

**WHY AM I CALLED &
HOW WILL I LEAD?**

PUBLIC NARRATIVE: STORY OF SELF

"Why am I called to lead?"

OBJECTIVES:

By the end of this training, you will...

- Learn the basics of how public narrative works: values, emotion & story structure
- Learn criteria for an effective story of self and coach others on improving their storytelling
- Practice and get feedback on your own story of self

EACH OF US HAS A COMPELLING STORY TO TELL

Each of us has a story that can move others to action. As you learn this skill, you will be learning to tell a story about yourself, the community you organize with, and your strategy that motivates others to join you in creating change. In addition, you will gain practice in listening, and coaching others to tell a good story.

PUBLIC NARRATIVE IS A PRACTICE OF LEADERSHIP

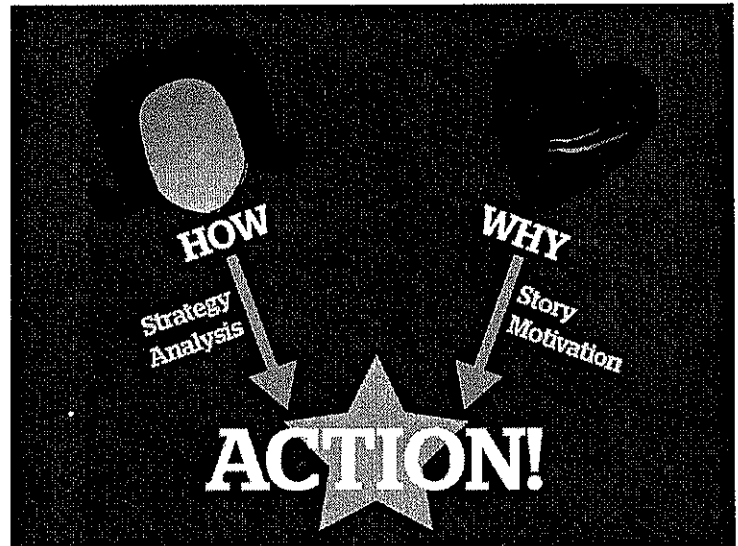
Leadership is about accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty. Narrative is how we learn to make choices and construct our identities and purpose—as individuals, as communities and organizations, and as nations.

What does public narrative have to do with this definition of leadership? You can't ask others to follow you if they don't understand what your intentions are, and why you are called to lead.

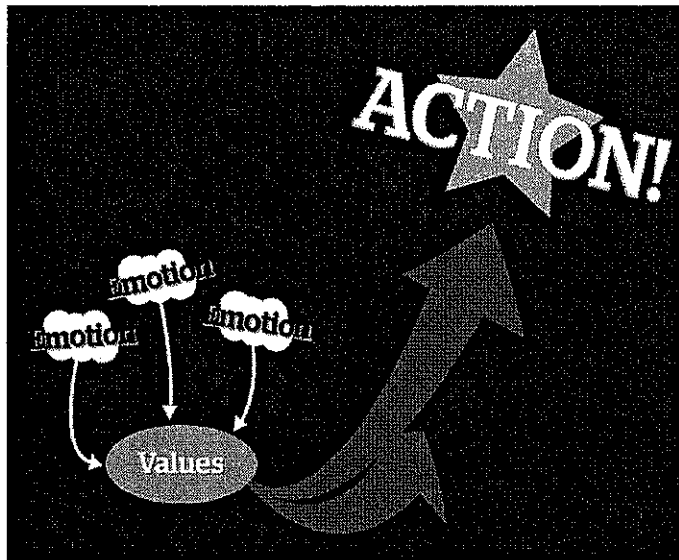


THE HEAD & THE HEART

There are two ways we understand the world: through our head (strategy & analysis) and through our heart (story & motivation). To enable others to achieve shared purpose, public leaders must employ BOTH the head and the heart of their constituency in order to mobilize others to act on behalf of shared values. In other words, they engage people in interpreting why they should change their world (their motivation) and how they can act to change it (their strategy). Public narrative is the “why”—the art of translating values into action through stories.



VALUES INSPIRE ACTION THROUGH EMOTION



We don't think our values; we feel our values. Often we don't realize what we value in the world until we hear a story or witness an injustice that stirs emotions within us. Emotions inform us of what we value in ourselves, in others, and in the world, and they enable us to express the motivational content of our values to others. Because stories allow us to express our values not as abstract principles, but as lived experience, they have the power to move others to action.

Exploring our values:

Each photo below reveals a human story connected to an injustice. Review the photos below to further explore your own values and the process in which you come to realize what you value. Pay attention to your feelings--what specific emotions do you feel? Did you realize you value something that you may not have articulated before? Do you feel inspired to take action?

What feelings or emotions does this photo evoke?

What value does this reveal that you hold?

HURRICANE KATRINA



ICE RAIDS



OIL SPILL

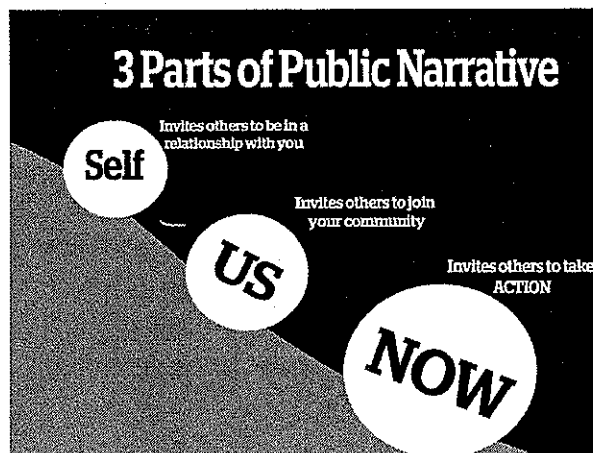
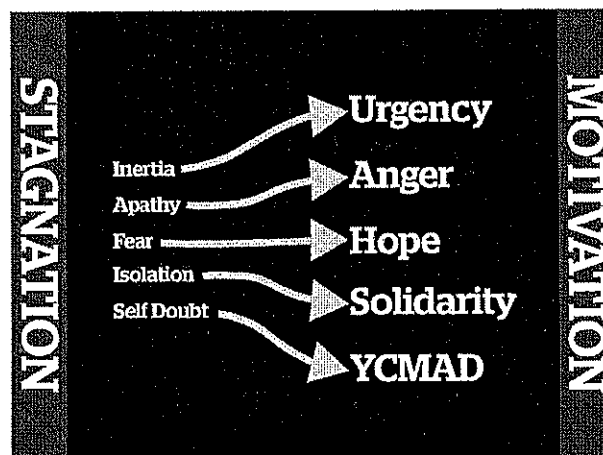


THE ECONOMY



SOME EMOTIONS INHIBIT ACTION, OTHERS MOTIVATE ACTION

Public leaders often encounter individuals or groups where mindful action is inhibited by inertia, apathy, fear, isolation, and self-doubt. The job of a leader is not to tell people to stop feeling this way but rather use storytelling to move people from feelings of stagnation to feelings of motivation - urgency, anger, hope, solidarity, and YCMAD (you can make a difference). The language of emotion is the language of movement—they actually share the same root word. Stories mobilize emotions of action to overcome emotions that inhibit us from mindful action.



PUBLIC NARRATIVE COMBINES A STORY OF SELF, US AND NOW

STORY OF SELF

By telling a "story of self" you can communicate the values that move you to lead. Public leaders face the challenge of enabling others to "get" the values that move them to lead. Effective communication of motivating values can establish grounds for trust, empathy, and understanding. In its absence, people will infer

our motivations, often in ways that can be very counterproductive. Telling our story of self can help establish firm ground for leadership, collaboration and discovering common purpose.

Every one of us has a compelling story of self to tell. We all have people in our lives (parents, grandparents, teachers, friends, colleagues) or characters we love, whose stories influence our own values. And we all have made choices in response to our own challenges that shape our life's path—confrontations with pain, moments of hope, calls to action.

