

**ACTION PLANNING  
and SHOWING HOW**

**Facilitator Instructions**

**SAMPLE**  
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**ACTION PLANNING AND  
SHOWING HOW  
FACILITATION INSTRUCTIONS**

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## Preface

In this session, you will be guiding leaders through a process for Action Planning and Showing How using a series of integrated demonstrations, experiential learning activities, and skill practices. The program's design, and these facilitation instructions, are designed to help you model the content of this course—a process for teaching others the skills of Action Planning and Showing How.

It is important for you as a facilitator to be an avid and good learner yourself. Take these facilitation instructions seriously. Notice the time frames and master the step-by-step directions. Get comfortable with the activities—especially the Action Planning and Showing How skill practices. These experiential learning activities are built around logic puzzles that enable participants to practice the fundamentals of Action Planning and Showing How without getting derailed by content that they don't connect with. You will need to understand how to set up the experience and deal with some participants who initially may balk at puzzles they think they don't like or are not good at doing. This reaction is a great opportunity for a learning experience: Leaders must often teach people how to do tasks that they themselves don't relish. Or, they have to take the time and shoulder the responsibility for finding a good teacher to do it.

In essence, you are teaching leaders to be teachers. You will help them learn how to outline specific actions, in an appropriate sequence, that are required in the beginning of a learning process. Many leaders do not think to break down outcomes into discrete actions that, when sequenced and followed, will frequently lead to desired results.

As you teach leaders the critical skill of how to teach, promote the benefits to them, such as

- If I teach it well, it will be done the way I want it to be done. In the long run, it will mean a certain uniformity and consistency based on the way I think the work should be done.

- I will reduce errors. I will make more efficient use of my resources. I will not have to be in rework and recovery mode as often because there is a higher probability that the work will be done right the first time.
- I will help my followers get up to speed faster—with less pain, frustration, and struggle. This will help develop more respect and trust between us.

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Drea Zigarmi  
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# Action Planning and Showing How Training Design

ACTIVITY	TITLE	MINUTES	SCHEDULE
1	Session Lead-In	15	
2	Introduction	15	
3	Action Planning and Showing How Demonstration	20	
4	Outcomes, Norms, and Logistics	5	
5	Inappropriate Action Planning and Showing How Behaviors	10	
	Break	15	
6	Fundamentals Sort—Part 1	10	
7	Fundamentals Sort—Part 2	10	
8	Action Planning Practice	25	
9	Showing How Practice	30	
10	The Situational Leadership® II Connection	10	
	Break	15	
11	Action Planning and Showing How Skill Practice	75	
12	Key Learnings and Individual Action Planning	15	
TOTAL TRAINING TIME		4 HOURS 30 MINUTES*	

\* On the following pages are two sample training designs for sessions scheduled between 8:30 a.m. and 1:00 p.m., and 1:00 p.m. and 5:30 p.m. A blank training design has been included on the visual aids CD so that you can create your own time schedule.

