

So What Is Innovation?

Facilitated white-board discussion:

- What do you think of?
- What are innovations?
- Is there a difference between innovation and invention?
- What is innovation adoption about?
- Is there a process by which innovation happens?
- Are there innovations other than technology?
- What are different 'sizes' of innovation

Setting the space for the definition and process of innovation from ***The Innovator's Way***:

"The adoption of a new practice by a community"

Followed by a presentation of the generative model of innovation – one based on innovation as a fundamentally conversational process with 8 basic practices.

Pick an Innovation

What we're going to through the workshop is explore the 'how of the how' of innovation.

Think of an innovation you would like to see adopted in the world. Not necessarily a large-scale innovation.

It would be useful to be one that you're happy to talk about inside this group.

Make some brief notes (for your use only) on:

- What is the practice to be adopted?
- Who is the target community to adopt that practice?
- Who are the key influential people who could help or hinder your target innovation?

Reflect on the Generative Model of Innovation:

- Where in the outer 5-phase cycle does your innovation currently sit?
- What elements of the core enablers (6,7,8) are most relevant or challenging?

Being a Learner

Exercise based on identifying your main Enemies of Learning

Individual Reflection

- Identify a current innovation you are dealing with. You will not be required to share the specifics of the innovation.
- Identify the Enemies of Learning that are not assisting you to make progress with this innovation.
- How are you holding these Enemies of Learning in Your Body

With Your Partner

- Share your response to the second and third points.
- If you are comfortable to do so, demonstrate the body configuration that is associated with these hindrances to learning.
- Explore postural shifts that will assist in reducing the impact of these Enemies of Learning and enable you to observe the situation differently.

Listening and Innovation 1

Exercise 1: Listening to Your Listening

Speaker:

- Share a passion – something that you love doing and get great enjoyment from. Speak for about 3-4 minutes.

Listener/innovator:

- Listen to your listening – be aware of the thoughts and images you have in response to what your partner is saying. (This is a crucial aspect of 2nd order learning.)
- Participate in the conversation – ask questions, make appropriate comments that facilitate sharing by your partner.

**** How can you ensure that your listening doesn't get in the way of being fully attentive to the speaker?*

**** How can you use your listening to enhance the quality of your innovation communication?*

Listening and Innovation 2

Written reflection

1. Consider your chosen innovation – one that you can discuss.
2. What are your concerns?
3. Who are the key people who could contribute to the adoption of your innovation?
4. What are their concerns?
5. How can you put aside your listening to consider their listening/interpretation/concerns?

Pairs exercise – role play

1. Background your partner on the innovation & the influential person
2. Have your partner interview you as you role-play the influential person about their concerns.
3. How does this process give you a new insight into the influential person?

Group discussion

What does an understanding/awareness of listening and concerns mean for a generative approach to innovation?

Innovation, Assertions and Assessments

1. Review your earlier listening written reflection. What assertions and assessments does it contain?
2. Pairs activity – talk to your partner about your innovation. What are the assessments you are treating as assertions?

Grounding Innovation Assessments

You are encouraged to use this session as an inquiry, facilitated by your partner being in a mood of wonder and curiosity.

Clearly state the assessment you are making to your partner. You takes the role of inquirer and asks, “Is this a fact or an opinion?” Once you have identified that it is an assessment (judgement/opinion) then the inquirer asks the following questions.

1. For the sake of what do you hold this assessment? How does this assessment serve you for what you want to create in the future? What purpose is served by you having this assessment? How does this assessment take care of you?
2. In which specific areas of your life and innovation practice is this assessment relevant – in all areas, specific areas or a single area?
3. What are the key standards you are comparing yourself/another person to? What relationship is it useful to have with your standards?
4. What true assertions (facts) can you point to that provide evidence to support this assessment? Is that a fact or an opinion?
5. What true assertions (facts) can you point to that do NOT provide evidence to support this assessment?

**** Beware of using assessments in points 4 & 5 – assessments do not ground assessments ****

To ground an assessment, clear and substantive responses are required for at least the first four questions.

Some additional questions worth exploring after you have gone through the above 5 questions:

- What are some of the potential consequences of continuing to hold this assessment?
- What new perspectives and possibilities have opened up for you as a result of this inquiry into one of your assessments?
- What do you see yourself doing differently?

Innovation, Offers and Requests

Individually:

How well structured as an offer/request is your target innovation?

Spend some time on an offer or request associated with your innovation, to make sure it's well-formed.
(Individual written exercise)

With a partner:

Take 10 minutes each way to contribute to each other's offer/request.

Requests and a Body of Legitimacy

Group discussion:

What does a body of legitimacy look like?

Pairs work:

Practicing requests from a body of legitimacy.

Individually, pick 2 requests (that you can share):

1. One that you feel fully entitled to make.
2. One that you do not feel fully entitled to make.

In turn:

- Speak your 'entitled' request, noticing internally how it feels in your body.
- Your partner observes your body as you speak it (including voice tonality)
- Partners provide feedback on body posture, including head position, shoulders, breathing, hands.