The key focus is on our choices, those moments in our lives when our values moved us to act in the face of challenge. When did you first care about being heard? When did you feel you had to act? Why did you feel you could act? What were the circumstances, the place, the colors, sounds? What did it look like? The power in your story of self is to reveal something of those moments that were deeply meaningful to you in shaping your life—not your deepest private secrets, but the events that shaped your public life. Learning to tell a good story of self demands the *courage of introspection*, and of sharing some of what you find.

STORY OF US

By telling a “story of us” you can communicate values that can inspire others to act together by identifying with each other, not only with you.

Just as with a story of self, key choice points in the life of a community—its founding, crises it has faced, or other events that everyone remembers—are moments that express the values shared. Consider stories that members of your group have shared, especially those that held similar meaning for all of you. The key is to focus on telling a specific story about specific people at a specific time that can remind everyone – or call to everyone’s attention – values that you share. Telling a good story of us requires the *courage of empathy* – to consider the experience of others deeply enough to take a chance at articulating that experience.

STORY OF NOW

By telling a “story of now” you can communicate an urgent challenge we are called upon to face, the hope that we can face it and the hopeful outcome we can create together, and the choice we must make to act now.

A story of now requires telling stories that bring the urgency of the challenge alive: urgency because of a need for change that cannot be denied, urgency because of a moment of opportunity that may not return. A story of now also offers hope—not make-believe hope, but real, plausible hope, often grounded in what others are already achieving, grounded in the courage of others’ actions, and in the strategic vision of what we can achieve together. At the intersection of the urgency and the promise of hope is a choice that must be made – to act, or not to act, to act in this way, or in that. Telling a good story of now requires the *courage of imagination*, or as Walter Brueggemann named it, a prophetic imagination, in which you call attention both to the pain of the world and also to the possibility for a better future.



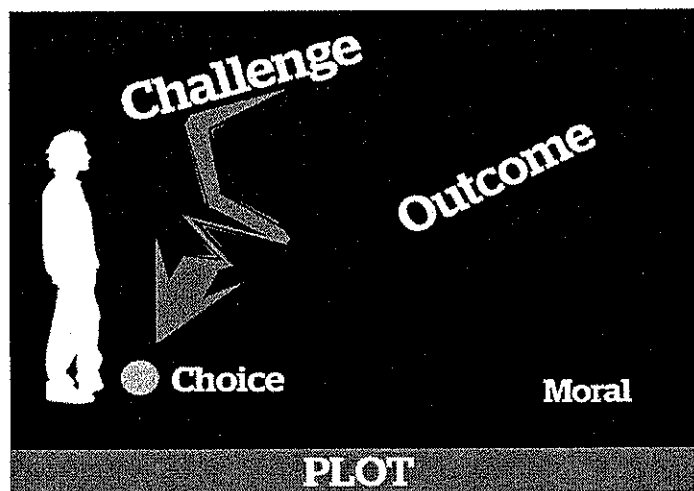
Public Narrative
LEARNING TO LIVE TOGETHER

STORY STRUCTURE: CHALLENGE, CHOICE, OUTCOME

Every human story has a plot. A plot begins with a challenge that confronts a character with an urgent need to pay attention, to make a choice for which s/he is unprepared. The choice yields an outcome, and the outcome teaches a moral.

A good story allows the listener to empathetically identify with the character and "feel" the moral. We hear "about" someone's courage; we are also inspired by it.

The story of the character and his or her choices encourages listeners to think about their own values and challenges, and inspires them with new ways of thinking about how to make choices in their own lives.



Incorporating Challenge, Choice, and Outcome in Your Own Story

There are some key questions you need to answer as you consider the choices you have made in your life and the path you have taken that brought you to this point in time as a leader. Once you identify the specific *relevant* choice, dig deeper by answering the following questions.

Challenge: Why did you feel it was a challenge? What was so challenging about it? Why was it your challenge? **Choice:** Why did you make the choice you did? Where did you get the courage (or not)? Where did you get the hope (or not)? Did your parents or grandparents' life stories teach you in any way how to act in that moment? How did it feel?

Outcome: How did the outcome feel? Why did it feel that way? What did it teach you? What do you want to teach us? How do you want us to feel?

A word about challenge. Sometimes people see the word challenge and think it means describing the worst misfortunes of our lives. Sometimes those are the moments that most shaped us. But keep in mind that a struggle might also be one of your own choosing – a high mountain you decided to climb as much as a valley you managed to climb out of. Many things may have been a challenge to you and can be the source of a good story to inspire others.

VIDEO REVIEW

SAMPLE STORY OF SELF, US, AND NOW

We'll be watching a sample story of Self, Us and Now. While you watch it, think about the elements of SELF – US – NOW that you hear in this story.

SELF	US	NOW
<ul style="list-style-type: none"> • <i>What experiences and values call this person to leadership?</i> • <i>What choice points does the speaker include to show, rather than tell us his or her values?</i> 	<ul style="list-style-type: none"> • <i>Who is the "us" that the speaker identifies?</i> • <i>What are the common values the speaker appeals to? How?</i> • <i>What challenges and hopes does this "us" or community share?</i> 	<ul style="list-style-type: none"> • <i>What urgent challenge does this speaker identify?</i> • <i>How does he or she make that challenge real?</i> • <i>What gives us real hope that we can do something?</i> • <i>What is the first step that each person can take to be part of the solution?</i>

1. What was the speaker's purpose in telling these stories? What was s/he moving people to do?
2. What values did this story convey? How? By telling or showing?
3. What details or images in particular reflected those values?
4. What were the challenges, choices and outcomes in each part of his story? What morals do the outcomes teach?

SAMPLE STORY OF SELF: Lilian Molina

As told at Powershift 2011: a gathering of 10,000 U.S. climate activists.



Greetings. My name is Lilian Maria Molina and I am the Environmental Justice Director at Energy Action Coalition. I am part Mayas-Chorti, Lenca and Palestinian, was born in Honduras, Central America and moved to the United States at the age of 5 with my mother. For the first couple years my mom and I would take an hour-long ride on a two-floor train; I would always rush to the top floor, look out the window, and envision what I would do at our destination. I would imagine the cartoons I would watch, salivate over the Kudos and Pringles I would be able to eat, and think about all the great toys I would play with. Then one day, as I was playing with a fully equipped Barbie Mansion, my mom reached over and handed me a bottle of Windex and paper towels; at that moment I realized that our hour-long train ride wasn't a field trip, it was a commute to work. My mom and I were there to clean houses not to play.

From that moment on I started to notice that things looked very different in different parts of town. I wondered why some families lived in three floor homes, while I lived in a one-bedroom basement apartment with two families. I wondered why the park equipment in my neighborhood was always broken, but was fancy and new on the other side of town. I wondered if people in the neighborhood where my mom and I cleaned houses had to worry about La Migra coming to their jobs or their homes. I wondered if the kids at these houses ever had to miss school to translate for their parents. I wondered why the police didn't arrest kids around these houses for standing on the corner but my friends back in the neighborhood were arrested all the time. I slowly started to understand that these were two separate worlds.

As I got older, I would refuse to take the hour-long train ride with my mom, instead I would hang out with my friends in the neighborhood. When I was 12, my mom noticed that I was starting to get involved in some risky activities. She decided to send me to Honduras for the summer to spend time with Mi Abuelita (grandma). That summer Mi Abuelita, a Natural Healer and Master Gardener, helped me connect to my ancestral roots and taught me how to love nature through gardening. I learned about all the different plants that she used to help heal people and deliver babies - it was an eye-opening experience. That summer I also realized that some of the people that looked like my family and I wore suits to work and lived in houses rather than apartments.

When I came back to the U.S, I returned to hanging out with my friends; but when I was 16, I decided I was done watching my friends get beat up, get beat by the cops, or arrested. My friends and I started hosting different activities to keep our friends from joining street gangs. Throughout high school we organized different events, from parties, to walkouts to bring awareness to the violence in our communities. Around this time I remembered how the garden that Mi Abuelita introduced me to helped me to heal, and started wondering if a garden in our community could have the same impact for other young people. I got super excited and started looking for plots of land around the school. But in my search I learned that most of the land in Little Village was contaminated with industrial pollution. I thought to myself, "You have to be kidding me, on top of all of the issues I was aware of, our land is also polluted? We have poor education, gang violence, police brutality, immigration raids, militarization of schools and we also have contamination in our community? What the heck else could be wrong?" I learned that what my community was experiencing is called Environmental Racism and what we need is Environmental Justice before we can plant gardens here in Little Village...and that is what brought me to the work that I am doing now.

