

# The Philanthropic Quest

## Facilitator Manual

Provided by The Center for Leadership Philanthropy for the exclusive use of

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# Welcome!

We hope you continue to see your inclusion in The Philanthropic Quest facilitator certification program as the honor it's intended to be. Being selected for this says a lot about who you are as a person. Pam and I see you as a “natural” for this, more than ready to lead in this way and expand your contribution to the world around you.

Know that I consider this a significant honor in having the privilege to support you. Because of what I see in you, I am able, gladly, to trust you with a life's work.

In addition to *who you are* (which is the real key) you've had the retreat/workshop experience more than once. So I want to assure you: you know even more than you know you know.

## **A few words about this manual**

Pam and I have done our best to pare everything down to the essentials — to make this *simple* for you. For example, the checklists are written with the intention that you will be able to hand off most of the preparations to an assistant.

I think you know that we expect people in the certification program to stick to these instructions and script, without leaving anything out or adding anything (except in consultation with us first). I realize that sticking to it word-for-word might seem too rigid, but the language is carefully crafted to create the effect we've seen, one that some call the magic. What we've said to others is: “Trust the process (and language)! No innovation, no improvisation.” And they've raved about how well it's worked and how easy it is to do.

If you have questions around your first retreat, you have any-time access to Pam and me. In particular, when you lead your first workshop, one of us will try to be on call for those full two days. You can even email us during the retreat.

Enjoy this adventure ... you've spent your whole life getting ready!

— Jim Lord

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## Support for you

We encourage you to recruit a workshop coordinator to handle logistics for you. You can have them:

- Reserve the workshop room.
- Reserve breakout spaces for interviews and for the paired check-in just before closing on the second day. This is especially important if you are meeting on-site, so participants have private spaces in which to do the interviews. The workshop coordinator can then provide you with a list of the rooms.
- Arrange for refreshments and lunches.
- Organize the workshop materials (see checklist below).
- Print the schedule, name tags, and table tents.
- Set up the room (see directions below).
- Be available during the workshop to make sure logistics are going smoothly, including monitoring the food and beverage service and making sure you are taken care of.
- After the workshop, take photographs of the wallwork and any handwritten flip charts.
- Clean up the workshop room.
- Arrange for storage of materials between workshops.
- Mail the “note to self” to participants three weeks after the workshop.

## **Checklist: Materials**

You will be provided with templates for all printed materials, and recommended vendors for other items.

### General workshop materials

- Banners on stands (optional -- you can use a flipchart for this material if you prefer)
- Printed flip charts (optional -- you can handwrite the flip charts ahead of time if you prefer)
- 36-inch roll paper (if an appropriately sized whiteboard is not available in the room)
- Blank flip chart (one per workshop, preferably the "Post-It" type)
- Tape for the paper on the wall (we recommend transparent 3M surgical tape, as it's nearly invisible and doesn't damage walls)
- Two flip chart easels
- Flip chart markers (check for freshness -- we recommend using non-permanent, non-bleed, bullet-point markers)
- Scissors
- A clock for yourself (one that is always on and shows seconds)

### Per-participant materials

#### For set-up

- Name tag blanks
- Table tent blanks
- Journals
- Portfolios
- Pens for participants

#### Handouts (for use at times marked in design)

- Interview protocol (2 copies for each participant)
- Q&A (after the interview)
- Check-in sheets

- “Heroic journey of philanthropy”
- Summary worksheet
- Color diagram “Your Philanthropic Quest”
- Instructions for Compelling Picture
- White letter-size paper (3-4 sheets per participant)
- Plain #10 envelopes (one per participant)
- Printed copies of the invitation you sent people to draw them to the workshop -- one for the facilitator and enough to give one to each participant

## Checklist: Before the workshop

### Workshop coordinator

#### Print for each participant

- Schedule
- Name tags
- Table tents
- All handouts (see list above)

#### Arrange for refreshments and lunch.

Specifics will depend on your particular workshop schedule. We encourage you to provide plentiful, nutritious break food, as well as continually available beverages. (The aim is to create an atmosphere of generosity and hospitality, and let your participants know they are being cared for in all respects.)

#### Obtain and assemble all workshop materials.

See above for the materials checklists. If flip charts are to be handwritten, do them ahead of time.

### Workshop facilitator

#### Select interview partners.

Write a list of the pairs and put it in your facilitator binder, so you'll have it when it's called for during the workshop. If there's an odd number of participants, a facilitator pairs with someone. If you have reserved breakout spaces, assign each pair to a particular space and note this on the list.

#### Decide where people will be seated.

Put interview partners at different tables, so they're not paired for the "time someone saw something in you" question. Make a sketch so you (or whoever is setting up the room) will have it handy when it's time to set out table tents.

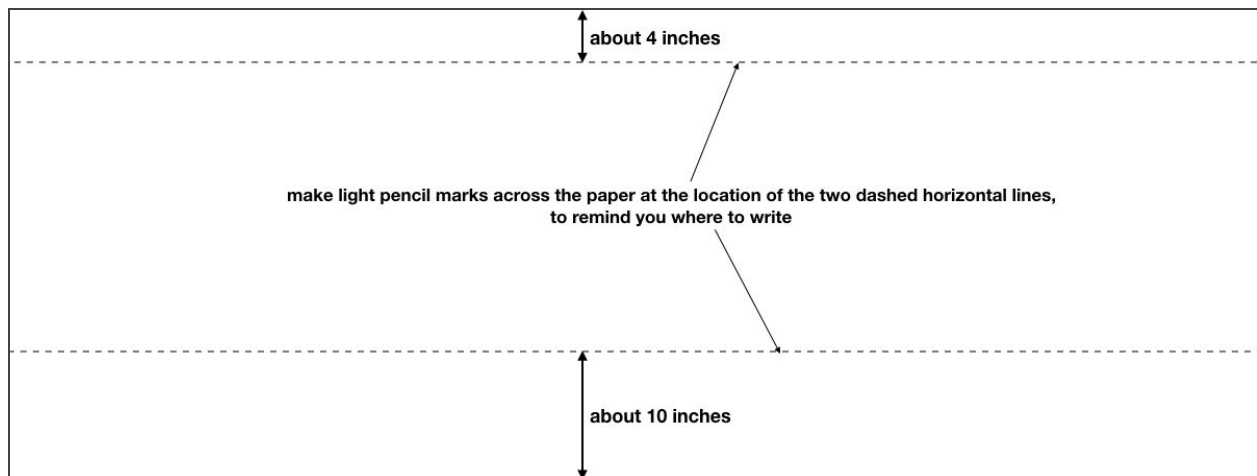
#### Decide on two assistants to help you during the workshop.

1. Someone to write up live as you hear what people say that the alien sees. Best if it is someone who has been to a retreat and has experienced this before.
2. Someone to write down the introductions (inconspicuously!) that happen in the segment right after the interviews. That person will also work with you to write the characteristics on the "wallwork" at the end of the first day.

## Room set-up checklist

Set up the room the night before if possible; otherwise, do it very early in the day so there's no "crunch" to get ready. It can take much longer than you might expect, especially your first time

- Round tables with chairs arranged in "crescents" (rather than all the way around each table, place chairs so they're facing the front of the room and people will not have their backs to each other). Try to avoid having more than one row of tables, so there isn't a "front row" or "back row" -- everyone is on an equal footing.
- Roll paper horizontally across the front wall -- 15-20 feet of paper is ideal (we provide 3-foot-wide paper for this purpose, so you can use just one piece of paper). Lay the paper on the floor below where you'll hang it. Cut the paper as neatly as possible, then fold the ends over and crease tightly for a clean finish. 3 people lift into place so that it's as high as can be, and yet the "scribe" can still write on the top of it. Use the 3M Transpore (surgical) tape to secure the paper to the wall, pressing very firmly with your thumbnail to make sure it sticks. Better to use too much than too little. Make sure the vertical ends are well-creased and are taped well. Place pencil marks to remind you to leave about 4 inches clear at the top and about 10 inches clear at the bottom.



- Two large banners, one on each side toward the front of the room (optional; if you use flip charts instead, put them on the easel with the other flip charts)
- Name tags on table in foyer (or at each person's place)
- At each person's place
  - Table tent (put interview partners at different tables)
  - Portfolio with schedule inserted

- Journal
- Pen
- Two easels at front of room
  - One with pre-printed flip charts (or handwritten if you prefer) -- opened to "Welcome!"
  - One with blank flip chart and markers
- Rectangular table and chair(s) at front of room for facilitator(s), draped to the floor so you can store materials underneath
- Refreshments ready

# Workshop design

The pages that follow are your roadmap for delivering the workshop.

A few notes about the format:

The first column shows the clock times you're aiming for. The times shown here assume you're starting at 11 a.m. the first day and 8:30 a.m. the second day. We highly recommend that schedule. (If your start times are different, please contact us.)

The second column shows the topic of that segment and how many minutes it's expected to take. The minutes are shown in square brackets, like this: [10].

Also in the second column is a thumbnail image of any flip chart you'll use during that segment. (If you are going to be reading the flipchart, word for word, the wording of the flipchart is in the body of the script, the third column, rather than in the second column.)

The third column contains your "script" -- what you'll say and do.

Directions and notes to you are formatted like this:

.....  
A direction to you.  
.....

