

*ALTogether*

**ACTION LEARNING Training**

**Part 1**

**Foundation Workshop**

**Appendices: support materials**

**Appendix 3: Specimen copies of handouts**

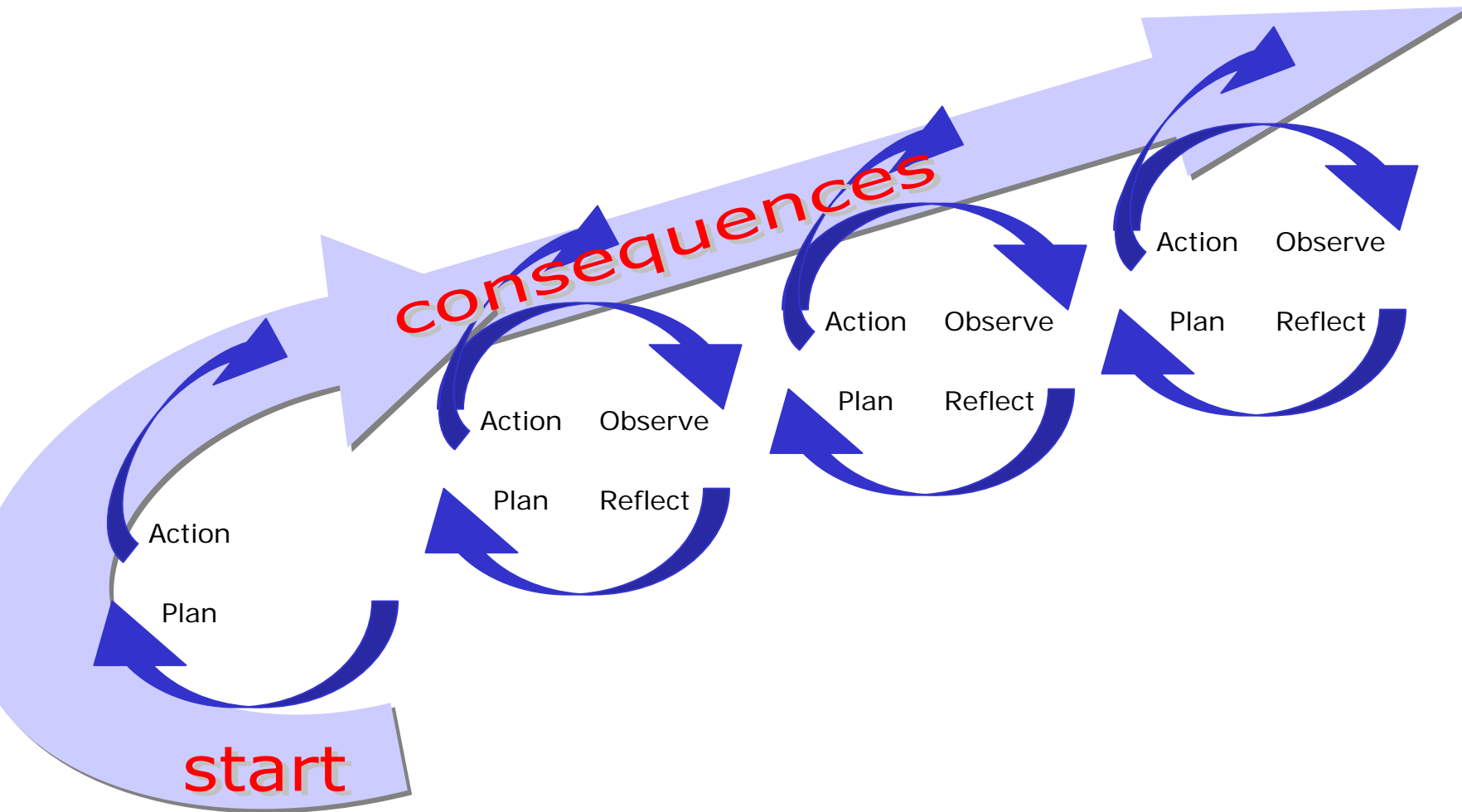
**Contents**

1. Handout for "Human Bingo" (ACTIVITY 1)
2. Handout on "Learning approach to managing a change project (Mini-lecture 2)
3. Handout on "How to" statements from the 12 cases given in "The Learning Curve" (ACTIVITY 5)
4. Handout for "Rich Pictures" (ACTIVITY 6 - 3 sheets)
5. Handout for "Free Range Eggs" (Mini-Lecture 3.5)
6. Handout for "Strategic Thinking" (ACTIVITY 8)
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12. Handout for Personal Development Plan (ACTIVITY 16 - 4 sheets)
13. Handout of feedback at end of Part 1 of the Foundation Workshop.

## HANDOUT 1 (for ACTIVITY 1)

Find someone who...

