



Center for
Creative
Leadership

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Boundary explorer

Facilitator's Guide

Boundary Explorer is a tool offered by the Center for Creative Leadership in connection with *Boundary Spanning Leadership: Six Practices for Solving Problems, Driving Innovation, and Transforming Organizations* by Chris Ernst and Donna Chrobot-Mason.

This version of the Boundary Explorer Facilitator's Guide is currently available through CCL Labs and will be refined through ongoing client testing and feedback. We welcome your input into our continuous improvement process.





About CCL's Explorer Tools

The Leadership Explorer™ series of decks from the Center for Creative Leadership are designed to help people have more creative and effective conversations in all types of settings. As leadership tools, the Leadership Explorer decks help groups of people create shared direction, alignment, and commitment. Several of the tools are teaching aids that explain and help explore a specific topic, and most of the tools are offered as prototypes. We welcome your experimentation and feedback!

Leadership Metaphor Explorer™

Values Explorer™

Boundary Explorer™

Visual Explorer™

(Accessible at www.ccl.org/visualexplorer)

Visit www.ccl.org/labs for more prototype Explorer tools under development.

Lead Designers

We would like to acknowledge David Horth and Jerry Abrams who have pioneered the use of this tool providing expertise, insights, and rich stories throughout all the phases of its development. Thanks to Traci Carter, Donna Chrobot-Mason, and Marie Stone van Vuuren for the design and layout of Boundary Explorer and to the *Leadership Across Differences* team for conducting the research that supports the tool. Lastly, many thanks to our colleagues who continue to further our understanding of new applications for this tool including Karen Addison, Craig Appaneal, Mike Kossler, Greg Laskow, Cindy McCauley, Lyndon Rego, Stephanie Trovas, and Rich Walsh.





Contents

- 2 About CCL's Explorer Tools
- 4 Boundary Explorer Quick Guide
- 7 Introduction
 - What Is Boundary Explorer?
 - Who Benefits from Using Boundary Explorer?
 - What Does It Do?
- 9 Using Boundary Explorer
 - How Does It Work?
 - When Is It Used?
 - Who Can Conduct a Boundary Explorer Session?
- 11 Preparing for Boundary Explorer
- 12 Conducting a Boundary Explorer Session
 - Using Boundary Explorer with Groups
 - Using Boundary Explorer with Individuals
 - Using Boundary Explorer with Systems
- 29 Other Applications for Boundary Explorer
- 31 The Story Behind Boundary Explorer
- 33 References and Resources
- 34 Frequently Asked Questions
- 36 Facilitator Notes
- 40 About the Designers
- 41 About the Center for Creative Leadership





Boundary Explorer™ Quick Guide

This Quick Guide provides a brief walkthrough of the tool and the concepts that support it. Use it to introduce yourself to the material or to explore with one or two colleagues. The Quick Guide can be used as a self-study aid with the book, *Boundary Spanning Leadership: Six Practices for Solving Problems, Driving Innovation, and Transforming Organizations* by Chris Ernst and Donna Chrobot-Mason.

Boundary Explorer™ (BE) is a tool for exploring interdependent leadership by leading across boundaries. It promotes understanding of five boundary types and offers three strategies, six practices, and dozens of tactics for enabling leadership across boundaries. The tool is used in three ways: as a teaching aid, as a personal take-home tool for reviewing and applying the model, and as a reflection and planning tool for groups actively applying boundary spanning practices. Teachers and facilitators should first become familiar with the key boundary spanning ideas, using the book in order to use the tool most effectively.

Getting Started

Here is what you need to know to get started with BE. Work on a table with enough room for all the cards. Place the cards on the table image-side up, one at a time, and answer the reflection questions listed in the chart below and on the cards. See Card 4 for an overall view of how to layout the card model on the table. Then flip each card over, which contains explanatory text and a reflection question, while also reviewing the material below. Make notes on the responses and insights. Anticipate issues that might come up in using the tool for facilitation. Use the images on the cards to help imagine the concepts, and reflect on the challenge using the visual metaphors. Refer to the book, *Boundary Spanning Leadership*, to clarify the material, and go to www.ccl.org/boundaryexplorer to view the *Introduction to Boundary Explorer* presentation and to share your stories, and learn from the stories of others.





| CARD NUMBER & FOCUS | REFLECTION QUESTIONS | KEY IDEAS |
|---|--|--|
| <p>#s 1-4 What is this tool about? What does boundary spanning mean to you?</p> | <p>Think of a time when you discovered a highly valuable solution to a challenge by reaching <i>across</i> and exploring <i>beyond</i> the people or organizational structures that surrounded you.</p> | <p>The most important challenges we face today are interdependent – they can only be solved by collaborating across boundaries. The challenges of boundaries require new ways to bring groups together, and, yes, new approaches to leadership.</p> |
| <p># 5 What is boundary spanning leadership?</p> | <p>Think of the word <i>boundary</i>. What images come to mind? What types of boundaries do you have to navigate in your day-to-day work? What challenges or problems do these boundaries create? How might boundaries be both barriers and opportunities? What are examples of challenges that you, your team, or your organization currently face that can only be solved by collaborating across boundaries?</p> | <p>This content is based on two CCL research projects that spanned several continents and lasted ten years.</p> <p>Boundary spanning leadership is the capability to create direction, alignment, and commitment across boundaries in service of a higher vision or goal.</p> <p>Choose one example of a challenge to use in the rest of this session.</p> |
| <p>#s 6-10 Why is boundary spanning needed?</p> | <p>What types of boundaries do you need to lead across to solve your challenge? Pick one card from 6 to 10 that represents your organization or project team “at its best.” Across which boundary are you most effective at creating direction, alignment, and commitment? Pick one card that represents your organization or project team “at its worst.” Across which boundary are you <i>least</i> effective? What are the differences between where you are most/least effective ?</p> | <p>Based on CCL research, we have identified five types of group boundaries that leaders must lead and collaborate effectively across.</p> |
| <p>#s 11-13 How you can lead across boundaries effectively: Three strategies</p> | <p>What is your initial sense of what these strategies are about? When looking at these images and words, what are the first thoughts, observations, and questions that come to mind? Can you think of any examples of how these strategies are applied in your organization? Which of the three strategies best represents how you collaborate across boundaries in the challenge you identified earlier?</p> | <p>CCL research has identified three overarching strategies for leading across boundaries.</p> <ul style="list-style-type: none"> • Managing boundaries • Forging common ground • Discovering new frontiers |





| CARD NUMBER & FOCUS | REFLECTION QUESTIONS | KEY IDEAS |
|---|---|--|
| <p>#s 14-19 How you can lead across boundaries effectively: Six practices</p> | <p>Match the colored strip on the left side of each practice card and place it under the corresponding strategy card. This creates three triangles or sets of triplets. Each higher order strategy is associated with two practices – specific leadership behaviors, mind-sets, and skills. What connections do you see between the strategy cards and the practice cards?</p> <p>What tactic or new insight did you learn that you could apply to your challenge? Which practices would be least helpful? Which practice feels the most like you; that is, which one is in your comfort zone and what you would do most often? Which practice is the least like you, against your grain, and which you would do least often?</p> | <p>Out of the three strategies come six practices for creating direction, alignment, and commitment across boundaries.</p> <p>They are:</p> <ul style="list-style-type: none"> • Buffering • Reflecting • Connecting • Mobilizing • Weaving • Transforming |
| <p>#s 20-21 What are the implications for you, your organization, and for a more interdependent world?</p> | <p>What if you ultimately solved your challenge? What new frontier would this create for you and your organization? What is one specific action step you can take to start your journey?</p> <p>This version of Boundary Explorer™ is a prototype brought to you by www.ccl.org/boundaryexplorer at the Center for Creative Leadership. Please click on the “Share Your Story” icon found at www.ccl.org/boundaryexplorer to share your stories of using BE as well as your suggestions and questions.</p> | <p>Boundaries can be experienced as two very different things. Boundaries can be <i>borders</i> that create barriers, limitations, and constraints, leading to counterproductive outcomes. But boundaries can also be <i>frontiers</i> that create bridges to limitless possibilities and inspiring results.</p> |





