

# Dedicated to Changing the Lives of Children and Youth.

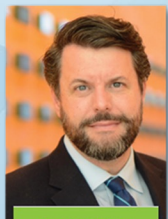
January 17, 2023

# Dedicated to Changing the Lives of Children and Youth.

Let's Do Human and Career Development  
Based on a Deep Understanding of Each Individual



# World of Work Conference - March 23 - 25, 2023, San Diego, California



**Charles Duhigg**  
Author - *The Power of Habit*



**Horst Schulze**  
Founder - Ritz Carlton Hotels



**Tom Vander Ark**  
CEO, Getting Smart



**Tom C. Murray**  
Author



**Jean-Claude Brizard**  
President And CEO Of Digital Promise



**David Cook**  
Director Of Innovative Learning



**Stacy Smith**  
Deputy Commissioner - Arkansas Dept. Of Education



**Jason Callahan**  
Asst. Secretary Of Student Pathways And Opportunities, Indiana Dept Of Education



**Kevin Honeycutt**  
Talks To People



**Buddy Berry**  
Superintendent Of Eminence School District, KY



**George Philhower**  
Superintendent, Easter Hancock Schools, IN



**Julie Lammers**  
Senior VP, Advocacy And Corporate Social Responsibility, American Student Assistance

## Sessions Include:

- Presentation Literacy
- Portrait of A Graduate
- World of Work in the Classrooms
- Blended Pathways
- CTE 2.0
- Reinventing High School
- Finding Your Northstar
- Worked Based Learning
- Legislature and Policies

## Special Opportunities

- State Level Affinity Groups
- School Tours
- Executive Networking Events
- Reception on USS Midway



Register at [worldofworkfoundation.org/conference](https://worldofworkfoundation.org/conference)



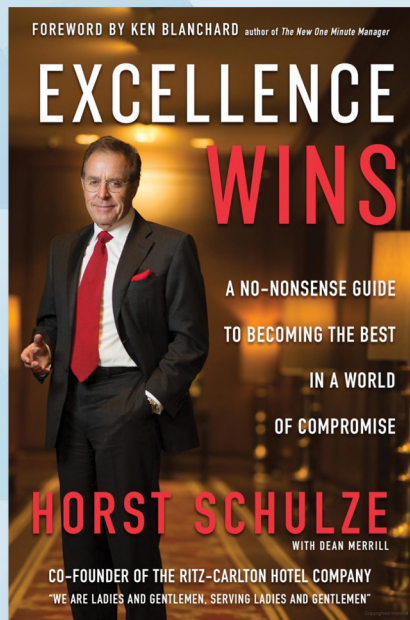




## Overview of the Day

- The Cajon Valley Story
- Shifts in Organizational Success
- Sitewide Moves
- What This Looks Like and Sounds Like at Our Elementary, Middle, and High Schools

# What Can We Learn From Business?



**Build a bold objective:**  
“CVUSD will be the world leader in developing students that Thrive.”



**Innovate, Outthink the competition,  
Develop your next strategy:**  
How do we operate as an organization?



**Build and Communicate  
your strategy**

# Employee Non–Negotiables

## NETFLIX

- Encourage independent decision making by employees
- Share information openly, broadly, and deliberately
- Be extraordinarily candid with each other
- Keep only our highly effective people
- Avoid rules

## amazon.com®

- Customer obsession
- Ownership
- Invest and simplify
- Learn and be curious
- Hire and develop the best
- Insist on high standards
- Think big
- Bias for action
- Frugality
- Dive Deep
- Have a backbone: Disagree and Commit
- Deliver Results

