



AIZ LEADERSHIP

TOOLBOX

L Leadership

Leadership for Global Responsibility



Imprint

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Why leadership and a toolbox for leadership development?

Leadership is a challenging, but not a new phenomenon. Though nowadays the term seems to be used more and more, almost inflationary. Or, are we simply more aware of leadership, perhaps through its more and more apparent absence? We all know from experience that when a crisis is over and things are done, everybody has good ideas about how things could have been done better than what was done by the so called leaders. But before, when it is required to envision the future and take hard decisions in the midst of turbulence, few can be found to do the job.

What is “leadership” then and what are the characteristics of a “good leader”? Are leaders born or made? Many people have raised these questions and there are tons of books that provide qualified answers. Why another publication then, why this toolbox?

Leadership development has been a core business for GIZ and its former institutional components for decades. Still, from our point of view, several questions remain open. It has not been defined precisely what leadership means in the framework of global reform processes and its contribution to international cooperation, who are possible target groups for human capacity development interventions with the focus leadership and how leadership is executed, on a value-driven common base combining local wisdom and action with universal theory and power.

Now the time has come to open this “black box” and have a look inside. The “Toolbox – Leadership for Global Responsibility” is the first step to invite our partners worldwide into co-constructing a new approach for leadership and leadership development. Our toolbox tries to provide some answers from the experience of its collective of authors who are rooted in different layers of society and who have many years of experience in this field.

The one who wants to lead has to ask questions, thus creating a generative dialogue about ways to accomplish a common task. This is our intention for developing this toolbox. We hope it will raise some new questions, provoke some resistance (for instance, do you really think leadership can be taught with the help of a toolbox?) and enter a new level of critical controversy and deliberative dispute.

We are certainly not fixed on tools. This toolbox offers insights on ideas that we find inspiring, approaches that for us seem meaningful for change or even transformation – and a selection of tools that might be helpful to encourage others to learn about leadership. We are fully aware that there are many other ways to approach the field, and we are eager to learn more about them – from you and your practical work!

This is just a step on a path that we would like to walk together with people who are passionate about supporting transformation and by that assume responsibility, wherever they are, for contributing to global processes. We want to be transparent about what we do and how, and in this way hope to benefit from the widespread experience and expertise that can be found in the global knowledge networks that we all are part of.

We therefore look forward to receiving your “feedforward” on this collaborative work. We hope you feel invited to be part of the exciting experience of co-designing our new approach “Leadership for Global Responsibility” and to implementing it jointly in leadership development programmes for a sustainable future. Be part of the change you want to see in the world ...

Brigitta Villaronga Walker & the AIZ Leadership Development Team

Introduction

In the 21st century, we are increasingly aware of a series of urgent, global and systemic problems that threaten the stability of vital ecological, social and economic systems. These challenges, among them climate change, an overexploitation of resources, a rapid loss of biodiversity, and continuing poverty all highlight the need for deep structural and cultural changes and a global shift towards more sustainable and equal economies and societies. We also recognise that continuing business as usual and relying on routines and mental frames of the past is not sufficient anymore, and even likely to move us beyond thresholds and systemic tipping points that can trigger the collapse of vital planetary and societal systems; and we have learnt that no single person, organisation, country or continent is capable of solving these problems on its own.

Addressing the complex and urgent problems of the 21st century therefore calls for profoundly new ways of problem-solving within a context of international cooperation. There is the need for responsible global leadership that is committed to the well-being of societies and the planet, and that is capable of transforming collective intention into collaborative action. At local, national, regional and international levels, we need responsible leaders with a highly self-reflective attitude, advanced leadership competencies and a strong motivation to take rapid, ambitious and innovative action in international networks of diverse stakeholders.

With its leadership programmes, designed as Leadership Journeys, the Academy for International Cooperation (AIZ) brings together leaders from government, business and civil society with a strong motivation to jointly develop viable responses to the transformational challenges we face. 'Leadership for Global Responsibility' is a value-driven and competency-based approach that offers leaders from around the world a space to further develop core leadership competencies, collaboratively design innovative prototypes for work-related challenges, and build effective leadership networks on a global scale. Our leadership approach is co-created and continuously advanced by the AIZ, our worldwide partners, the participants and alumni of our Leadership Journeys, dialogue events, Innovation Labs and network activities on our virtual LeadershipLAB (www.giz.de/leadership-lab).

With this tool box, the AIZ contributes to the co-creation of a Global LeadershipNET. The aim of the tool box is to provide participants of our Leadership Journeys, as well as our partners, with a collection of practical tools and resources to use in their own leadership work. Many of the tools presented are applied in AIZ Leadership Journeys. The tool box thus offers participants a chance to continue working with selected tools after a journey and further develop their leadership competencies. Even more importantly, the tool box supports participants and partners in their efforts to facilitate workshops, introduce new concepts and initiate processes of collaborative learning, transformational change and social innovation in their work environment.

The tool box consists of three parts. Part I presents the AIZ approach Leadership for Global Responsibility with its focus on core leadership competencies, values and the leader's mindset and inner condition. Part II introduces the concept of Leadership Journeys as the central leadership development format we offer. The intention of this part is to outline a blueprint for Leadership Journeys of various lengths which practitioners can use as

an inspiration when designing their own leadership development formats. Part III is the instrumental tool box itself – a compilation of tools that support the development of leadership competencies promoting cooperation, transformation and innovative action within an environment of international diversity.

The three parts are connected and build upon each other. However, you can explore the tool box both from the beginning to the end, backwards, or jump in anywhere in between. Starting at the beginning allows you to first learn about the conceptual foundations of our leadership approach (Part I), see how they are reflected in our Leadership Journeys (Part II), and then dive into practical tools (Part III). This will give you a deeper understanding of the tools and their purpose in building leadership competencies and initiating transformational change and social innovation. Nevertheless, as this is a practical workbook, you can also begin exploring the tool part right away, and find out about Leadership Journeys and the general approach later.

This first version of the tool box is a prototype – and it will always remain one. We intend to make this document an open and dynamic resource for our leadership community. This written version will be complemented by online resources on our virtual leadership lab. We are curious to receive your feedback and comments, and to learn about your experiences with these tools in your respective organisational and cultural environments. While this first version of the tool box was compiled by AIZ, we hope future versions will include tools proposed by participants and partner organisations from around the world.

Co-Creators

The content and substance of this tool box – the AIZ approach Leadership for Global Responsibility, the concept of Leadership Journeys and the selection of tools, are itself the result of a collaborative and co-constructive process. The group of people that jointly co-created the essence comprised in this tool box includes: Benjamin Kafka, Brigitta Villaronga, Christine Blome, Christine Wank, David Wagner, Heike Pratsch, Hinrich Mercker, Judith Flick, Jila Nouri-Esfandiari, Dr. Johannes Krause, Klaus Althoff, Dr. Michaela Ungerer, Mohan Dhamotharan, Renate Mengler, Dr. Sonja Zahed, Tim Michelswirth and all participants and representatives of partner institutions who became part of our Leadership Journeys in 2012/13.

PART I: LEADERSHIP DEVELOPMENT

Leadership in the Context of International Cooperation and Diversity

Leadership for Global Responsibility takes place within a rapidly changing system of International Cooperation and a context of international diversity. In the past years, we have seen a shift from traditional Development Cooperation that prevailed in the 20th century to a dynamically evolving International Cooperation in the 21st century. Development Cooperation was strongly shaped by the dichotomy of a ‘developed’ and a ‘developing’ world, between donors and recipients of aid. Despite principles of participation, ownership and empowerment, the terms of Development Cooperation were framed to a large extent by donor countries. In the early 21st century we are witnessing fundamental systemic changes and the emergence of a new kind of International Cooperation that transcends the out-dated distinction between a ‘developed’ and a ‘developing’ world. While countries of the Global North continue to be important players, new countries are emerging as donors and influential international powers, and South-South cooperation is becoming stronger. Fundamental global interdependencies have grown, and the most urgent global challenges concern the world as a whole and can only be solved in a collaborative effort and equal partnership of countries and stakeholders worldwide. The AIZ approach Leadership for Global Responsibility and the Leadership Journeys we offer reflect these developments and explore this emerging new reality of International Cooperation.

Leadership for Global Responsibility takes place in a context of international diversity. Using this internationality and diversity as a resource of mutual learning and innovation is a key objective of AIZ’s leadership development. International diversity, and the richness of experiences, knowledge and perspectives it holds offers a potential for generating more comprehensive and complete perspectives on an issue, problem or question. If we are able to go beyond a tolerant, but largely polite and unrelated coexistence of diverse perspectives, an integral approach to international diversity can prepare the ground for the co-creation of truly innovative, meaningful and viable solutions for challenges we face that no single actor, organisation or country could come up with alone.

At the same time, international and cultural diversity presents a challenge – people and organisations with diverse cultural backgrounds must learn to deal with their differences constructively, and leaders and facilitators need to attend to this in group processes and collaborative settings. In these diverse environments, we don’t understand culture in the sense of ethnic, national or regional blocks which are supposedly homogeneous within, but distinct from each other. Rather, we use the term culture to describe the ensemble of values, patterns of understanding, habitual routines, norms and social imprints held by a person or group. Cultures may be linked to countries or ethnicity but also to other social groups and features such as gender, class, profession, religion, sexual orientation, political affiliation or others. Leadership Journeys with a highly heterogeneous international composition of participants therefore present an ideal learning space and laboratory for exploring the potentials and challenges of international diversity.

The AIZ Approach: Leadership for Global Responsibility

Leadership for Global Responsibility is a value-oriented and competency-based leadership development approach that aims at contributing to a profound shift towards principles of sustainability. It supports responsible leaders from around the world to:

- Gain a holistic and systemic understanding of the causes and consequences of urgent and complex global problems;
- Further develop their individual and collective leadership competencies;
- Initiate a reflection of values and a shift in mindsets;
- Develop innovative, meaningful and viable solutions for leadership challenges they face in their work context;
- Increase their motivation and abilities to overcome long lasting implementation deficits and take innovative action.

To support participants in their individual development paths, we offer Leadership Journeys which apply a dynamic Leadership Competency Framework. This framework is 'co-created, de-constructed and re-constructed' in a permanent dialogue with our partner organisations and fellow travellers of the Leadership Journeys. During a journey, participants use the Competency Framework as a starting point to define and work on personalised competence development goals that reflect their current needs, level of ability and work challenges. The AIZ leadership programmes focus on competence development in three key areas of leadership:

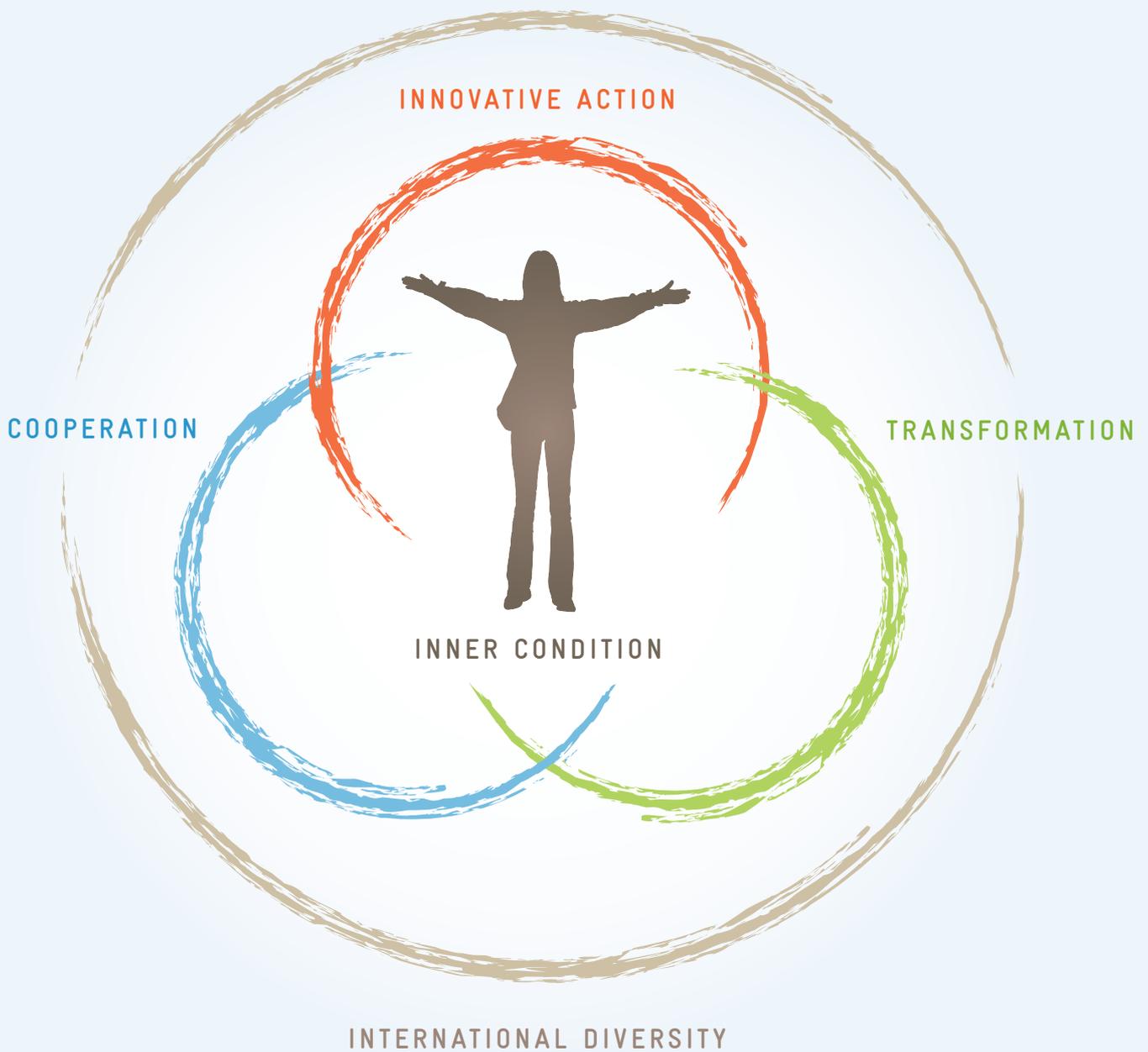
Cooperation: To address the global dimension of today's challenges in a multi-polar and interdependent world, leaders must be able to develop solutions collaboratively in international, cross-sectoral and non-hierarchical networks.

Transformation: Incremental change management and reactive quick fixes fail to sufficiently address the fundamental challenges of our times. Leaders must be able to initiate and facilitate deep structural and cultural changes at the level of individuals, organisations and systems. As a precondition, they must be able and willing to engage in a process of self-transformation.

Innovation: Responses to transformational challenges cannot be derived from the routines, management books and mental frameworks of the past. Leaders need the ability to develop profound innovation and the sensitivity, determination and perseverance to engage in innovative action in environments of inertia, blockades and a lack of support.

The AIZ Leadership Competency Framework

THE AIZ LEADERSHIP COMPETENCY FRAMEWORK



The Leadership Competency Framework

The **Leadership Competency Framework** is a key element of our Leadership Journeys and overall approach of Leadership for Global Responsibility. Applying the very principle of cooperation in an internationally diverse community of partners, the framework is co-created and continuously de-constructed and refined again in a cyclic, dynamic and reflective process that involves the AIZ, our global partners and participants of the Leadership Journeys.

The Competency Framework, in its current shape, centres on the mindset and inner condition of a leader and encompasses three key areas of competencies that we consider most relevant: cooperation, transformation and innovation. Leadership Journeys offer leaders from around the world a learning space to develop these key leadership competencies in a self-directed and empowering way.

Inner Condition

Leadership for Global Responsibility is based on an inner condition which expresses itself through:

- Empathy with the other and respect for a diversity of perspectives, identities and world views;
- Consciousness of the bigger systemic interconnectedness of human beings, societies and the planet;
- An endeavour to serve the common good and a commitment to personal and collective responsibility;
- The ability to bear ambiguity that may arise from differences in values, cultural norms and world views;
- Mindfulness of the present moment and openness of all senses.

In his Theory U, Otto Scharmer has described the inner or interior condition of leaders as the inner place from which they operate or the source from which their actions originate (Otto Scharmer, 2009). This inner condition, in our understanding, is the result of a dynamic interplay of a range of elements. These include a person's mental models and assumptions about the world, the level of awareness of the inner Self, attitudes towards other people and the quality of relationships with them, a person's most precious values and deepest beliefs, his or her emotional condition and psychological imprints, and the conscious or unconscious purpose in his or her life. A person's inner condition is not fixed or given, but can change and evolve to higher levels gradually in the course of a human life. This change requires the inner work of awareness, experience and practice which can support the development of a more conscious, balanced and beneficial inner condition.

The term mindset describes the established way our brain works. Most of our thoughts – speaking in terms of neuroscience: the electrons moving through our brain – follow certain standard paths. We can call the network of established pathways in our brain cells our 'mental infrastructure' – this is the mindset. It defines our way of thinking and

doing things, the frames we use to make sense of experiences and events, what we find normal and what disturbs us. The mindset is a powerful conditioner of our individual and collective perception of reality. The mindset is continuously evolving and may be changed – but this is a difficult, transformative process.

Competency Cluster 1 – Cooperative Leadership

Leadership for Global Responsibility demands cooperation.

Leaders need the ability to:

- Speak and listen with openness, appreciation and a desire to learn;
- Initiate and facilitate dialogue and change within multi-polar, cross-sectoral and culturally diverse international networks;
- Lead team and group processes in order to unfold the potentials of everyone involved;
- Identify shared values, new narratives and ethical norms for humanity as a whole that support a global shift towards sustainability and equality;
- Make use of cultural diversity and internationality as a valuable source of mutual learning, creativity and innovation.

We live in a time of rapidly increasing complexity. People, places and problems have become highly interdependent and dynamic, and the challenges we face resist attempts to be analysed, defined and fixed with control-and-command management or top-down leadership approaches. In a world in which everything is connected and no single actor has sufficient knowledge or capacities to solve problems unilaterally, cooperation in complex and fuzzy systems becomes an imperative for finding new solutions. We understand cooperation in the sense of substantial collaboration, a process of common work on an issue in which different actors join their forces, competencies and resources for a higher common purpose. It happens voluntarily and requires trustful relations, the ability to engage in meaningful dialogue, and a shared vision and intention.

Competency Cluster 2 – Transformational Leadership

Leadership for Global Responsibility aims at transformation.

Leaders need the ability to:

- Question, widen and modify their own mindsets, mental and emotional patterns, values, cultural frames and worldviews;
- Leave their own comfort zone and encounter situations of insecurity and not-knowing;
- Reflect their own 'shadow' sides, fears and other limiting mental and emotional patterns;
- Engage in a process of deep personal reflection, seeking their highest potential and inspirations for the future;
- Understand the dynamics of transformational processes in order to facilitate deep change within individuals, groups and organisations.

In the light of global crises that threaten our existence, quick fixes and adaptive changes of current systems are not sufficient. Meeting the challenges of today requires a deep transformation of our institutional and material infrastructures, as well as profound changes in our consciousness and world views including values, mindsets and cultural paradigms. We therefore understand transformation as a fundamental process that goes beyond incremental and managed change that is planned, controlled and derived from existing knowledge and routines. Literally, the word transformation implies transcending an existing form or structure. Transformation therefore includes phases of letting go the old and familiar, facing the uncertain and unknown, and, at times, moments of perceived failure and crisis. This process of deconstruction and letting go can lead to a state of connectedness with deeper aspects of the inner Self, awareness of previously hidden potentials and a profound openness for the emergence of new qualities, insights and shapes. A transformational process is a journey through an unknown land with unpredictable discoveries. It can result in a change of consciousness, an altered perception of the Self and the world, and alter the course of a human life or an organisation.

Competency Cluster 3 – Leadership for Innovative Action

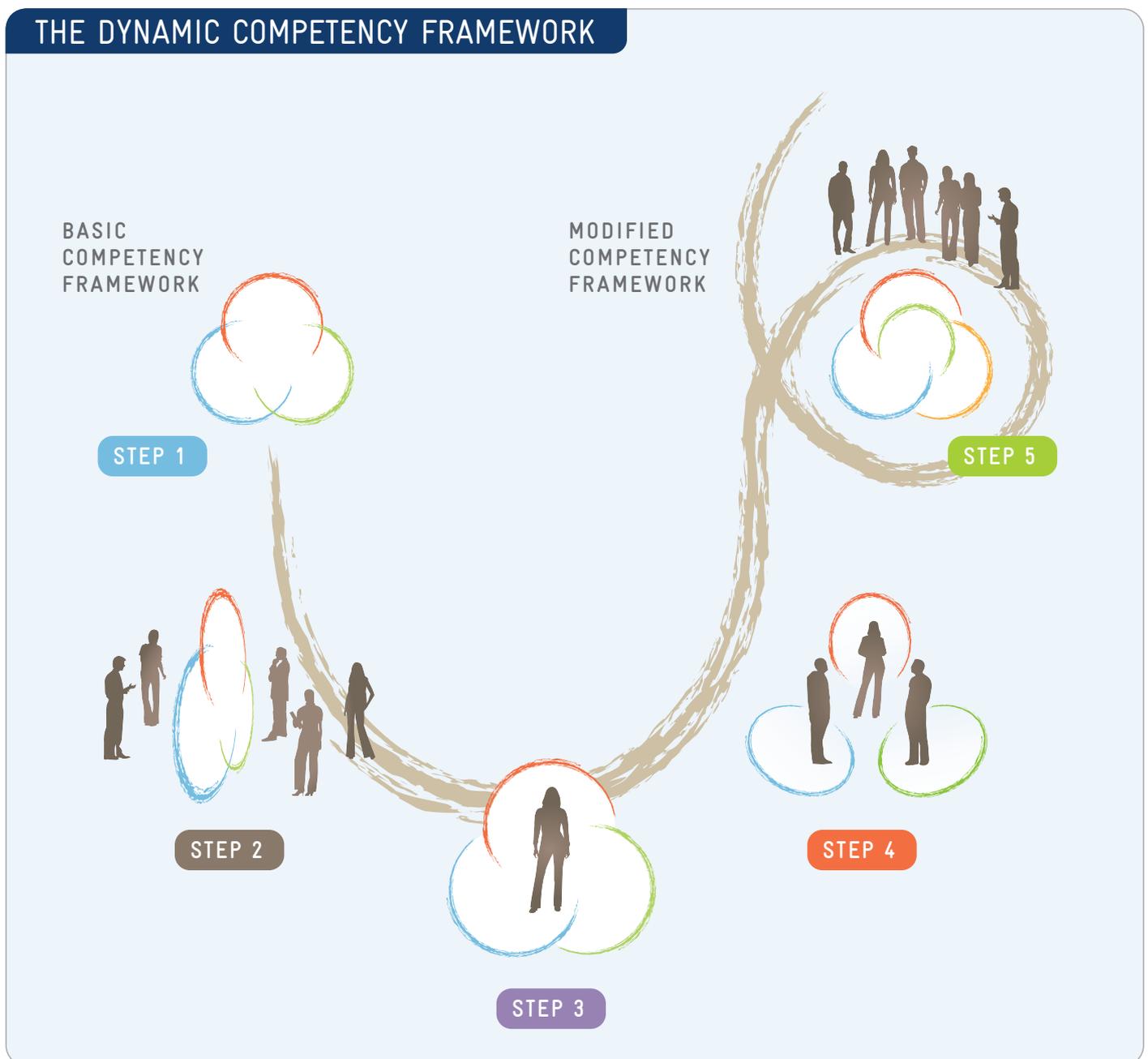
Leadership for Global Responsibility requires initiative for innovative action. Leaders need the ability to:

- Build innovative, attractive and shared visions of the future which move groups and organisations from intention to collaborative action;
- Create open and unstructured spaces in which the truly new and unexpected can emerge;
- Develop innovative, viable and meaningful prototypes for work-related change projects that are implemented in organisations, networks and larger systems;
- Implement innovation within larger organisations and systems, overcoming resistances against change;
- Learn from errors and failure, understanding these as important elements of innovation processes.

We understand innovation as the emergence and creation of something fundamentally new – a thought, an idea, a technique, a physical shape – which is not inferred from previously known routines, technologies and ways of doing things. Innovation is the art and practice of creativity. We are currently experiencing that holding on to and intensifying solutions, routines and mindsets that are no longer functional exacerbates the crises we face. Therefore, the need for innovation is growing. While fundamentally new – previously unthinkable, unimaginable, utopian – ideas and solutions cannot be planned for, it is possible to create a supportive environment for innovation. It requires, first, readiness to reflect, deconstruct and let go well-established mental patterns, routines and ways of making sense of the world. Second, an open and unstructured space dedicated to deep reflection and playful creativity. And third, the courage and perseverance to leave the personal comfort zone, embody the new and do things you have never done before. And to try, fail, and try again.

Co-Creating a Dynamic Competency Framework

The Competency Framework is a cornerstone of our approach. Its content, at any given moment, reflects the didactic principles of AIZ leadership development. It shapes the design of our Leadership Journeys and illustrates which competencies participants are likely to develop further throughout their Leadership Journey.



The Competency Framework, however, is not set in stone or defined unilaterally by the AIZ. Applying collaboration and dialogue, we continuously evaluate, revise and advance the Competency Framework in conceptual workshops with our partners worldwide and with participants at the end of each journey. The content of the Competency Framework thus changes over time, reflecting the collective intelligence within our global leadership network. During a Leadership Journey, participants use the overall framework as an inspiration to reflect their current needs, challenges and level of abilities in order to define individual competence development goals that serve as a learning compass during the journey.

Step 1: Before the start of a Leadership Journey, the AIZ leadership team, partners and course facilitators define an initial Competency Framework for an upcoming Leadership Journey, based upon established good practices of AIZ and other actors in leadership development, recent findings from leadership research and experiences from other Journeys. While still in their home country, participants of an upcoming Leadership Journey are assisted in reflecting leadership challenges that they as individuals, their organisation, or country face at the moment.

Step 2: At the beginning of a Leadership Journey, the participants are presented the initial Competency Framework. They are invited to discuss, question and, if needed, modify it according to the cultural backgrounds, experiences and specific needs of this particular group that begins its collective journey. In this process the specific Competency Framework for this group and this journey emerges.

Step 3: Accompanied by learning coaches, each participant adapts the overall Competency Framework to his or her individual situation: What are currently my most essential leadership challenges, regarding my work and future aspirations? What are my strengths, weaknesses and current abilities? What am I passionate about, and which potentials do I want to develop? Which leadership competencies do I want to focus on and advance during my journey? An individual and personalised Competency Framework is developed.

Step 4: Throughout the journey, participants continuously reflect their learning process and competency development, using learning journals, reflective sessions and, possibly, coaching. They adapt their individual Competency Framework in response to new insights or challenges that occur during the journey. At the end of the journey, participants are accompanied in a reflection of their personal development during the journey, next steps and further perspectives from here on.

Step 5: At the end of the journey, the whole group evaluates and revises the overall Competency Framework based on the experiences of their journey. The group makes recommendations how to change and advance the framework. The AIZ, partners and course facilitators integrate these recommendations when developing an updated version of the Competency Framework, which serves as the initial framework for the next Leadership Journeys (see Step 1).