# DAY ONE

By 10:30	Food and beverages set up in foyer	<p>.....</p> <p>Have a good breakfast for yourself, and as the break food arrives, try to eat something, especially some protein – to sustain yourself because you may be eating a very light lunch</p> <p>.....</p>
11:00	Reception	<p>Invite people to take a seat when most are present -- certainly by 11:10</p> <p>.....</p> <p>Feel free to start early if all are present.</p> <p>.....</p>
<p><b>STAY ON PACE OR AHEAD SO THEY ARE OUT TO INTERVIEWS BY 1:35</b></p>		

<p>11:15</p>	<p><b>Welcome</b></p> <p>[5]</p>	<p>Welcome. Glad you're here ...</p> <p><b>Proud</b> to be a member of this group – to be among those who invest themselves in Making a Difference in people's lives, in society.</p> <p>So let's start to <b>see who's here</b>. You're going to like each other, as we do.</p>
<p>11:20</p>	<p><b>Check-in</b></p> <p>[5]</p>	<p>A quick <b>check-in</b>, roll-call ...</p> <p>.....</p> <p>Read the flipchart:</p> <p>.....</p> <div data-bbox="578 737 1066 1341" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Check-in</b></p> <ol style="list-style-type: none"> <li>1. Name</li> <li>2. Where you grew up (<i>one</i> primary place you identify with)</li> <li>3. Your state (how you're feeling right now — one word)</li> </ol> </div> <p>By the way, you can take a <b>pass on any question</b> that is asked – well, except this set!</p> <p>.....</p> <p>Facilitator goes first to model brevity.</p> <p>Then select someone to begin who you think will follow the directions and stay brief.</p> <p>Keep pointing back to the flipchart between people.</p> <p>.....</p>

11:25

**How we'll work together**

[5]

**Flipchart**

- Schedule
- On time
- Restrooms
- Refreshments
- Physical activity
- Breaks

We now have a **hint of each of us**. There's more -- we'll get to know each other more **through our stories** and through working together.

We'll deal with some **important questions** over the next couple of days.

**First** the really important questions -- where's the restroom and when is lunch? (smile)

.....  
Point to flipchart.  
.....

- Schedule in your folder (there will be more in there soon!) We don't provide a traditional agenda because this is an experience – to be lived. Just trust the process, ok?
  - Please be on time. If necessary, we wait until everyone is in the room. We want you to feel the luxury of “all the time in the world” ... and being on time helps achieve that.
  - Let's do a time-check. The official time now is \_\_\_\_
- Restrooms are \_\_\_\_\_.
- Refreshments outside in the foyer. They are available all day.

We want you to have the **best conditions**.

- Physical activity -- get up and walk around
- Frequent breaks -- get outside
  - We use the breaks to break, too, for our self-maintenance -- so please leave a note, rather than talking with us on breaks. Usually can speak for a moment after the day.

**Questions** about these logistics?

<p>11:30</p>	<p><b>Purpose and structure</b> [10] + [5 cushion]</p>	<p>Let's give you the largest questions:</p> <p><b>Do we know what's possible?</b></p> <p>.....</p> <p>Read from first banner (or flipchart if you're using that instead of a banner).</p> <p>.....</p> <div data-bbox="719 525 1360 1696" style="border: 1px solid black; padding: 20px; text-align: center;"><p><b>WHAT COULD BE POSSIBLE FOR THE WORLD?</b></p><p><b>When we choose a strategy of seeing the best and investing ourselves in the future, knowing that we each make a difference?</b></p><p><b>And when we use the tailwinds of these days to lift humanity to new heights, reachable only now?</b></p><p><b>{ OUR PHILANTHROPIC QUEST }</b></p></div>
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	<p><b>Explain “philanthropy”</b></p>	<p>I’d like to say a bit more about what we mean by “philanthropy” and how it connects to what you do, what we all do here.</p> <p>Philanthropy literally means “love of humanity.”</p> <p>Let me read a bit from the invitation to this session. You’ve seen this, but it’s worth repeating now ...</p> <p>..... Read aloud the invitation you sent them to draw them to the workshop .....</p> <p>So when we speak of the “philanthropic quest,” it’s the quest of <b>each of us</b> to make our greatest contributions through our day-in and day-out devotion to our work.</p> <p>Could this contribution of ours be greater than any money investment of a philanthropist?!</p> <p><b>How we’ll do it, and what you’ll end up with</b></p> <p>..... Read from second banner (or flipchart) .....</p>
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**THIS IS OUR  
WORK ...**

**locating,  
eliciting,  
organizing,  
and sustaining  
the energy  
(leadership, money)  
to realize our potentials**

**... the energy that's  
already out there  
waiting to be released,  
even if sometimes  
hidden from view.**

That might be a different way -- a **larger way** -- to look at **“raising money”**? Or to look at **influencing** anyone around you?

.....  
Turn to “purpose” flipchart.  
.....

Flipchart

Purpose

- Encourage people to contribute to our mission
- Starts with seeing how each of us is also a contributor
- Being more effective starts with us

**One purpose** of this workshop is to make us more effective in **encouraging people to contribute to our mission.**

But as I've said, that starts with seeing how each of us who works here is also a **contributor in our own right** – a contributing member of society.

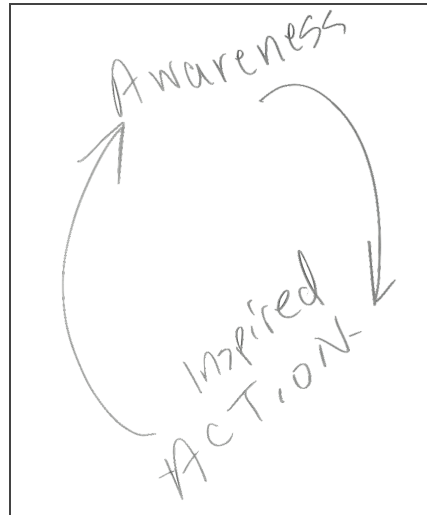
Even more than most philanthropists, we've **devoted our lives** to this mission.

Being more effective with donors -- or anyone -- starts with focusing on ourselves, our contributions, and how we **work together** to make greater contributions.

	<p><b>How we'll do it, and what you'll end up with</b></p>	<p>Along the way, you'll get to respond to some <b>questions you've never considered before.</b></p> <p>... in <b>interviews</b>, by working <b>on your own</b> -- and <b>at the tables</b> and in the <b>whole group.</b></p> <p>You'll rarely hear anything like a <b>lecture</b> ... instead you'll roll up your sleeves, be fully <b>engaged.</b> We'll <b>layer in insights</b> and interpret what we just did, as we go along.</p> <p>In the end, you'll have <b>crafted a picture</b> of what your next level of success would look like – and your next <b>greatest contribution.</b> This is drawn from what you brought (when you arrived today) ...when added to <b>what you get while you're here.</b></p> <p>We're going to do several different things and you may be <b>scratching your head</b> about how it all fits together, but trust us, it does.</p> <p>In fact, you'll leave with a <b>one-page diagram</b> (that you fill in) of what you've discovered while we've been together.</p> <p>So just relax and have fun. <b>Let it all wash over you.</b> You're experiencing, rather than studying.</p>
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**Awareness  
and  
Action**

On a blank flip chart, draw two arrows in a circle with  
“awareness” and “action,” like this:



One other thing I want to say before we move on ...

We **want action**. But not just activity, not just busy-ness.

We also **want it to be inspired** with purpose and high aspiration -- and with good energy that is durable and contagious -- so we see great outcomes.

How do we get such inspired action? By becoming **aware** – to actually heighten our awareness of what’s important to us -- *and* know even better who we are when we’re at our best.

Then we become **inspired – and inspiring**.

If that sounds OK, let’s go ...

One of the themes we’ll weave throughout is how you can be much more **influential** than you think you are... maybe in very **subtle ways** ... and how crucial that is to your work.

Sometimes **influence is hidden**. So let’s see if we can **bring it to the surface** and learn a little more about it...