## Disney

- Innovation
- Quality
- Community
- Storytelling
- Optimism
- Decency





**1**

**Be Cajon  
Valley**

**6**

**Deliver as  
a Team**

**2**

**Empower  
Staff**

**5**

**Communicate  
Positively**

**7**

**Innovate  
and Develop**

**3**

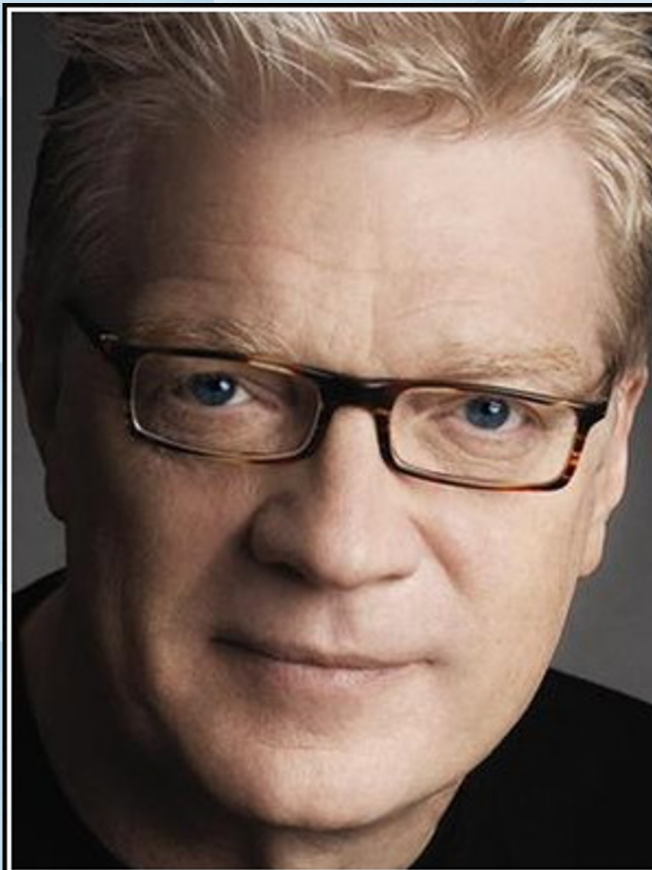
**Emphasize  
Relationships**

**4**

**Build  
Community**

**8**

**Deliver  
Impeccable  
Service**



The real role of leadership in education... is not and should not be command and control. The real role of leadership is climate control, creating a climate of possibility.

— *Ken Robinson* —

**AZ** QUOTES

# Employee Engagement: The 12 Items That Matter

Q01

I know what is expected of me at work.

Q05

My supervisor, or someone at work, seems to care about me as a person.

Q09

My associates or fellow employees are committed to doing quality work.

Q02

I have the materials and equipment I need to do my work right.

Q06

There is someone at work who encourages my development.

Q10

I have a **best friend** at work.

Q03

At work, I have the opportunity to do what I do best **every day**.

Q07

At work, my opinions seem to count.

Q11

In the last six months, someone at work has talked to me about my progress.

Q04

In the **last seven days**, I have received recognition or praise for doing good work.

Q08

The mission or purpose of my company makes me feel my job is important.

Q12

This last year, I have had opportunities at work to learn and grow.





# Cajon Valley Unified School District

March 15 - March 30, 2022

## INTRODUCTION

The Gallup Student Poll includes 22 items that measure engagement, hope, belonging and social and emotional learning elements for students in 5th through 12th grade.



### Engagement

The involvement in and enthusiasm for school.



### Hope

The ideas and energy students have for the future.



### Belonging

Feeling accepted and included as part of the school.



### Social and Emotional Learning

How people learn to understand and manage emotions and establish positive relationships with others.

## Cajon Valley USD Overall

YOUR RESULTS: Cajon Valley USD Overall

### HOW DO YOU MEASURE PARENT ENGAGEMENT?

Gallup's measure of parent engagement gets to the heart of a parent's emotional connection with his or her child's school.

**Three key items** help measure their engagement:

#### PARENT ENGAGEMENT MEAN

(Average response to all THREE parent engagement items, based on a 1-5 scale).

4.32

#### YOUR THREE KEY ENGAGEMENT ITEM RESULTS

**YOUR ITEM MEANS**  
The average response to an  
item based on a 1-5 scale.

#### YOUR ITEM RESPONSES

STRONGLY DISAGREE

STRONGLY AGREE

■ % 1

■ % 2

■ % 3

■ % 4

■ % 5

My child's school **always delivers**  
**on what it promises.**



4.29



I **feel proud** to be a parent at my  
child's school.



4.41



This **school is perfect** for my child.



