

A Facilitator's Guide | 2020

TAKING THE PRACTICES HOME



Personal Leadership

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Taking the Practices Home

Overview

Make this the last session you do. In the Facilitator's Guide below, you will find four variations from which to choose. Each is based on achieving the same objective of helping participants take the Practices home.

It's up to you as facilitator to determine the depth and duration of this particular workshop. Choose the variation you use based on what else you have offered participants about Personal Leadership, on what will be most effective for them, and on the time you have available.

Objectives

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

- Generate creative ideas for how to apply PL in their daily lives.
- Make commitments to carry out whichever ideas speak to them.
- Hear from their session colleagues about what stands out for them about PL, which will increase their own motivation for applying PL in their daily lives.

Appropriate Audience

This is appropriate to anyone who has

- Had the experience of creating a Personal Leadership vision, and
- Has learned about and is using the PL Practices and the CMD.

Level of Challenge to Participants

The level of challenge is low, and usually there is high energy.

Level of Challenge to Facilitators

The level of challenge for the facilitation itself is low. The only challenge may be in being finding a compelling, personal and authentic way of articulating how valuable a PL practice can be—in fact, how valuable *your* PL practice has been to you.



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Time Required

30 minutes to 1 hour

Materials Required for the Activity

- Flip chart paper or banner paper—one of the activities suggested asks you to tape two flip chart pages together to make a larger space to post responses, but you could equally well use banner paper
- Colored markers
- Tape
- Lots of 3x5 sticky notes or small index cards for each participant
- Blank 8x10 paper for each participant
- Pens or pencils for each participant
- Some way of marking time audibly: a bell, for example
- PL Practice Cards
 - These are not essential for the activity, but we do recommend handing them out at the end of this workshop.
 - They are available from PLSeminars for a very small fee. Check out our website for more information: www.plseminars.com/what-we-offer/practice-cards/
- NOTE: No handouts are needed for this facilitation.

Prerequisites for Using this Facilitator Guide

Read the following:

- Schaetti, B.F., Ramsey S., & Watanabe G., (2008). *Making a world of difference. Personal Leadership: A methodology of two principles and six practices*. Seattle: WA: FlyingKite Publications.



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Keys to Success

- **Know your audience** and be clear about the purpose of the facilitation.
 - There are four variants of taking PL home presented; this gives you options.
 - Choose what you think best fit your time and group
- **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.



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- **Be prepared to say something about Personal Leadership Seminars.**
- **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 <https://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.

- **Tell participants that you are going to help them discover:**
 - Creative ideas for taking the PL methodology home with them.
 - Ways to apply PL in their daily lives.
- **Ask the rhetorical question:**
 - After all, if this is not an outcome of all these sessions, what have we been doing here?

Managing the Activity

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

- Each of the following variants is based on the objective of helping participants take the Practices home.
- Choose the one that works best for your group and facilitation schedule.



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Variation 1: Brain-writing.

- NOTE: This variation will require 10 to 20 minutes.
- 1. Distribute a sheet of paper** to each participant.
- 2. Appoint someone as moderator.**
 - a. Their job will be to time each round.
- 3. Ask participants to write down the question that they are trying to answer.**
 - a. For example: How can you keep your PL vision and your practice alive?
 - b. Tell participants NOT to write their names.
- 4. Ask each person to write two answers** to the question. (2 minutes)
 - a. Ask them not edit the ideas or try to perfect them.
 - b. They are to write in “free form,” that is, without paying lots of attention to grammar or spelling, focusing instead on getting thoughts and ideas flowing.
 - c. Do not permit any discussion.
 - d. Give them two minutes for this, and ask the moderator to call time.
- 5. Ask participants to pass their papers to the left** once the first two minutes of free writing are complete.
- 6. Ask participants to generate two more ideas** on the paper they have just received.
 - a. They can build on the first two ideas, or think of two new answers.
- 7. Repeat the process** based on the time you have available.
- 8. When all rounds are finished:**
 - a. Ask each participant, one at a time, to read the ideas listed on the piece of paper in their hands.
 - b. Write all the ideas on a flip chart or whiteboard for everyone to see.
- 9. Debrief the activity**, as outlined below.
- 10.** You can find information about Brainwriting at www.mindtools.com/pages/article/newCT_86.htm.



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Variation 2: What Stood Out For You?

- NOTE: This variation will require 30 to 45 minutes
- 1. Divide participants into groups** of three to four members.
- 2. Give each group a pack of post-it notes** or small index cards.
- 3. Place a large sheet on the wall.**
 - a. You could tape together two sheets of flip chart paper to create one large sheet, or use banner paper.
 - b. If you have post-it notes, you will not need tape.
 - c. If you are using index cards, you will need tape to stick them onto the chart.
- 4. Ask each participant to answer** the question:
 - a. “What *really* stands out for you about the PL methodology?”
 - b. Ask for a maximum of three to four answers.
 - c. Have them write one idea per post-it note or index card.
- 5. Ask group members to share their responses** with each other in the small group.
- 6. Ask two members from each group to quickly create an affinity chart** on the large piece(s) of paper you have put on the wall.
 - a. They take all their group’s notes or cards to the large blank paper.
 - b. To create the affinity chart:
 - They decide which cards go together in whatever way they think is fitting.
 - They then place the cards on the chart in those groups or clusters.
 - They then name each cluster.
- 7. Ask the participants to review all the clusters** of ideas from all the groups.
 - a. Allow no dialogue about the title given each cluster, or about whether any given idea should go into another cluster. That process could go on forever!!