Can roller-skate or roller blade	Has given up smoking (and not started again!)	Plays a musical instrument	Won a prize at school	Has won a fancy-dress competition
Can stand on their head	Has held a snake	Exercises regularly	Can row a boat	Has sung in a choir
Has performed on stage	Can juggle	Has been cycling in a foreign country	Has exhibited paintings	Passed their driving test first time
Has climbed a mountain	Has been on the London Eye	Can whistle (Check!)	Has seen a dolphin in the wild	Has been to the loo in the Louvre



## LEARNING APPROACH TO MANAGING A PROJECT

## HANDOUT 3 (for ACTIVITY 5)

"How to" statements from the  
In 12 cases given in "The Learning Curve"

The Cases	Original formulation	Formulated as a "how to" statement
Case 1	Establishing a dedicated childcare centre on an estate in a disadvantaged neighbourhood.	<i>How to</i> establish a dedicated childcare centre on an estate in a disadvantaged neighbourhood.
Case 2	Setting up a residents consultancy where residents offer advice and consultancy services to organisations.	<i>How to</i> set up a residents consultancy where residents offer advice and consultancy services to organisations.
Case 3	Developing a scheme to deter youngsters from stealing cars and joyriding, the banger racing skin. The project leads youngsters work on vehicles and Ralph than that in competitions.	<i>How to</i> develop a scheme to deter youngsters from stealing cars and joyriding, the banger racing skin. The project leads youngsters work on vehicles and Ralph than that in competitions.
Case 4	Helping a local school extend its involvement in community projects outside school teaching hours.	<i>How to</i> help a local school extend its involvement in community projects outside school teaching hours.
Case 5	Setting up a youth club in a local community hall.	<i>How to</i> set up a youth club in a local community hall.
Case 6	Developing a support facility for community representatives.	<i>How to</i> develop a support facility for community representatives
Case 7	Producing and distributing a directory of all the agencies involved in Community Safety and crime prevention in a disadvantaged neighbourhood, highlighting each agency's interest in community safety and what each can contribute.	<i>How to</i> produce and distribute a directory of all the agencies involved in Community Safety and crime prevention in a disadvantaged neighbourhood, highlighting each agency's interest in community safety and what each can contribute.
Case 8	Setting up a local Fire Services Young Person's Development Programme focused on the disadvantaged neighbourhoods of the city, as part of the National Fire Services Youth Training Programme.	<i>How to</i> set up a local Fire Services Young Person's Development Programme focused on the disadvantaged neighbourhoods of the city, as part of the National Fire Services Youth Training Programme.
Case 9	Developing a scheme to accredit knowledge and skills gained by work aimed at contributing to neighbourhood renewal, so that it counts towards a formal qualification.	<i>How to</i> developing a scheme to accredit knowledge and skills gained by work aimed at contributing to neighbourhood renewal, so that it counts towards a formal qualification.
Case 10	Piloting a in local version of the Norwich Union neighbourhood apprenticeship scheme to improve crime reduction and drugs education.	<i>How to</i> pilot a in local version of the Norwich Union neighbourhood apprenticeship scheme to improve crime reduction and drugs education.
Case 11	Setting up a centre to train social housing tenants so that they are equipped to a greater control of their housing - whether it be owning it, managing it all in some other ways.	<i>How to</i> set up a centre to train social housing tenants so that they are equipped to a greater control of their housing - whether it be owning it, managing it all in some other ways.
Case 12	Initiating a mentoring scheme whereby Community mentors can work with people to help set up, run and managed	<i>How to</i> initiate a mentoring scheme whereby Community mentors can work with people to help set up, run and

