

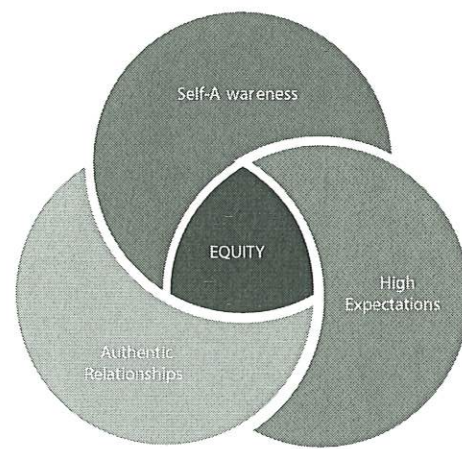
Clarinda Community School District
Modified Allowable Growth for Dropout
Prevention (MAG-DoP)



Equity in Education:

A Proactive, Whole Person, Inside-Out Approach

Closing opportunity gaps for marginalized students requires an Inside-Out Approach. This workshop helps educators take the first big step by growing their ability to identify and reduce bias and create an equitable environment - one where all students have the support, rigor, and relationships to empower their academic success.



PROACTIVE EQUITY

During this session, we will:

- Review research that illustrates the urgent need for equity in education
- Recognize our ability to close opportunity gaps
- Identify factors within our Circle of Influence

HIGH EXPECTATIONS

During this session, we will:

- Examine how our unconscious biases impact the expectations we hold for students
- Dig deeper into the behaviors shown to communicate our (high or low) expectations to students

SELF-AWARENESS

During this session, we will:

- Explore the concept of implicit bias
- Examine the experiences that shape our bias and perspectives

AUTHENTIC RELATIONSHIPS

During this session, we will:

- Examine the science around trust and learning for marginalized students
- Learn how to apply equity principles
 - Mitigate stereotype threat
 - Reduce the effects of toxic stress
 - Fight affinity bias
 - Resist attribution bias

Equity in Education: A Proactive, Whole Person, Inside-Out Approach

LEARNING TARGETS

- I can focus on my Circle of Influence® to increase equity in my school.
- I can increase my self-awareness about how my respective life experiences impact my interactions with students.
- I can communicate my high expectations to all students.
- I can build authentic relationships with students to support successful learning.

WORKSHOP INFORMATION

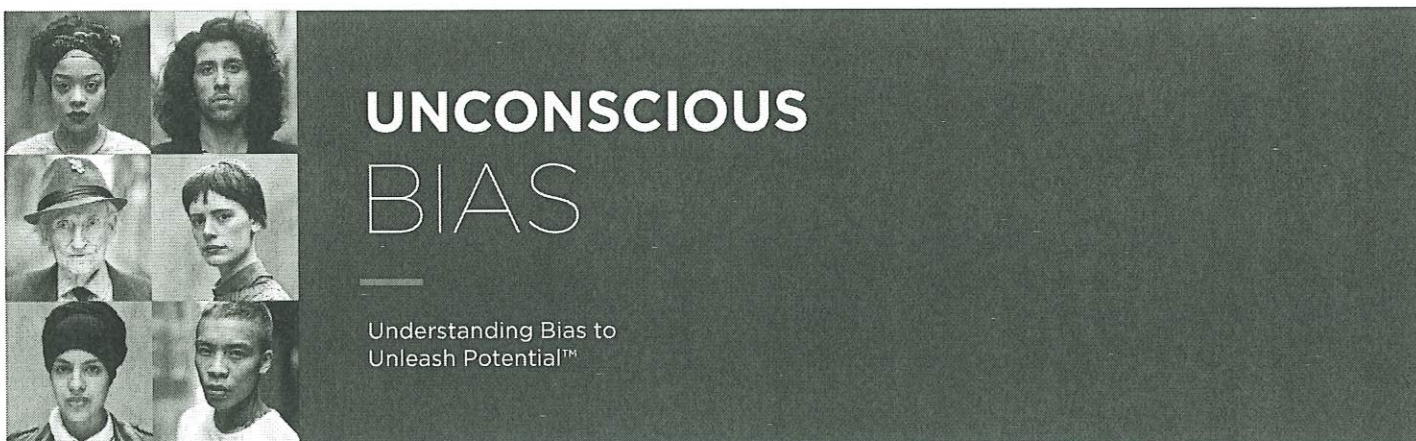
- **Duration:** 6 Hours
- **Delivery:** District-wide (virtual) or site-based
- **Delivery Options:** Live Onsite, Live Online, or On Demand

To schedule your district or site training, please contact:

FranklinCovey Education

educate@franklincovey.com

1-800-236-5291



Unconscious Bias: Understanding Bias to Unleash Potential

The rapid pace of education means educators, staff, and administrators are faced with countless bits of information while making decisions that have momentary to long-term impacts on the educational outcomes within a district. And they do so while serving an increasingly diverse student population. As they confront more and more information and have to act quickly while considering varying perspectives, your leaders and team members are primed to rely on biased thinking. Why? Because unconscious biases are how our brains compensate for overload. But bias can also inhibit performance growth and lead to poor decision-making. So how do we counteract the potentially harmful impacts of unconscious bias? How can we create learning environments and workplaces in which everyone feels valued and able to offer their best?

Introducing *Unconscious Bias: Understanding Bias to Unleash Potential*

A bias is a preference for or against a person, place, or thing. But unconscious bias leaves us unaware of potential harm resulting from biased thinking. As we understand bias, we can address it to create a district culture in which everyone thrives. To do so, we must:

- **Identify Bias** where it shows up in our own thinking and throughout our district.
- **Cultivate Connection** with those around us to expand our understanding and improve our decision-making.
- **Choose Courage** as we engage with care and boldness in addressing biases that limit people and constrain performance.

THE CHALLENGE	THE SOLUTION
We don't recognize when biases shape our decisions in ways that limit ourselves or others.	Learning to see when we default to biases, especially when we're overwhelmed with information, we need to act quickly, or we're driven by emotion.
We are overloaded, so we don't expand our networks or proactively seek out alternate perspectives.	Building meaningful connections with empathy and curiosity to expand the perspectives that drive decisions.
We don't thoughtfully address bias when we see it because we worry doing so will be harmful or difficult.	Strengthening skills that let us act with courage and care to constructively counter bias and its potential harms.
Our inability or unwillingness to constructively counter bias limits performance—our own, colleagues', students' and our schools'.	Building a district culture and training leaders around respecting, including, and valuing the perspectives and contributions of all team members.

Addressing Bias Lets Your People Thrive

Bias is a natural part of the human condition—of how the brain works. But it affects how we make decisions, engage with others, and respond to critical educational issues, often limiting equity from the top down.

Unconscious Bias: Understanding Bias to Unleash Potential helps participants:

- Identify and adjust for bias
- Cultivate meaningful connections
- Choose courage in order to make real change

There is nothing more fundamental to performance than how we see and treat each other as human beings. Helping your district leaders, building administrators, and staff address bias will let them thrive and lead the change that starts from the inside-out, increasing performance growth across your organization.