<p>11:45</p>	<p><b>Time someone saw</b> [15-20]</p> <p>Flipchart</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>A time when someone saw you through appreciative ... they saw something in you that you didn't see in yourself, and it made a lasting difference in your life.</p> </div>	<p>... to make this real for you, think about:</p> <p>“A time when someone <b>saw you through their appreciative eyes</b> -- they saw something in you that you didn't see in yourself, and it made a lasting difference in your life.”</p> <p>I can go to the place that I know best: my <b>personal experience</b>.</p> <p>.....</p> <p>Tell your story of a time someone saw something in you ... it's especially useful if that person would not be expected to be influential like a teacher, parent, boss might be.</p> <p>.....</p> <p>I've had some time to think about this. You can find an instance, however small it may seem.</p> <p>Let's look at <b>a time when someone saw something in you</b> that you didn't see in yourself, and it made a difference in your life. Think to yourself.</p> <p>.....</p> <p>Pause for 5 seconds.</p> <p>.....</p> <p><b>Pair up</b> with the person next to you and take turns [7] telling each other a story. About two minutes each, just a brief version. If there's an uneven number at table, pair with someone at another table, rather than 3 people joining.</p> <p>.....</p> <p>When they begin, note the clock and then ask them to switch after three minutes. After six minutes, if it looks like both people are done in most pairs, go on.</p> <p>.....</p> <p><b>I'm curious</b> to hear what came up: would <b>someone like to tell a story</b> – their story?</p>
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	<p>Flipchart</p> <p>Doubt they knew the influence they had. If they had so much influence on you, you had to have some influence ...</p> <hr/> <p>Flipchart</p> <p>Why? Just how important one person can be in the life of another ... how <i>relational</i> we are (how much of “who we are” is contributed by others) ... power of <i>appreciation</i></p>	<p>Fewer the better, just try to get one story told where it’s obvious that the person who influenced them wouldn’t know that they did.</p> <p>Hear 1-2 stories. 3 only if necessary. If you’d like another story, you can say, “Anyone at this table?”</p> <hr/> <p>Turn to “Doubt they knew” flipchart.</p> <hr/> <p>Doubt they all knew of the <b>influence they had</b> ... a lifelong effect -- after all, you’re telling this group!</p> <p>Here’s something to think about: If they <b>had so much influence on you</b>, I’ll bet <i>you</i> have have some influence on other people’s lives.</p> <p>But I have a hunch you don’t know all the <b>influence you’ve had</b>, all the <b>contributions</b> you’ve made to the lives of others.</p> <p>We’ve sort of come in the back door on this one ... proving to you that <b>you, too, must have influence</b>. That’s the first of four reasons that we did that.</p> <hr/> <p>Turn to “Why?” flipchart.</p> <hr/> <p>The <b>second reason</b> we did this is to show just how important one person can be in the life of another.</p> <p>... and, third, just how <b>relational</b> we are; how much of who we are – our identity – is contributed by others.</p> <p>And the <b>fourth reason</b> we did it was to see the power of <b>appreciation</b>.</p> <p>... that’s why we did that -- to give us a <b>theory of human development</b>: How “who we are” is fostered more in our interactions and conversations than we may have thought.</p> <p>You really do know this -- and you know how just a word, or just a smile can make a difference in your life.</p>
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	<p>Flipchart</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>What would an alien arriving from another planet see on Earth ... of value, beauty, worth, potential?</p> <p>Even things we earthlings don't value or take for granted?</p> </div>	<p>We're moving toward a break to get our lunches.</p> <p>First, I'd just like to tell you what our <b>next question</b> is, when we come back with our lunches. We'll work this question while breaking bread...</p> <p>We want to stay with this theme of <b>seeing strengths and assets.</b></p> <p>This time we'll come at it in another way ... and have some <b>fun</b> with it.</p> <p>Here's where this comes from:</p> <p>You told that little story of <b>"a time someone saw something in you"</b> -- they were able to appreciate something that you might not have seen.</p> <p>.....</p> <p>Turn to "What would an alien ..." flipchart.</p> <p>.....</p> <p>So along those lines, let's look from a bigger scale: <b>What if an alien arrived</b> on Earth from another planet -- what would he/she or it see here?</p> <p>Imagine he, she, or it sees in everything, <b>value, beauty, worth, potential.</b></p> <p>Even things we earthlings don't value or take for granted?</p> <p>What would it see?</p> <p>Grab your <b>lunch</b> and bring it back and remember to go use the facilities. We'll reconvene in 15 minutes at _____. And our next break will be in about an hour from then.</p>
<p>12:05</p>	<p><b>Break</b> to get lunch</p> <p>[20]</p>	<p>.....</p> <p>Allow 15-20 minutes for people to get their lunches and take a break. Make sure that you eat something while they are eating. While they're still eating, you can begin.</p> <p>.....</p>

<p>12:25</p>	<p><b>Alien</b></p> <p>[35]</p> <p>flipchart</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>What would an alien arriving from another planet see on Earth ... of value, beauty, worth, potential?</p> <p>Even things we earthlings don't value or take for granted?</p> </div>	<p>As we previewed before lunch, we want to stay with this theme of <b>seeing assets</b>, gifts, and blessings. Resources.</p> <p>Let's come at this in a different way ... have some <b>fun</b> with it. Just as someone saw something in you, the <b>alien comes</b> from another planet and sees something in all of what we have on earth.</p> <p>.....</p> <p style="text-align: center;">Point to same "What would an alien" flipchart.</p> <p>.....</p> <p>To remind you of the question:</p> <p>Imagine he, she, or it has come a very <b>long distance</b> to be here -- and now it's landed on Planet Earth.</p> <p style="text-align: center;">It's <b>excited</b> by all it sees -- everything is <b>new</b>.</p> <p style="text-align: center;">In everything, it sees <b>value, beauty, worth, potential</b>.</p> <p>So, with its fresh eyes, what is all of this extraordinary stuff it sees on Earth -- even things we earthlings don't value or we <b>take for granted</b>?</p>
	<p>"Prime the pump" at tables</p>	<p>Okay, let's get our imaginations going. Put on your "<b>alien glasses</b>" and take a couple of minutes to <b>talk with each other at your table</b>, to see what you come up with.</p> <p>[5]</p> <p>.....</p> <p>While they are in groups, write at the upper left of the long paper, 3" from top, as shown on the next page:</p> <p style="margin-left: 40px;">What is seen of value, beauty, worth -- potential? Blessings, resources, assets?</p> <p>.....</p>

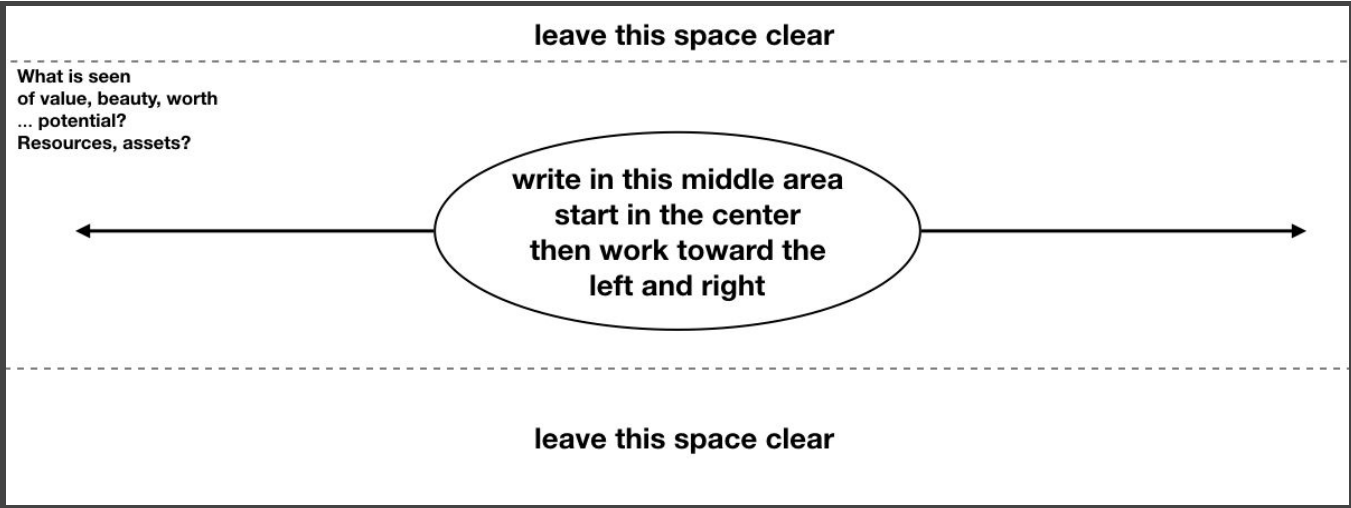
leave this space clear

What is seen  
of value, beauty, worth  
... potential?  
Blessings, reources, assets?

leave this space clear

		<p>.....</p> <p>After 4 minutes, tell each table:</p> <p>.....</p> <p>Please wrap up.</p> <p>.....</p> <p>After another minute, tell whole group:</p> <p>.....</p> <p>All right, let's get back together.</p>
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	<b>Full group</b>	<p>What have we come up with?  Just call out with <b>a word or two</b>: what does the alien  -- with special sensors -- see here on Earth? What things of value?</p> <p>.....</p> <p>Write what people say in the middle section of the roll  paper on the wall, and move outward from the center,  toward the left and right sides.</p> <p>Leave 4 inches clear at the top and 10 inches at the  bottom. (See diagram below.)</p> <p>Write large so they stay focused on this through the  whole workshop.</p> <p>.....</p>
--	-------------------	--



		<p>.....</p> <p>After a minute or so:</p> <p>.....</p> <p>Whether it was something you said at the table, or occurs to you now,  what might this alien notice, what assets, strengths, resources?...</p> <p>.....</p> <p>Write up responses for about 5+ mins.</p> <p>.....</p> <p>Did we touch on, for example:</p>
--	--	--

.....  
You are pausing for them to think, and then after these 6 prompts, you are pausing for them to reply.  
.....

Spiritual life? {pause 2-3 seconds}

The environment? {pause 2-3 seconds}

Education? {pause 2-3 seconds}

Medicine? {pause 2-3 seconds}

Human rights? {pause 2-3 seconds}

What other areas of life?

.....  
Pause to write up responses for a few minutes.

When quiet, try:  
.....

Is there anything up here about the arts? {pause 2-3 seconds}

Community? {pause 2-3 seconds}

Our mission? {pause 2-3 seconds}

.....  
Write up responses for 1+ min.  
.....

Now, what *contributions* does it see?

.....  
Pause for responses 1+ min.  
.....

The **alien notices something strange on Earth:**

Some earthlings, indeed most, don't see what it sees and values.

In seeing all of what we earthlings have going for us,  
it gains **hope and confidence** for the future -- *for us Earth dwellers.*

Now, just as the alien comes from afar, ***geographically...***

What if someone came from afar, in terms of ***time***,  
and they could peer into our lives from the distant past?