4.23

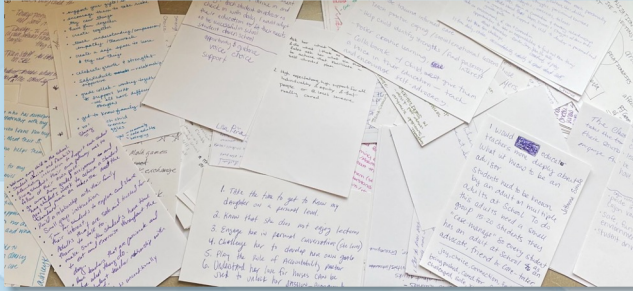


What Should We Do To Ensure Each Cajon Valley Student Thrives?

**THRIVE**  
#YouBelongCV



# Bringing It All Together...



## Learning Model



Social Emotional Learning



Personalized Learning



Rigorous & Relevant Learning



**TED<sup>x</sup> Kids@ElCajon**  
x = independently organized TED event



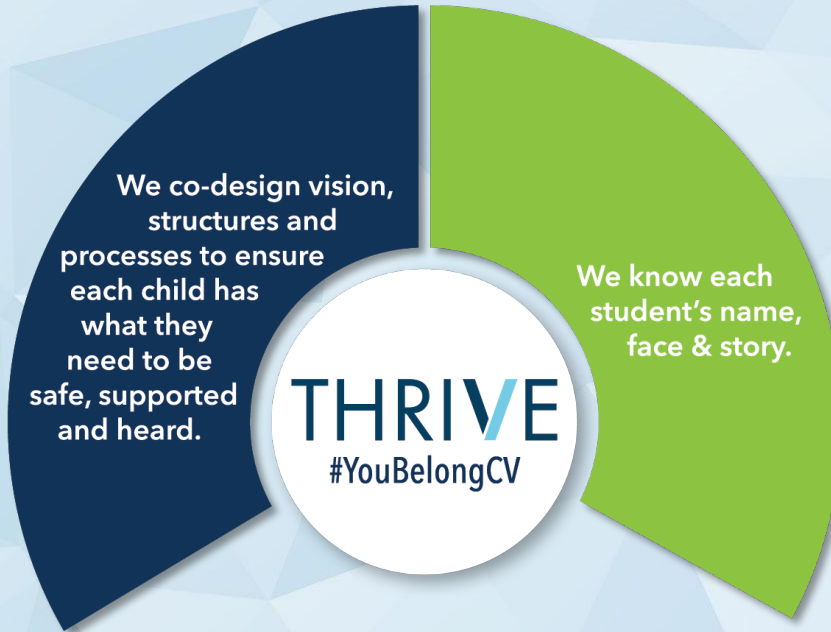
THRIVE  
#YouBelongCV



We co-design vision,  
structures and  
processes to ensure  
each child has  
what they  
need to be  
safe, supported  
and heard.

**THRIVE**  
#YouBelongCV











# Assess and Align Practices and Structures

7

## Innovate and Develop

We support the development and continuous improvement of all staff.  
We recognize and acknowledge when colleagues do great work.  
We encourage risk taking, breaking down barriers, and implement new ideas.  
We acknowledge progress and celebrate often.

8

## Deliver Impeccable Service

We smile, show empathy, and greet each person with warmth.  
We listen and ask questions to seek clarity when a colleague, parent, or student expresses a need.  
We take ownership and accept responsibility for making sure needs are met and the problem is solved.



# Thrive Cohort - Purpose

As a collaborative team, we will use the **Thrive Compass** to filter data analysis to:

**Seek to understand** through the **voice** of students, staff, and families

Evaluate and explore the **potential** and **possibilities** of practices and programs

Take action from **continuous improvement** toward each student **thriving** in Cajon Valley





If Every Student Was Connected and Felt Like They Belonged, By the End of the Year, What Would You See, Hear, and Feel on Your Campus