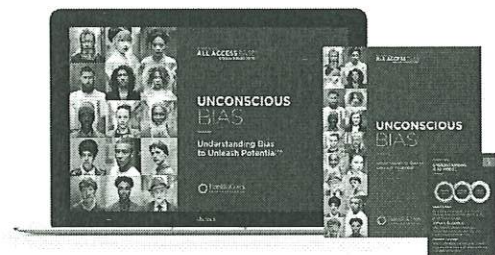
What Participants Learn

TOPIC	OBJECTIVE
Identify Bias	Recognize the impact of bias on behaviors, decisions, and performance.
Cultivate Connection	Increase empathy and curiosity in personal interactions to surface and explore bias.
Choose Courage	Explore ways to face bias with courage and create the space where everyone is respected, included, and valued. Commit to actions to address the biases that limit individual performance growth and the performance growth of others.

Delivery Options

Unconscious Bias: Understanding Bias to Unleash Potential is available through multiple modalities, including:

- **Live, In-Person Work Sessions.** You can certify to deliver the one-day work session or FranklinCovey consultants can deliver it for you.
- **Live-Online Webinars.** You can certify to deliver the online webinars or FranklinCovey consultants can deliver them for you.
- **On Demand Web-Based Learning.** Three FranklinCovey Excelerators (20-25 minutes each) built around the Identify Bias, Cultivate Connection, and Choose Courage core content. Six FranklinCovey InSights (5-15 minutes each) offering single-point, video-based lessons.



Product Components

The solution includes:

- Participant Guide with Practice Cards
- Facilitator Kit and Virtual Certification tools
- For All Access Pass® clients, a 5-week Jhana performance support series

Equip your district staff to identify bias, cultivate connection, and choose courage today by calling **1-800-236-5291** or emailing educate@franklincovey.com

Join us for our District Administrative Live Online Event Series or watch replays of past events here:
<https://www.leaderinme.org/district-administrator-series/>

LeaderinMe®

DISTRICT MODEL

Solution Overview

District-Wide Implementation

Own the *Leader in Me* process while maintaining quality standards.

District-led implementation empowers district leaders through greater ownership, scalability, and flexibility, and preserves the FranklinCovey global standard of quality.



Why Leader in Me? Evidence-Based Results

Ongoing empirical research from over 30 institutions documents evidence of the significant impact *Leader in Me* can have in schools by creating the conditions to drive results.

Leader in Me helps schools to achieve the following outcomes:

LEADERSHIP	CULTURE	ACADEMICS
Student Behavior Positively impact students' behavior.	Attendance Create a school culture where students and staff feel safe and valued.	Reading/Math Proficiency Help students and staff build the skills and competencies necessary for student achievement.
Staff Social-Emotional Teaching Readiness Develop the personal and professional capacity of teachers and staff, allowing them to confidently teach and model social-emotional leadership skills.	Supportive School Environment Engage student learning and positively support the development of student social-emotional leadership skills.	Teaching Efficacy Prepare and support teachers to create goal-centered, student-led classrooms that empower students to lead their own learning.
Student Leadership Help students develop the mindsets, behaviors, and skills to be effective lifelong leaders.	Student Engagement Help students feel emotionally safe, socially supported, and academically challenged.	Student-Led Achievement Inspire students with the mindset, skills, and supportive environment they need to lead their academic achievement.
Family Involvement Provide students' families with information, training, and school resources, empowering them to be supportive partners in the development of their child's social-emotional learning.	Staff Satisfaction Empower teachers with meaningful leadership opportunities and expert support to guide the social, emotional, and academic development of their students.	i For more information on evidence-based research, visit www.LeaderInMe.com .



Leader in Me is endorsed by CASEL as an evidence-based social-emotional learning process (K-6). An extensive review by CASEL found *Leader in Me* to meet the highest level of program design and implementation support in all measured categories.

A Complete K-12 Leader in Me Journey



ELEMENTARY SCHOOL

Educating the Whole Child
Establish a whole-child mindset with the belief that every child has genius and everyone can be a leader.



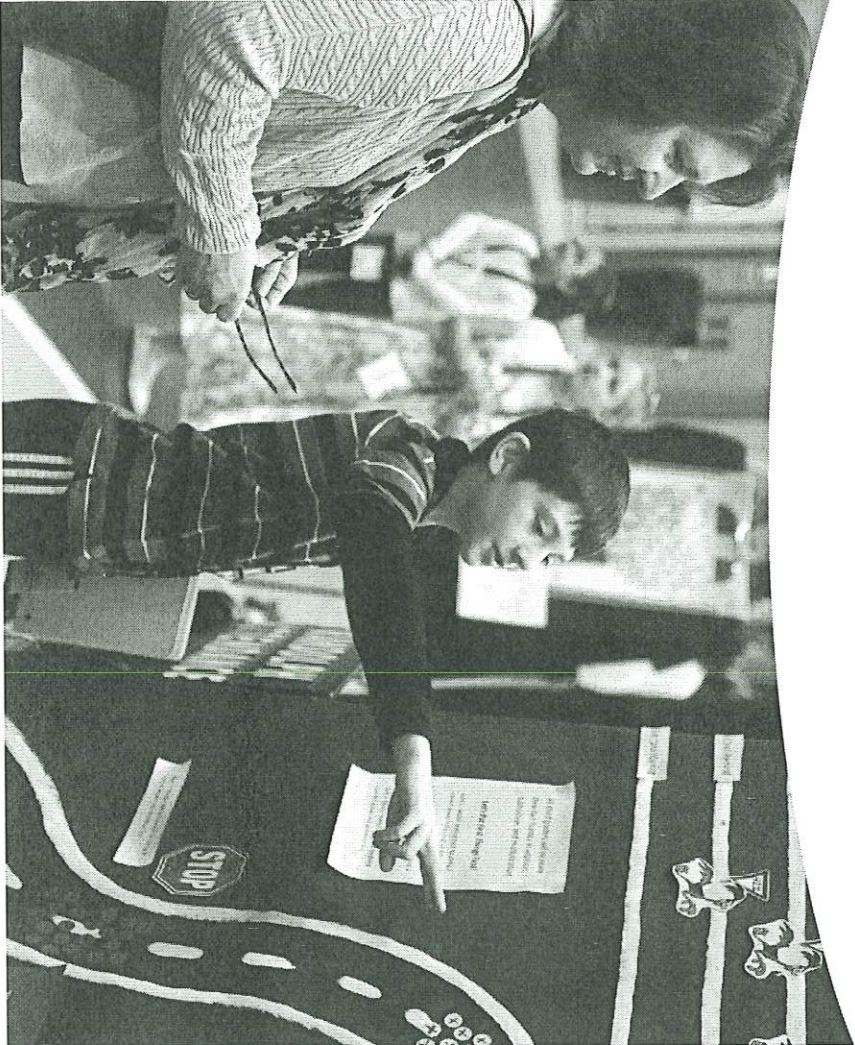
MIDDLE SCHOOL

Addressing Social-Emotional Needs
Create an environment of social-emotional learning that helps every student build interpersonal skills and discover their true potential.



HIGH SCHOOL

College, Career, and Life-Readiness
Create a school culture led by students who are developing critical skills that will help them successfully navigate college, career, and life.



How does it work?

Leader in Me District Model

Districts choose the method of *Leader in Me* implementation that works for their schools and they provide essential support and coordination.