Now I am here at Power Shift with Front-line Community Members and our Allies, working with the leadership of front-line communities and helping them create a trans-local movement to oppose corporate power is where there is strategic need for youth leadership

TEAM BREAKOUT SESSION

GROUP PRACTICE WORK

GOALS

- Practice telling your Story of Self and get constructive feedback
- Learn to draw out and coach the stories of others

AGENDA

Total time: 50 min

1.	<p>Gather in your team. Choose a facilitator and timekeeper. Do quick introductions (name and hometown). Articulate group agreements for how you'll work together during this training. Note that you will rotate the "facilitator" role throughout the training.</p> <p>Have your coach tell her 2-minute story of self as an example.</p>	10 min.
2.	<p>Take some time as individuals to silently develop your "Story of Self."</p> <p>Use the worksheet that follows.</p> <p>If you finish early, please look at the "Coaching Tips" to prepare to coach others' stories</p>	5 min.
3.	<p>As a team go around the group and tell your story one by one.</p> <p>For each person:</p> <ul style="list-style-type: none">-2 minutes to tell her story-3 minutes to offer feedback from the group. Make sure everyone in your group has an opportunity to give feedback. <p>*Make sure your timekeeper cuts you off. This encourages focus and makes sure everyone has a chance to tell their story. Remember, the purpose here isn't to tell a perfect story, it's to practice narrative as part of the work of leadership.</p>	30 min

WORKSHEET

DEVELOPING YOUR STORY OF SELF

Before you decide what part of your story to tell, think about these questions:

1. What will I be calling on others to do?
2. What values move me to take action and might also inspire others to similar action?
3. What stories can I tell from my own life about specific people or events that would show (rather than tell) how I learned or acted on those values?

What are the experiences in your life that have shaped the values that call you to leadership in this campaign?

FAMILY & CHILDHOOD

Parents/Family
Growing Up
Your Community
Role Models
School

LIFE CHOICES

School
Career
Partner/Family
Hobbies/Interests/Talents
Finding Passion
Overcoming Challenge

ORGANIZING EXPERIENCES

First Experience of organizing
Connection to key books or people
Role Models

Think about the challenge, choice and outcome in your story. The outcome might be what you learned, in addition to what happened. A story doesn't have to be dramatic to be effective!

Try drawing pictures here instead of words. Powerful stories leave your listeners with images in their minds that shape their understanding of you and your calling.

CHALLENGE	CHOICE	OUTCOME

COACHING TIPS:

STORY OF SELF

Remember to balance both positive and constructive critical feedback. The purpose of coaching is to listen to the way stories are told and think of ways that the storytelling could be improved.

DON'T simply offer vague "feel good" comments. ("That was a really great story!")

DO coach each other on the following points:

- ☒ **THE CHALLENGE:** What were the specific challenges the storyteller faced? Did the storyteller paint a vivid picture of those challenges?

"When you described _____, I got a clear picture of the challenge."

"I understood the challenge to be _____. Is that what you intended?"

- ☒ **THE CHOICE:** Was there a clear choice that was made in response to each challenge? How did the choice make you feel? (Hopeful? Angry?)

"To me, the choice you made was _____, and it made me feel _____."

"It would be helpful if you focused on the moment you made a choice."

- ☒ **THE OUTCOME:** What was the specific outcome that resulted from each choice? What does that outcome teach us?

"I understood the outcome was _____, and it teaches me _____. But how does it relate to your work now?"

- ☒ **THE VALUES:** Could you identify what this person's values are and where they came from? How? How did the story make you feel?

"Your story made me feel _____ because _____."

"It's clear from your story that you value _____; but it could be even clearer if you told a story about where that value comes from."

- ☒ **DETAILS:** Were there sections of the story that had especially good details or images (e.g. sights, sounds, smells, or emotions of the moment)?

"The image of _____ really helped me identify with what you were feeling."

"Try telling more details about _____ so we can imagine what you were experiencing."

Record Feedback/Comments from Your Team Members Here:

Coaching Your Team's "Story of Self" As you hear each other's stories, keeping track of the details of each person's story will help you to provide feedback and remember details about people on your team later. Use the grid below to track your team's stories in words or images.

NAME	VALUES	CHALLENGE	CHOICE	OUTCOME

ADDITIONAL RESOURCES:

Videos:

- Barack Obama, Keynote Address, "The Audacity of Hope", Democratic National Convention, July 27, 2004, Boston, Massachusetts (first 7 minutes).
- NOI Video resource center: Story of Self

Readings:

- Jerome Bruner, "Two Modes of Thought", Chapter 2 in *Actual Minds, Possible Worlds* (Cambridge: Harvard University Press, 1986), p.11 - 25.
- Martha Nussbaum, "Emotions and Judgments of Value", Chapter 1 in *Upheavals of Thought: The Intelligence of Emotions*, (New York: Cambridge University Press, 2001), (pp. 19-33).
- George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics*, (University Park: Penn State University Press, 2002), Chapter 4, "Becoming Reacquainted with Emotion" (pp.49-78)

REFLECTIVE LEADERSHIP & COACHING

"How do I enable others to find purpose in the face of challenge?"

Goals for this session:

- To learn a simple diagnostic framework and a 5-step process for coaching others in organizing efforts.
- To practice the coaching process through role-plays and reflective discussion.
- To learn to build a culture of coaching into your teams

Why is coaching an important organizing practice?

Leadership in organizing is about enabling others to achieve purpose in the face of uncertainty. Coaching, put simply, is the act of enabling others.

Organizing campaigns are rich with challenges and learning opportunities, but sometimes we are fish in our own water and we cannot see the challenges we are swimming in. Coaching in organizing helps to alleviate this problem. Coaching helps individuals to overcome motivational, strategic, and informational challenges that might otherwise hinder the progress of the individual, and or the team, and thus the campaign or training.

What is coaching in organizing?

Coaching is a direct intervention in an individual or team's work process to help them improve their effectiveness.

Coaching is a leadership practice that is useful in a variety of contexts in organizing campaigns and trainings. Some examples of when coaching skills are necessary:

- Preparing trainers to get over the performance anxiety that most of us feel when we present in front of a room of 100 people
- Facilitating the learning of two participants struggling with the steps of a 1:1 during a Building Relationships breakout session at a training
- Helping a trainer hone the skills of debriefing answers from the audience
- Helping an organizer overcome motivational challenges with volunteer teams in the field
- Assisting a leadership team in creating strategy for their organizing campaign

Coaching is useful whenever we are working to enable others to build their own capacity to act, and though the contexts vary, the process is very similar throughout.

Effective Coaching Is	Effective Coaching Is Not
-Showing up and being present to another person's experience and listening, with both your head and heart	- Being so prepared that you figure out all the answers for the coachee before you even hear or observe their challenges
- Helping the coachee explore and make sense of their challenges and successes and what they learned from it all	- False praising of the coachee or only focusing on their strengths because you do not want to hurt their feelings
- Helping the coachee to find solutions to challenges	- Solely criticizing the coachee for their weaknesses
- Asking questions that both support and challenge the person you are coaching.	- Telling the coachee what to do

How do I practice coaching in organizing?

