

COACHING

PUBLIC NARRATIVE COACHING GUIDE

for Distribution

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Section I: Introduction to Coaching Public Narrative

Welcome! If you're reading this guide it's because you're excited about coaching Public Narrative! Well, maybe nervous too. That's great! The craft of Public Narrative is an incredibly powerful leadership practice that we as coaches can enable our coachees to learn. Public Narrative can be transformative and change lives, because it supports a form of leadership that invites others to work together to achieve a shared purpose in the face of uncertainty.

This guide is meant to support you in coaching Public Narrative in many contexts. It gathers wisdom from coaches and maintains a body of knowledge for current and future practitioners. We invite your knowledge and learning as well.

This guide includes overviews of Leadership, Organizing and Public Narrative as appendices, and focuses primarily on Public Narrative Coaching. It includes worksheets and exercises for use in the Public Narrative Coaching Training, detailed guides to support coaching a Public Narrative Workshop, and helpful resources for further learning. It is long, and we do **not** recommend printing the entire document.

Framing:

Public Narrative is the craft of harnessing the power of story to the work of leadership through stories of self, us and now, all based in values. As a leadership practice, it is about discovering and articulating our own moral resources, enabling a constituency to experience its shared values as a source of solidarity when responding mindfully to urgent challenges. Public Narrative is the first of the five practices of community organizing, which, when used together, can create powerful change that is so needed in our world. Stories are used to build relationships, which are structured into teams, who develop a shared purpose and strategy, as well as tactics campaign timelines, leading towards their strategic goals. The five Organizing practices are thus Story, Relationships, Structure, Strategy, and Action. Coaching runs throughout to enable each of these. See Appendix A for an overview of Community Organizing.

If you are reading this, you are already involved in building community resources to respond to crisis in new ways, and now more than ever we need public storytelling through which people can learn to exercise leadership. Public Narrative, and Public Narrative Coaching, is a powerful tool for enabling people to invite their communities to take collective action on behalf of shared purposes.

As you develop your capacities as a Public Narrative coach, you are taking a step forward on a leadership development pathway. As stated above, we define Leadership as *accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty*. You are accepting responsibility for deepening your own learning of the narrative craft. You are committing to exploring and learning to articulate the moments in your life in which you learned the values that have called you to action. You are committing to enabling communities to recognize the values they share, and finding the courage to confront the need for urgent action. You are accepting responsibility for enabling others to continue on their journey of narrating their own values and callings through story moments, and supporting their work calling communities together into shared action. As you take this

on, the invitation and expectation is that you will find ways to pass this craft on through your coaching and your work.

Goals for coaches:

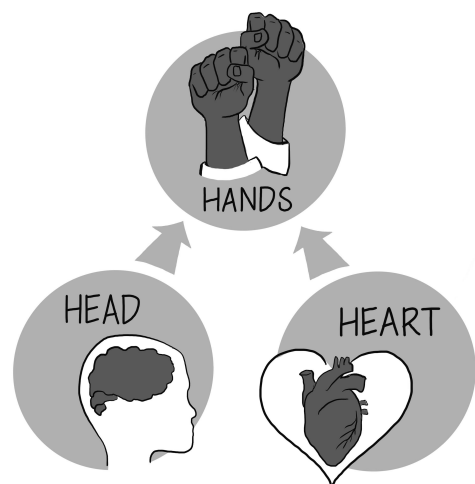
- Coach people to full linked narratives including stories of self, us, and now, told through dynamic story moments that uplift key values, in workshop and 1:1 settings.
 - Coaches will enable people to:
 - Articulate their calling through a 2-minute Story of Self, sharing authentic origin moments and moments of challenge, choice, and outcome in the service of developing relationships with others in their constituencies
 - Craft in-the-moment Stories of Us, building values-based solidarity through story moments of shared challenge, shared choice, and shared hopeful outcome.
 - Tell powerful Stories of Now that confront their listeners with an urgent challenge, offer a hopeful plausible pathway towards a solution, and make a clear, compelling, and collective ask.
 - Link the three stories together through a coherent values thread.
 - Coaches will be assessed as at least adequate, if not exemplary, on the coaching rubric in every domain.
- Self-reflect on their own coaching, articulating areas of strength and growth edges
- Have initial ideas for how to continue their leadership journey by bringing Public Narrative to their constituencies, continuing their coaching practice, etc, in the service of community organizing.

PERSONAL GOALS

What are your goals for coaching? What do you want to develop through your work? (be as specific and concrete as possible, so you'll know whether you got there!)

What commitments do you need to make to yourself to achieve those goals?

What community agreements could support you in learning, and how do you want to commit to the learning of others?



Leadership: the Essence of Public Narrative and Coaching

Leadership is: **“Accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty.”** – Marshall Ganz

Let's look at each part of this definition and break it down, focusing on how coaching, which is a leadership practice in and of itself, supports and furthers the practice of leadership. Each of these components are interrelated. Aspiring to develop one element can support the development of the other. Coaching is a form of development in which an experienced person, called a coach, supports another person in their leadership through inquiries and guidance that helps the coachee find the answers within themselves.

Accepting responsibility: This is a choice, it is not a position. Leadership can be exercised from anywhere, not only from people in positions of formal authority. Anyone can accept responsibility if they choose. To do this, we need to know ourselves, and the values that guide us. This is where the story of Self comes in, and coaching as a practice. In coaching the Story of Self, we explore the hurt and hope that inspires the coachee to choose to accept responsibility for leadership. Coaching can support the coachee in arriving to these moments and noticing their salience in their life. We often don't see the importance of our choices until someone else points it out!

For Enabling Others: It's not about how many hats you can wear but how many hats you can help others wear, and wear well. Leadership is about enabling more and more people to choose responsibility for achieving shared goals, and finding the resources in themselves to step up.

Coaching others on their stories of Self, Us and Now (as well as Organizing coaching) allows people to see that we are not just aiming to achieve external goals, but a key part of the 'success' of this form of leadership is that more and more people develop their leadership in head, hands, and heart ways (developing new ways forward, learning new skills, and finding even more moral strength in themselves and others along the way). It helps them tap into their own moral resources and helps them build the heads, hands, and heart capacities of others.

To Achieve Shared Purpose: It's not about everyone going off and doing their own thing, but coming together towards a shared goal, based in our shared values, our shared challenges, and our shared resources. To do this, we need to know those values, challenges, and resources – that's where stories can be so important, especially coaching and listening to the Stories of Self of a whole community, and creating together the Story of Us. Then, we coach people to articulate that shared purpose in the Story of Now and call others to action. Coaching stories can help focus in on the key moments, key challenges, key resources, and key values of a community, getting specific rather than being vague.

In the Face of Uncertainty: Leadership is needed most when things are volatile, uncertain, complex or confusing, and ambiguous (VUCA), not when everything is fine and things are going swimmingly. In today's world, leadership is more about enabling people to deal with uncertainty in mindful ways – meeting uncertainty with courage and a creative and hopeful heart – than it is about knowing the answers and telling people what to do. The practice of coaching is one of agentic not-knowing, in which we guide with questions rather than answers. Through engaging this open curiosity and being with people as they grapple with their own answers, coaches model the leadership that is so needed in our world today. Practising coaching can support us in expanding our ability to lead even in unknown discomfort.

As coaches, we are models for the leadership we are teaching

Leadership, and coaching as a leadership practice, involves the head, hands, and heart:

- Head: strategy, the 'how'
- Hands: action, the 'what'
- Heart: motivation, the 'why' <<-- this is the space of stories! (except in Story of Now that embraces head and hands as well)

As a coach, you will use your head, hands and heart to learn the skills of coaching, apply them in strategic ways, and support your coachees in their leadership

Leadership in organizing is about enabling a constituency to turn the resources they have into the power they need to achieve the change that they want. Often the first resources needed - and the first available - are moral resources, the motivation, courage, and agency to act together, or to begin to bring together other resources, including but not limited to people. Moral resources are resources that grow, rather than diminish, with use, says Albert Hirschman.

Stories enable us to articulate and share the values that motivate us and our sources of courage. This is why story is a leadership practice when used for this purpose. Storytelling and story-listening are key practices in building moral resources, because they remind us who we are, what we collectively care about, and how we can act together – in real, embodied, proven ways.

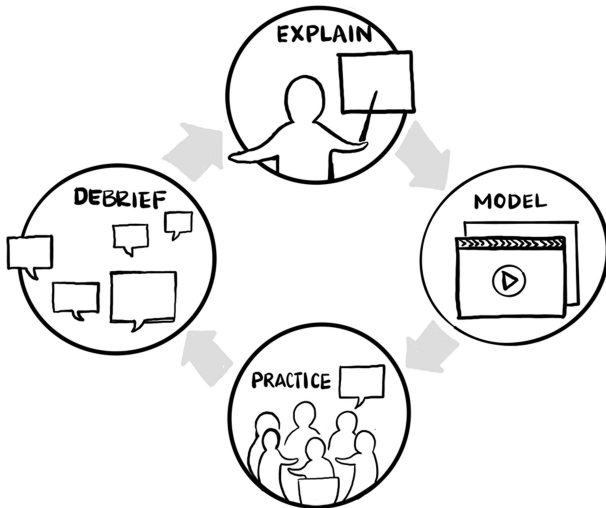
Stories help us re-member the moments in our lives from which we learned the values that lead us to our work. Recalling story moments of when we experienced hurt helps us connect to our sense of why the world needs to change. Recalling story moments of when we experienced hope and choicefulness helps us connect to our sense of agency, hope, and resilience in the face of adversity, and remind us that we can do it again when needed. Sharing these stories helps others connect to our sense of values (in the story of Self), connect to one another and create solidarity (in the Story of Us) and connect to the hurt and hope of the current moment to move towards mindful action (in the Story of Now). As coaches, our job is to support people in this resource-sharing and in exploring how they can mobilize these resources in new ways to create change.

Learn more in the Public Narrative review in Appendix B, including the connection between emotions, values and moral resources, which emotions aid or inhibit mindful action, and the three elements of

Public Narrative: Story of Self, Story of Us, Story of Now, with which you should already be intimately familiar.

Pedagogy: A Pedagogy of Experience and of Discomfort

When you learn to ride a bike, how do you learn it? By reading a book on bicycleology? No, you have to get on! And when you get on you fall off. And that's the moment of truth - do you go home or do you get back on and keep going? If we learned how to ride a bike in our lives, we got right back on. Experience and persistence in the face of failure are key to learning new things.



Because experience is so important to learning, our pedagogy has four parts: Explain, Model, Practice, and Debrief. We go through this cycle multiple times in our Public Narrative learning and we will as coaches too. First, we explain the elements of the craft. Next, we model through fishbowls or videos. Once we know what we're aiming for and understand how to do it, every participant 'jumps on the bike' to practice. This is where we try it on and experience it for ourselves, learning through doing, iterating and revising. We then debrief our practice to learn from it even more. In this training, part of your debrief will be reflection on videos you will record of your own coaching as well.

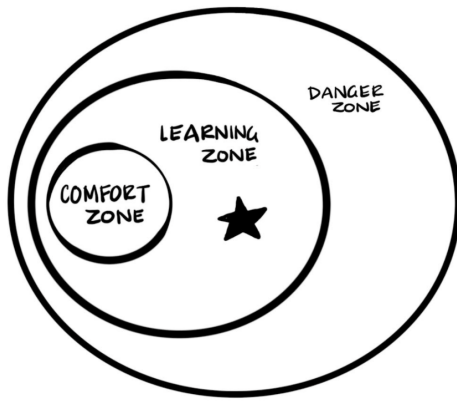
Another key to learning in our pedagogy is the support and challenge of coaches and others around us. When we learned to bike, there may have been people around who supported us – maybe they bandaged a scraped knee or ran and then let go of the handlebars or cheered us on or talked us through fear. Or maybe that's what we wished we had, for those of us who learned alone! In the context of learning Public Narrative, these bike angels are our coaches. Coaches don't ride the bike for us, but they help us gain the skills, the courage, and the practice to ride off into the sunset with our crew. As a coach, you will be helping a new generation of riders hop on the proverbial Public Narrative bike. And as you develop your coaching skills, you'll have a SuperCoach supporting you on your journey, coaching you on your coaching, monitoring your progress, and cheering you on along the way.



the moment of truth

Ours is a pedagogy of support and challenge. As coaches, and as your SuperCoaches, we want to offer enough support that our learners feel hope, possibility and agency in their learning journey. And we want to offer enough challenge that they are provoked into more learning than they thought was possible. With both high support and high challenge, we learn the most and feel energized and empowered.

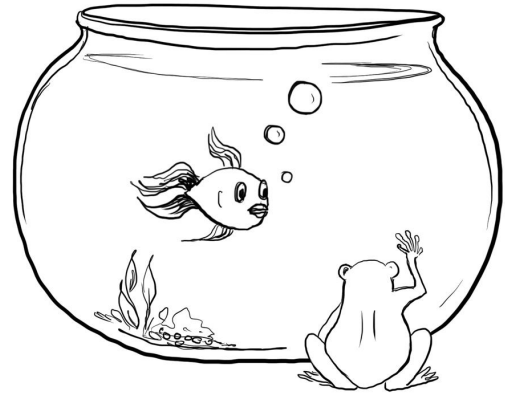
This necessitates a pedagogy of discomfort. Learning involves moving past what we know and into a zone of something new, unfamiliar, or uncertain (and remember, uncertainty is the domain of leadership!) which is often not comfortable. We all have a comfort zone, where no new learning takes



place, a learning zone where we may be a bit uncomfortable, and then a zone that is beyond our limit of tolerance. In this course we aim for the learning zone, which is a space of safe - and brave - discomfort. We want to support/challenge you to be in this learning zone, and you'll want to support/challenge your coachees to exist there as well. Note that all of this pedagogy is true for Public Narrative learning as well as coaching learning.

What is Coaching?

We are all fish in the water of our own stories. We need others – coaches, in this case – to help us see the water we swim in. Coaches enable leadership through strategic questions that support the coachee to find their own answers. Coaches model leadership for their coachees, guide them through the learning process, and support and challenge them to develop their stories through strategic questions.



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There are many types of coaching, including organizing coaching, sports coaching, relationships coaching, life coaching, etc, all with the goal of supporting someone to grow in a way they want to. Coaching is a blend of provoking, evoking, teaching, mentoring, challenging, supporting, guiding, cheerleading, learning-with, learning-from, resonating, and exploring. It is no one of these things alone. While the craft and practices of coaching are relatively similar across different types of coaching, the content and focus of the coaching can differ.

Public Narrative Coaching takes the Public Narrative and the Leadership of the learner as its primary content. That is to say, our cheerleading, provoking, evoking, etc etc etc is all in the service of supporting our coachees to deepen their leadership practice through telling powerful authentic stories of self, us, and now, based in values and used in the service of organizing. Your SuperCoaches will take as their primary content your learning and leadership, and their coaching will focus on that as they model the craft of coaching.

Good vs Bad Coaching

The following table summarizes good coaching in Public Narrative.

