

# Rock your SELF

## *At the wheel of your own development*

This paper is providing you as youngster information about the content and planning so you can make a conscious choice to participate at the meeting on April 4, and be fully present.

Content:

1. Summary
2. The program 'Rock Your Self'
3. Planning April 4 2023

## **1. Summary:**

Rock your SELF is a program for young people to find their inner balance as a human being. With the focus on making (more) conscious choices in life. At the wheel of your own development.

## **WHY?**

Learning is not only about studying curriculum in school. It is also about creating a safe and rich learning environment in school, for adults and youngsters so together they can create the society they really want to live in and for. The program is supporting optimal growth for learning to be, learning to know, learning to live together and learning to do.

## **HOW?**

In our Rock your SELF program at schools we focus on:

- **Personal Leadership** (Me & Myself)
- **Mindful Communication & teamwork** (Me & the Other)
- **Analytical ability and Systemic awareness** (Me & the System)
- **Action Orientation** (Me & the Now)

## **What?**

April 4, 2023 we organize a conference in The Hague on the subject of Personal Mastery. One of the workshops on this conference is about personal mastery for young people. What does this look like? Is this important? And, if so, how do we develop this personal mastery in practice? Youngsters between 15 and 25 years of age organize this workshop themselves.

Prior to this conference in the afternoon of April 4 we work with this group of young people in the morning with Peter Senge and Guus Geisen to find answers to these questions. Peter and Guus are experienced trainers on this subject of personal mastery. With the outcome of the day we can improve the "Rock your SELF" program (personal mastery development at schools)

## 2. The Program “Rock your SELF”

Rock your SELF is a personal mastery program for young people. Pupils / students in the age of 12 to 18 develop answers for themselves to the questions; who am I? What am I good at? What do I want to create in the world? And how can I do that with respect to society?

The initiators of this project are Guus Geisen, Patrick Bijman, Gabriella Kemény and Agota Eva Ruzsa. They are affiliated with the Society for Organisational Learning (located in The Netherlands and in Hungary).

Based on their own motivations, all have the ambition and the knowledge, skills, experience and network to empower young people and to contribute to the school system in particular and to society as a whole.

*The framework for working with young people is based on “The Warrior for the Human Spirit”. The warrior has nothing to do with aggression and fighting, but is more a fighter for a good cause. The warrior rises when humanity is threatened. The warrior's tools are compassion and insight (sharp discernment) and the balance between the two leads to wise action.*

### WHY?

The word ‘SELF’ in the Rock your SELF program is an acronym of Society, Educators, Learners and Future:

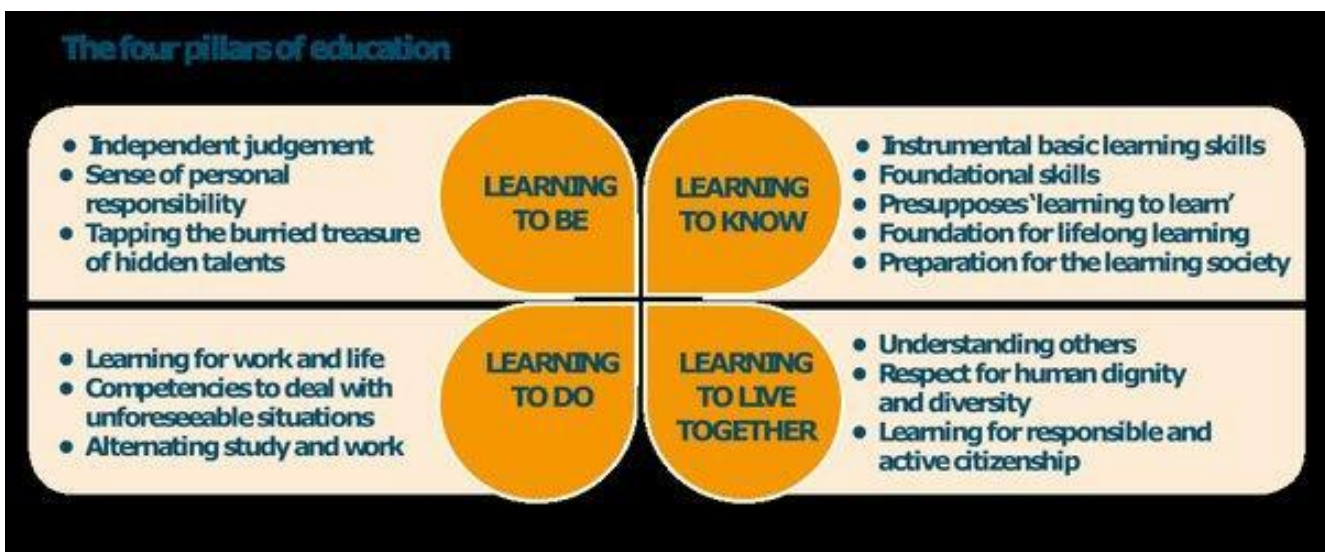
- **Society:** Society has a need for people that are in connection with their SELF, to create their own future while feeling responsible for the system as a whole. These people with a high degree of personal mastery are characterised by a creative attitude, which raises questions such as: “What am I doing here in this world? What do I want to create? What is my personal mission? And how can I do that in a respectful and honest way?”
- **Educators:** Teachers are trained to teach and not to educate. They are trained to teach a specific subject (mathematics, economics, biology etc.). It is not their primary job to teach citizenship or to develop soft skills for their students. For teachers who have their own ‘mentor-class’, citizenship is a compulsory subject (the Netherlands). In 2019 we did research in 5 secondary schools in the Netherlands showing that most teachers (8 out of 10) liked the idea of having structural support / practical tools for their mentor classes. Especially if this was focussed on personal development of their students and making a difference by working on societal issues. Possibilities to do so at school are scarce, and are often based on ad hoc initiatives with little to no connection to each other. Extra-curricular projects offer better opportunities.
- **Learners:** The two most important moments in your life are the moment you are born and the moment you realise why you are born<sup>1</sup>. With SOL we help young people to gain insight into the latter. This helps them in several ways. They grow as human beings, make more conscious choices, learn to make sense of complex societal challenges and grow into

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<sup>1</sup> Mark Twain

people who feel responsible and behave as such, for our community as a whole and the complex challenges we face as society.

- **Future:** Schools are struggling, trying to balance reality and ambition. Unesco has a clear picture on what future education should look like (see picture below). This is a real challenge for most schools that have difficulty enough to focus on the “learning to know” part. For example, practice shows that schools have great difficulty when it comes to developing 21st century skills. With this personal mastery program we support schools with tools for “learning to be”, “learning to live together” and “learning to do”. By doing so we also contribute to the school ‘system’ as a whole. By focusing on the three other pillars (learning to be, learning to do & learning to live together) we know from practice that schools score better results in the learning to know pillar. This is because the program is responsible for a rise in the intrinsic motivation to learn (students want to go to school if they better understand the reason why).



Human beings want to learn, by nature. This natural tendency is what enables our species to evolve and thrive. So it's our experience that, although most students don't consciously have a need for personal development (the idea is connected to learning at school), the moment we organise interesting and challenging extracurricular programs, indirectly focussed on personal development, the overall majority of all students join these educational programs with great enthusiasm.

For example, in the Netherlands one of our partners (Guus Geisen) has a lot of experience with systemic thinking. He confronts students in the age of 10 – 16 year with complex issues like poverty, climate, bullying etc. Making everybody conscious about the consequences of their own behaviour (see example).

***Personal Mastery is developed by system thinking (Me & the system). One example comes from the Netherlands where pupils of 12 year old were challenged to systemically solve the problem of bullying behavior at their own school. After recognizing the 'system' of action and reaction 90% of all bullying stopped.***

Another partner (Patrick Bijman) has a lot of experience with using entrepreneurship as a means for personal development (age 12 – 25 year). Combining all four pillars of education (see the model above) in action learning projects. From one day to full week programs.

***Personal Mastery is developed by action learning (Me & the other). One example comes from schools in Finland where students were asked to “make someone happy today”. In small teams they came up with their own ideas, went into the city and surprised family, friends, neighbors and even people they normally were hostile to!***

In Hungary, one of our partners (Gabriella Kemény) is experienced in delivering creative/developmental sessions for children in the age groups of the present project. These sessions support self-knowledge and personal mastery based on stories and tales. She has witnessed the power of storytelling in her individual and group coaching and mentoring work as well. As the former director of Tempus Public Foundation, running the National Agencies for all EU-funded programs in the field of education, training and research, she has an insight into the Hungarian educational system.