Good coaching requires learning how to identify a person's or team's strengths and weaknesses in order to find ways to help them mobilize their strengths to overcome their weaknesses. People often know what they "should" do, but a fresh set of eyes is helpful in diagnosing the specific challenges they're facing and initiating a brainstorm of solutions to maneuver through them. There are three basic practices of coaching:

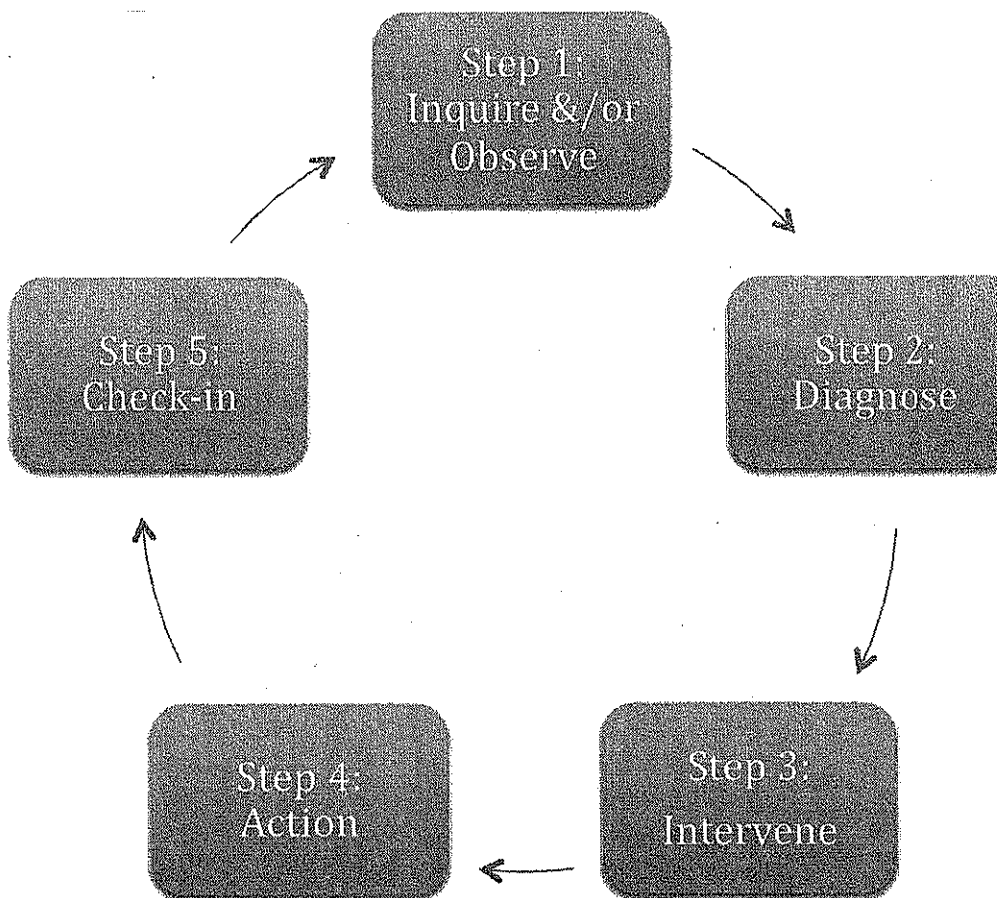
Basic Practices of Coaching:

- **Motivational (heart) coaching** is aimed at enhancing *effort*.
- **Strategic (head) coaching** is aimed at helping the team or individual plan, evaluate, or think about its *strategic or structural approach*.
- **Skills-based (hands) coaching** is aimed at helping the team or individual *execute with skill* (and learn from execution).

The first part of effective coaching is diagnosing which coaching practice is most needed in any given moment. For example, if an organizer is struggling with strategy but you try using motivational coaching, it is likely to frustrate them further.

As is true for the other practices of leadership, coaching is a practice that only gets honed by DOING, and then reflecting on what works and what doesn't. Following this simple, 5 step coaching process can help you dive in and begin your coaching practice:

5 Step Coaching Process

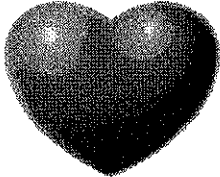

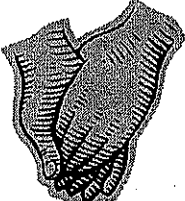


1. Inquire &/or Observe - What do I see and hear?

When you are observing a person's actions in the field or someone comes to you for help, your first inclination may be to draw conclusions from the initial observations you make. As a coach, you need to take time to dig deeper. Are you seeing all the angles here? What information is missing? Think about the "who, what, why, how, where, when" questions.

- **Motivational (heart):** Is the individual struggling because s/he is not putting forth enough effort? Is she not trying hard enough because she's embarrassed? Is he quitting too soon because of frustration or fear?
- **Strategic (head):** Is the individual struggling because the goals are not achievable? Or because they're not thinking creatively enough about how to use the resources they have to meet goals? Or because the overall strategy doesn't make sense and needs to be clarified or adapted to their situation?
- **Skills-based (hands):** Is the individual struggling because of not being able to muster the behavioral skill to execute effectively? Does he not have the skill in his repertoire? Is he getting interference from other habits and behaviors (like someone well-versed in marketing speak may think that skill set is a substitute for authentic story-telling skills)? Is there something you could model, or that this person that just needs more help practicing and debriefing?

2. Diagnose & 3. Intervene: Which form of coaching does this require? How will I intervene?

		
<p>If your diagnosis is that the individual needs to put in more intense effort, choose a <i>motivational</i> intervention, – for example:</p>	<p>If your diagnosis is that the individual is not <i>understanding</i> the focal practice adequately, or thinking about it appropriately, choose a <i>strategic</i> intervention – for example:</p>	<p>If your diagnosis is that the individual lacks <i>execution skill</i>, choose an <i>educational</i> intervention – for example:</p>
<ul style="list-style-type: none"> ○ Encouragement and enthusiasm—you can do it! ○ Helping the individual understand and confront fear, embarrassment, or other emotions that get in the way of the willingness to try harder or persist in the face of setback ○ Incentivizing, rewarding and praising courage ○ Modeling courage and emotional maturity in your own behavior, confessing fear and explaining how you move toward it rather than away ○ Kick in the pants (offered with love) ○ What else? 	<ul style="list-style-type: none"> ○ Asking good questions about how the individual is thinking about the key leadership practice <ul style="list-style-type: none"> – “Why did you choose to do this and not that?” – Based on where you are now what resources could you draw on to take this story/team/strategy to the next level? ○ Offering your assertions about what you are observing and how you think the individual might fruitfully think about the practice differently <ul style="list-style-type: none"> – “When you stop at that angry point in the story, I think you may be forgetting that your listeners need a reason to hope in order to be called to action.” ○ Offering the opportunity for silent reflection and self-diagnosis <ul style="list-style-type: none"> – “Why don’t you take a moment to think through what you believe is working and not working and let’s talk about that?” 	<ul style="list-style-type: none"> ○ Model the behavior and invite the coachee to imitate you or work side by side with you to get the “feel” of the activity ○ Break it down into smaller parts and invite the individual to try one at a time ○ Practice, feedback, repeat ○ Offer three or four different practice exercises and observe which ones “take” for that person ○ Repetition, repetition, repetition ○ What else?

4. Action: How can I allow the coachee to develop their leadership skills? What action will they take that would allow them to move forward?

- Avoid the urge to do it for them.
- Allow the coachee to try the intervention.
- Observe them in action and note observations for your debrief.

5. Check-in and Debrief: What do I ask the coachee to help them reflect on their experience?

- What went well?
- What are you challenged by?
- What are some possible solutions?
- What are your goals/next steps?
- Schedule periodic check-ins to support your coachee in integrating this new or revised solution into their regular practice.
- Find out from the coachee how the situation has changed.
- Assess whether the diagnosis and intervention was successful. Celebrate success!

WORKSHEET:

REFLECT ON COACHING

How does this way of COACHING compare with other types of COACHING you have experienced?

What is most challenging and most new or interesting about this way of supporting others' development?

How could this type of coaching be used to help you support other organizers (volunteer and staff) out in the field? What are some of the practices that you will use next time you work with another organizer?

PUBLIC NARRATIVE: STORY OF US

"What are the values of this community?"