	Good Coaching	Bad Coaching
Purposes & Responsibilities	<ul style="list-style-type: none"> ▪ Coaching individual stories, ▪ Facilitating group interaction and learning, ▪ Establishing trust and holding anxiety, ▪ Developing the coaching skills of group members, ▪ Re-teaching public narrative concepts briefly as needed. 	<ul style="list-style-type: none"> ▪ Being the boss or doing all the work yourself ▪ Being participants' friend, ▪ Being a "resource <i>only if you need it</i>," ▪ Only being the time keeper or not keeping time at all
Stance & Mental Outlook	<ul style="list-style-type: none"> ▪ Sees role as offering both encouragement AND effective feedback. ▪ Is careful about their own perfectionist tendencies that 	<ul style="list-style-type: none"> ▪ Sees role as either only encouragement OR only feedback ▪ Is perfectionist and demands that coachees 'get it right the first time' ▪ Maintains a fixed mindset

	<p>may come in the way of their or their coachee's learning</p> <ul style="list-style-type: none"> ▪ Maintains a growth mindset for themselves and coachees, ▪ Maintaining a beginners mind and first-draft mentality ▪ Learning through doing 	<ul style="list-style-type: none"> ▪ Sees themselves as an expert rather than someone constantly learning ▪ Sees themselves as 'above' their coachees, or morally superior because of their knowledge ▪ Sees themselves as bestowing knowledge rather than eliciting
Actions & Activities	<ul style="list-style-type: none"> ▪ Modelling stories and leadership ▪ Listening, ▪ Asking questions of the storyteller, ▪ Asking questions of the group, ▪ Synthesizing in service of teaching objectives, ▪ Selecting best stories from the break-out to teach from during the debrief, ▪ Holding community agreements for the small group. 	<ul style="list-style-type: none"> ▪ Telling, advice-giving ▪ Being general in comments, ▪ Judging content, ▪ Making it all about themselves ▪ Doing the work for the coachee ▪ Chit-chatting or going off on tangents, ▪ Allowing people to ignore the time keeper or beeper
Outcomes	<ul style="list-style-type: none"> ▪ Coachees tell detailed stories with a clear challenge, choice, outcome; ▪ Coachees articulate what makes a good story through coaching, ▪ Coachees give and receive helpful feedback, ▪ Coachees "dive deep", "fall off the bike and choose to get back on." ▪ Coaches the person, supporting them to articulate the meaningful moments of their life and feel agency in their leadership through the practice of storytelling 	<ul style="list-style-type: none"> ▪ Coachees who don't know how to revise their stories or where to explore next, ▪ Groups that don't give feedback, ▪ Coachees who don't feel safe, brave, or hopeful that they can do this ▪ Running out of time so not everyone gets to share ▪ Coaches only the story, aiming for a perfectly crafted narrative at the expense of authenticity or the storyteller's agency

Coaching Overview

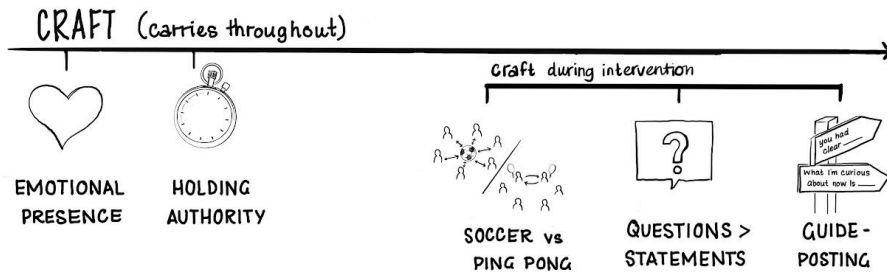
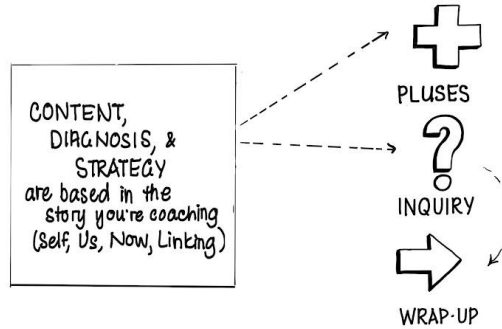
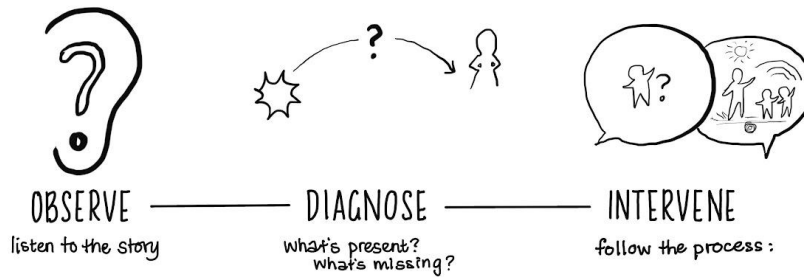
The Coaching Cycle: Coaches begin by listening, then diagnose where they want to go, then intervene to go there.

1. **Observe:** Coaching begins with listening and observation. What is the storyteller saying? What specific words are they using? Notice emotion, vulnerability. Notice whether they share specific moments or more vague overviews. Just notice.
2. **Diagnose:** What elements do you hear in the story? What don't you hear, that could make the story stronger? This depends on which story you are coaching (self, us, now, linking) and is where you develop a strategy for your intervention.
3. **Intervene:** The intervention is really a three-step process, done often in 3 minutes, and this is where much of the craft comes in – we call this 'the coaching process'

This cycle involves three major components: The process, content/strategy, and the craft.

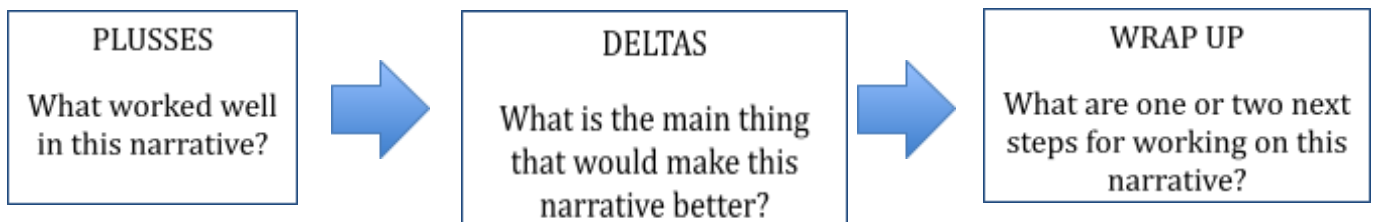
- **Process** is the order of operations in the 3 minute coaching encounter, and how to manage and structure time wisely. This is the same across Story of Self, Story of Us, Story of Now, and Linking and does not vary across participants.
- **Content / Strategy / Diagnosis** is about the aims of your coaching, based on the story element you have diagnosed. It is about identifying what to lift up as strong in the story, and strategically choosing one thing to coach that would make the story stronger. This differs across Story of Self, Story of Us, Story of Now, and Linking, and strategy depends on the story you are coaching. You will craft your strategy based on which part of the framework you are working on at that moment, and what are the strengths and weaknesses of the story you hear.
- **Craft** is the minute details of how the coach makes their intervention, how they craft their questions, who they strategically direct which questions to, how they interact with the participant and the group to ensure that they feel both challenged and supported. The elements of craft are the same across Story of Self, Story of Us, Story of Now, and Linking, though strong coaches make different choices about how they embody the craft based on the content of the coaching. (For example, you may want to raise the emotional presence / support in Story of Self and increase your holding authority / interruptions in Story of Now for a particular participant, or do the opposite for another participant).

We will dive deeper into each element below, focusing first on Process and Craft. We'll get to Content / Strategy / Diagnosis when we take a deep dive into each element of the Public Narrative framework later on in this guide.



The Process of Coaching:

Once you have listened to the story and diagnosed what you want to coach on, you coach following this three-step process:



When coaching in 3 minutes, approximate your time as:

Plusses: 15-30 sec	Inquiries: 2-2:30 min	Wrap up: 15-30 sec
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1. Plusses:

Always begin your coaching by lifting up something strong, and the more specific you can be, the better. This lets people know that you heard them, and that they are on the right track in their learning. Plusses are not just feel-good throwaways to get out of the way before you move into what can be improved! Think of them as “Plusses with a Purpose”: you’re offering specific positive feedback about what is strong so people know what is working and what to keep. Not just so that they feel good about themselves. The key here is to notice what elements of the story were particularly strong, and lift those up through reflection, teaching, or questions to the group. This can be a great place to turn to the group for some input -- do that with a targeted, specific question about something that was strong in the story. This can also be a time to teach and strategically draw on and build the group’s knowledge of the craft. Remember both the storyteller and the group can learn from lifting up the strengths in each others’ stories.

The content/strategy of what you lift up depends on the story you are coaching – which element of the framework you are working on, what the storyteller offers you, and what else you have coached in the small group so far.

Some ways you might begin:

- Thank them: “Thank you so much for sharing” (simple and easy!)
- Resonate with the emotions of the story: “Wow. My heart was with that little boy” or “I am so sorry for your loss” (especially when hearing a story with a lot of challenge, it may be too much to ask the group to hold them and resonate, they might need a moment to compose themselves)
- Lift up one element of the story that was strong, and then invite the group to reflect that back: For example “There was a clear challenge moment in this story! Team, what details really helped bring the challenge alive?” and you might follow up with “How did you feel hearing that?”
- Ask the group a targeted, specific question about a strong element of the story.
 - “What values did you hear in this story?”
 - “What vivid details made you feel present in this story?”
 - “What emotions did you feel hearing this story?” follow up: “What did the storyteller say that made you feel that?”
 - “Do we get why this storyteller does what they do today?!”

Some things to avoid:

- Talking for a really long time or just giving feedback about the story. The majority of the talking should be by the coachee, not the coach!
- Vague questions to the group, or letting the group members talk for a long time about the story. This time is for the storyteller!
- Skipping the plus - it’s important!
- Offering a plus that isn’t truly a strong element of the story, just so they feel good. This isn’t about feeling good, it’s about learning and leadership. Be honest. If there’s nothing you can find to lift up, just thank them for telling their story.
- Long pauses without purpose. It’s fine to say you need a moment, or to toss a simple question like ‘what details resonated in this story?’ to the group so you have a moment to think.

2. Inquiry

The Inquiry is where you spend the bulk of your time and where the deepest coaching happens.

There are two elements to your inquiry: **content/strategy/diagnosis** (*what* you choose to intervene on) and **craft** (*how* you choose to intervene). You have diagnosed what specifically will make the story stronger, including what other story moments you can uncover to support their narrative. You will ask questions to get there, using the craft. Craft includes guideposting, asking questions, not making statements, emotional presence, holding authority, and soccer/ping pong. We'll look at both content and craft in-depth later in this guide.

The strategy of your inquiry will change based on which story you are coaching (Self, Us, Now, or Linked Narrative). We'll look at the elements of each story in depth later on in this guide. The main thing to note for your inquiry is to choose your strategy carefully, and coach to ONE element of the content, based on your diagnosis of the story's strengths and weaknesses. This is not the time to squeeze challenge, origin, choice, outcome, and values out of someone in Story of Self - remember you only have 3 minutes of coaching. While you may notice several things missing from a story, try to choose one and take a deep dive in. Hold the purpose of each Story in mind so that you can discern what one thing is needed to most effectively guide towards that purpose.

Approach the inquiry as a delightful quest to learn more, rather than a correction to their stories. This is not about making their stories better for the sake of a perfect story during the workshop, but for them to learn about themselves and the craft. This is what we call coaching the person rather than the story.

The inquiry can feel like a pivot to coachees, because we are conditioned to be sensitive to any possibly critical feedback (see: Dweck! Growth vs fixed mindset!). Transition to your inquiry with the word "AND," not "BUT." What you just said about the strong element is true, and can stand on its own. AND you have questions about it. Notice the difference between "You did this well, but I'm curious about..." vs. "You did this well, and I'm curious about." The former feels critical, the latter feels empowering.

MUCH more on interventions, craft and content/strategy coming below!

3. Wrap-up

After the inquiry part of the intervention, you need to bring closure to your coaching and help the person carry forward the work themselves. The purpose of the wrap-up is to assist with this transition. Wrap up your coaching with a takeaway, summary, or next step question so the coachee knows what they achieved during this time and where to go next.

Some ways you might do this:

- Let them know it's the end: "We have to stop there for now." and then...
- Ask the coachee to reflect back their learning: "What are you taking away from this coaching" or "What's your next step in your story?"
- Let them know what you've done, tying it back to craft: "We've worked on finding a choice moment, and we got to that moment of organizing your class against the bully. Awesome! Bring that into your next draft."
- Let them know which element of the craft to look for next: "Next, I'd invite you to explore where in the world that idea and power to organize your class came from! Where did the belief in yourself come from? Or, "how did you know at 8 years old that organizing was the way to make change?"
- Let them know the one big question you'd leave them with: "I'm still so curious about _____. Don't

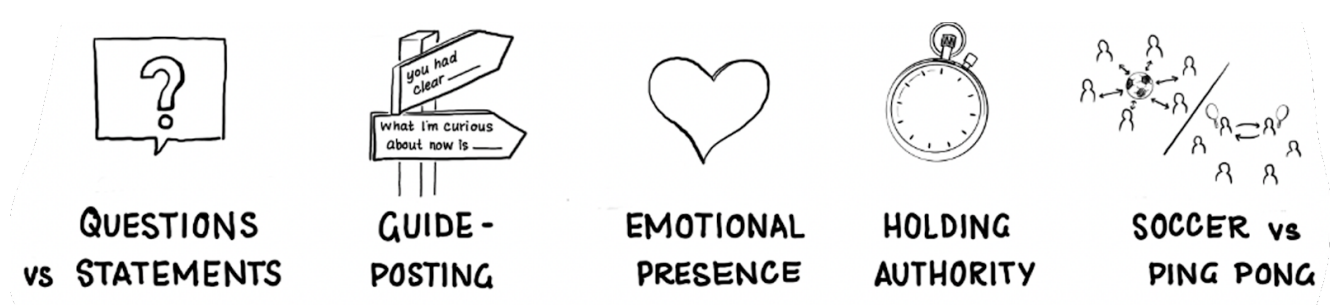
answer now, but take that as a question as you continue exploring your story.”

- Summarize where you’ve gotten, even if you didn’t get far: “I’ve asked a lot about when you first felt like you could change the world. It’s really clear that you are a powerful person with that agency, so I’d encourage you to keep exploring the deep origins of that power.”
- Ask the group: “What from this coaching would you want so-and-so to add in to their next draft?” (use in rare cases where the storyteller themselves can’t answer this or needs resonance) **Be sure to watch the time if you use this strategy: don’t go past the buzzer!*
- Thank them for their story & learning.

The Craft of Coaching:

The craft of coaching is the same for Self, Us, Now, and Linking.

The craft of coaching is where the art of it all comes together. The elements of craft are: Questions vs statements, guideposting, emotional presence, holding authority, and soccer vs ping pong. These elements are constant throughout. Strategy is also a fundamental element of the craft -- that is, choosing which content area you will dive in on. We'll explore content a bit later in this guide.



Throughout Coaching:

Emotional Presence: Emotional presence begins with the coach modelling vulnerability in their own story. Then, when coaching, coaches must create empathetic tension through body language, eye contact, repeating back/mirroring, and pacing of questions. Balancing both rapid-fire questions and spaciousness is a key element of coaching with emotional presence. Coaches should take care not to be overly friendly or overly cold, but rather maintain a supportive and challenging space. Noticing and engaging emotional vulnerability in participants is a key component to a coach's emotional presence. When emotion arises, lean in, recognize it, and hold it, rather than backing away or minimizing it.

Holding Authority: Coaches must engage tight leadership around timing and focus without seeming tentative or too rushed. At times you will have to interrupt participants; do so with warmth, intention and with authority. It helps to name up front that your role as coach is to challenge and support the participants in their learning, so they know what to expect. Let them know upfront you will be "lovingly interrupting" them to help them focus and develop their stories. Maintain strict time management, and if someone or something is derailing the learning of the group (intentionally or otherwise), take the reins and deal with it. Remember you are responsible for facilitating the learning of the whole group. Hold your coachees accountable in the moment for questions you ask! (There is a tendency for learners to say "I'll think about that" but encourage them to think now, in the moment: keep them on the hook -- it's what they're there for!)

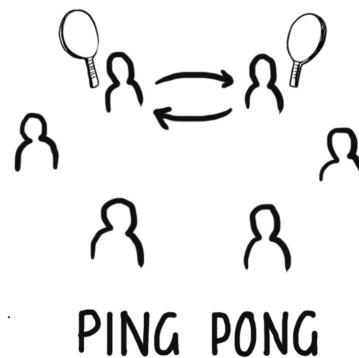
During the Intervention:

Questions vs. Statements: *Why are questions important? What do questions do for the coachee that statements can't? How might you as a coach strategically use questions to your advantage?* Coaching largely happens through asking questions, as the majority of the answers lie within the coachee, not the coach. Questions should be direct, to the point, and open-ended whenever possible. Don't be afraid to just ask about what you're really curious about, and trust your natural intuition. At times a

coach may choose to make statements to make correctional interventions around an informational challenge, but statements should be a strategic choice rather than the default.

Guideposting: *We've talked about questions and statements, and now we're going to talk about guideposting.* Let the coachee know where you're going before you go there, based on your diagnosis. Be explicit about what you are intervening on by "guideposting," or naming the elements of the story using the language of the STORY itself, not just the craft. For example, you might say "I hear how you felt totally alone when ___ [aka challenge], and I hear how you then decided to ___ [aka choice], and I'm really curious about how you got the sense you could do that [aka hope]," and then direct all your coaching around the element of hope. Notice that we're not just saying "I heard a challenge, I heard a choice, but where did you get the hope?" It's in the storyteller's own words and the language of the story. When coaching a small group, you can be strategic about the elements you're coaching in each story, so that the group gets a larger overall picture of the craft.

Soccer vs. Ping Pong: "Soccer" means facilitating a group conversation, while "ping pong" is one-on-one back-and-forth with the coachee. Soccer can be a helpful way to allow the group to offer specific points of resonance or questions for the coachee, and to start engaging the group in coaching one another. Be very clear with your questions to the group to use your 'soccer' time most efficiently. Ping pong can be a helpful way to dive deeper into an element of a story or a point of vulnerability with the storyteller, and to model one-on-one coaching for the group. Coaches should make strategic choices about when to engage in soccer and ping pong throughout a coaching session.



Rubric For Coaching Competencies

This rubric outlines key coaching competencies. As you learn and practice, you will use this rubric for self-reflection and evaluation. Your SuperCoach will support you and respond to your reflections.

