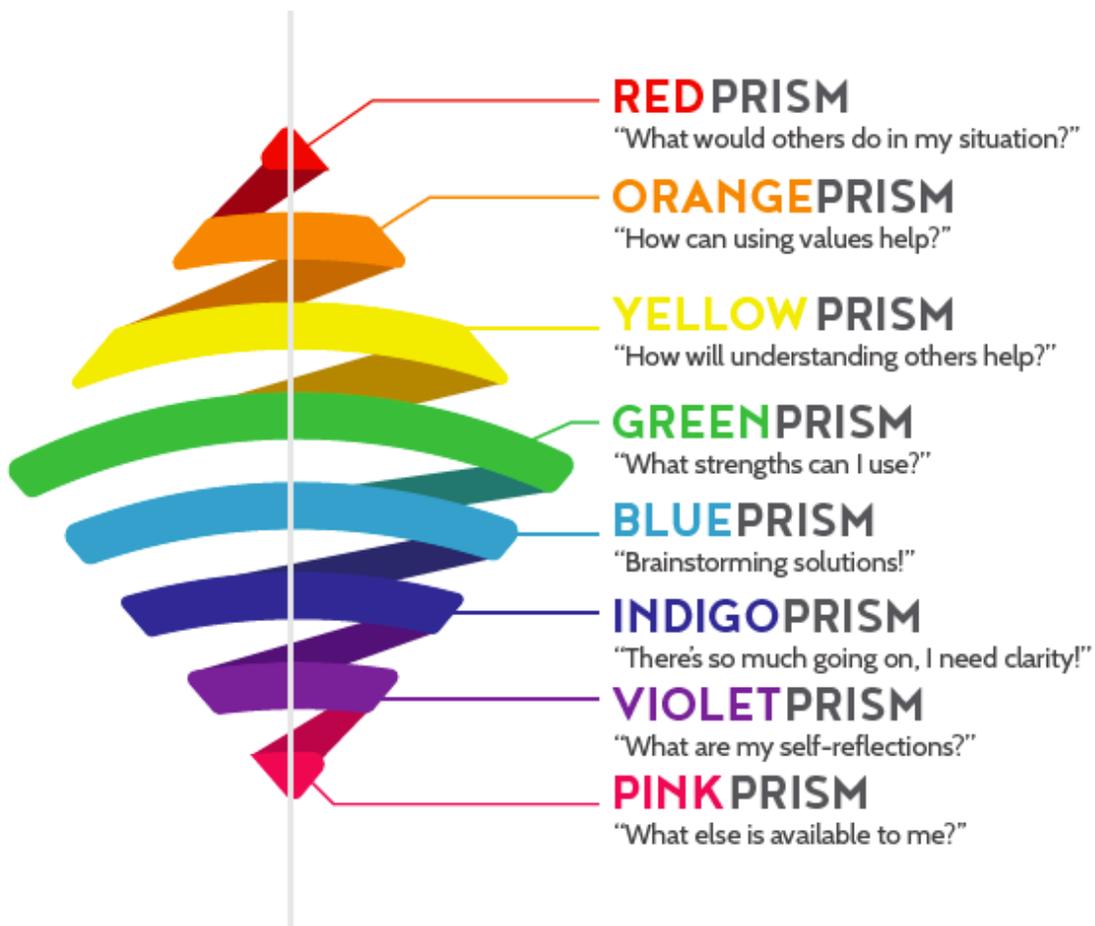




Here are the 8 PRISM protocols in printable form. Make sure to complete the 'How to run a PRISM session' tutorial which can be found at [www.prismtoolkit.com](http://www.prismtoolkit.com) prior to using these protocols.

We provide advanced online training in PRISM. Please get in touch for more information. [prism@wheelhouseeducation.com](mailto:prism@wheelhouseeducation.com)

Wishing you well with PRISM.



## RED PRISM



### “What would others do in my situation?”

Aim: To take in the collective knowledge and experience of the group to reach an outcome. Sharing stories using “I” statements, listening deeply and refraining from giving direct advice.



### *THE PROCESS*

#### **The Seeker:**

- Gives a brief summary of a situation they encountered.
- Describes what outcome they would like from the PRISM discussion.
- Listens to feedback from Peers without entering into a dialogue.

