: Any number that fits comfortably in the Station.

Overview:

- Individual learning PACE
- Goal setting
- Repatterning for new learning and creativity

Directions:

9. If you would like to know about the origin of Brain Gym, take a few minutes to read the next few pages.
10. When you are finished at Station #6, take a few minutes to process your activity using the *Conversation Sheet*
11. Please leave the *Instructions and Reading* on the Station table when you are finished so that others may use them.

Feel free to keep the *Conversation Sheet*.

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Station #6

Brain Gym®: Activating Body-Mind Circuitry

Reading

What is Brain Gym?

Brain Gym®, is a program that prepares people of all ages to practice and master the skills required to learn. The program combines simple physical activities with stress-free language to prepare a user's brain and entire nervous system for optimal performance in all areas: intellectual, creative, athletic, and interpersonal.

Brain Gym is a part of the Educational Kinesiology (Edu-K) system. Both Edu-K and Brain Gym are based on an educational model. They emphasize drawing out the learner's innate abilities (rather than stamping in, changing, or fixing), and are not clinically or therapeutically oriented.

Brain Gym activities are easy, quick, and enjoyable. They can bring about dramatic and lasting changes in skills such as writing, organizing, remembering, reading, concentrating, communicating, taking action, physical coordination, and more.

How does Brain Gym work?

It is possible to explain how Brain Gym works by using a simple model of the brain. The brain is divided into two hemispheres, left and right, joined together by a large bunch of nerves, collectively called the corpus callosum.

The hemispheres each have special functions attributed to them. To successfully learn, communicate, move, etc., we need both hemispheres to function simultaneously. When we are stressed, our brains react by blocking the simultaneous transmission of information to both hemispheres—one hemisphere is "switched off."

Brain Gym is physiologically designed to activate a balance between all parts of the brain with special emphasis on the frontal lobes and integration between the left and right hemispheres. Brain Gym facilitates access to both hemispheres simultaneously. When that happens, we say both hemispheres are "switched on."



**Brain Gym develops neural pathways in your brain
the same way that nature does: through movement.**

Brain Gym is a registered trademark of the Educational Kinesiology Foundation.

Brain Gym can improve ability in any area because it teaches the brain to activate all its functions more fully. When action originates from whole brain balance, the individual's natural learning abilities are revitalized and performance becomes easy and effortless.

Where did Brain Gym come from?

Brain Gym grew out of clinical studies started in 1969 by Paul Dennison, Ph.D., an educator who was looking for ways to help children and adults who had been identified as learning disabled. Dr. Dennison's research led him to the study of kinesiology, the science of body movement and the relationship of muscles and posture to brain function.



At the time, it was already well established that moving in certain ways is necessary for brain development. Babies and young children naturally perform what experts in the field of early childhood education call developmental movements. Dr. Dennison discovered a way to adapt and sequence these movements so they can be used to stimulate our brains, even at age 80.

In 1987 Dr. Dennison and Gail Dennison made a commitment to provide Brain Gym to a wider audience and founded the Educational Kinesiology (Edu-K) Foundation. The Foundation is a non-profit public benefit corporation. It is dedicated to:

- The study of movement of the human body as it relates to learning and expression skills;
- A new understanding of how brain function and organization patterns relate to learning;
- Procedures for accessing more of our physical and mental potential. These procedures include the Brain Gym system.

The Latin word for education is "educare," which means to "draw out." Students of Edu-K may experience this drawing out, as a deepening and clarification of awareness and a fuller sense of who they are. The Edu-K model is one of caring and compassion, deriving from an intention to empower. The facilitator works "with" students, not "on" them. The facilitator uses no secret knowledge or clever ideas to "fix" people or to trick, coerce, or manipulate them into behavioral change. Edu-K is based on an open and nonjudgmental point of view toward all those involved in this work.