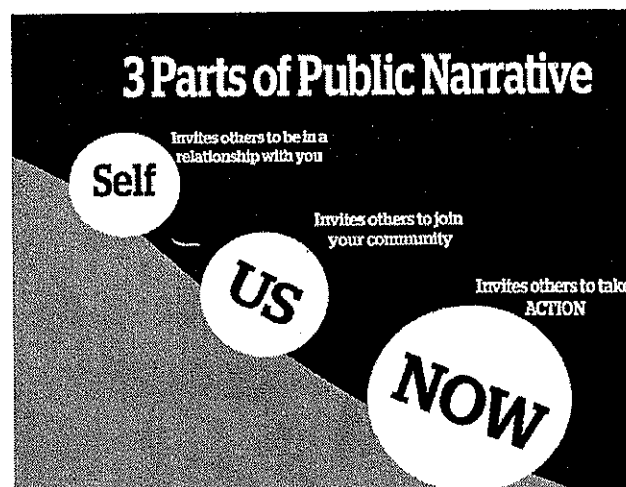
Goals for this session:

- * To learn how to tell the story of this community in a way that reflects our values
- * Each participant practices telling a story of us and gets feedback on her story
- * To learn how to provide effective coaching to other's Story of Us

Linking Story of Self to the Story of Us

A story of self tells people who you are and why you are called to do the work that you are doing. On its own, the story of self is insufficient to engage others in action. Ultimately the question is, what calling do you share with others, a calling that will require action?

Our story of self is interwoven with stories we share with others.



One way a group of people establishes an "us" – a shared identity – is through telling of shared stories, stories through which they can articulate the values they have in common, as well as the particularities that make them an "us." These include stories of our family, community, faith tradition, school, profession, movements, organizations, nations and, perhaps world. It is through shared stories that we establish the identities and express the values of the communities in which we participate (family, faith, nation) and of emergent communities we are forming (new movements, new organizations, new constituencies). These stories of how people came together, the challenges they faced, the obstacles they overcame and the successes they had are the way we experience the values that make us

who we are. They are the stories that we share around the campfire, when someone says, "remember that time when..."



The character in the story of us is those of us in the room with you – in other words, your constituency.

Telling a "story of us" requires learning how to put into narrative form the specific experiences that the "us" in the room share with each other. It is a way to engage a community – this

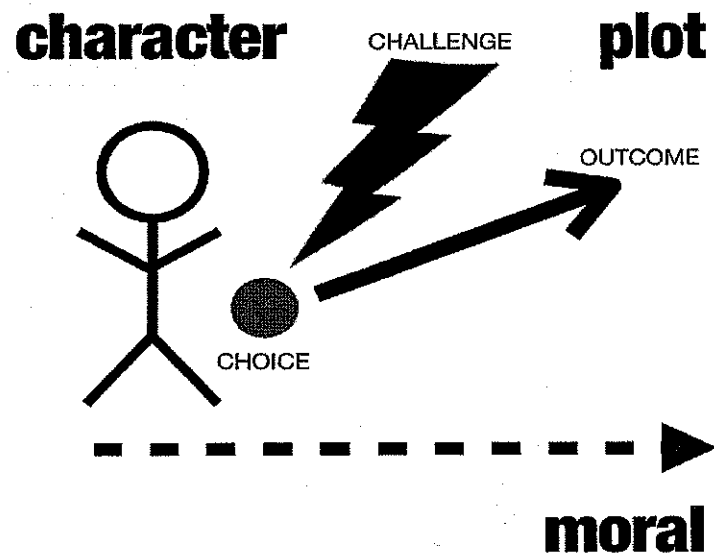
community – in acting together, based on values that we share. When we tell stories that reflect in images the challenges we have faced and what we've achieved together in detail, we begin to build new community and new organization around values rather than just issues or interests alone. Telling a Story of Us requires learning how to put into narrative form the specific experiences that the "us" in the room share with each other.

Stories help us shift power by building new community and new capacity.

Often after we've heard others' Stories of Self and we've started building relationships together, we discover that we face similar challenges that are rooted in very deep systems of power inequality. Learning to tell these Stories of Us is a way to join our stories together and acknowledge those shared challenges and the roots of the problem and sources of hope as a community. However a good Story of Us doesn't just convey the root of our challenges, but also lifts up our heroes and stories of even small successes. Those stories give us hope that, if we come together and take action as a community, we can uproot some of the underlying causes of our suffering.

Narrative Structure: Challenge, Choice, Outcome

Remember the story structure we introduced in telling your Story of Self?



Narrative Structure

Just like in your Story of Self, your Story of Us has a clear challenge, choice and outcome:

The Urgent Challenge: The challenges our community has faced in the past, or faces now. What experiences has this community shared that articulate the challenges it has overcome? How were those challenges like the current one you will call on them to face (made real with stories, images, and details, not statistics)?

The Hopeful Outcome: Stories with vivid images and detail that remind this community of what we've already achieved together in the past. What outcomes has this community experienced that articulate its sources of hope? Its particular strengths?

The Strategic Choice: A specific, actionable, strategic choice that others in the room have made that reflects our values. (Like giving time to be here, or going outside our comfort zone, or working together on a teammate's leadership challenge.) What choices was this community called upon to make in the past in response to these challenges?

It is through the shared values in these stories that you will identify a unique reason for believing that this community has the capacity to join you in confronting an urgent challenge.



PRESENTATIONS AND FEEDBACK: STORY OF US PRACTICE

GOALS

- Develop a story with an identifiable “us” by using clear, specific examples of the challenges, choices, and outcomes of this community, the roots that provide strength.
- Practice telling your community’s story in a way that starts to join individual stories in a collective narrative.
- Coach others’ stories by listening carefully, offering feedback, asking questions.

Agenda

TOTAL TIME: 55 min.

1. Review the goals and agenda. Pick a **facilitator** and **timekeeper**. 5 min.
2. Take 5 minutes as a team to brainstorm some of the shared experiences that make you an “us”. 10 min.

Then take 5 minutes individually to **silently develop your “Story of Us.”**
Use the worksheet below.

TIP: start with no more than 1 or 2 sentences of self to begin to get a sense of how the pieces fit together.
3. **Each member of the group will tell your Story of Us one by one.** Each person has 2 minutes to tell his/her story and 3 minutes for coaching. 30 min.

NOTE: You have 2 minutes to tell your story. Stick to this limit. Make sure the timekeeper cuts you off. It encourages focus and ensures everyone has a chance.
4. **Identify elements of stories that really brought the Us alive.** What did you learn about what worked? What kind of coaching helped improve your story telling? 5 min.



WORKSHEET: DEVELOPING YOUR STORY OF US

The purpose of the story of us is to create a sense of community among individuals who may or may not yet see themselves as a community and to give them hope that they can make a difference. It builds on shared experiences and outcomes of previous actions to establish the context in which to take future action. Your goal here is to tell a story that evokes our shared values as your audience, and shows why we in particular are called to take responsibility for action now.

Your story of us may be a story of what we've already done together, challenges we've already faced and outcomes we've achieved. Or it may be a story of some of our shared heroes, challenges they faced and outcomes they've achieved. Hearing how we've met challenges in the past gives us hope that we can face new challenges together.

Brainstorm all the stories you know of about your audience and your collective story and experience. Your story of us may change each time you are talking to a different group of people as you create new community with them.

What values do we—our community of “us”—share?

What specific experiences have you had with this community that reflect those values?

What stories from this audience have emerged during this training to give you a sense of the shared values and challenges of the people in this room?

What are some stories of your previous work or of the work of this community that give you the belief that together others could work to join you in creating real tangible change in the world?

Now choose one of the stories you brainstormed above to flesh out in vivid detail. Remember, you can use this space to draw pictures instead of writing words, to help you think about where to add detail and nuance in your story.

CHALLENGE What was the challenge we faced? What's the root of that challenge?	CHOICE What specific choice did we make? What action did we take?	OUTCOME What happened as a result of our choice? What hope can it give us?



COACHING TIPS: STORY OF US

Remember to balance both positive and constructively critical feedback.

DON'T simply offer vague "feel good" comments. ("That was a really great story!")

