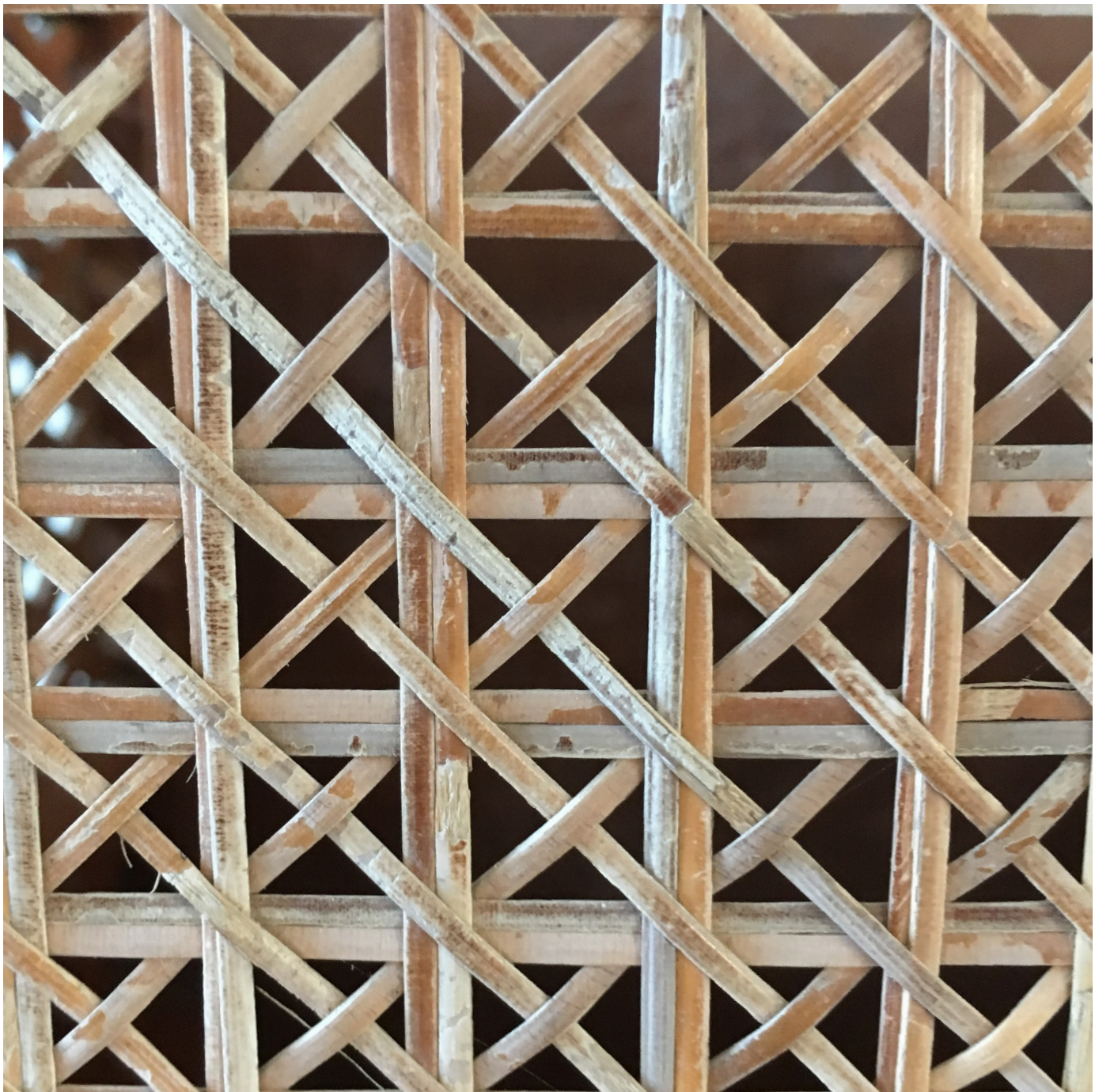


A Facilitator's Guide | 2020

ASSESSING YOUR PRACTICE



Personal Leadership

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Assessing Your Practice

Overview

While the practice of PL is an integral whole, practitioners can strengthen their overall practice by focusing on individual PL practices one at a time. To help participants assess their familiarity with each practice, this self-assessment creates a visual representation of their strengths and weaknesses in each area, and allows them to see where to focus next.