Key Principles of our Leadership Approach

Self-Guided Learning Processes

Numerous experts from the field of constructivist didactics have shown that the transmission of knowledge or skills from an instructor to a learner is impossible. Learning is a subjective process in which the individual learner must organise his or her own learning path. Adults learn most effectively if their learning process is interwoven with their practical work. Furthermore, critical self-reflection is an indispensable component of learning: becoming aware of own perspectives, mental and emotional patterns opens a space for new ways of understanding and acting. Finally, new learning approaches suggest that competencies should be at the centre of learning processes rather than knowledge and technical skills.

Peer-to-Peer Approach

Our leadership approach places an emphasis on peer-to-peer learning. Each participant brings a wealth of experiences, perspectives and ideas to a Leadership Journey or multi-stakeholder setting. International diversity (in case of a group with participants from several countries) may be another asset and allows for the creation of global microcosms in small and diverse peer groups. These microcosms are ideal settings for international and cross-sectoral dialogues that foster collaboration and innovation. Peer groups are used to work on individual leadership challenges, develop a deeper understanding of global leadership challenges, and co-create meaningful prototypes for social innovation.

Integrating the Work Context

Leadership Journeys systemically integrate the work context of participants and aim at fostering change within the organisation and system the participants are embedded in. The journey starts at home. Before departing, participants are assisted in a reflection of key leadership challenges that they face in their daily work. This can include a reflection of challenges their organisation, field of work or country faces. In order to identify the most pivotal challenges as well as potentials for change, participants are invited to hold dialogue interviews with colleagues, superiors and relevant stakeholders. During the Leadership Journey, participants further explore their leadership challenges individually, in peer groups and through coaching. Reflecting personal learning goals and work challenges, participants focus on the development of selected leadership competencies during the journey.

Small Teams of Change Agents from one Organisation or System

We strongly recommend that at least three participants from one organisation, learning system or country participate jointly in a Leadership Journey. Experience shows that a small group of committed change agents that share the experience of a Leadership Journey increases the lasting impact on the individual leadership development process and multiplies chances of triggering profound and lasting impact on an organisational and systemic level. A small team of fellow leadership agents within the organisation or a larger system allows participants to continue practicing leadership competencies, hold reflective sessions and peer coachings, and develop new leadership initiatives. Most importantly, the team can develop a joint prototype during the journey, and implement it collaboratively. A small team can thus become a nucleus for transformative change

and social innovation and an anchor for further leadership initiatives in partnership with the GIZ and the Global LeadershipNET of the AIZ.

Developing Innovative Prototypes for Work-Related Change Projects

Another corner stone of our Leadership Journeys is the development of innovative ‘prototypes’ for work-related change projects. Prototypes are ambitious – they address aspects of urgent global challenges (climate change, renewable energies, sustainable development, food security etc.) and aim at triggering meaningful and visionary changes in (the learning system of) an organisation that go beyond business as usual. Yet prototypes must also be realistic and constitute the early version of what might later develop into a long-term and major change project – while they can vary in size, their design must allow for rapid testing and implementation within a few weeks or months. Prototypes are instruments to start a process of learning-in-action, engaging relevant stakeholders and generating valuable feedback within an organisation or system. Ideas for a prototype can already (but need not to) be developed before the journey by participants and their colleagues and superiors. Generally, prototypes are developed during the journey, building on the exploration of leadership challenges, the focus topic and insights and inspirations the participants distil from their personal learning journey.

In the prototyping process, we apply amongst others Theory U and Design Thinking methodology (see also ‘Inspirations from the Field of Leadership Development’). Both approaches emphasise learning through observation, dialogue and systems understanding; encourage connecting to inner sources of inspiration and purpose; invite creativity and “wild ideas”; and centre on building early prototypes quickly in order to test them and learn from failure, errors and feedback. Participants develop their prototypes individually or in small groups and test and refine them throughout the journey, including feedback from experts (sounding boards). Typically, prototypes are developed during the journey and implemented, reflected and refined later in the participants’ home organisations and systems. Designed in a multi-stakeholder microcosm of society, the prototypes have a high potential to be meaningful and viable solutions that address existing global problems. Prototypes for work-related change projects are therefore a key instrument to ensure that Leadership Journeys effect changes in the participants’ organisations and societies. If several participants from an organisation or learning system participate in a journey and develop and implement a joint prototype, the probability of deeper changes rises substantially.

Process Orientation and Openness

As old certainties and planning tools lose validity, organisations and individuals need to learn to deal with this transformational uncertainty constructively and creatively. While our Leadership Journeys have clear objectives and apply an overall design, they intentionally involve a high degree of openness. This openness allows the facilitators and participants to adapt flexibly to needs and changes that emerge, to generate and hold an open space for transformation and innovation throughout the journey, and to seek for the highest potential at each stage of the programme.

Holistic approach

In our methodology, we apply a holistic approach that seeks to address the cognitive, emotional, physical and spiritual dimensions of learners as whole human beings. This

approach intends to go beyond the cognitive bias of conventional didactics that favours the brain and rational knowledge. While cognitive learning is an important dimension of our didactic approach, we intend to balance and enrich it with activities and learning experiences that address intuition, emotions and the body. Neuroscience has shown that a holistic approach is more effective because non-rational approaches that rouse and involve the emotional, physical and spiritual intelligence of a person are crucial elements for a deep personal learning and the search for profound innovation.

Inspirations from the Field of Leadership Development

Views on leadership have changed considerably over the last decades, reflecting the increasing complexity of leadership challenges, changes in the reality of organisations, new scientific developments, and a shift in values and worldviews.

Traditionally, leadership was seen as a top-down process and focused largely on the role of individual leaders. The ideal leader was a heroic and charismatic figure at the top of a hierarchical structure – possibly even a ‘natural born leader’ with certain personality traits, both physical and psychological. Correspondingly, ‘followers’ were seen as people who needed to be motivated, persuaded, controlled, rewarded, and, at times, punished, and whose behaviour needed to be modified to suit the needs of the organisation. The task of a leader was to direct and oversee this process of getting things done through other people. He (and it was mostly a ‘he’, not ‘she’) analysed a problem, devised a strategy on how to deal with it, oversaw its implementation and evaluated the outcomes. In this way, organisations tried to learn from the past and based their actions upon experience and data about the status quo of the organisation they could gather. Corresponding to this was a mechanistic and reductionist view of the world, related to a Newtonian universe, in which every phenomenon had a definable cause and effect and could be understood by analysing its parts. Leadership was, to a large part, successful management.

While these views are far from overcome, they are increasingly being questioned. The challenges that organisations and societies face today make the limits and deficiencies of the top-down heroic leadership approach become apparent. This is especially true for the field of International Cooperation. Challenges arising today in ecological, social and political systems are highly complex and interact in many ways. In these interactions, cause and effect are often diffuse and interrelated, and may be far apart in space and time. Events are often emergent properties of these interacting systems, meaning that they cannot be predicted. Global interconnectedness also means that a wide range of different actors are involved, whose interests and views are likely to diverge. Any attempt to address these challenges must take into account their complexity and find new ways of dealing with uncertainty and integrating multiple and conflicting perspectives.

This means a change in the understanding and function of leadership. First of all, the increasing uncertainty about future events and the fundamental and unprecedented nature of today’s global challenges means that actions can no longer be based on past experience and routines. Foresight is becoming more important, as are ways of creating fundamentally new ways of thinking and acting. Rather than analysing, strategising,

implementing and evaluating, leaders need to learn how to get a sense for future events and potentials, and base their actions on this. While management is helpful to travel an already known country effectively and efficiently, leadership has become the art of navigating in an unknown territory and exploring unexpected dimensions, often outside the comfort zone of individuals and organisations.

Secondly, as the scope and complexity of today’s challenges goes far beyond the leverage of any individual leader, organisation, or even country, effective leadership becomes a collaborative endeavour of a group or network of people that crystallise around a collective intention and desire to act. In this perception of leadership, competent and highly committed individuals continue to play an essential role in change processes – but rather than being a leader at all times and based on a formal position, varying individuals take on leaderful roles (see Joseph Raelin, 2004) and enact leadership for a certain purpose and time. While these collaborative processes can involve hierarchies of knowledge and competencies, these are not fixed permanently, but evolve and fade in a dynamic dance that is inspired by necessity, functionality and serving the shared purpose rather than by ego, status and merits of the past.

Our understanding of how we learn has also fundamentally changed. We now know from modern sociology, educational science and neuroscience that knowledge is never ‘transferred’ but always (co-)constructed. Deeply held beliefs, mindsets, unquestioned privileges and other repeated experiences are represented in the physical structure of our brain. Changing these is possible, but requires certain settings and time. Modern science is also confirming what traditional embodiment practices have known for a long time – that we learn not only with our brain, but with our whole body, mind and soul.

Our Leadership Journeys reflect these developments in the field of leadership development, constructivist didactics, and neuroscience. Below, we briefly highlight a selection of theories, approaches and concepts that inspire our approach Leadership for Global Responsibility and our Leadership Journeys. Obviously, this brief overview does not do justice to the magnitude and conceptual depth of each of these approaches. In the annex, you find literature and online links for each of them, if you wish to learn more.



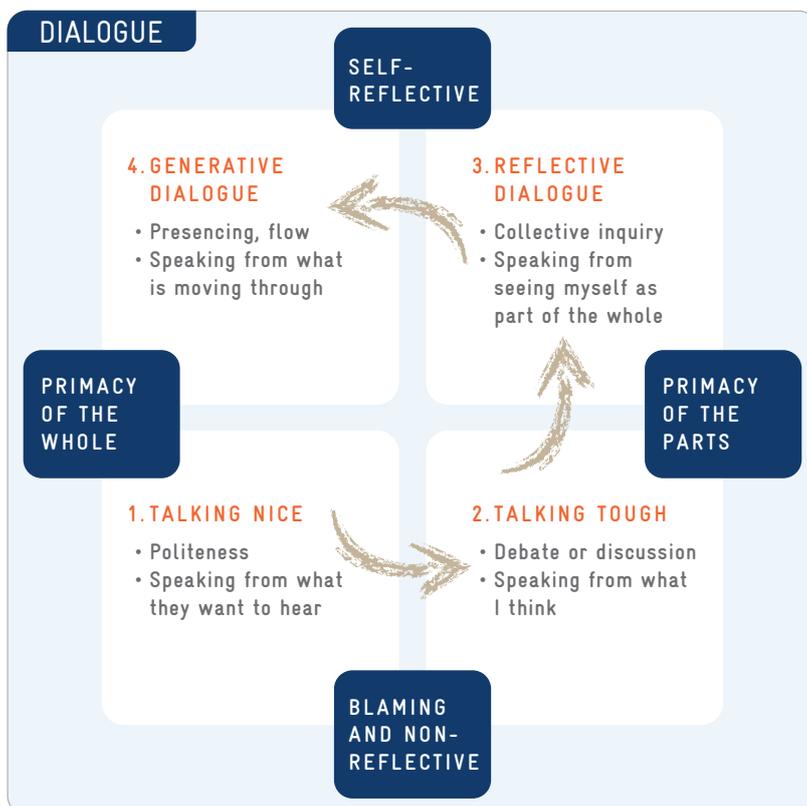
Adapted from Scharmer 2007

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Theory U: Theory U, a leadership approach developed by Otto Scharmer, is an essential inspiration for our leadership work, and our Leadership Journeys resemble the basic movement of the U process. Scharmer describes his approach as “leading from the future as it emerges” (Scharmer 2009) and proposes an innovative way of bringing forth the new into the world. Scharmer speaks of the ‘blind spot’

of leadership that he describes as the ‘source dimension’ – the ‘inner place’ from which a leader operates. To explore this inner place, Theory U proposes a process that includes five fundamental movements: ‘observing’, ‘sensing’, ‘presencing’, ‘crystallising’ and ‘prototyping’. A journey through the U takes a person or group from the outside world to the inner world and from there back to the outside world and inspired action. Suspending quick fixes based on routines and knowledge of the past, Theory U emphasises the need to engage in an intense process of listening, observing and learning to see and sense the world and a system through a multitude of perspectives – and gain a more complete understanding of it. ‘Presencing’ (a combination of the words presence and sensing), at the bottom of the U, is a deep and personal reflection about one’s work and purpose in life that touches dimensions of connectedness and spirituality. Scharmer proposes that a full awareness of the present moment, with all senses, does not only allow to seize the presence more fully

– but to sense the emerging future in its potentiality. This connection with inner sources of meaning, creativity and future potentials is followed by a stage of crystallising new intentions and insights, and a rapid development of prototypes for meaningful and viable change projects that have the potential to trigger (social) innovation within organisations and systems. Theory U addresses leadership in its wholeness, integrating the ‘what’ (results), the ‘how’ (processes) and the ‘who’ (the person/leader). We have included a number of Theory U tools in the tool chapter.



Adapted from Scharmer 2007 and Isaacs 1999

Dialogue: For any collaborative leadership approach, the work of David Bohm and William Isaacs on dialogue is fundamental. While dialogue is conventionally understood as a conversation between two or more people, David Bohm emphasised a much deeper meaning of dialogue: the root of the word goes back to the greek dia (‘through’) and logos (both ‘word’ and ‘meaning’).

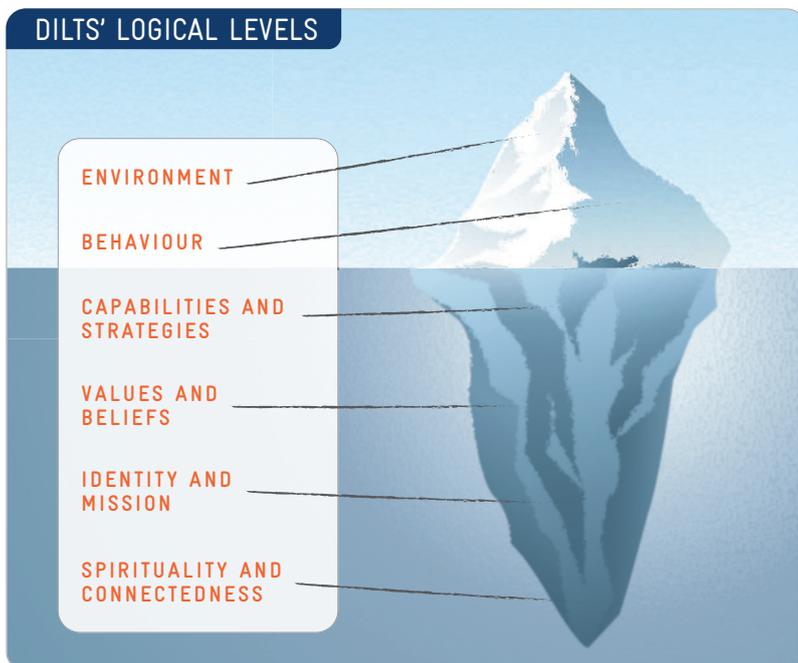
Bohm therefore described a dialogue as a “stream of meaning flowing among and through us and between us” (David Bohm, 1996). Dialogue, in this sense, is a collective, reflective and open-minded search for meaning, new insights and deeper understanding. This stands in sharp contrast to the frequently used words ‘discussion’ (the root of the word means to break apart) and ‘debate’ (the root of the word means to beat down). In discussions and debates, one side tries to win against another using the power of rational thought and argumentation. Isaacs, on the contrary, has called a dialogue “a conversation with a centre but no sides” (William Isaacs, 2008) It is the art of “thinking together”. Based on their conceptual work, Bohm and Isaacs have developed principles and guidelines for holding dialogues that we have included in the tool part.

Collaborative Leadership: Constructivist, systemic and post-heroic leadership theories have emphasised the collaborative and co-creative dimension of leadership as a way of dealing with challenges that surpass the capacity of a single person, organisation or country (see for example Margaret Wheatley, 1992; Sonia Ospina/Georgia Sorensen, 2006; Joseph A. Raelin, 2004; Adam Yarmolinsky, 2007). Leadership, in these approaches, is understood as relational, systemic and emergent, and as a function of social fields and processes rather than a feature of an individual. In processes of collaborative leadership, every member of a group or network carries responsibility for the process and results. Leadership is not seen exclusively - leadership roles can be played by different people, often simultaneously, and for a certain time and purpose. Raelin has linked leaderful practice with the 'four Cs': it is 'collective', 'concurrent', 'collaborative' and 'compassionate' (Raelin, 2004, p. 133f). Yarmolinsky (2007) describes leaders as mediators of change in dynamically evolving systems. A collaborative notion of leadership thus moves beyond a more traditional concept of a leader-follower relation. Ospina and Sorensen (2006) have noted that the level of complexity within an organisation or system demands and generates different structures of communication and leadership. While 'leadership as personal dominance' works well in simple systems, more complex systems require 'leadership as relational dialogue'. The demise of the 'heroic leader' and the emphasis on relational and systemic

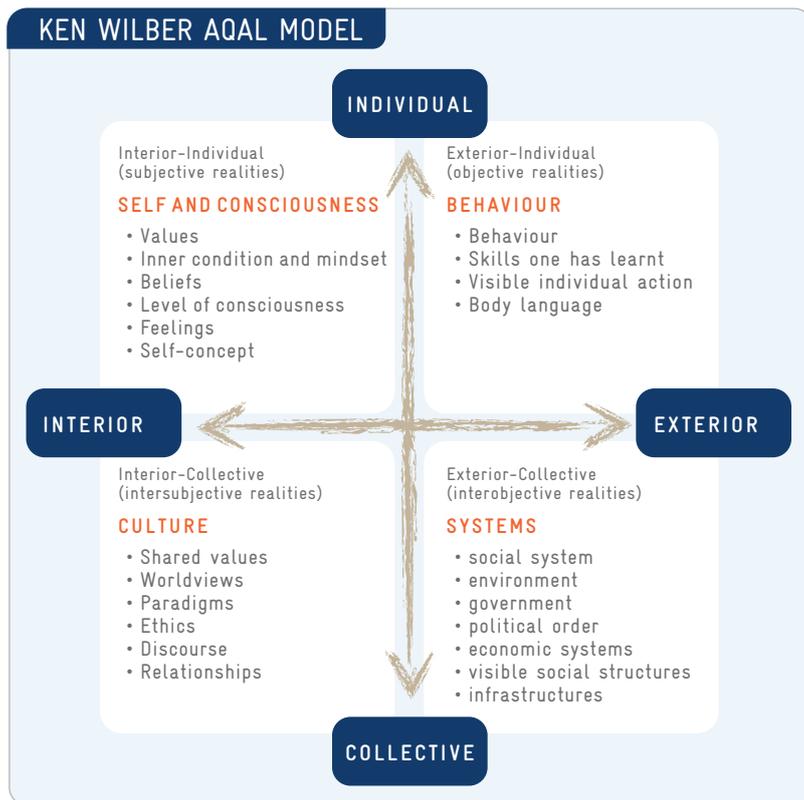
aspects of leadership has important implications for leadership development programmes. They must support leaders in learning to see, understand and integrate the bigger picture of the organisation that is embedded in the network of actors and a larger system.

Dilts' Logical Levels: Following John Kotter's dictum, management is about coping with complexity and leadership is about coping with change. Taking into account the challenges we face, we propose to broaden our understanding of leadership as the art of transformational change. An approach that we consider helpful in this endeavour is Robert Dilts' model of logical levels, which we have slightly adapted in the visualisation below. Building on the logical levels of learning and change developed by Gregory Bateson, Dilts' model originally included the

five levels of environment, behaviour, capabilities, values and identity. Later on he added a level of spirituality and connectedness. We consider this model meaningful for a leadership approach that focuses on deep change and builds on the exploration of the world of values, beliefs and inner sources of creativity, purpose and meaning. It is the deep and inner level of spirituality and connectedness with all life where transformational change begins. Dilts' level of spirituality and connectedness corresponds to Otto Scharmer's notion of 'presencing' at the bottom of the U. The metaphor of the iceberg illustrates how deep we have to travel in order to connect to this inner place.



Adapted from Dilts 1990



Adapted from Wilber 2006

Integral Theory: Ken Wilber, the leading philosopher of integral theory, has prescribed to the immense task to develop a meta-model (A Theory of Everything, Ken Wilber, 2000) that integrates and synthesises the complete knowledge and wisdom of pre-modern, modern and post-modern science, religions and spiritual traditions from all continents. For this meta-framework, he developed a quadrant (he calls it the AQAL-Framework, which stands for “all quadrants, all levels”), combining the two axes “individual vs. collective” and “interior vs. exterior”. The two interior quadrants represent the invisible, mental realities, and the two exterior quadrants the material, tangible realities. In the past, leadership and management have focused rather heavily and one-sidedly on the exterior dimension.

Wilber’s work, and the broader field of

integral theory, therefore holds an important insight and inspiration for leadership development: in order to be innovative and transformational, it must address and integrate all four quadrants and dimension of reality: First, the individual with its personality and biography, consciousness and values, mindset and inner condition, mental models and potentials (interior-individual quadrant). Second, the individual in its concrete and visible actions and behaviour, including knowledge and technical skills (exterior-individual quadrant). Third, the dimension of culture, collective values, narratives, world views as well as relationships and communication (interior-collective quadrant). And fourth, the dimension of organisational structures, systems (political, societal, economical, ecological) and material infrastructures (exterior-collective quadrant). In our Leadership Journeys, we aim to address all four quadrants and integrate them in a meaningful way.

Design Thinking: Design Thinking is a creative approach to solve complex problems and generate innovative solutions. Developed by the Californian company IDEO, it was originally used to design industrial products, but was adapted to design and co-create social innovations as well. For a leadership context, Design Thinking is especially useful for the development of prototypes (Theory U, which features prototyping prominently, basically applies IDEO’s Design Thinking methodology). Small, interdisciplinary teams apply an iterative and playful process that includes understanding the challenge, learning through observation (field visits, interviews), a phase of wild brainstorming, and a process of developing, testing and refining prototypes. ‘Encourage wild ideas’, ‘defer judgment’, ‘build on the ideas of others’ and ‘fail early and often’ are some of the key principles of Design Thinking. Design Thinking’s emphasis on rapid prototype development instead of endless analysis and planning, as well as framing failure and mistakes as a positive element and most valuable source of learning, are essential for any leadership development approach that wants to develop truly innovative solutions that are not derived from existing knowledge and routines.

PART II: LEADERSHIP JOURNEYS

*“As above, so below,
as within, so without,
as the universe,
so the soul”.*

Hermes Trismegistos

Imagine you are going on a journey to a place you have never been to. Maybe even a far away continent you have only heard very little about. You don't know who and what you will encounter, which adventures, surprises and challenges your way holds for you. On the eve of your departure, after all bags are packed and all good-byes are said – what feelings come up? Most likely, you feel curiosity, excitement and joy! But then you may also notice a sense of tension, insecurity and anxiety, and maybe you even wish you could cancel the whole journey and stay at home! But despite these doubts, something inside you knows it is right to set off and leave behind familiar ground and take this step. You have heard a call, and it calls you to go on a journey through unknown territory with unknown challenges and unpredictable discoveries.

Now imagine you are back from this journey. It was a long journey, and on the way, you met new people. Some just for a moment, some became fellow travellers. You heard them tell their stories, stories of a life very different from the one you had known until that moment. At first you were bewildered, but then, as you listened carefully, you began to get a glimpse of the world through their eyes. And as you told your own story, in speaking, you noticed how you began to see your own journey in a new light. Then, a few weeks later, while travelling through vast and hardly populated grassland, spending days without meeting other people, you were suddenly surprised how much you felt at ease. You knew yourself for fearing loneliness, and here you were, astonished at how much you felt connected – with yourself, and with everything around you.

And now, back at the place you have lived in for so long, you feel that this is not the same world, that you are not the same person anymore. The journey has changed you, and with that, the world around you, too, has changed...

As time goes by, you notice yourself perceiving differently, thinking differently, speaking differently. And, you find yourself acting differently. What new and unexpected possibilities will this lead to? What will be the outcomes? And what is more, you feel you have become a traveller, and that you have learnt to see the world with fresh eyes every day.

The Concept of Leadership Journeys

Leadership development programmes at the Academy for International Cooperation (AIZ) are designed as **Leadership Journeys**. We consciously avoid the term ‘training’, as we believe that leadership, in the sense we understand it, is not a question of training but of embodying certain values and acting from a certain inner condition and mindset. Our journeys bring together leaders from business, government and civil society from around the world who work on global challenges at an international, national, regional or local level. Together, they endeavour on a personal and collective journey through unknown territory. As any journey to the unknown, it holds unpredictable discoveries, challenges and encounters, and the road changes the travellers and the way they see, interpret and act in the world.

The Leadership Journeys we design are part of a broader global quest aiming to initiate and move forward a global transformation to sustainable economies and societies. This **transformational change** is both a structural and cultural project. It involves the external, outside world of institutions, politics, structures, and material realities, as well as the inner

world of values, levels of consciousness, world views, cultural frames, narratives and habitual routines in a society. Leaders can therefore only act as facilitators of transformational change and social innovation, if they are able to integrate these two dimensions. As navigators in the external world, they must be able to recognise, understand and overcome the blockades, dysfunctional routines and ineffective problem-solving approaches in today's institutions and societies. Yet they must also be experienced travellers in the inner world, willing and capable to fundamentally change themselves, leave their comfort zones, and connect to their highest future potentials and aspirations. The ability to reflect and transform oneself is thus decisive for facilitating fundamental change and catalysing new ways of thinking, acting and innovating at different levels of society.

On their **personal and collective journey**, participants explore both the outer leadership landscape – people, institutions, places and systems relevant to the thematic focus; and their own, inner leadership landscape – their values, emotions, mental patterns, potentials, sense of calling and hopes for the future. Key elements of a Leadership Journey are the continuous reflection of the individual and collective learning process and small, preferably international and cross-sectoral peer groups that serve as laboratories for a 21st century International Cooperation. On their journey, participants are supported by a team of qualified facilitators and learning coaches.

Leadership Journeys combine the AIZ approach Leadership for Global Responsibility with a focus on a **specific topic** from the realm of urgent 21st century global challenges. A Leadership Journey can generally be combined with any topic or sectoral issue relevant for International Cooperation such as climate change, sustainable development, food security, biodiversity, governance, migration, health issues, education and poverty reduction.

Of utmost urgency and a major priority for International Cooperation are efforts to limit global warming, preserve the stability of crucial planetary ecosystems, and create sustainable development paths on a global scale. Climate change and the emerging Sustainable Development Goals (SDGs) are therefore two core issues of our Leadership Journeys. Examples of specific focus topics that we address are:

- Germany's 'Energiewende' – the major shift to renewable sources of energy initiated by the federal government that is an internationally unprecedented prototype which can be scaled up globally and serve as a role-model for countries worldwide;
- The UN-led international climate negotiations that take place on a working-basis at the UNFCCC secretariat in Bonn;
- The role of cities and local communities in climate change mitigation and adaptation;
- Sustainable forestry and agriculture in climate change mitigation and adaptation;
- Coastal protection and integrated coastal management;
- The international process of developing Sustainable Development Goals (SDGs) as the major post-2015 framework for International Cooperation.