Before commencing, group members may ask key questions of the Seeker to clarify their understanding of the situation before proceeding. (Refer to [list of clarifying questions](#)).

#### **Round 1:**

In turn, using ‘I’ statements each Peer explains:

- A similar situation they had.
- What action they took.
- What the outcome was.

Refrain from giving advice.

#### **Round 2:**

In turn, each Peer:

- Selects a value (organisational or personal) that could be useful in achieving the outcome. (Refer to [list of values](#)).
- Describes how the value could be used.

#### **Round 3:**

The Seeker briefly comments on:

- What was useful in the feedback or process.
- What steps they will take.

## ORANGE PRISM



### “How can using values help?”

Aim: To use organisational or personal values to assist in meeting new and powerful outcomes. Having others reflect back to you your strengths and new possibilities.



### *THE PROCESS*

#### **The Seeker:**

- Gives a brief summary of a situation they encountered.
- Describes what outcome they would like to take away from the PRISM discussion.
- Listens to the ideas of Peers without entering into a dialogue.
- Brainstorms how to use particular values to assist their situation.

#### **Round 1:**

In turn, each Peer:

Names one value they would apply themselves to improve the situation, and how they think it could be useful. (Refer to the **list of values**).

#### **Round 2:**

Having listened to each Peer, the Seeker:

- Considers two values they will apply.
- Explains how they will apply those values.
- Describes what outcome will be achieved by using them

#### **Round 3:**

The Seeker advises the group what they found useful.

## YELLOW PRISM



### “How will understanding others help?”

Aim: To stand in the shoes of others and check differing perspectives to broaden one’s own view of the world and how to manage a situation.



### *THE PROCESS*

#### **The Seeker:**

- Gives a brief summary of a situation they encountered.
- Describes what outcome they would like to take away from the PRISM discussion.
- Listens to the questions raised by Peers and answers clearly and succinctly, without entering into a continuous dialogue.

#### **Round 1:**

In turn, each Peer asks the Seeker one of the following questions:

- Stand in the shoes of the other person(s) in the situation. What did they really need from the situation or you?
- Stand in the shoes of someone similar to yourself. What could they advise you to do differently?
- Stand in the shoes of someone you consider an excellent role model. What skills would they use to meet the outcome you want?
- Stand in the shoes of a doctor/politician/teacher/ artist/multi-millionaire/CEO/tribal Chief/parent/ancestor or other.

How would they approach the situation?

#### **Round 2:**

The Seeker only answers the following question:

- Having stood in the shoes of those other people, what could you do in the future?

## GREEN PRISM



### “What strengths can I use?”

Aim: To identify attributes and strengths which can be useful in making necessary changes. Having others reflect your strengths back to you.



### *THE PROCESS*

#### **The Seeker:**

- Gives a brief summary of a situation they encountered.
- Describes what outcome they would like to take away from the PRISM discussion.
- Listens to Peer feedback, and then responds with their own view.

#### **Round 1:**

In turn, each Peer:

- Names an attribute, skill or capability they think the Seeker has demonstrated from the summary they have given of the situation.
- (If applicable) The Peer describes how they have seen the Seeker use that particular skill before. In response, the Seeker advises how they can turn that attribute into a strength for getting a new and or better outcome.

#### **Round 2:**

The Seeker briefly comments on:

- What was useful in the feedback or process.
- What particular steps they will take to reach their new outcome.

## BLUE PRISM



### “Brainstorming solutions!”

Aim: To solve an issue by focusing on the solutions and how they will be achieved. Thereby creating a pathway of action for the Seeker.



#### *THE PROCESS*

##### **The Seeker:**

- Gives a brief summary of an issue they have encountered.
- Describes what outcome they would like to take away from the PRISM discussion.
- Listens to Peer feedback without entering into a dialogue. Then when requested, answers the questions asked of them.

##### **Round 1:**

The Peers discuss the following questions while the Seeker listens in and observes.

- Brainstorm (at least) three possible solutions.
- Discuss the consequences of each solution.
- Consider any gains and risks. If there are risks, what are solutions to them, or ways to move around them?

##### **Round 2:**

The Peer advises:

- Which solution they favour.
- What steps they need to take to implement the change.
- When and how they will evaluate the outcome has been successful.