- = struggles ✓ = solid, with potential + = excellent

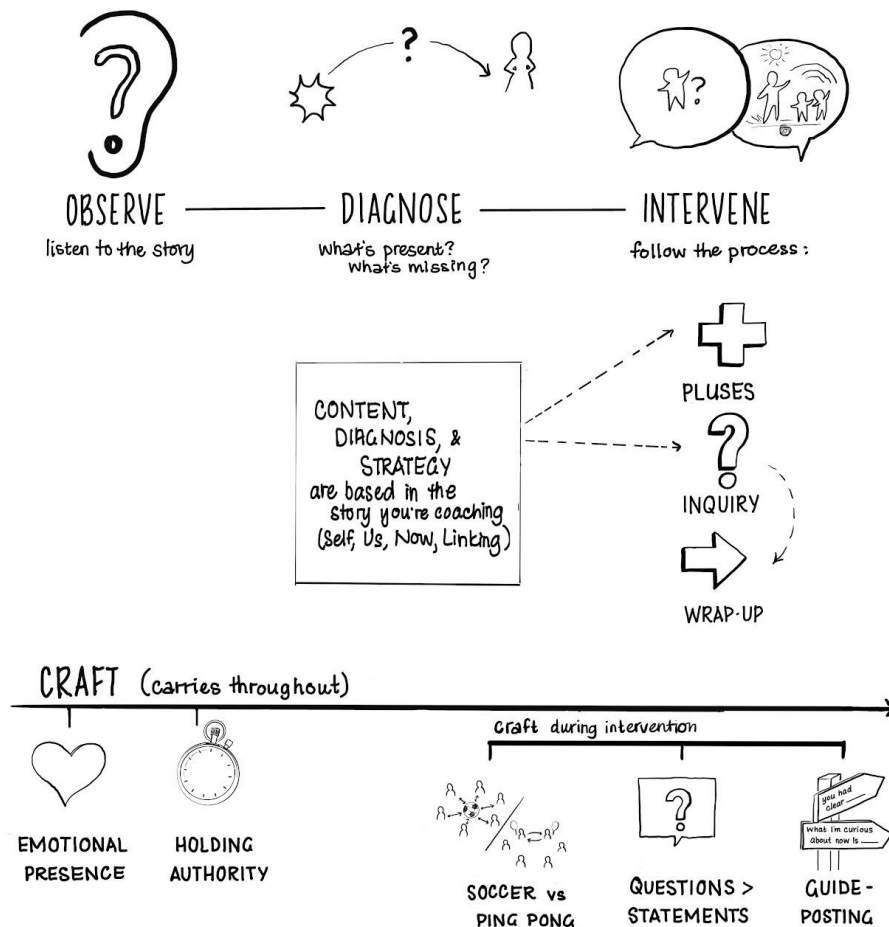
CRAFT	ASSESSMENT	NOTES/OBSERVATIONS
Strategic Instinct <ul style="list-style-type: none"> identifying the “right” pluses and space for inquiry in the story making the “right” assessment whether to coach the person or the story choosing an impactful intervention sticking with it until you ‘get there’ 	- ✓ +	
Questions > Statements <ul style="list-style-type: none"> coachee does the work open questions open curiosity tied to the framework limited & concise statements 	- ✓ +	
Guideposting <ul style="list-style-type: none"> articulating strategy concisely using the language of the STORY, not jargon 	- ✓ +	
Emotional Presence <ul style="list-style-type: none"> vulnerability, warmth, connection deep listening manages emotion and tension 	- ✓ +	
Holding Authority <ul style="list-style-type: none"> presence, confidence time management & structure fluidity in redirecting as needed 	- ✓ +	
Soccer & Ping Pong <ul style="list-style-type: none"> skillful group facilitation strategically balancing group with direct coaching 	- ✓ +	
Process <ul style="list-style-type: none"> start with a strength intervene with an inquiry on one thing wrap up 	- ✓ +	
Content Knowledge <ul style="list-style-type: none"> coaching to moments coaching agency coaching around elements of specific story (SoS etc) level of content knowledge 	- ✓ +	

COACHING STRENGTHS:	
COACHING GROWTH EDGES:	

Rubric created by Robert Martin and Celine Lebrun and modified for this manual by Rosi Greenberg

Coaching Summary:

Take a look at this summary chart and check for understanding:



Questions for Reflection and Discussion:

- What questions arise about coaching?
- How does coaching and Public Narrative coaching specifically support organizing campaigns?
- How is coaching within this framework distinct from other forms of coaching?
- What is meaningful to YOU about this? Why are you choosing to take up leadership through your Public Narrative coaching?

Section II: Coaching Story of Self

Micro-skill Practice: Open-ended Questions

Consider the purpose of your question, and craft your question towards that purpose. Two types of questions, open and closed ended questions, can be used for different purposes. It's important to be strategic about when we use each type.

A closed question is a yes/no question, for example: "do you like pink?", "do you think that..." or even "is there a moment when..." A variation on closed questions are questions with only one right answer, such as "how old were you?" Closed questions are useful when we want to get straight to a point, or force a decision. They are not useful when we are trying to open towards more deep thought or experiential information.

An open question is a question that opens to many possible answers, including what, why, how or when questions. Most of our coaching questions will be in the form of open questions, as these provoke more thinking, an exploration into their experiential reality, and can help the coachee do more of the work.

The question you use depends on your purpose. Closed questions can be helpful, but we often use them more than is necessary or useful.

Examples of Useful Contexts for Closed Questions:

- If you're trying to quickly check the parts present in a story:
 - Ex: Did we hear a story of self? Yes. Did we hear a story of us? No.
 - Ex: Do we know where to show up?

- If you're trying to quickly check for understanding:
 - Ex: Do you get why Shiela does what she does in her leadership? Yes.
 - You could then follow up with an open-ended question, "what in her story helped you understand that?"

- If you want to make a sharp point:
 - Ex: Was that the first time you stepped up, or was there something before that?
 - Ex: Did everyone you know react that way?
 - Again, follow up with more open ended questions if they don't go right into it. When was the first time? Why do you think you reacted the way you did?

Examples of Not-So-Useful Closed Questions:

- If you're looking to understand something, it can be tempting to guess at the answer as part of the question, making a closed question when really you'd be better off with an open one.
 - Ex: Did you do that because your mom modelled it for you?
 - Might be better to just ask: Who showed you that? or simply, "Why did you do that?"

- If you're looking for a moment:
 - Ex: Is there a time when you remember doing that? → will lead to a yes or no, and you may or may not get to the story.
 - Might be better to ask: "When is the first time..." or "when did you..."

- If you're looking for resonance from the group:
 - Ex: Did Sheri's story move you?
 - Might be better to ask "what specific words or phrases in Sheri's story moved you?"

Practice Exercise:

Check in with a partner about this week. One of you will be the questioner and one will be the sharer. Sharers, please keep your answers relatively short so the questioner gets to practice a lot of questions.

Spend one minute only asking your partner closed questions, and having them answer. You are ONLY allowed to ask yes/no questions. Then switch roles and have them do the same. How does that feel?

Next, spend three minutes only asking open questions and having them answer. You are NOT allowed to ask yes/no questions! If anyone hears a yes/no question, stop, go back, and rephrase it. Then switch roles and repeat. How does that feel?

Agenda:

1 min: Person A asks Person B closed questions about their week. Person B answers. Person B stops Person A if there are any open questions.

1 min: Person B asks Person A closed questions about their week. Person A answers. Person A stops Person B if there are any open questions.

3 min: Person A asks Person B open questions about their week. Person B answers. Person B stops Person A if there are any closed questions.

3 min: Person B asks Person A open questions about their week. Person A answers. Person A stops Person B if there are any closed questions.

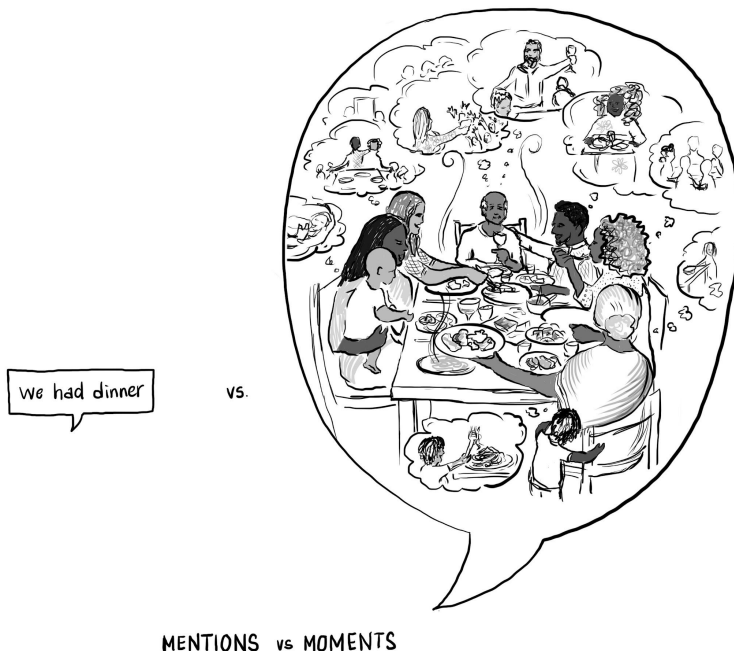
2 min: What was that like? How did it feel? What are your takeaways on closed vs open questions?

Story of Self Concept Overview



The purpose of sharing our story of self is for us to connect on **values**, to understand **why people are called to leadership** and to organizing. By focusing on **challenge**, **choice**, and **outcome**, we are communicating that we own our lives and that we exercise agency to make choices. The story is not supposed to reflect our heroism or show that we are particularly special human beings but rather the opposite- that we are human like everyone else: we've faced challenges and felt vulnerable *and* despite that, found the courage to make choices based on our values. We have **hope** and we share our source of hope to inspire action. Finally, the story of Self is itself the product of a choice — everyone (when they think about it) has thousands of choices they could tell a story about, so the key is selecting **one** story (not **the** story, but just **a** story) that succinctly reveals why they are called to leadership for this particular issue. It doesn't have to be dramatic but it does have to reveal the values they hold and want to put into action.

Content:



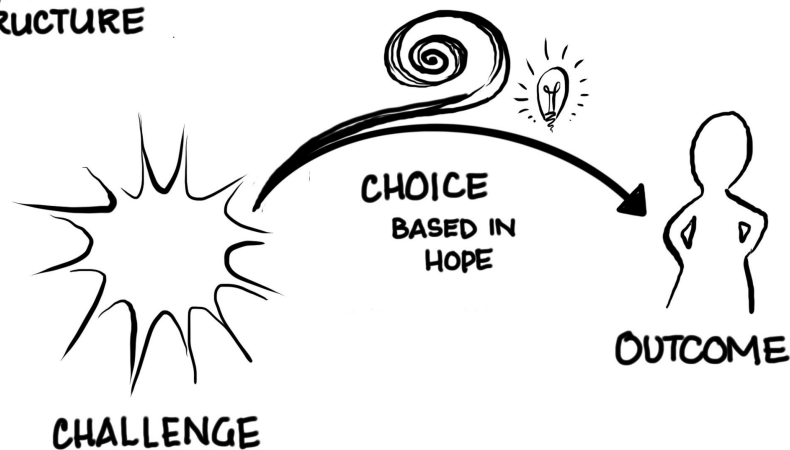
MENTIONS vs MOMENTS

● Story moments

- Show, don't tell! Reminders for storytellers:
 - The story is made up of vivid, sensory details. A moment is like a movie -- there is a setting and then there is action within that moment.
 - Set the stage with a few details that matter - a few images to help us understand where you are and what it feels like.
 - Telling the story in present tense helps us all be present there with the storyteller in a visceral way.
- To coach to moments, use **'when'** questions. For example, ask "when did you first choose to bring that to others?" or "when is a time someone believed in you?"

- To flesh out a moment and coach to details, ask “where were you?” “what could you see?” “What did she look like?”, “What did it smell like?” When people recall the sensory details or names of those around them, it is really helpful to bring us all into that moment.
- **Origin**
 - The Story of Self is about the origin of values. It is about where the person learned the values that call them to leadership.
 - Act I/Act II: If you think of your life like a play, that’s divided into different acts, then the Origin Story would be Act I, rather than Act II or III. Act I “sets the stage” for what comes later: it is a foundational story of moments that shaped you, leading you to become who you are today.
 - Often, origin is about theory of change about the world. For example, if they are a political organizer, when did they first realize that organizing could make change? Often those moments happen really early on, before people even know what organizing is, they just begin doing it because that’s what they’ve seen modelled or been supported to do -- and then it becomes their superpower.
 - One way to think about this might be: if you were speaking to yourself, with no one watching, what would you say is what you are trying to do with your life?
 - Values are seen most often in *how you deal* with trauma and struggle, not the fact of trauma and struggle itself. So the question is where did that resiliency, strength and way of dealing with struggle come from? *How’d you get through that?*
 - **Authenticity / Vulnerability**
 - Authenticity / Vulnerability is key to the invitation into relationship. It is about sharing something that matters, that is authentic, that is real and important to you. Vulnerability can look and feel different to different people (i.e., it is not always about crying) so encouraging learners to lean into their *own* vulnerability is key.
 - It is not about trauma! This craft is not about sharing the hardest thing that happened in your life. We often say this is about sharing scars of things you have overcome, rather than currently open wounds. Scars are those experiences that we have used to make us stronger. Wounds are openly raw challenge experiences that we have not yet turned into moral resources. As a coach, if you are pushing a coachee to reflect on potentially painful experiences and challenges in their life, you want to be sure they are “scars”; you don’t want to be pushing them into open “wounds,” which could unintentionally bring up unresolved traumas.
 - If you see emotions in someone, you can ask “what’s coming up for you right now?” or “if those tears could speak, what would they say?”
 - One thing to remind your participants (and yourself) is that tears are not only a sign of sadness, but a sign of **meaning**.
 - The point of coaching is to help a coachee explore and communicate with others moments that shaped them, their calling, and their values. It’s always their choice what they share: this is a craft based in agency, so while you’re guiding the coachees, they are always in the driver’s seat!

NARRATIVE STRUCTURE



- **Challenge, Choice, Outcome**

- Try to choose the one that feels the most necessary to understanding who this person is and why they are called to what they do. Once you choose it, stick with it!
 - **Challenge:** When did they learn that not all was right with the world? When did they feel like things were so messed up that they, personally, had to act on it? What moments of struggle, injustice, disappointment, upset, powerlessness, fear, anxiety, isolation somehow connect to that which they are trying to work on in the world today? Where are there early resonances of their calling in their own personal, visceral experience?
 - **Choice:** When did they choose to do something about that challenge? When did they step into their own agency? And then when did they choose to enable agency in others, and why? Sometimes there are multiple choice moments, so just dive into one and flesh it out.
 - **Outcome:** There are two outcomes in the story. First, the outcome in the moment: What did they learn from making the choices that they did, in the face of the challenge they've shared? And second, the outcome in their leadership: How do those early moments connect to what they are called to do today? Both are necessary.

- **Hope**

- Hope is about where your sense of possibility in the world came from. It's not 'hope' as in passive optimism, but active hope as in agency -- belief in yourself that you can make a difference and change the world.
- Often hope comes from our relationship with sources outside of us, such as babies, parents, friends, religious figures, family, books, connection to the Divine, etc. We may see an example in someone, or experience our power in a moment where there were no other options, or -- most often -- experience someone's belief in us and our unique ability to make a difference.
- If you sense that a particular participant has significantly more challenge than agency in their story, you might coach towards agency and hope rather than focusing on a story moment of the challenge. When coaching to challenge we want to ensure they

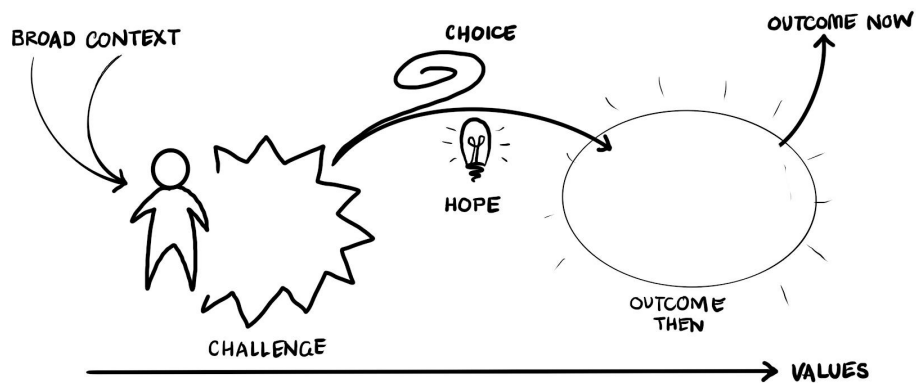
can use it as a moral resource rather than get stuck in a feeling of helplessness or victimhood.