During a Leadership Journey, the participants explore the thematic focus actively and in manifold ways. They meet high-ranking experts and decision-makers from academia, politics and other sectors for inputs and dialogue sessions. They conduct stakeholder-interviews with individuals and organisations that have shown responsible leadership, done

visionary work and triggered social innovation in their field of work. They go on sensing journeys (an exploration of a systemic field in a number of small groups) of a day or more around their focus topic, visiting people, institutions and places of high potential and relevance for a better systems understanding. They learn from the diversity of perspectives, experiences and inspirations they encounter during their exploration of this outside world. And at the end of the day, they reflect on this variety of impressions with their fellow travellers, and to what they have learnt they add the rich experience, expertise and perspective on the issue that each of them brings along to their collective journey.

An essential element of a Leadership Journey is the development of innovative **prototypes** for work-related change projects (on the concept of prototypes see also a longer description under ‘key principles of our leadership approach’ in Part I). In a creative design process that involves learning through observation and systems understanding, encourages ‘wild ideas’, trial and error and feedback loops, participants develop these prototypes individually or in small, potentially cross-sectoral groups and test and refine them throughout the journey. They present their prototypes to a sounding board of experts and incorporate their feedback to improve the project. Designed in a multi-stakeholder microcosm of society, the prototypes have a high potential to be meaningful and viable contributions to solving urgent global problems. The prototypes are thus a key instrument to ensure that the Leadership Journey triggers real-life solutions that have an impact in the participants’ organisations and societies.

innovationLAB

Besides Leadership Journeys, the innovationLAB is another format we offer. It is a laboratory in which different elements and actors meet, converge and allow for the emergence of the unexpected and new. In the sense of an “unconferencing” (Open Space/BarCamp), the innovationLAB is an event shaped by its participants. In an open and unstructured space, communication and relation happen and transform issues effectively. Depending on personal concerns and attitude, the new emerges from the known, and exchanges let materials take a new shape. Maybe it is just another way of living personal ideas of transformative leadership in a collective setting ...

Curious? Learn more and visit:
www.giz.de/leadership-lab

Leadership Journeys can be organised for internationally diverse groups or for **participants** from one country only. The journey can be held both in Germany and in the participants’ home countries. In the case of long-term journeys, it can include both international and national workshops. With regard to the objective of initiating organisational and systemic changes, we recommend that at least three participants from one organisation or system should participate jointly in a journey.

Leadership Journeys can vary in **length** from a few days to several weeks or long-term journeys that integrate a series of workshops with in-between activities in the participants’ home country over a period of months or years.

Stages of a Leadership Journey

A Leadership Journey typically includes a sequence of five stages. Short journeys of a few days share the same basic structure, yet they do not explore each phase as in-depth as longer journeys.

Before the journey

Still at home, participants, with guidance from the journey's facilitators:

- individually reflect upon their work-related leadership challenges and desire to learn;
- lead interviews with team members, colleagues and superiors to identify leadership challenges their organisation, systemic field or country faces;
- encircle, involving team members, colleagues and superiors, areas of potential in their organisation and sometimes develop ideas for a prototype.

PHASES OF A LEADERSHIP JOURNEY

1. STARTING THE JOURNEY



2. EXPLORING THE OUTSIDE WORLD



3. EXPLORING THE INNER WORLD



4. ENACTING THE EMERGING FUTURE



5. COMING HOME - AND CONTINUING THE JOURNEY



1. Starting the Journey

In the first stage of the journey, participants:

- learn about the broader context of 21st century global challenges, including inputs and dialogue sessions with experts;
- explore the concepts of leadership and leadership development;
- reflect upon leadership challenges that they as individuals, their organisation and their country face currently;
- define personal learning and competence development goals based on the initial Leadership Competency Framework.

2. Exploring the Outside World

In the second stage of the journey, participants:

- explore the focus topic of the journey (such as international climate negotiations, renewable energies, sustainable development goals, food security, migration etc.), including inputs and dialogue sessions with experts and in the group;
- practice communicative, reflective and empathic leadership techniques such as active listening, asking powerful questions, feedback, peer coaching or dialogue;
- conduct a sensing journey (an exploration of a systemic field) around the focus topic, visiting people, institutions and places that carry a high learning potential;
- evaluate the sensing journeys and exploration of the focus topic, in order to develop a deeper and more complete understanding of the systems as a whole, learn to see the world through the eyes of relevant stakeholders, and appreciate and respect a diversity of perspectives.

3. Exploring the Inner World

In the third stage of the journey, participants:

- go on a leadership retreat in a remote, natural environment;
- reflect upon their own personal and cultural values, and how they shape their biographies, world views and aspirations for the future;
- practice non-cognitive approaches that include awareness practices (yoga, meditation), work with sculptures, painting, creative writing and music;
- experience moments of solitude, quietness and emptiness (such as a solo walk in nature or a guided inner journey) that allow for a connection to the inner Self, future potentials and the emergence of new qualities, insights and inspirations;
- collectively search for shared values and new cultural narratives that support a profound shift in societies towards principles of sustainability, equality and shared responsibility.

4. Enacting the Emerging Future.

In the fourth stage of the journey, participants:

- crystallise new qualities, visions and intentions they have seized during the journey, integrating key insights from their exploration of the outer and inner leadership landscape;
- develop, test and refine prototypes for small, yet meaningful change projects including feedback from peers, learning coaches, and experts;
- evaluate their personal learning process and competence development;
- collectively evaluate the journey and harvest insights and changes with regard to the focus topic related to global challenges, and their work and role as leaders.

5. Coming Home – and Continuing the Journey.

In the last stage of the journey, participants:

- implement, and potentially upscale, their prototypes in their home organisations;
- reflect upon and share successes and failures they experienced during the implementation of the prototypes with their fellow travellers and the staff;
- participate in online and offline activities of AIZ's Global LeadershipNET that is shaped by alumni of Leadership Journeys, the AIZ and its partner organisations worldwide;
- continue to actively promote new initiatives that foster transformational change and social innovation as pioneers of change and leaders in their organisations and countries.

In our understanding, a Leadership Journey does not end with the return of the participants to their home countries. What ends is only the workshop part of the journey – the journey itself continues back home and enters a new stage. Participants return to their home organisations, begin to implement their prototypes and initiate changes in the learning system of their organisation. At the same time, the first weeks and months back home require another round of reflection - about the prototypes, competencies and changes that occur as a result of the Leadership Journey. In our visualisation of the Leadership Journey we illustrate this reflection and continuation of the journey with a loop in the last stage of the journey.

Examples of Leadership Journeys

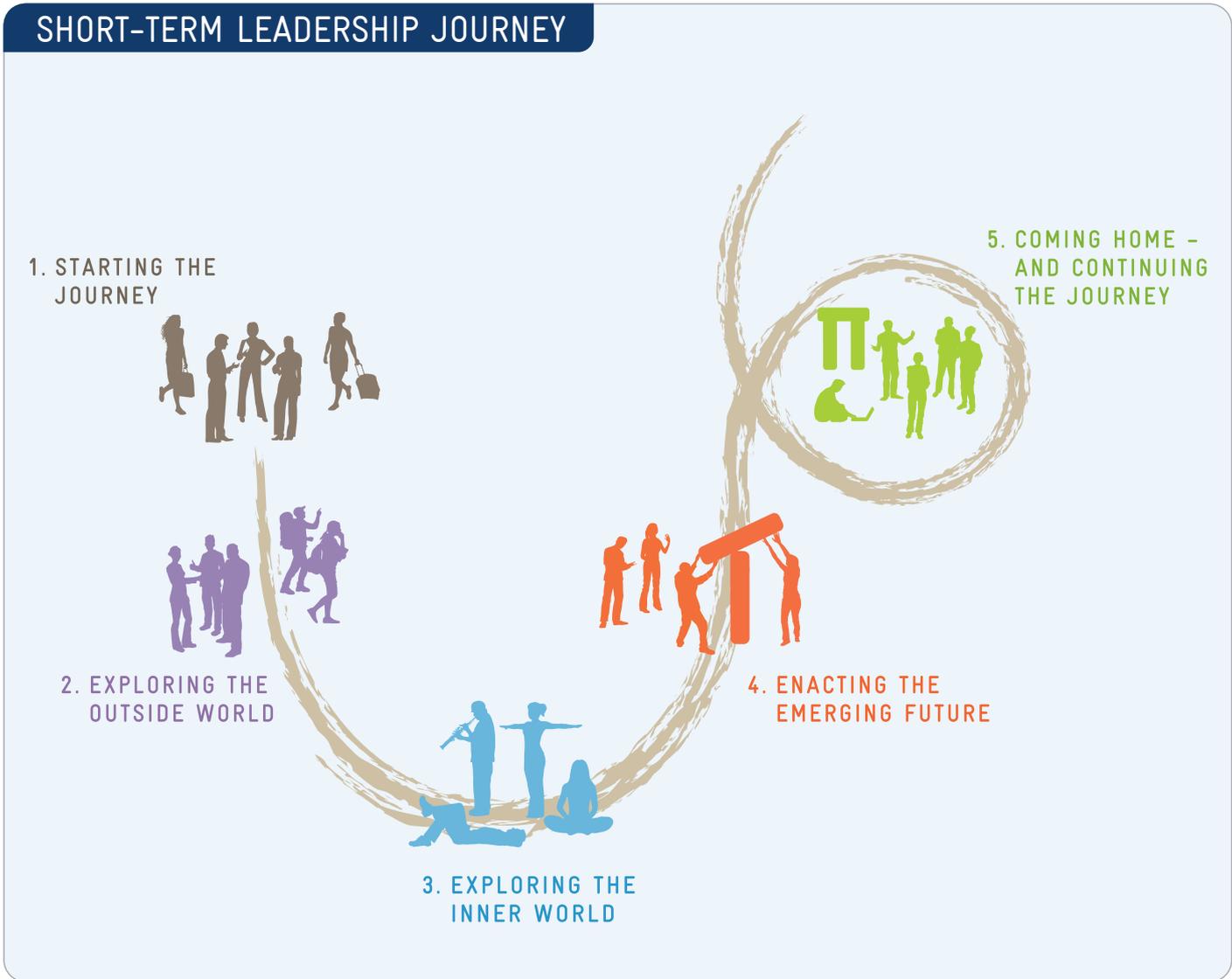
Leadership Journeys can be tailored according to the needs and interests of participants and their organisations, available time and resources. In principle, Leadership Journeys can be designed around any focus topic or sectoral issue from the field of International Cooperation. The group of participants may come from one country, a region, or have an internationally diverse background. Leadership Journeys can be conducted in Germany or partner countries. The duration can range from a few days (short-term format) to one or several weeks (mid-term format) to longer journeys that cover a period of months or even a year (long-term format). As an illustration, ideal-type versions of a short-term, mid-term and long-term journey are outlined below.

The Short-Term Leadership Journey (4 days)

A short-term Leadership Journey of four days is ideal if one cannot depart on a longer journey but is eager to explore and benefit from AIZ's Leadership for Global Responsibility approach and methodologies. Participants learn about and discuss the urgent global leadership challenges we face and explore their own, work-related and issue-specific leadership challenges. Experience-based and reflective methods invite participants to assess their current level of competencies and set learning goals. They reflect their personal and cultural values, and role and aspirations as leaders in collaborative and diverse global networks. In this short version, an emphasis is given to in-house settings, and the diverse group of international participants provides a space for reflection, dialogue, and collaborative learning. The short-term Leadership Journey does not include the more time-consuming elements such as sensing journeys and a leadership retreat. While not traversing a full prototyping process, participants crystallise new qualities, insights and intentions in one very concrete activity or first step of a change process they will implement back home. The image on page 28 illustrates a selection of possible elements and tools that can be applied in a short-term Leadership Journey.

A short-term journey can also be conducted before, after or accompanying another (Human Capacity Development) event that participants attend, i.e. 'regular' study visits or trainings.

Variation: We recommend a journey of four days for the short-term format. A two-day introductory Leadership Journey is also conceivable. The two-day journey gives an overview of our Leadership for Global Responsibility approach on a more cognitive level.



1. DAY	2. DAY	3. DAY	4. DAY	AFTER THE JOURNEY
<p>Starting the Journey</p> <ul style="list-style-type: none"> • 21st century global leadership challenges: input and dialogue • Leadership and leadership development • Mapping leadership challenges and learning journal 	<p>Exploring the Outside World</p> <ul style="list-style-type: none"> • The Leader as Coach: listening, questions, feedback • In-group sensing journey: dialogue interviews • Collaborative learning: peer coaching 	<p>Exploring the Inner World</p> <ul style="list-style-type: none"> • The personal leadership journey: river of life • Reflecting personal and cultural values • Experiencing emptiness: solo walk in nature 	<p>Enacting the Emerging Future</p> <ul style="list-style-type: none"> • Crystallising my intention: sculpting exercise • From intention to action: prototyping • Harvesting: reflection of learning process 	<p>Coming Home - and Continuing the Journey</p> <ul style="list-style-type: none"> • Implementing the prototype • Sharing successes and failures • Networking and new leadership initiatives

The Mid-Term Leadership Journey (2 weeks)

The mid-term format allows seizing the full potential of a Leadership Journey. The time frame allows participants to leave behind their daily work and life and endeavour on a deep personal as well as collective journey through the outer and inner leadership landscapes. The group becomes a diverse, international learning laboratory for future International Cooperation. The mid-term format offers the opportunity to work on individual leadership challenges and develop individual competence development goals. The focus topic of the journey (such as climate change, renewable energies, food security etc.) is explored in-depth, including sensing journeys and interviews with relevant stakeholders. It includes a leadership retreat and offers time to develop meaningful prototypes in a process that includes feedback from experts and peers. A mid-term journey can also include individual coaching sessions to support participants in their learning process. The image on page 30 illustrates a selection of possible elements and tools that can be applied in a mid-term Leadership Journey.

Variations: We recommend a journey of two weeks for the mid-term format. However, Leadership Journeys of one week or ten days duration can be designed if participants are not available for two full weeks. Leadership Journeys of three or four weeks bear the potential for even deeper personal learning journeys and competence development, and can become a period of major reflection and realignment with regard to a person's work and purpose in life. Journeys of three or four weeks typically include a sequence of professional coaching sessions.

MID-TERM LEADERSHIP JOURNEY

1. STARTING THE JOURNEY



5. COMING HOME - AND CONTINUING THE JOURNEY



2. EXPLORING THE OUTSIDE WORLD



4. ENACTING THE EMERGING FUTURE



3. EXPLORING THE INNER WORLD



1. WEEK

Starting the Journey

- 21st century global leadership challenges: input and dialogue
- Leadership and leadership development
- Mapping individual leadership challenges
- Exploring the Leadership Competency Framework
- Learning journal and defining learning goals

2. WEEK

Exploring the Outside World

- Exploring the focus topic: input and dialogue
- The leader as coach: listening, questions and feedback
- Peer coaching on leadership challenges
- One-day sensing journey around the focus topic
- Evaluation of sensing journeys: systems understanding

Exploring the Inner World

- Three-day leadership retreat
- Reflecting personal and cultural values
- U-Journaling and dialogue walk
- Connecting to the Self: solo walk in nature
- Awareness practices and creative work

Enacting the Emerging Future

- Crystallising my intention: sculpting exercise
- Prototyping: co-creating the new
- Feedback from sounding board
- Pro-Action Cafe
- Evaluation of learning process and Competency Framework

AFTER THE JOURNEY

Coming Home - and Continuing the Journey

- Further implementing of prototypes
- Sharing successes and failures
- Networking and new leadership initiatives

The Long-Term Leadership Journey

The long-term format differs considerably from the mid-term format. It has a duration of several months or a year. This longer time span elevates the personal learning process to a new level, allowing for fundamental changes in a person's depth of leadership competencies, inner condition and role and work as a leader. Throughout the journey, participants attend a series of international and/or national workshops, yet generally continue to live and work in their home countries. The leadership workshops offer participants a recurring setting to explore the focus topic, reflect their learning process and leadership challenges, share experiences with their fellow travellers, and develop the group as a diverse and collaborative learning space. In between the workshops, participants immediately apply new insights and inspirations in their work context. They carry out practical activities such as sensing journeys and stakeholder interviews, and bring back these experiences from their organisational and societal environment to the next workshop. The development and implementation of prototypes covers a period of several months. Early versions of the prototypes are tested in between workshops, generate valuable feedback from colleagues, superiors and the organisational system as a whole, and are refined and tested again. The long-term format allows for an up-scaling of the prototype and the initiation of larger pilot-projects.

Developing and implementing meaningful innovation takes time, perseverance and a supporting environment. The long-term format offers a unique learning space and empowerment structure for leaders who are pioneers of change in their organisations. Longer Leadership Journeys include professional coaching and mentoring both at the workshops and at home.

Variations: We recommend that long-term journeys include three or more workshops during the whole period, yet journeys with two workshops can also be designed. Long-term journeys are conceivable with participants from a single country, a region or an internationally diverse group. Workshops can be held both in Germany and in the participants' home countries, depending on the sectoral issues and learning objectives.

LONG-TERM LEADERSHIP JOURNEY

1. STARTING THE JOURNEY



2. EXPLORING THE OUTSIDE WORLD



3. EXPLORING THE INNER WORLD



4. ENACTING THE EMERGING FUTURE



5. COMING HOME - AND CONTINUING THE JOURNEY



1. WORKSHOP (5 DAYS)

Starting the Journey and Exploring the Outside world

- Leadership
- Global Challenges
- Sensing Journeys

Coaching

At home

- Stakeholder Interviews
- Sensing Journeys

Coaching

2. WORKSHOP (5 DAYS)

Exploring the Inner World and Enacting the Emerging Future

- Retreat
- Prototyping

Coaching

At home

- Testing Prototypes
- Building networks

Coaching

3. WORKSHOP (5 DAYS)

Ending the Journey ... and Beginning the Next

- Refining Prototypes
- Evaluation of Learning Process and Competency Framework

Coaching

At home

- Upscaling the Prototype
- Organisational Change
- New Initiatives
- Networking

PART III: TOOLS FOR COOPERATION, TRANSFORMATION AND INNOVATION

On Tools, the Facilitator as a Tool, and Context

*If the only tool you
have is a hammer,
all your problems
will look like nails.
(Proverb)*

What is a tool? Take a hammer, for instance. In order for it to show its value, it needs to be used by someone with at least some skill, for instance to drive a nail into a wall. The hammer is defined at least as much by its physical properties as by the context in which it is used.

In a similar fashion, the tools that are described in this tool box require a facilitator who uses them with a certain degree of skill and sensitivity to the context in which he/she is operating. Note that using tools effectively requires more than technical skill.

In the last years of his life, Jiddu Krishnamurti, a philosopher of consciousness, once said that one should not use a meditation room to become quiet, but that rather one should “take quietness into the room when you go there”. Similarly, rather than expecting the tools presented here to give you certain results, you could focus on your intention and bring whatever it is you are hoping to achieve through these tools. Bill O’Brien, the late chairman of the Hanover Insurance Group, said (and is often quoted): “the quality of an intervention depends on the interior condition of the intervener.”

Learning more about this ‘interior condition’ improves your ability to use the tools described in this chapter. This requires what Amy Mindell, one of the pioneers of process-oriented psychology, has labelled ‘metaskills’. “In working with groups or organisations (...), the decisive factor for the facilitator is not the skills or methods she uses but the attitudes she has toward the group. These attitudes and beliefs are what I call metaskills. They generate tools for dealing with any situation.” (Arnold Mindell, 2000)

As a facilitator, honing ‘metaskills’ such as self-awareness, generosity, humility and the willingness to take risks and consider oneself a learner just as everyone else in the room, is perhaps the most important task. If you ask experienced facilitators how they do this, they usually smile, and say “practice”.

All this leads to a fascinating conclusion: more than any of the tools described in this book, in the end the facilitator as a person is the most important ‘tool’ - a powerful source and intervention for generating change. While this can make working as a facilitator a most rewarding endeavour at times, it also comes along with a big responsibility to serve individuals and groups with truthfulness, sensitivity, respect and humility. And even more, it implies that a facilitator does not stand ‘outside’ of the very processes he or she intends to facilitate and serve. Just as a Leadership Journey involves the participants with their whole person and biography, including both work and private life, so does it involve the facilitator as a whole person. The success of your work as a facilitator will, to a large degree, depend upon your willingness to engage with openness and authenticity in the processes you facilitate. If you do not practice what you preach, people will sense it. If you do not reflect upon your own inner condition, it will be difficult to invite others to do so. If you are unwilling to go on a transformational journey through unknown territory, why would others follow your call to engage in a challenging quest for the profoundly new?

So a tool is not just a tool, and a facilitator does not stand outside the processes he or she serves. And then there is context. It would be simplistic to perceive tools as independent of their socio-cultural context. Far from being mechanic and technical instruments, tools are highly cultural products. This cannot and need not be changed, but as a facilitator it is helpful to be aware of the invisible yet powerful cultural dimensions that pervade each tool. Tools, and the larger approaches and theories they are a part of, are created by humans who are influenced by certain ways of thinking, values, mental frames and assumptions about the world, the nature of human beings, theories of change, and so on. The tools included in this first version of this document were mostly created by white men living in Europe and North America. We, the authors of this tool box, are mostly white men from Europe. We selected these tools because we found them helpful for the purpose of AIZ Leadership Journeys – and because they correspond with our current perceptions of leadership and transformational change. Yet we are aware that in other parts of the world, tools exist that we have never heard of. We are curious to learn about them and hope some of them will enrich later versions of this tool box.

Not only are tools products of a socio-cultural context, they also yield very different results in different socio-cultural contexts. For instance, the reactions and learning processes that, say, a peer coaching exercise, a solo walk in nature, or a dialogue walk may trigger, will most likely be different when conducted in South Africa, Indonesia, Germany, or Egypt. And of course, if you apply these tools with a number of groups within the same country, the effects will differ again as the persons involved are different and each group brings a unique set of qualities, web of relations, kaleidoscope of intentions and aspirations for the future to the process.

All these processes occur within a broader field of influences and possibilities that shape and are shaped by us, a unique and fascinating configuration within the long and ever evolving history of the universe. We invite you to use this tool box bearing these thoughts in mind, and we look forward very much to hearing from your experiences and learning from your feedback. leadership@giz.de

Guidelines for the Tool Section

The tools we have selected are divided into five categories, representing the five stages of our Leadership Journeys. We call these 'Starting the journey', 'Exploring the Outside World', 'Exploring the Inner World', 'Enacting the Emerging Future' and 'Coming Home – and Continuing the Journey'.

'Starting the Journey – Tools for Creating a Learning Space' covers important 'basics' around facilitation, communication and learning, as well as tools that will guide participants in their learning journey. These are 'meta-tools' that will help stay on course during a learning journey.

'Exploring the Outside World – Tools for Observing and Collaborating' comprises tools that will help participants to better understand and connect to the context they operate in. The tools will help to work in ways that go beyond habits and usual ways of working. They will assist participants in opening up to other perspectives and to co-creation.

'Exploring the Inner World and Connecting to Inner Sources' collects tools that encourage participants to ask deep questions and connect to their innermost sources of energy and acting. In the words of Otto Scharmer (2009), they create a "landing strip for the future" and a possibility for participants to access their highest future potential.

'Enacting the Emerging Future – Tools for Prototyping and Co-creating' presents ways of crystallising, prototyping and testing ideas, of moving from intention to action, embracing mistakes and benefiting from them. It also suggests ways to capture insights and share them with others.

The **'Epilogue: Coming Home – and Continuing the Journey'** offers some reflections on ending your Leadership Journey, returning

CHAPTER 1: STARTING THE JOURNEY – TOOLS FOR CREATING A LEARNING SPACE

General Principles for Facilitating a Leadership Journey

This section is a collection of basics that will help you start your Learning Journey and stay on course. It comprises the following sections:

Getting started

- Your attitude as a facilitator;
- Finding a location;
- Preparing yourself;
- Creating a safe and trustworthy space for the participants;
- Sharing responsibility.

Staying on course

- Peer groups;
- Monitoring and evaluation;
- Integrating experts and resource people.

Your attitude as a facilitator: How to be the host of a Learning Journey

If you want to facilitate a Learning Journey, it is helpful to imagine yourself as the host of the journey. The attitude of hosting implies that you as facilitator are responsible for creating a setting that allows participants to learn and develop in the best possible way.

Imagine a dinner party where everybody brings along some ingredients. You are the host of the event. You invite the right mix of people, you prepare your home, and plan all the details. When everybody arrives, you make sure that everyone feels at ease and can contribute to the experience in his or her way. Some might help with the cooking, some might set the table, some might play music – and the evening begins. You make sure that people have what they want to eat and drink and that the conversation flows; it is a co-created experience.

Preparation: finding a location and preparing a Leadership Journey

A workshop room and its surrounding, or any other learning space you choose to work in, have a great influence on the participants and the whole experience. It is therefore very important to choose a good location and carefully decide which location is most supportive for your journey. You could imagine the space and location as one of the key stakeholders of your journey – just like the participants and guest speakers you invite who make an important contribution to the whole experience.

Before starting the Learning Journey, take some time to find a location that is most suitable for creating a positive and inviting learning environment.

What kind of location is suitable?

- A workshop room that is large enough to fit a circle of chairs for all participants.
- A second room (or more, depending on the group size) where participants can break into small working groups. If you don't have separate small rooms, make sure there

are other quiet spaces. However, more personal sessions that involve emotions should be held in separate rooms.

- The room should offer enough natural light, air, the right temperature, and it should be quiet so that participants can concentrate.
- If you want to work outdoors (e.g. for dialogue walks), make sure there is a park close by or find a place in nature.

Prepare yourself

If possible, make sure that you see the workshop space a few days before the workshop begins. What seating arrangements are possible? Are all technical needs for the workshop met? Do you have enough flip charts, pin boards, etc? There are many possibilities for surprises. Chairs that are attached to the floor, electricity sockets that don't work, windows that don't close or open...

It is helpful to have a very detailed facilitation plan of the sessions you want to conduct, and to think of a few alternative routes to take in case that becomes necessary. Yet, in order to meet the needs of the participants and the group situation, you should be ready to depart from this plan and respond to the process and dynamics of the group. In the words of Finn Voldtoftes, "Be over-prepared and under-structured."

On the day of arrival, make sure you arrive well on time to prepare the room. You can make the place more beautiful, for example by bringing flowers (or something else beautiful) and placing them in the middle of the circle.

Spend time in the room before everyone else arrives. If participants arrive early, you can invite them to help you prepare the room.

Co-create a space that participants trust and in which they feel safe

At the beginning of a Leadership Journey it is very important to create a safe and trustworthy space for the group. In the context of a Leadership Journey, this ensures that participants trust each other, and feel welcome and safe enough to address difficult topics and learning edges.