		<p>For example, what might people living in the <b>early 1900s</b> be surprised to see that we have going for us?</p> <p>.....</p> <p>Pause for responses 1+ min.</p> <p>.....</p> <p><b>What about us – the planet-dwellers?</b>  Is there something we see of value here that gives us confidence about the future?  If we look at all the developments, assets, resources we have going for us. <b>What do you see?</b></p> <p>.....</p> <p>Pause for responses 1+ min.</p> <p>.....</p> <p>What about the <b>causes</b> we care about?</p> <p>.....</p> <p>Pause for responses 1+ min.</p> <p>.....</p>
	<p><b>Double-edged sword</b></p>	<p>.....</p> <p>Try to touch on during their examples. Otherwise, do here. You may want to put some of this on a handwritten flip chart for a change of pace.</p> <p>.....</p> <p>Some of these things we’ve been talking about may be the so-called <b>double-edged sword</b>.  They have a down-side as well as an up-side.</p> <p>But we’ve been <b>choiceful</b>.  Rather than “accurate” or “correct” about <b>what’s wrong</b>, the question is <b>what’s right?</b>  The point of this reframe is to see <b>how much we have to work with!</b></p> <p>Now, to say “we have <b>no problems</b>” is not the point.  (Even labeling them as challenges or puzzles or issues, we still have problems.)  But that doesn’t mean we have to have an outlook or a framework that is <b>problem-focused</b>.</p> <p>It’s all in the way we <b>frame</b> it.  If we begin with assets and resources, we handle what comes up in a different,</p>

		<p>more confident way and with more of a sense of strength.</p> <p>You may notice a clear bias to see our <b>resources and assets</b> -- not our <i>needs</i>. This reframe is because of 2 factors:</p> <p>a) what we <b>have going for us</b>, as we've been focused on -- and</p> <p>b) because of the <b>kind of people we are</b>.</p> <p style="padding-left: 40px;">“The kind of people we are” will <b>make more of a difference</b> than the <i>needs</i> we see.</p> <p style="padding-left: 40px;">It is the <b>response</b> to needs and problems that we focus on, rather than thinking that the only motivations to act are needs and problems.</p> <p>So they decide to <b>keep the alien around because of this special way of seeing</b>, this special capability to see the usually unseen, taken for granted.</p> <p>In fact, they begin to honor it for its special vantage point and insight. ... <b>and you</b> if you see like the alien! They want to keep you around. What could happen if you, if we took on this special way of seeing? Not consistent, not all the time, just a glimpse.</p> <p>(You never know how an <b>off-hand positive word</b> can influence someone, and the larger culture. IF they'll let it in!)</p> <p>And when you are <b>affected</b> by someone else noticing something of value, telling them or someone keeps it going, right?</p> <p>You are affecting the <b>culture</b>.</p> <p>Let's take a <b>break</b> now, for just 15 minutes. Returning at _____.</p>
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1:00	<b>Break</b>  [15 ]	<p>.....</p> <p>During the break, bring out the interview protocols -- but don't hand them out yet.</p> <p>.....</p>
1:15	<b>Return</b>  [5]	<p>Let's return with a <b>few moments of silence.</b> [5]</p> <p>Use this time as you like: Check on your state -- how you feeling? A moment for reflection, gratitude, prayer, or blank mind.</p> <p>.....</p> <p>Pause two minutes.</p> <p>.....</p> <p>Write a note to yourself in your <b>journal.</b> These days will fly by and you might want to be able to later recall the journey.</p> <p>.....</p> <p>Pause two minutes.</p> <p>.....</p>

<p>1:20</p>	<p><b>Interview setup</b></p> <p>[15]</p>	<p>We're now moving <b>from what we have out there</b> to work with -- <b>to what we have in here</b>, in this room, and in ourselves ...</p> <p>We'll use questions -- ones that ask for stories. And what you learn will inspire the future-- your compelling picture of your preferred future -- and your <i>first steps</i> to get to it ... and later, the <i>doing</i> of it.</p> <p>Your being inspired by your best future is powerful, and it will be felt around you -- in the culture of our organization (and even beyond).</p> <p>I'd like you to <b>hear the first question</b>, just think to yourself ... [3]</p> <p>.....</p> <p>Pick up a copy of the interview protocol and read the first question to the group.</p> <p>.....</p> <p>Now, here's something I want to make clear: This is about a contribution <i>you've</i> made. It's not about you facilitating someone else's contribution. It's something <i>you</i> did.</p> <p>.....</p> <p>Hand out one copy of the interview protocol to each person.</p> <p>.....</p> <p>Here is the set of questions. [5]</p> <p>Read the first question and jot a quick note to yourself -- what comes to mind for you? Just a note. This is only for you. You're not going to turn it in.</p> <p>Answer each question before going onto the next. <b>Just a few notes</b> to prime the pump.</p> <p>.....</p> <p>Try for only 5 mins, do a walk around at 4 or 5 mins to see, from a distance, if all are past the first page.</p> <p>.....</p> <p>Okay, it seems all of us have thought of a story to answer the first question? That's enough for now. Just wanted to prime the pump.</p> <p>To make this more real, we're going to <b>pair you up</b> -- so you can use these questions to interview a partner.</p>
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	<p><b>How to do the interview</b></p> <p>Flipchart</p> <ul style="list-style-type: none"> <li>• Spotlight</li> <li>• Story</li> </ul> <p>Get on task, stay on task ... get back to questions</p>	<p><b>How to go about doing an interview?</b> [5]</p> <p>Interviewing is about allowing your <b>natural curiosity</b>, even wonder and fascination, to be present.</p> <p>..... Go to flipchart. .....</p> <p>Beyond that, we have 2 S's: Spotlight and Story.</p> <ol style="list-style-type: none"> <li>1. We put the <b>spotlight</b> on the other person. In contrast to a conversation, where there is back-and-forth, this is an <i>interview</i>. You ask your partner all of the questions, reading them exactly as they're written on the paper you have in front of you. And then when they're finished answering, they return the favor and ask you all of the questions.</li> <li>2. We seek a <b>story</b> to begin -- a particular event or example you can describe.</li> </ol> <p>And...</p> <ul style="list-style-type: none"> <li>- <b>When you're the one leading the interview, asking the questions:</b> Read the questions as is -- word for word -- and read the question as if your partner is hearing the question for the first time.</li> <li>- <b>When you're the one being interviewed:</b> You already are aware of how we want to know one another by our stories -- rather than by titles or roles.</li> </ul> <p>But during the interview -- if it's important to the story you want to tell -- you can let them know of the role you held, and the kind of organization.</p> <ul style="list-style-type: none"> <li>- When you tell a story, take the person there; paint the picture.</li> </ul> <p style="padding-left: 40px;">Who was in the room? What were they saying and doing?</p> <p style="padding-left: 40px;">What happened, then what happened next?</p> <ul style="list-style-type: none"> <li>- <b>Get on task, stay on task.</b> It may seem like you have plenty of time, but you may be surprised. And you'll want to stay focused in this unusual mode -- without small talk.</li> </ul>
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.....  
Hand out second copy of protocol to each person.  
.....

Here's a clean copy of the interview questions you can use when you're doing this interview. That first copy was just to get you thinking.

**Where?** Best if you go outside this room, find a quiet place for the two of you to work without being interrupted by another pair or being in an office. In fact, it's *really* important to get out of this room -- and not be distracted by others.

**Who?** You'll pair with a partner. To save time, and to provide for the maximum mix, they've been preassigned.

.....  
Refer to the list you made before the workshop.  
.....

\_\_\_\_\_ (name) will be with \_\_\_\_\_ (name)

**How much time?**

We allow **60 minutes** for each interview.

Seems long? You'll be surprised.

Take a good **break** in between the two interviews -- and after.

It's very important that any conversation you have with anyone -- until we reconvene -- is about the **questions** in the interview.

**Get on task** and stay on task.

That's the secret to making it work.

Let me reiterate, this is so important:

Stay focused on the **questions** in the interview, rather than talking about something else that comes up.

"Back to the questions."

That's the mantra you can repeat to your partner.

.....  
Write on blank flip chart, adjusting the time as needed -- to have them back at 3:55:  
.....

60 minutes x 2 = 2 hours  
+ 10-minute break between  
+ 10-minute break after  
= 2:20 total  
Return: 3:55  
.....

handwritten  
flip chart

Indulge yourself and enjoy yourself!

