





PHILIPPINES - AUSTRALIA HUMAN RESOURCE AND
ORGANISATIONAL DEVELOPMENT FACILITY (PAHRODF)

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DILG Leadership Training **Facilitator's Guide**

**LEADERSHIP DEVELOPMENT
FOR OFFICIALS OF DILG AT THE REGIONAL
AND PROVINCIAL OFFICES**



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Leadership Development for LGOO VI

Design Matrix

Day /Time	Learning Objective	Topic	Materials
Day 1			
8:30 – 9:00		Welcome Introduction of Participants	<ul style="list-style-type: none"> • National Anthem Music File • Prayer • Sound system with connection to computer for the whole duration of the program • Computer and projector
9:00 to 9:30	Awareness of what participants can expect to learn from the leadership development program	Learning Expectations	Scribe to record expectations White board or easel sheets
9:30 to 10:00	Awareness of the difference between management & leadership behavior patterns Clarity on leadership as the focus of the training program	Management vs. Leadership Program Framework House Rules	Participant’s Manual (PM) pages 5 to 6
10:00 to 10:30		Break	
10:30 to 12:00	Awareness of the program framework Awareness of house rules and administrative details	Program Framework and Administrative Details	
12:00 to 1:30		Lunch Break	
1:30 – 3:00	Awareness of how one’s leadership abilities developed	Leadership Journey	PM pages 8
3:00 to 3:30		Tea Break	

Day /Time	Learning Objective	Topic	Materials
3:30 to 5:00	Awareness of one's personal resources as a leader and other resources available thru peers	Leadership Capital	PM page 10, Manila paper, markers
5:00 - 6:00	Awareness of one's natural leadership style	Leadership Style	PM page 11 Role labels
Day 2			
Day 2 8:30 to 9:00	Awareness of key insights from day 1	Silence / Check-in	Timer, computer or manila paper for recording
9:00 to 10:00	Awareness of the importance of one's thoughts, language & choices in creating reality	Appreciative Inquiry (AI)	PM page 13 to 19
10:00 – 10:30		Tea Break	
10:30 to 12:00	Awareness of the need to recognize mental models in managing the process of change Skill in asking questions to surface mental models	Mental Models	PM p.20 - 28
12:00 – 1:30		Lunch Break	
1:30 -3:30	Skill in describing the systemic configuration of a social issue	Systems Thinking	PM page 29 - 34
3:30 to 4:00		Tea Break	
4:00 – 5:00 (Inclusive of causal loop presentation)	Skill in using inquiry & advocacy as tools for team learning	Team Learning	PM page 35 - 36
Day 3			
Day 3 8:30 - 9:00	Awareness of key insights from day 1	Silence / Check-in	
9:00 to 10:00	Skill in activating & tapping the creative brain	Whole Brain Thinking	PM page 38 - 39
10:00 to 10:30		Break	
10:30 to 12:00	Skill in putting together images of the future that would indicate that a social divide is being resolved, a.k.a. "new arrangements"	Shared Vision	PM page 40 - 42 Art materials Manila paper Markers

Day /Time	Learning Objective	Topic	Materials
	Skill in translating vision images into measurable terms	Key Result Areas	PM p. 43 Manila Paper, markers
12:00 – 1:30		Lunch Break	
1:30 – 2:00	Awareness of Theory U as a process framework for managing change	The U Process	PM page 44 - 45 Art Materials
2:00 – 3:00	Skill in using the Theory U process as a means for generating new ideas on how to deal with a complex social issue	Creative Strategies	PM p. 46 Art materials IDEO video
3:00 – 3:30		Break	
3:30 – 4:00	Awareness of how all the elements studied were applied in a real situation in the field	Creating New Arrangements	<i>Bantay Banay Video</i>
4:00 – 4:30	Awareness of what one is being called to do as a leader; one's mission and how it can be prototyped	My Highest Future Self	PM p. 48
4:30 – 5:00		Individual Leadership Development Plan (ILDP)	ILDP

Part 1: PREPARING FOR OUR FACILITATOR ROLE

Congratulations and thank you for accepting the task of facilitating the Leadership Development for MLGOO6. You will play an important role in helping enrich the leadership journey of DILG officers and realize their full potential.

This training for trainers has been developed to equip you for your task. There are at least two things you need to do, so you can effectively carry out your role; first is to deepen your understanding of adult learning and experiential learning facilitation; and second, to familiarize yourself with the tools provided in this training.



Tips for Making Your Job Easier

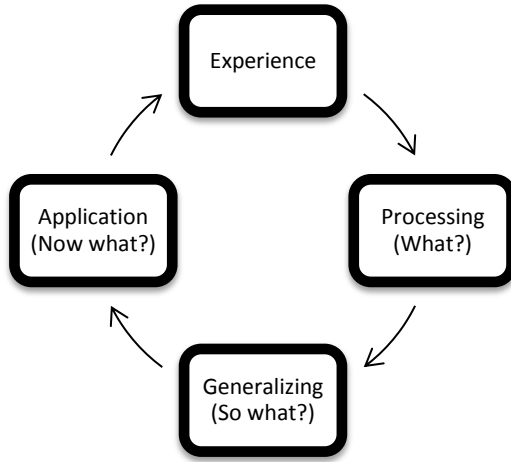
1. **Be actively engaged during the session.** Reflect, ask questions, volunteer to take on facilitator role during simulation and take a lot of notes.
2. **Personalize the training materials.** Adjust the presentation slides. Use your own stories or do your own research to find ones you will have fun telling. The more engaged you are in facilitating, the more responsive your learners will be.
3. **Read, read and read.** Deepen your understanding of the concepts used in this program. We provided you with some reference materials to start with but feel free to read some more.
4. **Practice, practice and practice.** Use friends, staff and all other opportunities to run the program in whole or in part. The more you practice, the more comfortable you will get with the training materials.

Adult Learning Principles

How do adults learn best? While there are different theories of learning, research indicates that optimal adult learning occurs when the learner is actively engaged in the learning process. Training must also address their needs and be relevant to their goals. The following are the five key assumptions in adult learning. Figure out how these assumptions can be used in designing and delivering training.

<p>Self-Concept: As a person matures, he or she moves from dependency to self-directedness.</p> <p>Adult learners resist learning when they feel others are imposing information, ideas or actions on them (Fidishun, 2000).</p>	
<p>Experience: Adults like to be given opportunity to use their existing foundation of knowledge and life experience, and apply it to their new learning experiences.</p>	
<p>Readiness: Adults become ready to learn when "they experience a need to learn...in order to cope more satisfyingly with real-life tasks or problems" (Knowles, 1980 p 44, as cited in Fidishun, 2000).</p>	
<p>Orientation: Adult learners want to know the relevance of what they are learning to what they want to achieve.</p>	
<p>Practical: Through practical fieldwork experiences, interacting with real clients and accommodating their real life situations, adult learners move from classroom and textbook mode to hands-on solving challenges where they can recognize firsthand how and what they are learning applies to life and the work context.</p>	
<p>Motivation (Later added): As a person matures, he or she becomes motivated to learn from internal factors, such as social relationships, external expectations, social welfare, personal advancement, escape/stimulation and cognitive interest</p>	

The Experiential Learning Model



This model helps in reflecting on the learning experience and provides an organizing framework for participants to focus on the goals and objectives of the sessions. It begins with reviewing the details of the experience, moves toward critical thinking, and implementing new insight.

WHAT?

- descriptive recollection (I see)
- facts; what happened? with whom?
- feelings observed
- highlighting noteworthy outputs of group interaction

SO WHAT?

- shift from descriptive to interpretive
- meaning of experience for each participant
- lessons learned
- why?

NOW WHAT?

- Contextual; seeing how the lesson can help bring about desired change
- applying lessons and insights to real world situations
- setting future goals, creating an action plan

The Joys and Perils of Co-Facilitation

Beatrice Briggs

Source: http://www.iifac.org/bonfire/pdf/55_en.pdf

Forms of Co-Facilitation

Take turns: Two or more facilitators take turns in the lead role, alternating every few hours or each day. This strategy is useful during long, difficult meetings, meetings in which several skilled facilitators are available, or when the facilitators are members of the group and want to be able to participate in the process. (Note warnings about this below.)

Assist, taking other roles: When not facilitating, the other facilitator(s) assist by taking other process roles such as minute taker, scribe, timekeeper, vibes watcher, gatekeeper, etc. Having skilled people in these roles frees the lead facilitator to focus on the discussion.

Teamwork: For very large assemblies or conventions, a team of co-facilitators works together to ensure that the meeting goes well.

Training: An experienced facilitator works with an apprentice who, in addition to assisting, also has an opportunity to facilitate part of the meeting. The role exchange takes place at a point in the agenda in which the trainee is most likely to experience success and gain confidence, with minimum disruption of the group.