Welcome to Boundary Explorer

The images on the fronts of the cards that comprise the Boundary Explorer™ (BE) tool are both metaphorical and concrete. A moat aside a large, stone castle evokes a buffer or a shield. A long, straight road leading into the distance speaks to the observer of an endless horizon, a frontier. These images invite speculation and imaginative thinking with few words to get in the way. But

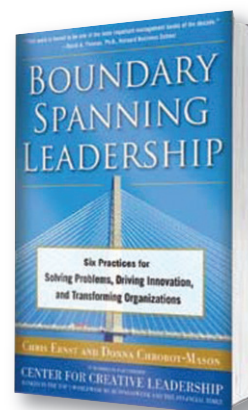


once a card is turned over, the territory is more familiar. The material is processed through reading rather than through creative imagining. This double exposure opens a new way to discover connections, encourage dialogue, and to focus on specific unique leadership challenges. Conversations using Boundary Explorer become more collaborative and more creative. The double view is a valuable tool for those charged with leading in the new global market. Boundaries are everywhere, and they are increasingly complex necessitating new ways to lead across them. Based on ten years of research with over 3,000 executives, BE's intent is to facilitate the process of identifying unique leadership challenges and to provide innovative leadership strategies to confront them.

What Is Boundary Explorer?

Boundary Explorer is a tool for understanding and exploring interdependent leadership that is necessary for leading across boundaries. Composed of a card deck of 21 carefully chosen color images, BE promotes understanding of five types of boundaries that are identified as the main inhibitors to developing interdependent leadership and offers practical ways to confront them: three strategies for organizing an effective approach, six specific practices for carrying out the strategies, and dozens of tactics for enabling boundary spanning in action.

Boundary Explorer is based on the book, *Boundary Spanning Leadership: Six Practices for Solving Problems, Driving Innovation, and Transforming Organizations* by Chris Ernst and Donna Chrobot-Mason. BE is designed to be a pocket-sized summary of the key ideas of the book, providing an efficient way for those who experience boundary challenges to focus on their personal situations and engage in productive boundary spanning conversations.



Who Benefits from Using Boundary Explorer?

Consider the situation of managers who are charged with setting up a new financial system in a large international corporation in just six months. They must deal with five functions, three levels of management, eleven countries, and four suppliers. They all bring turf concerns, cultural issues, generation gaps, and a host of other organizational challenges. Boundary Explorer helps





them identify their own challenges inherent in these scenarios, become aware of the power of the boundaries that exist, and offers them some down-to-earth solutions for achieving success in a daunting environment. Our specific focus here is leadership challenges that can only be solved when groups collaborate across boundaries. The drive for innovation, creating effective partnerships, navigating emerging markets, and issues concerning climate and energy sustainability are all examples of challenges that span boundaries.

The individuals and groups who benefit from using BE have experienced such challenges in leading across boundaries and are looking for new ways to work across them more effectively. In an increasingly “flat world,” we’ve dismantled many of the structural and technological boundaries around us. Yet, boundaries in human relationships persist and often limit our ability to work together in service of shared goals. Managers, executives, and people in all walks of life will benefit from new approaches to collaborate across boundaries both new and old.

What Does It Do?

Boundary Explorer is a tool for exploring interdependent leadership by facilitating cross-boundary conversations. As a tool for leadership and leadership development, BE helps people build shared direction, alignment, and commitment to achieve a shared vision or goal. By using the tool, people will be able to: *understand* a model for leading across boundaries, *apply* the model to their unique leadership challenges, and *use* the model as a back-home tool with their teams.





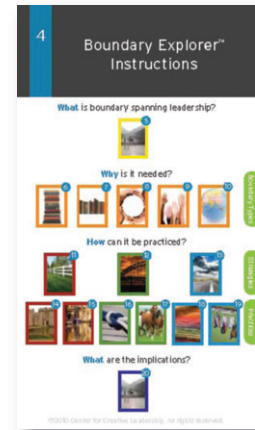
Using Boundary Explorer

Boundary Explorer is helpful in situations that require:

- Creating *safety* through more clarification of how the work gets done
- Fostering *respect* by increased understanding of different perspectives
- Building *trust* through expanding connections across groups
- Developing *community* by crafting shared vision
- Advancing *interdependence* through new ways of working together
- Enabling *reinvention* by discovering new identities and alternative futures

How Does It Work?

Boundary Explorer works by anchoring the key concepts and ideas of boundary spanning leadership within the context of a specific challenge faced by the individual, team, or larger community. In identifying their own specific challenges, participants are able to link and apply boundary spanning leadership to their own circumstances. New awareness and insights develop as participants create the model one horizontal row at a time (see the images on Card 4). As a facilitator, your role is to structure and guide the conversation as participants move through the card deck. If the participants have read the book or have been exposed to boundary spanning leadership principles in a program setting, they will have more knowledge to share with others. The facilitator will guide the discussion based on the extent of his or her knowledge of the content. The session can be enhanced by collecting information from the participants during the session and sharing it with the larger group (for example, using report-outs or flipchart debriefs).



The purpose of the two-sided cards with image on one side and text on the other is to provide understanding and practical applications in a way that combines metaphorical and concrete thinking – a proven method for absorbing leadership lessons. The visual images engage the participant's creative and conceptual side, and the text engages the logical and analytical side through concrete explanations and tactics. The power of the tool is in the artful balance of the two sides, both for imparting knowledge and spurring dialogue. Participants will have a natural preference for one over the other, so it is important to provide time for both in order to maximize the tool's impact. When used effectively, BE encourages participants to first think conceptually about various aspects of the model through the images and then to reinforce that learning through concrete learning and tactics on the back. Every time a card is presented and then turned over, three distinct processes come into play:

- **Image side of card:** The image is discussed and participants are asked to present ideas on what it means to them.
- **Text side of card:** Here there is detailed explanation of the concept on the front of the card. Participants are asked to read this silently.
- **Reflection and discussion:** There is a reflection question on the back of each card which participants are asked to consider. Asking thoughtful questions that enable participants to connect the content to their challenges is the key to getting the most out of the tool.





When Is It Used?

BE is used in organizational or societal settings that require collaboration across boundaries. The tool can be used in three distinct types of applications: with individuals, with groups or teams, or with broader social systems like an organization or community of practice. In this guide, we focus primarily on using BE within a group or team setting. However, we also provide suggested extensions and modifications in order to use the tool with individuals as in a coaching relationship or mentoring situation or with broader social systems such as an organization or a community setting involving multiple groups. Some situations where BE can be useful are:

- When a company wants to break down silos between different functional groups
- When a leader wants to spur innovation by enhancing knowledge-exchange and problem-solving capabilities across boundaries
- When an individual who is being transferred to an overseas posting wants to learn more about navigating the cultural differences she will encounter
- When two organizations merge or when two organizations or associations enter into new forms of collaboration
- When a leader wants to develop more inclusive and cross-boundary relationships in a diverse organizational environment
- When seeking to successfully launch a new geographically dispersed team
- When striving to create greater direction, alignment, and commitment across boundaries in service of achieving a larger, shared vision or goal

Who Can Conduct a Boundary Explorer Session?