1:35	<b>Interviews</b>  [2:20]	<hr/> <p>During interviews, you can do a little prep:</p> <p>Get out the Q&amp;A and check-in slips.</p> <p>Make sure you've decided who will write down the introductions (inconspicuously!) during the next segment.</p> <p>Hang around in the room for 5 to 10 minutes in case someone has a question.</p> <p>You can also use this time for yourself. Maybe some exercise, journaling?</p> <hr/>
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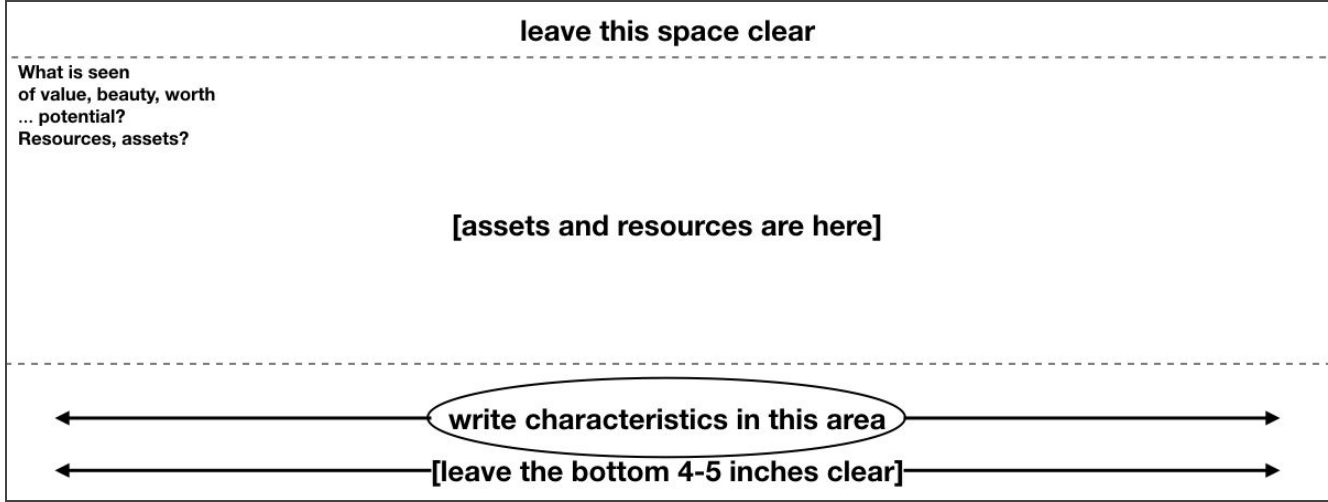
<p>3:55</p>	<p><b>“Handle” the interviews</b></p> <p>[15]</p> <div data-bbox="344 571 560 846" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>handwritten flip chart</p> </div>	<p style="text-align: right;">[15]</p> <p>.....</p> <p>If this section runs a little long, that’s fine</p> <p>.....</p> <p>Let’s take a few minutes to “handle” the interviews.</p> <p>First, what was the <b>interview like</b>? An adjective or two?</p> <p>.....</p> <p>Write on a blank flip chart:</p> <p style="text-align: center;"><b>What was the interview like?</b></p> <p>Then write responses below that -- usually takes 1-2 sheets. Keep both sheets visible for rest of the day.</p> <p>.....</p> <p>What were you <b>experiencing</b>?</p> <p>.....</p> <p>Pause for answers about 2 mins+.</p> <p>.....</p> <p>What was it like sitting in those <b>two different places</b> -- <i>asking</i> the questions, and <i>answering</i> the questions?</p> <p>.....</p> <p>Pause for answers about 2 mins+.</p> <p>.....</p> <p>Being listened to and really being <b>understood</b> is a rare luxury. What was it like to be understood and <b>appreciated</b>? To have <b>felt</b> you were understood?</p> <p>Goes beyond someone practicing good <b>“listening skills,”</b> doesn’t it?</p> <p>.....</p> <p>Pause for answers 2 mins.</p> <p>.....</p> <p>I’d like you to now think back to the <b>story</b> you told. Give it a title or create in your mind a picture or drawing of it. We’re going to want to use this later. Right now we want to make it indelible.</p> <p>You can write it down for your use later on this “summary worksheet.”</p> <p>.....</p> <p>Hand out the “summary worksheet”</p> <p>.....</p> <p>Pause 15 secs.</p> <p>.....</p>
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		<p>During the interview, you were asked what you brought to the situation that contributed to it unfolding as did. Now, think <b>about what you</b> said. What did you bring? Think to yourself, and then add it to your “summary worksheet.”</p> <p>.....</p> <p>Pause 30 secs.</p> <p>.....</p> <p>...and finally, can you remember what you identified as the <b>core factor</b> that is at the heart of you – the force that without which you wouldn’t be the kind of person, the kind of contributor you are?</p> <p>Again, make a note on your “summary worksheet”.</p> <p>.....</p> <p>Pause 15 secs.</p> <p>.....</p>
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<p>4:10</p>	<p><b>Introduce each other</b></p> <p>[5]</p>	<p>Now let's look at this from a different point of view...</p> <p>What were you <b>struck by when you were listening</b> to your interview partner -- <i>about him or her</i>? What adjective stands out -- what characteristic?</p> <p>Try to limit yourself to <b>2 or 3 words you'd use to describe the person.</b></p> <p>It's like looking at a diamond and trying to describe its many facets.</p> <p style="padding-left: 40px;">You're <i>not</i> capturing everything you could possibly say about the diamond -- or the person. Just a facet or two.</p> <p>Then, you can begin with ...  <b>"I'd like to introduce to you to someone who..."</b></p> <p>Who'd like to start?</p> <p style="padding-left: 40px;">.....  Pause for introductions, making sure everyone gets in -- and making sure the person you've assigned to do so is writing down the characteristics, inconspicuously.  .....</p> <p>I thought you'd like each other. Now pause and think to yourself: What did it feel like to hear yourself being introduced? Do you even remember it -- or did you deflect it all? What was that like?</p> <p style="padding-left: 40px;">.....  Pause in case someone wants to speak ... a good long pause -- 30 seconds of silence is fine. They're thinking to themselves.  .....</p>
<p>4:15</p>		<p>We heard about <b>wonderful characteristics</b>, great gifts in this room.</p> <p>I think that's a full day for today. Just a couple of things before we break for the evening.</p> <p>If you're wondering what happened today, especially in the Interview, you might like to look at this <b>Q&amp;A piece.</b></p> <p style="padding-left: 40px;">.....  Hand out Q&amp;A.  .....</p>

<p>4:20</p>		<p>But let me suggest that you take time to process what happened for you during the interview (that's the main thing). Then you can look into the envelope for some questions on why we did what we did -- and answers. Feel free to do it later, or skip it entirely. At your option. It can be bedtime reading, or better: breakfast reading.</p> <p>One more quick item, but first: See you <b>tomorrow morning</b> at 8:30. We actually close the door and start at 8:30. So if you like a cup of coffee first, maybe a snack, you may want to aim for 8:15.</p> <p>Here's your <b>"ticket to leave."</b></p> <p>.....</p> <p>Hand out check-in slips.</p> <p>.....</p> <p>Just leave it on the table, fold in half if you like. Thank you, each one of you for being so present. Rest well.</p> <p>.....</p> <p>After adjourning (and the room is empty), write up characteristics from introductions on the big paper in front of the room -- in the space at the bottom, as shown below, leaving the bottom 4-5 inches of the paper blank.</p> <p>.....</p>
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Here's where to write the characteristics from the introductions (after all participants have left the room):



## DAY TWO

8:00	<b>Doors open</b>	<p>.....</p> <p>Have food and beverage service available.</p> <p>.....</p>
8:30	<p><b>Welcome</b></p> <p>[5]</p>	<p>Let's start with a few moments of <b>silence</b>.</p> <p>[5]</p> <p>First, breathe! Are you taking in just enough to stay alive? :) Take in all the air you like, it's free.</p> <p>.....</p> <p>Pause a few seconds.</p> <p>.....</p> <p>Use this time as you like: Check on your state. A moment for reflection, gratitude, prayer, or blankness. Then, write a note to yourself in your journal.</p> <p>.....</p> <p>Pause 4 minutes.</p> <p>.....</p> <p>I'll call us into the group in 30 seconds -- so jot a few words to come back to later.</p>

<p>8:40</p>	<p><b>What kind of world do you want?</b></p> <p>[15]</p>	<p>Now we begin to use some of the work we did yesterday. Let's take a look at what we've put on the wall: [4]</p> <p>.....</p> <p>Point to the big paper at the front.</p> <p>.....</p> <p><b>Scan this array of resources.</b> It's really a glimpse of "what we have going for us," isn't it?</p> <p>.....</p> <p>Pause 5 seconds. Then point to the characteristics you wrote at the bottom of the big paper.</p> <p>.....</p> <p>Do you <b>recognize</b> any of these words? [3]</p> <p>.....</p> <p>Pause 5 seconds so they can read the words.</p> <p>.....</p> <p>Yes, this is what another person saw in us during the interviews.</p> <p>Yes, all of this is <b>here in this room.</b></p> <p>.....</p> <p>Pause 15 seconds, with your back to the group as you're looking at the paper, rather than trying to get comment.</p> <p>.....</p>
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		<p>So here's a question for you: Given these tailwinds, <b>What Kind of World Do You Want?</b> What kind of world do you want to see?</p> <p>.....</p> <p>Write at the very top left corner of big paper: What kind of world do you want?</p> <p>.....</p>
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<p><b>What kind of world do you want?</b></p> <hr/> <p>What is seen of value, beauty, worth ... potential? Resources, assets?</p> <p>[assets and resources are here]</p> <hr/> <p>[characteristics are here]</p>
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		<p>Now, as you're thinking to yourself, try to take the picture or the idea of "the kind of world you want," and <b>distill it to a word</b>, a single word. If it can only be expressed in 2 words, that's OK. But just one or at most two words.</p> <p>.....</p> <p>Pause 5 seconds.</p> <p>.....</p> <p>And when you have it, <b>say it out loud</b>: This is the kind of world you most want to see.</p> <p>.....</p> <p>Write the first word at the top center of the paper.</p> <p>.....</p>
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<p>What kind of world do you want?</p> <p>What is seen of value, beauty, worth ... potential? Resources, assets?</p>	<p>← <b>write single words here</b> →</p>	
<p><b>[assets and resources are here]</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>[characteristics are here]</b></p>		

		<p>.....</p> <p>After 1st person speaks and you've written up their one word:</p> <p>.....</p> <p>Now, before the next person speaks, I want to <b>make a distinction</b>:</p> <p>You might think we're trying to get as many words up here as possible -- like <b>brainstorming</b> -- but we're actually trying to get as <b>few as possible</b>.</p> <p>So, if this word best describes the world you most want, let that be it.</p>
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		<p>In other words, as soon as a word is said that speaks to the kind of world you most want to see, that's it ...</p> <p>... in contrast to trying to add another one that's <i>also</i> important to you. One to a customer!</p> <p>.....</p> <p>Continue writing up single words as people say them.</p> <p>Add the next one on one side of the first word. And the next one on the other side of that word. And continue working outward from the center -- so if there's any blank space it's at the ends of the paper.</p> <p>After a few words are up, continue ...</p> <p>.....</p> <p>Does <b>everyone see a word</b> that describes the kind of world you want?</p> <p>.....</p> <p>Pause to make sure everyone has gotten in.</p> <p>.....</p> <p>Write your word in your <b>summary worksheet</b>.</p>
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	<p>Underground stream</p>	<p>Let's pause for a moment and go back to the assets and strengths in the world and in the room. [2]</p> <p>What's <b>underneath</b> the ways we were described -- underneath our strengths, values, resources? (In other words, <b>What gives life</b> to who we are?)</p> <p>Another way to think about it is: If an <b>underground stream</b> or aquifer fed and nourished all of this ...</p> <p>.....</p> <p>Point to the whole sheet.</p> <p>.....</p> <p>... what would it be called?</p> <p>.....</p> <p>Pause for answer ... only trying for one or two. Write at the very bottom of the big sheet. Once the word or words are said, you can move on quickly (just as long there's something everyone can identify with).</p> <p>.....</p>
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What kind of world do you want? **["kind of world" single words are here]**

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What is seen of value, beauty, worth ... potential?  
Resources, assets?