The principles of Edu-K are embodied in the following:

- Move to learn: growth is a search for balance
- Focus: attention follows intention
- Notice: we learn what we actively experience
- Draw out: intelligence is inborn

- Interconnect: each of us is affected by every other

What are the benefits of Brain Gym?

Brain Gym has been shown to have a wide variety of benefits for individuals of all ages and abilities. For example:

- Activates learning readiness,
- Promotes stress-free learning and increased motivation,
- Greatly enhances creative potential,
- Enhances communication skills,
- Builds critical thinking skills,
- Improves confidence and self esteem,
- Increases focus and attention,
- Includes specific strategies for improving academic and organizational skills,
- Can be done in less than 5 minutes and doesn't need special equipment or space.



How effective is Brain Gym in education?

Brain Gym has been taught in thousands of public and private schools worldwide, and is used in corporate, institutional, and athletic training programs. Research results can be found at www.braingym.org.

How can I experience Brain Gym?

Get on a Brain Gym train at Station #6. Brain Gym can also be experienced in courses and in private sessions. These help you access the skills and abilities that your goal requires. When done in the context of the balance, they allow you to easily and enjoyably fulfill dreams that may once have seemed unreachable.

For a list of Brain Gym instructors in your area, check the Brain Gym website: www.braingym.org. Books, tapes, and other materials are available at www.braingym.com.

Station #6
Brain Gym®: Activating Body-Mind Circuitry
Conversation Sheet

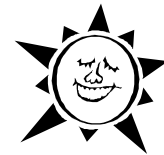
After you have finished visiting Station #6, please take a few minutes to process your activity. The following questions are offered for your consideration.

- What do you recall about the happenings at Station #6?

- At what point during your time at Station #6 did you feel relaxed and comfortable? Embarrassed or confused?

- If you consistently operated from a place of mind-body integration, what would your life be like?

- How can you get closer to that state of being?



Station #7

Developing Your Own Masterful Metaphors

Instructions and Reading

Learning Objective: To develop meaningful metaphors that can be used with a group to explore organizational issues.

Materials Needed:

- *"Developing Your Own Masterful Metaphors": Instructions and Reading*
- *Conversation Sheet:* If you would like to use this sheet for note taking, feel free to do so.
- Art supplies are available—just in case

Approximate Time: 40 minutes or more. However, time is flexible. See #4, below.

Group Size: Groups of 2-4 people; or individually, if that's your preference.

Overview of Self-Facilitated Activity:

- Developing metaphors the ORID way

Directions:

1. Take a few minutes to do group introductions and study these Directions.
2. If you are unfamiliar with the Technology of Participation's (ToPs) ORID Conversation Method, you may want to look over the last page of the Reading or have a knowledgeable group member explain the basics.
3. Look over the *Reading* and use or adapt the process in a way that seems right for your group. Also consider:
 - Would you prefer to work individually, then share metaphors and feedback as a group?
 - Or, would you rather work with the whole group to develop a metaphor, then share your metaphor and feedback with a different group?
4. The time for this activity can be flexible. As a group, decide how much time you want to spend on the activity. (It's likely to take more time than less.)

5. After you have finished your work, use the *Conversation Sheet* or your own questions as a guide in processing the activity.
6. When you are finished, please leave the *Instructions and Reading* on the Station table, so that others may use them.

Feel free to keep the *Conversation Sheet*.

* * * * *

Station #7

Developing Your Own Masterful Metaphors

Reading

After observing nature along the C&O Canal outside of Washington, DC, for more than 20 years, I decided to share the Canal's metaphorical teachings in *Metaphors for the Mind and Heart of Business*. For me, the process of creating a metaphor was:

- Be disturbed or curious about some organizational issue.
- Go for a long walk in a beautiful natural setting to forget the whole thing.
- Observe some interesting "happening" in nature.
- Receive an insight as to how the "happening" relates to the organizational issue.