Establish Annual District and School Memberships

Choose School Implementation Method(s)



FRANKLINCOVEY COACH-LED IMPLEMENTATION



DISTRICT COACH CERTIFICATION AND DEVELOPMENT



SCHOOL SELF-IMPLEMENTATION

District Model Detail

Establish Annual District and School Memberships

ANNUAL DISTRICT MEMBERSHIP

- ✓ District Design Session
- ✓ Coaching Services
- ✓ Online District Portal

ANNUAL SCHOOL MEMBERSHIPS

- ✓ Coaching Services
- ✓ Award-Winning Video Library
- ✓ Online Professional Learning
- ✓ Online Classroom and Student Resources
- ✓ Measurable Results Assessment (MRA)

Choose School Implementation Method(s)



FRANKLINCOVEY COACH-LED IMPLEMENTATION

FranklinCovey will deliver the onsite training workshops and coaching to your schools.



DISTRICT COACH CERTIFICATION AND DEVELOPMENT

1-3 members of your district staff will be certified to deliver onsite workshops and coaching to your schools. They will receive annual certification in progressive parts of Leader in Me and will also receive annual coaching and consulting skill development from FranklinCovey's expert coaches.

District Coach Certification and Development Support

Equivalent to 3 coaching days

- Regional or Onsite Certification in Facilitation and Coaching
- Mentor Support Calls
- Optional Shadow and Debrief Days



SCHOOL SELF-IMPLEMENTATION

Select staff members at each school will be certified online to deliver blended learning in their school, augmented by self-paced online learning for all staff members.

Recommended Additional Support for Self-Implementation

- 2 Days of Coaching
- School Facilitators Day
- Mentor Support Calls

Annual District Membership

With District Membership, district leaders are empowered and equipped to direct *Leader in Me* implementation.

COACHING SERVICES FOR DISTRICT COORDINATORS AND COACHES

- Two customizable days with a FranklinCovey Coach (includes District Design Session)
- Multi-district online Professional Learning Team sessions scheduled throughout the year

ONLINE DISTRICT PORTAL FOR ALL DISTRICT PERSONNEL

- Course materials and certifications to deliver 7 Habits® and *Leader in Me* Core Workshops
- Coaching content and support materials
- MRA dashboard and aggregate metrics for all *Leader in Me* member schools in the district

DISTRICT DESIGN SESSION

Collaborate with a coach to establish a recommended implementation plan, tailoring the *Leader in Me* District Model to meet your needs.

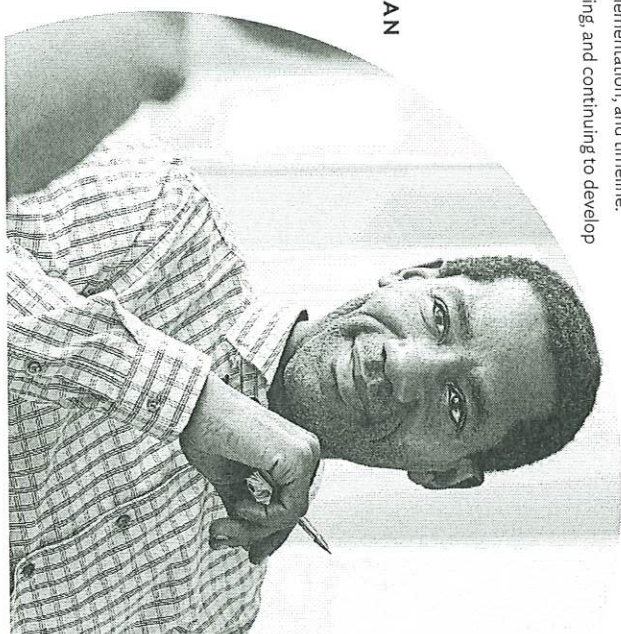
Outcomes

- Establish the "why" or key objectives for implementing *Leader in Me*.
- Align *Leader in Me* with current district initiatives and improvement plans.
- Review each school's capacity for implementation, and timeline.
- Outline process for identifying, certifying, and continuing to develop district coaches (if applicable).



ESTABLISH A RECOMMENDED IMPLEMENTATION PLAN

During a District Design Session, the coach will work with your team to understand the unique opportunities, challenges, and requirements of your district, and customize an implementation plan that aligns with them. This could utilize a single implementation method, or blend multiple methods.



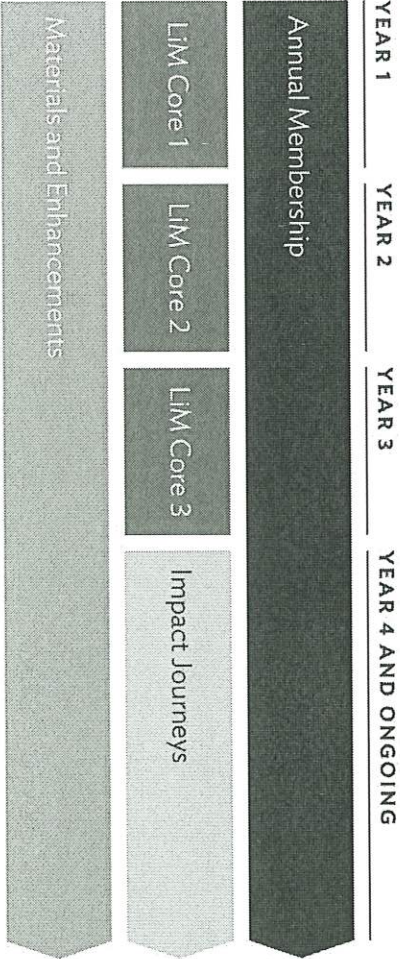
FranklinCovey Coach-Led Implementation

OUTCOMES

- Jumpstart the *Leader in Me* process with the expert guidance of FranklinCovey coaches.
- Establish a strong foundation of model schools to lead and share best practices across the district.
- Drive measurable results through targeted interventions in your most challenging school environments.

Our FranklinCovey coaches will lead your schools through the following multi-year, highly customizable process. Through ongoing professional learning, coaching, and online resources, this model aligns to your district's most important initiatives.

Leader in Me Process



District Coach Certification and Development



BENEFITS

- Become certified to train and coach schools in the 7 Habits®, *Leader in Me* Core, and more.
- Implement with scalability and flexibility, while achieving measurable results.
- Engage in training and ongoing development for district team members.
- Utilize guidance in the selection of a District Coordinator and Coaches.
- Receive annual support and skill development from a FranklinCovey Coach to ensure quality results.
- Access District Membership resources through *Leader in Me* Online.

WHAT IS THE PURPOSE?

Our cost-efficient *Leader in Me* implementation process maintains the same global standard of quality thanks to the orientation, training, and ongoing support of FranklinCovey. Once roles are assigned, district team members become certified to direct implementation, facilitate training workshops, and provide ongoing coaching support to ensure measurable results are achieved.

SCALABILITY, FLEXIBILITY, AND MEASURABLE RESULTS

The District Model provides flexibility to districts in staffing, scheduling, and parsing out of training workshops (half days, full days, etc.) according to each school's evolving needs. All implementation methods follow the *Leader in Me* process, ensure all schools complete the annual Measurable Results Assessment, and are on track to achieve Lighthouse Certification.