In an introductory or foundational PL-focused seminar, this assessment would probably best be positioned close to the end as a pre-cursor to talking about “taking your practice home.”

Objectives

As a result of the activity outlined in the following pages, participants will be able to:

- Determine the degree to which they are already familiar with each of the PL practices, Moving from a simply cognitive familiarity to a fully embodied quality of practice
- Prioritize the practice or practices on which they would like to focus as they develop their PL practice

Appropriate Audiences

Any PL practitioner from beginner to advanced can benefit from this self-assessment.

Level of Challenge to Participants

The level of challenge to participants is low. The only threat is discovering one’s developmental edge.

Level of Challenge to Facilitators

The level of challenge to facilitators is also low.



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Time Required

If participants have completed the assessment in advance, allow five to 15 minutes to answer any questions.

If participants are completing the assessment as part of the activity, allow 30 to 45 minutes.

Materials Required for the Activity

- Handouts for each participant:
 - Handout #1: *Assessing Your Practice*
- Pen or pencil for each participant

Prerequisites for Using this Facilitator Guide

- Both you and the participants must
 - Have a vision statement
 - Understand and be familiar with the six PL practices

Keys to Success

- **Know your audience** and be clear about the purpose of the facilitation.
- **Take the assessment yourself** so that you can answer questions from your own experience.
 - Become familiar with the nuances between the statements.
 - Know how you would interpret them, always recognizing that participants' interpretations might differ.
- **This self-assessment should come towards the end** of the training seminar.
- **If you're running a multi-day program**, and it benefits your design or your time . . .
 - You can ask participants to complete the assessment prior to your closing session.



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- See the *Time Required* section, above, for our estimate of the time you should allow depending on whether participants come with the assessment completed, or whether you have them complete it as part of the session.
- **Strengthen your understanding of the dynamics of facilitating PL**, at our Training of Facilitators seminar.
 - PL is a simple method and can therefore seem deceptively easy to facilitate.
 - Just as anyone practicing PL quickly discovers the profound nuances of the principles and practices, so too do facilitators quickly discover the depth and complexity of facilitating PL.
 - The Training of Facilitators seminars help you navigate those depths, and respond with confidence to the complexities of PL facilitation.
 - You'll find more information about this and our other seminars on our website: www.plseminars.com/what-we-offer/seminars/training-of-facilitators/.
- **Have an active PL practice** yourself. This will make all the difference.
 - Perhaps the greatest key to success is that you yourself regularly use the CMD process on your own Something's Up situations.
 - You will then be able to speak about the process from embodied personal experience.
 - You will be able to describe the nuances of using it to best effect, and what the positive results can be.
 - It will make all the difference to your own comfort level in facilitating this work. It will mean that you have personal stories at hand to illustrate points that come up.
 - Participants will experience a sense of authenticity from you that can help them stretch into their new learning.
- **Be prepared to explain the origins** of this exercise, as outlined at the end of this guide.
- **Be prepared to say something about Personal Leadership Seminars.**



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- **Be in touch with PL Seminars.**
 - Our global network of licensed facilitators can provide coaching or consulting on this design whether or not you have chosen to participate in a Training of Facilitators seminar.
 - You are welcome to join our Community of Practice, and work with others to deepen your understanding of Personal Leadership.
 - You can reach us through our website at www.plseminars.com or on Facebook www.facebook.com/PersonalLeadershipNetwork/.

Introducing the Activity

In this section of the facilitation, you explain the purpose of and introduce the concept behind the activity.

1. Tell participants they are going to reflect on their individual PL practices.

- a. Now that they are nearing the end of the seminar, you want to help them get ready to consider how to take the new practice home.
- b. This process will help that work.
- c. They will see where they are in the process of learning each practice, and where they might want to focus a developmental edge.