Benefits of Co-Facilitation

Diversity: Collaboration between facilitators of different gender, ethnicity, nationality, age, etc. sends a positive message about the value of diversity in leadership and brings a broader perspective to the group's process.

Stress management: Long meetings can be truly exhausting for one facilitator. Rotating the facilitation duties is a good way to care for yourself and your group.

Letting go: If you tend to believe that "I have to do it all myself, or it doesn't get done right," practicing co-facilitation may help you break this pattern of control.

Backup: If one facilitator becomes overwhelmed, ill, injured or is called away for an emergency, the meeting can continue with the other facilitator(s).

Build confidence: Working with a more experienced facilitator, watching how they work and anticipating what you can do to make her job easier is a good way to gain confidence, especially in potentially intimidating situations, such as large or conflictive meetings.

Joy: Working in a team can be a delight!

One Leader: To simplify communications, designate one person as the contact person and leader of the co-facilitation team.

Clarify Roles/Tasks: Co-facilitators should meet well before the meeting to plan how they will work together. Who will facilitate first? What tasks will the others perform when not facilitating? How often will we exchange roles? What unobtrusive signals will we use to communicate our needs to each other during the meeting? If the facilitators are being paid, how will the money be divided?

Post Meeting Evaluation: Get together after the meeting to discuss what went well and what could be improved in the future.

Spirit of service: Be humble. Pay attention. Serve the group well

Warnings

Don't co-facilitate with a stranger: If you don't know a proposed co-facilitator, try to observe him facilitate and establish a collegial relationship before agreeing to co-facilitate. At a minimum, meet with the person in advance to get to know more about his experience and facilitation style. Discussing roles and mutual expectations can avoid unpleasant surprises for both the two of you and the group.

Don't take over: If you are a very experienced facilitator working with a relative newcomer, resist the temptation to jump in and take over. Simply serve as the assistant and, if you coach the person during the meeting, do so quietly.

Don't trade off too often: It is important that the group have a sense of stability and continuity during the meeting. Changing facilitators too often can be confusing, especially if their styles are very different. If you are a member of the group, resist the temptation to jump out of the facilitator's role to participate in the discussion. Get someone else to speak for you or wait until you are off duty.

Don't jump in too quickly: Spend time as an apprentice before you try co-facilitating. Trying to learn in the heat of a large meeting will not help you or the group.

Never publicly criticize or argue with your co-facilitator during the session: This behaviour will only serve to damage your relationship and lose the trust of the group. If necessary, talk to the facilitator at a break or quietly ask them to take a break so you can discuss an issue.

Part 2: LEADERSHIP DEVELOPMENT

FACILITATOR'S GUIDE

How to Use this Manual

This manual is intended to serve as a guide to trainers in facilitating the Leadership Training for DILG Municipal Local Government Operating Officers (MLGOOs). It is highly encouraged for the trainers to draw from their personal experiences to explain concepts, emphasize key points, and implement tools and procedures in this training.

Various approaches and methodologies in training are being utilized to ensure learning. Lecturettes, small group and large group discussions are used to elicit and share information and experiences; structured learning experiences are also applied to emphasize important points; and case studies and role plays are utilized to develop skills in introducing collaboration and/or co-creating strategies.

Your goal as a facilitator is to help the participants:

1. Describe personal history that shaped one's unique leadership style and capital;
2. Apply positive social technologies to generate co-ownership of strategies in response to complex social issues they wish to address or work on; and
3. Tap one's highest future self to identify directions and actions to participate or lead in producing new social arrangements.

Guides

Spiel	Refers to <i>suggested</i> introductory statements to help you introduce each section of the program Needs to be modified based on personal experiences of the Facilitator to make the spiel natural and credible Should not be memorized
Objective	Describes the learning objectives for each session and activity Should be kept in mind as you facilitate the program, to track whether or not participants behave in accordance with desired learning objectives
Session and Activity Time	Session time is equivalent to total time allocated for all activities within each session. Facilitators are encouraged to keep within the allocated time.
Instructions	Describes the key steps in each learning activity
Materials	Refers to the list of the materials, including worksheets found in the participant's manual
Suggested Presentation Slides	Refers to images of the slides placed alongside the activity instructions, in order to you when to flash a particular slide. May be changed to personalize the actual slides if it will help you facilitate better
References	Refers to additional information you can use to augment your knowledge on the subject matter Should be kept in mind that references are not expected to be discussed or lectured in class, but only to enrich your own understanding or personal knowledge
Key Learning Points	Summarizes the key learning for each topic Needs to be elicited from participants themselves, rather than summarized for them; asking questions to trigger participants' reflection is much preferred than reciting the key learning points
Facilitator's Notes	Refers to boxes in some pages of the Facilitator's Guide so you can write some personal notes that can enable you to develop mastery of this training material.

Important Note: This is a guidebook; not a rule book. Feel free to adjust your training materials including the presentation slides and the participants' manual to respond to your and participants' requirements and to increase likelihood of attainment of the learning objectives.

Morning and Day-End Activities

As you develop mastery of this program, you may adjust the materials and timing of the topics accordingly. The whole Facilitator's Guide outlines the main topics and activities. In due time, you will have the discernment to adjust the sequence of the topics and activities, based on your reading of the participants' needs and to increase the likelihood of attaining learning objectives.

What follows is a guide for morning and day-ender activities.

Activity 1: Silence

Objective: Preparation of the participants for the day's session by ensuring that 'mind' and 'body' are focused and increasing opportunity for learning

Time: 5 minutes

Instruction:

1. Explain that each day participants will be asked to go into silence for 5 minutes to prepare them for the learning experience ahead;
2. In a sitting position, put hands on lap;
3. If attention is diverted, just recognize it has happened and simply return focus on your breathing ;
4. Close eyes and passively focus on one's breathing process; and
5. After 5 minutes gently suggest that participants slowly open their eyes.



Activity 2: Check In

Objective: Generate, share and process key insights of participants from the previous day's learning experience

Time: 30 Minutes

Suggested Slide: [Slide 1. Check-in](#)

Instruction:

1. Have participants find a partner, preferably someone they haven't had the chance to interact with.
2. Ask participants to share their reflections from the previous day's session with their partners (5 minutes) by answering the following:
 - a. The most important thing I learned from yesterday's session (Open Mind)
 - b. How I am feeling this morning (Open Heart)
 - c. What I will do to facilitate my learning process.
3. During the plenary, call out for volunteers to share a significant learning
4. Have someone record the sharing

Note: Wait for the participants to voluntarily share their learning.

Activity 3: Journaling

Objective: Awareness of journal writing as a learning tool of the program by participants

Materials: Participant's Manual pages 53 to 54: My Daily Reflections

Time: 10 Minutes

Suggested Slide: [Slide 2. Journal Writing](#)

Spiel: It helps to take an inventory of what you are learning everyday and record personal actions that lead to workplace application. You may use your daily journal for putting together your **Individual Leadership Development Plan** at the end of the program.

Instruction:

1. Before the day ends, remind the participants to go to page 53 to 54 of their workbook to record their reflections. This will help them take stock of what they have learned and encourage them to think of ways to apply these in their respective workplaces. They can also use their reflections during the check-in on the following day.
 - a. Which of the topics today called your attention? (WHAT?)
 - b. What did you learn? (SO WHAT?)
 - c. What actions do you plan to take to apply in the workplace what you have learned? (NOW WHAT?)
2. End of the day's session. Ask participants to return at 8:30 the following morning.

Session 1: Program Introduction

Session Objectives:

1. “Break the ice”
2. Raise awareness of the program objectives framework and methods used

Time: 3 hours

Activity 1.1: Welcoming the participants

Activity Objectives: Formally open the program

Time: 30 minutes

Suggested Slide: [Slide 3. Day 1](#)

[Slide 4. Formal Opening](#)

Spiel: Welcome to the Leadership Development Program for LGOO VI. The intention of this program is to introduce some new tools that can be used to work with others in bringing about change.

We will formally open the program with an invocation and our national anthem.

Instruction:

Lead the opening ceremony

- Invocation
- National Anthem
- Message from a senior official

Activity 1.2: Participants' Introduction and Leveling of Expectations

Objective: Raise awareness of what the participants can expect to learn from the program

Time: 30 minutes

Options: Use any game that can facilitate introductions, e.g. Bingo game, The Boat is Sinking, scavenger hunt, etc. You may also choose to use more creative way of gathering participants' expectations.

Suggested Slide: [Slide 5. Introduction](#)

Spiel: Let us introduce ourselves to the group by stating our name, our current assignment, and things we don't know about each other, our expectations from the program and what we are willing to contribute to make this program a success

Let us start with ...(choose a person either from the right side going to the left, or left side of the room going to the right, for example)

Instructions:

1. Have the participants to the following:
 - a. Personal details as required by the ice breaker questions
 - b. What they wish to learn
 - c. What they are willing to contribute to make the program a success
2. Have participants' key sharing recorded for later review
3. Level expectations by stating which of the expectations will be covered by the program and which won't be covered.