***Personal Mastery is developed by personal reflection (Me & my SELF). A powerful tool is drawing your lifeline. Helping young people to see what obstacles they (un) consciously experience and what qualities they possess.***

Agota Eva Rusza is a specialist in Hungary on the subject of mindfulness and dialogic cooperation and dialogue based learning. Personal Mastery is connected to this quality to see how our thoughts and feelings create much of the reality we experience and how we contribute to the situations that arise around us. Mindfulness in Education also reduces stress and enhances learning abilities in the classroom context. We experience that people with a high level of Personal Mastery have a better view on (a) reality and (b) ambition and have developed a growth mindset to bridge the difference between them. Making them more resilient for a continuously changing society.

***One example of Personal Mastery is Living Books (Hungary). These are actually human beings who can be asked about themselves and their stories. In a school project, Roma students took up the role of a living book and they could be asked about Roma language, traditions, food etc. Living books are encouraging dialogue among students with a very different background via telling their true stories.***

## HOW?

With Personal Mastery we focus ourselves on the (unconscious) desire of every young person to get to know themselves better and to discover what she or he as a person wants to achieve in her or his own life. With this Rock your SELF programme, young people set to work

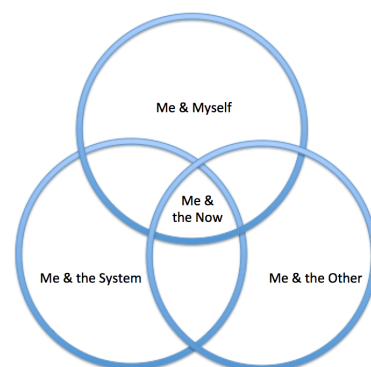
developing conscious choices and developing the knowledge and skills required to give shape and content to this desire. It is based on the following principles:

- Working on one's Personal Mastery takes a lifetime. So we have to develop a **long-term program**, with a recognizable heartbeat and design, which will also empower them to practice in and among themselves on a peer learning basis.
- We focus ourselves on meaningful themes, action learning and personal stories to stimulate **intrinsic motivation**. This works out positively to the "learning to know" part (more motivated to go to school).
- We want to support schools in their challenge to become successful and engaging schools for the future. This Personal Mastery program can be made part of the formal citizenship curriculum but is developed as an **extra-curricular** program.
- We want to make an impact. So everything we create is **open source**. Sharing our ideas, insights and learnings. And inviting as many schools as possible to start working with the results.
- To develop Personal Mastery we need a balance in thinking, feeling and acting. For this we use the **heart, hands and head** model.



We focus ourselves in this personal mastery program on the development of four so-called "**Power Skills**". These power skills are:

1. **Personal Leadership** (Me & Myself): There is the famous saying "how can you lead others if you can't even lead yourself?" Do you have a realistic picture of yourself? What is your ambition? Do you make conscious choices? Do you stick to this, also in hard times? Do you have the capacities and resilience to develop yourself?
2. Mindful **Communication & teamwork** (Me & the Other): In an increasingly rapidly changing world, co-creation is a must. Creating and learning together is a powerful skill that can only be learned through practice based on awareness and the art of cooperation
3. **Analytical ability and Systemic awareness** (Me & the System): By looking at the big picture, you can look beyond the superficial problems and shift the focus from temporary solutions to sustainable creation and innovation.
4. **Action Orientation** (Me & the Now): All good intentions fail if they are not put into practice. Pro-active behaviour is an important quality that promotes your own performance and leads to concrete results for the organisation.



## What?

We have this collective ambition, and we have a lot of experience. But we know that we still have a lot to learn in the process. So we developed a **pilot year** focussed on learning in practice.

A pilot year with four participating schools, two schools in the Netherlands and two schools in Hungary (school year 2023-2024).

**Step 1:** Six months before the pilot year starts (February – March 2023), we identify and recruit **young warriors** in all four participating schools. **We recruit and train** these young warriors, both in Hungary and in the Netherlands. And **we prepare a sensitising program for the participating schools/teachers and the parents** in the school year after. (support each other, the teachers and the system). Our goal is to select and train two or three young warriors in each participating school. A total of eight to twelve young warriors, in a collective Dutch and Hungarian program. These young ‘warriors’ are trained to support the teachers when the Rock your SELF program is offered<sup>2</sup>. Thus we will have a team of young warriors and also a program to sensitise teachers in schools

**Step 2:** With our four partner schools we organise three extra-curricular days filled with Personal Mastery programs. These days are planned March 3-4-5 in The Netherlands and June 8-9-10 in Hungary.