## HANDOUT 3 (for ACTIVITY 5)

	regeneration projects.	managed regeneration projects.
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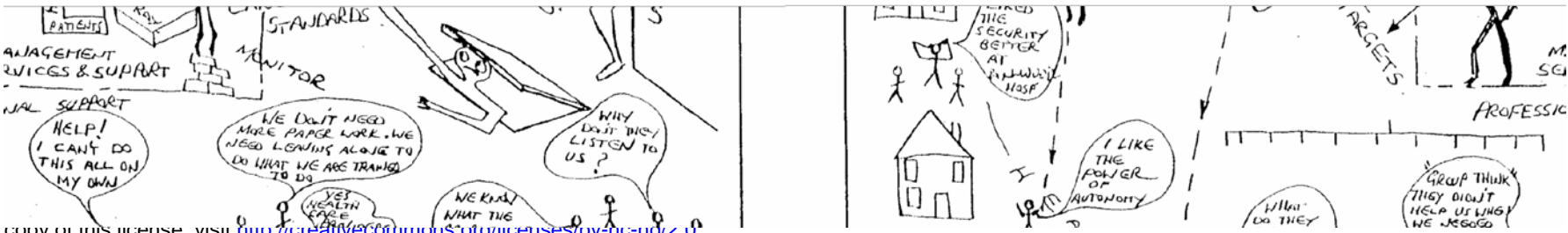
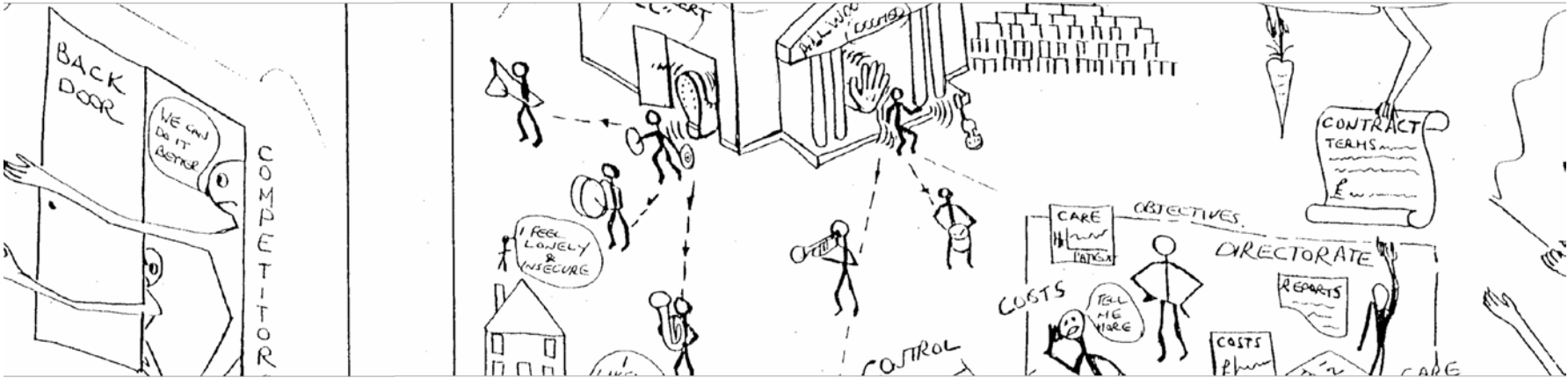
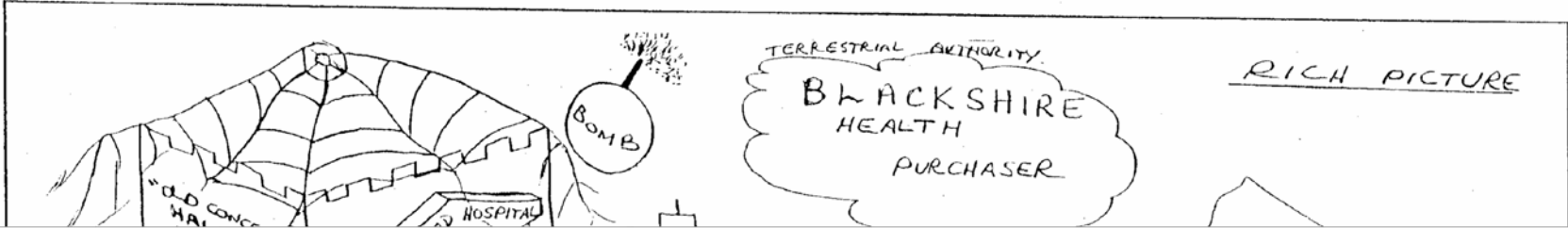
## HANDOUT 4 (for ACTIVITY 6)

### "RICH PICTURES" OF PROJECT

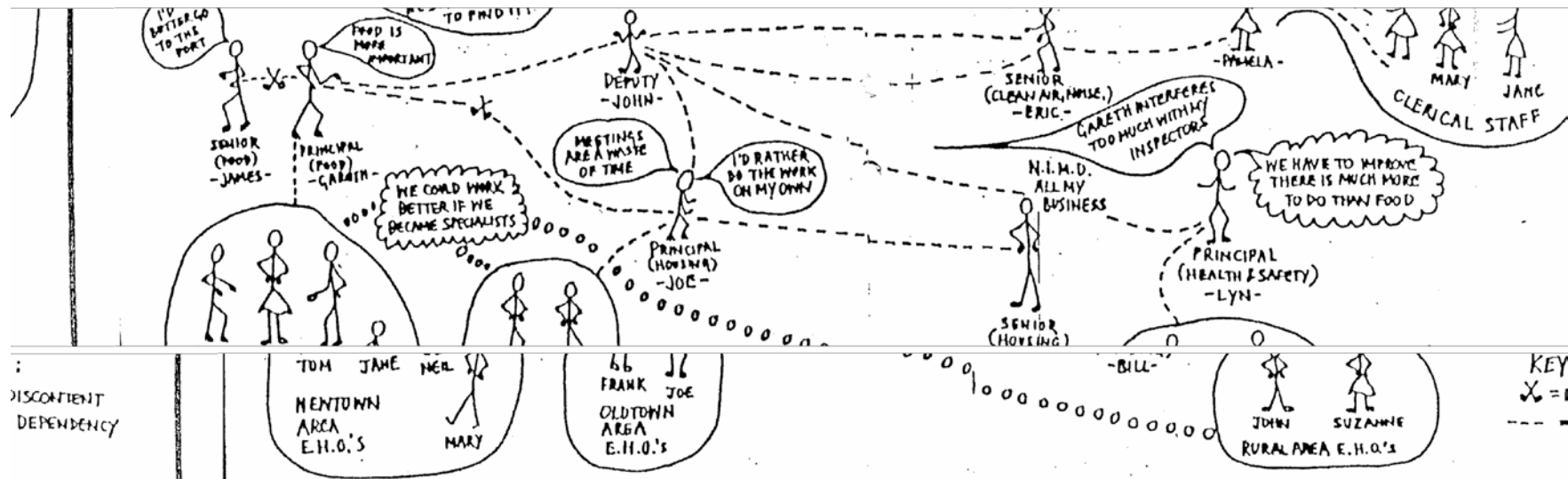
Definition: a "rich picture" is a collage of images represented by drawings and symbols connected by other symbols depicting the relationships between them. A rich picture helps us to convey meaning quickly.