BE can be used by practicing managers and by professional trainers in large-group, small-group, and in one-on-one situations. Most managers and many group members can handle the demands of a basic BE session. In most cases, it suffices to follow the instructions in this guide and to provide some basic directions to the participants. The facilitator's job is simple and unobtrusive: to guide the sequence of revealing the cards so that the metaphors and content in the tool are maximized; and to support a productive conversation among the participants. BE is often used as an adjunct to the book, *Boundary Spanning Leadership*, and it is recommended that facilitators be familiar with its contents. The skill of the facilitator lies in applying the content to real-world issues and helping the participants gain insights into how to accomplish their work in new ways. The goal is to focus participants' attention in the direction of both understanding the nature of boundaries and putting the practices into play in their own leadership situations.





Preparing for Boundary Explorer

Boundary Explorer works as stand-alone tool or as part of a larger group process. As a stand-alone tool, BE can be used in team coaching sessions, as a practical guide for employees who will be working in situations where there are known challenges in leading across boundaries, and as a quick “pick-up” tool for individuals who are immersed in challenges and want to self-guide their way to more effective leadership. BE may be part of a larger process that employs other developmental activities that address an issue or challenge. This may be a retreat, a staff meeting, a strategic planning session, executive team dialogue, new initiative kick-off, stakeholder engagement meeting, or an organizational meeting where two or more departments are working on a project that spans their areas of influence. BE can also be used to formulate ways to work more effectively across external organizational boundaries and to facilitate strong partnerships and communities of practice. Whatever the setting, this checklist will help you prepare for a typical BE session:

Boundary Explorer Session Checklist

- ❑ Who will participate in the BE session? Will you have the right people in the room?
- ❑ Why are you using BE? How will you describe the benefits for this particular group?
- ❑ Do you have a minimum of at least sixty minutes set aside for the session? Do you have enough time to get the benefits you want?
- ❑ Do you have the BE card decks at your disposal? Do you have enough for each group or for each person?
- ❑ Do you have at least a 2'x2' space to spread out the card deck? In order to lay out the sequence of ideas and practices properly, this amount of table space will be needed for each deck.
- ❑ Do you have tables set up so that each member of the group can converse easily with one another or so that several groups can interact with each other?
- ❑ Do you have a way to record the session? This can be by a note-taker or a recording device such as groupware or presentation software. Be sure to obtain permission from participants at the start of the session if you are going to record the session.
- ❑ If the BE session is part of a larger developmental effort, does the overall agenda allow for continuing the discussion on what was surfaced during the session?
- ❑ What suggestions will you give to the group or to individuals about communicating the outcomes of the session to coworkers or other stakeholders?





Conducting a Boundary Explorer Session

The session requires 60-120 minutes depending on time available for table-group discussion. Following are step-by-step instructions for using BE with groups, individuals, and larger systems. Materials needed:

- ❑ Table format: large enough to allow each participant to spread out 21 images
- ❑ BE slide deck
- ❑ Enough card decks for each participant, or at minimum one deck per table
- ❑ Flipchart and pens

Using BE with Groups

Hand out the BE card decks and the CCL book, *Boundary Spanning Leadership*, if available. The process can be divided into six parts: Introduction, What is boundary spanning leadership?, Why is boundary spanning needed?, Three boundary spanning strategies, Six boundary spanning practices, and Implications. The facilitator will:

- Guide the sequence of card distribution: The cards will gradually be built to form the model that is shown on the front part of Card 4.
- Oversee the large-group and table-group discussions which occur in each part of the exercise.
- Develop relevant and thought-provoking questions as participants discover their challenges through metaphor and structured content. Note that the main question in each section is the
- Reflection Question, one of which is on backs of Cards 5 to 20.

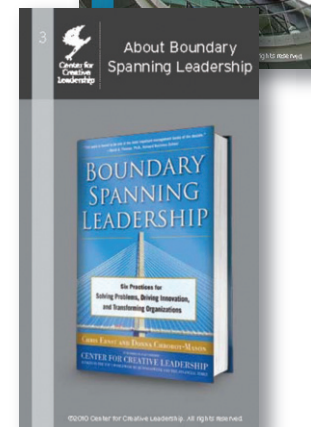




PART 1: INTRODUCTION

Cards 1-4 | 10-20 minutes

- Begin with the Introduction card (Card 1): *Why Span Boundaries?*
- Ask the group to reflect for a moment on this question: *“Think of a time when you discovered a highly valuable solution to a challenge by reaching across and exploring beyond people or organizational structures that surrounded you.”*
- The participants can write down their reflections, briefly describing the challenge and the solution and the most important reason it was successful.
- Have the table groups share their examples and discuss what made the examples successful.
- Have the large group consider, identify, and list out loud the following: *“What did you hear that was similar in the examples and the reasons for successes?”*
- Next step is to review Cards 2 and 3 in the card deck.
 - Start with a statement like, “Please take a minute to become familiar with the tool by looking at Card 2. As you can see on the back of the card, as a result of using this tool you will be able to:”
 - ✓ Understand a new model for leading across boundaries – a central competency required for effective leadership in today’s global market.
 - ✓ Apply the model to your specific leadership challenge.
 - ✓ Use the model back home with individuals, teams, and organizations.
 - Next, ask participants to take a look at Card 3: “Now take a look at Card 3 to learn about the research and book upon which this tool is based.” Note that the content is derived from CCL research that spanned several continents and lasted ten years. Note that the research and content that BE is based on is fully covered in the book, *Boundary Spanning Leadership* (Ernst & Chrobot-Mason, 2010; McGraw-Hill).
- Next step is to review Card 4, the key card.
 - Here you can say: “The key card shows the entire card deck at a glance. It addresses the *What, Why, How,* and *So What* of boundary spanning leadership. Please familiarize yourself with the configuration of the cards shown on the front of the card and then place the card in a visible location as we’ll re-create the model on the table in front of us.”
- Give the participants time to clear a 2’x2’ space on their tables for creating the model.



Using BE with Groups





PART 2: WHAT IS BOUNDARY SPANNING LEADERSHIP?

Card 5 | 20 minutes

- Ask the LARGE GROUP to place Card 5 on the table IMAGE SIDE UP. Discourage their turning the card over before asked to do so. Say, "Let's begin with the first question on the key card [Card 4] – *What is boundary spanning leadership?*"
- Look at these three words – *boundary*, *spanning*, and *leadership* – one at a time. What is the first word, image, or phrase that comes to mind when you think of the word 'boundary'? And, again, when you think of the word 'spanning'?"
- Make a connection to the word "leadership" by reviewing CCL's definition of leadership: Creating direction, alignment, and commitment in service of a higher goal.
- Validate their understanding and enlarge the concept by reciting related words and phrases like bridging, connecting, barriers, borders, walls, fences – "Boundary spanning leadership is the capability to connect, bridge, reach across ... the various borders, walls, obstacles ... to create the direction, alignment, and commitment needed to achieve a higher goal."
- Flipchart all the responses from participants.



FLIP TO TEXT SIDE

- Ask the LARGE GROUP to "Please flip Card 5, and you will see a definition and an illustration. There are two groups – X and Y – that need leadership to create direction, alignment, and commitment between groups in service of achieving a shared vision or goal. Leadership may come from the group members and/or an individual leader.
- Discuss the graphic on the back of Card 5 in these ways:
 - The group boundaries – across levels, functions, product lines, external partners, regions, markets, etc. – are limitless.
 - But the leadership challenge is very specific: It is about the shift from leading *within* a group to leading *across* groups.
- Split into TABLE GROUPS. Participants should now have enough background to consider their own personal challenges. The facilitator asks each table a set of questions to instigate their thinking about boundary spanning leadership in their own situation. Some of these questions are:
 - In what types of ways do boundaries have impact within your organization?
 - Can you see how the need to create direction, alignment, and commitment across boundaries relates to your experience on this project (or this program)?
 - What are examples of challenges that you, your team, or your organization currently face that can only be solved by collaborating across boundaries?
- Now, ask each person or group to identify one challenge in their team or organization. (This is the REFLECTION QUESTION on the back of Card 5.) This challenge can be used as an example of how to apply the learnings or as the focus of a custom initiative.
- Brief table-group report-outs to capture challenge examples and record on flipchart.
- Ask if there are any questions or comments.