See

Hear

Feel



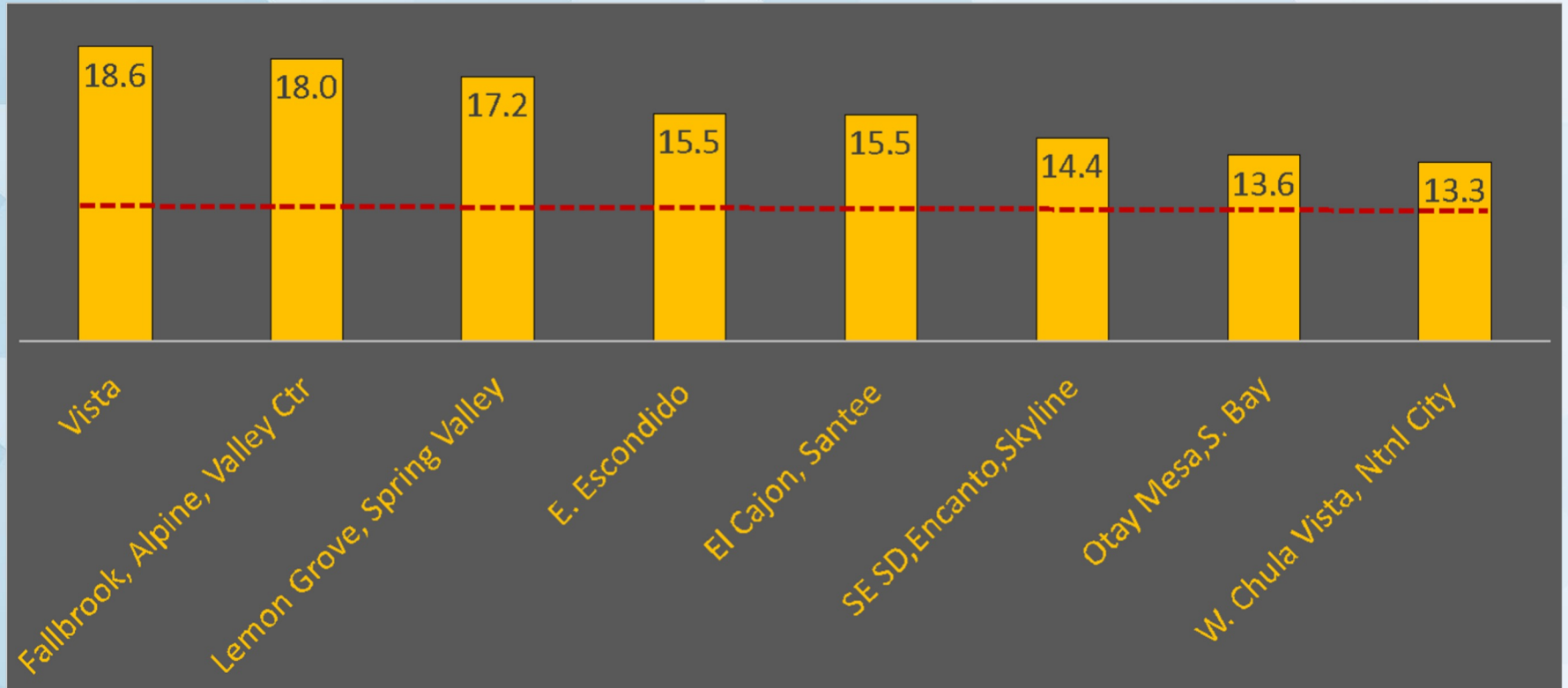


**"We are not in the coffee business  
serving people, we are in the  
people business serving coffee."**

Howard Schultz, President Starbucks International

# Pre-COVID # Opportunity Youth in San Diego

**43,000 16-24 year olds in San Diego Not in School or Working**







INNOVATION

# Coding Careers: Developers As The Next Mass Profession



**Sid Sijbrandij** Forbes Councils Member

**Forbes Technology Council**

**COUNCIL POST** | Membership (Fee-Based)

---

POST WRITTEN BY

**Sid Sijbrandij**

Co-founder and CEO of [Gitlab](#), the cloud-based open source platform, helping to drive more ideas to production.





# Career Development is a Human Process

"Any assessment, no matter how good, is only as good as the interpretation"

Dr. Ian Martin  
President, Counseling USD

















Interest Fit has the Highest  
Correlation to **Job Performance,**  
**Success, and Income.**

Rounds and Su, 2018

WH



ARE

YOU?