District Model Roles

 **District Coordinator**
One Staff Member

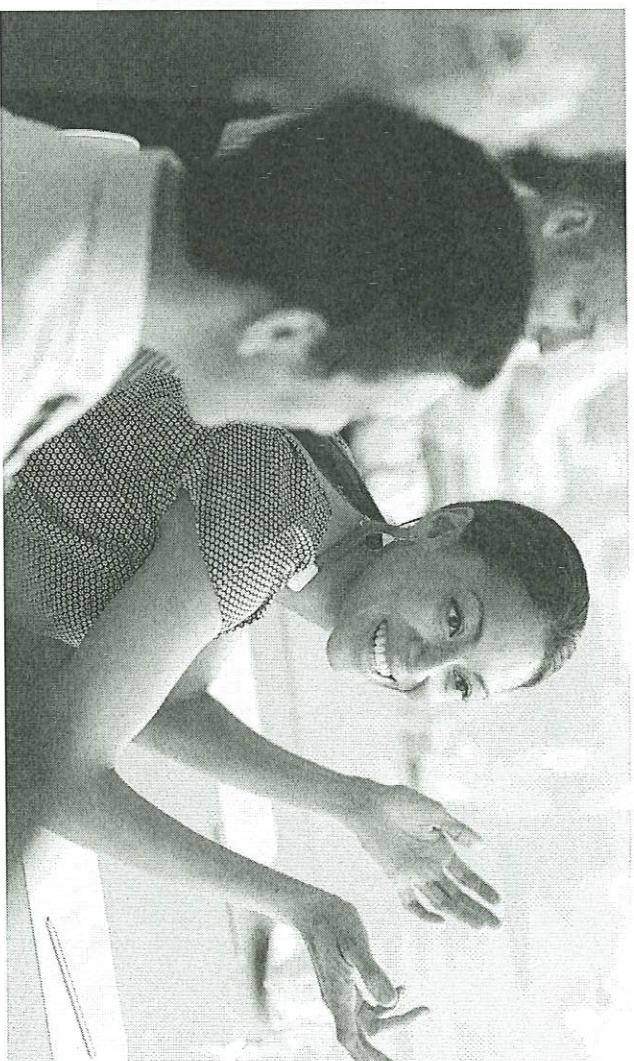
Oversees school implementation.

Required for all implementation methods.

 **District Coaches**
One to Three Staff Members

Facilitates training workshops and provides coaching to schools.

Only required with District Coach Certification and Development implementation method.



PROFESSIONAL DEVELOPMENT

Districts benefit from FranklinCovey's high standard of professional development. The online portal has been designed to provide on-demand access to FranklinCovey leadership content. This virtual community allows district coordinators and coaches* to network with job-alike colleagues from around the world.

*In the event of personnel turnover, the district must ensure that a new District Coordinator and/or Coaches are each certified by FranklinCovey.

CERTIFICATION OPTIONS

 **REGIONAL DISTRICT CERTIFICATION**

District Coaches and Coordinators can jumpstart their learning by attending one of FranklinCovey's leadership training and certification events.

 **ONSITE CERTIFICATION**

Districts can choose to schedule onsite training and certification at their own location to avoid travel and arrange for a more tailored approach.

School Self-Implementation

School Self-Implementation* is available for well-prepared schools to help districts implement *Leader in Me* at scale, while maintaining quality standards.



CERTIFY TO INSTALL BY BLENDING ONLINE LEARNING WITH LIVE MEETINGS

A school principal, Lighthouse Coordinator, or other key staff member will become certified to facilitate *Leader in Me* implementation in the school, using a combination of online learning resources and live training and discussions for all staff members. Staff members will complete self-paced courses, take assessments, and earn online badges, ensuring their knowledge and application of *Leader in Me*.

*Available for elementary and middle schools only.

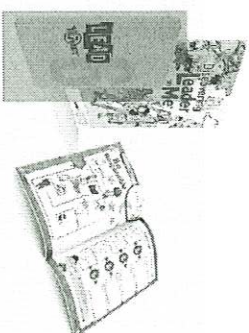
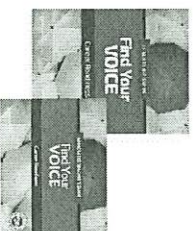


Materials

Reinforce *Leader in Me* with a variety of resources to inspire both staff and students.

ELEMENTARY/MIDDLE SCHOOL MATERIALS

This series addresses the 7 Habits® and other key leadership topics throughout the year to help every student engage and participate in the leadership culture at school.



HIGH SCHOOL MATERIALS

Leadership courses give students an opportunity to master college, career, and life-readiness skills. Once complete, students can qualify to receive a FranklinCovey leadership certificate.



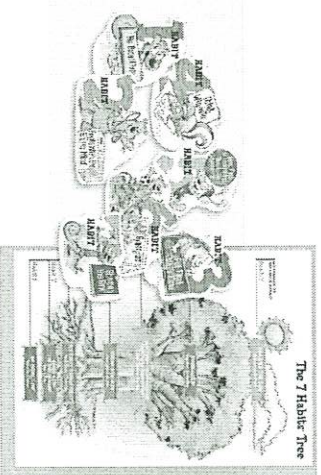
STAFF AND FAMILY MATERIALS

Participant guides complete the training experience and help participants enhance their learning. They also help reinforce ongoing reflection of principles and notes.



BEST-SELLING BOOKS

FranklinCovey provides a rich library of best-selling books related to leadership, productivity, collaboration, execution, and more!



CLASSROOM RESOURCES

Reward and celebrate students as they continue to develop and improve as life-ready leaders in the classroom environment.

Enhancements

Reinforce *Leader in Me* with a variety of optional enhancements.

TARGETED IMPLEMENTATION COACHING

Targeted Coaching Sessions are delivered by an assigned coach with dedicated times for the principal, Lighthouse Team, action team(s), and/or grade level teams during planning periods. These sessions do not require a full professional development day or materials. Targeted Coaching Sessions include:

- Achieve Measurable Results (Recommended Annually for Level 4+ Schools)
- Use *The First 8 Days* to Establish Leadership Classrooms
- Align *Leader in Me* With Other School Priorities
- Discover the Power of the Core Paradigms
- Check Your School's Lighthouse Review Readiness
- Build a High-Trust Team
- Grow Leadership in Others Through Coaching
- Cultivate Leadership in Your Lighthouse Team
- Build Trust With Students
- Power Up Your PLTs With Collaborative Planning and Reflection
- Leverage Goals to Achieve Growth
- Cultivate Student Ownership of Goals
- Build Equity by Cultivating Leadership in Students
- Develop Resiliency Through Research-Based Practices

CUSTOM IMPLEMENTATION COACHING

In addition to the Targeted Coaching Sessions, a school may use one or more days of coaching to address any area of *Leader in Me* implementation, including continuing work on an Impact Journey.

EXECUTIVE COACHING

Executive Coaching is delivered one-on-one by a certified FranklinCovey coach to help school leaders develop their individual acumen and achieve breakthrough results.

WORKSHOPS

FranklinCovey is the world leader in helping organizations improve culture with award-winning content based on a foundation of timeless principles and proven practices. Training workshops are usually extended to all staff or large teams along with participant guides to enhance the experience. Here are a few of the most popular FranklinCovey workshops:

- *Unconscious Bias: Understanding Bias to Unleash Potential™*
- *The 7 Habits of Successful Families®*
- *The 7 Habits of Highly Effective Teens®*
- *The 5 Choices of Extraordinary Productivity®*
- *Leading at the Speed of Trust®*

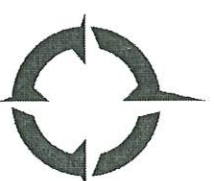
Events

Join educators locally and throughout the world at the following *Leader in Me* events:

- *Leader in Me* Symposium
- Regional 7 Habits Training
- Principal's Academy
- Global Leadership Summit

Award-Winning Leadership Content

Our award-winning content, books, methodologies, and tools have been utilized by thousands of public and private primary, secondary, and postsecondary schools and institutions in all 50 states and over 50 countries worldwide. This includes educational service centers and vocational schools.



