



Teaching for Transformation Course Syllabus

COURSE OVERVIEW

Teaching for Transformation, based on the principles of Positive Psychology, introduces the foundational perspectives and practices for becoming a master presenter: one who facilitates positive transformation in audience members by delivering meaningful content and creating an environment of sustained inspiration. Through a combination of webinars (online lectures), interactive discussion, readings, peer-to-peer practice- teaching opportunities, and reflection, this course explores the depth and breadth of impact available to the master teacher. The course is designed for both novices and experienced presenters who wish to gain skills and understanding for enhancing their career satisfaction and opportunities, and helping others move toward their best selves.

Course Themes

The Wholebeing Approach

Participants are introduced to the principles of wholebeing (whole-person well-being), and provided a language for understanding how individuals and teams can move toward their highest selves. This establishes a unique foundation of knowledge and skill for the trainer; as we come to understand how individuals move toward positive, sustained health and well-being, we are able to offer material that strengthens their growth as well as our own.

- Covers appreciative inquiry, permission to be human, and the principles of SPIRE health (spiritual, physical, intellectual, relational, emotional) from the perspective of how and what to present.

Foundational Presentation Skills

Presenters from every field—from business to art, coaching to education, athletics to politics—receive in-depth instruction on developing the fundamental skills of presentation. These fundamentals, based on research from the fields of Positive Psychology, education, and training, provide a clear and impeccable support structure for the novice as well as the practiced instructor.

- Explores beginnings and endings, transitions, keeping energy high, the inspiring use of story and data, handling difficult audience members, managing anxiety, and professionalism.

Aspire to Be Your Best Self

Participants come to understand their deepest strengths: what makes them unique as a presenter, how their passion can elevate both the audience member and the material, how they can most effectively connect with their audience, and how the act of presenting moves each of us toward our most important work in this world.

- Addresses the “who” of teaching and offers exploration into establishing your integrity and authority, presenting from a place of authenticity, elevating strengths, learning from the masters, and establishing your unique voice.

Class Topics:

The Wholebeing Approach: Defining the five aspects of the SPIRE approach: Spiritual, Physical, Intellectual, Relational, and Emotional; review of the principles that define well-being in the SPIRE framework; and application to the growth of both presenter and audience members.

Who is Speaking: Investigation of the concepts of authenticity and how they inform how we show up to teach.

Beginnings and Endings: Diving into the details of mastery teaching, why endings are crucial, and the issue of choice in beginning and endings.

Professionalism: Discussion of professionalism, issues of timing and developing a Plan B, detail preparation, how to work with difficult audience members, the "unseen participant," and the "participant from grace."

Engagement Through Story and Inspiration: Why story matters to an audience, the impact of story on our neurochemistry, and how to shape a personal story.

Overcoming Anxiety: Exploration of common anxieties, how to manage them, and the profound benefit of anxiety as a catalyst for excellence.

Striving for Excellence: Learning from masters; serving the work through dedication to the highest practices and ideals; shaping language, presence, and content toward magnificence through applying strengths.

Course Objectives:

- Develop a rich understanding of the Positive Psychology research that supports the creation of impactful, positive transformation in the presenter and audience member.
- Broaden perspective to include an understanding of whole-person well-being based on the principles of the SPIRE (Spiritual, Physical, Intellectual, Relational, Emotional) framework.
- Employ practices that emphasize strengths and unique skills to elevate mastery.

- Understand the interplay between authenticity, integrity, and the dimensions of professionalism and performance inherent in teaching.

- Define the basics of mastery teaching, including time and detail management, handling challenging students, and managing anxiety.

- Apply the use of story to increase engagement.
- Develop skillful attention to rich content creation; authentic, compelling delivery; and awareness of the audience's potential for transformation in both brief and extended presentations.



TECHNOLOGY

This course employs user-friendly technology that allows students to easily connect to live sessions via webinar (audio and video). Reading materials are available in advance of each class session. Recordings of the webinars are posted following each session for students unable to join live or who would like to review the material again.

SCHEDULE

Live classes are held weekly, Eastern Time.

Class 1: The Wholebeing Approach
Class 2: Authenticity / Beginnings and Endings
Class 3: Professionalism / Working with Challenging Students
Class 4: Engagement: Story and Inspiration
Class 5: Overcoming Anxiety
Class 6: Striving for Excellence

TIME COMMITMENT

In addition to the 90-minute weekly classes, we estimate 2 hours of work per week for reading, reflection, homework assignments, and optional peer-to-peer practice sessions.

PEER-TO-PEER SESSIONS

Three peer-to-peer practice opportunities are structured into the course to provide students the opportunity to demonstrate skill development and receive feedforward (positive, strength-oriented feedback) intended to enhance skills, bring attention to what's working well, and increase self-awareness.