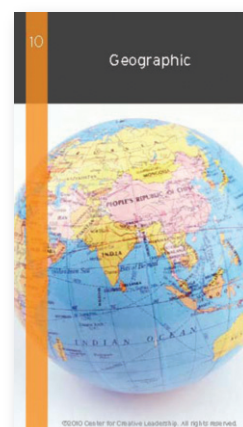
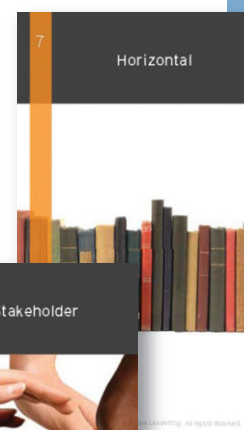
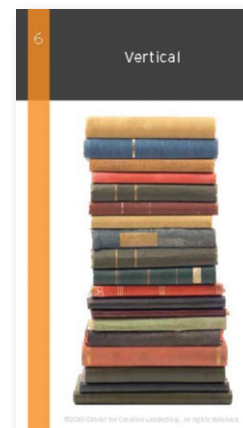


PART 3: WHY IS BOUNDARY SPANNING LEADERSHIP NEEDED? THE FIVE CRITICAL BOUNDARIES

Cards 6-10 | 30 minutes

SET-UP: IMAGE SIDES UP OF CARDS 6-10 ON THE TABLE

- Speak to the LARGE GROUP who have the images of Cards 6-10 in front of them. “Based on CCL research, there are five types of group boundaries that leaders must lead and collaborate effectively across. I will walk you through the five types using the analogy of your home/house, townhouse, apartment, condo. Please get the mental image in your mind.”
- Walk the LARGE GROUP through the five types, using short definitions and the metaphor.
 - **Vertical:** Across levels and authority. Think of these as the floors and ceilings of your home.
 - **Horizontal:** Across functions and expertise. Think of these as the walls.
 - **Stakeholder:** Across external groups and interests. Think of these as the doors and windows and the extent they are open to or closed to the external environment. (TIP: Reinforce that in this context the term stakeholder refers to external groups outside the formal organization. Internal stakeholders would be captured by horizontal or vertical boundaries.)
 - **Demographic:** Across diverse groups and differences. Think of these as the people who live inside your home. (TIP: Reinforce that demographic refers to all kinds of diversity including personality type, style differences, etc.)
 - **Geographic:** Across regions and distance. Think of these as your neighborhood and whatever technology (Internet, telephone, etc.) that connects it to the outside world.



FLIP TO TEXT SIDES OF CARDS

- Ask LARGE GROUP to flip Cards 6-10 over. Point out definitions and common terms associated with the boundaries.
- Provide 2-3 minutes of silent reading.
- Point out that even though the boundaries are described separately – one on each card – they are closely linked and that the participant rarely has the luxury of navigating any one boundary independently. Rather, it is more common for individuals to navigate multiple boundaries simultaneously.





PART 3: DISCUSSION

- Ask participants to discuss each boundary in more detail and how it applies to their challenges, using the cards for basic information. (This is essentially the REFLECTION QUESTION for Cards 6 to 10.) The facilitator should add detail to the discussion that is extracted from the book. For example, in adding detail about horizontal boundaries you could explain that the negative costs of horizontal boundaries manifest when one function is favored over another, when the work of one unit or product line threatens the viability of another, or when departments work at cross purposes. Intergroup conflict, rather than collaboration, rules the day.
- Conduct an interactive LARGE GROUP activity. Using you, your team, or your organization as the reference point:
 - Pick one card from 6 to 10 that reflects your organization or project team “at its best.” Across which type of boundary are you most effective at creating direction, alignment, and commitment?
 - Participants hold up card and self-organize into affinity groups by boundary types. Provide guidance to help participants locate their affinity group and to ensure that each group is situated within view and speaking distance to the other groups. (Or, if there is no space, they can lay their card on the table.)
 - Ask each affinity group to hold a cross-boundary discussion by sharing their observations concerning the reflection question.
 - Repeat the process for additional questions as time permits. Questions could be:
 - ✓ Pick one card that represents your organization or project team “at its worst...where it struggles the most.” Across which type of boundary are you least effective at creating direction, alignment, and commitment?
 - ✓ Pick one card that is most critical for your organization or project team to get right to be successful in the future.
 - ✓ What were the differences between where you were most/least effective?
 - ✓ Why did you pick the boundary type you did?
 - ✓ What did you struggle with the most in making your selection?
 - ✓ Did you see any themes or patterns in the group's responses?

Facilitator should seek for perspective sharing and encourage discussion across the five groups.

- Flipchart themes and patterns they heard in the responses
- If using journals or notebooks, have participants document their key take-aways





PART 4: THE THREE BOUNDARY SPANNING STRATEGIES

Cards 11-13 | 20 minutes

SET-UP: IMAGE SIDES OF CARDS 11-13 ON THE TABLE

- Participants are in TABLE GROUPS.
- “Return to the Key Card – Card 4. Now that you have learned about *what* of boundary spanning and *why* leading across boundaries is so challenging, we’ll now turn to *how* you can lead across boundaries effectively.”
- “Please place cards 11-13 on the table underneath cards 6-10.”
- “CCL research has identified three overarching strategies for leading across boundaries. These are three fundamental and universal approaches that occur across widely varying organizational cultures and contexts:
 - Managing boundaries
 - Forging common ground
 - Discovering new frontiers”
- Ask each table: “What is your initial sense of what these strategies are about? When looking at these images and words, what are the first thoughts, observations, and questions that come to mind? Can you think of any examples of how these strategies are applied in your organization?”



FLIP CARDS TO TEXT SIDES

- Request that participants flip the cards over and then discuss the three strategies that are explained in more detail on the back, including a 2x2 grid that helps place each strategy in relation to the others.
- Ask for questions or if there are any requests for clarification. If so, go to each table in turn and address questions.

PART 4: DISCUSSION

- Ask participants at each table the following two key questions:
 - Which of the three strategies best represents how you collaborate across boundaries in your organization, or related to your specific challenge? (This is the REFLECTION QUESTION that is found on the backs of Cards 11-13.)
 - And, conversely, which least represents how you tend to collaborate?
- Have each person at each table answer both questions, and ask the other table members to comment on or give feedback to each in turn. Other questions you can ask to promote discussion are:
 - How do these three strategies apply to your organizational context?
 - If you could revisit your challenge and do the collaboration differently, how would you do it in light of what you have learned about these strategies?
 - Can you think of situations back home that your team or organization is facing that would benefit from application of these strategies?





PART 5: THE SIX BOUNDARY SPANNING PRACTICES

Cards 14-19 | 20 minutes

SET-UP: IMAGE SIDE OF CARDS 14-19

- In the LARGE GROUP, explain that out of the three strategies come six practices for creating direction, alignment, and commitment across boundaries. They are:
 - Buffering
 - Reflecting
 - Connecting
 - Mobilizing
 - Weaving
 - Transforming
- Ask participants to place Cards 14-19 under Cards 11-13. Match the colored strip on the left side of each practice card and place it under the corresponding strategy card. Thus, you will have two practice cards under one strategy card. For example, Cards 16 and 17 (Connecting and Mobilizing) will be under Card 12 (Forging Common Ground) and so forth. This is to reinforce the idea that two practices out of the six are specific to one of the three strategies.
- In the TABLE GROUPS, as with previous steps, examine the pictures on the fronts of the cards first and discuss at each table the ideas, images, understandings, concerns, and anything else that they evoke.
- Ask about what ideas they have about the connection between the strategy cards and the practice cards. For example, you could ask different tables to speak about the relationship between cards 11, 14, and 15 or cards 13, 18, and 19, and so on.