Coaching the Person vs Coaching the Story

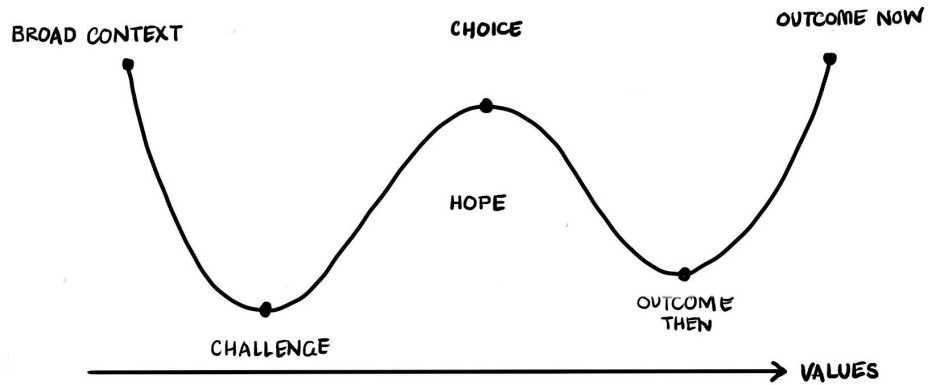
Coaching the Story is coaching the elements of craft in the story – is there a challenge, choice, and outcome, is the story told in moments, etc – to make a more impactful and craft-full story. It is more attuned to the specific elements of craft than the details of the story. Coaching the person is more about enabling this person’s agency in their narrative and enabling them to discover more about their leadership and values through their story. It is more attuned to the individual than to the specific elements of craft. As a coach you are balancing both and may lean towards one or the other in a specific instance of coaching. Keep both in mind, and aim to bring craft to agency and agency to craft whenever possible.

Taking notes as a coach

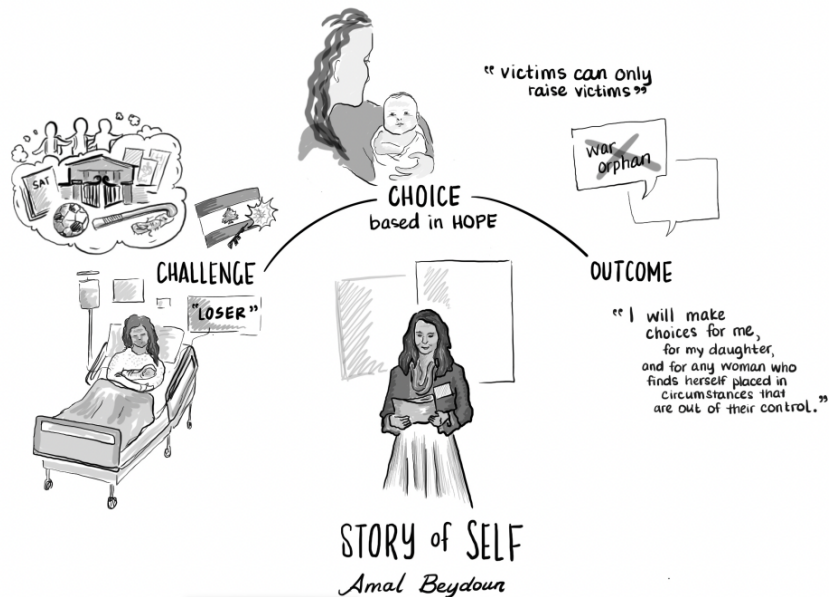
Some coaches like to take notes when listening to stories, or fit stories into a visual in their heads. Below is a visual organizer for taking notes on Story of Self.



You might want to make a dot on the timeline on the left of where in time their story lands. You can make some notes on context, on challenge moments, choices and sources of hope, of outcomes in that moment and outcomes now. You may notice your notes end up in only one or two spaces on the ‘map’ while other spots are blank. Those blank spaces might be a good place to start your coaching! Feel free to use this if it is helpful and disregard if it is not. You can simulate this chart yourself with a large W on your page, like this:



Another way you might take notes on Amal Beydoun's story as her coach (not the pictures but the words!):



STORY of SELF
coaching notes

Amal



CHALLENGE	HOPE / CHOICE	OUTCOME	VALUES
Lebanon - civil war - hospital bed loser baby (+) MOMENT! DETAILS!	baby looked @ me! (+)	not call self war orphan (?)	self- efficacy voice

What are typical challenges participants face at workshops and how can you coach them? (this section written by Tanvi Girotra)

- *No origin story* - a moving story about a powerful moment in their life but is a moment when they acted on their values, not when they learned their values.
Option 1: What do you do now? What do you love about it? When did you first learn to do it/love it? Take me back to when you were growing up.
Option 2: I hear the value of X in what you shared. But you talk about a moment that happened recently. Take me back to your childhood. When did you first learn to care about X?
- *Story of other* - happens very often in workshops - they share a powerful story of a parent or a grandparent that had an impact on them, instead of their own story.
I want to hear where you are in this story. What is your experience of this story? Why does it resonate with YOU so much? Did you yourself face the same challenge or choice?
- *Resume* - people will list their major life events so far, with no origin, no focus on a moment, no story moments.
This is impressive but I don't hear any moments. But I hear the value of X throughout. When did you first learn value X? When did it first become real for you? Can you give me an example of a moment?
- *No challenge moment* - you will hear a moment of learning a value, often from someone else without the storyteller experiencing a challenging moment themselves.
Option 1: It sounds like X value is really important to you. Was it easy to learn? Why/why not?
Option 2: Did you always experience X value growing up? Are there any moments in which you didn't? Take me to that moment.
- *No hope* - challenge moment and then jump to outcome - no sign of where they got the courage from or when/how they overcame the challenge
Where did you get the courage to overcome this challenging moment? Was there a parent, friend, teacher? Bring me into a moment of them giving you that courage. Give me an example.
- *No story moments* - most common in workshops - they will tell you the story instead of showing it to you.
Bring me to a moment. Give me an example. What did it look like? Who was in the room? Who else was there? What did they say? What were their names? I want to hear it like you saw it.

What questions can you ask if you can't think of anything?

1. Use the group. Start with asking for 'what moments or phrases stuck out to you and why'. Did you hear a challenge moment? A choice moment? Do you know what this person does now? Do you know what they care about?
2. Pick something from the story and ask them to bring you to a moment - can you bring us into this moment? What did it look like? Who was there?
3. Lead with curiosity - what don't you understand about the story. Ask about it. Clarify.

How can you use this?

- 1. Use it to enhance your coaching, not as a formula.*
- 2. Don't worry about perfect questions. Only intentional interventions with good questions as a tool.*
- 3. Use these approaches and question prompts as back pocket tools if you feel stuck.*
- 4. When in doubt, lead with curiosity. As a listener, what makes you curious about this person's story? What would you do to make it better?*

Story of Self Fishbowl

Watch the fishbowl and take notes below.

Use the space below to take notes on the story:

challenge	choice	outcome

values:

Use the space below to take notes on the coaching:

How does the coach begin? What do they affirm or lift up?	What questions does the coach ask as their intervention?	How does the coach wrap up?

What element of narrative was the coach coaching on? What was their strategy? How could you tell?

What was most effective in their coaching?

How could this coach be even more effective?

Story of Self Practice: Coaching Notes

Use the space below to take notes on the story you will coach:

challenge	choice	outcome
-----------	--------	---------

values:

Put a + next to what you want to lift up and a ^ next to what you want to work on. Use the table below as a reminder

story of self coaching tips

CONTENT	CRAFT	PROCESS
STORY MOMENTS	QUESTIONS VS. STATEMENTS	+
ORIGIN	GUIDEPOSTING	△
VULNERABILITY	EMOTIONAL PRESENCE	WRAP-UP
CHALLENGE, CHOICE, OUTCOME	HOLDING AUTHORITY	
HOPE	SOCCER VS. PING-PONG	

Section III: Coaching Story of Us

Micro-Skill Practice: Coaching to Moments

Moments are the heartbeats of stories. We experience emotions in moments that matter, and by sharing stories in moments, and bringing listeners into moments with us, we can share our emotions and values with them. Coaching to moments is one of the foundational skills of a Public Narrative coach. Here we will practice coaching to moments, but know that in stories we need to coach to strategic meaningful moments, not just any old moment!

- When coaching into a moment, first get a specific day or setting in which the story takes place. “When” questions can be especially helpful to do this.
- Next, flesh out the setting: What was happening? Who is there? What do they look like? What can you see around you? Sensory, vivid details and descriptions can be helpful – just as much as sets the scene, not so much that you spend all your time there.
- Feelings are important too, so we know why the moment matters: What are you feeling as this is happening? Give us a little insight into your thoughts and emotions so we know how to understand this moment in the context of your story.
- And moments are dynamic, like a movie rather than a still photo. What happens? Then what? What happens next? What did you do? What happened as a result? How do your feelings change over the course of this story?

Practice Exercise

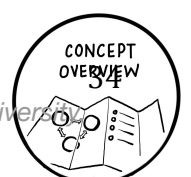
Check in with a partner about a challenge you overcame this week, big or small. One of you will be the questioner and one will be the sharer. Sharers, please share a headline of a challenge - big or small - you overcame this week. Don't go into too much detail yet. Questioners, it's your job to coach the sharer to the specific moment of overcoming, and to a dynamic story in that moment.

4 min: Person A shares about a challenge of their week in a few sentences. Person B's job is to coach them to the specific moment of overcoming.

switch!

4 min: Person B shares about a challenge of their week in a few sentences. Person A's job is to coach them to the specific moment of overcoming

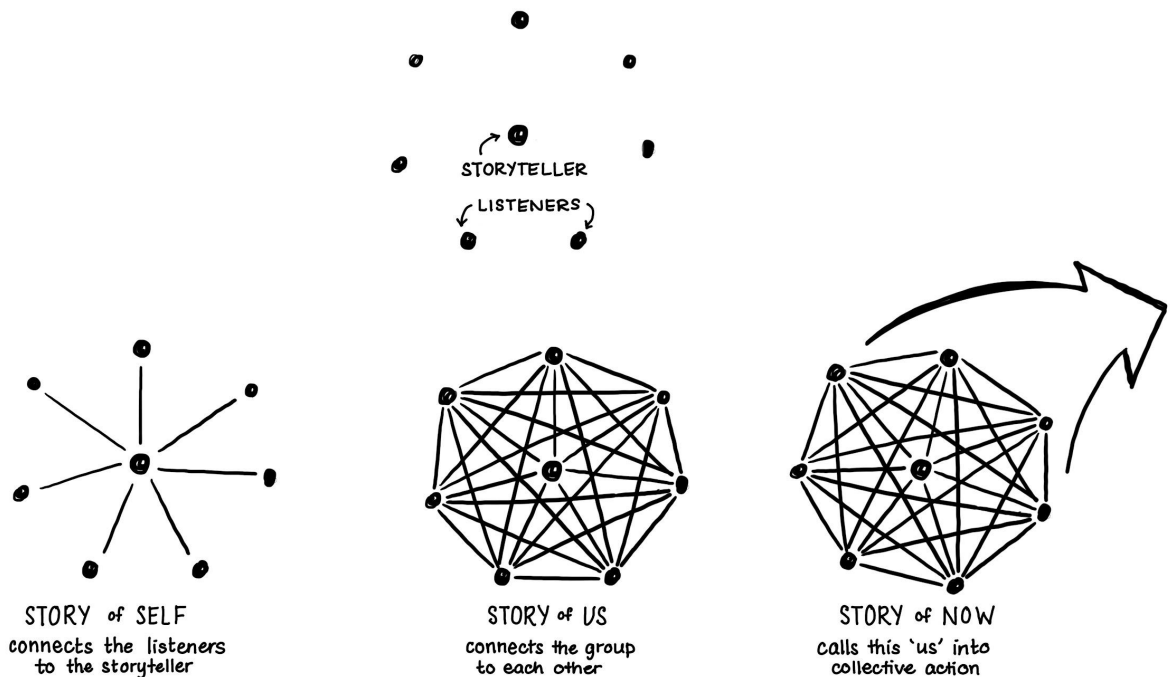
3 min: Feedback: What did we do well as coaches? What could we improve?



Story of Us Concept Overview

The purpose of sharing our story of us is to create a community from the group in the room and from your small group, joined together by shared values. By focusing on the values the group has in common and the shared experiences that reveal those values (the challenges, choices, and outcomes that join them together), this community starts taking shape. This story draws on shared experiences (often, but not always, quoting stories of self that were shared earlier) to reveal shared values.

As such, it takes place in the past, like the story of Self. Importantly, it also communicates **why** we are hopeful and powerful together. It sets the ground for calling people to action in the story of now. Because it focuses on the common values it transcends issue silos. So instead of saying we connect on ending child hunger or we connect on finding ways to cut costs – we facilitate a story of us that says we come together around the values of human dignity and stewardship of resources. The particulars of how we work on that and achieve it is for the story of now and the strategy.



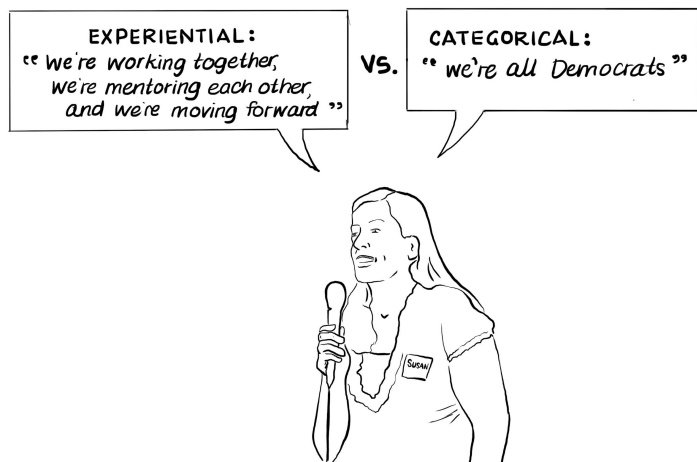
Content:

- **Shared values**
 - The story of us is all about lifting up shared values experientially. We tell stories of specific moments of a group acting on their values, which reinforces the values in the room.
 - We draw values out from a moment, rather than crafting a moment based on the values.
 - In your coaching, it can help to ask what values people hear from the story, and draw out from there. If there is a story moment with no values, that's important to note too!
- **Connect to each other**

- The story of us is not just about connecting the listeners to the storyteller, but about connecting the listeners to **each other**.
 - The story of us actively builds solidarity in the room in the moment of its telling.
 - One great coaching move can be to note moments of connection that you see during the storytelling, such as nodding, laughter, collective eye-rolling, etc. You can also ask the group when in the story they felt most connected.
- **Story: challenge, choice, outcome**
 - The arc of the story is challenge - choice - outcome. The storyteller recounts a moment of challenge that the group faced, in which the group felt fear, powerlessness, isolation, or concern. Then, someone in the group makes a choice to shift that and step into something more powerful. That choice brings an outcome in the moment, and it creates an outcome in the group -- a sense of hope, power, solidarity and joy. The arc from challenge to power is the arc of the Story of US, and it all goes through the moment of shared choice.
 - The Story of Us is still a story told through moments! The challenge, choice, and outcome all happen in moments and are told in vivid story moments.
 - When coaching, you might choose one element (challenge, choice, or outcome) to hone in on. It can really help to have the storyteller tell the story in present tense with vivid details as well as feelings and thoughts that were going on in that moment.

- **Experiential vs categorical Us**

- The story of us is not categorical, as in “we are all women” -- it is experiential, as in “we have all experienced isolation and not belonging” as witnessed in a particular moment. We don’t want to assume sameness of experience - in fact we want to lift up difference as a beautiful thing! If storytellers tell stories categorically, help them move into the experience of it.

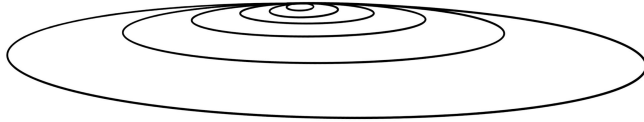


- **Hope**

- The hope in the story is the outcome, and the feeling of power, solidarity, specialness, and connection that is present in the group having come through the challenge and choice they did. The hope in the story of us comes from the agency, choice, and power in the group.

- **Bounding the Us to Include The Us in the Room**

- The ‘us’ is a specifically, strategically bounded group. Each story of Us is crafted for the specific group that the storyteller is speaking to. In a workshop setting, the ‘us’ is the us in the room right then, not some other group the storyteller also cares about.
- This is true even for groups that just met. If you can craft a story for this group, even if this is the first time they’ve met, you can craft a story for any group! It’s key to speak to the “us in the room” because it’s the only way you actually know if the story works or not!



BOUNDING

Other notes:

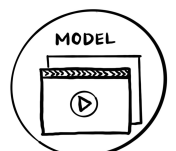
- There can be some 'self' in the 'us', but the main protagonist is the **group**, not the individual. This story is not just about how the storyteller felt about the group in a moment, but about how powerful the group is themselves.
- The Story of Us is in the past - it is a previous moment about when the group showed its power. It's not future-oriented or about what the group will do going forward (that's the story of now) but about how you know what they care about and value. It can be as recent as earlier that day or long ago.
- Stories of Us can also be about collective experiences beyond the group, such as major historical moments or national/international events. Those work, too!
- In rare cases, groups are in the middle of an Us moment and are not feeling hopeful. Give them a chance to create an us / create a story through this moment if they choose. Let them know that the story actually does help knit people together and create a 'redemptive' rather than 'contaminated' narrative. And it's also OK not to force it -- if one storyteller does not feel hopeful, it's OK to focus on challenge with them and bring in the hope through others.