To assist this, there are some very simple things you can do:

- Quickly learn the names of participants and make sure that participants have opportunity to learn each other's names;
- Give participants opportunities for informal exchange;
- Acknowledge that English is probably not the first language for many if not most people in the room. Emphasise that it is absolutely fine to make mistakes, and that participants can ask questions whenever necessary;
- Organise simple and fun ice-breaking activities that encourage participants to take themselves a little less seriously. Of course, be mindful of socio-cultural differences in a diverse group. Participants might not feel equally comfortable with exercises that include physical activity or playing around;
- Provide opportunities to share with others their life stories, including their personal lives;
- Brainstorm with participants on group rules. These might include some of the following:
 - confidentiality (what is said in the room, stays in the room);

- participants are peers (in the context of the Leadership Journey, people leave behind their functions and positions in hierarchies and meet as equals);
- respect for each other (respect for diversity: other values, ways of life, opinions, etc.);
- attentive listening and mindful speaking, every experience is welcome here - there is no right or wrong experience, etc.

Share responsibility

This is not your Learning Journey; you are travelling together with a group of fascinating and highly capable people. As a facilitator, this is a tremendous resource for you. Involve participants and hand over responsibility. There are many ways you can do this.

- At a very basic level, you can ask for volunteers for simple but very important tasks such as keeping your shared working space beautiful. This could also include developing and keeping an awareness for the energy level of the group, and sharing observations about this with everyone;
- You can invite participants to offer sessions – either as experts on a certain topic, or as facilitators for certain parts of the Leadership Journey. It is also very likely that your participants have got very interesting networks of colleagues and friends – they might be able to help find interesting guest speakers;
- There are many more ways of inviting participants to co-create the Leadership Journey. Keep in mind that each opportunity to take responsibility is a learning opportunity for the participants.

Staying on course

It is very important to get a good start. However, you need to ensure throughout the Learning Journey that you stay on course. Here are a few thoughts that will help you with this.

Peer groups

A peer group is a group of 4-5 participants that meet regularly for reflection, mutual support and collaborative work throughout the duration of the Leadership Journey. A peer group is an ideal way to encourage intense dialogue and peer learning. Several of the tools in this tool box can be conducted in peer groups.

At the beginning of the Leadership Journey, ask participants to form groups of 4-5 people. Remind participants to be mindful of the composition of their own and other groups: peer groups should ideally reflect the diversity of the group. For example, ask the group to make sure that each peer group includes both sexes; both younger and older persons; participants from different countries or continents; and different sectors such as government, business and civil society. Avoid homogenous peer groups, for instance a group of five men who are all from Kenya and all work in government organisations.

Throughout the Journey, make sure you allocate time for the peer groups to meet, think and reflect, practice and exchange on their leadership challenges. By meeting regularly in a small group, participants in peer groups have the chance to get to know each other a bit better, build trust and develop ideas.

Monitoring and evaluation

For you as the facilitator as well as for the participants, it is valuable to define learning goals before the course and to monitor and evaluate them in the middle and at the end of the course. In this, a Leadership Journey and a real journey are very similar: if you don't know in advance where you want to go, it is very difficult to define the direction and to choose a good path. You may end up walking in circles or reaching a region that is far away from where you feel comfortable.

If, as a facilitator, you invite a group of people to go with you on a journey, they will want to know which direction and goals you offer them. So take enough time to think about your goals in advance and then choose the right tools for it. Each tool contains a section on 'Purpose and expected learning outcomes' that will assist you in doing so.

After setting off on the Leadership Journey together, you should sit together and reflect every once in a while: how far are we in reaching the goals that we defined before? Are we still on a good path? Is the speed right? Can everyone go with the group speed? And, are the goals still right or should we adapt the goals or even define new ones - and then choose a different path altogether? Participants are likely to appreciate the possibility to influence the path the group takes.

At the end of the journey, there should be another, deeper reflection - if we as a group look back at where we wanted to go in the beginning: how far did we get? What was helpful and what was hindering? What was easy, and what was difficult? What can we learn from this experience for planning the next journey? Have we achieved things we did not plan to achieve? What does this tell us for the next journey? For creating those monitoring and evaluation sessions, there is a tool later in this chapter.

Leadership Journeys are journeys of self-directed learning, and it is not only the facilitator who defines the overall learning goals and leads the group through sessions of shared monitoring and evaluation. The participants equally define their own individual learning goals and who should monitor and evaluate their learning results in the middle and in the end of the course. The tool 'Learning Journal' supports this. With its help, participants do not only reflect and monitor their competence development; they can also give a more detailed feedback to the facilitators and the group and therefore contribute to improving the course design.

Involving guest speakers

During the course of a Leadership Journey, you might want to invite guest speakers who hold knowledge and expertise on a topic of relevance for your journey. While expert perspectives can add great value and new perspectives to the journey, there is a certain challenge in inviting guests to contribute to your Leadership Journey. You need to ensure that they are integrated well into the overall flow of the Leadership Journey, and we recommend that you avoid if possible frontal lectures only that leave little room for dialogue and a joint exploration of the topic.

The following factors contribute to this challenge: Guest speakers usually don't know much about your group – what you have been discussing, and what questions are important to the group at the moment. It is therefore quite possible that a guest speaker gives you a great lecture that is relatively irrelevant for the participants at that moment. Secondly, even great experts often give a standardised presentation on their subject, especially if they are not asked to do share their knowledge in a different way. However, while giving a PowerPoint presentation, followed by a few questions and answers, is a common way to present knowledge, it often invites participants to consume passively rather than engaging actively in a dialogue with the guest.

How can this challenge be addressed?

- Encourage guest speakers to think beyond PowerPoint when planning their presentation
- Participants can prepare for the guest speaker by exploring in a world café or a similar setting what questions they have with regard to the work of the guest, and how the work of the guest is important for them. These questions and observations can be shared with the guest at the beginning.
- A crucial point is getting in touch with potential guest speakers on time, and briefing them well about what the group would like.
- You can invite guests and ask them to come as listeners and not only as speakers. Involve guest speakers in dialogue activities – and then ask them to feed back impressions they have, and questions that come to their mind.

Chapter 1: Starting the Journey – Tools for Creating a Learning Space

1 Check-in



Short description

A check-in is a practice to intentionally set a starting point for a meeting. It helps bring out information about what issues are 'in the room' and creates an atmosphere of shared intention, inclusion, and trust. In a check-in, each participant of the meeting has the opportunity to speak to a question the meeting host suggests.



Purpose and expected learning outcomes

A check-in helps participants to arrive at full presence for the meeting, to leave behind other concerns and to focus on the meeting. It has the potential to deepen the interaction of a group by allowing the participants to bring more of themselves into the group.

Participants learn:

- To notice the value of 'showing up' more fully in a meeting, and
- How the quality of their attention can improve the outcome of their work.



Participants and place

2 to about 20 people. A check-in can be held anywhere. It is helpful to sit comfortably in a circle. Check-ins can also be held with larger groups – just make sure you allow enough time.



Time

Time varies. In an average meeting, plan about 1-2 minutes per person. At the beginning of a longer project, or after a longer break, you may want to take more time for a check-in session. For large groups, you can limit the speaking time of each individual. For instance, you can ask people to share just one word or short sentence.



Materials

Flowers or something else for a beautiful centre of the circle.
A talking piece – e.g. a stone, if that doesn't seem too unfamiliar.



Cross reference

Leader as a Coach, Mindfulness Practice, Bohmian Dialogue.



Preparation

- Prepare yourself: Make sure you have the time you need to get ready for the meeting without rushing.
- Think of a good question that can focus the check-in.
- Prepare the room: A circle of chairs or sitting around a round table is an ideal setting. It helps to give the circle a beautiful centre – for example with some flowers, or anything that is appropriate for the situation.



Process

Step 1 Opening the Circle

- Give the meeting or session a starting point. This could be reading an inspiring poem or quote, or a short meditation. This will help you shift the communication level from social chatting to focused listening and speaking.
- For regular meetings, you can invite a different person to contribute something each time, as a way of sharing leadership of the meeting or session.
- Then, welcome everyone, and remind the participants of the purpose of the meeting or session.

Step 2 Explaining the Procedure

- Explain the check-in procedure to the participants, and let them know how much time you set aside for this.
- If it fits the situation, you can introduce a talking piece such as a stone. The talking piece can be passed around in the circle, or placed in the centre and be taken by whoever wants to speak. The person holding the stone speaks, all others listen.
- A talking piece reminds participants to listen to each other and slows down the conversation in situations where everybody wants to speak at the same time.

Step 3 Posing a Question

- The host of the meeting suggests a check-in question. It could ask for a short personal introduction/ update and expectations for meeting.
- For example: “I don’t think everybody knows each other here – so could you please say something about yourself and let us know what inspired you to join us today”, or
- “We haven’t seen each other for a while. So, please tell us a little bit about how you are, and what are your hopes for this meeting.”

Step 4 Conducting the Check-in

People take turns speaking. This could be in sequence around the room, or ‘popcorn’ style, whenever they are ready to speak. All others listen attentively. As the meeting host, be aware of your body posture and model attentive listening. If people move into a discussion, bring them back until the check-in is completed.

Step 5 Closing the Check-in

At the end, thank the participants and move on to the following agenda items.



Principles of success

- Only one person speaks at a time, all others listen attentively. If you want, you can use a talking piece.
- Everyone has a chance to speak if they want to. If people speak sequentially in a circle, allow people to ‘pass’ if they wish. You can give them a chance to speak at the end, but respect if someone does not want to speak.
- A check-in is not a discussion or debate. There is no back and forth, and people need not build on what others have said.
- A good check-in question is important: The question should be open, easy to understand, and generate curiosity in the participants. (See Handout ‘Asking Powerful Questions’, Annex 1)



Sources and further reading

Christina Baldwin and Anne Linnea (2010): *The Circle Way, a Leader in Every Chair*.
 Susan Szpakowsky and Barbara Bash (2010): *The Little Book of Practice for Authentic Leadership in Action*. Available online at <http://www.aliainstitute.org/littlebook/LittleBookOfPractice.pdf>
 Juanita Brown, David Isaacs and Eric Vogt (2005): *The Art of Powerful Questions*.

2 Mapping Personal Leadership Challenges



Short description

Mapping personal leadership challenges is a creative visualisation of individual leadership challenges that are presented and discussed in the group.



Purpose and expected learning outcomes

The tool enables the participants to identify their individual leadership challenges and learn about the differences and similarities of the challenges within the whole group. Having identified one's leadership challenges helps to define own competence development goals.

Participants:

- Reflect about their individual leadership challenges;
- Learn that each individual is confronted with different leadership challenges and still there are similarities;
- Explore how their individual leadership challenges are linked to the focus topic of the Leadership Journey, and the broader context of global leadership challenges.



Participants and place

Participants reflect about their word-related leadership challenges and collect materials before the Leadership Journey begins. This is done individually. During the course, the exercise can be done with 2 to 40 participants. The place should offer possibilities to creatively create the maps, and to present them in the form of a gallery and discuss them.



Time

Before the beginning of the Leadership Journey there should be one day of individual preparation done in the home countries. During the Leadership Journey: 2.5 hours.



Materials

Before the course, participants need (if available) a camera and printer, magazines, and illustrative materials. In the course: Large paper (A3 or flip chart), glue, sellotape, scissors, pens, creative materials, pin boards or space on walls for the gallery.



Cross reference

Exploring the Leadership Competency Framework, Learning Journal, Stakeholder Interviews, Evaluation/ Monitoring of Learning Results.



Preparation

Prepare an email that you send to the participants at least two weeks, or even better four weeks before the Leadership Journey starts.

Inform participants that during the Leadership Journey they will create a map of their current individual, work-related leadership challenges and ask them to prepare for this. Ask them to reflect individually (based on a few guiding questions you provide) and invite them to also conduct interviews with their superiors, team members or colleagues. Also, ask them to bring along creative materials such as photos, magazines, and other things to represent their leadership challenges. You can even invite participants to do some 'field research' using a camera, and take pictures of places and people that exemplify their leadership challenges.

Use the following (or similar) questions for the email:

1. Please reflect on your own on the following questions and take notes that you bring along to the course:
 - a. What are the 1-3 most important leadership challenges I face within my work at the moment?
 - b. What are the 1-3 most important leadership challenges my organisation is facing at the moment, from my point of view?
 - c. What are the 1-3 most important challenges my country is facing at the moment?
2. Conduct two interviews of about 30 minutes, one with your superior, and one with a colleague (peer) in your organisation about the following questions:
 - a. What is the most important challenge our organisation is facing at the moment?
 - b. What is your most important objective?
Please listen to the answers you receive carefully and with an open mind. During and/or immediately after the interview, note down the most important answers you received.
1. Take photos of your work space, organisation and/or city that illustrate your individual work-related leadership challenges, or the challenges your organisation or country faces. Print them and bring them to the course. Search magazines, newspapers or brochures from your country and bring pictures that illustrate leadership challenges your country faces. Be creative – bring anything that you feel represents your personal, your organisation's or your country's leadership challenges and that you can use in creating your map of challenges. You are invited to present challenges, but also success and positive impact that you currently experience within your work context. There is no fixed number of pictures or other materials you need to bring. Just stroll around, be creative and bring along whatever seems relevant to you.



Process

Step 1 Individual work (60 minutes)

The participants create a personal map of their individual leadership challenges, using a large sheet of paper (A3 or flip chart). They write their name in the middle of this paper. Around their name they stick photos, illustrations and texts that represent and visualise their individual leadership challenges. Participants should focus on pictures; but they can also include words/texts. The participants should begin with their individual work-related challenges, but their organisation and country or the world can be integrated as well.

Step 2 Participant's exchange in peer groups (30 minutes)

Each participant presents his or her poster for 5 minutes and then the other participants ask questions concerning the core leadership challenges/core questions.

Step 3 Defining the core challenge (15 minutes)

After the exchange in the peer group, each participant reflects again and tries to formulate their core leadership challenges or current core questions, using phrases like “My core leadership challenge is, to...”, “My core question is, how I can...” Ask participants to write their core challenge or question visibly on their map.

Step 4 Presenting (45 minutes)

All maps/posters are put on the walls. Each participant presents his/her name, his/her leadership challenges and/or core question. Then the participants wander around and talk about their individual challenges.



Principles of Success

Re-use the poster throughout the course/ Monitor learning results with the help of the course

- If learning journals are used in the course, participants should consider their map for the definition of the personal learning/competency goals.
- If the participants want to discuss their challenges with coaches, they should bring in their posters/maps. In the middle of the course or at least at the end of the course, participants should take another look at their pictures: Have they already proceeded in working on their core challenges? Have they learnt something that helps them work on their personal leadership challenges? What else needs to be done in the future?
- Differentiate between leadership and management (technical) challenges.



Sources and further reading

(developed by Impuls – Agency for Applied Utopianism)

3 Exploring the Leadership Competency Framework



Short description

The tool is an intense exploration of the AIZ Leadership Competency Framework presented in detail on part one of this tool box. Participants reflect and share what the competencies of the framework mean to them personally.



Purpose and expected learning outcomes

Exploring the AIZ Leadership Competency Framework enables the participants to understand the idea of competency-based leadership development and to define their personal competency goals.

Participants:

- Familiarise with the Leadership Competency Framework;
- Explore the different competencies and their relevance to their personal lives;
- Identify individual learning goals/competency development goals.



Participants and place

Participants work in small groups of ca. 4-6 people. Each group stands or sits around a poster lying on a table. All groups stay in different corners of the same room.



Time

2 hours are needed at the beginning of the Leadership Journey to explore the Competency Framework (compare Step 1 to Step 3).

If the competency framework should be revisited at the end of the Leadership Journey, another hour is needed then (Step 4).



Materials

- PowerPoint or flip chart for the presentation of the idea of the AIZ Leadership Competency Framework;
- Printed handouts of the full Competency Framework for each participant;
- four large posters visualising four different 'leadership landscapes' (representing the three competency areas transformation, collaboration and innovation, plus the inner condition). They can be visualised as mountains, plains, forest, ocean etc.
- small (moderation) cards with all specific competencies of the framework (compare part two) written on them (one specific competency per card).



Cross reference

Mapping Personal Leadership Challenges, Learning Journal, Evaluation/monitoring of Learning Results.



Preparation

Prepare a presentation of the idea and content of the ALZ Leadership Competency Framework in PowerPoint or on a flipchart. Use the information of part 1 and 2 in this tool box for it. Prepare four tables for small groups of ca. 4-6 participants to stand/sit around. Put posters on the tables or – if you lack tables – on the floor. On each poster, visualise one leadership ‘landscape’ representing the three areas of competencies and the inner condition. Write the specific competencies listed below ‘cooperation’, ‘transformation’ and ‘innovation’ and the ‘inner condition’ (see part I on Leadership Competency Framework) on small cards and place them onto the corresponding ‘landscape’ (competency cluster). At the end, the Leadership Competency Framework should be “on the tables” in order to be discussed by the participants.



Process

Step 1 Introduction (15 minutes)

Introduce the term competency, the idea of the Leadership Competency Framework, how it is applied in a Leadership Journey and how it is dynamically developed (see part 1 and 2 of this tool box). Use visualisation (e.g. a flip chart or PowerPoint). Ask whether participants have questions about the basic idea

Step 2 Discuss Competency Framework (60 minutes)

Participants break into small groups of 4-6 participants. Each group goes to a table with the prepared posters. For 15 minutes, each group discusses the competencies. You can give the groups guiding questions, such as: how relevant are these competencies to me? How are they related to my current challenges? What is my current level regarding these competencies? Which competencies would I like to explore and deepen more? After 15 minutes, the groups move to the next table and discuss the competencies and questions on the table. After 15 minutes they change again – and again, until after one hour each small group has visited and discussed each competency cluster and the inner condition.

Step 3 Individual prioritising of competencies and sharing in whole group (10 min. + 20 min.)

Participants note down for themselves which competencies they find most important for their current work and private life. The whole group comes together to share this exploration of the Competency Framework, their discussions in the small groups and possible questions that arose. Participants are also invited to share which competencies they chose as most important for themselves. In conclusion, the facilitator points out that at the end of the Leadership Journey the group will revisit the competency framework in order to suggest modifications.

Step 4 Reflection at the end of the Learning Journey (30 minutes + 15 minutes)

Participants break into small groups and discuss the competency clusters and the inner condition: is this selection of competencies encompassing? Are competencies missing? Are some competencies unnecessary? The perspectives of the discussions are presented in the plenary and the results are visualised so that the AIZ Leadership Competency Framework can be developed further before the next Leadership Journey.



Principles of success

- Carefully read part 1 and 2 of this tool box in order to explain the idea and process of working with the Leadership Competency Framework.
- Revise and modify the Competency Framework after each journey, based on the feedback and suggestions of the group – so that it remains a dynamic and living tool rather than a fixed frame.



Sources and further reading

Part 1 and 2 of this tool box.

4 Learning Journal



Short description

A learning journal enhances self-directed learning. Learning journals vary from open, non-structured formats to closed formats for monitoring pre-defined learning goals. This version forms a synthesis as it includes the definition of individual learning goals and their monitoring, as well as an open reflection about unexpected learning results. As it is designed for the context of a Leadership Journey, it has the character of a travel diary, guiding the personal learning process.



Purpose and expected learning outcomes

The regular use of a learning journal supports the individual learning process, maximises the learning outcomes and additionally strengthens the ability of self-reflection, which is essential for competency development.

Learning journals help to:

- Reflect on individual learning experiences and identify individual learning strategies;
- Identify personal strengths and areas for growth as well as personal preferences, values, biases and emotional reactions to learning activities;
- Strengthen the competency of self-management;
- Evaluate the learning and development outcomes of trainings or courses;
- Exchange with peers about different perceptions on joint activities;
- Adjust and improve the course design by giving feedback to the trainers;
- Facilitate the integration of theory and practical application in the workplace.



Participants and place

A learning journal is used individually and it can be applied in any environment. There needs to be an introduction, there can be times for the exchange of learning results in weekly meetings, and there needs to be an evaluation at the end of the course. If participants have little experience in self-directed learning, 'learning process coaches' can offer help.



Time

The introduction of the learning journal tool can vary from 1.5 hours (if the participants are experienced in self-directed learning) to 3 hours (if the participants have no experience in this kind of learning and are guided by learning process coaches). The learning journal is used daily by the individuals, usually in their private time after the course. Make sure you allocate time for mid-term evaluation and sharing (about 1 hour) and a final evaluation at the end of the course (about 1.5 hours).



Materials

- Prepared learning journals for the introduction;
- Prepared handouts for the introduction;
- Literature on leadership and other relevant topics for creating a 'learning landscape' for the introduction;
- Pens (for the introduction).



Cross reference

Exploring the competency framework.

For the exchange of learning results: work in peer groups, peer coaching.



Preparation

- Prepare the learning journals in advance (with the help of the Handout). This takes time!
- Prepare the introduction to the method by putting basic aspects on a PowerPoint or flipchart.
- Prepare a book table where participants can find the leadership competency framework, possible learning goals, the course design and content as well as books about self-directed learning, leadership and other relevant topics.
- If coaches help the participants in filling in the first pages of the book, brief the coaches beforehand. Make sure there are enough quiet spaces for coaches to work with participants.



Process

Step 1 Introduction of the learning journal (40-60 minutes)

- Briefly explain the general idea and purpose of a learning journal (use PowerPoint or flipchart).
- Present the leadership competency framework and explain how it offers a range of learning goals from which participants can choose focus areas to concentrate on throughout the course.
- Hand out the learning journals to the participants.
- Go through the journals, page by page, with the participants. Explain in detail what needs to be done on each page. Make sure there is enough time for questions, especially if participants are not experienced in self-directed learning.

Step 2 Participants fill in the first pages of the book, optionally with the help of coaches (60-120 minutes)

- Participants choose a place where they can work individually with their book and start answering the questions. If they have difficulties, they can exchange in pairs or small groups, or they can ask the facilitator or coaches to help them define their intended learning results.
- Option A (if there are several facilitators): The participants work by themselves or in little groups. On top of this, the facilitator or additional coaches can assist participants, if needed. If you choose this option, prepare a poster indicating time slots for individual sessions with the facilitator or coach that participants can sign up for, if they wish.
- Option B (if there is only one facilitator): The participants work on their own or in little groups if they have difficulties. After 45 minutes they come together again in the big group and share their questions and difficulties. For 15 minutes, the facilitator answers general questions. Then participants work again individually for 30 minutes.

Step 3 Daily use of the learning journal (5 minutes to one hour, depending on the needs of the participants)

Participants are advised to work with their books in their own time. After having defined the personal learning goals, each participant can decide if he or she wants to focus on monitoring progress on defined learning goals using the defined indicators, or if he or she wants to use the journal in a more open and exploring way by writing down whatever comes to mind.

Step 4 Mid-term evaluation, sharing experiences (60 minutes)

- Offer the participants possibilities to exchange views about the use of their book and their experiences regularly.
- Option A (if there are several facilitators or coaches): offer the possibility of individual exchange with personal coaches. How did the participants work with the books? How far did the participants get in achieving their learning goals? What were helpful or successful learning strategies? Which strategies were less helpful? Do the participants still have the same goals or do they want to define new learning goals?
- Option B (if there is only one facilitator or if you want to foster group exchange): let the participants discuss the same questions in peer groups. At the end of the exchange let all participants come together and talk about their experiences.
- Option C: combine option A and B by first letting the participants share their reflections with facilitators and then asking participants to continue the exchange in peer groups.

Step 5 Evaluation at the end of the course (90 minutes)

- Do the same as in step 4. Let the participants additionally exchange ideas about how they want to do the transfer into their daily work-life.
- If there were coaches in the beginning of the course design (step 1 and 2), let the participants share their experiences with the same coaches again at the end of the course.



Principles of success

- Explain carefully the goal, idea and process of self-directed learning. This may differ a lot from learning experiences and expectations of the participants.
- Explain that while the course is designed to foster particular competencies, it is still important that each participant define his or her individual learning goals.
- Throughout the course, check how participants are getting along with the learning journals. Offer them individual coaching or feedback if required.



Sources and further reading

- Hübner, S., Nückles, M. & Renkl, A. (2006). Prompting cognitive and metacognitive processing in writing-to-learn enhances learning outcomes. In R. Sun, N. Miyake & C. Schunn (Eds.), Proceedings of the 28th Annual Conference of the Cognitive Science Society (pp. 357-362). Mahwah: Erlbaum.
- Nelson, N. (2001). Writing to learn: One theory, two rationales. In P. Tynjälä, L. Mason & K. Lonka (Eds.), Writing as a learning tool. Integrating theory and practice (pp. 23-36).
- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), Handbook of self-regulation (pp. 451-502). San Diego, CA: Academic.
- Tynjälä, P., Mason, L., & Lonka, K. (2001). Writing as a learning tool: An introduction. In P. Tynjälä, L. Mason & K. Lonka (Eds.), Writing as a learning tool. Integrating theory and practice (pp. 7-22). Dordrecht: Kluwer Academic Press.

Handout – Content of a Learning Journal

You can use this text and the following questions for your learning journal:

Part 1 Definition of your personal learning goals

Introduction/invitation:

This personal learning journal is especially designed for you in order to help you maximise your individual learning outcomes of the course. The questions and tasks will guide you in defining your individual learning goals and in reflecting and monitoring your learning process over the duration of the course and beyond, when you are back in your work environment.

As learning and competency development are self-directed activities, you are the only manager of your own learning process. Your journal is a private and personal document that will only be used and read by yourself. Nevertheless, you are always invited to talk about its content with your facilitators, coaches or with other participants.

Here are sample questions you might use for the learning journal:

1. If you look at the specific leadership challenges of your work place, which competencies are required?
2. What other aspects do you find important to be a good leader? Let yourself be inspired by great leaders in the past and present times.
3. Out of the aspects designed above, define your seven most important personal competencies for being a successful leader. Try to use terms from the leadership competency framework. If the competencies you find most relevant are not represented in the leadership competency framework, add them as extra competencies. If you need any support, ask your facilitator or coach.
4. Now please estimate your own level of competence for the seven stated competencies. Use a scale from 1 (not developed so far) to 10 (fully developed).
5. In the next step define the three priority competencies you want to improve on your Leadership Journey. When selecting these 3 priority competencies, a good indicator can be the level of excitement, curiosity and eagerness a certain competence creates in you.
6. Now we ask you to define your 3 learning goals more concretely:

7.1. First competency goal:

7.1.1. By the end of the course I will have improved the competency:

7.1.2 This competency plays an important role for my working life, because:

7.1.3 The improvement of this competency means concretely: I can/ I am able to

(Please formulate indicators to show how you have improved the competency)

7.1.4 I will realise that I have reached my goal, when I see, that ...

7.1.5 My colleagues or my boss will realise that I have improved the competency when/if

7.1.6 I can do the following to reach this goal;

7.1.7 Do I need additional support from my course facilitators or coaches to reach my goal (further literature, etc.)? If yes, what do I need?

7.2 for the second and 7.3 for the third competency goals using the same questions as in 7.1.

Part 2 Daily journaling

Now the journaling starts. For each day of the course we offer you some questions and free pages for your personal notes. You can use your free space in your own personal way. For example, you can take note of important aspects of the course you want to remember, you can monitor your learning results or write down things that were new to you or that inspired you. You can write things that come to your mind suddenly even if they are not connected to the course contents. This may also be in the form of a poem, a drawing – whatever works for you is good!