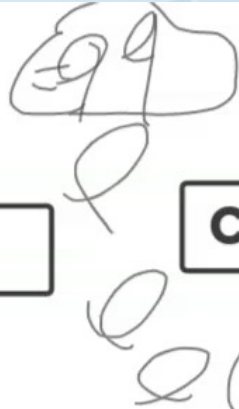


RIASEC Theme	Traits	I like to...	Careers
<b>Realistic</b> "Doers"	Work with machines, tools, plants, animals or the environment.	<ul style="list-style-type: none"><li>• Build and repair things</li><li>• Being physically active</li><li>• Be in the outdoors</li><li>• Work with animals</li><li>• Operate tools machines</li></ul>	Mechanics, construction, military, nature and athletics
<b>Investigative</b> "Thinkers"	Observe, learn, investigate, analyze, evaluate, and use math and science to solve problems	<ul style="list-style-type: none"><li>• Understand why things happen</li><li>• Research to find answers</li><li>• Solve problems using math or science</li><li>• Think deeply</li></ul>	Science, research, medical science, mathematics
<b>Artistic</b> "Creators"	Work in unstructured environments using imagination, art, and creative self-expression	<ul style="list-style-type: none"><li>• Sketch, draw, paint</li><li>• Play a musical instrument</li><li>• Sing, act, dance</li><li>• Design fashion or interiors</li></ul>	Visual arts & design, performing arts, writing and culinary arts



RIASEC Theme	Traits	I like to...	Careers
<b>Social</b> "Helpers"	Work with others to listen, understand, empathize, inform, help teach or heal.	<ul style="list-style-type: none"><li>• Help people with problems</li><li>• Do volunteer work</li><li>• Teach or train</li><li>• Take care of others</li></ul>	Counseling & helping, teaching, human resources, health services
<b>Enterprising</b> "Persuaders"	Influence, persuade, sell, compete or lead people and projects to achieve organizational goals.	<ul style="list-style-type: none"><li>• Debate ideas</li><li>• Persuade people</li><li>• Start businesses</li><li>• Sell things</li></ul>	Marketing & sales, entrepreneurs, politics, law
<b>Conventional</b> "Organizers"	Work with data and systems, accurate, organized and follows instructions.	<ul style="list-style-type: none"><li>• Find patterns in data</li><li>• Organize collections</li><li>• Follow a set plan</li><li>• Create structures and systems</li></ul>	Taxes & accounting, finance & investing, IT

**Artistic**



**Conventional**



**social**







**Night At The Movies**









# Tardy Slip

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

PLEASE ADMIT STUDENT TO CLASS

☐

EXCUSED

☐

UNEXCUSED

\_\_\_\_\_

ADMIN SIGNATURE



# We're glad you're here

\_\_\_\_\_ is here! There are 390  
minutes in a school day and we've got the  
best way to spend it with you on  
\_\_\_\_\_ day at \_\_\_\_\_ time

#túpertenesCV شما به اینجا تعلق دارید CV  
#تاسواریکه لری CV #شما به اینجا تعلق دارید CV  
#أنت تنتمي CV #أنت تنتمي CV  
#youbelongCV #تاسواریکه لری CV  
#أنت تنتمي CV

# Be a Disruptor

- Shame has no place in Schools
- Change Moral Judgement Language
- Never Underestimate the Human Connection

# Be a Disruptor

- Shame has no place in Schools
- Change Moral Judgement Language
- Never Underestimate the Human Connection

## ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** The ALSUP is intended for use as a *discussion guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty understanding what is being said	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretation/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting other people	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/> Sensory/motor difficulties	

**UNSOLVED PROBLEMS GUIDE:** Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; "split" (not "clumped"); and specific.

**HOME:** Difficulty getting out of bed in the morning in time to get to school on time; Difficulty getting started on or completing homework (specify assignment); Difficulty ending the video game to get ready for bed at night; Difficulty coming indoors for dinner when playing outside; Difficulty agreeing with brother about what television show to watch after school; Difficulty handling the feelings of seams in socks; Difficulty brushing teeth before bedtime; Difficulty staying out of older sister's bedroom; Difficulty keeping bedroom clean; Difficulty clearing the table after dinner

**SCHOOL:** Difficulty moving from choice time to math; Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess

©Ross W. Greene, Ph.D., 2012

# Be a Disruptor

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### LAGGING SKILLS

- ☐ Difficulty handling transitions, shifting from one mindset or task to another
- ☐ Difficulty doing things in a logical sequence or prescribed order
- ☐ Difficulty persisting on challenging or tedious tasks

### UNSOLVED PROBLEMS

\_\_\_ Difficulty persisting on challenging or tedious tasks

\_\_\_ Difficulty expressing concerns, needs, or thoughts in words

\_\_\_ Difficulty managing emotional response to frustration

- ☐ Difficulty expressing concerns, needs, or thoughts in words
- ☐ Difficulty understanding what is being said