2. Tell participants there is no “right” or “wrong” answer per se.

- a. This assessment is developmental, that is, participants take it just to help them see where to focus next.
- b. PLS recommends that the assessment is for the participants’ own use.
- c. It will be of most benefit to them if they respond as honestly as possible—it’s for their own understanding, not someone else’s.

3. Tell participants that their assessments may change over time in ways they might not expect.

- a. The nuances of practice become clear only over time.
- b. Thus a higher rating on a first assessment may ultimately become a lower rating on subsequent assessments.



Assessing Your Practice

Managing the Activity

In this section of the facilitation, you lead the participants through the steps of the activity.

- 1. If participants have already completed the self-assessment**
 - a. Move to step #3, below.
- 2. If participants have not completed the self-assessment in advance:**
 - a. Give each participant a copy of Handout #1: *Assessing Your PL Practice*.
 - b. Review the instructions with them, and clarify as necessary.
 - c. Ask them to complete the assessment. (30 minutes)
- 3. Ask participants to review their self-assessments.**
 - a. Ask them to choose a practice they would like to strengthen.
- 4. Group participants** according to their chosen practices.
 - a. Ask participants to consult with one another on strategies for strengthening their chosen practice.
 - b. Remind participants that PLSeminars offers many ways to help them deepen and sustain their practice. These include:
 - Joining the global PL Community of Practice.
 - Participating in the eight-month virtual seminar called PLAY-LP: Personal Leadership, A Year of Living the Practices.
 - Taking other trainings and programs such as the Training of Facilitators (ToF).
 - Working one-on-one with a PL coach.
- 5. Remind participants** that PL will only serve them if they use it.
 - a. Encourage them to take their PL practice home and make it a living practice.
 - b. You can reiterate that this is why it's called a *practice*.



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Debriefing the Activity

In this section of the facilitation, you guide participants through a process of reflection to help them integrate new learning.

1. Ask participants what they noticed.

- a. Facilitate a general discussion about any insights or surprises.

Variations for Managing and Debriefing the Activity

The self-assessment can be used as an informal pre- and post-test for participants to see what they have learned.

Beware, however: greater practice highlights the nuances and complexities of PL, and allows practitioners to see how far they have left to go to master what might at first seem quite simple. This means that a post-test may actually result in lower assessment ratings.

Origins of this Exercise

Heather Robinson, a Senior Facilitator of PL Seminars, believed that a self-assessment would be useful to facilitators in the field. She came up with the idea of the graphic summary presentation. She invited Barbara Schaetti to work with her, and together they developed the first draft of the rubric for each practice. They then field-tested the assessment with colleagues in the PL Seminars facilitator community and with students. Finally, they revised the self-assessment into its current form.

About Personal Leadership Seminars

Sheila Ramsey, Ph.D., Barbara F. Schaetti, Ph.D., and Gordon Watanabe, Ed.D., have been colleagues and friends for more than twenty years. They began developing the method of Personal Leadership when they were co-facilitating multicultural team development seminars in 1995.

Personal Leadership is a method of two principles and six practices designed to help people stay connected to inspiration and creativity in the midst of the new



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and unfamiliar. It is taught at universities around the world where it is integrated into student exchange, international student, and student leadership programs; into international business and global leadership curricula; and within faculty and staff teams. It is also used by consultants to international organizations and global corporations; by health and social service agencies serving multicultural populations; by community change agents and social justice advocates; and by expatriate families, and people in personal or professional transition.

Ramsey, Schaetti, and Watanabe incorporated in 2006 as Personal Leadership Seminars. For more information, including contact information, please see www.plseminars.com.

Handouts and Supplemental Materials

- Handout #1: *Assessing Your PL Practice*



INTRODUCTION

The purpose of this self-assessment is for you to gain insight into your practices of Personal Leadership.

Each of the following six headings refers to one of the Personal Leadership practices.

Please circle the statement under each heading that best represents your experience. You may not find a one-to-one correspondence, but within the range of statements please choose the one that is most representative.

Answer as you actually practice rather than as you think you “should” practice.

It can be helpful to choose your statement quickly: first thought, best thought.