**“There’s so much going on, I need clarity!”**

Aim: To assist the Seeker to get clarity and find solutions through de-cluttering thoughts, and then focus on solutions.



*THE PROCESS*

**The Seeker:**

- Shares with the group what is occurring, and what in their opinion are the problems.
- Advises the group what it is they need help with specifically.
- Peers actively listen, then respond reflectively and ask questions to help the Seeker gain clarity.

**Round 1:**

Focus on problem clarity:

- Repeat the following process until each Peer has had a turn, or until the Seeker has a shift in perspective.
- Peers should actively listen then respond reactively to what the Seeker has said (or an aspect of it). They then pause and wait for the Seeker to agree or clarify.
- Peers then take turns to ask an open question which focuses on helping the Seeker gain clarity of the problem e.g.
- “So what you’re saying is.....” . “Could I ask.....” The Seeker then responds.

**Round 2:**

Focus on solution clarity:

- Repeat the following process until each Peer has had a turn, or until the Seeker has a shift in perspective.
- The Facilitator starts by asking the Seeker, “What is a possible solution?” The Seeker shares their thoughts.
- Peers start the reflective listening process again, only this time using open questions that focus on getting solutions.
- The Seeker responds briefly to each question asked of them.

**Closure:**

- The Seeker advises when they have a solution and describes what it is.



**“What are my own thoughts on how I did?”**

Aim: The Seeker uses a process of self-reflection when others are not available to assist. Use these questions for coaching, for learning and self-improvement.



*THE PROCESS*

The Seeker considers a recent situation they have been in, and then guides themselves through a series of self-reflective questions (at least three) to reflect upon.

Self-reflective questions:

- What actually occurred?
- What did I hear, see and feel about the situation/event?
- What did I think and feel about what I heard, saw or felt?
- What am I pleased about?
- What occurred for me to behave the way I did?
- What other ways were available to me to behave?
- What would it take for me to improve next time?
- What did I enjoy about the experience?
- What key learnings can I take away from this experience?
- How can my key learnings be useful to others?
- What do I think of my rapport with others in the situation?
- What did they need from me?





**“What else is available to me?”**

Aim: To uncover new possibilities and opportunities. To invent and create the future.



*THE PROCESS*

**The Seeker:**

- Gives a brief summary of a situation, idea or problem they have encountered.
- Describes what outcome they would like to take away.
- Listens to ideas from each Peer without debate and then must build upon each of those ideas with their own thoughts until a number of alternatives have been raised while being playful.

**Round 1:**

Sharing and building on ideas

Repeat the following process until each Peer has had a turn, or until several alternatives have been offered. Go around the group offering ideas and building upon each idea. Ideas can be practical, innovative, creative and boundary pushing.

- Peer 1 begins by providing a solution. The Seeker listens and then builds on the solution by starting with, “A build on that idea is.....”
- Peer 2 either builds on the Seeker’s thoughts or offers an alternative idea. Again, the Seeker listens and then builds on the solution by starting with, “A build on that idea is...”.

**Round 2:**

**The Seeker:**

- Shares new insights gained.
  - Chooses an idea(s) that has merit to move forward with.
  - Explains the next steps they need to take.
- Describes when and how they will evaluate the outcome has been successful.

## QUESTIONS

A list of questions to ask the Seeker during a session to help others gain clarity, evaluate their situation, brainstorm ideas and find solutions.

### Understanding the situation or context:

- Could you tell me more about that please?
- Can you give me more detail about what you did specifically?
- What did [x] say or do?
- How did others see it?
- What happened after that?
- What exactly did you say?
- Is that all? Is there anything you have missed out?
- What have you tried so far? What worked? What didn't?
- What else can you remember about...?
- What led you to...
- What eventually happened?
- What kind of feedback did you get?
- What was the outcome?

### Defining the issue:

- What do you think the problem is?
- What are your assumptions about...?
- How much do you assume to be true?
- How do you know that is true?
- What are the facts?
  
- What is the evidence?
- What is the connection between.....and.....?
- What if the opposite were true? Then what?
- How might your assumptions about... have influenced how you are thinking about...?
  
- Understanding their intention:
  - What was your intention when...?
  - What did you hope for?
  - What did you wish for?