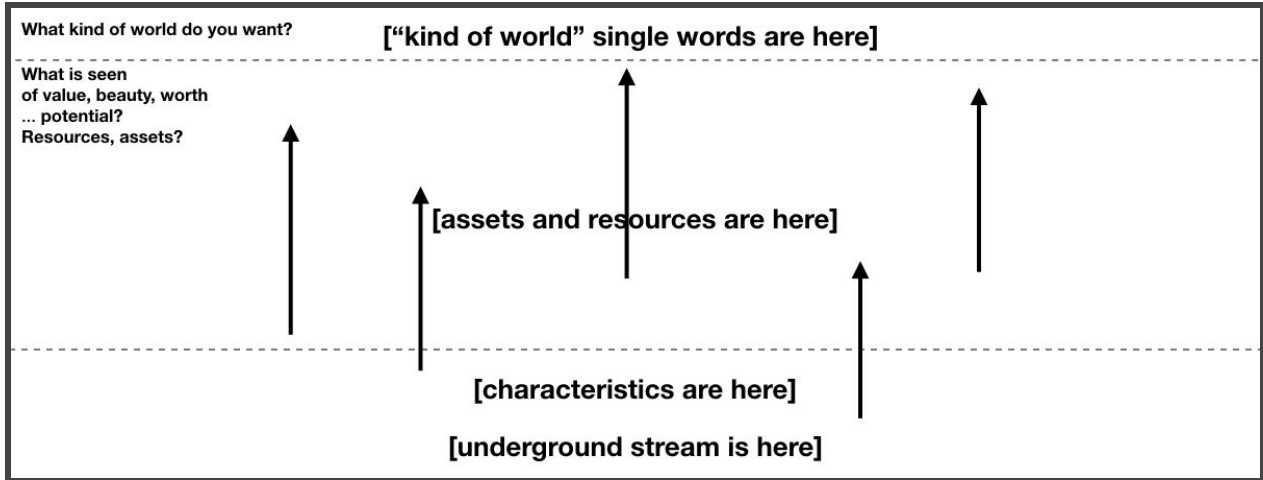
**[assets and resources are here]**

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**[characteristics are here]**

← **write underground stream here** →

	Upward motion	<p>Now, what if we drew some arrows showing <b>upward motion?</b> (Vertical tailwinds.) [2]</p> <p>.....</p> <p>Draw 3-4 vertical arrows, connecting the bottom of the sheet to the top.</p> <p>.....</p>
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		<p>.....</p> <p>Point to everything on the sheet and say ...</p> <p>.....</p> <p>Could all of this make the Kind of World We Want more possible?</p> <p>.....</p> <p>Pause 5 seconds. Someone may speak, or not.</p> <p>.....</p> <p>More than that. These assets, strengths and resources do more than <i>contribute</i> to the kind of world want -- <b>they are the kind of world we want.</b></p> <p>.....</p> <p>Perhaps read that paragraph again for emphasis.</p> <p>Point to items on the sheet and say ...</p> <p>.....</p> <p>Within each of these strengths we find the Kind of World We Want.</p> <p>So when I said the kind of world you <b>want to see</b> – it was a little <b>play on words.</b></p>
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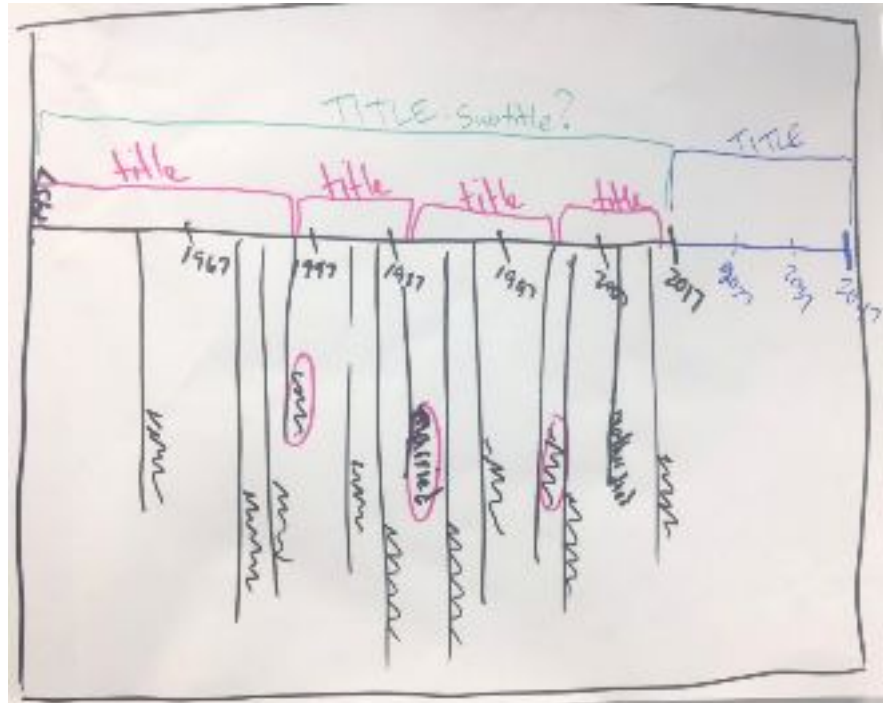
		<p>Because it's not about <i>changing</i> the world to get there, it's about seeing what we already have to work with.</p> <p>And in seeing even a <b>glimpse</b> of what we want, we grow our confidence and faith that we have the right stuff — including the desire – the “want-to” — to make more strengths and the “preferred future” more possible.</p> <p>We're already on our way.</p>
8:55		<p>Let's take a quick break to stretch. <span style="float: right;">[2]</span>  Just a minute or two. You might write a note in your journal about something you're getting.</p> <p>.....</p> <p>While they're stretching, prepare for the timeline segment:</p> <ol style="list-style-type: none"> <li>1. Tape a sheet of flip chart paper to the wall, landscape orientation.</li> <li>2. Place plain white paper in the center of each table (two or three sheets per person).</li> </ol> <p>.....</p>

9:00

## Timeline

[30]

Here is an example of the completed timeline for your reference.



We're going to do something different in this segment, coming at **your story**, your experiences in a different way that I think you'll find interesting.

This work is just for you. You can keep it completely to yourself, you're not expected to show it to anyone. Of course, you're also welcome to share any aspect of it, but that's totally up to you.

I'm going to ask you to follow some **simple instructions**. I'll show you on this flipchart to make it easy for you. Just follow along and you'll see how it all comes together.

There's blank paper in the middle of your table. Take a piece and put it in front of you in landscape orientation.

About a third of the way from the top, draw a horizontal line about two-thirds across the paper.

.....  
Draw the line.  
.....

At the beginning of the line, write the year you were born.

.....  
Write your birth year.  
.....

And at the end of the line, write this year.

.....  
Write this year.  
.....

Now divide the line into **10-year segments**. Or 5-year segments, if you're on the young side. Label each mark with the year it represents.

.....  
Mark segments and label with years.  
.....

Here's where I'll give you a little time to think. What I want you to do is to think of **significant events** that have happened in your life. Doesn't matter whether you'd call them "good" or "bad," just think of events that stand out for you as especially important.

Write a few words for each event below the timeline and connect the words to the point on the timeline. So here's an example. For me, a couple of notable events are ...

.....  
Mark a couple of examples from your life on the timeline. Put the labels below the line, writing vertically.  
.....

I'll give you a few minutes. The aim is to come up with around 12 to 15 significant events.

.....  
Pause a minute. During the pause, write up several more events on your timeline. You can use squiggle marks instead of writing words -- this is just to show people the format.  
.....

You might think of a time when someone special came into your life ... or left your life.

A time you learned something important.

A time you made a contribution.