- Day 1: **Me & myself:** Exercises to get to know yourself better such as storytelling (life story / lifeline), personal video (presenting yourself), mirror talks etc.
- Day 2: **Me & the other:** 'taking action' together with others, such as “Make someone happy today”, or “Earn money for a good cause”, or “Start best for the world company”.
- Day 3: **Me & the system:** jointly solving complex but meaningful issues based on compassion and insight. Examples of this are violence in the courtyard, healthy eating at school, climate change, sexual abuse etc.

Each activity is concluded with a personal reflection in a digital portfolio. Focused on **Me & the NOW** (action driven / making the unconscious, conscious). Making the circle round, by connecting all aspects of learning in our systemic way of working.

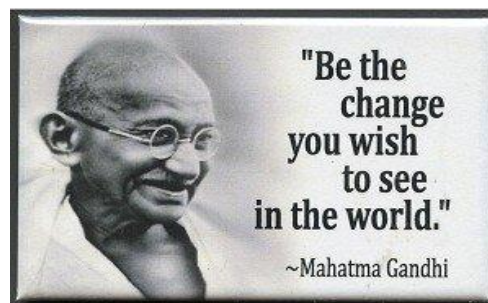
The program for March 3-4-5 is connected to the conference for adults with Peter Senge on March 4. Peter Senge will support the youngsters program March 4 in the morning. The insights and outcome of the morning program will be shared in a workshop in the afternoon. The youngsters will have the opportunity to share their insights to the adults. The subject of the conference is ‘Personal Mastery and the content of the IDG (inner Development Goals) and a motor for the SDG (Sustainable Development Goals).

This **digital learning environment** provides the connection between the various components and offers extra insight and depth for those who 'want more' and perhaps want to grow to the next level of development (all participants are invited to join the Warrior for the Human Spirit program to support future personal mastery programs in schools).

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<sup>2</sup> These Warriors for the Human Spirit often are senior year students. We anticipate recruiting new ‘warriors’ during and after the Rock your SELF program.

**Step 3:** We finish this pilot year with disseminating the learning's. Of course via social media, via our colleagues in other SOL countries/communities and via European Union tools like Epale. We invite teachers of other schools to come and take a look at our Rock yourSELF days and to take a look in our online learning environment. But they are also invited to join our closing seminars (June 2024), both in Hungary and in the Netherlands. These seminars are organised in cooperation with our partner schools and with our national school (network)organisations.



Our ultimate goal for this pilot year is to gain enough information to develop a X-year personal mastery program for all young people, from 10-12 to 18-21 years of age. There still are a lot of uncertainties, so we want to develop this in practice, with the feedback of all our learning's from this pilot year.

We celebrate the uniqueness of each person joining this personal mastery program. Looking for ways to reach their full potential.

Haarlem, April 2023

Guus Geisen, Patrick Bijman, Gabriella Kemény and Agota Eva Ruzsa

### 3. Planning April 4 2023

Morning: 9 am until 12 AM. We start working on the program for today. Peter Senge will share his insights about the Personal Mastery perspective.

The participants will share their perspective on personal mastery and the Rock your Self program.

- Step 1. What are your thoughts about Personal Mastery? What examples do you have? Tell your story of Personal Mastery.
- Step 2. What are the most important key elements we can get out of the examples?
- Step 3. 'What if' questions. We are going to think of good, bad, funny, serious, happy, mad, interesting questions about Personal Mastery.
- Step 4. We interconnect all the key elements we have been thinking of.
- Step 5. We create interconnections. What is becoming more and what is becoming less because of these interconnections?
- Step 6. We search for the insights and knowledge out of the causes and effects.
- Step 7. We prepare the presentation for the afternoon. What do we want to share about our own process, the outcome? What have we learned from this and what are we going to do with it?

0,5 – 1 PM: Lunch

1.00 – 2.30 PM: preparing the workshop: While in the conference hall the conference starts with the keynote of Peter Senge the young professionals prepare their workshop.

2.30 – 3.30 PM: first workshop, organized by all young professionals.

3.45 – 4.45 PM: second workshop, organized by all young professionals.

5 PM: closing of the conference & workshops

5-6 PM: informal conversation with participants