What are typical challenges participants face at workshops and how can you coach them? (by Tanvi Girotra)

- *People don't understand the story of us: Happens often. Use the group to construct a story of us: What challenges have you faced as a group? Whether today or even before meeting each other. Can you give an example? What choices have you made as a group? When? What does that tell about what this group values? Are you hopeful about this group? What are some moments that make you hopeful?*
- *People refer to moments but don't bring you into moments: Pick one moment. I wasn't there. Can you tell me what happened? Who was there? What did you say? How did everyone react? Bring them into detailed moments. What does that tell you about this group's values?*

What questions can you ask if you can't think of anything?

- *Use the group: What moments resonated? Why? What shared value were you trying to communicate. Check back with the group - did you hear that in the story? Do you agree that that is a shared value?*
- *Pick any moment and ask for details: People rarely ever share detailed story moments for story of us. Pick one and ask for details. Teach from it.*



Story of Us Fishbowl

Watch the fishbowl and take notes below.

Use the space below to take notes on the story:

challenge	choice	outcome

Values:

Use the space below to take notes on the coaching:

How does the coach begin? What do they affirm or lift up?	What questions does the coach ask as their intervention?	How does the coach wrap up?

What element of narrative was the coach coaching on? What was their strategy? How could you tell?

What was most effective in their coaching?

How could this coach be even more effective?

Story of Us Practice: Coaching Notes



Use the space below to take notes on the story you will coach:

challenge	choice	outcome
-----------	--------	---------

values:

Put a + next to what you want to lift up and a ^ next to what you want to work on. Use the table below as a reminder

story of us coaching tips

CONTENT	CRAFT	PROCESS
SHARED VALUES	QUESTIONS VS. STATEMENTS	+
CONNECT TO EACH OTHER	GUIDEPOSTING	△
STORY – CHALLENGE, CHOICE, OUTCOME	EMOTIONAL PRESENCE	WRAP-UP
EXPERIENTIAL vs. CATEGORIAL	HOLDING AUTHORITY	
HOPE	SOCCER VS. PING-PONG	
US IN THE ROOM		

Section IV: Coaching Story of Now

Micro-Skill Practice: Interrupting

Interrupting a storyteller can be a helpful gift to them, as it can help them get to the most resonant parts of the story. If done tactfully, it can help pull them from a rehearsed narrative to seeing things from a different vantage point. It can also support your group staying focused and on-time.

Practice:

Imagine this storyteller is talking during the coaching time, after you've heard their story. Consider when you might interrupt them, and what question you might ask:

You say: Can you tell me about the first time when you really stepped up for justice like your father had modelled?

They say: Well, I'm not exactly sure about the first time but there was once in high school when I stood up for a friend. That friend later became the editor of the town's newspaper and we're actually still really good friends today. I was in his wedding and am close with his wife. It's funny, I hadn't thought about that but I suppose high school was really the time that brought us together. We weren't very cool, you see, so it was kind of just the two of us who would hang out. It felt like all the other kids cared about football and sports and dating and stuff. And anyway then after college I got a job in community organizing and really started going to protests and stuff and felt like I really stepped into my own and where any of this leadership stuff comes from. I guess it was really in college when I did anti-LGBTQ bullying stuff. That was always hard for my dad because he didn't really get the whole LGBTQ thing and that's its own story. But now I work in a really cool community organization and I've helped pass six policies through our local board of ed to support kids in schools.

Reflect: This could take about one full minute of the three minutes of coaching time.

Where in this story might you interrupt? What might you ask right there?

Why would that be strategic?

Reflect:

What will get in the way of you interrupting a coachee when you see a need to?

What can you do about that barrier?

Practice Exercise:

Check in with a partner about a highlight of your week this week. One of you will be the questioner and one will be the sharer. Sharers, please talk until you are interrupted, just keep going. You can have fun with it and get irrelevant if you want to. Questioners, interrupt at strategic times to keep the sharers on topic.

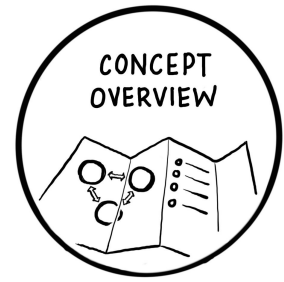
3 min: Person A shares about a highlight of their week. Person B's job is to interrupt with questions to keep them focused.

switch!

3 min: Person B shares about a highlight of their week. Person A's job is to interrupt with questions to keep them focused.

4 min: Feedback and debrief: What did we do well? What could we improve? What gets in your way of interrupting when you know you should?

Story of Now Concept Overview



The story of now is the point to which a public narrative is leading - a call to commit to hopeful action. Learning to articulate our values in relationship with others through the story of Us can help us tap sources of hope, confidence, anger, urgency and solidarity that enable us to act. Having developed a story of us, we move to the story of now.

Purpose of story of now:

- To create **urgency** and to articulate the specific action called.
- To contrast what would happen if we act AND if we don't act
- To instill hope that the action we are being asked to take will make a meaningful difference
- To ask for a specific commitment

We are using the linked story of self, us and now to lead people to a point where they use their public narrative to make a specific and strategic "ask". Therefore, you should encourage participants to be as specific as possible in their action they are calling on others to take, and actually get commitments in the moment.

Content:

- **Urgency** -- coaching note here: this is where you agitate and really raise the level of discomfort. The issues we are dealing with are uncomfortable and we want people to be taken out of their comfort zones in listening to this story, to the point that they act. Don't be afraid to agitate towards anger, injustice, distress.
 - Urgency is a feeling -- it is the feeling of anger, distress, or upset at an issue plus the fire to do something about it. Coaching toward agency means coaching toward that feeling. That feeling is created through a combination of a compelling challenge and a pressing feeling of time. We need to know why we need to act right now, on this thing - why we need to prioritize this over some other important issue of the million that hit our inbox, and not in three months -- this thing, right now. There are two kinds of urgency (urgency of need and urgency of opportunity) and the story elements below are ways to get at that feeling.
 - **Urgency of need:** Paint a vivid picture (in the present) of what is so bad right now. Here the focus is on how horrible the challenge is, and who is affected right now. Good coaching questions here might include "why is that so bad? Why can't that continue another moment?" Don't be afraid to agitate!
 - **Urgency of opportunity:** In addition to the vivid (present-tense) picture of the challenge, connect it to time running out, so that we know we have to act now. Craft a closing window of opportunity. This is especially good with elections, upcoming meetings, school years, etc. Good coaching questions here might include "how many days [or hours] are left until..." Again, don't be afraid to agitate!
 - **Nightmare:** Paint a vivid (future) picture of what might happen if we don't act. A good coaching question for this can be "What would happen if we don't act?" or "What would this look like in two years if we do nothing? Take us to a moment then."
 - **Dream:** Paint a vivid (future) picture of what could happen if we do act. A good coaching question for this can be: "What might actually happen if we act now?" or "What would this look like in two years [or another time period] if we work to make change? Take us to a

moment then.” (You can invite people to close their eyes and really picture it: what does it look like in the lives of people?)

- **Hope through action -- strategic path**

- We need to know what can actually make a difference about all this urgency. The hope in the Story of Now comes from the hope in the US, the strategic path and the plausibility of actually making a change. This is BEFORE we get to the ask - we need to show the link between what we're about to ask and the challenge.
- This can involve a bit of strategy coaching, where questions might include “who holds the power to change this?” “what do they want that this community has?” “how might your community leverage its resources to influence this?” OR “what would really make a difference towards this challenge?” “how might this community come together to create that change?”
- Sometimes hope and plausibility is found in breaking it down really specifically. For example, “How many people would really make a difference? Oh, 200? And how many would you want on a leadership team? 5? OK there are 40 people here, so you need 5 to join the leadership team and everyone else to come to the event and bring 4 friends? Sounds more doable right?”
- If participants are struggling on hope, it can sometimes be the case that their challenge is too big to make a real change on. Coaching the strategic path also involves coaching the challenge down to a bite-sized enough chunk.
- The hopeful path and ask need to match the actual challenge they are talking about. If you're not sure how the path and ask actually address that challenge, say so! There needs to be coherence between the parts of the story.
- Hope also comes from the sense that we have the resources we need to actually plausibly make a difference. So the pathway and the ask should be based in the resources this community has.

- **The Ask: measurable, feasible, consequential, collective**

- **Measurable:** How will you see the impact and measure it?
- **Feasible:** It's bite-sized enough to actually take it on together (the first step)
- **Consequential:** It's meaningful and will actually make a difference toward the change you're trying to create. Don't aim for something 'easy,' aim for something meaningful! It's about making meaningful change feel *accessible* to this group!
- **Collective:** It brings people together to build solidarity rather than sending them off to do things individually -- or at least it brings the individual tasks back to something larger than themselves and more ongoing than a one-off thing. It's about calling others to “Join me in X” rather than saying “You go do X!”
- **Draws on the Resources in the Room:** This group should know why *they* specifically are being asked to do this, and what unique resources they will contribute to the work. It's one thing to be asked something that anyone could do, but to be asked something that only *you* can do puts a whole new level of importance on it. Coaching questions here might include “Why this group specifically? What will they bring that others don't have?”
- **Visible:** Know who's with you through a visible show of hands or other visible commitment (i.e. put your email in the chat right now). For coaching you can ask “how will you know who's with you?” or “How will you know who to follow up with?”

- **Specific:** People need to know when and where to join you! They need a time, a date, a zoom link, etc. Coaching questions here might include “When’s the meeting?” “Where should we show up?” “Is there a zoom link?”
- **For coaching:**
 - Participants should choose ONE Ask, not a laundry list of twenty five different things. When we are presented with many options, that trivializes each one.
 - Emphasize that an ask is an opportunity for people to act on their values. It is not a burden!
 - Invite / tell participants to actually end their ask with a question mark. So often we forget (or are scared) to actually make the ask an ask.
 - Get in their faces! This is a great spot for rapid-fire questions.
 - It’s OK if people call others to a first meeting. They should still follow all of the above, letting people know what will happen at the meeting, why they specifically are needed, and when exactly it will be.

CHARITY vs. JUSTICE



what's wrong?
how can I help?



what's wrong? why?
how can we change it?

● Charity vs Justice

- There are two general approaches towards addressing problems – a charity approach of “what’s wrong how can I help?” that centers aid and the people offering the aid, and a justice approach of “what’s wrong, how can we change it?” that centers the community experiencing the problem and the sources of the problem itself. A charity approach, although well meaning, can be demeaning and paternalistic. The reason why some people have too little is because some people have too much. For long-term change, we need to focus on justice and shifting power in favor of the marginalized. Both adaptive and Immediate aid and technical solutions are sometimes needed. Often campaign goals include both.

● Story moments, not statistics

- Story moments create emotion, so we tell the Story of Now through moments, rather than statistics. Tell a detailed moment about one key instance of the challenge and how it became real in your life, and then you can generalize out to the vastness of the rest of the challenge with numbers. The story of now is about turning the present moment *into* a story moment!
 - Helpful questions include: when did you experience that? Do you remember when ___? What happened?
- Participants may push back on this, so just tell them to try it on. If they’re used to statistics, now is a great chance to try on the story element and see what happens when they pair that with a statistic. You can then ask the group which was more powerful, and gather data from them. Avoid getting into a power-struggle or argument over this or trying to prove a point - that can happen here sometimes.

What are typical challenges participants face at workshops and how can you coach them? (by Tanvi Girotra)

- **Challenge is not urgent:**
Option 1: Ask for the lived experience of the challenge. Who is facing the challenge? Do you know them? How do you know them? What are they facing? How does that affect their day to day? Bring us into a moment.
Option 2: Nightmare vs Dream: Why is it important to act NOW? What does the world look like if we don't? What can the world look like if we do?
- **Challenge is not lived experience of a person or a community**
Same as option 1 above.
- **Ask is not specific enough:** If you had to choose, what is the one thing you can ask this group to do? Ask for specifics - what should be done specifically, when, at what time, who should they reach out to.

What questions can you ask if you can't think of anything?

Either the urgent challenge or the ask will likely be missing. Focus on one and go deep.

Story of Now Fishbowl



Watch the fishbowl and take notes below.

Use the space below to take notes on the story::

urgent challenge	hopeful, strategic path	ask
------------------	-------------------------	-----

Use the space below to take notes on the coaching:

How does the coach begin? What do they affirm or lift up?	What questions does the coach ask as their intervention?	How does the coach wrap up?
--	--	-----------------------------

What element of narrative was the coach coaching on? What was their strategy? How could you tell?

What was most effective in their coaching?

How could this coach be even more effective?

Story of Now Practice: Coaching Notes



Use the space below to take notes on the story you will coach:

urgent challenge	hopeful, strategic path	ask
------------------	-------------------------	-----

Put a + next to what you want to lift up and a ^ next to what you want to work on. Use the table below as a reminder

story of now coaching tips

CONTENT	CRAFT	PROCESS
Ask. Measurable. Feasible Consequential. Collective.	QUESTIONS VS. STATEMENTS	+
URGENCY NIGHTMARE/DREAM	GUIDEPOSTING	△
HOPE THROUGH ACTION	EMOTIONAL PRESENCE	WRAP-UP
STORY MOMENTS, NOT STATISTICS	HOLDING AUTHORITY	
STORY MOMENTS, NOT STATISTICS	SOCCER VS. PING-PONG	

Section V: Coaching Linked Narratives



Coaching Linked Narratives Concept Overview

Narratives, relationships, teams and strategies only become a source of power if they are turned into action. In organizing, action grows out of people's commitment of their resources (time, money, energy, etc.) to achieving organizational goals and outcomes. An effective action program is one in which many people can contribute their resources to achieving a common objective through motivational task design.

Content:

- **Story arc coherence:**
 - Look for coherence in each story - a challenge, choice, and outcome arc in each story that all relate to one another.
 - Look for coherence between the stories -- does the story of self make sense with this us and this now, and vice versa?
- **Values thread:**
 - Look for a link in values between the three stories. There may be one or more values present, but there should be basic coherence. When coaching, if there is a clear value, you can lift this up at the beginning as a plus, and then dive into each of the three stories based on that value.
- **Self, Us, Now + Ask**
 - All three stories need to be present! It can help to do a quick check in overview at the beginning of your coaching and then dive in on the one that needs work.
 - Self: “[Did we hear / When did we hear] when ___ learned to care about [value]?”
 - Us: “[Did we hear / When did we hear] when this group showed they also care about [value]?”
 - Now: “[Did we hear / When did we hear] how [value] is threatened right now?”
 - Ask: “[Did we hear / When did we hear] what we can do to change this situation, to act on our value of [value]?”
 - Choose one that is weaker and dive in for your intervention. If the story of Self does not give a clear picture of the person’s calling to leadership, start there. Everything builds from there.
- **Hope and challenge in each story**
 - Each story needs to include both hope and challenge.
 - **Story of Self:** If you didn’t think the world needed changing (challenge) you wouldn’t be here. And if you didn’t think you could change it (hope) you also wouldn’t be here. Show us both.
 - **Story of Us:** If we didn’t think the world needed changing (challenge) this group wouldn’t be this group. And if this group didn’t think you could change it (hope) you wouldn’t care to work together. So show us both.
 - **Story of Now:** If we didn’t think the world needed changing (urgent challenge), there’s no point to any of this. And if we didn’t think we could change it (hope and ask) this isn’t a leadership craft.
- **Story moments**
 - All of this is created through story moments! Don’t lose those vivid details and emotions: tell your stories like mini-movies. **Show us**, don’t tell us.

At a minimum, what are you looking for in a good linked narratives at a workshop? (by Tanvi Girotra)

Story of Self: Challenge moment, Hope

Story of Us: Sharing of 2-3 meaningful experiences that the group has shared

Story of Now: Story about the challenge, one specific ask

Values: The stories fit together for the most part, you can identify what values bring them together

Story moments: At least 2-3 detailed moments that paint pictures

Typical coaching strategies:

1. *Coach the now:* Ask the group or tell them whether self, us, now were present or not. Then hone in on coaching story of now.
2. *Coach the self:* Ask the group or tell them whether self us now were present or not. Then focus on story of self - if you think the now is decent and the self needs a lot of work.
3. *Coach values thread:* Ask the group or tell them whether self us now are present or not. Ask what values bring them together. Ask how those values show up in each story.

Linked Narratives Fishbowl



Watch the fishbowl and take notes below.

Use the space below to take notes on the story:

self	us	now
------	----	-----

ask

Use this space to take notes on the coaching:

<p>How does the coach begin? What do they affirm or lift up?</p>	<p>What questions does the coach ask as their intervention?</p>	<p>How does the coach wrap up?</p>
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What element of narrative was the coach coaching on? What was their strategy? How could you tell?

What was most effective in their coaching?

How could this coach be even more effective?

Linked Narratives Practice: Coaching Notes



Use the space below to take notes on the story you will coach:

self	us	now
------	----	-----

ask

Put a + next to what you want to lift up and a ^ next to what you want to work on. Use the table below as a reminder

linked narrative coaching tips

CONTENT	CRAFT	PROCESS
STORY ARC COHERENCE	QUESTIONS VS. STATEMENTS	+
VALUES THREAD	GUIDEPOSTING	△
THREE STORIES + ASK SELF, US, NOW	EMOTIONAL PRESENCE	WRAP-UP
HOPE	HOLDING AUTHORITY	
STORY MOMENTS	SOCCER VS. PING-PONG	

Section VI: Coaching in a Workshop Setting

When coaching in a workshop setting, you will have several additional responsibilities in addition to coaching stories. You will **set up the small group** and share your story. You will **recap the main teaching points for each session** before your small group coaching rounds. You will hold a brief **Story of Us brainstorming session** and a **round of appreciations**. Familiarize yourself with the small group agendas in the participant manual for your workshop. In the following pages you will find resources to support you in each other element.