FLIP CARDS TO TEXT SIDES

- Give participants ten minutes or so to review the text on the back of the cards. Be sure that they understand the relationships between strategies and practices as laid out physically on the table.





PART 5: DISCUSSION

- Participants discuss what additional insights the six practices bring in terms of how they foresee working across boundaries given their challenge.
- Ask what tactic or new insight they learned about buffering, reflecting, connecting, mobilizing, weaving, and transforming that they could apply to their challenges. (This is the REFLECTION QUESTION on the back of each card.) They should share their conclusions with table members.
- They could also develop an extended scenario in which they would speculate on how they would use the practices to confront their challenge. Each could report out this scenario to table members.
- Additional questions you could ask that relate to the above are:
 - Which practices would be most helpful to apply to your challenges? Why?
 - Which practices would be least helpful? Why?
 - Are there other parts of your organization that you think would benefit from these practices? If so, how would you convey the ideas you learned here back home?
 - Which practice feels the most like you; that is, which one is in your comfort zone and what you would do most often?
 - Which practice is the least like you, against your grain and which you would do least often?





PART 6: WHAT ARE THE IMPLICATIONS?

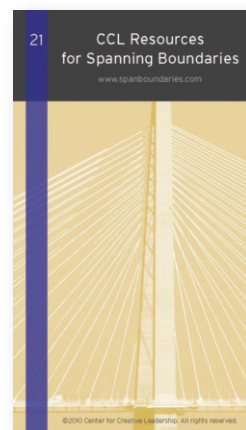
Card 20 | 15 minutes

SET-UP: IMAGE SIDE OF CARD 20

- Ask participants to align Card 20 under all of the cards.
- In the LARGE GROUP, return back to the start of the process and refer back to the group's input when you held the discussion on defining boundary spanning leadership (if you captured this on flipchart paper, refer back to this chart). Introduce the alternative definition of the word *boundary* as a frontier, opportunity, or an interface. Remind them that frontier represents the newest and most advanced thinking in an area.

FLIP CARDS TO TEXT SIDE

- In TABLE GROUPS, ask the following questions:
 - What if you ultimately solved your challenge? (This is the REFLECTION QUESTION.)
 - What new frontier would this create for you and your organization?
 - What is one specific action step you can take to start your journey?
- A concluding statement could be, "Through developing your boundary spanning capabilities, including the strategies and practices we've discussed, you will be able to turn today's borders into tomorrow's frontiers to solve problems, drive innovation, and evolve and transform your organization."
- Draw participants' attention to Card 21 that gives information on further information that can be derived from the BE Web site, www.ccl.org/boundaryexplorer, as well to share their experiences and stories with CCL.





Using BE with Individuals

Boundary Explorer can be used in a variety of one-on-one situations. These may include coaching sessions, mentoring situations, between peers or with subordinates, and in a variety of settings. The card deck's flexibility, portability, and ease of use is a real advantage in today's mobile environment, when someone is, for example, on a long plane trip with a colleague and anticipating a forthcoming challenge. Or as a part of a mentoring relationship, where the tool can be employed over lunch, for instance, with the learnings from that session being referred to in subsequent meetings.

Conducting a BE session with an individual has both a distinct disadvantage and advantage. The disadvantage is that the individual loses the ability to learn about and apply the concepts in a group setting. It is often out of the small-group conversations that the most interesting and significant insights are developed. However, a noted advantage in the individual setting is the increased opportunity for personal relevance and applicability. In a one-on-one conversation, especially in a trusted relationship, there is much greater opportunity for candor, feedback, and authenticity. The individual's relative leadership strengths and developmental needs can be explored in greater depth.

A helpful practice for using BE with individuals is for you to try the tool out with a trusted colleague before you embark on your first session. This will give you a chance to familiarize yourself with its benefits and perhaps some unanticipated pitfalls as you work your way through the card deck.

The sequence of introducing cards and concepts is the same as in the step-by-step group illustration above. But there are some differences when BE is used as a one-on-one. We suggest that you use the sequence above when you are using BE with one individual but make the following adaptations:

- For materials, obviously you will need only one card deck. A flat surface – table, airplane table, desk, etc. – is needed, and if in a conference room a flipchart is useful.
- Every time a transition from LARGE GROUP to TABLE GROUP and vice versa are mentioned it, of course, does not apply to one-on-ones. All conversation takes place between you and the individual in one location.
- Allow 60-90 minutes to complete the exercise; this is somewhat less than the time for groups because table-group discussion takes more time.
- Replicated below are the headings of the parts of the BE model that are found in the "Using BE in Groups," which immediately precedes this section. Beneath each heading are adaptations to the group model for use with individuals. When using BE with individuals, we suggest that you duplicate the below pages and hold them alongside the group model so you can clearly see the adaptations.





PART 1: INTRODUCTION

Cards 1-4 | 10 minutes

No change to this section. It is primarily explanation, and it should take the same amount of time.





PART 2: WHAT IS BOUNDARY SPANNING LEADERSHIP?

Card 5 | 15 minutes

This section will take less time because:

- The flipchart responses at the end of image review and before flipping the card will be a conversation between you and the individual focused on understanding boundary spanning leadership, which will take less time than with a group.
- After the cards are flipped, the intent is to identify the individual's specific challenge. All steps remain the same except there are no table group report-outs.





PART 3: WHY IS BOUNDARY SPANNING NEEDED? THE FIVE CRITICAL BOUNDARIES

Cards 6-10 | 20 minutes

This part will take less time because:

- In the Discussion portion of the exercise, only the individual will be discussing each boundary in more detail as opposed to a whole group.
- The interactive activity is conducted with one person without the breakout into an affinity group. The facilitator guides the individual through the main question, “How do these types of boundaries relate to your challenge?” The facilitator can also ask the individual other questions listed if time permits. Further, you can look to further personalize and deepen the level of conversation by asking questions such as:
 - Across which type of boundary are you most effective at collaborating?
 - Across which type of boundary are you least effective at collaborating?
 - What explains the difference between the two?
 - What are some things you could apply from your “most effective” boundary to improve in your “least effective” area?





PART 4: THE THREE BOUNDARY SPANNING STRATEGIES

Cards 11-13 | 15 minutes

This part will take five minutes less or so because discussion does not have to take table groups into account. The rest of the sequence in this part is the same.





PART 5: THE SIX BOUNDARY SPANNING PRACTICES

Cards 14-19 | 20 minutes

Even though there is table discussion in this part, the time remains the same for this part. This is because this section has the most cards and time has to be allowed for reading, and there is complexity to be considered in the relationships between strategies and practices. So, allow more time for discussion if needed.





PART 6: WHAT ARE THE IMPLICATIONS?

Card 20 | 15 minutes

This part will take about the same amount of time given the additional step below. Similar to the description provided in the “Using BE in Groups” section, this section involves asking the individual to reflect upon the question: What if you ultimately solved your challenge? Here you can add an additional step to serve as a capstone to the activity. The additional step asks the individual to conclude the activity by “telling the story” of their challenge through the use of select cards. Like any good story, the cards enable the individual to name and identify the story setting (Card #5: The WHAT card), the challenge or plot (Cards #6-10: The WHY cards), the specific actions taken (Cards #11-19: The HOW cards), and lastly, the resolution or ending (Card #20: The SO WHAT card). The process is as follows:

- Have the individual complete the building of the full model by adding card #20 to the bottom of the model and reflecting upon the question “What if you ultimately solved your challenge?”
- Now ask the individual to look over the entire model and to tell a story of their challenge by utilizing select cards. Have the person point to each card in the model when telling the story or to pick up the cards and hold them in their hands like when playing a card game.
- An example script is as follows...
 - **CARD 5:** “X is a challenge that I face that I can only solve by collaborating across boundaries...”
 - **CARDS 6-10:** “To solve this challenge, I need to work effectively across X boundary(ies). This is a challenge for me because of X...”
 - **CARDS 11-13 and 14-19:** “In the past, I’ve often used the X strategy and/or practice to address this challenge. Looking ahead, I intend to further utilize the X strategy and develop my skills in the X practice.”
 - **CARD 20:** “In so doing, I envision turning X challenge into a new frontier by X...”
 - ✓ Remember as individuals move through these steps, encourage them to *reorganize and re-sort the cards* in order to create their own “story” or “map” of the challenge. By grouping together the relevant cards, individuals are able to visually see their story. This, in turn, creates a planning guide and visual reminder for moving forward.