		<p>A professional turning point.</p> <p>A big change that happened to you ... or a time you took the initiative to make a change.</p> <p>Anything that seems significant to you.</p> <p>Again, “good” or “bad” doesn’t matter, just look for events that stand out as you look back on your life.</p> <p>.....</p> <p>Pause a minute or two.</p> <p>.....</p> <p>If you’re seeing big blank spaces on your timeline, you might focus on those and see if there’s something you might put there. Aim for 12-15 significant events. I’ll give you a few more minutes.</p> <p>.....</p> <p>Pause, look around to see if people are still working ... wait until most have put a good number of events on their timelines.</p> <p>.....</p> <p>You can come back to this if you have more to do. Let me give you the next instruction now.</p> <p>From the events you’ve marked, pick out three that stand out as most significant. Aim for three. It could be two or four, but go for three if you can.</p> <p><b>Circle the three</b> that stand out as most significant, the big turning points or markers in your life.</p> <p>.....</p> <p>Circle three events on the flipchart. Then pause until most have circled their selections.</p> <p>.....</p> <p>The next step is to <b>draw a bracket</b> above the horizontal line, starting at the beginning of the timeline and ending just before the first circled event.</p> <p>.....</p> <p>Draw bracket, watch to see that people are getting it.</p> <p>.....</p> <p>Now draw another bracket from the first circled event to just before the second circled event.</p>
--	--	---

.....  
Draw bracket.  
.....

And another bracket from the second circled event to just before the third circled event.

.....  
Draw bracket.  
.....

And finally, another bracket from the third circled event to today.

.....  
Draw bracket, look to see that people got it.  
.....

So if you have three circled events, you'll have four brackets. If you had two circled events, you'd have three brackets.

.....  
Pause to make sure everyone got this -- repeat instructions if needed.  
.....

If you think of these bracketed periods as chapters in a book, what would the **chapter titles** be?

Take a little time now to put a title on each of the brackets. Feel free to get creative on this -- go for something more than "chapter 1, chapter 2."

You might think of song or movie titles for inspiration, or nature, or sports, or whatever strikes your fancy.

The chapter titles can be related to each other in some way, or they can be completely unrelated.

.....  
Pause few minutes, watch what's going on, repeat instructions if needed, go on once you see most have put at least a couple of titles.  
.....

If you have a title or two yet to do, that's OK. I'm going to give you the next instruction and then you can get back to it. Draw a bracket from the beginning of the timeline to the end of the timeline, above the chapter brackets.

.....  
Draw bracket.  
.....

If these chapters made up a book, what would you **title the book**?  
The title of the book of your life up until now.

Maybe a title that's more interesting than just "My life."

When you come up with a title, write it above the bracket. You could also have a **subtitle**, what might that be?

.....  
Write "Title: Subtitle" above the bracket; pause a few minutes and monitor the room -- continue once most people have done most of the work.  
.....

Now let's take this a bit further. **Extend the timeline** out to the right edge of the sheet and **put a date** there.

It's just a guess, of course, but it's really useful if you put a specific year here.

An **end date**, if you will. How long do you think your timeline might go? If you feel a little antsy about it, that's OK, just pick a year to work with for now.

.....  
Draw line, put your date.  
.....

Now draw a bracket above this part of the timeline, at the same level as the book title bracket.

.....  
Draw bracket.  
.....

The publisher liked your first book so much, they've asked you to write a sequel.

Can you give it a title?

.....  
Write "Title" above the second bracket.  
.....

**What's the title of the next book of your life?**

What would you like it to be?

Maybe go for something juicier than "volume 2." It could play off your first title ... or it could be something completely different.

Use your imagination on this. When you have something, you can write it above the bracket you just drew.

I'll give you a few minutes to finish this up.

		<p>If you feel finished: go back and fill in whatever is missing on your timeline.</p> <p>If you'd like more time, you can return to this later, but do get as much done on this as you can.</p> <p>.....</p> <p>Pause several minutes, monitoring the room and the clock.</p> <p>.....</p> <p>Let's take a break now for 15 minutes, returning at _____. Feel free to continue this work during the break, but also be sure to take a break and take care of yourself.</p>
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<p>9:30</p>	<p><b>Break</b></p> <p>[15]</p>	<p>.....</p> <p>During the break, get out handouts for the next segment:</p> <ol style="list-style-type: none"> <li>1. Colored diagram “Your Philanthropic Quest”</li> <li>2. Instructions for “Compelling Picture”</li> </ol> <p>Also take care of yourself!</p> <p>.....</p>
<p>9:45</p>	<p><b>Set up for “Compelling Picture”</b></p> <p>[10]</p>	<p>Let’s start to pull together all this work that you’ve done.</p> <p>Here’s something you can use to <b>summarize</b> what we’ve done. This is just for you. You’ll not be sharing it.</p> <p>.....</p> <p>Hand out colored diagram “Your Philanthropic Quest”</p> <p>.....</p> <p>Take a few minutes now to fill in the blanks. Each of these is something we’ve done, except the items marked with an asterisk. Those you’ll fill in later.</p> <p>.....</p> <p>Pause 2-3 minutes, watching to see if people are getting it.</p> <p>.....</p> <p>OK, good. Now let’s take one more step in pulling this together for you. That step is to create what we call your <b>“Compelling Picture”</b> of your preferred future, including the contribution you want to make. I’m going to hand out a page of instructions for this -- so you can work on your own</p> <p>.....</p> <p>Hand out “Compelling Picture” instructions</p> <p>.....</p> <p>Again, this is work just for you. You won’t be expected to share it. The instructions are pretty complete, so please just read and follow them. I’m here if you have any questions. You’ll have 30 minutes to do this and also to take a break within that half hour.</p>

<p>9:55</p>	<p><b>Compelling Picture + break</b></p> <p>[30]</p>	<p><b>Take a walk</b> within our room, even outside ... remember, this work is for <b>yourself</b>. Let's have silence until you return in 30 minutes at _____.</p> <p>(By the way, if you see someone who isn't part of our experience with us, you can say you're observing a "group silence time.")</p> <p>.....</p> <p>You can cut this to 20 minutes if you're running short on time.</p> <p>.....</p>
<p>10:25</p>	<p><b>Compelling Picture wrap-up message</b></p> <p>[10]</p>	<p>Welcome back! [10]</p> <p>I'd like to ask you to bring out the Compelling Picture you were just working on, and take a look at it.</p> <p>.....</p> <p>Pause a few seconds.</p> <p>.....</p> <p>1. A few things to complete your <b>Compelling Picture</b>, at least for the moment.</p> <p style="padding-left: 40px;">a. Change it to <b>present tense</b>. Wherever you wrote "I will," change it to "I am." So it's written as if it's happening right now.</p> <p>.....</p> <p>Pause 60 seconds.</p> <p>.....</p> <p style="padding-left: 40px;">b. Underscore a <b>key word</b> or phrase. If you've written a lot in your Compelling Picture, it might be hard to hold it all in your mind at once. So a key word or phrase might be useful. Once you have it, <b>write</b> the key word or phrase onto your <b>colored summary diagram</b>. There's a space for it right in the middle of the star.</p> <p>.....</p> <p>Pause 60 seconds or so.</p> <p>.....</p> <p style="padding-left: 40px;">c. Think back to your <b>story</b> told during your interview: What is it about the story and what <b>you brought</b> to the story -- to make it possible -- that you have to work with -- and can move you toward this compelling picture? Maybe it's found in the heart, the core of you that made that story possible?</p> <p style="padding-left: 40px;">Make sure that's on your <b>color summary diagram</b>.</p>

		<p>.....</p> <p>Pause 60 seconds.</p> <p>.....</p> <p>d. Also, remember what your interview partner said when <b>introducing</b> you. Make sure that’s on your summary diagram, too.</p> <p>Take a stretch, or at least a breath. We’ll move on in about 60 seconds.</p> <p>.....</p> <p>Pause 60 seconds.</p> <p>.....</p>
<p>10:35</p>	<p><b>Message you want to send with your contributions</b></p> <p>[20]</p> <p>Flipchart</p> <div data-bbox="334 1058 532 1352" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>What is the message you want to send with your contributions?</p> </div>	<p>Let’s do a bit more with all this work you’ve done, [2]</p> <p>We’ve been moving back and forth – from the world we want... to who we are. And now we bring all of this together. We’ve already established that you are more influential than you think you are, right? (That was our opening question with your first partner.)</p> <p>So let’s work outward from <i>you</i> to the world around you.</p> <p>.....</p> <p>Show the “message” flipchart.</p> <p>.....</p> <p>Here’s a question: What is the <b>message you want to send</b> with your contributions?</p> <p>In other words, what do you want people to know about <i>why</i> you are investing your energies in this way?</p> <p>What is the message you want to send to others, as you make your best contribution to the world around you?</p> <p><b>What’s your message?</b></p> <p>Think about this to yourself for a couple of minutes. [3+]</p> <p>What is the message you want to send, as you make your contribution to the world around you? What do you want other people to “get” about your contribution?</p> <p>Write a few notes to yourself in your journal.</p>

		<p>.....</p> <p>Pause 3 minutes. If people are engaged and actively writing, you could make it 4-5 minutes.</p> <p>.....</p> <p>Now I invite you to come back into the group and [5+] enjoy a few minutes of <b>conversation with your tablemates</b>, to share what you've come up with.</p> <p>...you can share your message -- maybe just one aspect of it, or even just a word or two. Or as much as you'd like. Whatever you'd like to say to your table about how you've answered this question -- a chance to try it out.</p> <p>Let's give each person about a minute. Go ahead and dive in. I'm counting on you to self-monitor and make sure everyone who wants to say something gets a chance.</p> <p>.....</p> <p>Pause 4 minutes, keeping an eye on who's spoken and whether everyone is getting in.</p> <p>You can even write down who is speaking, to keep track. If a table seems to be slower, you can ask that table: "Everyone is getting in (who wants to)?"</p> <p>.....</p> <p>Has everyone gotten in, everyone who wants to? I'll give you another minute to make sure everyone who wants to has a chance to speak.</p> <p>.....</p> <p>Pause another minute. If the conversation is lively, give them an extra minute..</p> <p>.....</p> <p>OK let's come back into the whole group. [5] I'm curious to hear a bit about what's come up. Anyone want to say a <b>few words</b> -- a part, or all of what is the message <i>you</i> want to send?</p> <p>.....</p> <p>If you want to spark something from a quiet table, you can ask, "someone at this table?"</p> <p>Give this up to 5 minutes, then be sure to move on.</p> <p>.....</p>
10:55	<b>What happened here - intro</b>	We have <b>two big pieces left</b> [2]