Small Group Setup

The goals of the small group setup are to prepare your participants for what is about to happen, to support them in feeling comfortable, and to begin to create the learning community, the 'us'.

As the coach, aim to be warm, welcoming, authoritative, and firm. You want to project curiosity, confidence, and calm. It's likely that participants will be nervous, maybe some resistant. You set the stage for the rest of the day with this intro and have a chance to welcome them into their own agency in storytelling.

Include in your introductions the following (though feel free to modify it as you see fit!):

- **Welcome, my name is ___** and I'll be your coach for the day. I'm very much looking forward to supporting you in learning this craft.
- **Let's do a quick go-round.** Make this your own, but I like to start with one quality you want to bring forward today and one quality you'd like to hold back in one word each. I'll go first: I want to bring forward curiosity and hold back my inner critic. [choose who goes next and go around the circle]. Can also use:
 - What's your favorite breakfast food?
 - What's one word to describe how you are feeling right now?
 - (anything else quick!)
 - **Resonate with them after the go-round.** "I love all of those foods! Now I'm hungry" etc.
- **Welcome to small group.** This is where the deepest learning of our day happens. This is where you get on the bike and where you fall off. We're here to support you and each other and to cheer you to get back on again.
- **Role of small group in the day / in our pedagogy:** We'll be here together four times (or three times if we are doing Now and linking together) throughout the day. We'll begin with Story of Self in this session, then return to the large group to hear some stories of self and debrief. We'll then take a break, learn about Story of US, then be back here to try out Story of Us, before heading back to hear some stories of us. Same with Story of Now and then linking. In the large group we explain and model, and this small group is where we practice, then back to large group always for debrief. Each person will have a chance to tell their story here and receive coaching. [adapt for online schedule] [adapt if Now and linking are done together]
- **My role as a coach is to support and challenge you.** Support will look like leaning in, being emotionally present to you and your story, and encouraging you to deepen your inquiry. Challenge might look like inviting you to look somewhere that's hard, or asking a question again, or interrupting to get to the heart of the matter. Both support and challenge will involve me asking deep questions. I'll be "lovingly interrupting" you to help you focus and get deeper into your story.
- **Your role as a participant** is to learn and to deepen your inquiry, to learn this craft, and to support others in learning this craft. That means listening deeply into others' stories, offering resonance and questions, and sharing of your own. It also means honoring your agency and the agency of others.

Only you get to decide for yourself how deep to go -- we will neither prod you past where you want nor protect you from the difficulty of exploring your truth. You are responsible for staying in the learning zone. If anyone asks a question you don't want to answer, you can choose to not answer it. You choose what story to tell that will be empowering.

- **We will be exact with timing today.** We'll be very exact with timing today for **focus** and **fairness**. Focus so we can get to the heart of what really matters most in your story and fairness so that everyone gets a chance to share and practice. This means that transitions to/from small group are not the time to go to the bathroom! It also means we'll need to be brief in our speech. So... Who can be our timekeeper for today? [choose a timekeeper and explain how you want them to keep time]
- **This is not about perfection.** It's not about finishing the day with a perfect story or script that you will use over and over again. It's about learning the tools that you'll continue building on when you leave here, and exploring aspects of your life and sharing with others what calls you to leadership. So if you have a strong inner critic like me, let's send them out to lunch together, because we need to be in a learning mindset here, not measuring whether we're getting it right and constantly telling ourselves we don't measure up.
- **This is also not about this as the ONLY Methodology You'll Ever Use Again.** We all tell stories, it's something we know how to do implicitly. This is not the only way to tell stories: it's one way to harness the power of narrative to the work of leadership. Think of it like trying on a jacket for the day -- if you like it, great. Keep it and add it to your toolbox. If you don't, you can return it. Or just keep one button. You get the picture. But I invite you to try this on with us today, to full commit to the process as we go through. Are you all willing to do that?
- **We did some community agreements up front. Are there any others we would like to add for our small group work?**
- **So let's jump in!**
- **First I'll share my story,** then we'll have some brainstorming time, and then we'll jump into rounds where each person will have 2 minutes to share their story and 3 minutes of coaching. We'll go round so each person goes.

Tips for coaches:

- Do not ask if anyone has questions. That will suck up your time. Mostly they are nervous, so it's just about reassuring them to try this out.
- If you are nervous about sharing your story, it's OK to name that. Whatever is real for you is welcome.
- Don't tell them if it's your first time coaching. Just fake it till you make it! And the secret is that you've already made it!
- Cold call people during your coaching and decide who goes first for storytelling. Aim for someone you think might be vulnerable.
- Explain to your team that recording the stories of each person at their table helps them with the story of us (**this is often forgotten**)
- Try to choose the first person carefully. Look for someone who is not overly talkative and who will be vulnerable. Who you feel gets public narrative and is articulate. Try to choose someone who masters the language. It is important to recognize with your facilitators that the first person you select can drastically change how the rest of the participants practice telling their story.
- You may want to coach the first person alone without opening it to the whole group. (This gives the group a strong, current model of good coaching.)
- Seek feedback from the whole group with the second or third teller.
- Make sure everyone tells their story and that everyone gives (brief, specific) feedback.
- More on this below, but before closing each small group session, make sure to ask the strongest storyteller if we have their permission to share in the large group.

Story of Self Recap

We're going to dive into Story of Self in just a moment.

- Story of Self is about the origin of your values. In what moments early on did you learn the values that call you to your leadership? When did you first step into that leadership without even knowing it?
- Act I not Act II -- right now you might be in your Act II or III in your life, acting on the values that you learned earlier. We're looking really for where those came from.
- Challenge: Moments where you learned that not all was right with the world.
- Hope: Moments where you learned you could do something about it. And then the choice is what did you do?
- We need both. We put them all together in an arc of challenge -- choice (based in hope) -- outcome.
- It's all based in moments -- the visceral, detailed, sensory moments that bring us in.
- Sometimes these can be emotional, and that's OK! This is about sharing what's real.
- Share scars not wounds -- This is about agency. Where does your magic come from, your hope? Let's find those sparks of it early on. This is not about sharing your deepest trauma, but sharing the moments of power in the face of challenge.

Story of Us Brainstorm

You will lead the Story of Us Brainstorm for five minutes at your table. Follow the questions below to support your group.

What experiences has this group shared? [list a bunch]

Of those, which have most inspired you or made you proud of this group? [choose a 'juicy' one to dive into for the next few questions]

Why were you so inspired / proud / joyful to be a part of this group? [briefly articulate a value]

Was that easy? Are you always so inspired? Is it always easy to act like that? No, it matters because it can be challenging [dive into challenge]

So in that experience, what happened to get you to this sense of joy and inspiration? Let's start at the beginning - take me to the moment when ____, and tell it in present tense. [coach them into a moment, and articulate the challenge, choice, outcome arc]

- What was going on? Who was there? What did it look like? What was the feeling? How did you know?
- What happened? Who made the first move? Then what?
- And what was the result? What does that tell you about this group?

Story of Us Recap

During the Story of Us, you'll have 2 minutes for recap and 5 minutes to brainstorm with your small group.

Situating the Story of Us:

- The Story of Us sits between the Story of Self, when we learn about you, and the Story of Now, when we are called into action together. So the Story of Self tells us when did you learn to care about what you care about? And the Story of Now is assuming we all care about that too, and telling us that something really important is threatened and we need to act on it.
- So the Story of Us is reminding us all that we care. It's PROVING to us that we care, not assuming, but SHOWING us a moment of when you've actually seen it in this group.
- The Story of Us also begins to build the solidarity that you're going to call on in the Story of Now. This is the community that will act together, and the Story of Us is really helping knit that community together. The Story actually CREATES the power in this moment, it doesn't simply remind us of the power of previous moments.
- We'll take some time to do a collective brainstorm and then each person will do their own individual brainstorms after.
- So you're going to tell a 'remember when' story about this group that really shows when they stood up for their values.

Brainstorm (there are a few ways to do this. This is one):

- When is a moment when this group inspired you?
 - [elicit some moments]
 - Other questions might include:
 - When did you see the power of this group?

- What experiences have you shared that made you really see the power in this community?
 - When were you proud to be a part of this group?
 - [aim for a choice moment and select one to dive into - maybe one that a lot of people mention, or one that seems emotional]
- [choose a moment that seems like a choice] That sounds like an important choice the group made! Let's go with that! Take us into that moment. Where were you? What was going on? [get to moment]
- [Dive into challenge] Why was that choice important in that moment? Let's look at the challenge that you all were facing. What was happening?
 - Other questions might include:
 - What was going on that threatened the values?
 - What were you all facing in that moment?
 - How did it feel?
 - What options did you have in that moment? What might other groups less powerful than YOU have done? [oh there was a real choice...]
- Back to choice: So you're facing all of this... what shifted? [move back to choice]
- [flesh out outcome] And then what? What happened as a result of that choice? How did you all feel? What became true about this group in that moment?
- [flesh out values] What did you learn about this group from that moment? What values do you all hear in this story?

Story of Now Small Group Recap

The Story of Now is where strategy meets story: it's the craft of making the current challenge we're facing into a story moment, with urgency, hope that comes from a clear pathway to action, and a call to action (the ask).

- **Urgency -- (the challenge)**
 - Urgency is a feeling -- it is the feeling of anger, distress, or upset at an issue plus the fire to do something about it. Coaching toward agency means coaching toward that feeling. That feeling is created through combination of horrible challenge plus time. We need to know why we need to act right now, on this thing, not some other important issue of the million that hit our inbox, and not in three months -- this thing, right now. The story elements below are ways to get at that feeling.
 - Urgency of need: Paint a vivid picture (in the present) of what is so bad right now. Here the focus is on how horrible the challenge is, and who is affected right now.
 - Urgency of opportunity: In addition to the vivid (present-tense) picture of the challenge, connect it to time running out, so that we know we have to act now. Craft a closing window of opportunity. This is especially good with elections, upcoming meetings, school years, etc.
 - Nightmare: Paint a vivid (future) picture of what might happen if we don't act.
 - Dream: Paint a vivid (future) picture of what could happen if we do act.
- **Hope through action -- strategic path (the outcome of the Story of Now)**
 - We need to know how we can actually make a difference towards a better future. The hope in the Story of Now comes from the strategic path and the plausibility of actually making a change.
 - What would make a difference?

- What would it look like if that problem was solved?
 - What's really needed here? How might we get there?
 - Why do you think that will make a difference?
 - What have you seen work in the past?
 - Why do you think we specifically can make this change? A good pathway draws on the Resources in the Room: This group should know why they specifically are being asked to do this, and what unique resources they will contribute to the work. It's one thing to be part of a pathway that anyone could do, but to be asked something that only you can do puts a whole new level of importance on it.
- **Ask: measurable, feasible, consequential, collective**
 - Measurable: how will you see the impact and measure it?
 - Feasible: it's bite-sized enough to actually take it on together.
 - Consequential: it's meaningful and will actually make a difference toward the change you're trying to create. Don't aim for something 'easy' aim for something meaningful! People act because something is meaningful.
 - Collective: it brings people together to build solidarity rather than sending them off to do things individually -- or at least it brings the individual tasks back to something larger than themselves and more ongoing than a one-off thing.
 - Visible: know whos with you through a visible show of hands or other visible commitment (i.e. put your email in the chat right now).
 - Specific: People need to know when and where to join you! They need a time, a date, a zoom link, etc.
 - End it with an actual ask! "Who will join me?"

Linking Small Group Recap

In this part of the workshop, we are also coaching participants to pull their stories of self, us and now together and to motivate action to an urgent matter. The purpose of the complete public narrative is to call for action that is linked to the purpose, strategy and campaign chart.

- **Self, Us, and Now with hope and challenge in each part.**
 - Each story needs to include both hope and challenge.
 - Story of Self: If you didn't think the world needed changing (challenge) you wouldn't be here. And. If you didn't think you could change it (hope) you also wouldn't be here. Show us both.
 - Story of Us: If we didn't think the world needed changing (challenge) this group wouldn't be this group. And. If this group didn't think you could change it (hope) you wouldn't care to work together. So show us both.
 - Story of Now: If we didn't think the world needed changing (urgent challenge) there's no point to any of this. And. If we didn't think we could change it (hope and ask) this ___ isn't a leadership craft.
- **We need all three parts - Self-Us-and Now - linked through a values thread.**
- **End with an ask!**
- **Story moments**
 - All of this is created through story moments! Don't lose those vivid details, and tell your stories like a mini-movies.

When you move to the part of the teamwork on linking:

- Let participants know that it's alright to reconstruct their stories of self, us and now. Given the 'now' that they have identified what are the RELEVANT stories of self and us that they want to tell? Are there other parts of their stories that could be drawn on more effectively?
- Remind them that this is just a draft and we are not looking for perfection.
- Suggest that maybe now that they have been together for one intense day, they have more shared experiences for the story of us, and remind them not to lose the 'us' in their linked narratives.
- Remind them that they do not need to have their stories flow in order of self us and now. They can move from self to us to self to now and experiment with order.
- Remind them to tell the stories as if others have not already heard pieces of their narrative – this linked narrative must be coherent in and of itself (not “remember what I said in my Story of Self this morning?”)

Appreciations

At the end of the linking section in a workshop, we will have five minutes for group appreciations. Tell your team:

“We are now going to do a round of appreciations to close out our day by honoring the contributions each person made here today. We will go around the circle one by one, and each person will turn to the person to their left and briefly - in one sentence - appreciate them for something they did today. I'll start...” And then you start with the person to your left to model. Keep it short and pithy, so they model that! Allow them to come all the way back around and appreciate you last. Some coaches don't like to be appreciated, and it is your choice, but most participants find that it provides closure to the day and they really want to appreciate you by then, so it's a kindness to welcome it.

Nominating Stories for Debrief

Use the form or nomination cards provided by the workshop coordinator to nominate your top stories to share up front.

After each small group, you will nominate stories for the debrief. Nominate your best story, even if that is the same person each time.

Let the person know, saying something like, “I'm going to nominate your story to share up front, because I think it is a really powerful example that everyone can learn from. Would that be alright with you?” (It's fine if they want to opt-out, but frame it positively -- NOT as if they are taking up space with their story or that it's awkward to share)

In your nomination, include:

- Name of participant
- Rating 1 - 5.
- Story characteristics -- what is strong about this story?

Diversity characteristics of storyteller

Ratings:

Story of Self:

- A rating of 3 or above must have both challenge, choice and hope, and vulnerability. It must have origin -- that is, be earlier than age 18 or so. It takes place through a moment.
- Lower than a three is if it's only challenge or only hope, or no agency at all.
- Higher would be if there are story moments, real choice, and a clear connection to their outcome.
- Stories with no vulnerability do not set the stage for powerful connection later.

Story of Us

- A rating of 3 or above has a real sense of 'us'ness that moved people's hearts. It shares a moment or glimpses that lift up important values that are meaningful to the group. It helps the group feel their power.

Story of Now

- A rating of 3 or above has urgency and a real ask that is linked to the challenge. It makes you truly feel concerned about the issue and actually want to do something about it.
- Higher than a three: the story is told powerfully in vivid story moments, the pathway to an achievable change is really hopeful and clear, and the ask is specific, doable, draws on the resources in the room, etc.

Linked Narratives

- A rating of 3 or above has a Self, an Us, and a Now, as well as a values thread. There is origin in the Self, so we understand where the person's values came from. One element (usually us, sadly) may be a bit weaker.
- Higher than a three: All three elements of the story have both challenge and hope/agency/choice. It is clear from the Story of Self why the storyteller does what they do today, and why they care about the Now. The values thread runs throughout and is clear.

Dealing with Pushback

Dealing with Pushback - agency is sometimes scary for folks, so one way they might try to avoid finding it in their stories is to express a fear-based pushback, thinking it's 'agency' in fighting the framework. Know that this is coming from fear, not from hope, and is usually not very mindful. Do not fight the pushback. You might inquire into what's fueling it or just ignore it and keep going. For each – what comes up, how to inoculate against it in your setup, how to respond if it arises.

The important thing here is to not get triggered yourself, to trust yourself and the craft. You do not need to apologize, worry that you caused harm, or defend yourself or the craft. Know that this pushback comes in a very particular cultural context, and the same stories told in other cultures might be seen as liberating and powerful. Two storytellers with the same identity markers and similar stories may have very different experiences. Also know that these happen every so often, and it is not you. So do not take it personally!

Depending on the moment and how the feedback is delivered, you may decide between a range of options. Consider the one that will work for the majority of the group and serve the purpose of the learning. And remember that just because one person is loud and pushing back does not mean that the whole group feels this way. Often the best antidote to pushback is just jumping in, as it often comes from fear that can be calmed simply by practising the craft itself.

If the pushback comes privately, keep it private. Talk to the participant 1:1 during breaks.