1. Read and study "frame six: rich pictures". Clarify your understanding of how to do a rich picture with other members of the group. Don't worry if you are not "artistic". This is not the point to the exercise.
2. Take a piece of flip chart paper and several coloured flip chart pens. Think about your project and where you fit into it. Using the paper and pens construct a rich picture which depicts this.
3. Title your picture "My Project and Me".
4. Talk through your rich picture with another participant who looks as though they've also finished. Once you've done this, write a short description of the most important elements of the picture.

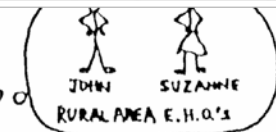
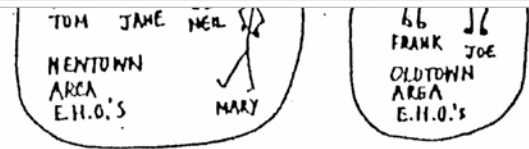
HANDOUT 4 (for ACTIVITY 6)



FRAME 6:  
RICH PICTURES 6



DISCREPANT  
DEPENDENCY



etc.  
s), exacerbated  
most of the

This is part of a Rich Picture adapted from a soft systems study of the Environmental Health Department of a local authority. If you examine it you will see that it is an extremely economical representation of a problem situation. The trick of using comic-book balloons to summarise the views and attitudes of the people involved is extremely effective. The picture highlights some of the central conflicts and differences in perceptions among the members of the department.

- \* In particular areas like food, housing, health and safety
- \* There is conflict between the middle-managers (Principal) by a feeling that food tends to grab all the resources and attention.
- \* The Housing Principal (Joe) is a difficult character.
- \* There is inadequate clerical back-up.

1. Clean Air and Noise

2. The Departmental Head (Roger) believes that Environmental Health

\* The management structure lacks imbalance (Eric) and pressure comes to be put on all



## HANDOUT 5 (for Mini-lecture 3.5)

### Free Range Eggs<sup>1</sup>

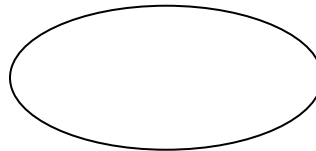
'Getting started' is often the most demanding part of any task, including the task of brainstorming ideas. At workshops, individual and syndicate tasks alike often begin with a brainstorming episode, and benefit from starting quickly, rather than thinking about the tasks and chatting about them for ages.

#### Aims

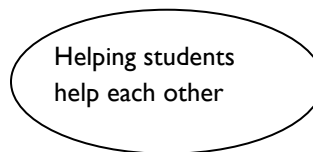
- to increase the efficiency with which individuals – and syndicates – get down to 'starting from-scratch' tasks
- to enhance creative thinking, and increase the range of ideas generated by workshop participants
- to provide participants with a general technique for 'getting started' on things, that they can take away from the workshop as a useful skill.

#### Individual free range egg laying

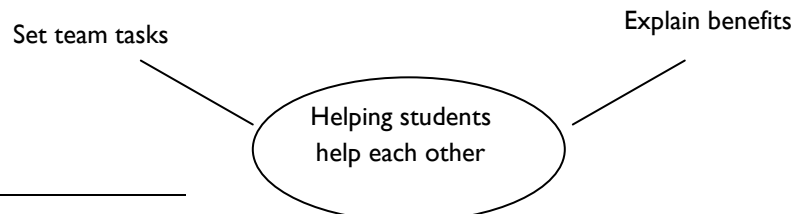
1. Ask each participant to take a blank sheet, and draw 'an egg' approximately real size in the middle of the sheet. (For some strange reason, people find it much easier to draw 'an egg' than 'a circle about two inches in diameter'!)



2. Agree two or three key words to go 'in' the eggs. These words can be the gist of the question or topic to be creatively brainstormed.



3. Ask participants individually to quietly brainstorm ideas relating to the topic, drawing a 'spoke' radiating out from the egg for each new idea, and adding just a word or two at the end of each spoke. Explain that each point must relate directly to the words in the egg (to maintain relevance to the task), but that *all* ideas – good and bad – should be written down (in other words 'free ranging ideas').