WEEKLY ASSIGNMENTS

Weekly reading assignments will consist of material from the fields of Positive Psychology, education, and training. Weekly assignments will also include viewing video lectures, such as TED talks, as well as reflection questions.

FINAL PROJECT

Participants will be asked to create a final project consisting of a 3- to 5-minute video presentation, offered to a pair partner, on one aspect of teaching for transformation. Your partner will be invited to spot the strengths in your presentation and provide you with feedforward (information about what worked well). You will also be asked to complete a personal reflection on what you learned through this process, what went well for you, and what your next step as a presenter might be. The final project is not mandatory, but is strongly recommended.

CERTIFICATE OF COMPLETION

Students who complete the full course will receive a personalized Certificate of Completion signed by the course instructor and the founder of Wholebeing Institute.

SUGGESTED READINGS/RESOURCES

❖ **Note: All readings are recommended, not required.**

CLASS 1: The Wholebeing Approach

❖ **Review:**

- The SPIRE Principles.
 - <http://wholebeinginstitute.com/wp-content/uploads/T3-Class-1-Pre-work.pdf>

CLASS 2: Authenticity/Beginnings and Endings

❖ **Read:**

- "What's your story? A Life-stories Approach to Authentic Leadership Development," by Shamir/Eilam: The Leadership Quarterly, 16 (2005). 395-417
 - <http://bit.ly/1taurBX>

❖ **Watch:** The first few minutes of two of the three the following videos and consider what impact the speaker was trying to have in the beginning of the presentation.

- Clifford Stoll: "The Call to Learn"
 - http://www.ted.com/talks/clifford_stoll_on_everything
- Susan Cain: "The Power of Introverts"
 - http://www.ted.com/talks/susan_cain_the_power_of_introverts?language=en
- David Gallo: "Underwater Astonishments"
 - http://www.ted.com/talks/david_gallo_shows_underwater_astonishments

❖ **Watch:**

- A talk by Dananjaya Hettiarachchi, World Champion of Public Speaking. This is a good example of bookending a talk.
 - <http://bit.ly/ZWeVjb>

CLASS 3: Professionalism/Working with Challenging Students

❖ **Read:**

- "10 Public Speaking Tips From My Year of Speaking Dangerously," by Susan Cain
 - <http://bit.ly/2dv2Wli>

❖ **Watch:**

- "Can Introverts Lead?" with Francesca Gino, associate professor at Harvard Business School
 - <https://www.youtube.com/watch?v=filvIODRukw>

❖ **Read:**

- Detail checklist.
 - <http://wholebeinginstitute.com/wp-content/uploads/Detail-Checklist-T3-4.pdf>

CLASS 4: Engagement: Story and Inspiration

❖ **Read:**

- "Happily Ever after: The Use of Stories to Promote Positive Interventions," by Dan Tomasulo and James O. Pawelski
 - <https://learn.wholebeinginstitute.com/wp-content/uploads/2018/12/Tomasulo-Stories-and-Positive-Interventions.pdf>

❖ **Read:**

- "Storytelling that Moves People," by Bronwyn Fryer
 - <https://hbr.org/2003/06/storytelling-that-moves-people>

❖ **Watch:**

- "The Storyteller's Secret," with Carmine Gallo
 - <http://bit.ly/2cSWRfT>

❖ **Consider Reading:**

- Wired For Story: The Writer's Guide to Using Brain Science to Hook Readers from the Very First Sentence, by Lisa Cron. Ten Speed Press, 2012.
 - <http://www.amazon.com/Wired-Story-Writers-Science-Sentence/dp/1607742454>

CLASS 5: Overcoming Anxiety

❖ **Watch:**

- "How to Make Stress Your Friend," with Kelly McGonigal
 - http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?lan...

❖ **Watch:**

- "Mindset: The New Psychology of Success," with Carol Dweck
 - https://www.youtube.com/watch?v=QGvR_0mNpWM

❖ **Read:**

- "Scary Smart: Do Intelligent People Worry More?," by David Wilson
 - <http://slate.me/1HADK3t>

CLASS 6: Striving For Excellence

❖ **Complete this inventory:**

- Go to Viacharacter.org and take the free signature strengths inventory. (Click the red button that says Free Via Survey.)

❖ **Read**

- "Witnessing excellence in action: the 'other-praising' emotions of elevation, gratitude, and admiration," by Sara B. Algoe and Jonathan Haidt

❖ **Read:**

- "The Role of Deliberate Practice in the Acquisition of Expert Performance," by Anders Ericsson