Attending to Judgment

1. Judgment? What judgment? This is how it is!
2. Judgment? Absolutely! I guess I can get opinionated about things.
3. Judgment! Oh yes, there I go again.
4. Judgment. It’s so useful to notice the assumptions driving it.
5. Ah, judgment... What can you teach me this time?

Attending to Emotion

1. Emotion? I’m fine.
2. Emotion? I have every reason to be emotional!
3. Emotion! Wow, it comes out of nowhere, so fast.
4. Emotion. It really helps to think about why I care so much.
5. Ah, Emotion ... What can you teach me this time?

Attending to Physical Sensation

1. Physical sensation? I don’t understand what you mean.
2. Physical sensation? Like noticing tight shoulders, or a headache?
3. Physical sensation! I’m feeling that sensation again...
4. Physical sensation. It’s useful to notice the way my body speaks to me.
5. Ah, Physical sensation ... What can you teach me this time?

Cultivating Stillness

1. Stillness? How boring! I like to keep doing things
2. Stillness is still new to me. I only practice when I’m at an event and it’s on the agenda.
3. I experience the value in stillness, and have an on-again, off-again practice.
4. I engage in specific stillness activities on a regular, even daily, basis.
5. Stillness is central to my life, and I live from that place even during the busiest interactions.



Engaging Ambiguity

1. I'm a quick decision maker. This generally gets me what I want.
2. I know once in awhile it's better for me to not do anything than to just do something.
3. I am increasingly comfortable not knowing what to do, and that there may not be a single "right" answer.
4. I look for emerging understanding, and how the situation can guide me.
5. I know that all will unfold in its own good time. What's my "now" step?

Aligning With Vision

1. Why do I need a vision? That's for organizations. Besides, using "highest and best" seems unrealistic to me.
2. Oh yes, I remember writing a vision. It was a cool activity. Where did I put it...?
3. I have a current vision, and I remember to use it when I have a really serious "Something's Up" moment.
4. When I'm doing a CMD or working a "Something's Up" moment, my vision informs me and the work informs my vision.
5. My vision is always present for me; I am in constant, dynamic dance with it, and it with me.

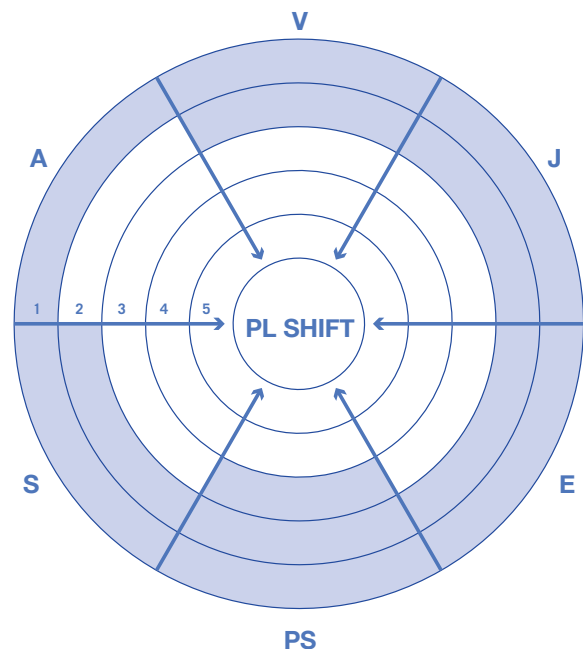
NEXT STEP

Now chart your current practice by coloring in the number of rings that corresponds to your selected statement.

Start on the outside of the circle: if you chose a statement #1, fill in just the outer-most ring.