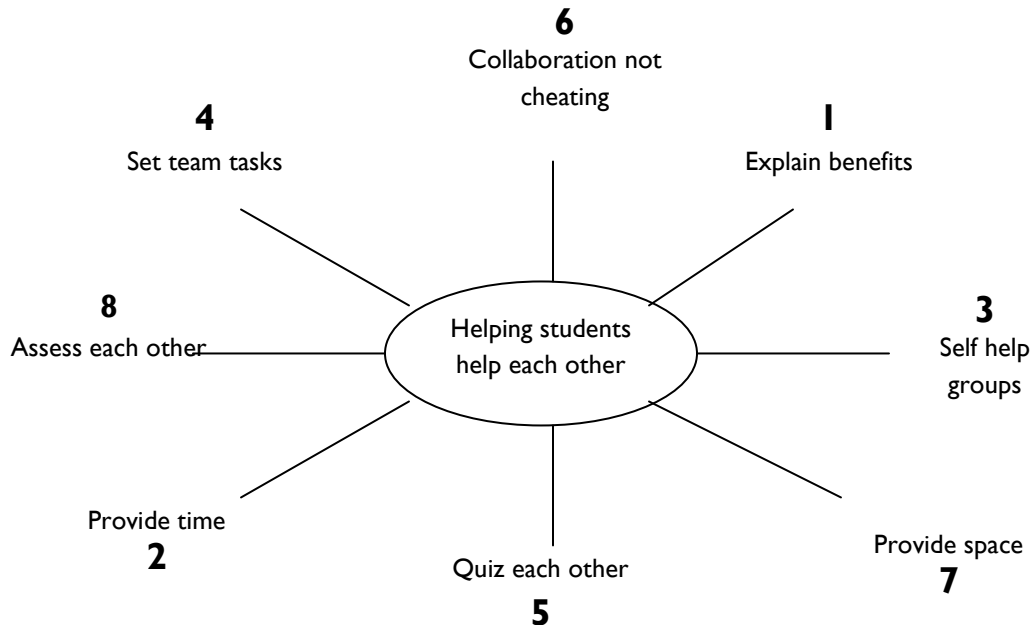


<sup>1</sup> From "Workshops that Work" by Bourner, Martin & Race (out of print but published at <http://www.phil-race.com/downloads.html>)

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## HANDOUT 5 (for Mini-lecture 3.5)

4. Ask participants to look at the collection of points they have generated, and decide *which is the most important point* (or which would be the most logical *first* point), and write 1 beside it. Ask participants to continue prioritising or ordering the points around their 'eggs'.



5. Then collect the ideas from all participants – for example by asking each in turn for their most-important point', making a 'master-egg' on a flipchart, then asking each for their 'next-most-important point' and so on until no more interesting or important points remain.

### Variations

Battery eggs	the same technique used by syndicates instead of individuals.
Poached eggs	individuals encouraged to look over each other's shoulders, and 'cheat'
Hard boiled eggs	the sort produced by experienced participants who know the topic backwards
Pickled eggs	produced as residential workshops where the technique may be extended to syndicate work in the bar late in the evening
Omelettes	produced when three or four participants take their 'eggs' into a syndicate task to produce a master-version
Egg-on-face	special use of the technique to predict all the things that could possibly go wrong with a course of action

## HANDOUT 6 (for ACTIVITY 8)

### Strategic thinking

Strategic thinking is thinking that is aimed at developing the strategy for achieving a pre-specified goal. In that respect is different from other sorts of thinking like reflective thinking, critical thinking or creative thinking.

Strategic thinking is goal-directed thinking. It is thinking aimed at discovering how to achieve a particular outcome. It is invaluable in the process of planning a project, whether that be planning at the outset of the project or re-planning following the discovery of pitfalls or emergent opportunities not envisaged in the original plan. It is also invaluable in planning and managing your own learning to achieve pre-specified learning outcomes. To think strategically is to ask searching questions about how to achieve the goal. What sort of questions in this it Strategic thinking? Here are a dozen questions that you might find helpful:

1. What precisely is the goal?
2. What purpose does the goals serve? What values does the goal serve?
3. What are the main obstacles to reaching the goal?
4. Who might already know how to achieve the goal?
5. Who else has an interest in the achievement of the goal, i.e. who are the stakeholders?
6. What are the contexts of the "project"? Is it part of a larger system?
7. Can the goal be broken down into sub goals?
8. What are all possible options?
9. What are the relative merits of the different options?
10. What resources are needed?
11. How can progress be monitored?
12. What evidence could be provided that the goal has been achieved?

Through your experience in an action learning set you are likely to discover other questions that help people to plan and re-plan their paths to achieving their goals.

## HANDOUT 7 (for Mini-lecture 5)

### Active reflection<sup>2</sup>

Reflection is the core process that enables us to learn from experience. In fact, experiential learning is sometimes referred to as "reflective learning".

Reflection is sometimes thought of as a passive process. By contrast "active reflection" is anything but passive. Active reflection involves two activities:

#### 1. **Reviewing the experience.**

This involves capturing the information and perspectives on what happened. E. G. By what was this sequence of events? What did you see happen? What did you hear? What did you think at the time? What did you feel at the time? If

#### 2. **Reflective thinking**

Reflective learning requires reflective thinking. This involves asking searching questions of the experienced captain the learning. What sort of questions are helpful in interpreting an experienced define the learning? Here are a dozen questions that you might find helpful:

1. What pattern(s) can you recognise in the experience?
2. Did anything about the experience surprise you? Why did it surprise you? What does that tell you about your prior beliefs?
3. What was the most fulfilling part of it? What does that imply about your values?
4. What was the least fulfilling part of it? And what does that tell you about what you don't value?
5. Had you feel about the experience now compared with how they felt better at the time? What does that imply that high you have changed?
6. What does the experience suggest you about your strengths and comparative advantages?
7. What does it suggest you about your weaknesses and opportunities for development?
8. What did you risk? What did you avoid risking?
9. What you learn from the experience about how you react and how you respond?
10. How does this experience look from other different perspectives?
11. Is there anything you might have done differently?
12. What might you do different in now or in the future as a result of that experience and your reflections on it? What actions you reflections lead you to?