- ☐ Difficulty deviating from rules, routine

- ☐ or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")
- ☐ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- ☐ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
- ☐ Difficulty seeking attention in appropriate ways
- ☐ Difficulty appreciating how his/her behavior is affecting other people
- ☐ Difficulty empathizing with others, appreciating another person's perspective or point of view
- ☐ Difficulty appreciating how s/he is coming across or being perceived by others
- ☐ Sensory/motor difficulties

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©Rosa W. Gatson, Ph.D., 2012



# ....Be a Porcupine Hugger



# Stop Talking About Grades



Shame Reinforces Failure  
Connection Creates Motivation



## Strengths, Interests & Values for Counselors

Exploring SIV with Students

**Essential Question:** How can knowing your Strengths, Interests and Values help you make more informed decisions about your future possible self?

### Strengths

Gallup research shows that people who know and use their strengths tend to be better performers. Strengths are what we are naturally good at.

### Interests

Emotional characteristics that lead individuals to prefer certain activities, contexts, and outcomes. Interests are what we like to do, things we are passionate about.

### Values

The fit between a person's values and work outcomes is related to satisfaction with work environments. Values are basic ideas of what is important to a person.

### Interests

Connect YOUR RIASEC Interest Theme Letters.

- What three RIASEC Letters did you self-report \_\_\_\_ \_\_\_\_ \_\_\_\_ ?
- What three RIASEC Letters did the Scientific Inventory reveal \_\_\_\_ \_\_\_\_ \_\_\_\_ ?
- What three RIASEC Letters do you claim: \_\_\_\_ \_\_\_\_ \_\_\_\_ ?
- Share your top RIASEC interest theme, why do you claim it as your first letter?

### Connect YOUR RIASEC - Supporting Theme Letters

There are many careers within the sciences. Let's take you even deeper into understanding the RIASEC Theme combinations.

I claim \_\_\_\_ as my primary interest theme and this is why: \_\_\_\_\_

My second theme is \_\_\_\_ and this is why \_\_\_\_\_

The letter \_\_\_\_ is my third theme and it supports my first two themes in the following ways: \_\_\_\_\_

**S**trengths **I**nterests **V**alues

## CVUSD FACE Mission

Building relationships between school staff and families to increase academics and social emotional learning so that all students are happy, in healthy relationships and on a path to gainful employment.

# Parent Involvement vs. Parent Engagement

## Parent Involvement

- Dictionary definition is “to enfold or envelope”
- Involvement implies **doing to..**
- A program striving for parent involvement leads with the mouth, identifies projects and needs and goals, and then tells parents how they can contribute



## Parent Engagement

- Dictionary definition is “to come together and interlock”
- Engagement implies **doing with..**
- A program striving for parent engagement lead with its ears: listening to what parents think dream, and worry about
- The goal of family engagement is not to serve clients, but to gain partners





# Why is Family Engagement Important?

## Lower Impact- Relational

Celebrations

Parent help on  
administrative tasks

Parent training  
events

Goal-setting  
talks

Weekly data-sharing  
folders

Fundraisers

Parent resource  
rooms

Back to school night

Regular, personalized  
communication

Home Visits

Potlucks

Family support  
services

Parent-teacher  
conferences

Positive phone  
calls home

Modeling of learning  
support strategies

Performances and  
showcases

Generic school  
newsletters

Interactive  
homework

Classroom  
observations

Parent help on  
learning projects

## Higher Impact- Linked to Learning

Relational + Collaborative + Interactive + Linked to Learning



# Opening the Hearts and Minds of School Staff

## The Poverty Simulation



“It’s a simulation, not a game”

Poverty Simulation - Missouri Community Action Network





# Two Different Strategies

## Home Visits



## Family Teacher Teams







August 16th, 2021



ABC 10NEWS | SAN DIEGO

# NEW AT 11

11:01  
71°



MORE ON  
[10NEWS.COM](http://10NEWS.COM)