Activity 1.3: Difference between Leadership and Management

Objective:

- Develop awareness of the difference between leadership and management behavior patterns
- Generate clarity on Leadership as the focus of the training program

Time: 15 minutes

Materials: Participant's Manual Page 5 & 6: Management vs. Leadership

Suggested Slides: [Slide 6. Leadership and Management Question](#)
[Slide 7. Leadership and Management Answer](#)
[Slide 8. Comparison of Leadership and Management](#)
[Slide 9. Leadership, Change and Complexity Matrix](#)

Spiel: As LGOO VI, we are in charge of both managing and leading. Before we proceed with the program, we first need to understand the difference between the two so that we can focus our learning on one of them. **(Slide 6)**

Instructions:

1. Ask participants to think of two people whom they believe demonstrate the qualities of a good MANAGER and a good LEADER.
2. Seek from participants the distinguishing BEHAVIORS between a good manager and a good leader. **(Slide 7)**
3. Instruct them to see page 5 of their manual and write their answers in the corresponding columns.
4. Give them a few minutes to work on their answers.
5. Ask for volunteers to share answers.
6. Discuss the difference between leadership and management **(Slides 8 and 9)**
 - a. Note that both leadership and management are applied in various areas of DILG’s work. Management deals mostly with planning, organizing controlling and directing while leadership focuses on establishing, direction, aligning people, motivating and inspiring them to engage pursue change. **(slide 8)**
 - b. Key point: The higher the need and the complexity for change, the higher the need for both leadership and management **(Slide 9)**

Management vs. Leadership Exercise

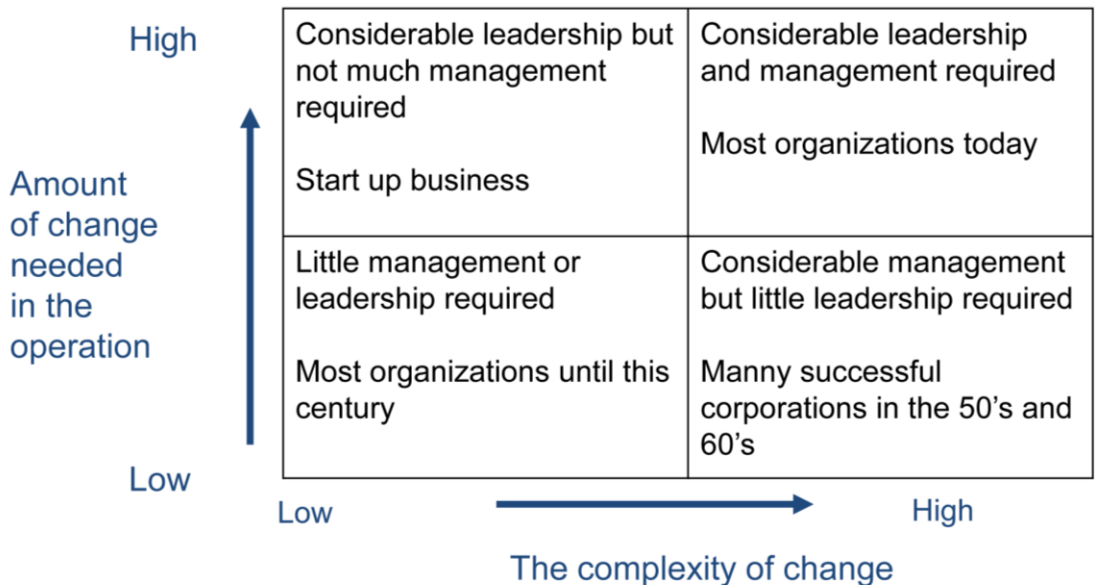
Think of two people who possess qualities or characteristics of a good MANAGER and a good LEADER, respectively. What are the distinguishing BEHAVIORS that make one a good manager and the other a good leader? List the behaviors of each one below.

Good MANAGEMENT Behaviors	Good LEADERSHIP Behaviors

Difference between Leadership and Management

AREA	MANAGEMENT	LEADERSHIP
Creating an Agenda		
Developing a human network for achieving the agenda		
Execution		
Outcomes		

The Complexity of Change



Additional References

Excerpts from:

Leadership vs. Management, Business Excellence / Performance Management view

By: George A. Bohoris and Evanthia P. Vorria

Leadership

There are many definitions of leadership. Stogdill concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept". While Peter Drucker sums up that: "The only definition of a leader is someone who has followers. To gain followers requires influence but doesn't exclude the lack of integrity in achieving this" (Yukl, 1989). Some theorists believe that leadership is no different from the social influence processes occurring among all members of a group and others believe that leadership is everything someone is doing in order to lead effectively.

The classic question if leaders are made or born is still concerning many researchers. Is it a charisma or something that can be taught? The answer to this question varies. Although it is unexceptionable that leading isn't easy, leaders should have some essential attributes such as vision, integrity, trust, selflessness, commitment, creative ability, toughness, communication ability, risk taking and visibility (Capowski, 1994).

Management

Some would define management as an art, while others would define it as a science. Whether management is an art or a science isn't what is most important. Management is a process that is used to accomplish organizational goals. That is, a process that is used to achieve what an organization wants to achieve.

But do leaders and managers have the same role? Can organizations have only leaders or only managers?

A well balanced organization should have a mix of leaders and managers to succeed, and in fact what they really need is a few great leaders and many first-class managers (Kotterman, 2006)

The most important differences between leaders and managers concern the workplace and are concluded in

Table I: Comparison of Management and Leadership Process Differences in the workplace (Kotterman, 2006).

Process	Management	Leadership
Vision Establishment	<ul style="list-style-type: none"> • Plans and budgets • Develops process steps and sets timelines • Displays impersonal attitude about the vision and goals 	<ul style="list-style-type: none"> • Sets direction and develop the vision • Develops strategic plans and achieve the vision • Displays very passionate attitude about the vision and goals
Human Development and Networking	<ul style="list-style-type: none"> • Organizes and staffs • Maintains structure • Delegate responsibility • Delegates authority • Implements the vision • Establishes policy and procedures to implement vision • Displays low emotion • Limits employee choices 	<ul style="list-style-type: none"> • Align organization • Communicates the vision, mission and direction • Influences creation of coalitions, teams and partnerships that understand and accept the vision • Displays driven, high emotion • Increases choices
Vision Execution	<ul style="list-style-type: none"> • Controls processes • Identifies problems • Solves problems • Monitor results • Takes low risk approach to problem solving 	<ul style="list-style-type: none"> • Motivates and inspires • Energizes employees to overcome barriers to change • Satisfies basic human needs • Takes high risk approach to problem solving
Vision Outcome	<ul style="list-style-type: none"> • Managers vision order and predictability • Provides expected results consistently to leadership and other stakeholders 	<ul style="list-style-type: none"> • Promotes useful and dramatic changes, such as new products or approaches to improving labor relations

Stephen Covey on Leadership

Leadership and Management are two different things. Leadership is not management. Leadership has to come first.

Management is a bottom-line focus: How can I best accomplish certain things? Leadership deals with the top line: What are the things I want to accomplish? In the words of both Peter Drucker and Warren Bennis, “Management is doing things right; leadership is doing the right things.” Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.

You can quickly grasp the important difference between the two if you envision a group of producers cutting their way through the jungle with machetes. They’re the producers, the problem solvers. They’re cutting through the undergrowth, clearing it out.

The managers are behind them, sharpening their machetes, writing policy and procedure manuals, holding muscle development programs, bringing in improved technologies, and setting up working schedules and compensation programs for machete wielders.

The leader is the one who climbs the tallest tree, surveys the entire situation, and yells, “Wrong jungle!” But how do the busy, efficient producers and managers often respond?

“Shut up! We’re making progress.”

As individuals, groups, and businesses, we’re often so busy cutting through the undergrowth we don’t even realize we’re in the wrong jungle. And the rapidly changing environment in which we live makes effective leadership more critical than it has ever been — in every aspect of independent and interdependent life.

In this program, we will focus on the leadership side of your role.

Extracts from the Seven Habits of Highly effective People
By Stephen R. Covey

Activity 1.4: Course Design Presentation

Objective: Develop awareness of the program framework

Time: 30 Minutes

Suggested Slide: [Slide 10. Intro to program framework](#)

[Slide 11. Transformational Leadership Framework Sources](#)

[Slide 12. Program Framework](#)

Instruction:

After participants' expectations have been surfaced, go about describing the design of the program, which includes the objectives, content, and learning methodologies to be used. Relate the design to their expectations, pointing out which expectations can be dealt with and which can't be covered.