	<p>[2] Flipchart</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1. What will you tell others?</p> <p>2. What do we want to say to each other?</p> </div>	<p>.....</p> <p>Turn to flip chart.</p> <p>.....</p> <ol style="list-style-type: none"> <li>1. What will you <b>tell others</b> -- who weren't here -- when you get back to the office and they ask what the workshop was about?</li> <li>2. What do we want to <b>say to each other</b>, just talking among ourselves, about what happened here?</li> </ol> <p>We're actually going to start with #2: What do we want to say to each other?</p>
<p>10:57</p>	<p><b>What's happened here, amongst ourselves?</b></p> <p>[30]</p>	<p>First, I want to share this from our old friend, Albert Schweitzer ...</p> <p>.....</p> <p>Read the quote slowly, pausing after each sentence.</p> <p>.....</p> <p>Judging by what I have learned about men and women, I am convinced that far more idealistic aspiration exists than is ever evident.</p> <p>Just as the rivers we see are much less numerous than the underground streams, so the idealism that is visible is minor compared to what men and women carry in their hearts, unreleased or scarcely released.</p> <p>Mankind is waiting and longing for those who can accomplish the task of untying what is knotted and bringing the underground waters to the surface.</p> <p>Now, looking back at all we've done ... all this on the wall, the personal work you've done, the conversations we've had ... what did this experience, yesterday and today, mean to you? <b>What happened?</b></p> <p>First, think to yourself. Jot a note in your journal. [5]</p> <p>.....</p> <p>Pause 4 minutes.</p> <p>.....</p> <p>Take one more minute, then we'll be back into the group.</p> <p>.....</p> <p>Pause 1 minute.</p> <p>.....</p> <p>This will be fun: Let's get back into our [15] <b>original interview pairs</b> from the first day. Remember the person</p>

		<p>you were with for a couple of hours, way back yesterday? Meet up with them again for a quick check-in.</p> <p>I encourage you to return to the room where you met with your partner, or you can stay here. (If you walk around our building people may interrupt the two of you.) Make sure you're back here in 15 minutes at ____.</p> <p>And stay on the question: What happened here -- for <i>you</i>?</p> <p>Be back in 15 minutes, at _____, ready to start. Go!</p> <p>.....</p> <p>While they're out of the room:</p> <ol style="list-style-type: none"><li>1. Replenish the supply of white paper on the tables (at least one sheet per person).</li><li>2. Put envelopes in the center of the tables (one per person).</li></ol> <p>And give yourself a little break!</p> <p>When it's time to start, start. Even if all people are not back in the room yet.</p> <p>.....</p> <p>Let's hear some of what came up for you. [10] Anyone want to <b>share a bit</b> of what you talked about with your partner ... just <b>speak for yourself</b> about what happened <i>for you</i> in our time together?</p> <p>.....</p> <p>Let them talk. Be OK with some silence, so those who hesitate to speak up will feel an opening.</p> <p>.....</p>
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<p>11:30</p>	<p><b>What will you tell others who weren't here?</b>  <b>[30]</b>          Flipchart</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1. What will you tell others?</p> <p>2. What do we want to say to each other?</p> </div>	<p>Now let's turn to our remaining agenda item, #1 on this list.</p> <p>.....          Point to flipchart again          .....</p> <p>This is the <b>corridor conversation</b>, what you tell people when they ask you where you were yesterday and today.</p> <p>This is more than just to give you something to say. It's another way to process the workshop experience and make more meaning from it.</p> <p>I'd like to circle back to what I read to you as we were getting started, from the <b>invitation</b> to this session. It's worth repeating again as we come to a close of this time together ...</p> <p>.....          Read aloud the invitation you sent them to draw them to the workshop          .....</p> <p>Here is what I just read, so you can have it in front of you as you think about what you will say when someone asks you: <b>"Where have you been the past couple of days?"</b></p> <p>.....          Pass out the invitation handout          .....</p> <p>I'm going to give you a bit of time to think about how you'll answer that question.</p> <p>I recommend you not try to summarize the whole workshop or describe the process. ("We did this, and then we did that.")</p> <p>Instead, consider telling them <b>what happened as a result</b> (although you may not know that yet :)).</p> <p>Or tell them a story that might be just one facet -- what stands out for you. Please recognize that this is about just your experience, or our group's -- but you're not using anyone's names.</p> <p>Think <b>on your own</b> -- what part of the invitation would you use, and how might you say it in conversation -- especially considering another person's interests -- and they weren't here (yet)?.</p> <p>Maybe jot some notes. <span style="float: right;">[2]</span>          Let's take 2 minutes for that.</p>
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		<p>.....  After 1 minute, say:  .....</p> <p>One more minute, then we'll come back together.</p> <p>.....  At the 2-minute mark, say:  .....</p> <p>Let's get into <b>conversations at the tables</b> [5]  and share what you're thinking. Take 1 minute each.</p> <p>.....  After 5 minutes, say:  .....</p> <p>We have another 2 mins or so -- make sure everyone gets in who wants in.</p> <p>Someone want to <b>share</b> what they're thinking [1-10]  of saying?</p> <p>.....  Probably not everyone will speak. That's fine, others are thinking.  .....</p>
		<p>How will we <b>keep this spirit going</b> and alive -- [10]  and spreading to others?</p> <p>.....  Give space for a bit of open discussion. If side tracks come up, remember you can create a "holding pond" for later discussion or an email from you.  .....</p> <p>OK let's wrap up with something a little different that I think you'll enjoy.</p>

12:05

**Deepest fear  
+ note to self**

[10]

[1]

.....  
Pause and breathe for a few seconds, so the group  
is quiet. Then read this quote:  
.....

Our deepest fear is not that we are inadequate.  
  
Our deepest fear is that we are powerful beyond measure.  
  
It is our light, not our darkness that most frightens us.  
  
We ask ourselves, Who am I to be brilliant, gorgeous,  
talented, fabulous?  
  
Actually, who are you not to be?  
  
You are a child of God.  
  
Your playing small does not serve the world.  
  
There is nothing enlightened about shrinking so that other  
people won't feel insecure around you.  
  
We are all meant to shine, as children do.  
  
We were born to make manifest the glory of God that is  
within us.  
  
It's not just in some of us; it's in everyone.  
  
And as we let our own light shine, we unconsciously give  
other people permission to do the same.  
  
As we are liberated from our own fear, our presence  
automatically liberates others.

Marianne Williamson, quoted by Nelson Mandela in his inaugural  
address.

.....  
Pause 5 seconds.  
.....

		<p>How about you write a little <b>letter to yourself</b> [6]  from this space, from this experience ... something you'd like to  read in a few weeks.</p> <p>What would you say to yourself? Take a piece of paper -- there's  plenty of blank paper in the middle of your table -- and write  yourself a letter, something you'd like to read in a few weeks to  remind yourself of this experience.</p> <p>.....  Pause so they can write their letters for 5-6 minutes  .....</p> <p>Now, you could keep it. But we found is kind of a nice gift to give  yourself -- to receive it later. So we give you an <b>envelope</b> --  they're in the middle of the table -- you address it to yourself, seal  it, and I'll mail it to you in a few weeks. [1]</p> <p>.....  Pause so they can address their envelopes.  .....</p> <p>Let's have a <b>one-word check-out.</b> [2]  Just one word about the state you're in now. Like we did when we  started. If you want to say more, we'll have time after each person,  who wants to, says their word.</p> <p>As for me, I'm _____. {say <i>one</i> word for yourself}</p> <p>.....  Gesture to someone to start -- choose someone you  know will follow the direction to use one word.  .....</p>
	<p><b>Anything  else?</b></p>	<p><b>Anything else</b> to say to be able to close?</p> <p>.....  Plan on 10 minutes for this. Rarely is much said, so  you can adjourn early!  .....</p>
<p>12:15</p>	<p><b>FINISHED</b></p>	<p><b>PROMPTLY</b></p>

## **A note from Jim with a few tips on facilitating ...**

1. Breathe.
2. Give yourself permission to allow silence, whether it's to check your notes, collect your thoughts, let the group process what's going on, or just everyone take a breath.
3. I have a tendency to get enthused with what people say. I keep trying to learn how to quiet that enthusiasm. Why? Because of what it does to those I don't acknowledge as forcefully. I try to be aware of how what I say is received.

I'm not a judge of what's acceptable or good. I'm facilitating each person and the group's experience.

4. The general operating procedure is to start at the appointed time, even if not everyone has returned from a break. This serves to keep the pace.
5. If something comes up that would side-track the flow of the workshop, get a blank flip chart page and write "holding pond" at the top. Then write a word or two about the topic that came up.

Tell the group: "We have a lot to cover, so let's use this as a place to hold things to be addressed later."

(Depending on the situation, these items may float away ... or you may want to pick up on them during later conversations or meetings, after the workshop.)

6. Relax and enjoy yourself!
7. Have an always-on clock with seconds, one that you know will keep accurate time. It's just for you to see. Remove or cover any "public" clock in the room.
8. Always return to taking a pause in front of them, and breathe for a few seconds. It will relax them.