Using BE with Systems: Organizations and Communities of Practice

Boundary Explorer can be used with large groups representing a cross section of an organization or multiple organizations, as well as a community of practice. For the most part, the flow of these sessions is similar to using BE with groups, with a great deal of the dialogue taking place in table groups that briefly share their insights with the larger group. In some cases, it may be helpful to have several facilitators handle questions from all the various groups when working with a system.

The debrief questions may be a little different. For example, when discussing the Five Critical Boundaries (Cards 6-10), it's important to have the group discuss any themes and patterns they see in the groups' responses and their implications for the organization. Is the executive team the only group that doesn't think hierarchy is a boundary? Is there a wall between marketing and engineering that inhibits new product development? Does the organization have geographic silos that stand in the way of serving global clients? Do organizational boundaries among health providers prevent individuals from finding the resources they need? The richness in the discussion comes from tying the content to their shared situation.





Other Applications for Boundary Explorer

Boundary Explorer can be used to perform multiple purposes. Some other potential applications include the following:

Using BE as a Self-Study Companion to the Book

BE can be used a Self-Study or Self-Coaching tool to explore your own boundary spanning challenges and solutions when reading or reviewing the book. This approach extends the value of the book by enabling you to interact with a visual and tactile model and applying it to your unique situation. BE and the book are organized using the same overall structure addressing the *What, Why, How, and So What* of boundary spanning leadership, respectively. The table below maps the book chapters to their respective cards. If you use BE as a bookmark, you'll always have the cards ready for quick reference and exploration.

| BOOK CHAPTERS | CARD NUMBERS |
|--|---------------------|
| WHAT is boundary spanning leadership? Introduction | Cards 1-4 Card 5 |
| WHY is boundary spanning needed? Chapters 1-3 | Cards 6-10 |
| HOW is it practiced? Chapters 4-9 | Cards 11-19 |
| WHAT are the implications? Chapter 10 and the Epilogue | Cards 20-21 |

Using BE as a Conversation Starter

To more deeply understand something, you need to apply it and help others do the same. BE can be used as a conversation starter and teaching aid to explain the boundary spanning content. In conversations with others who have read the book, for example in a book club, the tool can be used to facilitate discussion and application of the learning. In conversations with teammates, colleagues, and associates who are not familiar with the book content, BE can be used to quickly engage others around the key concepts. It enables you to share the book with others – without PowerPoint, copious notes, or other technologies. If you keep a card deck of BE in your pocket, purse, or briefcase, you can have a spontaneous conversation anywhere.





Using BE as a Diagnostic Tool

BE can also be used as a diagnostic tool to help individuals and groups diagnose boundary dynamics and discover potential solutions to address these challenges. Unlike the step-by-step instructions provided earlier in this guide, there is a good deal of flexibility on how a process facilitator can use BE as a diagnostic tool. For any given situation, all the cards or a subset of the cards can be used. Here's one way to approach this application.

- Use Card 5 to explore the nature of the challenge the team is experiencing in working across boundaries – *WHAT is the nature of the challenge we are facing?*
- Use Cards 6-10 to diagnose boundary dynamics that may be in play as related to this specific challenge – *HOW do these types of boundaries influence the challenge?*
- Use Cards 11-19 to think about various strategies and practices they have tried or could try to navigate this challenge. Each practice card provides three starter tactics to begin the dialogue. The facilitator asks questions to enable the team to generate their own context and situation-specific tactics, such as:
 - What tactics have you tried in the past?
 - What do you think the present situation calls for?
 - How will you enact these tactics?
- Use Card 20 to ask leaders to envision the intended outcome and specific practices they can put in place to achieve those outcomes.
 - What would be the desired result for this challenge?
 - Which of the boundary spanning practices should I employ to achieve that result?
 - Who will I need to work with?

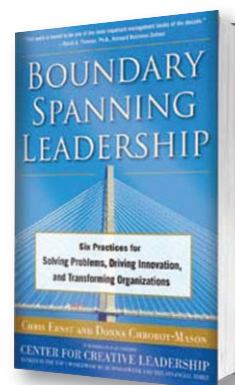
When using Boundary Explorer as a diagnostic, it can be especially effective to use it in combination with other CCL Explorer tools. For example, BE can be used with *Visual Explorer* to further explore the challenges of spanning boundaries. *Leadership Metaphor Explorer* can be used to describe the current and desired leadership models needed to facilitate greater boundary spanning mind-sets, behaviors, and skills. And *Identity Explorer* can be used to explore the inner dimensions of identity. While often beneath the surface and invisible, identity is at the heart of the matter when it comes to developing effective leadership across boundaries.





The Story Behind Boundary Explorer

For ten years, CCL conducted two major research projects that provided the content for the book, *Boundary Spanning Leadership*, by Chris Ernst and Donna Chrobot-Mason, which ultimately led to the development of Boundary Explorer. The two projects were the Leadership Across Differences (LAD) project and the collection of survey data from 128 senior executives who participated in CCL's Leadership at the Peak program. Between the two studies, over fifty researchers and over 3,000 research subjects were involved.



These studies were undertaken in order to investigate a peculiar paradox. That is, that despite the fact that through improved technology markets are far more globalized with instantaneous access to people, difficulties in relationships between people conducting business in these markets remains a persistent challenge. In fact, in some cases they have deteriorated. Leaders are confronted with seemingly insurmountable boundaries such as rifts between organizational silos, residual bitterness between historical enemies, culture clashes among countries and cultures, turf battles, and generation gaps. Such boundaries invite conflict, impose limitations on performance, stifle innovation, and present critical challenges which leaders are ill-equipped to confront. Thus, researchers set out to assist leaders by providing a way to visualize the problem, identify the specific challenges, and furnish practical solutions.

The goal of the LAD research was to address the following question: *What are the leadership processes by which organizations create shared direction, alignment, and commitment across groups of people with very different histories, perspectives, values, and cultures?* Data were gathered from six regions: Africa, Asia, Europe, Middle East, North America, and South America. After collection of data, an extensive literature review, and a process of data coding and interpretation, the team ultimately was able to identify the six practices that comprise Cards 14-19 in Boundary Explorer.

The second project, involving the Leadership at the Peak participants, allowed us to refine the results of the LAD research. These 128 leaders were surveyed on pressing trends and challenges, the role of leadership in spanning boundaries, and the types of boundaries leaders face in attempting to create direction, alignment, and commitment. Findings from this study informed our thinking in two primary ways. First, it reinforced our belief that leading across boundaries is challenging yet critically important. The other primary finding concerns the identification of the five types of boundaries identified as challenges for leaders. The executives identified a total of 181 examples of boundaries and out of that, researchers developed the typology of five boundary dimensions – horizontal, vertical, stakeholder, demographic, and geographic. These comprise Cards 6-10.





The book, based on these findings, was published in 2010 by McGraw-Hill Professional. As a practical working adjunct to the book and also as a stand-alone product, Boundary Explorer was developed in order to help anyone who is faced with persistent issues relating to leading across boundaries. We had a precedent in the CCL product called *Visual Explorer*. This tool facilitates group dialogue through using images to help start conversations and create new perspectives and shared understanding. It uses postcard-size images to spur responses and reflective techniques to absorb learnings. Our goal in developing Boundary Explorer was to apply the precepts of the VE tool, that is using image and metaphor to drive understanding and apply it to a specific content area. Our goal was to simplify the process and make the card deck a familiar and easy-to-use tool that anyone could master and use successfully.