Through your experience in an action learning set you will discover other questions that help people to capture the lessons of experience.

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<sup>2</sup> To the best of my knowledge the term "active reflection" was first used by Julie van Ruykevelt in a supervision meeting for her PhD on reflective lifelong learning ability at the University of Brighton in September 2003.

## HANDOUT 8 (for ACTIVITY 12)

### Personal Network

Write down the names of the people you consult and talk to on each of the following questions: Who can I:

	Inside my work or community group/organisation	Outside my work or community group/organisation
... go to for general sharing and catching up?		
... ask about specialist information in my particular field?		
... ask about solutions to issues and problems?		
... get help from/with thinking through a particularly difficult issue or question?		
... get approval and validation for a course of action man thinking of taking?		
... asked for advice about a tricky moral political issue?		
... tell good news to?		
... tell bad news to?		
... share a secret with?		
... take a risk with?		
... just say "hello" to and keep in touch from time to time?		

## HANDOUT 9 (for ACTIVITY 13)

ALTogether  
ACTION LEARNING PROGRAMME  
FOR NEIGHBOURHOOD RENEWAL

Idea writing

NAME:

THE MAIN AIM OF PROJECT:

WHAT INFORMATION, KNOWLEDGE OR SKILLS  
COULD HELP YOU ACHIEVE THE GOAL OF YOUR  
PROJECT?

Comments

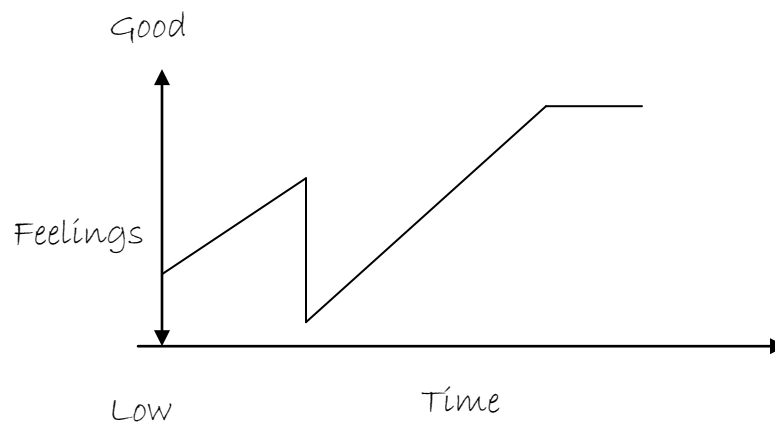
## HANDOUT 9 (for ACTIVITY 13)

## HANDOUT 10 (for ACTIVITY 14)

### Biography<sup>3</sup>

#### Past

1. Look back over your life so far and notes down the events that come into your mind. Start where you are now and work backwards.
2. Sort out events you noted in chronological order.
3. Draw a graph on a piece of flip chart paper with time along the bottom axes and feelings the side.



4. Plot the events onto your graph in chronological order. When you were feeling good you have a peak, when you were feeling low there would be a trough.
5. Look back over your list of events and your lifeline, starting from your early life to the present. Can you find periods and give them a label that describes how they were, what they felt like, and their purpose mark these periods on your lifeline.

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<sup>3</sup> Adapted from Pedlar, M., Burgoyne, J., and Boydell, T. O "A Manager's Guide to Self Development", 3rd edition, McGraw Hill, 1994.



## HANDOUT 10 (for ACTIVITY 14)

6. Can you see any themes emerging the theme might be:

- A pattern of thought, feelings, behaviour
- An aspect of your life that seems to be there all the time.
- An aspect of your life that makes itself apparent from time to time. Identify and lists these themes.