If the pushback comes publicly, you have a range of options, escalating in their level of disruption:

- Ignoring it or nodding your head slightly before taking another comment or asking another question.
- Acknowledging it with a 'thank you for sharing' or the like, before moving on.
- Respond in one sentence with a teaching point or reminder, then move on
 - without asking for a response
 - asking for a supportive response from others
 - asking for a response from the participant who raised the issue
- Respond in a longer way - put 1 or 2 minutes on the timer and then stop when you get to time, otherwise you'll lose all your time responding
- Call over your lead trainer or coordinator if you need more support - we're here for you!
- Open conversation about the issue (try to avoid this as it will derail you). Maintain timekeeping.

Some types of pushback that we often see, and how to mitigate or respond:

- **“This doesn't work in my culture” / “This is so American”**
 - We've heard this from people in many cultures around the world, and almost inevitably they or someone else from their culture finds and tells their story. The truth is that storytelling is human, and while different cultures may have different traditions or ways of holding them, we all tell stories, we all have emotions, we all have values.
 - You might invite this person to just try this on for the day, like they are trying on a jacket. They can see what fits, what they like, and keep what they want to at the end, even if that's only a button. But they are doing themselves and their leadership a disservice not to try it on.
 - You might also sense into a value or values underneath their pushback, and just ask about those. Like, when did standing for their culture become important to them? Does

that connect in any way to what they're doing in their leadership?

- **“I don't have a story” / “I can't do this” / “I'll just watch”**
 - Everyone has a story, and everyone in our workshops is expected to get on the bike. Except in very-very-rare-almost-never cases, we do not allow observers, as this is all about leadership and collective action.
 - Sometimes people think they need to have a BIG CHALLENGE like something traumatic happened to them, or they need to tell about a marginalized identity they hold, otherwise they don't have a story. That is not what this is about. Everyone has experienced - and overcome - pain in their lives. Have they ever felt sad? Angry? Lonely? Disrespected? It is those experiences of pain that help us see where the world needs fixing, and that call us to our leadership.
 - This also may just mean they have a loud inner critic and are judging themselves harshly. You might point this out and playfully invite them to send their inner critic to lunch or remind them that it's just a first draft.

- **“This is not trauma-informed” / “You're doing harm!”**
 - The quickest way to diffuse this pushback may be simply to tell them you'll take what they said into consideration and move on.
 - You may also remind them that this is a craft of leadership - it is not about sharing traumatic experiences but sharing the hope, resolve, and resiliency that we grew no matter what our experiences were. It's about agency. To inoculate against this, speak about scars vs wounds – we are not sharing stories of active raw wounds, unless for you that feels agentic.
 - Even for two people within one small group, one may experience a difficult story as incredibly liberating to share, while someone else may feel triggered by hearing it - if it feels appropriate and you think you'll have an ally in the storyteller, you could even ask them how it felt to tell it.
 - If you sense that truly someone is going into a dissociative state or flashback, either this person or someone they are speaking for, you can help them come back into the learning zone. This has never actually happened in my six years of coaching and teaching thousands of people, but here is what to do:
 - Flashback: If their eyes are closed, have them open their eyes. Have them slap their legs or stomp their feet to get more in their body. Have them stand up and move away from the physical spot where they began the flashback. You may need to speak loud to get through.
 - Dissociation: Do not try to bring them back into the story moment. Have them name for you four things they see in the room, three things they hear, two things they feel, and one thing they smell or taste.

- **“You (or a group member or the teaching team) did something racist/sexist/homophobic!”**
 - Depending on when this is coming up in the session, you may want to speak to them 1:1 to learn more. Without judgment, seek to understand what happened and - separately - their interpretation of it. They're sharing a perspective, and it doesn't hurt to listen. You can bring this learning back to your teaching team and we can all learn from it.
 - This person is showing you a value they hold, through their emotions and the choices they are making in the moment. If it feels aligned, you might inquire into when this standing for justice first became important to them, and how it connects to their leadership. Only do this if they're still in their learning zone.
 - It's very unlikely, but possible, that this could come up in Story of Us, where the group bounds out the teaching team as the 'challenge'. If there is agreement amongst the

group on this, that is, if they are truly speaking for the experience of their Us, and the story builds values-based solidarity, just coach it. It's not the end of the world to be the bad guy, we can handle it.

- **“This craft is manipulative” / “you are asking us to manipulate people’s emotions”**
 - This craft is about authenticity and emotion. We are not making people feel things, we are sharing how we feel and often there is resonance. Stories should always be true for the speaker - that’s why authenticity is so important.
 - And yes, we are sharing things we really care about, to ask people to join us in urgent action. Manipulation is secretive, and non-transparent, but we are being entirely transparent about our motivations.
 - Sometimes people say this when they are afraid of including emotions in leadership. But the truth is that emotions are present in every situation in our lives, especially in moments of upset and uncertainty. So we are actually doing a disservice to our constituents when we leave emotions out. This is a craft of helping people hold their emotions and use them as indicators of value and moral resources. It is an act of leadership to help people experience their emotions in this way and use them as part of their momentum forward.
 - Again, this pushback might indicate a strong value of justice, so you may be able to just coach around that.

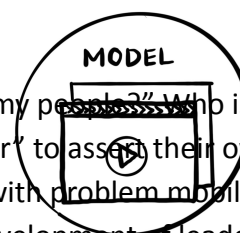
Appendix A: Refresher on Organizing: Understanding the Context and Origins of Public Narrative

Public Narrative is a foundational practice of organizing, a form of leadership that enables a constituency to turn its resources into the power they need to make change. In short, it is about equipping people (constituency) with the power (resources) to make change (real outcomes).

We share here a short overview of organizing and the other five practices, so that you can see where Public Narrative is derived from, and how it is used in context. For more information on organizing beyond these pages, please refer to the resources section of this guide.

PEOPLE: ORGANIZING A CONSTITUENCY

The first question an organizer asks is not “What is my issue?” but “Who are my people?” Who is my constituency? A constituency is a group of people who are “standing together” to assert their own goals. Organizing is not only about solving problems. It is about the people with problem mobilizing their own resources to solve it through iterative recruitment, training, and development of leaders.



POWER: WHAT IS IT, WHERE DOES IT COME FROM, HOW DOES IT WORK?

Rev. Martin Luther King described power as the “ability to achieve purpose.” Power is the capacity we can create by combining our resources and using them creatively to achieve a common purpose. Power is not a thing, quality, or trait – it is the influence created by the relationship between interests and resources. You can “track down the power” by asking – and getting the answers to – four questions:

- What are the interests of your constituency?
- Who holds the resources needed to address these interests?
- What are the interests of the actors who hold these resources?
- What resources does your constituency hold which the other actors require to address their interests?

The unique role of organizing is to enable the people who need/want the change to be the authors of the change, because that gets at the root causes of the problem -- which usually involve powerlessness in one form or another -- not only the problem’s symptoms.

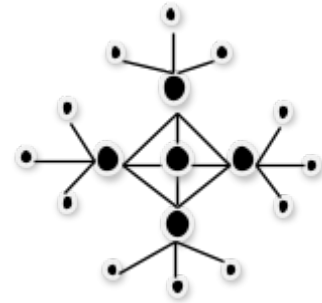
So organizing is not only a commitment to identify more leaders, but a commitment to engage those leaders in a particular type of fight, building the power to create the change we need. Organizing power begins with the commitment by the first person who wants to make it happen. Without this commitment, there are no resources with which to begin. Commitment is observable as action. The work of organizers begins with their acceptance of the responsibility to challenge others to do the same.

CHANGE: WHAT KIND OF CHANGE CAN ORGANIZING MAKE?

Change is specific, concrete, and significant. It requires focus on goals that will make a real and visible difference. It is not about “creating awareness,” having a meaningful conversation, or giving a great speech, although those may contribute to an organizing campaign. It is about specifying a clearly visible goal, then mobilizing your resources to achieve it.

DEVELOPING LEADERSHIP THROUGHOUT A CONSTITUENCY:

Organizing is not only about achieving goals but also building leadership capacity throughout the constituency. Leaders develop other leaders who, in turn, develop other leaders, all the way “down.” Although you may be the “dot” in the middle, your success depends on developing the leadership of others. That’s where much of your power built.



is

FIVE ORGANIZING PRACTICES

Organizing people to build the power to make change is based on mastery of five key leadership practices. These five practices can transform individuals, how their groups operate, and how the world looks, feels, and is.

DISORGANIZATION	→ LEADERSHIP PRACTICES →	ORGANIZATION
Passive →	→ <i>Shared Story</i> →	→ Motivated
Divided →	→ <i>Relational Commitment</i> →	→ United
Drift →	→ <i>Clear Structure</i> →	→ Purposeful
Reactive →	→ <i>Creative Strategy</i> →	→ Initiative
Talking →	→ <i>Effective Action</i> →	→ Doing

1. Creating Shared Story: (PUBLIC NARRATIVE!!!)

Organizing is rooted in shared values expressed as public narrative. Public narrative is how we communicate our values through stories, bringing alive the motivation that is a necessary pre-condition for changing the world. Through public narrative, we tell the story of why we are called to leadership (“story of self”), the values of the community within which we are embedded that calls us as a collective to leadership (“story of us”), and the challenges to those values that demand present action (“story of now”). Values-based organizing - in contrast to issue-based organizing - invites people to escape their issue silos and come together so that their diversity becomes an asset, rather than an obstacle. And because values are experienced emotionally, people can access the moral resources – the courage, hope, and solidarity - that it takes to risk learning new things and explore new ways of doing things. By learning how to tell a public narrative that bridges the self, us, and now, organizers enhance their own efficacy and create trust and solidarity within their campaign, equipping them to engage others far more effectively.

2. Creating Shared Relational Commitment

Organizing is based on relationships and creating mutual commitments to work together. It is the process of association – not simply aggregation - that makes a whole greater than the sum of its parts. Relationships are built through intentional one-on-one meetings and small group meetings, in which people share their stories, values, and interests. Through association we can learn to recast our individual interests as common interests, allowing us to envision objectives that we can use our combined resources to achieve. And because it makes us more likely to act to assert those interests, relationship building goes far beyond delivering a message, extracting a contribution, or soliciting a vote. Relationships built as a result of one-to-one and small group meetings create the foundation of local campaign teams, and they are rooted in commitments that people make to *each other*, not simply commitment to an idea, task, or issue.

3. Creating Shared Structure

A team leadership structure leads to effective local organizing that integrates action with purpose. Volunteer efforts often flounder due to a failure to develop reliable, consistent, and creative individual local leaders. Structured leadership teams encourage stability, motivation, creativity, and accountability – and use volunteer time, skills, and effort effectively. They create the structure within which energized volunteers can accomplish challenging work. Teams strive to achieve three criteria of effectiveness: (1) meeting the standards of those they serve; (2) learning how to be more effective at meeting outcomes over time; and (3) enhancing the learning and growth of individuals on the team. Team members work to put in place five conditions that will lead to effectiveness: real team, (bounded, stable and interdependent), engaging direction (clear, consequential and challenging), enabling structure (work that is interdependent), clear group ground rules, and a diverse team with the skills and talents needed to do the work.

4. Creating Shared Strategy

Although based on broad values, effective organizing requires that we identify and focus on a clear strategic objective; e.g., desegregate buses in Montgomery, Alabama. Narrowing and focusing on a strategic objective is a key to unleashing our creativity and turning our values into action. National campaigns often locate responsibility for national strategy at the top (or the center of the snowflake), but are able to “chunk out” strategic objectives in time (deadlines) and space (local areas) as a campaign, allowing local responsibility for figuring out how to achieve those objectives. Responsibility for strategizing local objectives empowers, motivates and invests local teams. This dual structure allows the movement as a whole to be relentlessly well oriented *and* fosters the personal motivation of volunteers to be fully engaged.

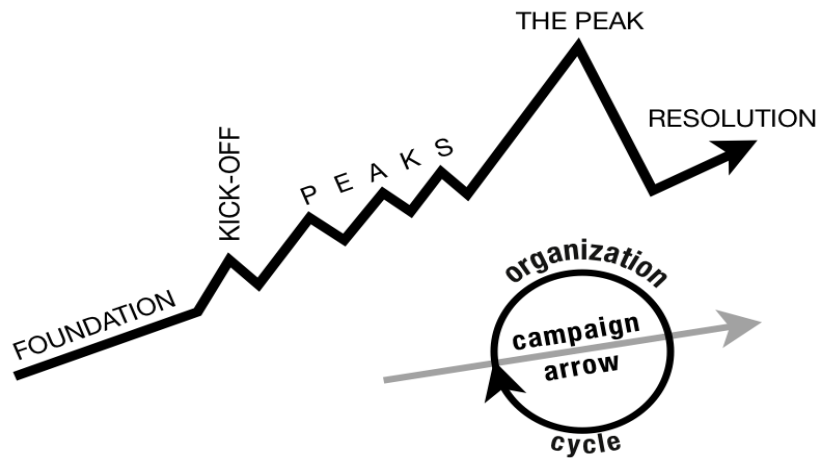
5. Creating Shared Measurable Action

Organizing outcomes must be clear, measurable, and specific. This allows us to evaluate progress, practice mutual accountability, and adapt strategy as needed, based on experience. Such specific measures include number of volunteers recruited, amount of money raised, number of people recruited to a meeting, voters contacted, pledge cards signed, laws passed, etc. Although electoral campaigns enjoy the advantage of very clear outcome measures, any effective *organizing* drive must come up with the equivalent. Regular reporting of progress to goals creates opportunities for feedback, learning, and adaptation. Training is provided for all skills (e.g., holding house meetings,

phone banking, etc.) to carry out the program. New media may help enable reporting, feedback, coordination. Transparency exists as to how individuals, groups, and the campaign as a whole are doing on their progress towards goals.

CAMPAIGNS

Campaigns are a way of mobilizing time, resources, and energy to achieve an outcome and treat time as an "arrow," rather than a "cycle." A campaign is an intense stream of activity that begins with a foundational period, builds to a kick-off, builds to periodic peaks, and culminates in a final peak, followed by a resolution.



INTRODUCTION TO ORGANIZING
 PEOPLE, POWER, & CHANGE
 by Anjali Rodrigues Ed.M.

THE THREE MAIN QUESTIONS:

- WHO ARE MY PEOPLE?** (low-income people in recovery)
- WHAT IS THE CHANGE THEY NEED? WHAT IS THEIR PROBLEM OR GOAL?**
- HOW CAN WE TURN OUR RESOURCES INTO THE POWER WE NEED TO ACHIEVE WHAT WE WANT?**

LEADERSHIP: ACCEPTING RESPONSIBILITY FOR ENABLING OTHERS TO ACHIEVE SHARED PURPOSE under CONDITIONS of UNCERTAINTY.

VALUES: empathy, strength, resilience, purpose, HOPE!, LOVE!, CONNECTION, faith, empathy, equal opportunity, COMPASSION.

INTERESTS: create safe space, HARM REDUCTION, peer recovery, fellowship, support, BETTER PATIENT CARE, RESOURCES, A TREATMENT, SEL in schools, support groups, recovery.

RESOURCES: social trainings, COACHING, SKILL-BUILDING, LIVED EXPERIENCES, goals, organizing, media, our ability to connect, VOLUNTEERS.

STRUCTURE: Recruit & launch effective teams!

COMMITMENT: build relationships GROUNDED in VALUES.

SHARED STORY: SELF → US → NOW. "if I am for myself alone, what am I?" "if not now, when?"

RESOURCES: if I am not for myself, who will be for me?

GOALS: THE PEAK!

ACTION: How CAN WE TURN the RESOURCES WE HAVE INTO THE POWER WE NEED TO ACHIEVE THE CHANGE WE WANT? WHO HAS THE POWER? WHAT TACTICS CAN WE USE?

STRATEGY: WHO'S IN? Let's create a skill-building network for free access! (We can help! We can share our stories! I'm in! YES! I'm in!)

STRUCTURE: DOT LEADERSHIP, NO LEADERSHIP, DISTRIBUTED LEADERSHIP.

LEADERSHIP: DISORGANIZATION (Apathetic, Divided, Drift, Reactive, Inertia) vs ORGANIZATION (Motivated, United, Purposeful, Initiative, Change).

LEADERSHIP: Shared story (commitment - names, roles, purpose), STRUCTURE, STRATEGY, MEASURABLE ACTION.

LEADERSHIP: leadership turns "scream teams" into "dream teams".

LEADERSHIP: START WITH BUSES. END SEGREGATION. END RACISM. montgomery bus boycott. nested Strategy.

LEADERSHIP: it's really about the RELATIONSHIPS & RESOURCES!

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Questions for reflection:

Why is Public Narrative important to leadership?

What role does Public Narrative play in organizing, and why is it important?

How does coaching and Public Narrative coaching specifically support organizing campaigns?