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8. **Ask every participant to choose one cluster** that is especially interesting to them.
9. **Ask participants to gather in groups based on the clusters** they have chosen.
 - a. If there is a cluster that was only chosen by one person, that's not a problem:
 - They can work on their own.
 - If they want company, you can see if someone would join them, or they can move to another cluster's group.
10. **Ask the groups to generate ideas** for making these "what-stands-out" thoughts into practical behaviors and attitudes that can be taken home and applied. (5 minutes)
 - a. Have each group come up with no more than five bold ideas for making this cluster of ideas real and portable.
 - b. The goal is to make the ideas usable at home.
11. **Ask the groups to share their five bold ideas** for action.
12. **Ask each person to choose the actions** they wish to experiment with. (5 to 7 minutes)
 - a. If you have time, they can each tell a partner or tell the full group.
13. **Debrief the activity**, as outlined below.

Variation 3: Feed Forward.

- NOTE: This variation will require approximately 30 minutes.
1. **Distribute paper**, and pens or pencils to each participant.
 2. **Ask each participant to choose one of the six Practices.**
 3. **Ask them to create a specific personal question** about the practice. For example:
 - a. "My job requires me to do a lot of planning; how can I balance doing this while also engaging ambiguity?"
 - b. "How can I engage my emotions while I am leading a meeting?"



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4. **Ask each participant to consult with the other people** in the room.
 - a. They all move around the room to do so.
 - b. In a two-minute time frame, Person A asks their question, and person B responds with any ideas that come to mind.
 - c. Then, also within a two-minute time frame, Person B asks their question, and Person A responds with whatever comes to mind.
 - d. Both may wish to write down the suggestions they receive from their partner.
 - e. After the first round, the participants find new partners, and the whole process starts again.
 - f. At the end of each two-minute segment, the facilitator rings a bell or in some way lets participants know the time is up.
 - g. If the total group is relatively small, the exercise can continue until all participants have interacted with each other. If the group is larger, the exercise can run for whatever length of time the facilitator decides is appropriate.
5. **Ask participants to share** the ideas they have received at the end of the whole process.
 - a. Note that this sharing is not essential. It is entirely up to your discretion as facilitator.
6. **Debrief the activity**, as outlined below.
7. You can find information about Marshall Goldsmith's *FeedForward* process at www.marshallgoldsmithfeedforward.com.

Variation 4: Action-Planning.

- NOTE: This variation will require 20 to 30 minutes.
1. **Ask participants to break into pairs.**
 2. **Distribute flip chart paper** to each pair.



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- 3. Ask pairs to brainstorm ideas** for carrying their PL practices out into their lives and work.
 - a. Each pair records their ideas on a flip chart.
- 4. Ask each pair to share their ideas** with the larger group.
- 5. Ask each participant to rank the ideas** from the whole group.
 - a. They each do this ranking as individuals, as it applies to them alone.
 - b. Suggest that they prioritize the ideas based on what seems most energizing to them.
- 6. Ask participants to share their priorities** in the pairs. They share:
 - a. The list of the possibilities that seemed most energizing to them.
 - b. And what “energizing” really feels like, where in the body the sensations are located, and what possibilities they can imagine.
- 7. Debrief the activity**, as outlined below.

Debriefing the Activity

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

Debriefing of any of these four variants is similar.

- 1. Ask each participant to choose no more than two or three ideas** that they intend to use to keep their vision and PL practices alive and relevant.
 - a. This is where they will begin to act on bringing the Practices home.
 - b. They share the ideas they have chosen in small groups, with a partner or with the full group.
 - c. This creates some degree of accountability.
- 2. Place this whole process in the frame of a grand experiment.**
 - a. If participants try out the PL methods in their lives, they do not know what could happen.



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- b. Challenge them to be their own detectives, proving to themselves whether or not a Personal Leadership practice is useful.
 - c. Suggest that they not just take your word for it.
 - d. It is now in their hands and hearts to find out. It is all about PRACTICE, PRACTICE and *more* PRACTICE.
- 3. Remind them that people from all over the world have tried PL**, and find it simple enough to learn quickly, and deep enough to last a life time.
- 4. This is a good time to hand out the PL practice cards** if you have not done so previously. They can be obtained from PL Seminars for a very small fee: <http://www.plseminars.com/what-we-offer/practice-cards/>

Origins of This Exercise

Over time we have found that some people take what they have learned about PL straight home with them, and use it in a concerted and intentional way right away. Others enjoy learning about PL while in the session, and then forget about it, although they may refer to their vision once in a while.

Personal Leadership Seminars has tried many ways over the years to help participants use what they've learned about PL's methodology in their daily lives. What we've seen is that when we add a workshop deliberately designed to help participants think through how to take the Practices home, it actually happens. Hence this workshop and its variations allow participants to give intentional focus to creating ideas for keeping the CMD and their visions alive.

PL Senior Facilitator Adair Lynn Nagata introduced the idea of asking participants to use Brainwriting. Thank you, Adair!!

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.



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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 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

- None for this exercise.