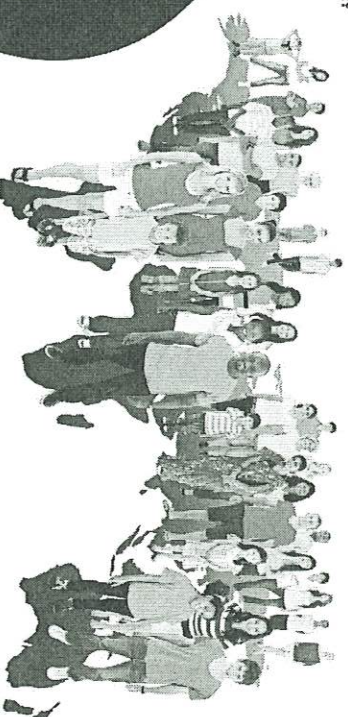
Imagine a World Shaped by Life-Ready Leaders

At its core, leadership is a choice that an empowered and supported student can make in their own life—setting an example for others to follow. Envision the potential of a school environment where you see, feel, and hear students and teachers engaged around a common goal: to develop every student into a life-ready leader who will make a difference in their community or nation someday.

What would their impact be?

Global Impact

Today, thousands of *Leader in Me* Schools in over 50 countries are improving school performance by embracing a new paradigm for developing life-ready leaders.



The Leader in Me Book

Learn more about *Leader in Me* and start engaging staff members in a study of the book that has inspired transformational change in schools worldwide.

In this bestseller, co-authors Stephen R. Covey, Sean Covey, Muriel Summers, and David Hatch take the 7 Habits® that have already changed the lives of millions of readers and show how even young children can use them. The 7 Habits® and other core leadership skills are now being adopted by schools around the world as part of a leadership model, most famously beginning at A.B. Combs Elementary school in Raleigh, N.C. Not only does it work, it works better than anyone could have imagined.





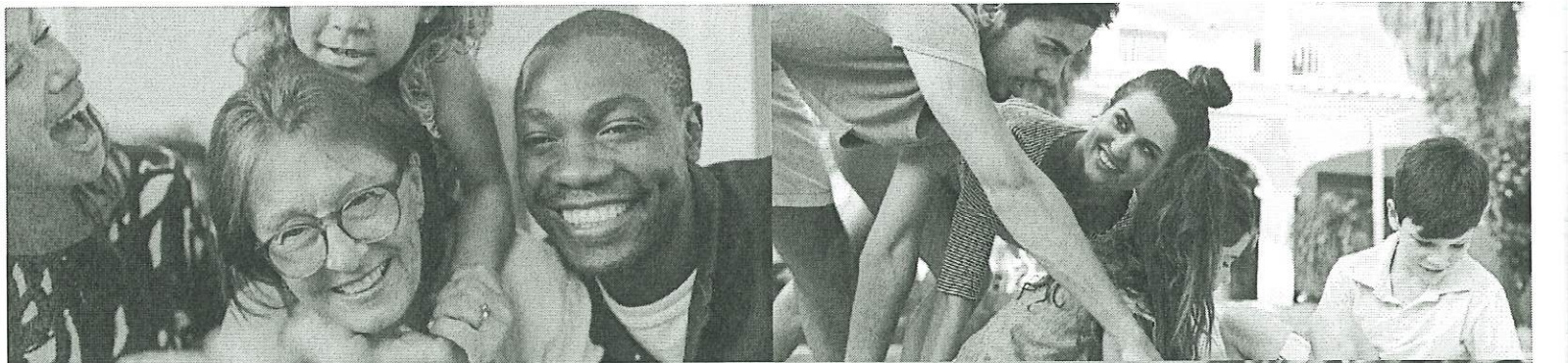
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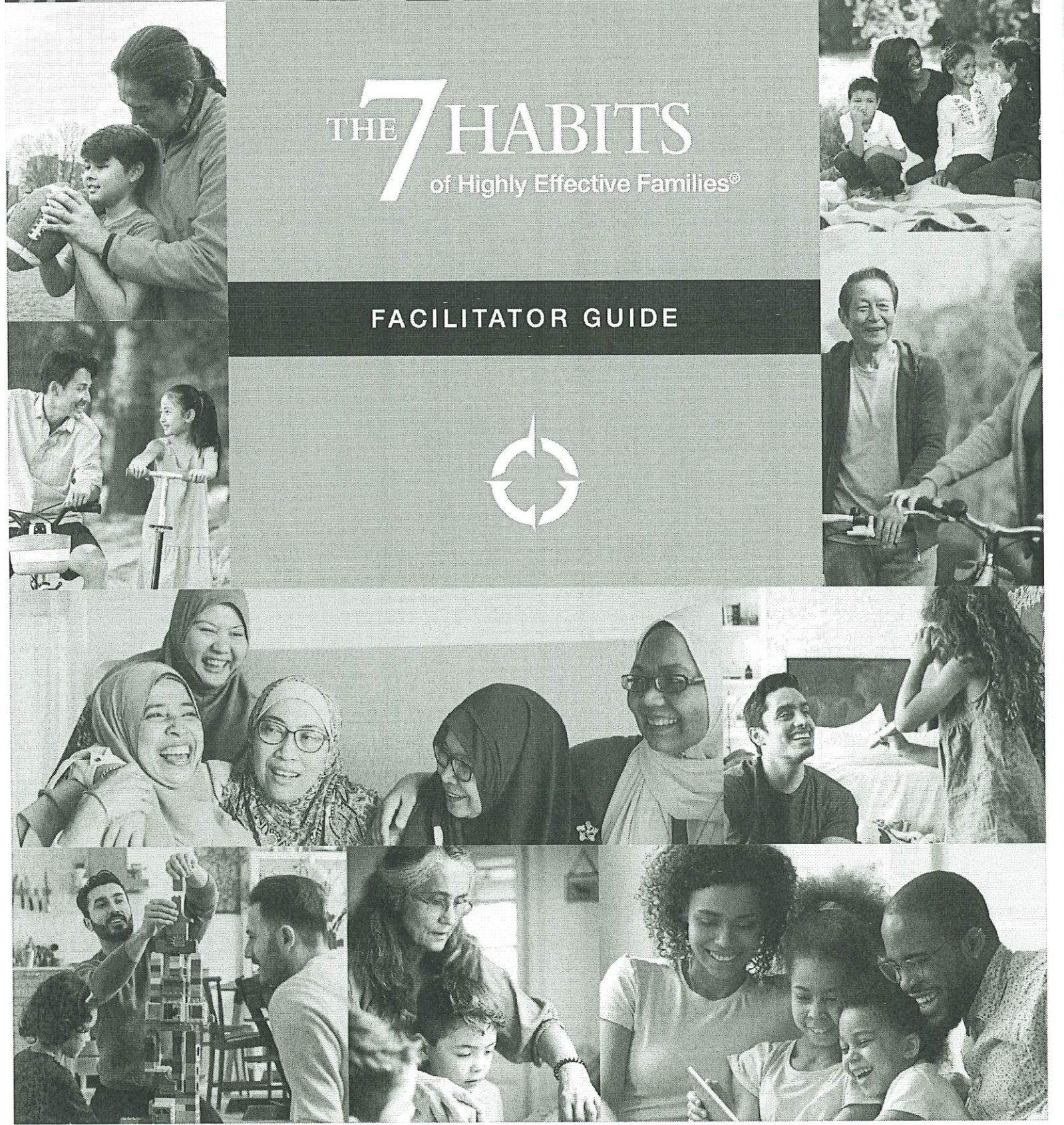




THE 7 HABITS

of Highly Effective Families®

FACILITATOR GUIDE



THE **7** HABITS
of Highly Effective Families®

FACILITATOR GUIDE



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ABOUT FRANKLINCOVEY

FranklinCovey is a global company specializing in organizational performance improvement.