ACTIVITY	DESCRIPTION	MINUTES	SCHEDULE
1	<b>Session Lead-In</b> Ask participants to complete the action planning and showing how puzzle in the workbook.	15	8:15 a.m.–8:30 a.m. 12:45 p.m.–1:00 p.m.
2	<b>Introduction</b> Conduct a brief round-robin introduction of the participants. Define action planning and showing how.	15	8:30 a.m.–8:45 a.m. 1:00 p.m.–1:15 p.m.
3	<b>Action Planning and Showing How Demonstration</b> Enlist a volunteer to demonstrate his or her solution to the puzzle. Debrief the demonstration. Conduct your own demonstration of solving the puzzle. Debrief the differences between the two demonstrations. Discuss the benefits of action planning and showing how from three perspectives—learner, leader, and organization. Emphasize the importance of sequencing in action planning.	20	8:45 a.m.–9:05 a.m. 1:15 p.m.–1:35 p.m.
4	<b>Outcomes, Norms, and Logistics</b> Review the learning outcomes. Present session norms. Review session logistics.	5	9:05 a.m.–9:10 a.m. 1:35 p.m.–1:40 p.m.
5	<b>Inappropriate Action Planning and Showing How Behaviors</b> Introduce four typical, ineffective action planning and showing how behaviors. Conduct a discussion on what each of these behaviors would look and sound like. Discuss the effects of using these inappropriate behaviors on others.	10	9:10 a.m.–9:20 a.m. 1:40 p.m.–1:50 p.m.
	Break	15	9:20 a.m.–9:35 a.m. 1:50 p.m.–2:05 p.m.
6	<b>Fundamentals Sort—Part 1</b> Present the nine fundamentals of effective action planning and showing how. Conduct a sorting activity, asking participants to match the fundamental to its definition.	10	9:35 a.m.–9:45 a.m. 2:05 p.m.–2:15 p.m.
7	<b>Fundamentals Sort—Part 2</b> Conduct a sorting activity, asking participants to determine if each fundamental is an action planning behavior or a showing how behavior. Introduce the game plan. Use the game plan to debrief the sorting activity.	10	9:45 a.m.–9:55 a.m. 2:15 p.m.–2:25 p.m.
8	<b>Action Planning Practice</b> Give directions for the action planning practice. Divide the group into Partners A and Partners B. Conduct the practice. Debrief the practice, reviewing each of the three fundamentals of action planning—generate, sequence, and time.	25	9:55 a.m.–10:20 a.m. 2:25 p.m.–2:50 p.m.

ACTIVITY	DESCRIPTION	MINUTES	SCHEDULE
9	<b>Showing How Practice</b> Give directions for the showing how practice. Allow participants to remain as Partners A and Partners B. Conduct two rounds of practice. Debrief the practice. Review the six fundamentals of showing how—explain, demonstrate, let them try, observe, and provide feedback (personalized and pure).	30	10:20 a.m.–10:50 a.m. 2:50 p.m.–3:20 p.m.
10	<b>The Situational Leadership® II Connection</b> Review the development level continuum on the Situational Leadership® II Model. Explain how action planning and showing how are Directive Behaviors used primarily by the leader in Styles 1 and 2. Review the table in the game plan, focusing on how the fundamentals relate to the SLII® Model.	10	10:50 a.m.–11:00 p.m. 3:20 p.m.–3:30 p.m.
	Break	15	11:00 a.m.–11:15 a.m. 3:30 p.m.–3:45 p.m.
11	<b>Action Planning and Showing How Skill Practice</b> Give directions for the action planning skill practice. Ask participants to complete Action Planning Worksheet in the workbook. Conduct the practice. Divide group into triads. Give directions for the showing how skill practice. Conduct three rounds of practice. Debrief.	75	11:15 a.m.–12:30 p.m. 3:45 p.m.–5:00 p.m.
12	<b>Key Learnings and Individual Action Planning</b> Ask participants to reflect on and record their key learnings and develop an action plan. Close the session.	15	12:30 p.m.–12:45 p.m. 5:00 p.m.–5:15 p.m.





## Activity 1 Session Lead-In

15 MINUTES

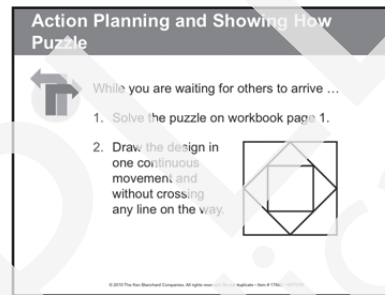
### PURPOSE ...

*Participants are asked to solve an action planning and showing how puzzle.*

### 1. Conduct Session Lead-In

LARGE GROUP 15 MIN.

- Display visual aid 1—Action Planning and Showing How Puzzle.



- Greet participants as they enter the room and direct them to sit at a table.
- 📄 Refer to workbook page 1—Action Planning and Showing How Puzzle.
- Ask participants to complete the puzzle on their own before the workshop begins.