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Frequently Asked Questions

Does Boundary Explorer really work?

Boundary Explorer is effective, in part, because of its simplicity. This tool serves as a reference to facilitate conversation around a topic of great interest to many individuals and organizations – *how to collaborate across boundaries*. Its value can be enhanced by linking the boundary spanning content to a relevant challenge that the group is facing so that the dialogue is about things that matter most to the group.

How easy is BE to use for people who have never done this kind of thing before?

BE does not typically require a trained facilitator. It is often self-facilitated by a leader or member of a team, although most sessions benefit from prior experience and skill at facilitation. The Boundary Explorer cards help direct the conversation and provide an in-the-moment reference for the facilitator. A facilitator need only support learning and dialogue among the session participants.

Will BE work with task-focused individuals, as well as those who are already more relationship-oriented?

Boundary Explorer has been successfully used with a wide range of audiences. The depth of dialogue achieved in BE sessions convinces people from all kinds of disciplines and across organizational levels of its value. As the facilitator connects the session to real work and the participants grasp new insights into their challenges, they become convinced of its value.

What types of settings are appropriate for BE?

Boundary Explorer has been used in sessions with thousands of leaders. The settings have ranged from executive teams to line staff and from small workshops to large conference events. So far, the greatest value comes from applying the concepts to concrete challenges requiring collaboration across their boundaries. The tool becomes “not just another presentation” but rather a quick and engaging way to help groups advance the strategy and work of their organization.

Can BE be used in diverse cultural settings?

Absolutely. Because the tool was derived from research conducted across six world regions – Africa, Asia, Europe, the Middle East, North and South America – we can say with a degree of confidence that when groups need to span boundaries, the concepts in BE will help. The overarching model of the types of boundaries and the strategies and practices for spanning them describe fundamental and universal approaches for facilitating cross-boundary collaboration. That said, while the WHAT of boundary spanning applies across cultural contexts, the WHY and HOW will vary. Why certain types of boundaries manifest, as well as how to span them behaviorally will require adaptation to the needs of the cultural context.





Is there a standard sequence to how leaders apply the various strategies and practices in their day-to-day work?

Yes and No. On one hand, the strategies and practices do build off of one another as you move from left to right in the model (as presented on Card 4). This is because the earlier strategies and practices provide a foundation or step in which to move toward the next strategy and practice. For example, increased *respect* is the outcome of the reflecting practice, which in turn creates the foundation for enhanced *trust*, the outcome of the connecting practice.

On the other hand, however, the model is not as linear or straightforward as “Do X, then do Y.” Complex group dynamics don’t lend themselves well to this level of simplicity. Rather, leaders and groups will need to continually move and iterate across the strategies and practices throughout the course of their shared work together. Please consult *Boundary Spanning Leadership* to more deeply understand these important distinctions.

What if I want to go deeper with the boundary spanning content?

Boundary Explorer and the book are two tools in a suite of CCL offerings to help leaders work across boundaries. See www.ccl.org/boundaryexplorer for additional resources and tools including:

- **Boundary Spanning Toolkit:** A select set of tools providing concrete guidance on how to apply each of the six boundary spanning practices.
- **Boundary Spanning Workshop:** An interactive session ranging from a two-hour presentation to a full-day workshop.
- **Action Development:** An organizational-level initiative designed to create direction, alignment, and commitment throughout an organization for a strategic change while developing new boundary spanning capabilities.

How can I continue to learn and get more involved with boundary spanning leadership?

Boundary Explorer, as well as the tools described above, are works in progress that we are continuing to improve and evolve. We rely on insights and stories from our application users to optimize these tools and convey the breadth of their applications. Please click on the “Share Your Story” icon located at www.spanboundaries.com to read the stories from fellow users and to share your own.

This tool is currently available through www.ccl.org/boundaryexplorer and will be refined through ongoing client testing and feedback.





| MODULE/CARDS | TRAINER NOTES |
|---|---|
| <p>Part 1: Introduction</p> <p>Cards 1-4</p> <p>10-20 minutes</p> | <ol style="list-style-type: none"> 1. Begin with Card 1: Why Span Boundaries? Ask the group to think about the REFLECTION QUESTIONS: "Think of a time when you discovered a valuable solution to a challenge by reaching across boundaries and interacting with people or organizational structures that surrounded you." 2. Ask participants to share stories with a LEARNING PARTNER and identify common themes. Briefly discuss themes as a large group. 3. Review Cards 2-4 to introduce the research and the tool to the participants. Start with a statement like: <ul style="list-style-type: none"> • "Please take a minute to become familiar with the tool by looking at Card 2." • "Now look at Card 3 to learn about the research and book upon which this tool is based." • Next step is to review Card 4, the key card. 4. Give the participants time to clear a 2'x2' space on their tables for creating the model. |
| <p>Part 2: What Is Boundary Spanning Leadership?</p> <p>Card 5</p> <p>20 minutes</p> | <p>Ask the LARGE GROUP to place Card 5 on the table IMAGE SIDE UP. Discourage their turning the card over before asked to do so. Say, "Let's begin with the question on Card 4 – What is boundary spanning leadership?"</p> <ul style="list-style-type: none"> • Look at these three words – boundary, spanning, and leadership – one at a time. What is the first word, image, or phrase that comes to mind when you think of each of these words. Start with "boundary," then "spanning," and close by offering CCL's definition of "leadership." • Option: Flipchart all the responses from participants. Reference their individual terms to construct CCL's definition of BSL. That is, build the CCL definition out of the understanding in the room. This facilitation process will be used throughout the process – your role is less about "teaching" the model and more around facilitating the participants' meaning-making, discovery, and learning. • Ask the LARGE GROUP to "Please flip Card 5, and you will see a definition and an illustration. You can provide any number of examples relevant to the group. Group X and Y may represent levels of management, different functions, a joint venture relationship, two countries or cultures, etc. • REFLECTION QUESTION – What is a pressing challenge you currently face that can only be solved by collaborating across boundaries? Have them identify and discuss their challenge with their TABLE GROUPS. This challenge becomes an anchor for applying the remaining sections of the model. |





| MODULE/CARDS | TRAINER NOTES |
|---|--|
| <p>Part 3: Why Is Boundary Spanning Leadership Needed?</p> <p>The 5 Critical Boundaries</p> <p>Cards 6-10</p> | <ol style="list-style-type: none"> 1. Speak to the LARGE GROUP. Ask them to lay the images of Cards 6-10 in front of them. Walk through the five types, using short definitions and the house metaphor. 2. Ask LARGE GROUP to flip Cards 6-10 over. Point out definitions associated with the five boundaries. 3. REFLECTION QUESTION – Ask them to take a moment to apply the five boundaries to their challenge at TABLE GROUPS – What boundary is most pressing given your challenge? 4. Choose one option: OPTION 1: CARD GAME: Ask participants to hold all five cards in their hand (like playing a card game) and on your count of three, place the card that reflects your organization “at its best” on the table. Ask them to discuss their selection. Repeat the process, focusing on where their organization “struggles the most.” You can add a “Visual Poll” by asking participants to raise their cards. 5. OPTION 2: VOTE WITH YOUR FEET: Ask participants to hold all five cards and stand up. Pick a card that reflects your organization or team at its best. Across which type of boundary are you most effective at creating DAC? Participants hold up their card and organize into affinity groups by boundary types. Help the participants locate their group and ensure that they can see and hear the other groups. Ask each affinity group to share why they selected that boundary. Repeat the process as time permits. Questions could be: Across which type of boundary are you least effective at creating DAC? Which boundary is most critical for you to get right to be successful in the future? 6. If using journals, have participants jot their key take-aways and flip charting the themes and patterns. 7. Ask them to discuss at their TABLE GROUPS - What boundary is most pressing given your challenge? |
| <p>Part 4: The Three Boundary Spanning Strategies</p> <p>Cards 11-13</p> <p>20 minutes</p> | <ol style="list-style-type: none"> 1. Participants are in TABLE GROUPS. 2. “Return to the Key Card – Card 4. Now that you have learned what boundary spanning is and the 5 most common boundaries, we’ll now turn to how you can lead across boundaries effectively.” 3. “Please place cards 11-13 on the table underneath cards 6-10.” 4. “CCL research has identified three overarching strategies for leading across boundaries. These are three fundamental and universal approaches that occur across widely varying organizational cultures and contexts: Managing boundaries, Forging common ground, and Discovering new frontiers. <p>(continued on page 38)</p> |