We help organizations achieve results that require lasting changes in human behavior. Our world-class solutions enable greatness in individuals, teams and organizations and are accessible through the FranklinCovey All Access Pass®.

For FranklinCovey All Access Pass® inquiries, call 855-711-CARE (2273). Product and program catalogs can be requested by calling 888-868-1776 in the United States or by contacting your local representative outside the United States.

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WELCOME

Welcome to *The 7 Habits of Highly Effective Families*® workshop. As a facilitator, you have the potential to make a significant impact in the lives of workshop participants and their families. In your facilitation, you offer participants a chance to look inside, to learn principles of human effectiveness that can lift and change people, and ultimately strengthen their family.

The workshop is designed to enable participants to:

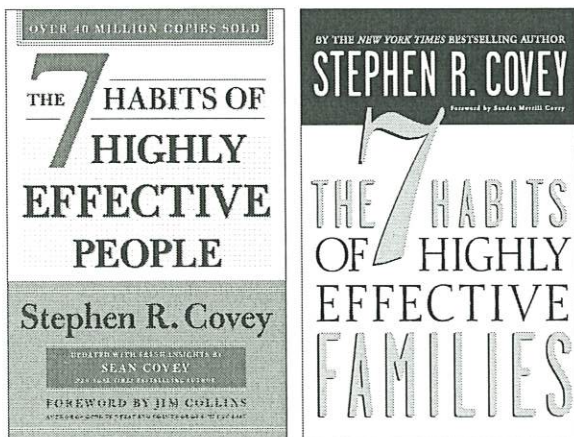
1. Clarify their family's purposes and priorities.
2. Create a practical plan for achieving their family's desired outcomes.
3. Discover timeless principles and habits of effectiveness that will guide their daily efforts.

THE WORKSHOP ORIGINS

In 1989, Dr. Stephen R. Covey released his classic book, *The 7 Habits of Highly Effective People*. It has since sold over 40 million copies and is still being taught in organizations of all types and all across the globe.

With time, it became clear that some of the most natural and life-changing applications for the 7 Habits are found in the family. In fact, wherever Dr. Covey went, he was asked questions such as, "How do I apply the 7 Habits with my teenager?" or "How can I use the habits to improve my marriage?" In response, Dr. Covey authored *The 7 Habits of Highly Effective Families*, with the input of his equally inspiring wife, Sandra.

This workshop is fortunate to draw wisdom from these two bestselling offerings:



"Family is the most important organization in the world." –Dr. Stephen R. Covey

Preparation

PREPARING TO FACILITATE

Proper preparation to facilitate this workshop begins well in advance of the workshop itself. And it starts with you.

CHANGE FROM THE INSIDE OUT

Many people try to create change by changing other people. In contrast, this workshop encourages an Inside-Out Approach, which means to start with yourself before trying to influence others.

How the Inside-Out Approach applies to you as a facilitator is found in the words: "Learn it. Live it. Give it." First you learn about The 7 Habits of Highly Effective Families, then you live the 7 Habits, and finally, you give the 7 Habits to others. The more you learn and live the habits personally, the greater your influence will be when it comes time to give—or facilitate—the habits during a workshop.

Ideas to get started before you facilitate the full course:

1. **Learn It: Study the resources.** Become familiar with all resources. That includes this facilitator guide, the accompanying slide deck, and the participant guide. Studying the books *The 7 Habits of Highly Effective People* and *The 7 Habits of Highly Effective Families* is also highly recommended.
2. **Live It: Model the habits.** As you live and model the 7 Habits personally and with your family, success stories will emerge that you can share when facilitating the habits. You may already have a story of how one of the 7 Habits helped you or your family. If so, what is the story?
3. **Give It: Teach to Learn with your family and friends.** One of the best ways to learn the 7 Habits is to give—or teach—them to members of your family or a friend. Where better to get started than in your family? Who can you teach? When, where, and how will you do it?

SIX BEST PRACTICES FOR WORKING WITH FAMILIES

Working with families is a unique opportunity because families themselves are unique. People often behave very differently in a family setting than they do at the office or any other public setting. They also feel or say things in their family that are different from anything they feel or say anywhere else.

Due to the importance participants place on their families and the sensitive nature of their challenges, extra respect for participants and the highest professional facilitation standards are expected. Prepare yourself as a facilitator to:

1. **Allow participants to define their family.** Families come in all shapes and sizes. FranklinCovey does not define a family, a marriage, or a parent. Encourage participants to define their own families, and respect their views.
2. **Speak to a variety of family types.** When sharing or describing family situations, use examples that represent a variety of family types. Also use a variety of inclusive words such as partner, spouse, co-parent, guardian, relative, caregiver, or friend, so that a broader definition of family takes shape.
3. **Avoid sensitive viewpoints and topics.** Do not share personal beliefs, political views, or controversial family topics. If asked about such topics, say something such as: "FranklinCovey does not promote personal, political, or religious views." Similarly, if a participant tries to press views onto other participants, find a respectful way to return the discussion to the workshop content and agenda.
4. **Resist playing the role of family counselor.** This workshop explores "basic" family situations. If participants try to solve more complex or emotional challenges, recommend that they visit with a professional therapist of their choice. Do not try to solve their challenges.
5. **Emphasize principles over practices.** Principles of human effectiveness are timeless and universal. They apply to families around the globe. In contrast, practices, or the "how-to" steps, will differ from family to family and culture to culture. Focus on teaching principles and empower participants to choose how they will put the principles into practice in their family.
6. **Respect the worth and needs of children.** Affirm the worth of all family members, especially children. As you ask questions and lead discussions, do not belittle the worth of children or their basic needs. Saying things (even in a joking way) like, "Teenagers are a nightmare," perpetuates negative attitudes, whereas, "I love helping teens see their worth and potential" generates positive thoughts.

When facilitated in a respectful manner, workshop participants will engage more, feel more valued, and be more likely to apply the principles in their families.

Preparation

MASTER YOUR RESOURCES

Several resources will help you to prepare in advance of the workshop.