Preparing for this conference forced me to think more deeply about the process. I realized the process, could be explained in a left-brain way using Technology of Participation's (ToPs) ORID Conversation Method. The four levels of that method are objective, reflective, interpretive, decisional. (The four levels are briefly described on the last page of this reading. Also, there are lots of people at this conference who use ORID all the time and would be glad to share their experience.)

If you visited Station #4, you probably realized the anecdotes used in that activity are not, in themselves, metaphors (although it's convenient to call them that). Rather, they provide a way to talk metaphorically (and less stressfully) about organizational issues.

Meaningful dialogue creates the metaphor. If the group decides there is a "right fit" between how ducks feed in the water and their organization's need for mentoring or coaching, then they may start talking about mentoring or coaching in terms of ducks with their heads in (or out) of the water. Unlike an Aesop's Fable, the idea is not to tell people what to think, but to encourage them to discover what *they* think as they go along.

The following process for developing metaphor-making anecdotes is fairly simple using the ORID Method.

- **Objective:**

Pick something that interests you and observe it. (Or, you might prefer to use a picture, word, sound, or remembered anecdote and create or recall additional details.) Describe your observations objectively. What are the colors, shapes, sounds, smells, movement, and other sensory information associated with it? What image does it evoke?

- **Reflective**

Check your gut reaction to what you observed. What kinds of feelings does it stimulate? How does it remind you of organizational life?

Let's call the above combination—of objectively describing and feelingly reflecting—"**obserflection**." I typically do obserflection as a whole-cloth experience and then wallow around in the metaphor for awhile as the rest evolves.

- **Interpretive**

Mine the obserflection for meaning. Ask yourself: What does this tell me about organizational life? What are the similarities between the obserflection and organizational life? What are the differences or contradictions? The answers to these and other similar questions will form the "thinking pool" for the next level.

- **Decisional**

This is the action part of the process. Use all your previous thoughts, notes, and doodles to prepare the anecdote for its public debut. (An example of my own personal style (having to do with ducks) is attached. The idea is to capture the essence of the obserflection in as few words as possible and then design ORID style questions for dialogue. Here are a few approaches that work for me. See if they make sense to you.

- Since the anecdote is no more than a paragraph long and easy to remember, I skip the objective level question and design questions for the reflective, interpretive, and decisional levels.

- In developing the anecdote, resist editorializing. The objective information, presented well (in oral, written, or image form), can stand by itself. It is fun, however, to include a "punch line" that summarizes one way of looking at the objective information.
- Also, make the questions as open to interpretation as possible in order to harvest more perspectives during a group dialogue.

Have fun playing with metaphors. May you find, once again, that the ORID process is truly a natural way of thinking!

—Wanda McGee

Note: For additional information, you may be interested in checking out the Nature of Heart website (www.natureofheart.com). Click on “Resources.”

Station #7
Developing Your Own Masterful Metaphors
Conversation Sheet

- What words, images, and sounds were prominent during your stop at this Station?

- What was the easiest part of this activity for you? What frustrated or challenged you?

- What was your greatest learning or insight during your time at this Station?

- How would the music of your facilitation be different if you acted on that wisdom?



Closing the Brain Train

Facilitator Notes:

Clarify at the beginning of the workshop that everyone will come back together at the end. Allow 15 -20 minutes for the closing.

The purpose of this activity is to provide a final opportunity for sharing and to bring closure to the learning experience via dialogue. Following are types of questions you may choose to use. Feel free to design your own to fit the circumstances.

- What do you recall about your excursion on the Brain Train—images, colors, sounds, smells, movement?
- Where were your mind and heart most fully engaged (riding in the engine)? Least responsive (tagging along in the caboose)?
- What metaphors seem to describe your life? Your facilitation?
- What did you discover about the metaphors that influence your life and your work?
- How do you know when it's time to consciously reexamine the metaphors you use? How would you go about doing this?
- How can you use what you have learned to engage your own mind and heart in the business of facilitation?
- If you made it a practice to “mind your metaphors,” how would it change your life and work?
- How can you use what you have learned to help those you serve function in a more holistic way?