DO coach each other on the following points:

- ☒ **INTERWEAVING SELF AND US (think back to the self the person shared earlier):**
Did the story of self relate to the story of us? If so, what was the common thread?
- ☒ **THE US:** Who is the "us" in the story? Do you feel included in the "us"?
"Could you focus more on the experiences we as a small group shared today that reflect our values? For instance, _____."
- ☒ **THE CHALLENGE:** What were the specific challenges the storyteller's community faced? How were those challenges made vivid?
"I understood the challenge to be _____. Is that what you intended?"
- ☒ **THE CHOICE:** Was there a clear choice that was made in response to each challenge? How did the choice make you feel? (Hopeful? Angry?)
"To me, the choice you made was _____, and it made us feel _____."
- ☒ **THE OUTCOME:** What was the specific outcome that resulted from each choice? What does that outcome teach us?
"I understood the outcome to be _____, and it taught us _____."
- ☒ **THE VALUES:** Could you identify what this community's values are and how this community has acted on those values in the past? How?
"Your story made see that we value _____ because _____."
- ☒ **DETAILS:** Were there sections of the story that had especially good details or images (e.g. sights, sounds, smells, or emotions of the moment)?
"The image of _____ really helped us feel what you were feeling."



WORKSHEET: COACHING YOUR TEAMMATES' STORIES OF US

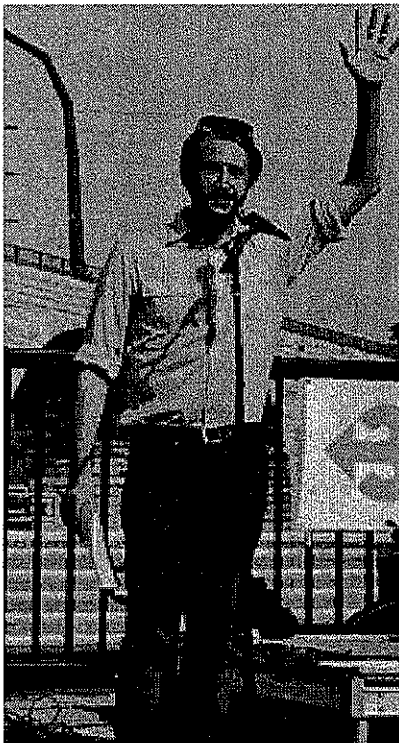
Record Feedback/Comments from Your Team Members On Your Story Here:

Coaching Your Team's "Story of Us"

As you hear each other's stories, keeping track of the details of each person's story will help you to provide feedback and remember details about people on your team later. Use the grid below to track your team's stories.

Name	Values? Clear Us?	Challenge	Choice	Outcome

A STORY OF US (and NOW!): TIM HARLIN-MARKS, SIERRA STUDENT COALITION



Tim was a Lead Trainer at Power Shift 2011 and told this story at the first training for trainers.

I've spent the past two years working in environmental nonprofits and during that time that I've spent a fair share of early Saturday mornings in bland conference rooms full of flip chart paper and middle-aged, middle-class, white people wearing earth tones and talking quietly about their vacations.

And then I arrive in Washington, DC and I come to this room, and I look around and think this looks unlike any community of environmentalists I've ever been a part of. But I realize there's a reason for that – and the reason is that we're not environmentalists. We're not, let's face it, we're not, because we know environmentalists. We're people from disparate regions, and movements, and backgrounds – who give a damn.

We pay attention enough to know that the difficult realities of our time are placing people from all ways of life at risk. But while many of us went to elementary schools or places that celebrated Black History Month, put up bulletin boards in December with pictures of Menorahs next to Crosses, we still haven't been taught to work together. We still haven't been taught to see our struggles as common.

We come with different stories, different needs, many of us speak different languages, yet the prospect of climate disaster, climate and environmental disaster compels all of us to work together. We dream of a future without borders, without vast class differences, where we may all live full, long lives, in happy, healthy communities. And this may sound daunting, and it is, but I do not think it's impossible. Anybody who walked in here on Friday into a room scattered with you's and I's and stuck around long enough to be present in this room that's brimming with US knows that it's not only possible but it's absolutely necessary...

Necessary that we learn and buy into the skills of grassroots organizing and power building, and we go out into communities across the U.S. and we train others. We teach them how to build power in their communities, we invite them to join us in Washington DC and build a movement of more than 10,000 people. We'll take this back to our communities, we'll run grassroots campaigns, and we'll build a future that we want to live in, that we want our children, our grandchildren, and their children to live in.

Will you join me?

ADDITIONAL RESOURCES

Videos:

- Obama Campaign, South Carolina House Meeting Video. July, 2007. <http://www.youtube.com/watch?v=iF5jqtM-EkI>
- Christopher, Susan. 2007. Story of Us, Camp Obama, Burbank, CA, July 2007. <http://www.youtube.com/watch?v=Z-WEM-taoG8>
- NOI Video Resource Center: <http://noitoolbox.mirocommunity.org/category/story-of-now>

Readings:

1. George Marcus, The Sentimental Citizen: Emotion in Democratic Politics, (University Park: Penn State University Press, 2002), Chapter 4, "Becoming Reacquainted with Emotion" (pp.49-78)
2. Martha Nussbaum, "Emotions and Judgments of Value", Chapter 1 in Upheavals of Thought: The Intelligence of Emotions, (New York: Cambridge University Press, 2001), (pp. 19-33).

WHAT IS OUR PURPOSE?

CHOOSING A STRATEGIC MOTIVATIONAL GOAL

"How can we focus our resources to maximize outcomes?"

OBJECTIVES: By the end of this session you will...

- Have practiced group decision making to choose a strategic focus or goal for your campaign
- Have practiced using movement building criteria to choose a strategic goal

The first step in creating purpose is to choose a strategic goal or objective. You've explored the external world so you have some sense of the actors and their interests and resources, which should also give you some sense of the opportunities and challenges. The next step is to choose one single strategic objective. This is only partly an analytical challenge, and much more an emotional challenge—to choose one objective and have the courage and resolve to stick with it until it's achieved.

The art of choosing a strategic objective is the art of turning problems into solutions. It's the art of asking yourself, "What **concrete** solutions could we create in the world that would begin to solve the challenges we face?" No one strategic objective can solve everything, so there is no use waiting or hoping for it. Focused, winning campaigns that create real, tangible change in the world have the discipline to choose a single objective and focus all resources and organizing strategically on achieving that objective. (What would have happened if the Montgomery Bus Boycott leaders chose to desegregate buses and schools and department stores and restaurants? They only built power relative to key decision makers by focusing their resources and effort on one goal—desegregating buses.)

Here are some criteria for a movement-building strategic goal—one that builds leadership and power:

- 1) **It's concrete.** The goal will result in visible, significant change in your constituents' daily lives. If you win, your constituents will be able to live their lives with newfound dignity and agency. This is the difference between "our goal is to create educational equity" and "our goal is to ensure that every child has one hour after school tutoring". The first is our ideal future; the second is something that can be achieved by a specific decision about resource allocation. (This criteria matters most. Without it, it will be very difficult to motivate your constituency to action or sustain them to protect what they win.)
- 2) **It has the makings of a good story.** The goal requires you to take on bigger-than-life characters your constituents may otherwise be afraid of or feel powerless around. A good strategic goal isn't something you can win tomorrow—it's something that will require a struggle and a shift in power. (Think David and Goliath.)
- 3) **It leverages your resources.** It builds off your constituency's strengths, experience and resources, but is outside the strengths, experience and resources of your opponent.
- 4) **It requires distributed leadership.** It provides multiple local targets or points of entry and organization. It forces you to train new people for leadership because you can't do all the work alone or with the people you already have.
- 5) **It's contagious.** There are other places in your state, in our country, or in the world, who could be inspired by your campaign and take on their own version of your Goliath.



WORKSHOP AGENDA: CHOOSING A GOAL

GOAL

- Choose a strategic, motivational, focused goal for your strategizing work
- Practice group decision making.

TOTAL TIME: 40 min.

1. **Review the agenda and decision making process.** Pick a timekeeper. 2 min.