Spiels:

Transformational Leadership

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. In this program, we will look at various mechanisms that lead to organizational transformation. This includes:

- Learning Organization by Peter Senge
- Theory U by Otto Scharmer
- Bridging Leadership by Synergos/Ernie Garilao

Learning Organization is a concept developed by Peter Senge and his colleagues (Senge, 1994) Learning organizations develop as a result of the pressures they face and enables them to remain competitive in the ever-changing environment. A learning organization has five main features: systems thinking, personal mastery, mental models, shared vision and team learning. It encourages organizations to shift to a more interconnected way of thinking. People involved in the learning organization see themselves as part of community; co-sensing, co-presencing and co-creating to achieve a common goal.

- **Personal Mastery** (Leadership History, Leadership Capital and Style). As leaders, we need to understand our natural selves better. We need to know how best we can use our gifts. We also need to become aware of the gifts that others can bring to the table, so we can tap these gifts as our leadership capital.
- **Mental models** are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we act or behave. Very often, we are not consciously aware of our mental models or the effects they have on others. Mental models have to be surfaced and transformed, if we seek sustainable behavior change.

- **Systems thinking** is the process of understanding how things influence one another within a whole. The main tool for generating systems thinking is the use of causal loops, which is a way of putting together the different mental models of people who are exploring the possibility of working together on a given complex social or organizational issue.
- **Shared Vision** refers to an image of the future or new social arrangements in response to a complex social issue. All members of the organization and other stakeholders must understand, share and contribute to the vision for it to become reality. By generating a shared vision, people will do things because they want to, not because they have to.
- **Team Learning** refers to the discipline of dialogue rather than debate by suspending judgment and exposing assumptions by inquiry and advocacy. Team learning expands understanding and allows search for a common ground.
- **Theory U** is a change management framework, developed by Otto Scharmer, showing how people can come together to create new realities / arrangements.
- **New Social Arrangements** refer to the desired outcomes of co-ownership and co-creation. It refers to a change in relationship among the stakeholders involved in a complex social issue and the pursuit of a shared vision developed by stakeholders who contribute to the persistence of a complex issue and the resolution of it by trying out creative strategies quickly, prototyping and learning quickly from failures in order to succeed more quickly.
- **The Highest Future Self** is the realization that what you're doing is no longer just a job but a Calling. It is process of discernment of what needs to be "let go" and "let come" in order to come to a personal decision to help address complex social issues and to work with others with true collaboration, inclusion and without judgment.

Activity 1.5: The Experiential Learning Cycle

Objective: Develop awareness of experiential learning cycle and other methods used in the program

Time: 30 minutes

Materials:

- Participant's Manual page 53 - 54: My Daily Reflections
- Art Materials

Suggested Slide: [Slide 13. Experiential Learning Cycle](#)
[Slide 14. Journal Writing](#)
[Slide 15. See, Think, Feel](#)

Instruction:

- Discuss the Experiential Learning Cycle (**Slide 13**)
- Talk about the purpose of the journal and art materials to be used during the program in the light of the experiential learning cycle (**Slide 14**)
- Encourage participants to play with the art materials during the session to stimulate their right brain

Spiel: Our approach to this learning event is largely experiential. This means that much of the learning will be stimulated by direct experience, which will be processed by asking WHAT happened, generalization made by answering the question, NOW WHAT and then look for application of the lessons learned through the question NOW WHAT.

Instruction:

Introduce the See... Think... Feel exercise using [Slide 15](#)

- Explain that the purpose of the exercise is to establish a common understanding of the three types of statements. This will be useful during the learning sessions because some of the questions asked require a specific type of response.
- Pair off with somebody and decide who will be A and B
- Partner A speaks for 30 seconds while B writes everything A says on a piece of paper
- After 30 seconds, exchange roles with B as speaker and A the scribe
- All sentences should begin with I see, I think, I feel for the first, second and third rounds, respectively

Spiel: The "I see" statements are the concrete things that can be observed by the naked eye before interpretation. Example is "I see the glass"

Righteous, new, outstanding are all examples of I think. The “I think” is opinion or interpretation therefore, these can’t be wrong.

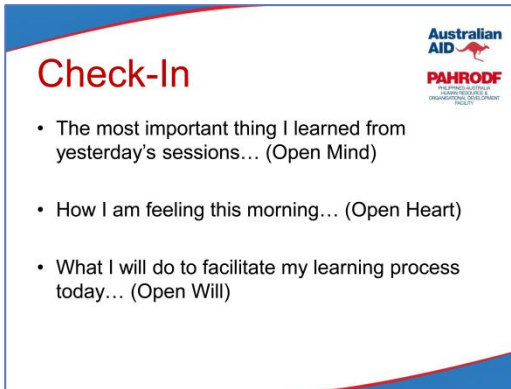
Examples of the “I feel” are comfortable, hungry and excited. These are all feelings. Anything after these is an “I think”. All “I feel” statements need to be honored. You cannot do anything about them but to allow a person’s feelings to be expressed.

Instruction:

Discuss the rest of the house rules:

- Whenever there is a need to focus the discussion, you will see me raising my hand and stop from talking. I will wait until I see all the hands are up before I start talking again. This way it will be easier for us to focus as a group and proceed with the session or activity.
- An assigned music will be played 5 minutes before each session starts. It is meant to call you in and take your seats, so we can start / resume our learning session.
- Each morning before the start of the formal session, we’ll have 5-minute silence and those who come late will have to wait outside. This exercise is to make sure that you’re not just here physically but present with your mind, heart and gut as well.
- Check In is about *kwentuhan* and *kamustahan* with peers. You’ll have to be in pairs preferably outside the geographical region. This is to develop your network (social capital).
- Phones should be put in silent, vibration mode. Take calls outside the session hall.

PowerPoint Slides for Session 1

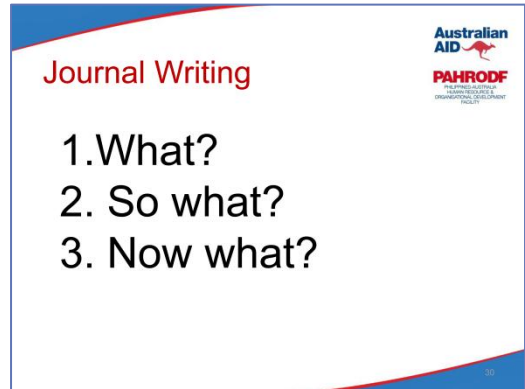


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Check-In

- The most important thing I learned from yesterday's sessions... (Open Mind)
- How I am feeling this morning... (Open Heart)
- What I will do to facilitate my learning process today... (Open Will)

Slide 1. Check in



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Journal Writing

1. What?
2. So what?
3. Now what?

Slide 2. Journal writing



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Day 1

Leadership Development for
Officials of DILG at the Regional, City
and Provincial Offices

Slide 3. Day 1

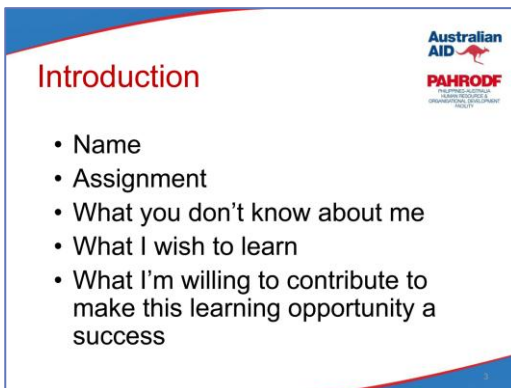


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Formal Opening

- Invocation
- National Anthem
- Welcome by Regional Director

Slide 4. Formal Opening



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Introduction

- Name
- Assignment
- What you don't know about me
- What I wish to learn
- What I'm willing to contribute to make this learning opportunity a success

Slide 5. Introduction



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HOW DO YOU DIFFERENTIATE MANAGEMENT VS. LEADERSHIP?