Day one: Date

What have I learnt today – about the course content, about leadership, about myself, about a colleague, and about the group? Which aspects are so important to me that I want to remember them?

What has inspired, surprised, annoyed and/or pleased me today? Why?

How can I use today's learning for my daily work at home?

What new questions came up for me today? On which aspects do I want to work further (during the course and afterwards)?

(Then leave some pages for notes).

Day two, three, ... (Same questions)

5 Monitoring the Learning Results and Evaluating the Course



Short description

Monitoring the learning results and evaluating the course is a daily, weekly and/or final reflection done by the participants about what they have learnt in the course.



Purpose and expected learning outcomes

The regular monitoring of the learning results and evaluation of the course design supports the individual learning process, maximises the learning outcomes and additionally strengthens the ability of self-reflection which is essential for any competency development.

Participants:

- Reflect on the individual and collective learning experiences;
- Strengthen the competency of self-reflection and self-management;
- Learn that they can influence the course design by giving feedback to the facilitators.



Participants and place

The monitoring and evaluation can be done individually, in small groups and in the big group. It can be done by 1-100 participants. There are no special requirements in terms of the place.



Time

Daily monitoring and evaluation: 15-30 minutes (compare Step 1).

Weekly monitoring and evaluation: 45 minutes (compare Step 2).

Final monitoring and evaluation: 60 minutes (compare Step 3).



Materials

Questions - written in learning journals, on flipcharts or evaluation sheets.

Papers, pens.



Cross reference

Learning Journal, Mapping Personal Leadership Challenges.



Preparation

Prepare the questions in the learning journal, on a flipchart or prepare an evaluation sheet for each individual.



Process

Step 1 Daily individual reflection

Let the participants reflect and monitor their learning results daily, by offering them some questions in the learning journal or on a sheet. This is done individually either in the course or after. You can find examples for questions in the tool 'learning journal'.

Step 2 Weekly monitoring/evaluation (1.5 hours)

Do at least one mid-term session of monitoring and evaluation. If you have a course of two weeks, do it once; if you have a longer course, do several sessions.

Hand out a sheet of paper to each participant and let them fill it in anonymously for 10 minutes. If a learning journal is used in the course, invite them to also take a look at their learning journals. Point out that the papers are anonymous, so the participants should not write down their names on them.

Examples for questions:

- Part A: Monitoring the learning results
What have you learnt in the first half of the course (or: the first/second week) about the course content, leadership, yourself, a colleague or the group? Is there anything that surprised or inspired you?
- Part B: Evaluation of the course design/ Feedback to the facilitators
Which sessions & methods were most helpful or interesting for you? Please shortly indicate why you found them helpful and interesting.
Which sessions & methods were not helpful or interesting for you? Why?
Do you have any feedback to the course facilitators, be it positive or critical? We're happy to hear about your wishes, suggestions, criticism!

Collect the sheets in an anonymous box.

For 40 minutes, let the participants exchange in their peer groups about their impressions and experiences. Invite them to share for 20 minutes about their learning and 20 minutes about their feedback on the course design. Invite them to discuss to what extent they have reached their original learning goals and about what was helpful to reach them and what is still missing.

For 30-60 minutes let the small groups present their basic feedback to the whole group (maximum 5 minutes per small group). Invite them to present (voluntarily):

1. How far have the participants got in reaching their learning goals so far?
2. Which 3 sessions were most helpful or interesting – and why? Was there a consensus about it or did the perceptions differ?
3. Which 3 were not helpful/interesting – and why? Was there a consensus about it or did the perceptions differ?
4. Which wishes do the participants have concerning the course design?

Make notes about the most important points. Also, after the session, read the sheets carefully and use the feedback to evaluate the course design: are you on the right path? Do you have to change or adapt something in the plan for the second half/next week of the course?

Step 3 Final evaluation (1.5 hours)

At the end of the course do a final evaluation, using the same method as for the weekly evaluation.

You can add the following questions:

1. What are the 3-5 most important things you have learnt throughout the course – and how did you learn them? Which session, experience, moments or elements were crucial for this learning?
2. Which other things do you want to learn when you come home?
3. What general advice would you give for the creation of the next Leadership Journey?

If you want to evaluate the leadership competency framework and the competency development of the participants, you can add the following questions:

1. How would you evaluate the leadership competency framework? Is there a competency you feel is not necessary? Are important competencies missing?
2. How did the course improve your competencies as defined by the leadership competency framework?

Here you can create a multiple-choice table where the participants can select for each competency, whether:

- They did not develop the competency further;
- They developed it a bit;
- They developed it a lot;
- They don't know if they developed it;
- They don't find the competency necessary or useful.



Principles of success

- Make sure that monitoring and evaluation can be done anonymously, otherwise participants will not be honest in filling out the sheets;
- Make sure that you use the given feedback to evaluate and adapt your course design and that the participants realise that you do this;
- If you decided not to adapt the course to the feedbacks, explain carefully why.



Sources and further reading

Joint Committee on Standards for Educational Evaluation, www.jcsee.org

American Evaluation Association, www.eval.org

Earl, Sarah et al. (2002): Outcome Mapping. Building Learning and Reflection into Development Programs

Quinn Patton, Michael (2008): Utilisation-Focused Evaluation

6 River of Life



Short description

'River of life' is a tool that helps participants to get to know each other by sharing important events in their personal and professional lives. Participants draw their 'river of life' on flip charts, and present them to each other.



Purpose and expected learning outcomes

- Participants reflect on important positive experiences and influences, challenges and turning points in their lives;
- The exercise invites participants to share both their personal and professional stories, making it clear that both are important for leadership development;
- It reveals potential and diversity of a group as well as parallels between participants' stories;
- At group level, it helps participants bond and build trust.



Participants and place

This exercise can be done in groups of any size. Divide participants in several small groups of four to a maximum of eight participants. The larger the groups, the less time each individual has to present their river of life. The place should allow for small groups to work in corners or separate rooms. If you have enough wall space, invite participants to hang their posters on the wall after completing the exercise.



Time

About 90-180 minutes.



Materials

Flip-chart paper (or paper A3 or larger), and pens for drawing. Optionally coloured paper, coloured pens, magazines, scissors, glue.



Cross reference

Mapping Personal Leadership Challenges.



Preparation

It is helpful for you to draw your own river of life as a preparation for this exercise.

Prepare the room, making sure participants have enough space to draw their pictures – either on tables or on walls, or, if suitable for the group, on the floor. A pleasant and cosy atmosphere will encourage participants to share more of their stories. If you form several small groups, check where they can work quietly (corners, separate rooms).



Process

Step 1 Introduction (5-10 minutes)

Invite participants to reflect on their life story (including childhood and adolescence) and up to this point and to share it with the group, using the image of a river for their life story. What were important and maybe transformational moments, encounters and experiences in life? When did something new emerge, when did old things die? The river is a strong symbol in many cultures, and participants might find it natural to reflect on their lives using the river as a symbol.

Step 2 Participants draw 'rivers of life' (15-30 minutes)

Ask each participant to take a piece of paper and a pen and draw their 'river of life'. (You can also provide them with more materials for a more creative and colourful approach. Participants can also include materials they brought from home such as photos or business cards). You can give participants more time to create their river. This can deepen the level of personal reflection.

Step 3 Share 'rivers' (5-15 minutes per participant)

Participants present their rivers – either in plenary or in small groups, depending on the size of the groups and the time you allocate. The other participants can ask questions to better understand, but you should avoid discussion.

Step 4 Closing (5-10 minutes)

As a closing, thank everyone. You might highlight the amount of experience in the room (for example, the sum of the participants' life experience or places participants have lived and worked in...). The result can be impressive.



Principles of success

Demonstrate to the participants how they might draw the river.

- Tributaries signify important experiences or influences such as people, books, education, events;
- Rapids indicate challenges and hard times, possibly important learning experiences;
- The flow of the river can also be used as a metaphor. It can take turns, narrow, widen... encourage participants to use their imagination to play with the metaphor.

Remind participants that they will be asked to share their story with other participants, and that they should only share what they feel comfortable sharing.



Sources and further reading

Adapted from "Rivers of life" exercise by Ziad Moussa, iied tips for trainers

<http://pubs.iied.org/G02828.html>

Chapter 2: Exploring the Outside World – Tools for Observing and Collaborating

7 The Leader as a Coach



Short description

The tool 'the leader as a coach' combines a number of basic communication, dialogue and coaching techniques.



Purpose and expected learning outcomes

The participants understand that coaching is an important attitude for leadership as it empowers people/ employees to realise more of their potential. Participants understand that by applying coaching techniques, they do not help or develop people, but they equip people to help and develop themselves.

Participants learn to:

- Ask powerful questions;
- Listen with an 'unconditional positive regard';
- Give and receive feedback.



Participants and place

This tool can be used with groups of different size. The room should be large enough that participants can have a dialogue in pairs in a quiet place.



Time

A total of 120 minutes.



Materials

- PowerPoint or flipchart presentation;
- A handout with the basic coaching techniques;
- Chairs for the dialogue in pairs.



Cross reference

Dialogue Interview, Dialogue Walk, Sculpting Exercise



Preparation

Prepare the presentation (Flip Chart or PowerPoint), using the handout to this session as guidance.



Process

Step 1 Introduction (30 minutes)

- Give the presentation (20 minutes, plus 10 minutes for questions).

Step 2 Practice (60 minutes)

- Invite the participants to break into pairs of two.
- The first 20 minutes, person A practises the coaching/dialogue techniques by asking person B about his or her perception of the course so far (or any other subject). Person A only asks and listens with an unconditional positive regard. After 20 minutes, person B gives feedback to person A (10 minutes).
- Participants then swap roles and repeat step 2.

Step 3 Sharing (30 minutes)

In a circle, ask the group to share their experiences with each other: what was helpful, what was difficult? The facilitator can answer questions that may have come up during the practice.



Principles of success

As a facilitator, make sure the participants understand and try to apply the coaching/dialogue techniques (see handout) as far as they are able to. Some important aspects are:

- Try to understand the situation from the perspective of your dialogue partner, do not judge your partner.
- Listen empathically and generatively.
- Focus on the 'what' before going to the 'why' questions. Why questions can take people back into their heads where they justify and qualify. Give positive feedback and acknowledge what has been shared.
- Enjoy silence. Sometimes the best move is to do and say nothing. Slow down and an opening can come for your dialogue partner to speak more from her heart and real experience.

Practise the basic coaching/dialogue techniques throughout the course.



Sources and further reading

David B. Peterson & Mary Dee Hicks (1996): *Leader as Coach. Strategies for Coaching and Developing Others.*

Susan Wright (2004): *The Leader as Coach, Creating High Performance in Change.*

Carl Rogers, (1961): *On Becoming a Person.*

Handout – The Leader as a Coach

What is coaching?

- Coaching is the process of equipping people with the tools, knowledge, and opportunities, they need to develop themselves and become more effective.
- Coaches don't help or develop people – they equip people to help and develop themselves.

Why is coaching necessary for being a good leader?

- The success of an organisation depends crucially on its ability to learn. Organisations can only learn if the individuals who form its parts are able to learn and communicate effectively.
- Coaching and personal development is becoming more and more important due to several challenges that organisations and people face:
 1. The inevitability of change;
 2. The need to adapt quickly to changing situations;
 3. Employees want to grow;
 4. People are the source of an organisation's success.(see David B. Peterson and Mary Dee Hicks, 1996).

How do you improve your skills as a coach?

1. Be aware of who you are and develop yourself

Susan Wright, president of the Coaching Project Inc., writes:

“First, you look at who you are as a leader. Coaching happens from the inside out. You have to be aware of who you are, how you are perceived, what your own strengths and weaknesses are, and learn and develop yourself before you can begin to help others do the same. You must be a model of what you want to see in others. [...] Focus particularly on your emotional intelligence competencies, the skills central to good coaching. Are you a good listener? Do you ask more questions than you give answers? Are you patient with individuals' problems or do you jump in to solve them before you have even heard the whole story? Do you give regular feedback to your team members to support their ongoing development? Do you address conflicts or do you prefer to keep them under the table? Create your own development plan to take advantage of your strengths and work on any weaknesses.” (Susan Wright, 2004)

2. 'Unconditional positive regard' (Carl Rogers)

Approach each interaction from an appreciative point of view. We have often made up our minds about a person and an issue before the conversation starts. Try letting go assumptions and just hold the person in positive regard. This doesn't mean that you have to agree with everything they say, but it does mean that you value them as a human being and value their opinions even if they differ from yours. (see Carl Rogers, 1961)

3. Learn to ask good questions

- Use questions as a means to help people reflect and find solutions for their problems themselves.
- Good questions are open questions that invite dialogue:
 - How? (e.g. How was the first week for you? How did you perceive X?)
 - Which? (e.g. Which aspects of the course were useful for you? In which way?)
 - Why? (e.g. Why was ... helpful to you? How was it helpful?)
 - What? (e.g. What inspired you? What annoyed you? What do you wish to happen in the next weeks? What would you like to happen/ what would you like to change?)
 - When? (e.g. When did you hear something new?)
- Where? At which point? (e.g. At what point did you get excited/ bored?)
- In contrast, closed questions prevent dialogue. For instance, if you ask: “Have you learnt something?”, the other person can only answer 'yes' or 'no'. Generally closed questions are less helpful for the work of a coach.

- Another kind of helpful questions are circular questions. Circular questions ask how other people might see a situation, e.g. “What do you think your colleague thinks about your perspective? What do you think your boss thinks about the behaviour of your colleague? What do you think the donor thinks about your minister’s decision?”
- A question that helps the other person find out what they really wish for is the ‘fairy-question’: “If I was a fairy, what would you ask me to do?”

4. Learn to listen

- Try listening with your whole concentration to what is being said – with an open heart and open mind. Make sure to remove distractions.
- Mirror back what is being said to be sure you understand. For example: “If I understand you right, you said ...”, or “Did I understand you right that you said...”
- Don’t try to solve the problem – listen and help the person to find a solution for him- or herself by asking good questions.
(See also Handout “Four levels of Listening and Conversing” in Annex 1)

5. Silence

- We are usually in such a hurry that we see silence as a waste of valuable time. We may also find silence uncomfortable. As a result, we often jump to conclusions or speak only to end the silence. Our impatience and will to quickly find a solution may actually prevent us from finding one.
- Rather than filling the silence, let it be. Leave pauses before responding, rather than thinking about and formulating your answers and questions while the person is still speaking.

6. If you speak, speak about yourself (and not about ‘it’ or ‘one’)

When you speak about yourself, use the word ‘I’ and not the word ‘one’. For example: “I find it important that we talk” is much better than “It is important that we talk”. This makes it easier for the other person to interact and open up.

7. Learn to give and receive feedback in an appreciative way

- Feedback is a very important tool for your personal development as a leader and for the development of your team members.
- Feedback can be sensitive for the one who receives it. Therefore give feedback in the spirit of Carl Rogers’ unconditional positive regard. Feedback is an art, you need to practice giving and receiving it.
- As guidance, use the feedback rules in the handout below.

Handout - Feedback Rules

Feedback is meant to:

- Prevent misunderstanding;
- Develop your personality.

General rules for feedback

Feedback ...

- Is always voluntary (by the giving side);
- Must be wanted/accepted (by the receiving side);
- The situation /(time, place, mood) must fit;
- Should be (more or less) immediate;
- Is based on trust.

Rules for giving feedback

- Give feedback only if the other person is ready for it;
- Describe, don't judge!
- Don't try to change the other, but share your perspective or feelings;
- Use I-messages (e.g. "I feel unappreciated" rather than "You are always putting me down");
- Be as precise as possible;
- Do not generalise ("You simply are like this..., you always..., you never...");
- Formulate positively;
- Give feedback on things the other can possibly change/work on;
- Take your time, and keep calm;
- Formulate wishes and proposals, not demands;
- Do not only criticise, but also say what you appreciate about the other person.

Rules for receiving feedback

- Try not to react, but to listen with appreciation;
- Don't justify yourself, don't begin debating;
- Ask only if you don't understand;
- If you don't want to receive feedback that is okay. Feedback is not obligatory;
- Be empathic: try to understand the other;
- Be grateful and express your gratitude.

8 Stakeholder Mapping



Short description

A stakeholder map presents the human and organisational landscape for any given situation. This might be your personal and organisational environment as a leader; or it could be the relevant stakeholders and their relationships towards a particular project or action.



Purpose and expected learning outcomes

A stakeholder map provides an overview of relevant stakeholders for your environment as a leader, for a particular project or action, or for entire organisations. It helps determine key stakeholders, criteria how to recognise these, and relationships between the stakeholders. It shows what you know and exposes information gaps.



Participants and place

Stakeholder mapping can be done individually, or in groups of up to about 20 participants if you co-create a stakeholder map in plenary. You can also divide participants into groups of 4-8 people to create individual stakeholder maps. A normal workshop setting is fine. Make sure you have enough space on walls, tables or floors for the maps.



Time

Depends on the complexity of the environment and the intended depth of analysis. On your own, you can make a first draft in 10-15 minutes; in a group, allow more time (60-90 minutes).



Materials

Pin boards, markers and cards (different colours).



Cross reference

Dialogue Interviews, Sensing Journeys, Mapping your Leadership Challenges.



Preparation

Before you begin, clarify for which intention, action or project you are doing this exercise.



Process

Step 1

Participants brainstorm to identify stakeholders who are connected to the project (who might have an effect on it or be affected by it).

Step 2

Divide the identified stakeholders into three categories:

1. Key stakeholders have legitimacy (by law or public approval), resources (knowledge, skills, financial, etc.) or networks (formal and informal) to significantly influence the project. You can also distinguish 'veto players': without their support the project cannot move forward at all.
2. Primary stakeholders are directly affected by the project – positively or negatively;
3. Secondary stakeholders are only temporarily or indirectly influenced by the project.

Step 3

There are different ways of visualising the map – as a 'rainbow' or as an 'onion'.

With the 'rainbow' you will be able to more accurately map relationships (e.g. proximity) of actors and get a better impression of the systemic architecture.

The 'onion' allows you to distinguish between sectors (e.g. public, private, civil society) or other relevant categories.

Step 4

Add key stakeholders to the map represented by circles. The size of the circles can indicate their relative importance. Identify veto players with a 'V'.

Use a different symbol (e.g. rectangle) for secondary stakeholders.

Step 5

Add different lines to signify the different relationships between the actors (see handout for a suggestion of graphic elements).

Make sure the map remains legible.



Principles of success

- Before you begin, define what you are talking about. What are the issues at stake? The more clearly you define your project or idea, the clearer your stakeholder analysis will be.
- Relationships between actors may change quickly and periodically. Therefore stakeholder maps are sensitive to the point in time you choose and to the time scale. What is the right point in time for your purpose? What is the right time scale?
- Different actors are likely to have their own perspectives on the relationships between actors. Ask yourself: whose perspective should you involve? Who is likely to have a similar / a very different perspective?

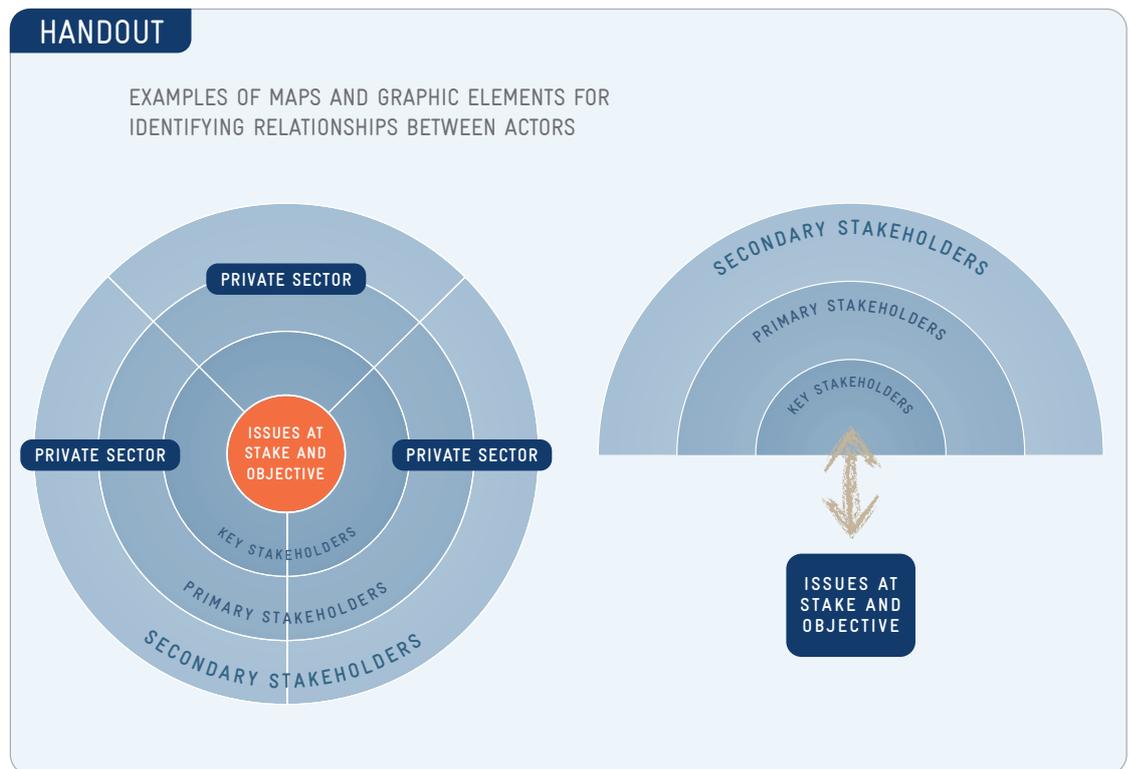


Sources and further reading

GIZ Toolbox Capacity Works, Success Factor 2 'Cooperation', Tool 1, reproduced and available online here: <http://www2.gtz.de/dokumente/bib-2011/giz2011-0488en-managing-collaboration-toolbox.pdf>

Handout – Examples of maps and graphic elements for identifying relationships between actors

(Taken from GIZ GmbH – capacity works toolbox – Success Factor 2, tool 1)



- Solid lines signify close relationships in terms of information exchange, frequency of contact, overlap of interests, coordination, mutual trust, etc.
- Dotted lines symbolise weak or informal relationships. The question mark is added where the nature of the relationship is not yet clear.
- ==== Double lines symbolise alliances and cooperation that are formalised contractually or institutionally.
- > Arrows symbolise the direction of dominant relationships.
- ⚡ Lines crossed by a bolt of lightning symbolise relationships marked by tension, conflicting interests or other forms of conflict.
- | —| Crossed lines symbolise relationships that have been interrupted or damaged.

9 Dialogue Interviews



Short description

Dialogue interviews help participants see through the eyes of their interviewee. By thus gaining multiple perspectives, they get a feeling for a system, for example an organisation. During the interview, they engage in a reflective and generative conversation. Dialogue interviews can be used to prepare for new job placements, projects or workshops.



Purpose and expected learning outcomes

To create a generative conversation that allows for reflection, thinking together and some sparks of collective creativity to happen. Dialogue interviews:

- Provide participants with insights into questions and challenges that the interviewees face;
- Help them to find partners for a project;
- Prepare participants for an upcoming event; and
- Build trust for the initiative they want to co-create.



Participants and place

Dialogue interviews work best face-to-face. If this is not possible, phone or skype interviews are an alternative.



Time

Time depends on the specific context. Estimates are:

- 30-60 minutes for a phone interview, and
- 30-90 minutes for a face-to-face interview.

On top of this, allow time to adjust the questions before the interview, as well as for reflection, synthesising notes and/or transcribing recordings after the interview.



Materials

- Use the interview guideline (questionnaire), but feel free to deviate when necessary;
- Paper and pen to take notes;
- Recording device (ask your interviewee if you may record the conversation!).



Cross reference

Facilitator as a Coach, Sensing Journeys, Prototyping



Preparation

- Get information about the interviewee and her or his organisation.
- Adjust questions to your context and purpose.
- When you schedule the interview, try to ensure you will be able to conduct it face-to-face and in a quiet space. If several interviewers will conduct the interview, agree on roles (primary interviewer, note taking, etc.).



Process

Step 1

Before you meet the interviewee allow for some quiet preparation or silence. Anticipate the conversation with an open mind and heart.

Step 2

Begin the interview. Use the interview questionnaire as a guide, but depart from it to allow the conversation to develop its direction.

Step 3

Reflection on the interview: take some time immediately after the interview to review:

1. What struck you most? What surprised you? (your mind)
2. What touched you? (your heart)
3. How do you want to follow-up on the interview? (your action)

After the interview has been completed, review the data and summarise results.

Step 4

Close the feedback loop. After each interview (by the following morning) send a thank-you note to your interviewee.



Principles of success

- Create transparency and trust about the purpose and the process of the interview;
- Practice deep and generative listening (see Handout 'Four Levels of Listening and Conversing' in Annex 1);
- Suspend judgement. Look at the situation through the eyes of the interviewee;
- Appreciate the conversation. Enjoy the story that you hear unfolding;
- Be curious. As the conversation unfolds, pay attention to and trust the questions that occur to you. Focus on the best future possibility for your interviewee and the situation at hand. Ask yourself: what might be born in this conversation?
- Go with the flow, don't interrupt. Ask questions spontaneously. Always feel free to deviate from your questionnaire if important questions occur to you;
- Don't be afraid of silence. One of the most effective "interventions" as an interviewer is to be fully present with the interviewee.



Sources and further reading

C. Otto Scharmer (2009): Theory U - Chapters 17 and 21
www.presencing.com/tools/dialogue-interviews

Handout – Sample Questionnaire for Dialogue Interviews

This questionnaire is a suggestion. Adapt it to fit your context.

1. Describe the Leadership Journey that brought you here.
2. When have you faced significant new challenges, and what helped you to cope with them?
3. Describe your best team experience. How does it differ from your other team experiences?
4. What top three challenges do you currently face?
5. Who are your most important stakeholders?
6. On the basis of what outcomes will your performance be considered a success or a failure – and by when?
7. In order to be successful in your current leadership role, what do you need to let go of and what do you need to learn? What capabilities do you need to develop?
8. How will you develop your team? What do you need from your team, and what does your team need from you?
9. Nine to twelve months from now, what criteria will you use to assess whether you were successful?
10. Now reflect on our conversation and listen to yourself: what important question comes up for you now that you take out of this conversation and into your forward journey?

10 Sensing Journeys



Short description

Sensing Journeys are a way of seeing an organisation, a place, or any other system (e.g. a catchment area, the 'renewable energy sector in Germany', etc...) from the point of view of different stakeholders. In small groups, participants go on a journey to different people and places in that system. They immerse themselves in unfamiliar environments and gain a more complete view of the system.



Purpose and expected learning outcomes

Participants form a network of relationships with and among key stakeholders in a system, build a shared understanding of the systemic forces at play and get input for their prototyping ideas.

Participants learn:

- About a particular way of learning about a system – by interacting with it;
- To collaborate with their team colleagues in planning and carrying out the journey.



Participants and place

Finding good places to visit is important. Places should be of high potential for the learning of the participants, e.g. extreme positions in the system, interesting innovators, or marginalised people. 4-6 people is a good group size for a sensing journey. Group composition also matters. The impact of the sensing journey increases with a good mix of perspectives (e.g. different sectors, ages ...) in the participating group and a diversity of people and places visited.



