A Facilitator's Guide | 2020

DESIGNING AND FACILITATING

Personal Leadership

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DESIGNING PERSONAL LEADERSHIP

In the materials that follow, we lay out the ideas and questions we invite you to consider as you design your PL learning event. We've organized these into:

- Who
- Why
- What
- When
- Where
- How

Who: Who Is Your Learner?

It is obvious to say, but too often overlooked: what you design must begin with who will be in the room. We strongly encourage this kind of learner-centred approach.

PL has been taught to C-Suite global executives and 5th grade students, business development teams and community activists, international students and university professors, families in global transition and front-line hospital workers. The list could go on. The point is, how you design obviously and necessarily depends on who is going to be doing the learning.

You need to think about:

- Whether your participants will be young people, adults, or seasoned professionals
- Their personal or professional context(s)
- Their ethnic or national cultural context(s)
- Their motivations to learn
- Their learning styles

Each of these variations on who is in the room, and no doubt many others too, will influence the kind of design that will best serve your learners and thus make your program a success.

Why: Why Should These Learners Care?

If you are an experienced designer, you will probably establish some core learning objectives before you go too far into your design. Great. We'll get to that in the next section.

What we are talking about here is something a bit different. We are asking you to imagine yourself as a participant at your event. Put yourself in the learners' shoes, and consider the challenges and opportunities they face. Regardless of the session's stated outcomes—whether set by you, the organization, or the participants themselves—what could be alive and important about the practice of PL from the learners' perspective?

Some questions to consider:

• What problems will the practice of PL help participants address?

• How will PL ease the challenges of their lives?

• What existing skills and competencies will PL help them apply, or strengthen?

The more you can design to meet your learners' deeper motivations, the greater success you will have.

What: What Outcomes Do You Want to Achieve?

Now, you structure the learners' *Why* into actual learning objectives.

We like to frame objectives as outcomes, with each one completing the sentence, "By the end of this session, you will be able to . . ."

The outcomes you establish will be influenced by whether you are introducing PL as stand-alone content or as a practice vehicle for other content.

If you are introducing PL as stand-alone content, your outcomes may be relatively general. For example, you might simply want to deepen the learners' capacity to discern right action.

On the other hand, if you are introducing PL as a practice vehicle for other content, your PL outcomes should be articulated specifically towards that other content. So for example, if you are helping your learners be successful during an