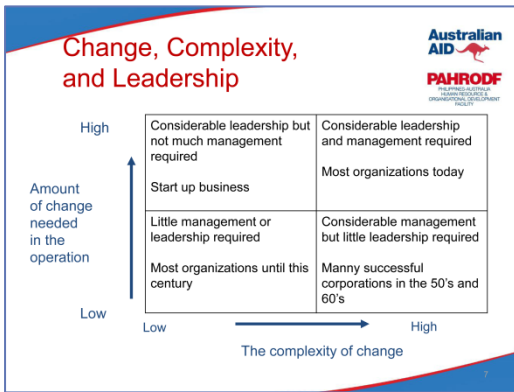
Slide 6. Leadership and Management Question



Slide 7. Leadership and Management Answer

AREA	MANAGEMENT	LEADERSHIP
Creating an Agenda	Planning and budgeting	Establishing direction
Developing a human network for achieving the agenda	Organizing and staffing	Aligning people
Execution	Controlling and problem solving	Motivating and inspiring
Outcomes	Predictability	Change

Slide 8. Comparison of Leadership and Management



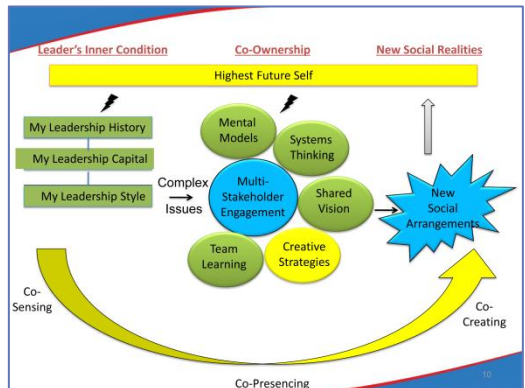
Slide 9. Leadership, Change and Complexity Matrix



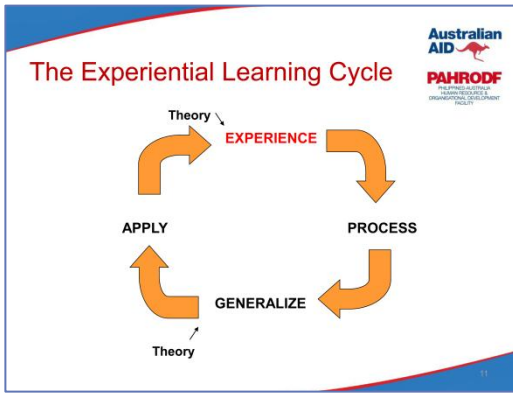
Slide 10. Intro to Program Framework



Slide 11. Transformational Leadership Framework Source



Slide 12. Program Framework



Slide 13. Experiential learning Cycle

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Journal Writing / Art materials as Learning Tools

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Slide 14. Journal Writing

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See...Think...Feel

- **See** Concrete things; observable reality before interpretation
- **Think** Interpretation; perception; opinion
- **Feel** Internal sensation, resulting from external stimulus

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Slide 15. See, Think, Feel

Session 2: Leadership Journey

Learning Objective: Awareness of how one's leadership abilities were developed

Time: 1 to 1 ½ Hours (Inclusive of drawing and sharing of Leadership History and Journey)

Materials:

- Participant's Manual page 8: My Leadership History
- Participant's Manual page 9: Leadership Timeline

Suggested Slide: [Slide 16. Intro to Leadership Journey](#)
[Slide 17. Malcolm Quote](#)

Spiel: As you take leadership journey forward, it might be good to take stock of the kind of unique leader you have become, through experiences and interactions you had since the time you started working in DILG. This will help you appreciate the unique competencies you have that you can use to deal with present and future challenges. In his book *Outliers*, Malcolm Gladwell shared that people do not rise from nothing... It is only by asking where they are from that we can unravel the logic behind who succeeds and who does not.

Activity 2.1: Leadership History

Objectives: Generate awareness of one's leadership histories in DILG and how one's experience develop leadership skills

Time: 15 Minutes to discuss

Materials: Participant's Manual page 8: My Leadership History

Suggested Slide: [Slide 18. Intro to Leadership History](#)
[Slide 19. Leadership History Worksheet](#)

Spiel: Please recall how you developed your leadership potential in DILG. What were your key experiences, who were your influences and what were the lessons you learned?

Instruction:

1. Ask participants to see page 8 of their manual
2. Discuss how to fill up the Leadership History Worksheet:
 - a. Key Experiences – What are the key experiences that surfaced and developed your leadership potential?
 - b. Key Influences – Who are the people or mentors who influenced you to become who you are today?
 - c. Key Lessons – What leadership lessons did you learn in each key experience?
 - d. Facilitating Events – What external events or situations made it easier for you to learn what you learned?

Note to facilitator: Prepare your own leadership history worksheet and share it as an example.

Activity 2.2: Leadership Timeline

Objective:

- Develop awareness of the high and low points of one's career in DILG, which contributed to the kind of leader he or she is today
- Develop appreciation of how one's leadership potential was discovered and how their mentors developed them to become the leaders that they are now.

Time: 15 minutes to discuss and 1 hour to share together each participant's Leadership History.

Material: Participant's Manual page 9: Leadership Timeline

Suggested Slide: [Slide 20. Leadership Timeline](#)

[Slide 21. Process Questions](#)

[Slide 22. Lemniscate Journey](#)

Spiel: We learn something new every day. The learning is heightened when we experience either success or failure. What were the high and low points of your leadership experience in DILG?

Instruction:

1. Explain the Leadership timeline ([Slide 20](#))
 - a. Illustrate the high and low points of your leadership journey in DILG.
 - b. Share your Leadership history and timeline with your group mates.
2. Process both the Leadership History and Timeline activities by asking the following questions: ([Slide 21](#))
 - a. How leadership potential surfaced in DILG? What happened that allowed leadership potential to emerge?
 - b. What were the concrete behaviors of mentors / coaches in DILG that hastened the development of your leadership potential?

Key learning point:

As DILG leaders we are also responsible for developing new and future leaders. Remember the time when your own leadership potentials were discovered and developed by mentors. Consider applying these reflections and lessons so that you are able to do the same to future leaders within your team or organization.

Instruction for the Lemniscate Journey ([Slide 22](#))

Link the learning from the Leadership History and Timeline to the Lemniscate Journey.

Spiel: If we look back at our own leadership journey, we can probably see that we have gone through a series of journey.

The Lemniscate Journey is a framework developed by Nicanor Perlas based on his book *Mission Possible*. His model was influenced by Joseph Campbell's, *The Hero with a Thousand Faces*.

1. The hero's journey begins with a **crisis** that calls for us to try to learn new ways of doing things. However, most would see this unpleasant event as more of a "crisis" rather than a "call," an opportunity to become better. Thus, the tendency is to try to take control of the "crisis." Usually, "taking control" takes the form of doing more of the old behavior that one is "called to die unto." The

effect is that one becomes stuck in an unproductive behavior pattern, which can eventually lead to disease and meaninglessness.

2. If we choose to embrace the crisis / calling, we go through many **trials**, which are basically purifications to enable a new part of one's soul to surface.
3. This leap of faith brings us to **enlightenment** on new ways of being, seeing and taking action.
4. Enlightenment must be practiced in day to day reality (D2D) until it becomes grounded in our "normal" reality, until it is challenged once again by a crisis / calling.

Key Learning Point:

The Lemniscate journey shows us that situations, whether we call them crises or calling, are part of our transformational journey. The more we accept challenges as calling; we achieve enlightenment and find new ways of acting and leading.

Activity 2.3: Leadership Capital

Objective: Develop awareness of one's personal resources as a leader and other resources available thru peers

Time: 1 ½ hours including presentation

Materials:

- Participant's Manual page 10: Leadership Capital Worksheet
- Manila paper and markers

Suggested Slide: [Slide 23. Leadership Capital Introduction](#)
[Slide 24. Leadership Capital Worksheet](#)

Spiel: Each of us has capital that we can use to lead. They are composed of our personal qualities, the skills we have developed overtime, and the relationships we built. In this exercise we will make an inventory of our own leadership capital. ([Slide 23](#))

Instruction:

Ask participants to see **page 10** of their Manual. Discuss each item in the leadership capital worksheet ([Slide 24](#))

1. Values demonstrated through consistent behavior – What are the "non negotiable" leadership values that you have consistently demonstrated and people recognize?
2. What mental, physical and emotional qualities do you have that can be considered part of your leadership capital?

- a. Mental - Do you have high IQ, analytical mind, great problem solving skills, etc.?
 - b. Physical – Which physical attributes do you have that attract the positive attention of others? Beauty? Pleasing personality? Athleticism?
 - c. Emotional – What emotional impact do you have on others that make them want to follow you?
3. Formal Education/Training – What kind of education and training have you accumulated over the years that differentiate you from others?
 4. Experiences/Expertise - What kind of professional experiences and expertise that set you apart from others?
 5. Capacity for Action - Which capacity for action are you known for?
 - a. Influencing – ability to inspire people to take action
 - b. Organizing – Systematizing the processes of a group or organization.
 - c. Managing – Everyday tasking, delegating, monitoring
 - d. Improving – consulting for continuous improvement
 6. Social Capital - Who can you call to help you from different sectors and from different parts of the world? Use real names.
 7. Instruct participants to individually reflect on their leadership capital. (15 minutes)
 8. Have learning teams discuss their personal leadership capitals and summarize these as a group by writing their outputs in a manila paper. Be ready to present in 30 minutes.
 9. Ask the participants: Is the exercise of identifying leadership capital useful in the field? How? Why? Solicit answers to surface key learning points.
 10. End the activity by sharing the quote from Malcolm Gladwell – “To be someone’s best friend requires a minimum investment of time. More than that, though, it takes emotional energy.”