**ALERT**

UNIVERSITIES BEGIN CLASSES TODAY



POLICE FIND MAN WITH THROAT CUT IN EL CAJON

August 16th, 2021

August 23rd, 2021





August 16th, 2021



August 23rd, 2021



September 2nd, 2021

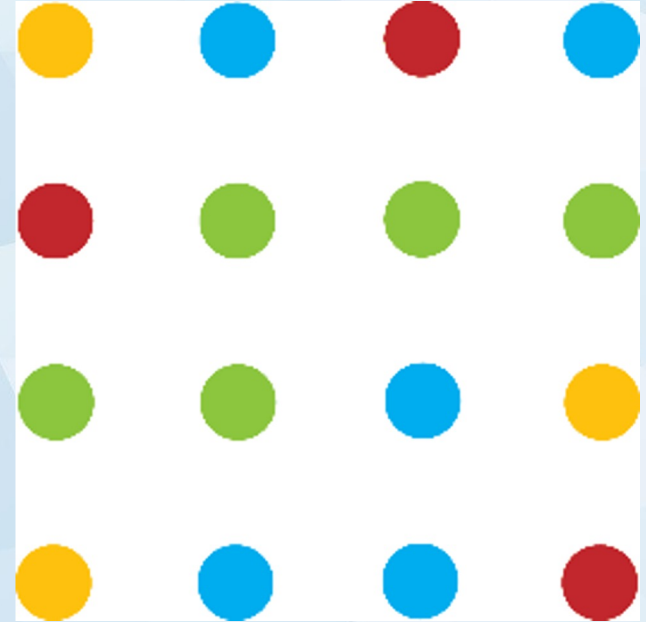




Relationships are  
Everything

# Let's Connect the Dots

- On your table you have 11 Dots
- These Dots represent some of the ideas we've shared with you
- Each person take one dot that speaks to them or you are curious about
- Take a minute to quietly reflect on this idea as we play this video.
- After the video as a team, combine your ideas by connecting the dots with the sticks provided building an eco-system where children thrive
- Tweet a picture of your centerpiece to [#changinglivesofchildren](#)













### **My Hopes & Dreams:**

My hopes are that all animals are adopted and the shelters are empty.

My dreams are to become an entertainer. I like to sing.

### **My Culture:**

I am a funny girl. We like to eat steak. An interesting fact about us is that we like to go to Sea World on the weekends.

### **My learning style:**

I like learn by working in a group with my teacher and friends.

### **My Self Regulation Strategies:**

When I'm stuck I ask my teacher for help reading the directions.

### **Novalee 4th Grade**



**Meridian Elementary**

### **My Strengths:**

- Creative
- Communicative
- Practical
- Persuasive

### **My Interests:**

- I am interested in learning how to be an actor.

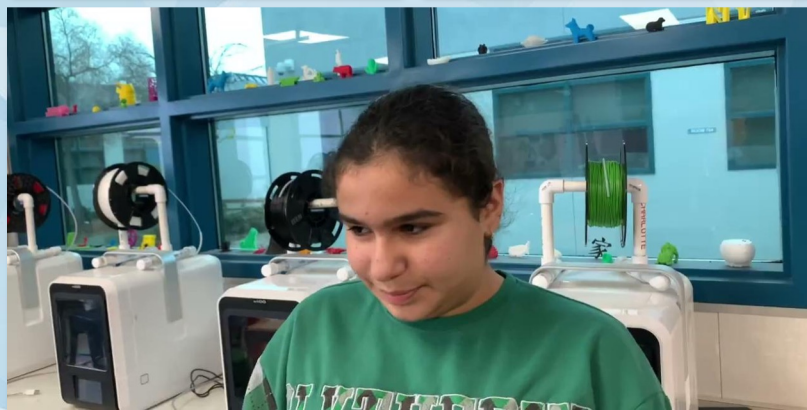
### **My Glows:**

- I am good at asking questions and participating in class.

### **My Grows:**

- I want to learn how to do really hard math problems.







# Our Classroom Code

WE ARE  
SAFE

WE ARE  
RESPONSIBLE

WE ARE RESPECTFUL  
AND KIND

Looks  
Like



- Using walking feet
- Keeping our hands to ourselves
- Listening ears
- Showing 5