Time

The length of a sensing journey differs depending on the system and the size of the geographic area that one tries to sense. Typically, allow at least one full day for a sensing journey in a workshop context of several days or weeks. In addition, plan about half a day for preparing and at least half a day for evaluating the journey properly. During a long-term Leadership Journey that combines a series of workshops and periods at home (see part two), sensing journeys can be done several times both during workshops and individually in the participants' home countries.



Materials

Take notes or record your conversations, if hosts agree. Thus, bring a video or audio recording device. Audiovisual data can serve well during the reviews with the other groups and as a reminder for the participants.

Other materials may be collected as well, always seeking permission from the hosts. A pen and journal is required for the reflection after the journey.



Cross reference

Leader as a Coach, Dialogue Interviews



Preparation

As a facilitator, decide how many groups you will have and how many different people and places each group will visit. We recommend that each group visits at 3-4 people (hosts) and places to get different impressions and perspectives and thus learn more about the system. Plan enough time to identify people and places that the participants will visit. If you have four small groups of 4-6 people that visit 3-4 places each, you will need to find 12-16 people and places to visit. Start early! Make sure the people and places that each group visits are diverse and offer different insights into the system. For example, one group could visit a state institution, an NGO, a company and a community centre.

Explain to the hosts the general idea of a sensing journey and that the groups are interested to get some insight into their normal daily work, challenges they face and perspectives they hold rather than receiving a presentation.

In a longer Leadership Journey, you can also let participants identify people and places they want to visit.

As a facilitator, prepare an overview (handout) for each group with the people and places they will visit during the sensing journey. Make sure the groups have all needed information to find their way from one place to the next (i.e. a map, information about public transport etc.). If possible, each group can be accompanied by one person from the facilitation team.

In the course, form groups of 4-6 participants each. In their groups, participants establish common ground, asking themselves the following questions:

- What is the context we are going into?
- Who are the key players that we need to talk with? (if the people and places to visit are not identified by the facilitator beforehand)
- What questions are we most interested in exploring?
- Share your most eye-opening sensing experience to date.

Participants develop a short questionnaire (7-10 questions – see handout for an example), and keep updating the questionnaire throughout the sensing phase.



Process

Step 1

Small groups travel to the interviewee's location.

While at the site: Participants trust their intuition and ask questions raised by the conversation: simple and authentic questions. The questionnaire can be used, but there is no need to go through it fully.

Participants use deep listening as a tool to hold the space of conversation. One of the most powerful interventions by a listener is deeply attentive silence. When the interviewee has finished responding to one of the questions, the interviewer doesn't jump in automatically with the next question but attends to what is emerging from the now. (see Annex 1 'Four levels of Listening and Conversing')

Step 2

To capture the learning of the inquiry process, participants take time to debrief right after each visit. (Use Handout 'Sample Questions for Debriefing')

Step 3

Remind participants to close the feedback loop – to share their key insight with their host and say thank you (either directly or with a short e-mail).

Step 4

Take time to debrief in the whole group. If you have four small groups that visited four people and places each, the group as a whole has visited 16 people and places in the system. That is a great opportunity to better understand the system as a whole and gain deep insights! Plan enough time to seize this treasure.

1. Ask participants to share concrete information about the Journeys: where did they go, who did they talk to, what did they do?
2. Encourage them to talk about their findings and generate new ideas.
3. One way to debrief and visualise the richness of perspectives explored is a method called ‘standing in the shoes of your hosts’. Standing or sitting in a circle, ask participants (each of the small groups) to write on a sheet of paper the name of the host and a statement from their interviewee that struck them or that seems important. Invite participants to stand in front of this paper and share their message in the first person (“I”), as if they were the person they visited. This is a good way to bring the voices of those visited to the whole group. Go round in the group until each host has been visualised and presented. An optional additional step is to ask participants to draw connections between different players with pieces of string or tape, to comment on connections, and to share what insights arise.
4. At the end of the debrief, ask participants to share the most important things they have learnt, key insights and new ideas they take from the sensing journey.



Principles of success

- A sensing journey requires participants to listen to:
 - Others - to what the people they meet are offering to them;
 - Themselves and to what they feel emerging from within
 - What emerges from the collective and community settings that they have connected with.
- Go to the places of most potential. Meet your interviewees in their context. Do not invite them to your seminar venue! Talking to them in their natural environment is crucial.
- Observe and suspend your voices of judgment and cynicism and connect with your sense of appreciation and wonder (see Handout ‘Four Levels of Listening and Conversing’ in Annex 1).
- For further principles, see ‘Dialogue Interviews’.



Sources and further reading

C. Otto Scharmer (2009): Theory U,
www.presencing.com/tools/sensing-journeys
 Joseph Jaworski (2011): Synchronicity
 Judith Flick (2010): Tool Book Climate Leadership Programme

Handouts – Sensing Journeys

Handout – Sample questions to ask during sensing journeys

1. What personal experience or journey brought you here?
2. What issues or challenges are you confronted with?
3. Why do these challenges exist?
4. What challenges exist in the larger system?
5. What are the blockages?
6. What are your most important sources of success and change?
7. What would a better system look like for you?
8. What initiative, if implemented, would have the greatest impact for you?
And for the system as a whole?
9. If you could change just a couple of elements what would you change?
10. Who else do we need to talk to?

Handout – Sample questions for debriefing

11. What struck me most? What stood out?
12. What was most surprising or unexpected?
13. What touched me? What connected with me personally?
14. If the social field (or the living system) of the visited organisation or community were a living being, what would it look and feel like?
15. If that being could talk: What would it say (to us)?
16. If that being could develop – what would it want to morph into next?
17. What is the generative source that allows this social field to develop and thrive?
18. What limiting factors prevent this field/system from developing further?
19. Moving in and out of this field, what did you notice about yourself?
20. What ideas does this experience spark for possible prototyping initiatives that you may want to take on?

11 Bohmian Dialogue



Short description

Bohmian Dialogue is a mindful and generative conversation to deeply explore a question or topic. It is a conversation that pays attention not only to the thought content, but also to the thought process. In Bohmian Dialogue, the facilitator introduces a few basic principles and guidelines and holds the frame, yet every participant can take leadership. Bohmian Dialogue requires a mindset, inner condition and atmosphere that differs considerably from a discussion and debate.



Purpose and expected learning outcomes

In Bohmian Dialogue, a group deeply and collaboratively explores and learns about a question or topic that is important to them. While dialogue is not directly results-oriented, it can create profound shifts and produce profoundly new insights for the participants and therefore be very effective in moving forward on difficult subjects.

Participants practice:

- **Listening** without resistance or imposition;
- **Respecting** the integrity of the other participants;
- **Suspending** their habits of thinking, listening, observing and speaking, seeing their own thoughts and those of others;
- **Voicing** what is right at the moment and following the flow of the conversation.



Participants and place

A dialogue works best with 15-40 people – a group small enough for depth and intimacy, large enough for subcultures to emerge. Diversity is valuable for dialogue as it helps to make visible and explore own assumptions and habits of thought. Participants sit in a single circle facing each other. Make sure the place allows for sitting in a circle without tables in the centre.



Time

Dialogue needs time. Allow at least 1.5-2 hours. If possible, establish a regular practice of dialogue.



Materials

Chairs in a circle, decoration for the centre, a talking piece (e.g. a stone).



Cross reference

Check-in, Handouts in Annex 1
Part I of the Tool Box – Inspirations from the Field of Leadership Development.



Preparation

Bohmian Dialogue does not have a set agenda. Participants agree when they want to meet, and what they want to talk about. You could for instance think of a question for the dialogue (see Handout ‘Powerful Questions’ in Annex 1)



Process

Step 1

Set the frame:

- Welcome the participants;
- Let them know about the time frame and the three phases of dialogue: check-in, dialogue, check-out;
- Explain the notion of dialogue and the principles (see below);
- Provide guidelines for the dialogue (see below);
- Introduce a talking piece, e.g. a stone. Whoever holds the talking piece in his/her hands speaks, all others listen;
- Restate the question or topic for the dialogue, and begin.

Step 2

Begin with a check-in (see ‘check-in’).

If you are a large group, this can be as little as one word per participant. Use a talking piece and let it go round in a circle. If someone does not want to speak, he or she can simply pass on the talking piece to the next person, and will get another opportunity to speak, once the talking piece has completed the first circle.

Step 3

Let the dialogue unfold.

Place the talking piece in the middle of the circle. Whoever wants to speak, picks up the talking piece, and puts it back when she or he is finished with speaking.

As a facilitator, don’t control and steer the direction or content of the dialogue, yet make sure that the principles and guidelines are followed. You should intervene if the dialogue begins turning into a discussion or debate, where one side is trying to win and convincing, arguing and defending oneself become dominant.

Step 4

End with a check-out.

Guidelines for Dialogue (developed by William Isaacs, 1993)

- **Listening:** without resistance or imposition. (See Handout ‘Four Levels of Listening and Conversing’, Annex 1)
- **Respecting:** awareness of the integrity of another’s position and the impossibility of fully understanding it.
(It is not the aim of the dialogue to avoid polarisation. Bohmian dialogue invites respect and creates a safe environment for talking about difficult and even about taboo subjects.)
- **Suspending:** suspension of assumptions, judgements, and certainty.
(Suspending does not mean to suppress own assumptions, thoughts, habits or feelings – quite the contrary, it means to make them public and talk about them openly. With his ‘ladder of inference’, Chris Argyris has created a powerful image for the way our habits of perception limit our range of possible actions. See Handout ‘Ladder of Inference’ in Annex 1. Bohmian Dialogue goes one step further, not only looking at assumptions and habits themselves, but also at the process of forming these assumptions and habits).
- **Voicing:** speaking the truth of one’s own authority, what one really is and thinks. (Speaking from the heart the personal truth of the moment. See Handout ‘Four ways of Listening and Conversing’ in Annex 1)



Principles of success

- Bohmian Dialogue has no pre-set agenda or objective;
- Bohmian Dialogue requires initially that a facilitator holds the frame, but as soon as possible, the facilitator steps back and shares leadership with the participants;
- Yet, in Bohmian Dialogue the role of the facilitator is very challenging. Dialogue requires practice, both by participants and the facilitator;
- While in dialogue, formal roles and hierarchies are suspended, and participants meet and speak as equals, with equal rights to speak and share their thoughts. For many situations and cultural contexts, this may be new and challenging, for example when superiors and employees from a hierarchical organisation meet for a dialogue. As a facilitator, explain the need for equal roles in dialogue and make sure everyone agrees to this and feels comfortable about it;
- Without trust and readiness to share personal thoughts, perspectives and emotions, dialogue is not possible. Make sure enough of a safe space and container is established before engaging in dialogue;
- Responsibility for the quality of the dialogue is shared by all participants;
- Challenge and friction is welcomed, as it helps the group to learn about itself and to surface its assumptions.



Sources and further reading

David Bohm (1996): On Dialogue

David Bohm et al. (1991): Dialogue, a Proposal. www.world.std.com/~lo/bohm/0000.html and www.world.std.com/~lo/bohm/0001.html.

William Isaacs (1993): Taking Flight: Dialogue, Collective Thinking, and Organisational Learning. Organisational Dynamics.,

Mapping Dialogue / a research project profiling dialogue tools and processes for social change.

www.collectivewisdominitiative.org/papers/pioneers_dialogue/00_all.pdf
www.david-bohm.net

Selected websites on dialogue, available at www.laetusinpraesens.org/links/webdial.php

Christina Baldwin and Ann Linnea (2010): The Circle Way. See www.peerspirit.com and www.artofhosting.org.

For using dialogue principles with large groups, see www.theworldcafe.com.

Chapter 3: Exploring the Inner World – Tools for Reflecting and Connecting to Inner Sources

12 Values in Leadership



Short description

The work with values is a way to engage in a personal reflection about what motivates and drives/moves the participants in their work and lives as leaders in a specific working environment (for example leadership in the climate sector/ leadership in the educational sector/ leadership in Tunisia).



Purpose and expected learning outcomes

Through this tool, participants learn to understand that values essentially drive and motivate individual behaviour in their private lives as well as in their work lives as leaders.

Participants:

- Reflect upon their personal values;
- Connect their individual values to the values of a specific working environment;
- Practise dialogue techniques.



Participants and place

5-25 participants. Participants first work on their own, then in pairs, then in small groups and finally in plenary. This practice requires a standard workshop setting with a video projector or flipchart, and space to break out into pairs and small groups.



Time

2.5 hours.



Materials

- PowerPoint or flipchart presentation;
- Large paper (e.g. flip chart paper) for individual and small group work;
- Pens and markers;
- 15 small round moderation cards / papers for each participant;
- Masking tape.



Cross reference

Check-in, Bohmian Dialogue



Preparation

Prepare the presentation with PowerPoint or flip chart;
Prepare the materials.



Process

Step 1 Introduction to values (10 minutes)

Introduce the role and importance of values as a driving force for our actions, including our leadership. According to the Viennese Psychologist and Auschwitz survivor Viktor Frankl, humans are motivated by the quest for a meaningful life – and meaning is derived from the feeling of acting in accordance with one's values. Values therefore are central to understanding our actions, whether in the private, or work realm. Our leadership is clearest when we act in accordance with our values. Therefore, reflecting on our values and being mindful that people have different values is of great importance when working with any group.

Present to participants a list of core values out of which participants can choose and prioritise their individual values. (see Handout 'Personal Values Checklist')

Step 2 Participants work on their own, selecting and prioritising their personal values (20 minutes)

Leave the presentation open so that participants can see the core values, or provide a copy of the Handout 'Personal Values Checklist' for each participant.

Each participant gets a sheet of flip chart paper, 15 small round moderation cards/papers, markers and masking tape. In the middle of the paper, participants write their name. Then they divide the paper into three parts:

1. Partnership, family, friends;
2. Meaning or purpose of life;
3. Work.

For each aspect they select 5 values, write them on a moderation card (one value per card) and stick them on their paper. If the value is very important, they stick it very close to their name in the centre of the paper. If the value is less important, they stick it a bit further away.

Step 3 Exchange in pairs (20 minutes)

The participants choose another person whom they trust and share their results and how their values influence their own understanding of leadership.

The participants select up to three values each that in their view are essential for leadership in their individual working environment.

Step 4 Prepare work in small groups (10 minutes)

Introduce guidelines for dialogue (see tool 'Bohman Dialogue' for details, or, for a variation, the Handout 'Four Levels of Listening and Conversing' in Annex 1):

- Listening;
- Respecting;
- Suspending,
- Voicing.

Ask participants to break into small groups of up to 10 participants. Make sure these groups are formed of participants who work in similar fields of work (e.g. climate change...).

Invite participants to share with each other the values that are important in their work, and to see if they can agree on shared values.

Step 5 Dialogue in small groups (30 minutes)

In each of the groups, participants present their one to three most important values for their work. Ask participants to agree on five values they all consider important for their shared field of work. Remind participants to be mindful of the ‘four levels of listening and conversing’. If possible, each group can be accompanied by a facilitator to oversee the dialogue process.

Step 6 Sharing in small groups (20 minutes)

Participants stay in their small groups and share their personal experience in the dialogue process, and how they came to the result.

Ask them to reflect on the following questions:

- How did you experience the dialogue process? What did you feel?
- In what way did you achieve their result? By consensus? In other ways?
- What new insights about dialogue, values and leadership are you having?

Step 7 Exchange in plenary (20 minutes)

The small groups present their results in the big group and share their experiences.

The facilitator synthesises and reflects upon the importance of shared values, but also of the ability to respect differences and the value of dialogue.



Principles of success

Invite the participants to be as honest as possible in assessing their individual values, even if some values seem more socially accepted than others.

Do not declare specific values to be more or less ‘true’ or ‘right’ leadership values. For leadership, authenticity is crucial, and that requires awareness of one’s individual values.



Sources and further reading

Viktor Frankl (1959, 2006): Man’s Search for Meaning: The classic tribute to hope from the Holocaust. www.viktorfrankl.org

Shalom Schwartz (1992): Universals in the Content and Structure of Values: Theory and Empirical Tests in 20 Countries. In M. Zanna (ed.), *Advances in Experimental Social Psychology* (Vol. 25).

Schwartz, S. H. and W. Bilsky (1987): Toward a Universal Psychological Structure of Human Values. *Journal of Personality and Social Psychology*.

Shalom H. Schwartz (2007): Basic Human Values: An Overview, pdf available at: <http://segr-did2.fmag.unict.it/Allegati/convegno%207-8-10-05/Schwartzpaper.pdf>

Handout – personal values checklist (from 'Innovative Leadership Fieldbook')

Achievement	Job tranquillity
Advancement and promotion	Knowledge
Adventure	Leadership
Affection (love and caring)	Location loyalty
Arts	Market position
Challenging problems	Meaningful work
Change and variety	Merit
Close relationships	Money
Community	Nature
Competence	Openness and honesty
Competition	Order (tranquillity/stability)
Cooperation	Personal development
Creativity	Physical challenge
Decisiveness	Pleasure
Democracy	Power and authority
Ecological awareness	Privacy
Economic security	Public service
Effectiveness	Purity
Efficiency	Recognition from others
Ethical practice	Relationships
Excellence	Religion
Excitement	Reputation
Expertise	Responsibility & accountability
Fame	Security
Fast living	Self-respect
Fast-paced work	Serenity
Financial gain	Sophistication
Freedom	Spirituality
Friendship	Stability
Growth	Status
Having a family	Supervising others
Helping other people	Time away from work
Helping society	Truth
Honesty	Wealth
Independence	Wisdom
Influencing others	Work quality
Inner harmony	Work under pressure
Integrity	Work with others
Intellectual status	Work alone
Involvement	Other _____

(Taken from Maureen Metcalf and Mark Palmer (2011): Innovative Leadership Fieldbook, p. 108)

Handout - Shalom Schwartz's Value Inventory

According to Shalom Schwartz, a researcher, values are guiding principles for our lives. In drawing on the work of many writers and theorists, he defines values with the following terms:

- Values are beliefs.
- These beliefs are tied inextricably to emotion; they are not objective, cold ideas.
- Values are a motivational construct. They refer to the desirable goals people strive to attain.
- Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.
- Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria.
- Values are ordered by importance relative to one another. People's values form an ordered system of value priorities that characterise them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

See: Shalom H. Schwartz (2007): Basic Human Values: An Overview.

Paper available online at: <http://segr-did2.fmag.unict.it/Allegati/convegno%207-8-10-05/Schwartzpaper.pdf>

Ten Value Types

In his Value Inventory (also known as 'Schwartz Value Inventory, SVI), Shalom Schwartz identifies ten value types, each gathering different values into a single category.

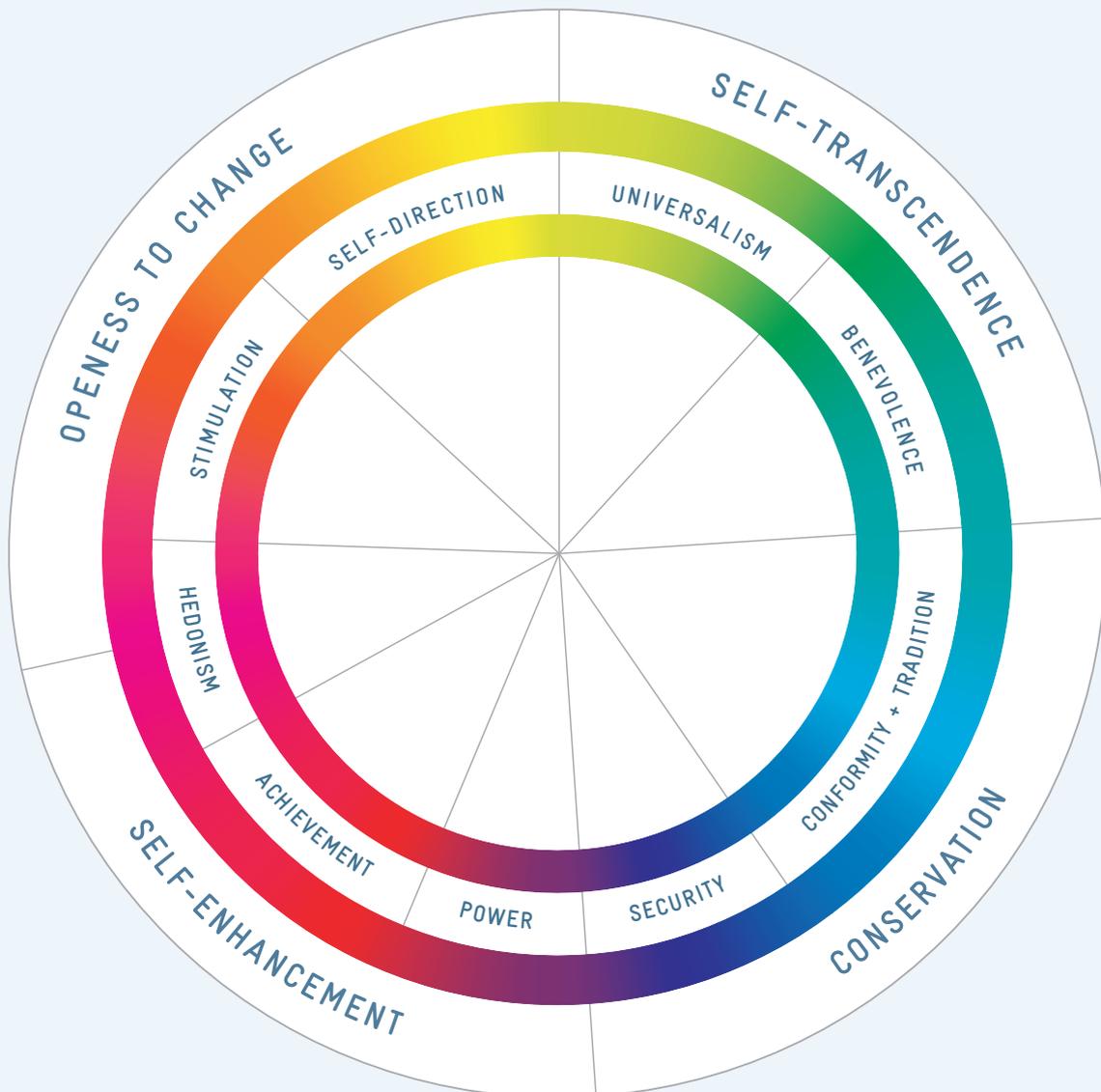
These are:

1. Self-direction
People seeking self-direction value freedom, independence and being outside the control of others. They may have a strong creative or artistic impulse which they seek to employ when possible.
2. Stimulation
The pleasure from stimulation comes from excitement – people with this driver are more likely to engage in extreme sport than to hang out in a bar. Thus, the need for stimulation is close to hedonism, but this goal is slightly different.
3. Hedonism
Hedonists seek pleasure above all things and simply like to enjoy themselves.
These drivers can be grouped as 'Openness to change'.
4. Achievement
People driven by achievement like challenging themselves – setting goals and then achieving them. When the goals are achieved (or others have achieved the same goal), they seek greater goals.
5. Power
This takes value from social status and prestige. The ability to control others is important and power will be actively sought through dominance of others and control over resources.
These drivers can be grouped as 'Self-enhancement'. Hedonism also partly belongs to this group.
6. Security
Those who seek security seek health and safety to a greater degree than other people and value any comfort that their existence brings.
7. Conformity
People who value conformity seek clear rules and structures. They may gain a sense of control through doing what they are told and conforming to agreed laws and rules.
8. Tradition
Traditionalists respect what has been before, and value doing things simply because they are customary. They seek to preserve the world order as is and changes make them uncomfortable.
These drivers can be grouped as 'Conservation'

9. Benevolence
People driven by benevolence are very giving. They seek to help others and provide welfare.
 10. Universalism
Universalists promote peace and equality and seek tolerance and social justice.
- These drivers can be grouped as 'Self-transcendence'*

HANDOUT

SHALOM SCHWARTZ'S VALUE INVENTORY



13 Mindfulness Meditation and Reflective Practice



Short description

Practising mindfulness is a way to cultivate our ability to be fully present in whatever we do. This helps staying calm and centred in the midst of turbulence. The 'STOP' meditation is a short and simple way of practicing mindfulness that can be applied in almost any setting. On the handout, there are two further short and simple practices that participants can integrate into their daily lives.



Purpose and expected learning outcomes

Originally a Buddhist concept, mindfulness is increasingly recognised by Western psychology for its potential to alleviate a variety of mental and physical conditions. Participants learn to cultivate their ability to centre themselves even in turbulent moments, and their ability to be fully present in whatever they do.



Participants and place

This exercise can be practiced on your own. You can also offer it to a group, e.g. at the beginning of a meeting.



Time

You can practice this meditation for one breath – or longer. Depending on your situation.



Materials

None



Cross reference

Check-in, Dialogue Interview, U-Journaling, Solo-Walk



Preparation

This short mindfulness meditation can be practiced anywhere, at any time.

If possible, sit comfortably - on a chair with both feet flat on the floor, or on a cushion with your legs crossed, or on your knees. Your posture is upright, relaxed and dignified.



Process

Step 1

Stop – what is the situation? Where am I now? How does life present itself in my body and mind? Can I feel the dignity of the fact that I am alive?

Step 2

Take a breath. How does the inbreath feel? How does this outbreath feel? ONLY THIS

Step 3

Observe the body – how does my body feel? What is its posture? Does my body want to move or relax some parts?

Step 4

Proceed – what is the next movement I want to make to resume my activity? Can I feel it when I move?



Principles of Success

- You can practice this meditation at any time, no matter how short.
- Meditation is a practice. The more regularly you do it, the more naturally you will be able to create a breathing space as suggested here.
- While this kind of mindfulness meditation originates in Buddhist traditions, it is now widely practiced in secular surroundings. All religions have their own contemplative practices. When offering this meditation, be aware to be sensitive to the context you are operating in.
- For each time you talk about meditation, meditate at least twice.



Sources and further reading

STOP practice by Lothar Schwalm. Contact and information online at www.mbsr-bb.de

John Kabat-Zinn (1994): *Wherever You Go, There You Are: Mindfulness practice for everyday life*

Thich Nhat Hanh (1992): *Peace is Every Step: the path of mindfulness in everyday life*

Susan Szapkowski and Barbara Bash (2010): *Little Book of Practice for Authentic Leadership in Action*

Handout Mindfulness Meditation and Reflective Practice

STOP for a Breathing Space – no need to wait for this

Stop – what is the situation? Where am I now? How does life present itself in my body and mind? Can I feel the dignity of the fact that I am alive?

Take a breath. How does the inbreath feel? How does this outbreath feel? ONLY THIS

Observe the body – how does my body feel? What is its posture? Does my body want to move or relax some parts?

Proceed – What is the next movement I want to make to resume my activity? Can I feel it when I move?

The following two practices are taken from the ‘Little Book of Practice for Authentic Leadership in Action’, published by the ALIA Institute (www.aliainstitute.org).

They are very simple, and you can easily integrate them into your daily life.