Key Learning Point:

It helps to take stock of and appreciate our leadership capital to help achieve one’s objectives.

Activity 2.4: Leadership Styles

Objective: Develop awareness of one’s natural leadership style and those that can be tried to become a more effective leader.

Time: 1 hour

Materials:

- Participant’s manual page 11: Knowing Your Leadership Style
- Participant’s manual page 12: What did You Learn
- Labels to be used for the exercise

Suggested Slide: [Slide 25. Kantor’s Four Player Role](#)

[Slide 26. Process Questions for Round 1](#)

[Slide 27. Process Questions for Round 2](#)

Spiel: Your leadership journey shaped your unique style as a leader. The objective of this exercise is to allow you to recognize your “natural as opposed to “learned” leadership style and appreciate its value. It also aims to help you appreciate other styles and recognize the ones you can experiment with to become a better leader.

Instruction:

1. Explain Kantor’s Four-Player Model. Please see reference below for more information.
2. **Round 1:** What is your natural, spontaneous leadership style? Ask participants to stand behind the labels describing their natural style.
3. After settling on their chosen style, instruct the groups to discuss among themselves and then later share their output with the rest of the class. (15 minutes)
 - a. What are the behavioral indicators?
 - b. What are the effects on others?
 - c. What is the price you have to pay for staying too long on a particular leadership style?
4. Round 2: What is the style that you can experiment with in order to become a better leader?
5. After discussing their new style ask a representatives from each group to share their answer to the following question:
 - a. What do you expect to gain from experimenting with this new leadership style?
6. End the activity by asking participants what they learned or realized from the exercise.

Kantor's Four-player model

The model asserts that four core acts are the essential building blocks of both dysfunctional and healthy team behavior. They are:

Move — establishes a direction and sets the team in motion.

Example: "Let's build Product X. Product X is the best idea out there."

Follow — provides support for the move and serves the function of completion.

Example: "I agree with the arguments you've made. Product X is the way to go."

Oppose — questions the move that has been initiated and, in so doing, expands understanding or possibilities

Example: "The data don't support your claims. We'll be in real trouble if we go with Product X."

Bystand — provides perspective and invites the team to be more reflective. A bystander might bring in data from another team, an historic perspective, or some insight about the operations of the team itself.

Example: "We tried some of these same ideas two years ago and they didn't work. What do we think has changed?"

These four acts provide "direction and energy; momentum and connection; correction and elaboration; and perspective taking, reflection, and openness to the workings of teams." In the appropriate sequences, these acts enable team members to consider a wide range of alternatives, examine each alternative in some depth, refine and elaborate the alternatives with ideas from inside and outside the team, choose an alternative, and act.

- Exerpts from the research work of Deborah Ancona, Professor of Management at MIT's Sloan School of Management and faculty director of the MIT Leadership Center, and William Isaacs, President of Dialogos and senior lecturer at MIT Sloan
-

PowerPoint Slides for Session 2

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Leadership Journey

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Slide 16. Intro to Leadership Journey

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“PEOPLE DO NOT RISE FROM NOTHING... IT IS ONLY BY ASKING WHERE THEY ARE FROM THAT WE CAN UNRAVEL THE LOGIC BEHIND WHO SUCCEEDS & WHO DOES NOT”

Gladwell, Malcolm. *Outliers: The Story of Success*

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Slide 17. Malcolm Quote

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RECALL HOW YOU DEVELOPED YOUR LEADERSHIP POTENTIAL & STYLE WITHIN DILG...

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Slide 18. Intro to Leadership History

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Leadership History

Age / Year: 16-20 yrs. old

Key Experience	Key Influence	Key Lesson	Surreptitious Event
BEDSCA	Fr. Andy OSB	Being a Christian entails serving the powerless	
Chemistry class	Rudy Garcia	Learning can be fun	
SPL	Fr. Blanco, SJ	Helping the powerless include giving them access to political power	First Quarter Storm
AFS	Mr. Ganocy	Importance of mental silence / focus in facing a challenge	
Sarilikha	Ging Quintos	Learning from informal everyday life / Power of economics	Pampanga floods

REPLACE WITH YOUR OWN VERSION

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Slide 19. Leadership History Worksheet

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Leadership Time Line

0 10 20 30 40 50

Birth Grade School High School College Masters Doctorate

Leading the Rosary - Initial experience of leadership

Fear of authority

Leading w/ good intentions

- Sports
- Social work
- Agivism
- Exchange student
- Development work

Incarceration

Leading with professional skills

Burnout

Midlife crisis

REPLACE WITH YOUR OWN VERSION

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Slide 20. Leadership Timeline

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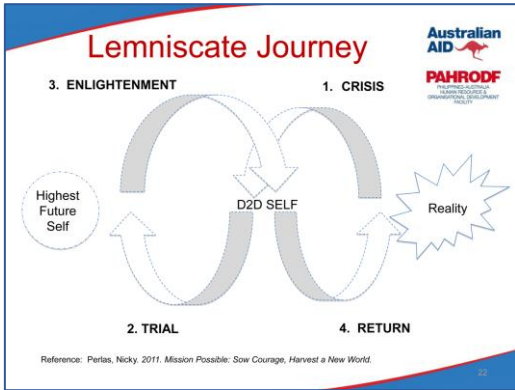
Process Questions

Consider the stories on *leadership in DILG*...

- How was *leadership potential* surfaced and recognized?
- What were the *concrete behaviors of mentors / coaches* in DILG that hastened the development of leadership potential of its people?

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Slide 21. Process Questions



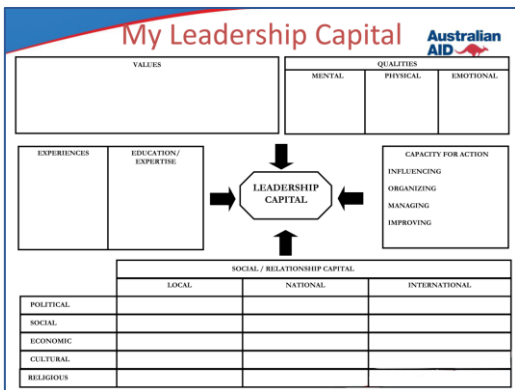
Slide 22. Lemniscate Journey

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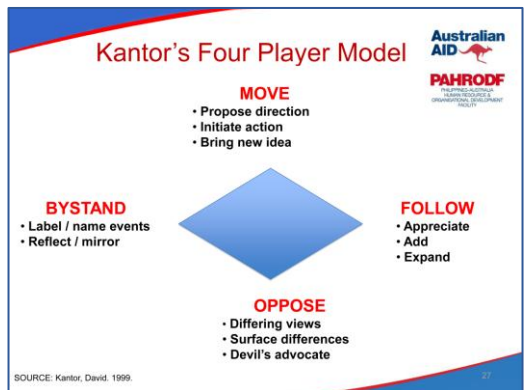
Leadership Capital

SOURCE: Garlao, Ernesto. AIM-TEAM Energy Center for Bridging Leadership.

Slide 23. Leadership Capital Introduction



Slide 24. Leadership Capital Worksheet



Slide 25. Kantor's Four Player Role

Process Questions: First Round

1. What are the behavioral indicators?
2. What are the effects on others?
3. What is the price you have to pay for staying too long on a particular leadership style?

Slide 26. Process Questions for Round 1

Process Questions: Second Round

What do you expect to gain from experimenting on this new leadership style?

Slide 27. Process Questions for Round 2

Session 3: Appreciative Inquiry

Objectives: Develop awareness of the importance of one's thoughts, language and choices in creating a reality

Time: 1 Hour

Materials: Participant's Manual page 13: Appreciative Inquiry

Suggested Slide: [Slide 28. Introduction to Appreciative Inquiry](#)
[Slide 29. Dr Cooperrider's Background](#)
[Slide 30. Appreciative Inquiry \(Ai\) Definition](#)

Spiel: Dr. David Cooperrider wrote a number of books on Appreciative inquiry and continues to work on Ai organization development initiatives internationally. ([Slides 28-29](#))

Note to Facilitator: This session is largely a presentation and discussion of the Ai concept. It helps to read the reference material on Appreciative Inquiry to help you discuss this topic. Use personal examples to help the participants understand the concept better.

Appreciative Inquiry (definition)

(Slide 30)

Inquiry can be simply story-telling (*kwentuhan*) to discover life-giving forces. Life-giving force can be anything that allows an individual, group or organization survive / thrive in the face of challenging forces. Many individuals or organizations may no longer be aware of their life-giving forces. Thus, the first step in the Ai process is “discovery.” What is it about an individual or organization that sustains? What are the life-giving forces that keep a person or organization thrive?