(Note that for this breakout we have suggested a decision making process. When you're back home you can use the worksheets that follow to adapt and revise your decision making process. Remember, there's no perfect process—it's simply choosing a process and agreeing to it that matters.)
2. **Review the criteria for a strong organizing goal on the previous page and reflect on them: *Remember a goal creates concrete change in your constituent's lives*** 5 min.
3. **Open your process.** Brainstorm a list together of all possible strategic goals. 10 min.
Go crazy—anything's possible here!
(Remember the value of experimental language, like "What if ... ?")
4. **Narrow your process based on the criteria provided.** Which possible goals best meet the criteria on the previous page? **Eliminate** those that don't meet the criteria. **Combine** any very similar goals to shorten your list. **Advocate** for why one goal is more strategic and motivational than another 15 min.
5. **Close.** Call a vote. (Or continue over dinner 'til you reach consensus) 5 min.

Choose a strategic, motivational goal to use for the sake of this workshop to practice strategizing. (You can try this exercise again at home, but there's value in choosing one goal and playing it all the way out through the strategizing process.)

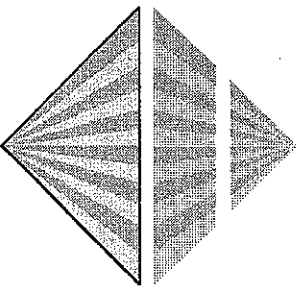
GROUP DECISION MAKING TOOLS

The purpose of this section is to share some tools for collective decision-making that enable everyone's voice to be heard and valued in allocating your collective gift. Such a process acknowledges the differences between members of a community and seeks to harness these differences to produce as creative an outcome as possible.

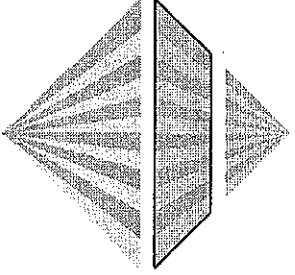
There are two parts to group decision making:

1. Identify Criteria for a good outcome (you will do this tomorrow)
2. Agreeing before you get into any discussion about what your decision making process will be. A good decision making process has three separate steps:
 - a. Opening
 - b. Narrowing based on your outcome criteria
 - c. Closing

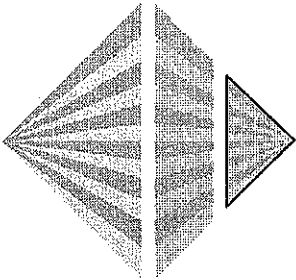
*Groups often become dysfunctional in the decision-making process when they try to do all three things at one (e.g. some people are brainstorming while others are simultaneously trying to narrow while others are trying to make a decision and move forward). **You will now decide what your group decision making process will be.***

PHASE: GENERATING ALTERNATIVES	Tool	Goal	What to Do or Say
OPEN – Generating Alternatives 	Narrow Opening => Propose Something	To get discussion started. To offer a straw man as a basis of exploring an issue area.	"Ok, we've identified a problem area here. Would anyone like to offer a proposal? After we talk about it a bit, we may need to recycle back to clarify the problem."
	Mid-Size Opening => Make a List	To give each person a chance to engage (in a small group). To develop an initial map of an issue area. To have a small list for starting discussion.	"Let's go around the table once, and get each person's favorite idea"
	Wide Opening => Brainstorm	To enable the group's creativity. To open a wide range of thinking To collect and build a lot of ideas	"Let's take 10 minutes to catch any ideas we have – even if they are off the wall."

Use a combination of the methods below to evaluate and narrow alternatives. It is very helpful, in this stage, to keep referring the group back to the agreed-upon criteria and invite participants to advocate for particular choices based on the criteria that whole group agreed to in stage 2.

PHASE: NARROW ALTERNATIVES	Tool	Goal	What to Do or Say
<p>NARROW</p> 	<p>Combine duplicate or overlapping proposals</p>	<p>Take out the redundancy.</p>	<p>"We have a long list here. Let's see if we can shorten it by combining similar or overlapping items, but without losing any ideas. Do you see any candidates for this?"</p>
	<p>Find the Top Choices (N/3)</p> <p>Use a dot poll for choices, allowing each participant to have (number of choices/3) dots to vote with.</p>	<p>To focus the group's attention on the choices it thinks are most important, but not necessarily ready to decide upon.</p>	<p>"Ok, let's see which of these ideas we want to spend more time with. There are 11 in our list, so please spend 4 votes among them"</p>
	<p>Advocate</p>	<p>To bring out the strengths and reasoning behind each proposal. Encourage participants to refer to <i>group's own criteria</i> when making their case.</p> <p>Consider asking people who <u>did not</u> support a proposal to advocate for it based on your group's criteria. (This can help break down rigid thinking and open up new possibilities.)</p>	<p>"We are considering dropping some of the proposals that didn't receive many of your votes. Before we do that, would anyone like to explain why we might want to consider them further?"</p>

Often the decision becomes pretty clear once the group has worked through the evaluation and narrowing of criteria. Facilitators select from the tools listed below to enable the group to reach its final decision. If it is helpful, during this phase, keep reminding the group of its common goal and common criteria.

Phase: Reaching a Decision	Tool	Goal	What to Do or Say
<p>CLOSE</p> 	Negative Poll / Eliminate	<p>To verify that you have agreement on a decision.</p> <p>May focus on eliminating those that received no advocacy or clearly do not meet the agreed-to criteria</p>	<p>"Does anyone not agree that we can take this item off the list"</p> <p>"Is there anyone who is not ok with combining items C and F?"</p>
	Build Up/Eliminate	To gain agreement on a proposal by drawing acceptable elements from other proposals.	<p>"What do you really need to have from option C that we could pull into option A so that it works for you?"</p> <p>"Bob is having trouble with the timeline on option B. Is there some way we can address his concerns?"</p>
	Straw Poll	<p>To see how close the group is to agreement on a decision.</p> <p>To focus on problem areas of a proposal.</p>	<p>"So, who is comfortable with the proposal as developed so far? Show thumbs up, down, or sideways."</p> <p>"I see some thumbs down. Let's find out about those."</p>
	Both/And	<p>To avoid win/lose decisions.</p> <p>To get the best of multiple proposals.</p>	<p>"Is there yet some way to support both proposals?"</p>

PUBLIC NARRATIVE: STORY OF NOW

"What challenge and hope call us to action now?"

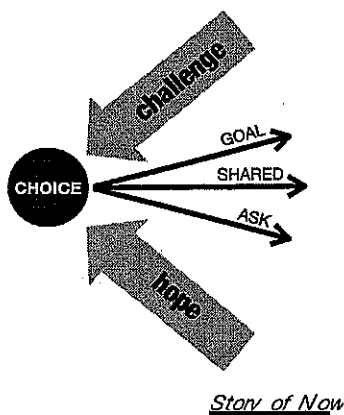
MOTIVATING PURPOSE

Now we know why you've been called to a particular mission, we know something of who it is you want to call upon to join you in that mission, and you've chosen a goal on which to focus, so what action does that mission require of you right here, right now, in this place?

DEVELOPING YOUR STORY OF NOW

Now we know why you've been called to a particular mission, we know something of who it is you want to call upon to join you in that mission, so what action does that mission require of you right here, right now, in this place?

A "story of now" is urgent, it requires dropping other things and paying attention, it is rooted in the values you celebrated in your story of self and us, and requires action.



In Washington DC, August 23, 1963, Dr. Martin Luther King told a story of what he called the "fierce urgency of now." Although we all recall his vision of what America could be, his dream, we often forget that action was urgent because of the "nightmare" of racial oppression, the result of white America's failure to make good on its "promissory note" to African Americans. This debt, he argued, could no longer be postponed. If we did not act now, we could never realize the dream.

In a story of now, story and strategy overlap because a key element in hope *is* a strategy – a credible vision of *how to get from here to there*. The "choice" we offer must be more than "we must all choose to be better people" or "we must all choose to do any one of this list of 53 things" (which makes each of them trivial). A meaningful choice requires action we can take now, action we can take together, and an outcome we can achieve.

THE ELEMENTS OF THE STORY OF NOW

The challenge: What is the urgent challenge that requires our action right now (not tomorrow or the next day)?