| MODULE/CARDS | TRAINER NOTES |
|--|---|
| <p>Part 4: (continued)</p> | <p>5. Ask each table: Review the image for the three strategies. Use your creativity, have fun with this. When you look at the images and words on the front, what do they mean for you? What are the first thoughts and questions that come to mind? Can you think of any examples of how these strategies are applied in your organization?</p> <p>6. Request that participants flip the cards over and then discuss the three strategies that are explained in more detail on the back, including a 2x2 grid that helps place each strategy in relation to the others. Explain the terms on the 2'X2' table, such as differentiation.</p> <p>7. Ask for questions or if there are any requests for clarification. If so, go to each table in turn and address questions.</p> <p>8. REFLECTION QUESTION – Ask participants at each table the following two key questions:</p> <ul style="list-style-type: none"> ● Which strategy best represents how you collaborate across boundaries in your organization, or with your challenge? ● Which least represents how you collaborate? <p>Everyone answers both questions, and asks others for feedback.</p> |
| <p>Part 5: The Six Boundary Spanning Practices</p> <p>Cards 14-19</p> <p>20 minutes</p> | <p>1. In the LARGE GROUP, explain that out of the three strategies come six practices for creating direction, alignment, and commitment across boundaries.</p> <p>2. Ask participants to place Cards 14-19 under Cards 11-13, noting the color coding system.</p> <p>3. At this point, turn the process over to them – they know the drill. Ask them to look at the images – What new insights or ideas do you have now that they've added the six practices to the three strategies? Then flip over the six cards and review the text. You can ask participants to discuss what additional insights the practices bring to working across boundaries given their challenge.</p> <p>4. Participants often need time to grasp the six practices. To aid in understanding you can share a story that illustrates boundary spanning, discuss how each practice leads to a specific outcome (i.e., safety) and how each practice creates a foundation for the next one, or zero in on specific tactics – concrete steps that participants can take away.</p> <p>5. REFLECTION QUESTION – Ask what tactic or new insight they learned about buffering, reflecting, connecting, mobilizing, weaving, and transforming that they could apply to their challenges. They should share their conclusions with table members. Did they come up with their own examples of tactics in addition to those listed?</p> |





| MODULE/CARDS | TRAINER NOTES |
|---|--|
| <p data-bbox="281 403 524 467">Part 6: What Are the Implications?</p> <p data-bbox="281 501 366 530">Card 20</p> <p data-bbox="281 564 395 594">15 minutes</p> | <p data-bbox="609 403 1343 512">Ask participants to align Card 20 at bottom. Take the LARGE GROUP back to the start by noting that the images on Card 20 and Card 5 are the same. Reference the group's input around the definition of a "boundary."</p> <ol data-bbox="609 539 1343 1136" style="list-style-type: none"><li data-bbox="609 539 1343 607">1. Reframe that definition by introducing an alternative definition of the word boundary as a frontier.<li data-bbox="609 637 1343 823">2. REFLECTION QUESTIONS – In TABLE GROUPS, ask the following questions:<ul data-bbox="609 716 1343 823" style="list-style-type: none"><li data-bbox="609 716 1112 746">• What if you ultimately solved your challenge?<li data-bbox="609 752 1333 782">• What new frontier would this create for you and your organization?<li data-bbox="609 789 1333 818">• What is one specific action step you can take to start your journey?<li data-bbox="609 852 1343 1000">3. A concluding statement could be, "Through developing your boundary spanning capabilities, including the strategies and practices, you will be able to turn today's borders into tomorrow's frontiers to solve problems, drive innovation, and evolve and transform your organization."<li data-bbox="609 1029 1343 1136">4. Draw participants' attention to Card 21 that lists: further information, free resources, and tools found on www.spanboundaries.com. Encourage them to share their experiences and stories. |





About the Designers

Chris Ernst is a senior faculty member at the Center for Creative Leadership (CCL). His work focuses on developing collaborative, boundary spanning leadership capabilities within individuals, organizations, and broader communities around the world. Currently, Chris is a core faculty member in CCL's Organizational Leadership Practice, chartered to develop more interdependent leadership talent, strategy, and culture through integrated approaches to leadership development. His research is widely published in articles, book chapters, and the popular press. In addition to coauthoring *Boundary Spanning Leadership: Six Practices for Solving Problems, Driving Innovation and Transforming Organizations* (McGraw-Hill Professional), Chris also coauthored *Success for the New Global Manager: How to Work Across Distance, Countries, and Cultures* (Jossey-Bass/Wiley). Chris holds a Ph.D. in industrial and organizational psychology from North Carolina State University.

Diane Reinhold is a design associate at the Center for Creative Leadership (CCL). Her work focuses on developing, designing, and packaging the Center's new content into services and tools that engage the user and make the Center's research more applicable for the client. Currently, Diane is in the New Product Development Group where she focuses on creating CCL's latest Organizational Leadership services and tools. Diane, a certified Project Management Professional, has managed large complex organizational initiatives such as CCL's Language Strategy Initiative that enabled the Center to serve our international clients better and brings the practitioner's perspective to the design team. Diane holds a B.A. in chemistry and a B.A. in technical writing from Lehigh University and an MBA from Fairleigh Dickinson University.

Chuck Palus is a senior faculty member in Research, Innovation, and Product Development at the Center for Creative Leadership. He conducts research on interdependent leadership and creates new knowledge and innovations for the Center's Organization Leadership Development Practice. He has been published in *The Center for Creative Leadership Handbook of Leadership Development*, *The CCL Handbook of Coaching*, the *Journal of Applied Behavioral Science*, the *Consulting Psychology Journal*, and *The Change Handbook*. He is coauthor of the award-winning book, *The Leader's Edge: Six Creative Competencies for Navigating Complex Challenges*, and coinventor of the Visual Explorer™ and the Leadership Metaphor Explorer™ tools for facilitating creative dialogue. Chuck has designed and facilitated numerous programs including the Leading Creatively Program, Facing and Solving Complex Challenges, and the Action Learning Leadership Process™. He received his B.S. degree in chemical engineering from The Pennsylvania State University and his Ph.D. degree in developmental psychology from Boston College.





About the Center for Creative Leadership

The Center for Creative Leadership (CCL®) is a top-ranked, global provider of executive education that accelerates strategy and business results by unlocking the leadership potential of individuals and organizations. Founded in 1970 as a nonprofit educational institution focused exclusively on leadership education and research, CCL helps clients worldwide cultivate creative leadership – the capacity to achieve more than imagined by thinking and acting beyond boundaries – through an array of programs, products and other services. Ranked among the world's Top 10 providers of executive education by *Bloomberg BusinessWeek* and the *Financial Times*, CCL is headquartered in Greensboro, NC, with campuses in Colorado Springs, CO; San Diego, CA; Brussels; Moscow; Singapore; Pune, India; and Addis Ababa, Ethiopia. Its work is supported by 500 faculty members and staff.