“Organizations are centers of human relatedness, first and foremost, and relationships thrive where there is an appreciative eye -- when people see the best in one another, when they can share their dreams and ultimate concerns in affirming ways, and when they are connected in full voice to create not just new worlds, but better worlds. Where appreciation is alive and stakeholders throughout an organization or community are connected in discovery, hope grows and organizational capacity is enriched.” -David Cooperrider

A life-giving force – is a building block that makes an organization work. Organizations that adopt Ai focus on their strengths and focus on how they can capitalize on those.

Activity 3.1 Appreciative Inquiry 4D Cycle Discussion

Objective: Generate awareness of the 4D Cycle of AI

Time: 20 minutes

Materials: Participant’s Manual page 14 – Appreciative Inquiry 4D Cycle Exercise

Suggested Slide: [Slide 31. Appreciative Inquiry 4 D Cycle](#)

Spiel: The 4D Cycle is premised on one’s belief in the “Positive Core.” Positive Core refers to the unique set of qualities and natural abilities we were born with. However, as we grow up, much of our awareness of our unique qualities & abilities was pushed down into our unconscious because of key influences, such as family, school, church, government and ethnicity, among others, that shaped us to behave in certain ways. Cooperrider says that we need to re-discover this positive core. This can be done by asking questions. These questions are designed to surface what is right and good about you.

Instructions:

Ask participants to answer the following questions to help them appreciate how AI process works.

Discovery—inquiry into what is “right,” what is “working well”

- a. What do you find most exciting about what you do?
- b. What do you feel confident about?
- c. What do you consider your strengths?

Example: Pacquiao realized that he has innate interest and talent for boxing

Dream—defining a clear results-oriented vision in relation to one’s natural interest and talent

- a. If you could fast forward to the future, say 5 or 10 years down the road, what do you want to see as your personal accomplishment?

Example: Pacquiao dreamt of getting his family out of poverty through boxing

Design—creating life structures / practices that would facilitate one’s ability to achieve the desired future state

- a. How can you move from where you are now to this vision of the future that you have created? How can you put the ideas into practice? Who will be involved?

Example: Pacquiao focused on developing his boxing abilities. He would go to a boxing gym regularly and fight matches to both earn money and improve his craft. He did not waste his time on things that he wasn’t good at.

Destiny— applying the design structure over time, learning from the results and making necessary adjustments, allowing one to discover more about one’s positive core, and refine the dream and structure meant to achieve this.

- a. What can you start doing and when in order to pursue the realization of your vision?

Example: *We saw how Pacquiao achieved his destiny: to become one of the world’s greatest boxers. This destiny came about not as a result of chance, but by discovery, dream and design.*

Key Learning Point:

If you do this exercise with your stakeholders, you will be able to surface what your group’s positive core, your shared aspiration. You will also be able to co-create a road map towards your goals.

The 4D Cycle Exercise

To help you appreciate how the 4D cycle works, we encourage you to ask Appreciative Inquiry (Ai) questions that can connect your strengths with your activities and dreams of the future. You may also answer these questions as a group.

1. **Discover:**
 - a. What do you find most exciting about what you do?
 - b. What do you feel confident about?
 - c. What do you consider as your strength?
2. **Dream:**
 - a. If you could fast forward to the future, say 5 or 10 years down the road, what do you want to see as your personal accomplishment?
3. **Design:**
 - a. How can you move from where you are now to this vision of the future that you have created? How can you put the ideas into practice? Who will be involved?
4. **Destiny:**
 - a. What can you start doing to pursue your vision?

Activity 3.2 Problem Solving vs Ai

Objective: Develop awareness of the difference between Ai and Problem Solving

Time: 5 Minutes

Material: Participant's Manual page 16 for note taking.

Suggested Slide: [Slide 32. Problem Solving and Ai](#)

[Slide 33. Problem Solving and Ai Paradigms](#)

Spiel: An Ai practitioner sees a situation as an opportunity, rather than a problem. He/she recognizes what is right. On the other hand, a problem-solver spends so much time looking for the root cause of a problem and always goes back to the past as opposed to someone who's trained in Ai, who does not dwell on the past, but builds on strengths in the present so that he/she moves closer to the desired future condition.

Instruction:

Briefly explain the difference between Ai and problem solving. Highlight how Ai focuses on the positive like strengths, envisioning and pursuing a desired future, while problem solving focuses on what is wrong and what needs to be done to make things right. It may also help to emphasize that Ai does not replace problem solving which continue to be a useful tool for dealing with less complex issues

Activity 3.3 Additional information about Ai

Objective: Develop awareness of Ai basic processes and examples of companies that use Ai

Time: 5 Minutes

Suggested Slides: [Slide 34. Ai Basic Processes](#)
[Slide 35. Examples of Successful Ai](#)

Instruction:

Briefly discuss the following Ai processes:

Story-Telling: surfaces the organization's life giving force. When people tell stories of success they point out what worked well and or what made it possible. They harness the positive things so that they can be repeated and enhanced.

Group Dreaming - Organizations that adopt the Ai approach look to the future and draw a picture of how it looks like. They envision the organization's greatest potential move towards it.

Positive Collaboration- Ai erases the winner/loser paradigm. Members work together because they are clear about the common goal.

Activity 3.5: Five Principles of Ai

Objective: Awareness of the 5 Principles of Ai and their application

Time: 30 minutes

Materials: Participant's Manual page 17 to 19 for note taking

Suggested Slides: [Slide 36. Constructionist](#)
[Slide 37. Anticipatory](#)
[Slide 38. Poetic](#)
[Slide 39. Simultaneity](#)
[Slide 40. Positive](#)
[Slide 41. Cooperride Quote](#)

Instruction:

1. Discuss the 5 Principles of Ai, draw personal examples to help participants appreciate the concept.
 - a. **Principle 1: Constructionist - (Slide 36) *Words are not neutral.*** The way you think, talk about, become your reality. Our belief affects our feelings, our feelings affect our behavior and our behavior affects our consequences. For example, when we say we have no resources or we are incapable at work, we feel less confident. The effect on others is that the members of the team do not like to work with you because they also become less confident at work, which reinforces your self-view that you are, indeed, incapable or without resources.
 - b. **Principle 2: Anticipatory - (Slide 37) *the future is only limited by your imagination.*** Stephen Covey said that all things are created twice. There is a mental (first) creation and a physical (second) creation. When we create a picture of desired future, we increase our motivation to pursue and eventually achieve it. Repeated studies in sports psychology have shown that athletes who mentally rehearse success do better than those who don't have a clear image of success, or who psych themselves out by imagining all the things that could go wrong.
 - c. **Principle 3: Poetic – (Slide 38) *there are multiple interpretations to one reality; the choice, however, is whether or not we focus on the good or positive, or get stuck in the negative.*** If we have 30 people here, we have 30 different interpretations.

Exercise: Point to the North

- Facilitator asks participants to close eyes
- Everyone raises right point finger
- When facilitator says, “point north”, everybody points to where North is

Why did you point to different directions? You have a reason for that. You have a reference that might not be shared by others.

You have 2 choices: it's either choosing what is right in the situation or what is not right. This can be demonstrated by a half-filled glass of water. One will be thankful because there's water in the glass while the other asks why it's not full.

- d. **Principle 4: Simultaneity - (Slide 39) *The Simultaneity Principle acknowledges that when we are genuinely curious, and ask positive and powerful questions, the questions themselves ignite change.*** Good questions point us in the direction of our thinking and action. This means that asking what is wrong or what is working well automatically has impact on the people being asked.