RESOURCE	RESOURCE IMAGE
Facilitator Guide Study this facilitator guide carefully. It provides guidance for what to say and do in an empowering way. Stick to its content and flow as closely as possible. Use your judgment and creativity to adapt and facilitate the content only to meet the unique needs of participants.	
Slide Deck The slides are as much for you as a facilitator as they are for the participants. They will help you stay on track, and include all the videos you need to facilitate the workshop. When relevant, the page number of the participant guide that matches the slide content will be on the bottom right of the slide.	
Online Resources Support resources are available online. Access to online content can be obtained through your FranklinCovey representative.	
FranklinCovey Representative	Name: Contact Info:
Participant Guide A participant guide is provided for you. It is also intended for each participant to have a guide. Become very familiar with the participant guide so that you know what the participants are working with.	

Preparation

RESOURCE	RESOURCE IMAGE
Other Facilitators Assemble a network of other <i>7 Habits for Highly Effective Families</i> facilitators and occasionally reach out to them to gather fun ideas and share best practices.	Name: Contact Info: Name: Contact Info: Name: Contact Info: Name: Contact Info:

Preparation

FACILITATION APPROACHES

When facilitating workshop content, adhere to professional instructional approaches:

1. **Facilitate, don't lecture.** In years past, the world of teaching was dominated by lecture methods. Modern methods have shifted to more interactive, experiential, or facilitative approaches. So think of yourself as a facilitator—a “guide on the side.” A good goal is to talk no more than 20-30 percent of the time.
2. **Stay on level with participants.** As facilitator, your role is to create a comfortable, equitable, and inspirational experience. This happens as you:
 - Affirm participants and their comments.
 - Use language like “We” instead of “I” or “Let’s” rather than “I want you to.”
 - Wear professional yet moderate clothing to match the circumstances. Business casual attire is typically appropriate.
 - Share examples of how you try to live the habits, but do not overdo it. Participants prefer examples that connect with their reality—not utopia.
 - Be part of the journey. Let participants know you are learning with them.
3. **Get people moving and mixing.** Adult participants are not accustomed to sitting and listening all day. Get them up, moving, and mixing with each other. Avoid the trap of doing the same table groups or pairs all day.
4. **Ask questions rather than give answers.** Allow participants to discover their own answers and make their own connections. When someone asks a question, ask, “Does anyone have thoughts on that?” or “Who would like to build on what [name] said?” Expand upon or clarify only as needed.
5. **Offer Teach to Learn opportunities.** When participants know they will be given the chance to teach or re-teach portions of the content, they work harder to understand the content, recall it more accurately, and are more likely to apply it.
6. **Do not compromise safety or ethical standards.**
 - Avoid situations that would cause someone to question your actions or intentions. Not being alone with another adult or a child is a safe guideline.
 - Respect all people and cultures. Do not pressure people to compromise their safety or ethics.
 - FranklinCovey does not discriminate against individuals for any purpose, and expects all certified facilitators to model that same respect.
7. **Learn from mistakes.** Laugh, learn, apologize (if needed), and move on without constantly pointing out your weaknesses or minor flaws. Let the workshop principles outshine minor facilitation errors.

PRACTICE FACILITATING

Gather family members, friends, or colleagues and practice your facilitation skills on them. Record yourself for later review, if you desire.

BEFORE

1. Select one module or highly-effective practice to teach.
2. Study the facilitator guide and the accompanying slides to prepare a 10- or 20-minute practice facilitation.
3. Set up the resources and equipment you want to use.

DURING

4. Follow the script ("centerline") as closely as possible. Read the script directly or paraphrase in your own words.
5. If you are sharing a personal example, practice telling it in a concise manner.

AFTER

6. Ask for feedback when you are finished. What went well? What could be improved?
7. Practice again, two or three times. Practice. Practice. Practice. And have fun!

Preparation

MODULAR FORMATS

A significant decision is to determine how and when the workshop content will be delivered. The workshop can be facilitated in a variety of modular formats to match the needs of the hosting organization and its participants. Suggested formats include:

FULL DAY (6-7 HOURS)

The workshop contains 6–7 hours of content. The full-day format is preferred by organizations that choose to deliver the content as a singular event.

HALF DAYS (3 HOURS)

There are advantages to splitting the content over multiple days. Some schools, for example, invite parents to attend the workshop on two 3-hour occasions, such as two mornings.

2-HOUR SESSIONS

Some schools have organized a “Date Night” or a “Family Night” that is offered over three 2-hour sessions, such as:

- Evening 1: Family Basics, Habits 1 and 2
- Evening 2: Habits 3, 4, and 5 (Part 1)
- Evening 3: Habits 5 (Part 2), 6, 7, and summary.

1-HOUR SESSIONS

The same content can be spread over eight weeks, for 1 hour each.

20-MINUTE MODULES

The content can be taught as part of a staff or parent meeting in small chunks of approximately 20 minutes each.

What format best matches your situation?

HOSTING A WORKSHOP

Hosting and/or facilitating a *7 Habits of Highly Effective Families* workshop is an enjoyable and rewarding opportunity. That assumes, of course, that you are well organized before, during, and after the workshop.

BEFORE THE WORKSHOP

CONDUCT A PRECONSULT VISIT

Contact the host for the workshop three or so weeks in advance, then reconnect a few days prior to the workshop. Clarify the following items:

- Key contact names and phone numbers
- Date of workshop
- Location of workshop
- Start and stop times
- Desired outcomes
- *Leader in Me* experience, if any
- Number and nature of participants (See next page for tips.)
- Food/snack arrangements: Any allergies or special diets?
- Participant materials: Have they been ordered or arrived?
- Room setup. (See next page for tips.)
- Lodging and safety (See next page for tips.)
- Technology arrangements (e.g., projectors, screens, and audio)

Keep the preconsult visit short to respect the host's time. Conclude by letting the host know how important their role is to the workshop, and thanking them for their time.

If you are a FranklinCovey Coach or consultant, contact the client partner (CP) or education quality partner (EQP) for additional insights into the client's needs.

LEARN ABOUT THE PARTICIPANTS

A preferred workshop size is 15-30 participants. If a group larger than 30 expresses interest in the workshop, consider dividing it into two sessions.

Proactively invite participants that represent a variety of important stakeholders: parents, community leaders, staff members, or other supporters.

Learn in advance what you can about the participants. Plan ahead how to adjust to any special needs so that everyone feels equitably treated and free to participate.

ENSURE SAFE TRAVELS

If travel or lodging is involved for you, make arrangements well ahead of time. If you are unfamiliar with the workshop location, ask someone who is familiar to suggest travel directions (including parking), lodging and dining options, and to identify any safety concerns. Do not compromise your safety.

Preparation

PLAN THE ROOM SETUP

When logistics go well, they often go unnoticed. When logistics do not go well, they can greatly reduce the workshop's impact. Consider in advance:

- **Seating arrangements.** If available, circular tables promote discussion. Four to five tables with six comfortable chairs each is ideal. An even number of participants at each table makes pairing for activities easier. Ensure that the projector screen is visible from all seats.
- **Lighting.** Too much natural light may reduce the visibility of slides. Shut blinds or make adjustments as needed. Know where light switches are if you plan to turn lights off and on to make screen images more visible.
- **Temperature and noise.** The more these are non-distractions, the better.
- **Snacks and non-participating guests.** Position these toward the back of the room where they will not be a distraction.

Have the room setup completed and the first slide projecting 15 minutes prior to the start time. Many hosts will offer to set up the room for you prior to your arrival. If so, provide clear guidance in advance.

