

# Practicum 1 Case Study & Guidelines

## Purpose of the Practicums

- ❖ To digest and integrate what was learnt on the Webinar
- ❖ To apply it to all our varied work situations and learn from how different others apply it.
- ❖ To practice using the learning in both supplied case scenarios and in situations brought by participants.
- ❖ To share the great diversity of learning between individuals and practicum groups.
- ❖ To help each other with our emerging questions.

In order to deepen the learning and exchange during practicums, we all together create a safe container where participants can experiment, explore, show their doubts and insecurities, and also support each other. We do so by:

- **Confidentiality**- in order to co-create a safe environment for open sharing and exploration, breakout rooms are not recorded, and we ask participants not to talk about other people's sharing outside our cohort without their explicit permission.
- **Respect** – great diversity is one of the most prominent values of this Program, and we try to learn from our differences, rather than be judgmental...

## How can you contribute & how do you show up?

Before joining first Practicum, take some moments to reflect on:

- **Openness to others** – how ready are you to share your experiences, knowledge, doubts, questions, emotions, or to explore your blind spots? What would you need to open a little bit more?
- **Receptiveness** – How ready are you to receive feedback? How able are you to embrace diversity and learn from it?
- **How willing are you to challenge your colleagues in their thinking?** How able are you of being supportive to others in the group?
- **How prepared are you planning to be for the practicums?**

## Practicum 1

### Breakout session 1

#### **Building our learning alliance - how could one contribute to enhance learning space and quality**

In this session, in a group of five, we will explore:

- Your expectations from the program
- Your expectation from others; what do you need from other participants in the program
- Your commitments; what are you willing to give to yourself and others

INSTRUCTIONS FOR THE PROCESS once you are in the breakout room:

1. Everybody shares their name and shortly what attracted them to this program
2. Appoint a person who will take notes from what's shared in the group.
3. Each person shares:
  - 'I will consider this program worthy of my time and money invested if ...'
  - 'What I expect from the group is...'
  - 'What I need from the group is...'
  - 'What I am willing to give to the group is...'
  - 'What I commit to is...'

Take a full round for each statement, before moving to the next.

*For this process, you might want to use PERILL 'lens' – how would you answer the above from the perspective of purpose and motivation, external processes, relationships, internal processes, leadership and learning*

4. Together, use the last 6 minutes to review answers from the whole group, and create together your **Learning Alliance Agreement – short statement that captures expectations, needs and commitments of your group.**
5. Appoint a person who will share it by writing the statement in a chat box once we are back in the main room.

## Breakout session 2

### Different types of team interventions - 'Chocolate factory' role play

BEFORE THE PRACTICUM, please, read the 'Chocolate Factory' case study:

Alice is the new team leader for the marketing team of a chocolate manufacturer. She has been in post about one month. Peter is the longest serving member of the team and was disappointed not to have been given the job when the previous leader – a very hands-on, directive manager -- retired. Angela is the conciliator and mother hen – constantly intervening to smooth conflict. She needs to feel wanted. Sometimes her own work suffers because she is too busy helping other people. Jose is highly creative and ambitious – and also often impatient with others inside and outside the team. The team has recently lost two members and a headcount freeze means they are unlikely to be replaced, so everyone is feeling under pressure.

Alice takes over the team at a time when performance has been flat, though not disastrous, for a couple of years. Her own boss has made it clear that a massive performance improvement is expected, in terms of both output and relationships with internal customers. She knows she has to demonstrate real progress within three months. This is the first team coaching session and the objective is to gain some clarity around how the team is going to improve its performance.

Roles in the role play:

- Alice - new team leader
- Peter – disappointed 'veteran'
- Angela – 'mother hen'
- Jose – ambitious and impatient
- Coach 1
- Coach 2

## Instructions for the Process

Once you are in the breakout room:

- Agree who will play each role (2 minutes)
- The two coaches discuss together how they would approach the case study team to deliver *team building*; the case study team then give their feedback, in their role play characters (12 minutes)
- Change roles. The two coaches discuss together how they would approach the case study team to deliver *facilitation* and receive 'in character' feedback (12 minutes)
- Change roles again to take the perspective of *team coaching* and receive feedback (12 minutes)

- Review your learning and decide what to report back that will be most useful to other groups (6 min)
- Appoint a person who will share your key insights and learnings once you are back in the main room.

See you at the Practicum!