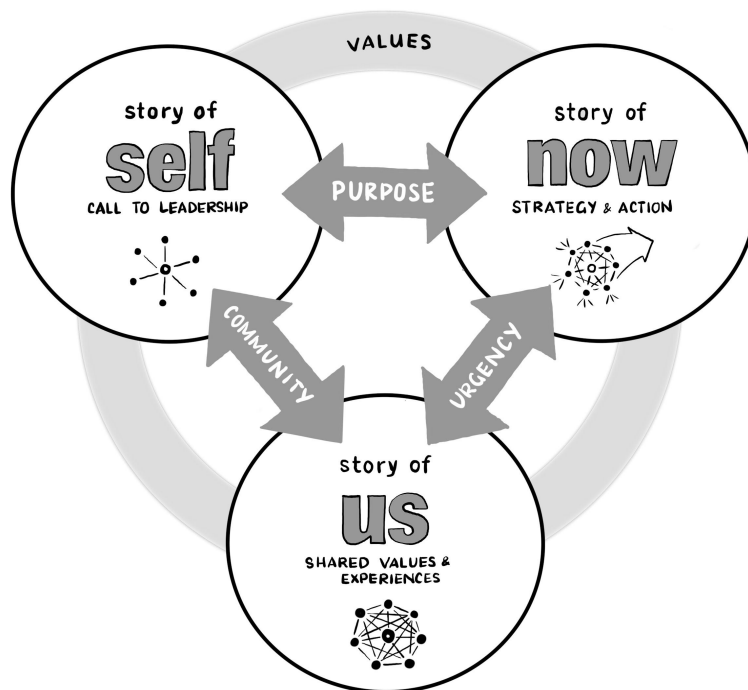
Appendix B: Refresher on Public Narrative

Public Narrative is the craft of harnessing the power of story to the work of leadership. The following is excerpted from the Public Narrative participant manual, and is a key foundation for every Public Narrative coach to know.

***If I am not for myself, who will be for me?
When I am only for myself, what am I?
If not now, when?***

- Hillel, 1st century Jerusalem sage

Crafting a complete public narrative is a way to connect three core elements of leadership practice: story (why we must act now, heart), strategy (how we can act now, head), and action (what we must do to act now, hands). As Rabbi Hillel's powerful words suggest, to stand for yourself is a first but insufficient step. You must also construct the community with whom you stand, and move that community to act together now. A full Public Narrative - and a full leadership practice - needs to include all three parts, all in relationship with one another. To combine stories of self, us and now, find common threads in values: the values that call you to your mission, the values shared by your community, and challenges to those values that demand action now. You may want to begin with a Story of Now, working backward through the Story of the Us with whom you are working to the Story of Self in which your calling is grounded.



Public narrative as a practice of leadership

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

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 compelling story about yourself, your constituency, and the need for urgent – and hopeful – action. In addition, you will gain practice in listening, and coaching others to tell a good story.

Learning Public Narrative

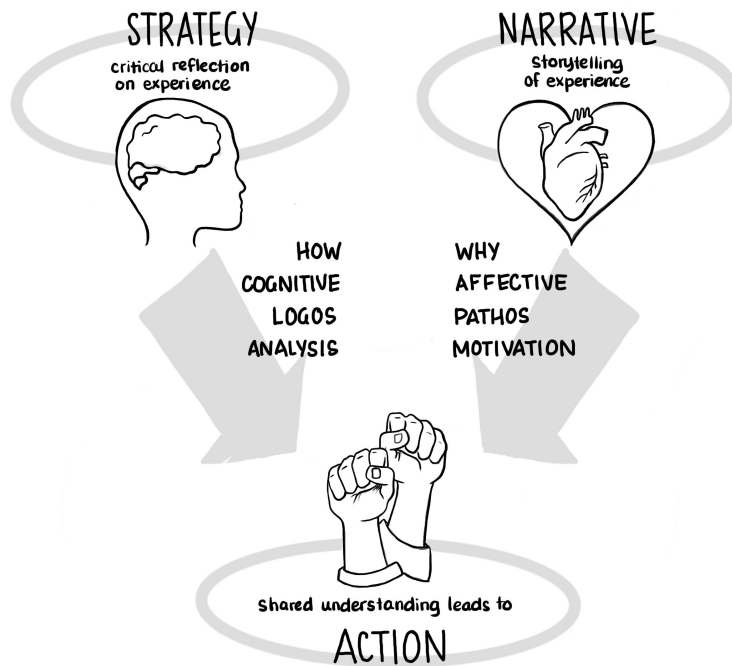
We are all natural storytellers. We are “hard wired” for it. Although you may not have learned how to tell stories “explicitly” (their structure, the techniques), you have learned “implicitly” (imitating others, responding to the way others react to you, etc.). In this workshop you will learn the tools to make the implicit explicit. We will use a four-stage pedagogy: explain, model, practice and debrief. We will explain how story works, you will observe a model of storytelling, you will then practice your own story, and you will then debrief your practice with others.

You will learn this practice the way we learn any practice: the same way we learn to ride a bike. Whatever we read, watch, or are told about bike riding, sooner or later we have to get on. And the first thing that usually happens is that you fall off. Then, and this is the key moment, you either give up or find the courage to get back up on the bike, knowing you will continue to fall, until, eventually you learn to keep your balance. In this workshop you’ll have the support of your written materials, peers and coaches.

You will also learn to coach others in telling their stories. We are all “fish” in the “water” of our own stories. We have lived in them all our lives and so we often need others to ask us probing questions, challenge us to explain why, and make connections we may have forgotten about so we can tell our stories in ways others can learn from them.

We all live rich, complex lives with many challenges, choices, and outcomes of both failure and success. We can never tell our whole life story in two minutes. We are learning to tell a two-minute story as the first step in mastering the craft of public narrative. The time limit focuses on getting to the point, offering images rather than lots of words, and choosing choice points strategically.

How Public Narrative Works

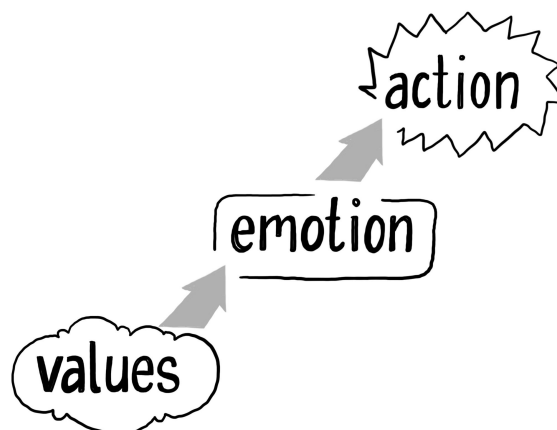


Why Use Public Narrative? Two Ways of Knowing (And we need both!)

Public leadership requires the use of both the “head” and the “heart” to mobilize others to act effectively on behalf of shared values. It engages people in interpreting why they should change the 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.

The key to motivation is understanding that values inspire action through emotion.

Emotions inform us of what we value in ourselves, in others, and in the world, and enable us to express the motivational content of our values to others. Stories draw on our emotions and show our values in action, helping us *feel* what matters, rather than just thinking about or telling others what matters. Because stories allow us to express our values not as abstract principles, but as lived experience, they have the power to move others.



Some emotions inhibit mindful action, but other emotions facilitate action.

The language of emotion is the language of movement – in fact, those two words share the same root. But not all emotions create movement and mindful action. Mindful action is inhibited by inertia and apathy, as well as by fear, isolation and self-doubt. Yet mindful action can be sparked by urgency and anger as well as by hope, solidarity, and a sense of YCMAD (you can make a difference). Stories have the power to bring up in us the emotions that enable mindful action, in order to overcome the emotions that inhibit our ability to act.

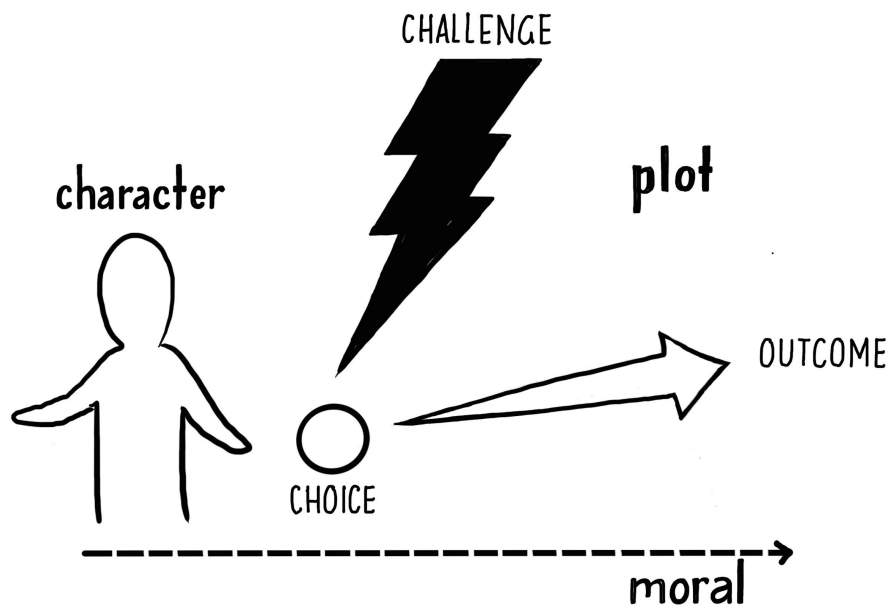


**The Three Key Elements of Public Narrative Structure:
Challenge – Choice – Outcome**

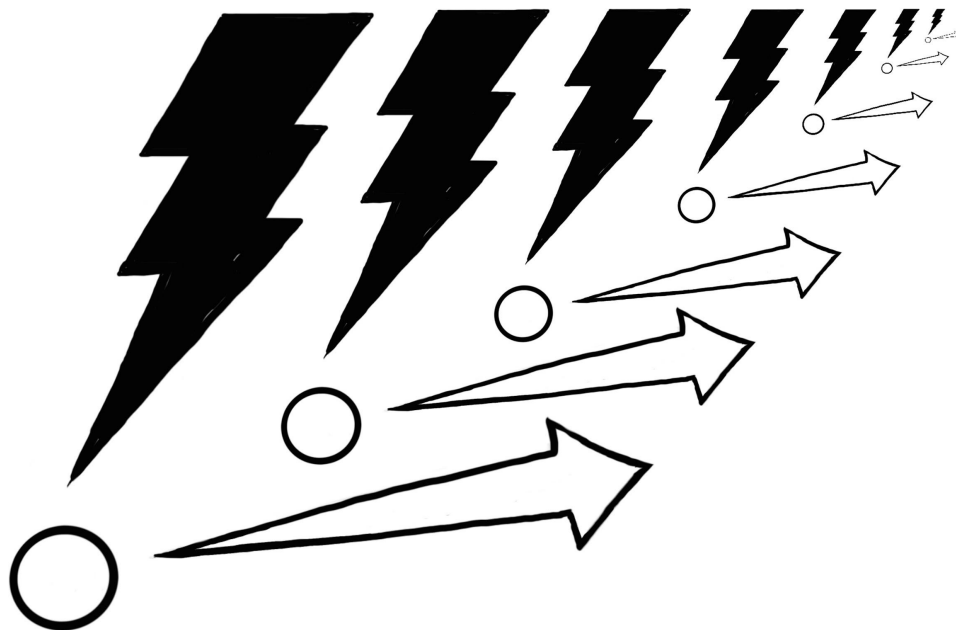
A plot begins with an unexpected challenge that confronts a character with an urgent need to pay attention, to make a choice, a choice for which s/he is unprepared. The choice yields an outcome—and the outcome teaches a moral.

Because we can empathetically identify with the character, we can “feel” the moral. We not only hear “about” someone’s courage; we can also be inspired by it.

The story of the character and their effort to make 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.

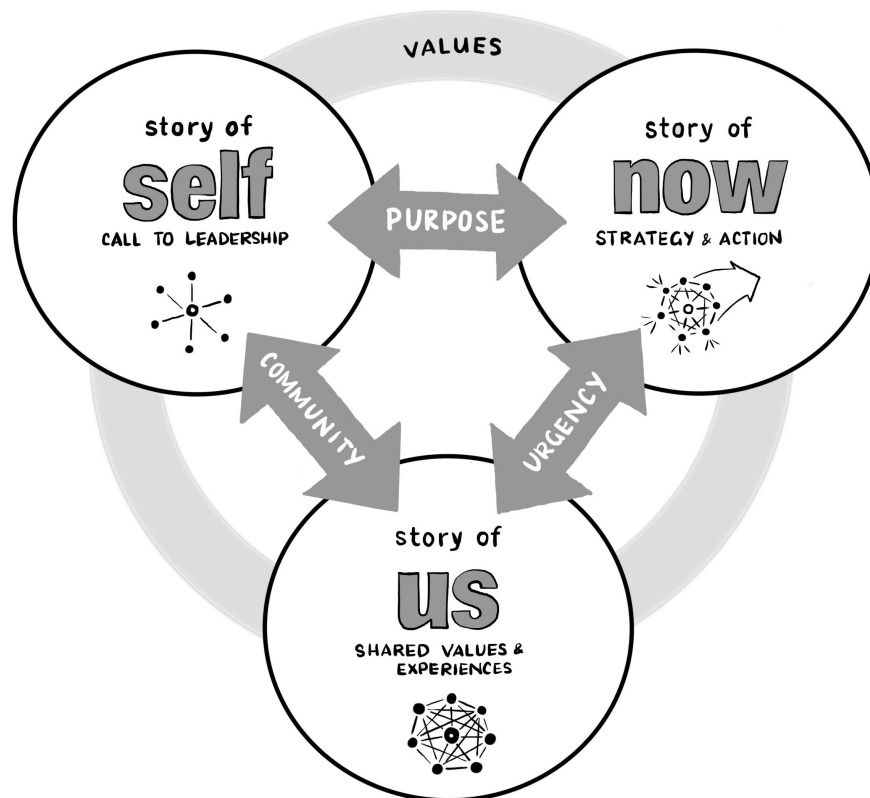


These moments are nested within broader narrative arcs, like this:



Coaching can help people choose which moment to focus in on within the many many moments and narrative arcs of their lives.

Public narrative combines a story of self, a story of us, and a story of now, all linked through a values thread.



A “story of now” communicates an urgent challenge you are calling on your community to join you in acting on now.

The story of now focuses on a challenge to your community demanding action now, a source of hope, and the choice of a pathway to action you call on others to join in taking.

A “story of us” communicates shared values that anchor your community, values that may be at risk, and may also be sources of hope.

Just as with a story of self, the values of a community are often expressed through key choice points in its life: founding moments, moments of crisis, of triumph, disaster, of resilience, of humor. Stories of us are accounts of events involving specific people, moments, events, words, etc.

A “story of self” communicates the values that called you to lead in this way, in this place, at this time.

Each of us has compelling stories to tell. In some cases, our values have been shaped by choices others – parents, friends, teachers – have made. And we have chosen how to deal with loss, even as we have found access to hope. Our choices have shaped our own life path: we dealt with challenges as children, found our way to a calling, responded to needs, demands, and gifts of others; confronted leadership challenges in places of worship, schools, communities, work.

Sometimes it can be helpful to define things by contrasting them with what they are not, and sometimes as coaches we are called upon to reinforce the boundaries of the framework:

Public Narrative is Not Just Storytelling

Public Narrative is not just storytelling. While storytelling may involve values and morals, and may be used to communicate moral resources, not all stories are told for that purpose. Some stories are told simply to entertain and connect. Public Narrative also aims to engage (rather than entertain) and connect, and it is also at its core a leadership development practice, told for the purpose of drawing out moral resources in the service of leadership. The act of telling stories to a particular constituency is not simply for the act and community in that storytelling moment, but is part of a larger process of relationship-building and development, often within the context of an organizing campaign.

Public Narrative is Not Marketing

Public Narratives are told to a constituency that the storyteller is part of, rather than to an audience, client-base, or potential customer. This is not a craft of enrolling others in 'our thing' or selling something, but of inviting a specific 'us' into relationship with the storyteller and one another, and inviting them to act on their values, for their own purposes not just yours. Public Narrative is about developing leadership in a constituency, which goes well beyond simply inviting people to take one specific action. Unlike marketing, which is generally broadcast out and transactional, Public Narrative is interdependent, relational, and co-created based on the moment. It's about enabling people to bring out "the glow from within, not applying the gloss from without."

Public Narrative is Not Speechmaking or Scriptwriting

Public Narrative is about emotional connection, resonance, and moral resources, not about logic, making strong points, or bringing in the most recent statistics. This is not a TED talk in which the speaker is trying to sell an idea, and its aim is not to make powerpoint presentations at your business better. While Public Narrative can support in speechmaking, it is a particular craft of bringing together three stories - the story of self, us and now - for the purpose of leadership. Because the 'us' is different with every group a person shares a public narrative with, no one ever tells the same linked story of self-us-now twice. That's why this is not about polishing a script but rather about developing a leadership skill that grows through practice.

Public Narrative is Not Therapy

Public Narrative is Public, not private. There are many stories that we can tell of our lives, at varying degrees of vulnerability and depth. There are many experiences of both hurt and hope that bring us all to our callings. The stories we choose to share are shared not to expose our deepest hurts or wounds, but to show where we got the moral courage to step into our leadership, and how we resonate with the spaces where we choose to lead. The point is not to direct stories to private intimate details but to support public narrative for leadership and organizing.