- Taking care of our things
- Showing grit
- Raising our hands

- Helping other students
- Earning Golden Tickets
- Picking up trash

Sounds  
Like



- Quiet
- Listening

- Level 0
- Kind words
- Problem solving

- Saying "Thank you" and "Please"
- Not talking back

Feels  
Like

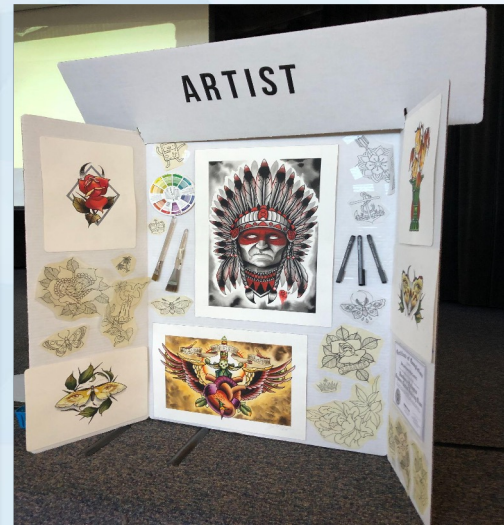
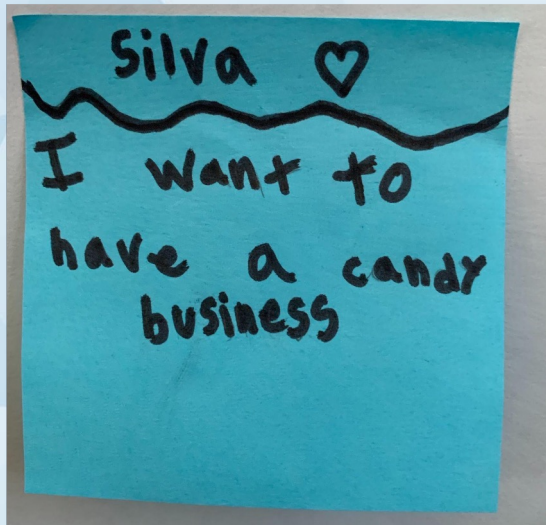


- Calm
- Hands off
- Being loved (we care about the safety of others)

- Happy
- Clean
- Thankful

- Appreciation
- Gratitude







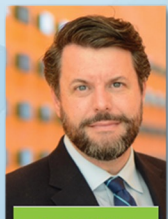
**Dedicated to  
Changing the  
Lives of Children  
and Youth.**

**Happy Kids,  
Healthy  
Relationships,  
On a Path to  
Gainful  
Employment.**





# World of Work Conference - March 23 - 25, 2023, San Diego, California



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Kevin Honeycutt  
Talks To People



Buddy Berry  
Superintendent Of Eminence  
School District, KY



George Philhower  
Superintendent, Easter Hancock  
Schools, IN



Julie Lammers  
Senior VP, Advocacy And  
Corporate Social Responsibility,  
American Student Assistance

## Sessions Include:

- Presentation Literacy
- Portrait of A Graduate
- World of Work in the Classrooms
- Blended Pathways
- CTE 2.0
- Reinventing High School
- Finding Your Northstar
- Worked Based Learning
- Legislature and Policies

## Special Opportunities

- State Level Affinity Groups
- School Tours
- Executive Networking Events
- Reception on USS Midway



Register at [worldofworkfoundation.org/conference](https://worldofworkfoundation.org/conference)







The background of the slide is a complex, abstract pattern composed of numerous overlapping triangles in various shades of light blue and white. The triangles vary in size and orientation, creating a dynamic, low-poly aesthetic. Centered on this background is the text "Thank You" in a bold, dark blue, sans-serif typeface.

**Thank You**







## Consultancy

### **Purpose:**

Consultancy helps leaders think more expansively about a particular, concrete dilemma. The protocol allows leaders to think deeply about the topic, and others to understand and help deal with it.

## Step 1 - Dilemma Overview

Leader provides an overview of the dilemma with which they struggle.

Frame a question for the group to think about. (5 Minutes)



## Step 2 - Clarifying Questions

Group asks clarifying questions that have brief, factual answers to help you better understand the context, situation, dilemma.

Think about who, what, when, where, why. (5 minutes)

## Step 3 - Probing Questions

Group asks probing questions to think more deeply about the dilemma, to help the leader think in new ways and from different angles.

Leader listens and records questions.  
(5 minutes)

## Step 4 - Discussion

Group discusses possible solutions to the dilemma or strategies for pushing the action steps. Leader listens and takes notes. (10 minutes)

## Step 5 - Reflection

Leader reflections on what they heard,  
sharing something that resonated for them  
during any part of the consultancy.

(3 minutes)