The hopeful vision: What is the hopeful vision of how things could be better that can inspire us to risk action? What makes that hope real and plausible and not just dream-like? Perhaps others elsewhere in the world or in history who have recently achieved what we are setting out to achieve?

The path: Part of what makes a vision credible is a strategy to reach it. What's the path that you might take to realize your vision? "If each one of us does X, we can achieve Y, which will lead us to Z"

The choice: What is the specific outcome we hope to achieve, the specific commitment we are asking each person to make, and why we must work together to achieve it? "Will you join me in _____?"



WHY IT MATTERS: URGENCY TO ACT

A Story of Now is urgent; it requires dropping other things and paying attention; it is rooted in the values you celebrated in your stories of Self and Us, and requires immediate action. The choice we're called on to make is a choice to commit to strategic action now. The choice we're called on to make is a choice to take strategic action now. Leaders who only describe problems, but fail to identify a way to act and bring others together to address the problem, aren't very good leaders. If you are called to address a real challenge, a challenge so urgent you have motivated us to face it as well, then you also have a responsibility to invite us to join you in action that has some chance of success. A "story of now" is not simply a call to make a choice to act – it is a call to hopeful action.

LINKING SELF, US, AND NOW

If I am not for myself, who will be for me?

When I am only for myself, what am I?

If not now, when?

*--Rabbi Hillel, 1st century Jerusalem sage
PirkeAvo*

As Rabbi Hillel's words suggest, to stand for yourself is the first step, but insufficient on its own. You must also find or create a community to stand with, and that community must begin acting now. To combine the stories of Self, Us and Now, you have to find the link between why you are called to this mission, why we as a community are called to this mission, and what our mission calls on us to do now.

Each time you tell your story you will adapt it – to make yourself clearer, to adjust to a different audience, to locate yourself in a different context. As you develop a Story of Us, you may find you want to choose a different focus for your Story of Self, especially as you begin to see the relationship between the two more clearly. Similarly, as you develop a Story of Now, you may find it affects what went before. And, as you go back to reconsider what went before, you may find it helps clarify your Story of Now.

STORYTELLING TAKES PRACTICE

Our goal during this session is not to leave with a final script of your public narrative that you will use over and over again during your campaign. The goal is to help you learn a process by which you can generate an authentic narrative over and over and over again, when, where, and how you need to in order to motivate yourself and others to specific, strategic action.



TEAM BREAKOUT SESSION: STORY OF NOW PRACTICE

GOAL

- Develop a story of now with a clear and urgent challenge, a detailed vision for the future, and specific choice point for your audience to make.
- Learn how to focus on a choice to act with others to achieve strategic purpose.

NOTE: It's more than an "ask." It's a choice about whether someone's going to stay on the sidelines or dive in. It's an opportunity for them to join with you.

AGENDA

TOTAL TIME: 50 min.

1. Review the agenda and goals. Pick a **facilitator** and **timekeeper**. 2 min.
2. As a group **brainstorm together** material for your Story of Now. Use the worksheet that follows. 5 min.
3. Take some time as individuals to **silently develop your "Story of Now."** 8 min.
Use the worksheet that follows.
4. **Each member of the group will tell your Story of Now one by one.** 30 min.
Each person has 2 minutes to tell his/her story and 3 minutes for coaching.

NOTE: You have 2 minutes to tell your story. Stick to this limit. Make sure the timekeeper cuts you off. It encourages focus and ensures everyone has a chance.

5. As a group, identify the elements of the individual Stories of Now that resonate with the group. Who's challenge was most vivid? Which path and choice most compelling? Which elements evoked hope? 5 min.



WORKSHEET: DEVELOPING YOUR STORY OF NOW

As a group spend 5 minutes together brainstorming material for your Story of Now. Then spend 8 minutes crafting your own 2-minute story.

Why is it **urgent** to support one another now? What stories can you tell to make the **challenge** real for your listeners? Visualize specific detailed experiences of your constituency that reveal the challenges you face together—specific moments, events, sights, smells, sounds. **Make the challenge concrete rather than abstract.**

What's the **outcome** you want to achieve together? How could the future look different if you take action now? Why is this **outcome hopeful and plausible** (what about this moment makes action hopeful)? What specific people or events in your own community or beyond give you hope that this outcome can be achieved?

What specific, strategic, actionable **choice** are you asking people to make now?

Take 5 minutes to turn these ideas into your own 2-minute Story of Now.



COACHING TIPS: PUBLIC NARRATIVE

DON'T simply offer vague "feel good" comments. ("That was a really great story!")

DO coach each other on the following points:

- ☒ **THE CHALLENGE:** What is the specific challenge we face now? Did the storyteller paint a vivid and urgent picture of it? What details might make it even more vivid and urgent?
"The challenge wasn't urgent enough. Why not mention _____?"
- ☒ **THE OUTCOME:** What is the specific outcome if we act together? Is there a clear and hopeful vision of how the future can be different if we act now?
"The outcome could be even more hopeful if you described _____."
- ☒ **THE CHOICE:** Is there a clear choice that we are being asked to make in response to the challenge? How did the choice make you feel? (Hopeful?)
"What exactly are you asking us to do? When should we do it? Where?"
- ☒ **VALUES:** What values do you share with the storyteller? Does the story of now appeal to those values?
"Instead of telling us to care, it would be more effective if you showed us the choice to be made by illustrating the way in which you value _____."
- ☒ **DETAILS:** Were there sections of the story that had especially vivid details or images (e.g. sights, sounds, smells, or emotions)?
*"The image of _____ really helped me feel what you were feeling."
"Try telling more details about _____ so we can relate to this shared experience."*
- ☒ **INTERWEAVING SELF, US AND NOW (for future linking of stories):** Did the story of self and the story of us relate to the story of now? If so, what was the common thread? If not, what thread could the storyteller use to rethink the connections between self, us and now?



WORKSHEET: COACHING YOUR TEAMMATES' STORIES OF NOW

Record Feedback/Comments from Your Team Members On Your Story Here:

Coaching Your Team's "Story of Now"

As you hear each other's stories, keeping track of the details of each person's story will help you to provide feedback and remember details about people on your team later. Use the grid below to track your team's stories.

NAME	WHAT'S OUR CHALLENGE?	WHAT'S THE HOPEFUL OUTCOME?	WHAT'S MY STRATEGIC CHOICE?

ADDITIONAL RESOURCES

Videos:

- Obama Campaign, South Carolina House Meeting Video. July, 2007. <http://www.youtube.com/watch?v=iF5jqtM-EkI>
- Christopher, Susan. 2007. "Story of Us, Camp Obama, Burbank, CA, July. <http://www.youtube.com/watch?v=Z-WEM-taoG8>
- Ben Kingsley as Mahatma Gandhi in the film *Gandhi*, non-violence speech. <http://www.youtube.com/watch?v=e3tjliWIkAQ>
- NOI Video Resource Center: <http://noitoolbox.mirocommunity.org/category/story-of-now>

Readings:

3. George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics*, (University Park: Penn State University Press, 2002), Chapter 4, "Becoming Reacquainted with Emotion" (pp.49-78)
4. Martha Nussbaum, "Emotions and Judgments of Value", Chapter 1 in *Upheavals of Thought: The Intelligence of Emotions*, (New York: Cambridge University Press, 2001), (pp. 19-33).

ACKNOWLEDGEMENTS

We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below. This workshop guide has been developed over the course of many trainings by Liz Pallatto, Joy Cushman, Jake Waxman, Devon Anderson, Rachel Anderson, Adam Yalowitz, Kate Hilton, Lenore Palladino, New Organizing Institute staff, MoveOn Organizers, Center for Community Change staff, Jose Luis Morantes, Carlos Saavedra, Sean Thomas-Breitfeld, Shuya Ohno, Petra Falcon, Michele Rudy, Hope Wood, Kristen Dore, Vicki Kaplan, and many others. Coaching as a Leadership Practice module is adapted from the working paper, *'Toward a framework for coaching,'* by Ruth Wageman, Harvard University, 2009.

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