### Understanding how they feel about themselves:

- And how did you feel about that?
- What was your role in the outcome?
- How much of a problem is this really for you?

### Brainstorming for options:

- What are options for meeting your outcome?
- What else? And, then what else?
- What other alternatives are there?
- What might others suggest you can do?

## Choose a Value

Accountability	Expressiveness	Professionalism
Accuracy	Fairness	Prudence
Achievement	Faith	Quality
Adventurousness	Fitness	Reliability
Altruism	Fluency	Resourcefulness
Ambition	Focus	Restraint
Assertiveness	Freedom	Results oriented
Balance	Fun	Rigor
Being the best	Generosity	Security
Belonging	Goodness	Self-actualisation
Boldness	Grace	Self-control
Calmness	Growth	Selflessness
Carefulness	Happiness	Self-reliance
Challenge	Hard work	Sensitivity
Cheerfulness	Health	Serenity
Clarity of mind	Helping society	Service
Commitment	Honesty	Simplicity
Community	Honour	Soundness
Compassion	Humility	Speed
Competitiveness	Independence	Spontaneity
Consistency	Ingenuity	Stability
Contentment	Inner harmony	Strategic
Continuity	Inquisitiveness	Strength
Contribution	Insightfulness	Structure
Control	Intelligence	Success
Correctness	Intellectual	Sustainability
Cooperation	Intuition	Support
Courtesy	Joy	Teamwork
Creativity	Justice	Temperance
Curiosity	Leadership	Thankfulness
Decisiveness	Legacy	Thoroughness
Determination	Love	Thoughtfulness
Diligence	Loyalty	Timeliness
Discretion	Make a difference	Tolerance
Diversity	Mastery	Tradition
Dynamism	Merit	Usefulness
Economy	Openness	Vitality
Effectiveness	Order	Vision
Efficiency	Originality	
Elegance	Patriotism	
Empathy	Valor	Your values
Enjoyment	Vision	
Enthusiasm	Vitality	Your org's values
Equality	Perfection	
Excellence	Playfulness	
Excitement	Positivity	
Expertise	Practicality	
Exploration	Preparedness	



## Achieving Successful Outcomes

The true effectiveness of PRISM depends on how well groups keep to guidelines. These are the ground rules which allow for a safe environment for all participants and assist in keeping the process on track. Here are the top ten:

**ONE** : Agree to a common understanding that:

- Participants can learn and are capable of growth.
- Participants can receive value and are capable of contributing value regardless of experience and designation.
- Participants are self-directed and therefore can choose to take what is of value to them personally from a PRISM session, and leave the rest.

**TWO** : Have a group Facilitator:

The facilitator's role is to guide the process within PRISM, and keep everyone on track.

**THREE** : Keep to one speaker at a time:

This ensures group members know who they should be listening to.

**FOUR** : Respect individual differences and perspectives:

All participants bring different perspectives, and therefore offer thoughts and experiences that could be of use to others.

The intention of the group is to foster an environment of mutual respect, understanding and trust

**FIVE** : No dialogue between the Seeker and the group unless the process stipulates: This ensures there is listening, and it removes the opportunity for negative comments such as "I've done that before with someone else, it won't work..."

**SIX** : Keep names and personal information confidential:

This focuses on the solution as opposed to the person and removes the 'exceptions' that might otherwise be given to certain persons.

It also does not predetermine failure about a person because they have a 'history' and helps keep to the core issue

**SEVEN** : Speak in 'I' statements:

When speaking, participants should refer to themselves using 'I' statements. For example: "There was a time when I felt..." rather than "You should...". Do not make judgement statements, give advice or make assumptions about the Seeker or others, unless the process requires it. It can feel uncomfortable at times not to jump in however the Facilitator needs to be strict about this

**EIGHT** : Increase people's choices and opportunities:

Provide feedback to others that is generous. It is meant for consideration and another way of dealing with issues, which increases the choices and opportunities available to the Seeker. The Seeker has the freedom to choose what is best for them, and decide what to do

**NINE** : Declare conflicts of interest:

Where a participant feels they have a conflict of interest, they can declare it and choose to stay in the process or observe. This keeps communication transparent

**TEN** : Be kind to each other:

Build others up and support everyone to be their best selves.

Don't progress with deeply personal issues.