### Present

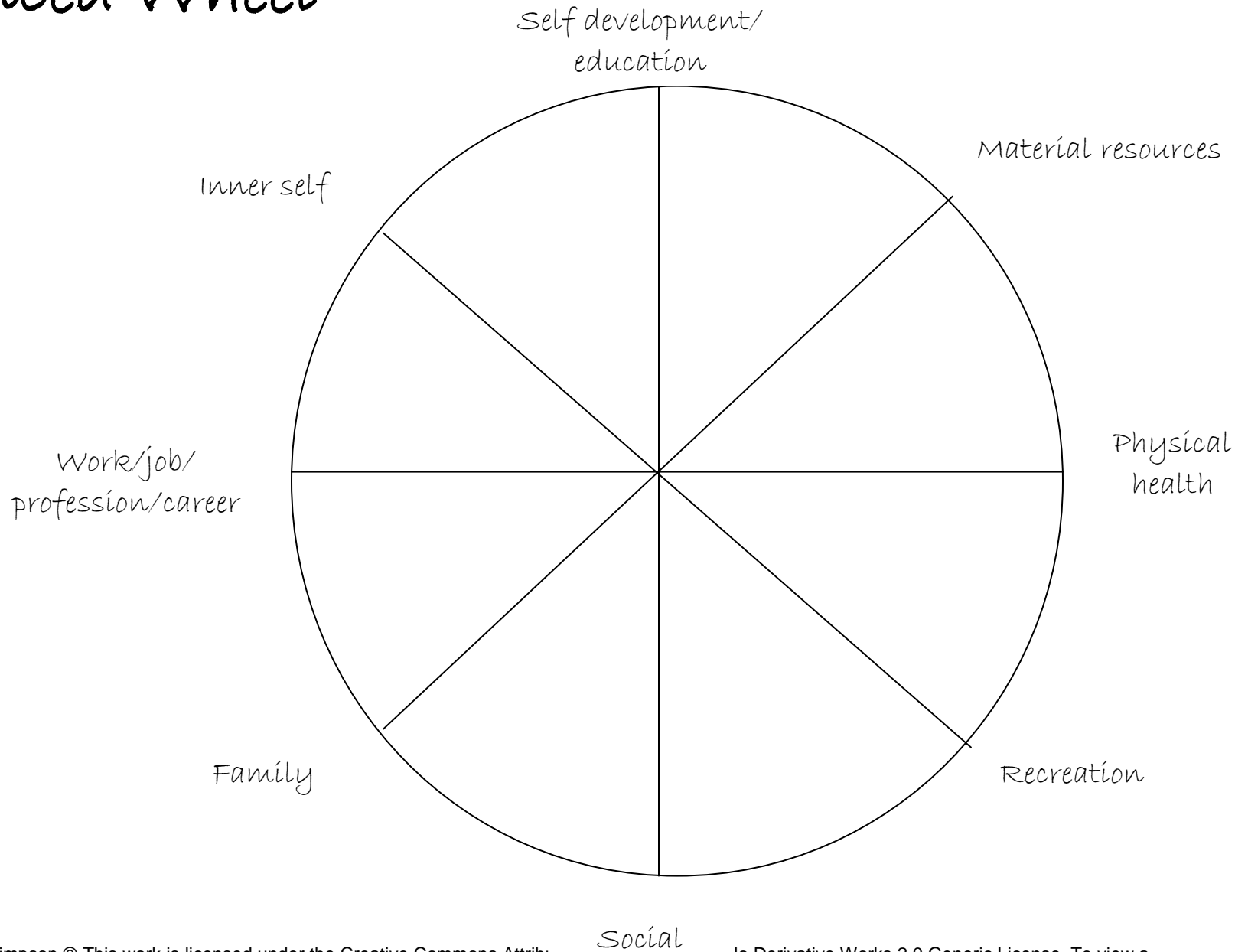
- If your biography was someone else's and s/he was describing it to you, how would you react to it?
- What would you think about it?
- How would you feel?
- What do you see as that person's unfinished business or next goals?
- What decisions need to be taken?

### Themes

- Look at your themes. They can often give an indication of some of the questions and issues coming your way.
- What are the patterns mean to you?

# Balanced Wheel

## HANDOUT 11 (for ACTIVITY 15)



## Appendix 2

### The Personal Development Plan

As part of this programme, you are asked to:

- \_ identify your own learning goals
- \_ agree them with the members of your action learning set
- \_ formalise them in a Personal Development Plan (PDP).

#### Developing your PDP

The PDP is formed around the answers to five questions:

**1. *Where have you come from?***

What past experiences have made you as you are now?

**2. *Where are you now?***

What are your current skills, competences and capabilities?

**3. *Where do you want to get to?***

What are your learning goals

**4. *How will you get there?***

What means will you use to reach your goals?

**5. *How will you know if you have arrived?***

What measures will you use to assess your learning?

#### **1. Where have I come from?**

It is important to start with this question. Unless we learn the lessons of the past, we are condemned to repeat past mistakes. To answer this question, you need to look back and try to identify recurring patterns of thinking and action. Some of these patterns may be beneficial, while others may be limiting you in the present.

As part of the Foundation Workshop, you complete a **Biography** activity which should help you to answer this question.

## HANDOUT 12 (for ACTIVITY 19)

### 2. Where am I now?

This audit of your present situation helps you identify current knowledge, abilities and provides a basis for future learning. To answer this question, take as broad a view as you can.

At the Foundation Workshop, you complete the **Wheel of Life** activity which requires you to take stock of a number of different aspects of your life. This can help you identify areas where you would like to improve the balance of the wheel and areas with which you are satisfied. Use the material from the 'wheel of life' to identify what might throw you off-balance and off-course. Add anything else that you think is relevant.

### 3. Where do I want to get to?

The answer to this question relates to setting your learning goals. You might find it helpful to think of these under two headings:

- \_ **Goals for Neighbourhood Renewal:** learning you may wish to undertake to improve your contribution to Neighbourhood Renewal e.g. to help you in implementing your Neighbourhood Renewal plan.
- \_ **Personal and professional goals:** the opportunity to specify what you want to create in the future; learning you may wish to undertake to enhance your job and career and learning to ensure that in the future there is balance in your life.