Listening

“Throughout your day, use sound as a way of coming back to mindfulness and 360° awareness. When you find yourself caught up or distracted, take a break. Bring your attention to whatever sounds you hear. Suspend the impulse to label, interpret or judge; just let the sounds be. Notice when you lose track of the sounds, and simply come back to listening.”

Contemplative Photography

“Go on walks with your camera and practise ‘just noticing’ colour. Walk with relaxed awareness, suspending the tendency to label and interpret what you see. Instead of ‘things’, notice the subtleties and vividness of the different colours around you. Occasionally stop to frame a ‘first perception’ through your camera’s viewfinder. Frame the colour(s), not the things, and capture the image. Review your images back home. Do the same for light and texture. Do this exercise in familiar places to begin with, rather than those that you think of as ‘scenic’ or ‘exotic’.”

(Susan Szpakowski and Barbara Bash (2010), Little Book of Practice for Authentic Leadership in Action, p. 51.)

14 Dialogue Walk



Short description

A dialogue walk is a conversation between two (sometimes three) people. It allows participants to quickly connect to themselves and each other in an informal way.



Purpose and expected learning outcomes

A dialogue walk is a great tool to have deeper conversations on subjects that were presented or discussed in plenary, or to encourage participants to share personal reflections.

- The participants have a great reflective and generative conversation. They connect to themselves and to another person.
- Participants find new ways of seeing their own biography and can surface new ideas.
- The openness in the whole group is increased.



Participants and place

Participants go for a walk in pairs (if numbers don't work out, there can also be a triple). Ask them to choose a person they do not know so well (or don't know at all).

The surroundings should be suitable for a reflective and inspiring conversation (nature, a park, etc.). If people are not able to walk, ask them to sit together in a quiet place.



Time

A total of 30-40 minutes (15-20 minutes per person).



Materials

Possibly a hand-out with the question, but usually it is short enough to memorise.

You could provide rain gear, so that participants can walk outside in wet weather.

Journal and pens for reflecting after the walk.



Cross reference

Leader as a Coach, Dialogue Interview, Bohmian Dialogue, U-Journaling, Solo Walk



Preparation

Write the guiding question on a flipchart.

Example – Pick a partner you don't know and share the context that brought you here:

- Family context: where did your family come from?
- 2-3 key experiences that shaped who you are.
- Current: what's going on in your life at the moment?



Process

Step 1

Introduce the dialogue walk process and principles. Ask participants to pick a partner, preferably someone you do not know so well.

Step 2

Take a walk with your partner and enjoy the conversation. One person is sharing. The other one listens. When half the time is up, change roles so that both stories get shared and listened to.

During the walk, attend deeply to the other person across all levels of listening. (See Handout 'Four Levels of Listening and Conversing' in Annex 1)

Step 3

Upon return, you may want to capture some of the insights that emerged from the dialogue walk in your journal and, or, debrief with the larger group.

However, the main point about the dialogue walk is not the content that is generated (ideas), but the shift in the nature of relationship among participants. Thus, usually you can keep the debrief to a minimum.



Principles of Success

For the listening partner:

- Try to understand the situation from the perspective of your dialogue partner, do not judge your partner.
- Trust the questions that emerge, both content and personal questions. Trust that the questions that pop up are relevant and important. Find a moment to ask them without interrupting the flow of the other too much.
- Listen empathically and generatively. What future possibilities may arise in this moment?
- Go with the flow of the conversation.
- First focus on the 'what' before going to the 'why' questions. Why questions can take people back into their heads where they justify and qualify. Give positive feedback and acknowledge what has been shared.
- Enjoy silence. Sometimes the best move is to do and say nothing. Slow down and an opening can come for your dialogue partner to speak more from her heart and real experience.

For the person who speaks:

- Go with the flow of your own thoughts. Don't judge them. Explore what wants to come through you. Follow your own thoughts without wanting to direct or steer them.
- Start early in your life. Explore questions like: Where were you born? Who were your parents? How many other family members do you have? Who else influenced you most? What were important moments in your life? How did you know they were important? How did they shape you?



Sources and further reading

C. Otto Scharmer (2009): Theory U, Chapters 15, 16, 17 and 18, (levels of listening and conversing) Chapter 21 (the practice of dialogue walks).

www.presencing.com

15 U-Journaling



Short description

This practice is a reflective tool that helps you to slow down, reflect upon your current situation in life, and increase your awareness of your future field of possibilities. It consists of a set of guiding questions. It allows you to experience the U-process in about 40 minutes, access deeper levels of self-knowledge and self-knowing and to develop practical ideas for creating the future that you want to bring about. The increased awareness can be leveraged by a dialogue walk or silence immediately after the journaling practice.



Purpose and expected learning outcomes

The purpose of U-Journaling is to allow participants to connect to a deeper level of self-knowing, and to begin acting from that place. It helps the whole group shift to a deeper level of attention and consciousness.

Participants will experience:

- A higher level of self-knowing;
- A new awareness and new questions about who they are and what they want to do – in this instance, and in the rest of their lives.



Participants and place

- U-Journaling should be done in a quiet space, without any distractions. It can be used in groups of any size.
- U-Journaling is usually followed by a dialogue walk or solo walk or mini retreat, which require specific places.



Time

About 45 minutes for the journaling and minimum of 40 minutes dialogue walk or silent reflection afterwards. If you host a check-out circle, allow at least 10-15 minutes.



Materials

Pens and journals (one per person) are required for the journaling.



Cross reference

Leader as a Coach, Dialogue Walk, Solo Walk



Preparation

None is required by the participants. The facilitators might want to adjust the questions as stated in the hand-out section of the tool to the particular situation. As a facilitator, this practice is very simple and quite challenging at the same time. Invite participants into a time of reflection and openness. For instance, you can share your own personal experience of a time when you became aware of deeper, underlying currents in your life, moments in which you understood more about who you are. “Who is my Self?” and “What is my Work?” are key questions for that.



Process

Step 1 Story sharing

- Work in pairs: Ask participants to share a personal story about such a deep experience as role-modelled by you, the facilitator.
- Ask: “share the story of an experience where something that happened clarified or changed the sense of who you really are.”

Step 2 Journaling

- Provide participants with the following instructions for journaling:
- Listen to the question posed by the facilitator and just start writing.
- Do not think about it, just go with what comes through your hand, heart and mind.
- Stay with it. This journaling tool is aimed at slowing down your thoughts and focusing them on certain aspects of the future that want to emerge.
- Put pen to paper and follow your flow of thoughts. Continue writing as long as the ideas keep coming.
- Lift up your hand if the facilitator should slow down.

Step 3 Dialogue walk (optional)

- Chose a partner (someone you don't know) and go for a walk.
- Take turns (20 minutes each) to share whatever thoughts have come up during the journaling exercise. The listener tries to listen at level 3-4 and be helpful.
- Take time to journal if possible afterwards.

Step 4 Check-out Circle (optional)

- If you have the time, gather everyone in a circle and invite people to share whatever comes up. Invite silence as much as speaking.
- When you have the feeling everyone who wanted to share something has spoken, thank everyone and proceed.



Principles of success

- Journaling is a personal process. Never ask participants to share their notes in public.
- After completing a journaling practice you may create an opportunity to reflect on the experience of journaling.
- Again: emphasise that participants decide what they want to share.
- Journaling means that you think through the writing. The writing is the thought process. You do not to think, reflect, and then write up the reflection. Instruct the participants that they should just start writing and see what emerges.



Sources and further reading

C Otto Scharmer (2009): Theory U, Ch21
www.presencing.com

Handout: U-Journaling Practice

Recommended Set of Questions (by Otto Scharmer)

- **Challenges** - Look at yourself from outside as if you were another person: What are the three or four most important challenges or tasks that your life (work and non-work) currently presents?
- **Self** - Write down three important facts about yourself. What are the important accomplishments you have achieved or competencies you have developed in your life (examples: raising children, finishing your education, being a good listener)?
- **Emerging Self** - What three or four important aspirations, areas of interest, or undeveloped talents would you like to put more focus on in your future journey (examples: writing a novel or poems; starting a social movement; taking your current work to a new level)?
- **Frustration** - What about your current work and/or personal life frustrates you the most?
- **Energy** - What are your most vital sources of energy? What do you love?
- **Inner Resistance** - What is holding you back? Describe two or three recent situations (in your work or personal life) where you noticed one of the following three voices kicking in, which then prevented you from exploring the situation you were in more deeply:
 - Voice of Judgement: shutting down your open mind (downloading instead of inquiring).
 - Voice of Cynicism: shutting down your open heart (disconnecting instead of relating).
 - Voice of Fear: Shutting down your open will (holding on to the past or the present instead of letting go).
- **The Crack** - Over the last couple of days and weeks, what new aspects of your self have you noticed? What new questions and themes are occurring to you now?
- **Your Community** - Who makes up your community, and what are their highest hopes in regard to your future journey? Choose three people with different perspectives on your life and explore their hopes for your future (examples: your family; your friends; a parentless child on the street with no access to food, shelter, safety or education). What might you hope for if you were in their shoes and looking at your life through their eyes?
- **Helicopter** - Watch yourself from above (as if in a helicopter). What are you doing? What are you trying to do in this stage of your professional and personal journey?
- **Helicopter II** - Watch your community/organisation/collective movement from above: what are you trying to do collectively in the present stage of your collective journey?
- Imagine you could fast-forward to the very last moment of your life, when it is time to pass on. Now look back on your life's journey as a whole. What would you want to see at that moment? What footprint do you want to leave behind on the planet? What would you want to be remembered for by the people who live on after you?
- From that (future) place, look back at your current situation as if you were looking at a different person. Now try to help that other person from the viewpoint of your highest future self. What advice would you give? Feel and sense what the advice is and then write it down.
- Now return again to the present and crystallise what it is that you want to create - your vision and intention for the next 3-5 years. What vision and intention do you have for yourself and your work? What are some essential core elements of the future that you want to create in your personal, professional and social life? Describe as concretely as possible the images that occur to you.
- **Letting Go** - What would you have to let go of in order to bring your vision into reality? What is the old stuff that must die? What is the old skin (behaviours, thought processes, etc.) that you need to shed?
- **Seeds** - What in your current life or context provides the seeds for the future that you want to create? Where do you see your future beginning?
- **Prototyping** - Over the next three months, if you were to prototype a microcosm of the future in which you could discover the new by doing something, what would that prototype look like?
- **People** - Who can help you make your highest future possibilities a reality? Who might be your core helpers and partners?
- **Action** - If you were to take on the project of bringing your intention into reality, what practical first steps would you take over the next three to four days?

16 Solo Walk



Short description

A solo walk is a way to engage in a deep personal reflection, gain access to deeper levels of consciousness, and seek new insights and inspirations about one's current situation and future path in life. During a solo walk, participants spend time alone and in silence in nature.



Purpose and expected learning outcomes

A solo walk allows for a deeper connection to inner sources, new inspirations, and a deeper and emotional connection to nature and life.

Participants are expected to:

- Learn to be led by their inner voice and intuition, rather than rational thought.
- Experience that moments of solitude, emptiness and not-knowing can help to connect to the Inner Self, and allow new qualities, potentials and inspirations to emerge.
- Experience a deeper connection with nature and their own interconnection with life.
- Possibly, find themselves temporarily outside their 'comfort zone' and seize this to learn about the dynamic of transformational change.



Participants and place

A solo walk is an exercise done individually, yet many participants can go simultaneously. It can be conducted with just one person, as well as larger groups. A solo walk should only be done in a remote and natural area. Both forest and grassland work well. The area must neither be huge nor wild, but should allow participants to not meet other humans. Make sure the area is safe (see principles). For the sharing of stories, a room with a warm and safe atmosphere is needed.



Time

The solo time can range from a minimum of one hour to a full day. For the introduction, plan about thirty minutes. For a group sharing, plan about 1-2 hours, depending on the group size.



Materials

- Robust shoes and clothing, possibly also rain gear;
- A small back-pack, if you plan a solo walk for more than 2 hours;
- Water bottles, if you plan a solo walk for more than 2 hours;
- Talking stick (optional) for group sharing.



Cross reference

U-journaling, Mindfulness Practice, Sculpting Practice, Prototyping



Preparation

- Choose an appropriate and safe area for the solo walk.
- Before sending people on a solo walk, get acquainted with the area and geography (rivers, lakes, gorges, trails, roads etc.) – checking only via internet is not enough.
- Inform participants early on (before the start of the Leadership Journey) to bring adequate clothing, and a small back-pack and water bottle if needed.
- Decide how long the solo walk should last.
- If you plan a solo walk for more than 2 hours, inform participants to prepare a bottle of water and a sandwich to take along at the meal before.



Process

Step 1 Introduction to a solo walk (30 minutes)

- As a facilitator, briefly explain the general idea and purpose of a solo walk. Do not start a discussion on this, even if participants want to ask questions.
- Invite participants to try out the solo experience, even if it may seem strange and might lead them outside their comfort zone. Without reassuring them too much, simply state that this is normal and even wanted – all transformational experiences lead outside the comfort zone.
- However, make it clear that it is a voluntary decision to go on a solo walk. If a participant does not want to go, respect this. Invite him/her to still spend the time alone and in silence wherever he/she feels comfortable.
- Next, explain the detailed instructions for a solo walk (see step 2 of below). Be very precise and make sure participants understand the idea, but again do not start discussions.
- Inform participants about general safety rules (no climbing on trees, no fire) and, if applicable, specific dangers in your area (landscape, animals etc.). Remind participants they must find their way back at the end of the solo walk.
- A solo walk is a voyage through an empty, open space – invite participants to not take anything that keeps them busy and stuck in daily routines. No mobiles (unless to keep time), mp3 players, cameras, books, paper to write, cigarettes etc. Only water and food.
- Finally, inform participants at what time to be back and invite them to not return earlier, even if the time may get long. Make sure everyone has a watch or a mobile. Propose to participants to set their mobile alarm, switch off the mobile and resist turning it on before the alarm rings.

Step 2 Instructions to a solo walk (1 hour to one day)

- Go to the natural area selected for the solo walk. Pause for a moment and begin your solo walk consciously.
- On your journey, stay away from roads and trails as much as possible. Do not enter buildings and avoid contact with humans (both strangers and fellow participants).
- Wander around without any specific plan or intention. Follow your inner voice, and go wherever something calls you or catches your attention. You do not need to understand why, and it does not need to make sense. Just wander around, keep your eyes and ears open, perceive everything around you without judging – observe, listen and be amazed.
- When you walk slowly, the world comes to you. A solo walk is not a hike or sports. It does not require covering long distances or walking fast. Walk slowly, pause often, and take a rest when you feel like it. If a place calls you to stay the whole time, stay.
- Listen to what the world is telling you – in a symbolic language, the trees, clouds, animals, flowers and stones can hold messages for you. Even though this may feel unusual, you could talk to them and tell them your story. If you do, don't forget to listen for (symbolic) answers.
- Listen to yourself, to what your soul is telling you. How do you feel? Which emotions, aspects of your life, pictures, truths and dreams are emerging?
- Express whatever emotion comes up. If you are bored, ask yourself when else in life you are bored, and

whether you want to change this. If you are angry, you may scream and rage. If you want to dance or sing, dance and sing. Be whatever you are at this moment with your full presence and passion.

- At some point of your solo walk, you may find a symbol that holds an important meaning for you. If you like, you can bring it along.
- When time is up (i.e. your alarm rings), come back. Pause for a while before ending the solo, and return to the venue or meeting place. Do not tell others about your solo experience until you meet to share stories.

Step 3 Sharing of stories (1 to 2 hours)

- Directly after the solo, or after a pause, invite participants for a sharing in the large group.
- Sharing a solo experience is always voluntary; no one is obliged to speak.
- Sit in a circle and let participants tell the essence of their story in 2-3 minutes each.
- Invite to talk about personal experiences (reflections, insights, feelings, qualities) rather than general features of the landscape or an enumeration of places visited.
- After a first round, when everyone has had a chance to speak, you can open the circle for a second round of open conversation, reflection and sense making. While references to other stories are welcome, they should not be questioned or become a matter of discussion.
- If you like, you can use a talking stick that goes round the circle in the first round. For the open sharing, put the talking stick in the centre. Whoever wants to speak takes the stick and then puts it back.
- Make sure the sharing does not last too long. Cater for a longer break before continuing the programme. A free evening is ideal.



Principles of Success

- A solo walk of several hours permits deeper experiences than the minimum of one hour. If time allows, plan at least two to three hours.
- Make sure you are aware of possible safety hazards in the area. This includes geographical features (such as gorges, cliffs) and animals.
- If you work with an international, culturally diverse group, beware that in many countries it is not common to spend time in the forest. While in Central Europe forests are perceived as safe recreation areas, in many parts of the world a forest is home to dangerous animals.
- When introducing a solo walk, do not go too much into details and do not begin discussions. A solo walk is an experiment and a voyage into an empty, open space. This can trigger feelings of uneasiness and uncertainty among participants. Do not try to dispel these feelings, but invite participants to explore this emotional state intentionally as a learning experience.
- While participants are on the solo walk, be present at the venue or meeting place at all times, so that participants can find you quickly if necessary.
- A solo walk can touch personal emotions. As a facilitator, invite these emotions to be a natural part of the sharing of stories.



Sources and further reading

Steven Foster (1989): *The Roaring of the Sacred River: The Wilderness Quest for Vision and Self-Healing.*

Bill Plotkin (2003): *Soulcraft. Crossing the Mysteries of Nature and Psyche.*

Otto Scharmer (2009): *Theory U. Learning from the Future as it Emerges.*

Ursula Seghezzi (2012): *Kompass des Lebens. Eine Reise durch die menschliche Natur.* (in German)

Chapter 4: Enacting the New: Tools for Prototyping and Co-Creating

17 Sculpting Practice



Short description

The sculpting exercise helps to crystallise new qualities, insights and intentions. It is done in pairs. In a guided process supported by a set of questions, participant A creates a sculpture made of clay that expresses and visualises these ideas, feelings and insights. Participant B takes on the role of a learning coach. This tool is useful especially at the end of a phase of deep reflection and connecting to inner sources.



Purpose and expected learning outcomes

Participants are expected to learn:

- How to find access to and express new qualities, ideas, feelings, insights and intentions in a non-rational, intuitive and artistic way;
- How to support this process in the role of a learning coach and facilitator;
- How to start a process of crystallising and moving from reflection to action.



Participants and place

This exercise is done in pairs, with one participant creating a sculpture and the other acting as the learning coach that facilitates the exercise. It can be conducted with one pair only as well as a large number of pairs. The place should allow for each pair to find a somewhat protected corner. A cosy and quiet atmosphere is very helpful.



Time

90 minutes if both participants create a sculpture, 45 minutes if only one participant creates a sculpture. For an optional reflection and sharing in the group, plan at least 15 to 30 more minutes.



Materials

- Clay in different colours that can be formed with hands;
- Paper and pen;
- The handout with detailed instructions.



Cross reference

The Leader as Coach, U-Journaling, Solo Walk, Prototyping



Preparation

- Decide which event or period of time shall be the focus of the sculpting exercise – for example, you could focus on a solo walk experience, a retreat of several days, or other events.
- Make sure space and materials are prepared.



Process

Step 1

Introduce the practice (10 minutes)

- Explain the general idea and purpose of the practice;
- Let participants form pairs;
- Distribute the handout with instructions and go through each step – make sure participants understand the process and the role they have!

Step 2

Second First round of sculpting (40 minutes)

- Following the instructions on the hand-out, participant A forms a sculpture supported by participant B in the role of a coach;
- After the sculpture is formed, participant A writes down the key insights.

Step 3

Second round of sculpting (40 minutes)

- Participants switch roles and repeat the sculpting exercise.

Step 4

Optional (15 – 30 minutes)

- If you like, you can finish the practice by a round of sharing and reflection in the large group
- If you do, make it absolutely clear that participants speak only about their own experience (not that of the partner) and that the sharing is voluntary.
- Reflections can focus on both the sculpting itself as well as the role of the coach.



Principles of success

- Participants must have a clear idea of the purpose and process and know which event or time span the practice focuses on.
- Support the pairs by announcing when it is time to switch roles.
- Once the exercise has started, do not intervene in the process by asking questions, adding information, or positioning yourself close by.
- This exercise touches personal questions and emotions – ask yourself if participants are open for this, if there is sufficient trust among participants, and if place and atmosphere are right.
- The role of the coach is crucial – active listening with empathy, asking open questions, allowing for silence and emotions etc.



Sources and further reading

Adapted from the Ashland Institute
Variations on www.presencing.com

Handouts – Sculpting Exercise

Step 1 (10 minutes)

Think back to the personal and reflective experience you have selected as a focus for the sculpting exercise (this can be, for example, a solo time in nature, another experience, or the last days in general). Now begin forming a sculpture that represents your current situation and the emerging future possibilities for you. Which new qualities, aspects or ideas are starting to form now? While you create the sculpture, describe what you (your hands) are doing to your partner. Finish your sculpture in 10 minutes.

Step 2 (15 minutes)

Reflect on your sculpture from four directions. The coach reads aloud the questions (see below) and listens deeply.

Step 3 (5 minutes)

After going through all the questions, see if you want to change your sculpture or add something. If it is fine already, you don't need to change it.

Step 4 (10 minutes)

Now capture, by speaking, the essential points that have come clear to you throughout the process. Then, write down the essential points. Your coach also writes down what he/she has heard and understood to be the essential points (no judgement, no proposals!). Your coach gives his/her notes to you as a gift. (5 minutes talking, 5 minutes writing).

When you finish, thank your coach for supporting you!

Coaching Questions:

We suggest the 'sculptor' look symbolically in four different directions while reflecting. We suggest you start with 'South', as this signifies looking at what is present now, and ending with 'East', signifying what is being born in this instance.

1. South:
 - When you look at your sculpture, what do you love about it? (And what else...?)
 - Which other emotions come up?
 - If this emotion could talk, what would it say?
2. West:
 - What are the key conflicts and hard truths that you have to face going forward?
 - What is ending in this situation (wanting to die)?
 - What is wanting to emerge (wanting to be born)?
3. North:
 - What can you learn from your sculpture? What is it trying to teach you?
 - Spark of the future: what is the deeper purpose or call of the future that you feel now?
4. East:
 - From all this, what can you learn for your work life in the future months to come?

Practical advice for the Coach:

- If you have time, carefully read the tool "Leader as Coach", as it helps you to get an idea of what coaching is;
- To begin, always, ask the questions as written above;
- You can then use formulations as 'and what else ...';
- Allow for moments of silence;
- Ask open questions (remember the w-questions ...);
- Do not judge, do not make proposals or solutions;
- Listen actively, with empathy, and support your partner with your questions and presence;
- Encourage your partner to follow what comes naturally, from the body, and not to think too much about what is happening.

18 Prototyping



Short description

Prototyping is the process of creating a prototype: a test version of an innovative product or project. Prototyping is a circular process that differs significantly from traditional ways of planning a project. It consists of several iterations of acting, reflecting, sensing, crystallising – acting again, etc. Following principles of design thinking, a prototype is developed through an intensive exploration of the context and perspectives of other stakeholders.



Purpose

The purpose of prototyping is to explore the future by doing. Prototypes work on the principle of “failing early to learn quickly.” Participants will:

- Refine the concept they are working on and question underlying assumptions by generating valuable feedback from stakeholders;
- Develop a practical and tested mini-version of their idea that can be shared and presented;
- Gain experience in processes of co-creation with a wider-than-usual range of stakeholders.



Participants and place

Prototyping usually takes place towards the end of a Leadership Journey. It requires a group of participants who have already crystallised a basic idea of the innovation or change they would like to take leadership for. The prototyping process helps them to get a first practical experience in bringing the new idea into the world.

Prototyping typically requires a team, including different relevant perspectives (e.g. from across sectors), skill sets and ages. Usually there is a ‘core group’ that feels responsible for a prototype. The size of the core group depends on the setting and the scope of the prototype. Ideally, participants from the same country or region work together on a common prototype.

The prototype is developed during the Leadership Journey and tested:

- a) Either in the participants’ work environment at home upon return. This requires the possibility to accompany the testing and reflecting of the prototype in the participants’ home country.
- b) Or, it is also possible to include the testing of the prototype in a Leadership Journey. This requires enough time during the course and an opportunity for the participants to perform action (at an event, in a city, in an organisation or just within their learning group) as part of the journey/course.



Time

Depending on the idea, prototyping usually takes from a few minutes up to several weeks or months. Prototyping works with strict deadlines and time pressure, encouraging swift action.



Materials

Depends on the idea. In the early stages of prototyping it helps to take a creative and practical approach, e.g. creating a visual representation of your idea using materials such as clay, paper, etc. – accessing the ‘wisdom of your hands’.



Cross reference

Dialogue Interviews, Sensing Journeys, U-journaling Practice, Peer Coaching, Sounding Board



Preparation

Forming a prototyping team

As a facilitator, clarify whether you invite participants to develop joint prototypes in small groups (recommended) or whether participants will develop an individual prototype on their own. You can also offer both options. In the context of a Leadership Journey, we recommend that participants from one organisation, country or region form a prototyping group together. Optionally, prototyping groups can also form around a topic or core question.



Process

Step 1 Define your Challenge

Participants begin the process by defining a challenge they want to address. In defining the challenge, answering the following four questions as a team is helpful:

- What is the area / issue we want to tackle with the prototype?
- What inspires us to choose this area / issue or area?
- What is the most important aspect of the idea for us? What is 'new'?
- What is the 'challenge' we set for our prototype? (Formulate the challenge using the phrase: "How might we ...")

In a Leadership Journey, you may already have conducted sensing journeys, dialogue interviews, a u-journaling, solo walk and sculpting exercise – ask participants to draw upon these experiences and insights when selecting and defining a challenge. Invite participants to visualise these insights, in order to use them as working materials.

Step 2 Observe and understand

Once the challenge is defined, participants need to do their best to understand the context and stakeholders of their prototype. The team should answer the following questions:

- Who are relevant stakeholders?
- Who would add valuable perspective?
- Who is motivated to contribute?

Helpful methods to observe and understand a complex system are sensing journeys, dialogue interviews and other Theory U tools (see www.presencing.com). If during the course of a Leadership Journey participants have already conducted sensing journeys, dialogue interviews, a u-journaling, solo walk or sculpting exercise, the insights and inspirations from these experiences can be used to better understand the context and system. If time allows, participants can go on another sensing journey and conduct dialogue interviews.

Generally speaking, a prototyping process should always include a phase of observing and sensing. This tool box includes a number of tools that are designed for this purpose. Design Thinking emphasises the importance of defining who an intervention is for – and understanding as much as possible about the perspective of this person, group or system. To this end, participants can interview one or more 'typical users' of their prototype, if this is possible. A video about IDEO, the company that invented Design Thinking, is very helpful to understand the basic idea and principles of Design Thinking and Prototyping. The video is listed in "sources and further readings". When beginning a prototyping process, you can think about showing the video to participants.

Step 3 Ideate

Once participants have defined their challenge and gathered all information they have about the context and system, they brainstorm prototype ideas with their team.