ASSEMBLE FACILITATOR RESOURCES (CHECKLIST)

You will need the following resources to facilitate this workshop:

- Facilitator guide
- Participant guides (one per participant)
- Computer fully charged with slides loaded: A back-up drive containing the presentation is advised.
- Computer power cord
- Clicker for advancing slides
- Projector, screen, and audio speakers
- Name tents (one per participant)
- A chart paper easel with paper, preferably with a sticky strip on back
- Chart paper markers
- Sticky-note pads (two pads per table)
- Colored markers, pencils or pens (one pack for each table)
- Compass for Point North activity (or compass app on your phone)
- Unopened soda can/bottle and water bottle for the Proactive vs. Reactive activity
- Balloons for Emotional Bank Account activity (one per participant)
- Two blank pieces of paper (8 1/2 x 11) for each participant
- A happy, confident, and welcoming attitude

DURING THE WORKSHOP

FOSTER HOPE AND CELEBRATE STRENGTHS

Be sensitive and positive. Some participants arrive with tender feelings. It is common, for example, for participants to arrive feeling like they are “failing” as a parent. Turn that around. Do your best to capture and celebrate what is going well in their families.

Similarly, some participants may arrive feeling they are doing great with their families, and then hear all the workshop suggestions you provide or learn what other participants are doing in their families, and leave feeling overwhelmed. Again, do all you can to ensure participants leave the workshop feeling stronger and more confident than before they arrived—full of hope.

BUILD RAPPORT AND UNDERSTANDING

Completing the room setup 15 minutes prior to the workshop allows you to welcome participants as they arrive. Learn their names and something about them. Thank them for joining. The sooner they feel comfortable and respected, the sooner they will engage with the content.

Never give participants the impression that their family needs “fixing” or that you are the expert who can “fix” them. Even great families are off course at times, and that’s okay. The important thing is that they keep trying and progressing.

STAY ON TIME

This workshop is full of powerful and interesting content. It is easy to spend too much time on any topic. You will stay true to established timelines as you:

- **Prevent surprises.** Surprises are often unavoidable, but do try to prevent surprises like the host saying, “I have just a few business items” that then end up taking 30 minutes.
- **Start on time.** It is easier to start on time and incorporate late comers than to make up for lost time.
- **Set time milestones.** For example, plan, “We need to be done with Habit 2 by 10:45 so we can be done with Habit 3 before lunch at 11:40.” Then hit those milestones.
- **Stick with break times.** If you say “Let’s take 10 minutes for a break,” re-start after 10 minutes to establish punctuality as a precedence.
- **Optimize lunch.** If lunch is part of the workshop, it is advantageous to have lunch on site when possible. Onsite lunches build camaraderie and require approximately 45 minutes. Offsite lunches often require one hour or more, and often result in participants returning late.
- **Control discussions.** Family topics get people talking and some participants may have a 20-minute story for every habit. Tactfully keep discussions progressing so you can hit the time milestones.
- **End on time.** Parents frequently hire babysitters or have other commitments, so going over can cause frustrations and interruptions for all involved.

Preparation

Plan and follow a timed outline such as the sample timed outline below:

SAMPLE TIMED OUTLINE

This workshop contains 6-7 hours of instructional content depending on the modular format utilized and the pace you and the participants choose to go. You will need to adjust according to the time you have allotted for the workshop. A sample outline for a full-day workshop might flow something like the following:

TOPIC/HABIT	Approximate Time
Family Basics	45-50 minutes
Habit 1: Be Proactive	45-50 minutes
Habit 2: Begin With the End in Mind	30-40 minutes
Habit 3: Put First Things First	30-40 minutes
Habit 4: Think Win-Win	45-50 minutes
Habit 5: Seek First to Understand, Then to Be Understood (Can be divided into two parts.)	80-90 minutes
Habit 6: Synergize	30-40 minutes
Habit 7: Sharpen the Saw	30-40 minutes
Putting the 7 Habits to Work	15-20 minutes
Total	6-7 hours

AFTER THE WORKSHOP

Following the workshop:

- Do not begin taking down equipment or putting away materials for 15 minutes after the workshop. Focus instead on the participants, particularly those who you believe can benefit from added support. In other words, make yourself available and approachable.
- Restore the workshop room to its original, if not better, condition.
- Thank the host and any other individuals who have organized the workshop.
- Follow up with a timely email or call to thank the host for their support, and express your compliments for the positive things you experienced.

Preparation

ACTION-PLANNING WORKSHEET

Use this worksheet to help you plan and organize your preparation to host and facilitate *The 7 Habits of Highly Effective Families*.

QUESTION	ACTION STEPS
How are we going to continue our learning about the 7 Habits?	
What will we do to develop our abilities to facilitate <i>The 7 Habits of Highly Effective Families</i> ?	
How and when are we going to host a workshop?	
How will we share the learning with our family community outside the workshop?	

Preparation




WHO WILL WE INVOLVE?	WHEN WILL WE DO IT?

Preparation

KEY TO THE FACILITATION SCRIPT

Thumbnails of the corresponding slides and participant guide pages are in the left-hand column.

Facilitation script and instructions are in the right-hand column.

Family Basics	
SLIDE	SCRIPT
<p>Slide 9</p> <p>Activity</p>  <p>What are common challenges families face in today's world?</p>	<p>State: Along the way of achieving our purposes there are a lot of challenges that families face. Being a parent isn't always easy.</p> <p>Activity: Turn to page 83 and with your group, brainstorm a list of common challenges families—and parents—face in today's world. We will take about 2 minutes.</p> <p>State: Now that you've completed your list, select your top 2-3 challenges and share these out with the larger group. We will be coming back to these later in the day.</p>
<p>Chart paper labeled: Common Challenges</p> 	<p>On chart paper, at the front, log the top 2-3 challenges per group. Keep this list up for a later activity.</p>
<p>Slide 10</p>  <p>Your Habits What you repeatedly do.</p>	<p>State: The 7 Habits will help us in creating solutions to the challenges that have been discussed.</p> <p>State: Will everyone please fold your arms? Okay, now try the other way.</p> <p>How does that new way feel? Why?</p> <p>Allow a few responses.</p> <p><i>(Awkward, uncomfortable, because it isn't what we are used to do, because it is a habit to do it one way.)</i></p> <p>State: Habits are what we repeatedly do. How we write, fold our arms, or brush our teeth are all habits. Some habits are more important than others.</p>

Facilitation script is in normal type.

Instructions and notes to the facilitator are in boldface.

Sample responses and answers are in italics and inside parentheses ().

FAMILY BASICS

40-50 minutes of instructional time.

RESOURCES NEEDED

- Sticky-note pads
- Chart paper labeled: "Common Purposes" with the four needs circles.
- Chart paper labeled: "Common Challenges"
- Compass for the Point-North activity.

MODULES	LEARNING OBJECTIVES	40-50 minutes
Welcome	Recognize the importance of families, and learn each other's strengths.	10-15 minutes
Highly Effective Families	Identify common purposes and challenges of families, and define what is an "effective family."	15 minutes
Habits of Effectiveness	Overview the 7 Habits, and learn what makes up a "family culture."	10 minutes
How to Change a Habit	Describe how to create change using the See-Do-Get® Cycle, and understand the power of paradigms.	10 minutes
Principle-Centered Living	Learn the central role that principles of effectiveness play in people's lives.	5 minutes