The work covered at the Foundation workshop may help you identify the skills and competences that you need to attain these goals.

### 4. How will I get there?

Identifying goals raises the question of how they are to be accomplished. The only limits to the methods which you can use are:

- \_ your imagination and creativity
- \_ the resources available
- \_ any relevant policy constraints.

### 5. How will I know I have arrived?

It is important to know how the achievement of your learning will be apparent, both to you and others. Learning goals are considerably improved when you set criteria for assessing your learning.

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## HANDOUT 12 (for ACTIVITY 19)

### **Agreeing the Personal Development Plan (PDP)**

You write the PDP yourself, but you negotiate it with your action learning set. Once you have done this, where appropriate, let your client know what work-related goals you have set yourself. You will probably have an inner and an outer element to your plan:

**The Outer goals** may have relevance to your work or to the Neighbourhood Renewal project on which you are working. For example: developing your negotiation skills; being more assertive; developing confidence in giving presentations; influencing skills, etc. Let your client know the Outer goals you have set yourself so that s/he is aware of the efforts you are making and also so that s/he can offer support or resources where possible.

**The Inner goals** are personal goals that you prefer to remain within the confidentiality of the set.

**PDPs should be agreed with the set at the second set meeting.**

### **Criteria for assessing your PDP**

The following is a list of the criteria by which both you and your set can evaluate your PDP.

1. Clearly show how the person will demonstrate the learning that has been achieved.
2. Is 'owned' by the person. The person shows they are genuinely committed to the agreement.
3. Is feasible in terms of time and resources.
4. Is stretching; it will require real learning from the person.
5. The goals are clear and meaningful.

## HANDOUT 12 (for ACTIVITY 19)

### An example of writing a PDP goal: Becoming more assertive

#### 1. Where have I come from?

*When I was brought up I was taught that it was very important that I should try to please people, be nice to them and go along with their suggestions. I also learnt that people would be offended and hurt if I said no to their suggestions and that doing what I wanted was selfish.*

#### 2. Where am I now?

*I now find that I spend a lot of time and energy trying to please everyone, which of course is never possible! When asked to do things, I usually say I will and then later on resent the fact that I have saddled myself with extra things to do which don't really interest me and take up precious time. I also find that on the rare occasions when I do say 'no', I feel terribly guilty and surround the 'no' with lots of reasons and excuses (not all true!) for why I can't do things. At work I find I'm taking on too many things, just because I don't like to say no, and as a result I don't have time to do my own job properly. In my social life, it's the same thing. I rarely get any time to myself. I'm tired of it!*

#### 3. Where do I want to get to?

*I want to get to be able, where appropriate and when it matters to me, to be able to say 'no' with a minimum of guilt (I realise the guilt won't go overnight!). I want to be able to do this in a way that is direct and to the point and in a way that the other person will believe that I mean what I say. The outcome of this for me will be that for the most part, I should be able to set my own priorities for how I spend my time, both at work and at home.*

#### 4. How will I get there?

*I will need to learn new ways of speaking, thinking and behaving that are associated with assertive behaviour. I intend to do this in the following ways:*

- 1. read one book on assertiveness*
- 2. attend an assertiveness workshop, if available*
- 3. log times when I am unassertive and work out what my triggers are for unassertive behaviour i.e. who gives me most problems! Then work out why I have difficulties with these particular people.*

*I will need to practice these new behaviours and get feedback. I will do this as follows:*

- 1. ask members of my action learning set to point out when I am unassertive and give me tips on improving my behaviour.*
- 2. ask my set to tell me when I am being assertive and getting my point across well!*

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## HANDOUT 12 (for ACTIVITY 19)

3. *at work and at home practice in low threat situations (don't run before I can walk!) and review my progress. Think what I did well, as well as what I can do better.*

### **5. How will I know I have arrived?**

*I will know when asked, what being assertive sounds like, and looks like and feels like.*

*I will be able to identify the triggers that lead to me being unassertive.*

*I'll feel better about myself, but this is hard to demonstrate. So at set meetings, I'll keep my set members informed on how it's going. I'll especially tell them of my successes in being assertive. For example situations where I said 'no' or where I set my own priorities.*

*I'll ask set members to give me feedback on my changed behaviour at set meetings.*

**HANDOUT 12 (for ACTIVITY 19)**

**Personal Development Plan Summary**

Previous experience	Current Situation	Desired outcome. Learning development need	How will this need be met?	Success criteria: how will I know when this has been achieved?	Target date



## HANDOUT 12 (for ACTIVITY 19)

### **ALTogether ACTION LEARNING PROGRAMME FOR NEIGHBOURHOOD RENEWAL**

#### Feedback on Part I of the Foundation Workshop

We would be great for your feedback. Please complete this sheet and return it to the Course Director at the end of the two days. Thank you.

The three most helpful things that I learned at the workshop:

What I liked best about the workshop:

What I would have liked to be different/recommendations for future workshops:

Any other comments on the workshop?  
(Please continue overleaf if there is not enough space)

## HANDOUT 12 (for ACTIVITY 19)

Name (optional).....