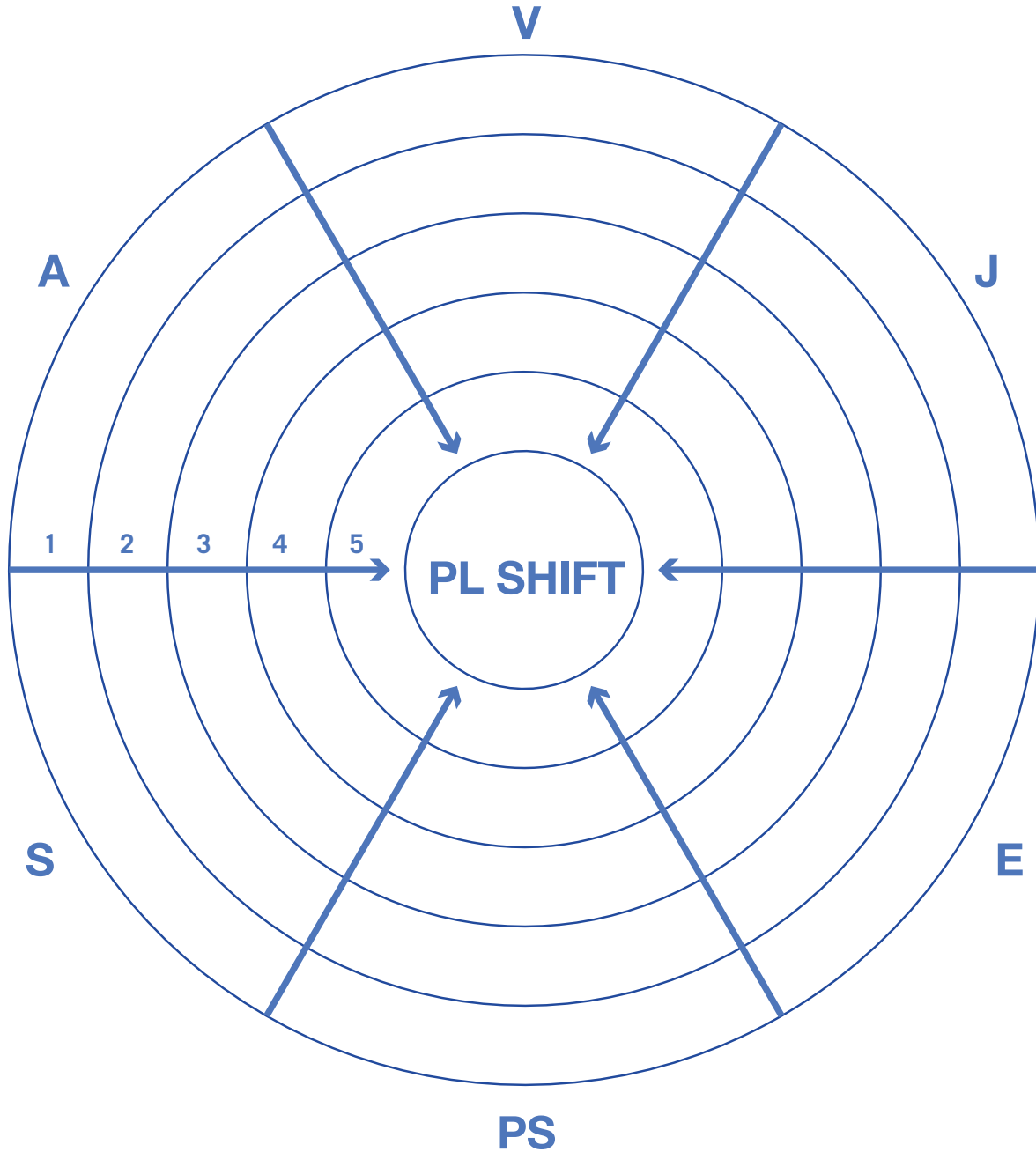
For instance, one participant who completed this assessment charted his experience with the practices as follows:

- Attending to Judgment (J): 2
- Attending to Emotion (E): 2
- Attending to Physical Sensation (PS): 3
- Cultivating Stillness (S): 2
- Engaging Ambiguity (A): 1
- Aligning with Vision (V): 2



Assessing Your Practice #1

Name: _____ Date: _____



KEY	
Aligning with Vision (V)	Attending to Physical Sensation (PS)
Attending to Judgment (J)	Cultivating Stillness (S)
Attending to Emotion (E)	Engaging Ambiguity (A)