- Speak your 'uncertain' request, noticing the differences in your body.
- Your partner observes your body as you speak it (including voice tonality)
- Partners provide feedback on body posture, including head position, shoulders, breathing, hands.

Innovation and Trust

Group discussion – how could this understanding of trust be applied:

- To your innovation
- In the context of a generative model of innovation.

Innovation, Trust and Promises

Pairs exercise exploring different responses to requests.

1. Practice making and receiving different responses.
2. Notice which you are most and least skilled at.
3. Notice how each response is embodied.

Group discussion on how trust and promises are relevant to Generative Innovation.

Basic Moods and Their Implications for Innovation

Individual Reflection

For each of the basic moods:

- What resonates with your experience and your moods around the innovation you want to see adopted?
- What does observing your body tell you about the mood(s) you might be experiencing?

With a Partner

For each of the basic moods:

- Where have you noticed behaviours that are not useful? Which mood could they come from?
- What underlying judgements may people hold that could be obstructing the adoption of your innovation?
- Are you aware of body postures and tensions that might give you clues to unexpressed moods that could be obstructing the adoption of your innovation?

Moods, Emotions and a Generative Approach to Innovation

Group discussion:

- Coming back to the Generative Model, what are the implications of moods and emotions?
- What moods might be embodied by an effective Generative Innovator?

Exploring Some Basic Moods of Life

Exercise of walking through each of the three pairs of basic moods.

Self-Coaching for Ontological Innovators

Identify innovation to be adopted

- Think of an important innovation in your work or personal life that you would like to be going a lot better – something where it would be great if you could make some progress.

Identify your Listening about the issue

- Take your time and tune in to exactly what you are saying to yourself inside your head about this innovation and the surrounding situation.
- Write down verbatim the exact words in your self-conversation. This is private – you will not be required to share the details of what you write with anyone. Simply write down exactly the stream of thoughts you have – this does not have to be grammatically correct and it does not have to be ‘nice’. Be aware of censoring your own thoughts, which means you are obscuring your awareness about the reality of how you are perceiving the situation.

Inquiring into what you have written

- Read through what you have written and be curious about your choice of individual words, phrases and expressions. Underline particular sections that stand out for you. “Mmm, interesting that I expressed it that way”. No need to change – simply to be curious and aware.
- Look at the words you have underlined and experiment with substituting other words and be aware of the effect this has on your perception of the situation.

Moods and emotions

- What moods and emotions do you experience in relation to the problematic issue?
- How helpful are these moods and emotions for assisting you to make progress in dealing with the issue?
- What will be more helpful/resourceful moods and emotions?
- What are you committed to do to shift into more helpful moods and emotions?

Body posture, muscle tension and breathing

- What body posture, muscle tension and breathing do you experience in relation to the innovation you are working towards getting adopted?
- How helpful are your body posture, muscle tension and breathing for assisting you to make progress on dealing with the innovation you are working towards?
- What will be a more helpful/resourceful posture, muscle tension and breathing?
- What are you committed to do to shift into a more helpful resourceful posture, muscle tension and breathing?

What is the relevance and application of this exercise to your innovation practice and objective?

Using Ontological Distinctions for Coaching

- What is the story you are running?
- How are you using specific words to do more than describe reality, but also to generate a reality?
- What is the breakdown/innovation that you are dealing with (separate the story from the phenomena)?
- What is at stake for you here?
- What is missing for you?
- What key concerns are not being addressed (what is important for you that is not being taken care of?)
- What standards of yours are not being met – or may even have been violated?
- What assessments of the situation are you running?
- What true assertions are there?
- What assessments of others do you have?
- Can you ground these assessments?
- How might you be running these assessments as true assertions?
- What self-assessments are occurring?
- What core negative assessments are relevant?
- Can you ground these self-assessments?
- What requests have you made that have not been successful?
- What elements may have been missing from these requests?
- What requests are you not making to whom?
- What promises or commitments have you listened to that were never made?
- What promises have not been fulfilled – by you and/or others?
- What promises have not been fulfilled – by you and /or others?
- What offers are you not alert or responding to?
- What offers are you not making, or are not being listened to?
- What sneaky declarations are you making?
- What declarations are you not making/
- What types of conversations have you not been utilising?
- What historical/cultural narratives and/or social practices may be getting in the way?
- What moods/emotional spaces may you be stuck in?
- What moods/emotional spaces is it important to shift to?
- How will you make these shifts?
- How does your body hold you trapped – what do you identify about your posture that could be limiting you?
- How about your breathing and movement – how do you breathe and walk from this posture?
- What do you recognise is important to shift about your posture and breathing?
- How will you make this shift? What support will you seek?
- What identify have you generated with others – how are you showing up to them?
- What is it important to shift about your way of being that may have you show up differently?

(re)Designing Your Generative Innovator

Activity to explicitly define and practice the Ways of Being that will support your Generative Innovation Practice.

- Languaging
- Moods
- Embodiment