Encourage wild ideas in this phase of 'ideation'. Use ice-breaker games to loosen up the atmosphere, then each team member writes down ideas for prototypes, then they present to each other. Provide a strict time frame (e.g. 10 minutes for brainstorming) and keep to it. Then participants present their ideas, possibly followed by another round of brainstorming.

Remind participants of following rules:

- Encourage wild ideas and defer judgement: innovative ideas always sound weird at first.

- Go for volume: creativity cannot be contained in structured and polite conversations.
- One conversation at a time: however, keep your focus as a group.
- Be visual: produce drafts, images, tangible models to support your imagination.
- Headline: give important aspects and results a name.
- Build on the ideas of others: a group is always more intelligent than the most intelligent individual.

Step 4 Prototype and Test

Participants create a first version of their prototype. The main aim of this is to generate feedback – encourage participants not to worry about it being ‘rough’. Then participants present this early version to their stakeholders or people with expertise on the issue and ask for feedback. In a Leadership Journey, this can be done through a sounding board (see tool 20) or peer coaching (see tool 19).

Step 5 Reflect

Each time participants receive feedback, they should create an opportunity for their team to share the experiences they gathered with the prototype. Then they allow a moment of deep reflection and stillness. This can be done by asking everyone to reflect on what images and feelings arise in the moment, participants might go on another solo walk, or they might repeat the U-Journaling exercise. The point is not to go straight back into ‘solution mode’ but to allow new ideas to emerge and take shape.

Step 4 Iterate

With the feedback participants received and the ideas that emerge from it, participants improve their prototype – and begin the cycle anew:

Throughout this process, remind participants to be in contact both with their stakeholders, for instance through repeated sensing journeys; and to be in touch with themselves and their team. Encourage them to ask: “How is this prototype a reflection of my own and my team’s highest future potential and possibility?”

As a facilitator, you will need to decide whether the prototyping process is completed during the Leadership Journey, or continued after participants return to their home country. In case participants implement and refine their prototypes in their home organisations and country, you will need to think about how you can accompany this process via distance.



Principles of success

- Stay connected to the context – through interviews, sensing journeys, etc. Get feedback!
- Diversity: make sure your core team reflects the diversity of players and stakeholders relevant for your prototype;
- Access the knowing of your head, heart and hand. Explore the prototype by doing, make physical models of the prototype etc;
- Fail Early to Learn Quickly. Do not aim for perfection. See mistakes as opportunities to learn. Ask yourself how to create a context where making mistakes is fine;
- Prototyping goes through phases of openness and brainstorming (ideation) and focusing (defining point of intervention, deciding on and implementing prototype). Be mindful of this;
- Keep to a timeline with strict milestones. This will help you honour the spirit of incompleteness and tolerating mistakes;
- Stay connected to yourself and to what inspires you in your prototyping idea – the inspirational spark of the future “that stands in need of you” (Buber).



Sources and further reading

Part one of this Tool Box

www.ideo.com/thinking/approach

www.ideo.com/publications

IDEO shopping cart project: A short movie on the IDEO shopping cart project - design thinking in action (20 Minutes), <http://youtu.be/taJOV-YCieI>

C. Otto Scharmer (2009): Theory U: Chapter 21

www.presencing.com/tools/prototyping

19 Pro-Action Café



Short description

Pro-Action Café is an energetic and co-creative methodology to help participants cross-pollinate ideas and move forward on their projects. It can provide valuable insights and motivation at a critical point of many projects – between crystallising an idea and taking the first concrete steps. In terms of procedure, it is an innovative blend of the ‘world café’ and ‘open space’ technologies. You can offer a pro-action café as part of a longer Leadership Journey, or as a stand-alone event.



Purpose and expected learning outcomes

The Pro-Action Café is a good way to channel the energy generated in crystallising exercises such as the sculpting exercise (see sculpting tool) into first steps for action and building relevant networks. It helps participants get clear on the purpose of an idea or project, identify potentials and gaps in their plan and decide what next steps they want to take. It combines energy and co-creation with deep reflection and connection to own purpose.

Participants will:

- Exchange, cross-pollinate ideas and build networks;
- Experience co-creation, develop and refine project ideas;
- Reflect on the purpose of their ideas, widen their horizon and develop concrete next steps.



Participants and place

12-50+ participants.

The place should allow for flexible seating arrangements. Ideally start in a circle and then move to a café arrangement with 4-5 people (1 host +3-4) per table.



Time

Allow at least 90-120 minutes. For a good pro-action café, allow 150-180 minutes. If you are hosting a ‘stand-alone’ café (e.g. just inviting people for one evening), then add about one hour for arrival, check-in and informal exchange.

- Warm-up, introduction and presenting issues (20-30 mins);
- 3 Table Rounds of 10-30 minutes (30-90 mins);
- Feedback in circle and closing (20-30 mins).



Materials

Flip chart paper, markers (thick and medium, different colours, both for writing and drawing)

Decoration for tables (e.g. candles) for cosy atmosphere (should not interfere with flip chart though...)



Cross reference

Prototyping, Sculpting Exercise, Leader as a Coach, Peer Coaching, Sounding Board



Preparation

- If you are offering the pro-action café as a stand-alone event and not as part of a longer Leadership Journey, invite participants.
- Prepare the room: Small tables and chairs, about one table for every four participants.
- Put flip-chart paper on tables as ‘table cloth’, a few markers on each table, decoration.
- Optionally snacks and drinks for short breaks.



Process

Step 1 Introduction

- If this is not part of a longer Leadership Journey, start with a check-in, asking people to share with others the motivation to come (optionally);
- Explain the pro-action café procedure and café etiquette;
- Ask participants to consider if they want to offer a project or question to work on, and if so, to come forward, write a title on a piece of paper and be a host for one of the empty tables. The amount of participants divided by four is your maximum number of table hosts. First come, first serve.
- When all tables have a table host, begin with the first round.

Step 2 Conversation at tables

Participants enter into conversation at the tables, much like in a ‘world café’ setting. The conversation has three rounds, each with a different question. After each round, the host remains at her table while the guests move on to another table. The next round begins, with the next question.

At the beginning of each round, the table host gives a brief introduction to her question or project idea, and recollects key insights from the previous round(s).

The questions for the three rounds are:

Round 1: What is the quest behind the question? (To clarify and deepen the need and purpose for the idea/project. Guests do not to give advice, but deepen the insight of the table host.)

Round 2: What is missing? (What would make the idea/project more complete and possible?)

Round 3: What am I learning about myself? What am I learning about my project? What next steps will I take? What help do I still need? (To bring everything together and define concrete steps ahead.)

Round three has two parts: First the hosts have a few minutes to reflect on the four questions above and write down their key insights. In this time, the other participants can have a break.

Then a last round with three new guests joining the table and listening to the host’s learnings, next steps, help needed – and then offer insights or further support.

Step 3 Sharing in the whole group

Gather the whole group in a circle, and ask the table hosts for a short reflection on the questions - what am I grateful for? What are my next steps?

If there is enough time, invite the whole group to share observations and learnings. You might ask “what applications do we see in our settings for practising pro-action café?”

If you are holding the café as a stand-alone event, invite everyone for a check-out.



Principles of success

“Café etiquette” (from world café):

- Follow what matters;
- Contribute your thinking;
- Speak with your mind and heart;
- Link and connect ideas;
- Listen together for insights or deeper questions;
- Play, doodle, draw – writing on the tablecloths is encouraged!
- Have fun!



Sources and further reading

The Pro-Action-Cafe was developed by Ria Baeck and Rainer von Leoprechting

(www.vitis-tct.be and www.pro-action.eu)

www.theworldcafe.com, www.openspaceworld.org (resources on world café and open space)

<http://artofhosting.ning.com/page/core-art-of-hosting-practices>

20 Peer Coaching



Short description

In this version of peer coaching, participants have the opportunity to get an 'outside view' on a prototype idea of theirs. In small peer groups of about 4-5 people, one participant presents his or her 'case', the other participants give feedback and generate new ways of dealing with the challenges the case giver faces.



Purpose and expected learning outcomes

Participants get a chance to receive feedback on a prototype idea of theirs in a playful and encouraging way. Through this peer coachings practice, participants will:

- Access the power of collective thinking
- Realise the value in asking for support and receiving feedback on a project of theirs
- Learn to give feedback in a constructive and playful way.
- Improve the quality of their prototype projects.



Participants and place

Participants divide into peer groups of 4-5 people.
Sufficient space so that groups can work without distractions.



Time

Total time: 1.5 hours
Time per person: about 20 minutes



Materials

Handout on the process
Journals and pens for taking notes



Cross reference

Prototyping, Leader as a Coach



Preparation

Explain the idea and process of peer coaching to the participants.

Highlight that each peer group will think collectively in rapid brainstorming mode along three questions:

- What do you like about the project?
- Where does it need improvement, where are possible weaknesses?
- Which new idea/aspect could be added to the prototype?

You might want to write the three sentence beginnings for the peer coaching process on a flip chart: I like about the project that...; I see a need for...; an additional new aspect or idea could be...

Participants get together in peer groups (or a small group you establish for the peer coaching) and sit in a circle. Make sure there is enough space for each group to work without distraction.



Process

Step 1 Case presentation (3 minutes)

Participants decide who will initially be the case giver.

The case giver presents his or her prototype idea, including the key question/design challenge (“how could I...”).

Step 2 Q&A (5 minutes)

The other participants in the group ask questions to better understand the project and its context. The case gives brief and precise answers. Do not start a longer discussion.

Step 3 Peer feedback/collective thinking (10 minutes)

The case giver leaves the circle to listen.

In the peer group, go round in circles with every person making one statement that begins with one of the sentences below (choose one). Make your statement, be short and precise, 2-3 sentences only, then the next person continues.

Continue for about 10 minutes in a rapid brainstorming mode. The more ideas and aspects you can come up with, the better!

“I like about the project idea that...”

“I see a need for improvement or a possible weakness...”

“An additional, new aspect or idea could be...”

The case giver sits slightly outside the circle, listens carefully and takes notes.

Step 4 (2 minutes)

The case giver comes back to the circle, shortly says which ideas/feedback was helpful and thanks peers.



Principles of success

- The case giver must own the case, meaning that she or he needs to be a key player in the situation.
- The participants in the case clinics are peers, so there is no hierarchical relationship among them.
- One participant assumes the role of the timekeeper and ensures that participants move through the outlined process. This role can switch as the role of the case giver moves around in the group.



Sources and further reading

For a variation, see ‘case clinics’ on www.presencing.com.

21 Sounding Board



Short description

A sounding board is a feedback tool for the development of prototypes. The board is made up of two or more people with high expertise in a selected field or topic. Participants present their prototypes to the sounding board, and receive feedback to advance their project.



Purpose and expected learning outcomes

The purpose of a sounding board is to support the development of meaningful, innovative and viable prototypes for work-related change projects.

Participants are expected to:

- Accelerate the development of their prototype by presenting it to the sounding board;
- Learn to receive and value feedback on their prototype at an early, unfinished stage;
- Discuss the idea of their prototype with experts, and learn to incorporate their feedback to make the prototype more viable and innovative.



Participants and place

A sounding board is made up of two to four experts. Ideally, each sounding board gives feedback to three to five prototypes (see time). The number of sounding boards needed thus depends on the number of total participants and/or experts. Several sounding boards can take place simultaneously. For each sounding board, a separate room is needed.



Time

40 minutes for each round of prototype presentation and feedback from the board. The total time depends on the number of presentations per sounding board. A sounding board with four prototypes will last about 3 hours, including introductions and a break.



Materials

- General equipment for a visual prototype presentation, such as a flip chart or a pin board.
- Beverages and snacks for longer sessions.



Cross reference

Prototyping, Leader as Coach, Peer Coaching



Preparation

- Contact and win over the needed number of experts for the sounding boards.
- For each sounding board, cater for a good balance and diversity such as sectors, field of expertise, age, and gender.
- Prepare a handout for the experts, informing them about your leadership course, the idea and process of prototype development, the idea, role and process of the sounding board.
- Assure the experts that no time-consuming preparation on their side is needed.
- Organise rooms and equipment.
- Introduce participants to the idea of the sounding board and form the needed number of small groups. If you present the experts briefly, participants can choose the board they prefer.
- Each sounding board should be accompanied by a member of the facilitation team to host and introduce the session and support in case of questions about the process.



Process

Step 1 Introduction (10 minutes)

- The member of the facilitation team welcomes the sounding board experts.
- Short introduction to the process (time, sequence of presentation, feedback and discussion).
- Define the order of presentations.
- All participants are present throughout the session. Listening to their peers' presentations and the feedback offers a valuable learning opportunity.

Step 2 Presenting the prototype (15 minutes)

- Participant A presents his/her prototype to the sounding board (5 – 10 minutes).
- A short Q&A for a better understanding of the prototype.

Step 3 Feedback from the sounding board (15 minutes)

- All members of the sounding board give feedback on the prototype.
- Feedback should be critical, yet constructive, and help participants improve the prototype.

Step 4 Open conversation (10 minutes)

- After each expert has given feedback, the sounding board experts and participants can engage in an open conversation to further explore and develop the prototype.
- Feedback and ideas from fellow participants are invited.

This procedure is repeated for each prototype presentation.

You are free, of course, to devote more or less time to each step.



Principles of success

- Experts for the sounding board must be contacted well in advance, carefully briefed and need to understand the idea of a prototype as an early and imperfect version of a project that is intended to initiate transformational change and social innovation.
- You may include a few guiding questions for giving feedback in the handout you compile for the experts before the session: which aspects of the prototype are convincing? Where do you see potential? What needs to be further developed? What is not convincing, and where do you see pitfalls? How would you advance the prototype, which new ideas do you have?
- If the group of participants is internationally diverse, the experts should have working experience in International Cooperation and in developing and emerging countries.
- Generally, and especially if you hold several sounding boards simultaneously, this tool is time-intensive for the facilitation team and requires good logistics.



Sources and further reading

Developed by Impuls, Agency for Applied Utopianism.

Epilogue: Coming Home – and Continuing the Journey

You are now going to return home from your Leadership Journey – so in a sense you are approaching the end of this Journey. The days you shared with your fellow travellers on the road are over, and after saying good-bye, you will all return to the countries you live in. How has this experience been? What new ideas, feelings and visions are you going to take home? What stories will you tell your friends and family at home? What will your next steps be?

But every end is a beginning – not just in poetry, but also in life. On your Leadership Journey you had the opportunity to get new ideas, see yourself in a different light, and now there is something new in you – perhaps a little bit like a small and delicate plant. Now is the time to find a space for this plant, and to help it grow. This is the really exciting part, and this is perhaps the hardest part!

After returning home, you may continue to develop, test and implement the prototype for your work-related change project that you started to develop during the course. If you have developed a joint prototype with fellow travellers from your organisation, county or region, this offers you a great chance to begin your new journey collectively, and we encourage you to nourish your small group of fellow travellers as a place of collaborative learning, innovation and co-creation. Regardless whether you are advancing a prototype or not – your fellow travellers that you met during the Leadership Journey are facing a very similar challenge when coming home and initiating changes in your organisations and home countries. We encourage you to stay in touch and exchange about your experiences back home. And perhaps you are even going to start something new together with some of them? You have joined a community of travellers, and you can support each other at the beginning of this new journey.

We wish you courage and strength and joy for this journey, and we look forward to meeting you again soon. Perhaps at the AIZ leadershipLAB?

Annex: Resources and Handouts

Annex 1: Additional Handouts

Annex 2: Books and Articles

Annex 3: Selected Online Resources

Annex 1: Additional Handouts

Handout - "Four Levels of Listening and Conversing"

4 Levels of Listening

How am I listening now?

(Adapted from C. Otto Scharmer, 2009 – www.presencing.com)

Listening 1 from habits	Downloading Habits of judgement		Reconfirming old opinions and judgements
Listening 2 from outside	Factual listening Noticing differences	Open mind	Disconfirming (new) data
Listening 3 from within	Empathic listening	Open heart	Sensing through another person's eyes, emotional connection
Listening 4 from source	Generative listening From the future wanting to emerge	Open will	Connecting to an emerging future whole; shift in identity and self

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4 Levels of conversing

What structure of attention underlies the way I am speaking in this moment?

(Adapted from C. Otto Scharmer, 2009 – www.presencing.com)

Field structure of attention	Way of speaking	
"I-in-me"	1 Downloading: Talking nice	Speaking from what they want to hear Polite routines, empty phrases Autistic system (not saying what you think)
"I-in-it"	2 Debate: Talking tough	Speaking from what I think Divergent views: I am my point of view Adaptive system (say what you think)
"I-in-you"	3 Reflective Dialogue: Talking empathically	Speaking from seeing myself as part of the whole From defending to inquiry into viewpoints Self-reflective system (reflect on your part)
"I-in-now"	4 Generative Dialogue Presencing	Speaking from what is moving through Stillness, collective creativity, flow Generative system (identity shift: authentic self)

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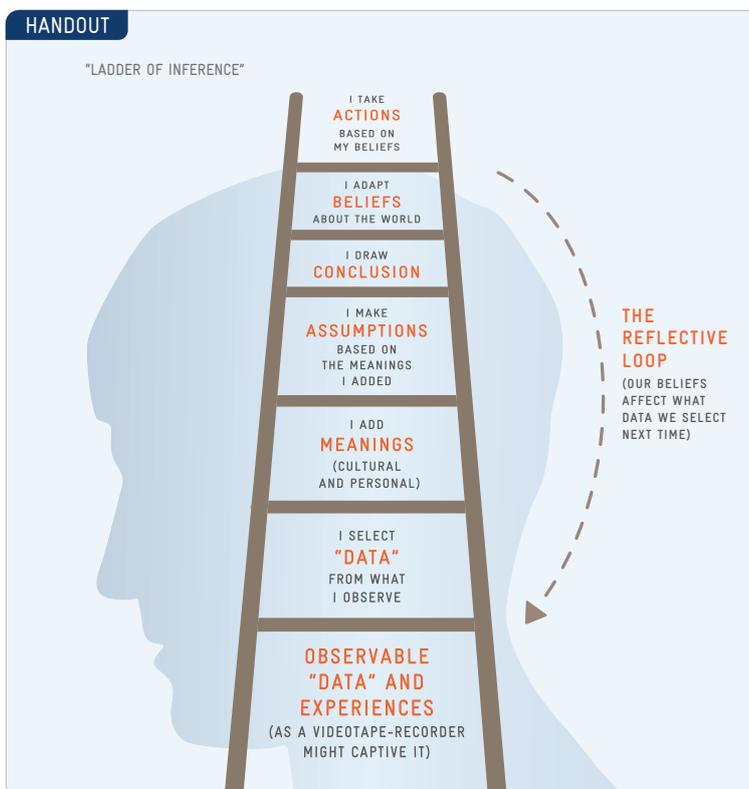
Handout - 'Ladder of Inference'

What is the potential of suspending assumptions and certainties?

Consider the 'ladder of inference' first developed by the American business theorist Chris Argyris, and presented in Peter Senge's *The Fifth Discipline Fieldbook*:

The ladder of inference is a model of how our habits of perception limit the scope of our action. Our mind is very fast. Argyris suggests that our thinking process tends to fly through certain stages and give us the illusion of an objective reality and obvious actions to take. However, the way we 'jump to conclusions' is determined by our previous experiences.

The thinking process starts with selecting only certain data from reality and disregarding other data. The selected data is then interpreted and a certain meaning given to it. After this, assumptions are developed, conclusions drawn and beliefs adopted. On these beliefs we base our actions. These actions create new data in our life, that reinforce our way of selecting data, assigning meaning, making assumptions, drawing conclusions, adopting beliefs – and acting. A vicious cycle.



The practice of suspending assumptions and certainties is a way to break our reflexive loop and take on board a wider range of data on which to base our actions.

While learning and practising to suspend assumptions and certainties holds great potential for improving human communication and transforming conflict, we know that our selective attention has been crucial for the survival of our species. So, this is not to suggest that there is no place for assumptions and certainties – but we can practice deciding more consciously how we climb the ladder of inference.

Image taken from Peter Senge – *The Fifth Discipline Fieldbook*, p.243

Handout - 'Powerful Questions'

Adapted from The Art of Powerful Questions by Juanita Brown, David Isaacs and Eric Vogt.

Powerful questions are important tools to navigate complex situations. Einstein is quoted to have said,

“If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.”

What are the properties of a powerful question? Juanita Brown et al (2003) propose the following.

A powerful question

- Is simple and clear;
- Is thought provoking;
- Generates energy;
- Focuses inquiry;
- Surfaces unconscious assumptions;
- Opens new possibilities.

So – how can we construct a powerful question?

The Art of Powerful Questions suggests considering three dimensions of a question:

- The linguistic construction
- The scope of a question
- The assumptions within questions

The linguistic construction:

Is a question open or closed? Is it a “yes or no” or “either / or” question? Is it open-ended? What interrogative does it use? (which, who, when, where, what, how, why...?)

Open questions are usually seen as more powerful than closed ones, questions asking “why?” or “how?” are usually seen as more powerful than questions asking “which?”, “who?”, etc.

Consider the following examples:

Are you satisfied with our working relationship?

When have you been most satisfied with our working relationship?

What is it about our working relationship that you find most satisfying?

Why might it be that that our working relationship has had its ups and downs?

The scope of a question

Does the scope of your question fit to the situation you are in? Is it addressing the right level?

If the scope is too big, the question is overwhelming. If the scope is too small, the question fails to inspire anything unexpected. Consider the following questions – one very large in scope, one very small.

How can we stop climate change?

How can we use less electricity with the lighting in our office kitchen?

The assumptions within questions

Each question is embedded in a context of assumptions. Sometimes these are open, sometimes these are hidden. Try to be conscious about the assumptions inherent in your questions. Questions can have the power to surface underlying assumptions. Consider the following two questions:

How can we make the Government take action on climate change?

How can we collaborate with the Government to take action on climate change?

The first question has several hidden assumptions, such as “the government is not interested in addressing climate change”, or “the only meaningful action on climate change is fighting”, which become visible when contrasted with the second question.

By working with these three levels of questions, and with regular practice and experience, you will find that you can increase the power of your questions.

For more inspiration on questions, consider the resources cited below.

Sources and further reading:

Juanita Brown and David Isaacs (2005): *The World Cafe: Shaping Our Futures Through Conversations That Matter*.

Juanita Brown, David Isaacs and Eric Vogt (2005): *The Art of Powerful Questions, Whole Systems Associates*.

Blog article by Art of Hosting practitioner Kathy Jourdain on powerful questions:

<https://shapeshiftstrategies.wordpress.com/2011/11/15/shaping-powerful-questions/>

A collection of online conversations of Art of Hosting Practitioners on powerful questions and listening:

<http://artofhosting.ning.com/forum/topics/art-of-powerful-questions>

Annex 2: Books and Articles

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Annex 3: Selected Online Resources

Resources on Leadership

- Banff Centre: Website of the Canadian Banff Centre, with a large selection of online resources and articles on leadership, www.banffcentre.ca/leadership/library
- Centre for Public Leadership (Harvard Kennedy School): A centre at Harvard University specialising on leadership education and research, www.centerforpublicleadership.org
- IDEO shopping cart project: A short movie on the IDEO shopping cart project - design thinking in action (20 Minutes), <http://youtu.be/taJOV-YCiel>
- Leaderful Institute: The Leaderful Institute is a collaboration of the Boston Consortium for Higher Education and Joseph Raelin, and works with key change agents in the public and private sectors, www.leaderful.org
- Leadership Lessons from a Dancing Guy: A short movie illustrating the role of 'the first follower' in leadership (3 minutes), <http://youtu.be/fW8amMCVAJQ>
- Pegasus Communications: Resources on systems thinking, including the online publication *The Systems Thinker*, www.pegasuscom.com
- Presencing Institute: Website of the Presencing Institute with tools and other resources on Theory U and the work of Otto Scharmer, www.presencing.com
- Redford, Robert (2000): *The Legend of Bagger Vance*. A film telling the story of a golf player who loses and re-gains his swing, by learning from his mystical caddy to sense into a situation and focusing on the wisdom of his body
- Wheatley, Margaret (2011): Video of a lecture of Margaret Wheatley. Perseverance: Leadership in Turbulent Times, given at Simon Fraser University, October 19th 2011 (1 hour 35 minutes), http://youtu.be/9nRj_ovvUGE

Resources for Facilitators

- Appreciative Inquiry: A video on Appreciative Inquiry, by John Hayes <http://youtu.be/BqHeujLHPkw>
- Appreciative Inquiry: Appreciative Inquiry Commons, a website with resources on appreciative inquiry, run by the Case Western Reserve University, <http://appreciativeinquiry.case.edu>
- Art of Hosting community network: Art of Hosting community page Contains a wealth of information about different tools and methodologies, and online conversations of experienced practitioners, exchanging their experiences, www.artofhosting.ning.com
- Art of Hosting: Website of the Art of Hosting community, with resources and links on World Café, Open Space, Appreciative Inquiry and Circle Practice, www.artofhosting.org
- International Association of Facilitators: Website with resources for facilitators, www.iaf-world.com

Open Space Community: Website of the Open Space Community,
www.openspaceworld.com

Open Space: A short video on Open space: <http://vimeo.com/25251316>

World Cafe: Introduction video to world café, <http://youtu.be/YrTKD8NpApY>

World Cafe: Resources and further links, www.theworldcafe.com

Resources on Dialogue

Collection of websites on Dialogue. www.laetusinpraesens.org/links/webdial.php

Mapping Dialogue: Research project profiling dialogue tools and processes for social change, www.collectivewisdominitiative.org/papers/pioneers_dialogue/00_all.pdf

Peer Spirit: Website of Christina Baldwin and Anne Linnea, with resources on 'circle practice', a variation of dialogue. www.peerspirit.com

Websites on Integral Theory

Integral Institute: Homepage of Ken Wilber's Integral Institute.
www.integralinstitute.org

Integral Life: A portal for the integral community with lots of resources.
www.integrallife.com

Integral World: A selection of essays on integral theory and practice.
www.integralworld.net

Wilber, Ken: Ken Wilber's Homepage. www.kenwilber.com

Resources on Systems Thinking and Organisational Learning

Bateson, Nora (2010): An Ecology of Mind. A film about the life work of the anthropologist, systems scientist and cyberneticist Gregory Bateson. By his daughter, Nora Bateson. Details online at
http://www.imdb.com/title/tt1679144/?ref=fn_al_tt_1

Peter Senge, founder of the Society of Organisational Learning, on Systems Thinking.
<http://youtu.be/HOPfVVMCwYg>

The Society for Organisational Learning – various resources to the work of Peter Senge and learning organisations. www.solonline.org

Video of Russell Ackoff, father of systems thinking, giving a 12 min Talk on systems thinking. <http://youtu.be/OqEeIG8aPPk>

Resources on Monitoring and Evaluation

American Evaluation Association, www.eval.org

Joint Committee on Standards for Educational Evaluation, www.jcsee.org

Poem Collections

Archive of the 'Panhala Group', with a large selection of inspiring poems.

www.panhala.net/Archive/index.html

A selection of poems, collected by Art of Hosting practitioners.

<http://artofhosting.ning.com/forum/topics/great-and-inspiring-poems-and>

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