- e. **Principle 5: Positive - (Slide 40) *When asking a question, make it positive.*** Think of what is right about life and this brings you back to Ai Principle no. 1. What you pay attention to become stronger. Looking at the mirror upon waking up in the morning, what do you pay attention to? The choice depends on you – what you will pay attention to. The exercise each morning is a way of getting to know others, your batch mates during this leadership training. Find out what is good about your Check In partner. In the end, this can be useful.
2. End the presentation with a quote from Cooperrider. **(Slide 41)**

PowerPoint Slides for Session 3

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Appreciative Inquiry

By David Cooperrider, PhD

Slide 28. Introduction to Appreciative Inquiry

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Appreciative Inquiry (Ai)

Developed by
Dr. David Cooperrider

- Fairmount Minerals Professor of Organizational Behavior at the Weatherhead School of Management at Case Western Reserve University
- Faculty Director at the Center for Business as an Agent of World Benefit, Case Western Reserve University

Slide 29. Dr. Cooperrider's Background

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Appreciative Inquiry (Ai)

An *inquiry* that selectively seeks to locate, highlight and illuminate the *life-giving forces* of an *individual, group* or *organization*

Slide 30. Appreciative Inquiry (AI) Definition

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Appreciative Inquiry 4 D Cycle

Discovery
Appreciating the best of what is

Design
Constructing desired structures / processes

Destiny
Implementing the process of change

Dream
Envisioning what might be

Positive Core

Slide 31. Appreciative Inquiry 4 D Cycle

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Problem-solving & Ai

<p><i>Problem-Solving</i></p> <ul style="list-style-type: none"> • Problem identification • Cause analysis • Solution analysis • Action planning 	<p><i>Appreciative Inquiry</i></p> <ul style="list-style-type: none"> • <i>Discovery</i>: what gives life? • <i>Dream</i>: what might be? • <i>Design</i>: how it will be? • <i>Destiny</i>: what we will do?
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Slide 32. Problem Solving and AI

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Problem-solving & Ai Paradigms

<p><i>Problem-Solving</i></p> <p>Mental Model: Life as problem-to-be-solved</p>	<p><i>Appreciative Inquiry</i></p> <p>Mental Model: Life as mystery-to-be-embraced</p>
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Slide 33. Problem Solving and AI Paradigms



Ai Basic Processes

- Story Telling
- Group Dreaming
- Positive Collaboration


Slide 34. Ai Basic Processes



Examples of Successful Ai

- GTE
- LeadShare
- VISA
- AVON, Mexico
- First People's Bank
- Scandinavian school system
- Telephone Ops
- Accounting
- Credit card
- Cosmetics
- Banking
- School system


Slide 35. Examples of Successful AI



Principle 1: Constructionist

- **Words create worlds**
- A person's reality is created by the mental images one sponsors and the language one consistently uses
- What we constantly think and talk about becomes our reality
- Placebo Effect


Slide 36. Constructionist



Principle 2: Anticipatory

- **The future is only limited by our imagination**
- An image of the future precedes actual change
- People become what they project themselves to be
- Pygmalion Effect


Slide 37. Anticipatory



Principle 3: Poetic

- Reality is open to multiple interpretations
- Anything about an individual, group or organization can be studied
- However we have the **choice** of focusing on the positive (e.g. creativity, innovation) or negative aspects of reality (e.g. stress, inefficiency)

Slide 38. Poetic



Principle 4: Simultaneity

- **Inquiry and change are simultaneous moments**
- What we ask about determines what we "find," and what we "discover" becomes the basis of our choices
- What we ask about today lead to the tomorrow we create

Slide 39. Simultaneity

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Principle 5: Positive

- Successful change requires continuous amounts of positive affect and social bonding
- The more positive the questions, the less the resistance to change
- **The more positive the questions, the easier it is to sustain a change process**

Slide 40. Positive

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Appreciation is the strongest emotion we have for attracting what we want

Cooperrider, David

Slide 41. Cooperride Quote

Session 4: Mental Models

Objectives:

- Develop awareness of the need to recognize mental models in managing the process of change
- Raise skill in asking questions to surface mental models

Time: 1.5 hours

Suggested Slide: [Slide 42. Program Framework as Map](#)
[Slide 43. Introduction to Mental Models](#)

Instruction:

Using the program framework as a roadmap, show the participants how the program is progressing. Point to Mental Models as the next topic.

Activity 4.1: Understanding Mental Models

Objective: Awareness of mental models

Time: 10 Minutes

Suggested Slide: [Slide 44. Awareness Test](#)
[Slide 45. Bengson Quote](#)

Material: Moonwalking Bear video

Spinel: In this session, we will learn to understand the concept of mental models and how these affect our behavior and performance. We will first show you a video which you need to watch very closely as instructed.

Instruction:

1. Show the Awareness Test video by clicking on the link in the slide.
2. Pause the video to allow the participants to share their count of the passes.
3. Continue playing the video and then pause after the question on the moonwalking bear is asked to determine if they indeed saw the bear.
4. Show the rest of the video

Spiel:

What do you think happened? (**Collect answers**) This video is a very good demonstration of how mental models work.

Scholars in the field of perceptual psychology explain that we develop blindness to that to which we are not paying attention (Simons and Levin, 2003; Mack and Rock, 1998). If we are told to count the number of basketball passes during a particular clip, we obey the authority figure and begin to count. Indeed, those of us who are more effective at tuning out extraneous information are more successful at counting; if a bird flies into the picture, ignore it. Some might contend that our effort to ignore the bird therefore is not a blind spot but instead a masterful and professional focus. But, do we become so triumphant over our distractibility, our inattention that we fail to notice key information? How do we discriminate between the moon walking bear that distracts us from our task at hand and the moon walking bear that represents a critical ethical challenge for us or for our organization? Has our obedience created not a focus but a blind spot? (Werhane, et al. Social Constructivism, 2009)

Activity 4.2: Experience of Mental Model

Objective: Develop appreciation of how changing of perspective changes our feeling about a situation and the consequences to others

Time: 20 minutes

Suggested Slide: [Slide 46. Experience of Mental Model](#)

Material: Participant's Manual Page 20: Experiencing Mental Models

Spiel: Let's experiment on our Mental Models through one exercise:

Instruction:

1. Instruct the participants to do the following:
 - a. Look for someone to pair with
 - b. Decide who is A or B: A tells his/her 'victim story to B for 2 minutes and vice versa
 - c. A tells the same story to B, but this time based on hero's journey to B for 2 minutes, and vice versa
 - d. Finally, A tells the same story to B, but this time based on God's calling for 2 minutes, and vice versa
2. Process the activity by asking the following question:
 - a. What did you learn or realize as you move from the perspective of a victim, to hero and to God's calling with the same experience?

Spiel: How you see things will affect how you feel, behave, affect others, and eventually shape your life.

Experiencing Mental Models

1. Imagine a time when you felt like a **victim**...
 - What happened? How did you feel? What did you do?
2. Tell the same story from the perspective of a **“hero** on a journey towards becoming the best you can be...”
 - What happened? How did you feel? What did you do?
3. Tell the same story from the perspective of “someone **called** by God to go through this experience to fulfill your mission on earth...”
 - What happened? How did you feel? What did you do?

Activity 4.3: Challenging Negative Self-talk

Objective: Apply technique for challenging negative self-talk

Time: 10 Minutes

Suggested Slide: [Slide 47. Intro to Challenging Negative Self-Talk](#)
[Slide 48. ABCDE Model](#)

Materials: Participant’s Workbook page 20 and 21: Challenging Negative Self-Talk

Spiel: One of the effects of mental models is negative self-talk. We tend to create our own horror story of the future. When we anticipate negative thoughts where there may be none, that’s a negative self-talk.

Dr. Martin Seligman authored two books: The first book is entitled Learned Helplessness. The second book is Learned Optimism. This only shows that we can unlearn being helpless and at the same time, learn how to be optimistic.

Instruction:

1. Share your own experience on negative self-talk
2. Have participants do the following:
 - a. Get another partner
 - b. Think of a situation where you experienced negative self-talk; because of that belief, you felt miserable and nearly missed an opportunity
 - c. Take turns in telling the story

- d. Ask for a few participants to share their experiences
3. Rhetorically ask; how do we deal with such situations?
4. Discuss the ABCDE model

Referenced from Wikipedia:

http://en.wikipedia.org/wiki/Learned_optimism#Seligman.E2.80.99s_Method_of_Learning_Optimism

Seligman's process of learning optimism is simple, and trains a new way of responding to adversity. Namely, the person learns to talk himself through personal defeat. It begins with the Ellis' ABC model of adversity, belief, and consequence. **Adversity** is the event that happens, **belief** is how that adversity is interpreted, and **consequences** are the feelings and actions that result from the beliefs. This is demonstrated in the example below:

Adversity: Someone cuts you off in traffic.

Belief: You think, "I can't believe that idiot was so rude and selfish!"

Consequence: You are overcome with anger, yelling profanity at the other driver.

This is a somewhat graphic example, but should present a good idea of what each component of ABC looks like. In the journey to learning optimism, one must first understand one's natural reaction to, and interpretation of adversity. In order to do so, learners are asked to keep a journal, for two days, of small adverse events and the beliefs and consequences that followed. Next the learner simply returns to the journal to highlight pessimism (e.g., pervasiveness: "it doomed me...") in their written descriptions of the events.

Seligman adds to the ABC model, making his model ABCDE. D stands for disputation, which centers on providing counter-evidence to any of the following: the negative beliefs in general, the causes of the event, or the implications. D also means reminding oneself of any potential usefulness of moving on from the adversity. **Disputation** for the above traffic example might sound like this: "I am overreacting. I don't know what situation he is in. Maybe he is on his way to his daughter's piano recital and is running late. I'm sure I have cut people off before without meaning to, so I should really cut him a break. I am not in a hurry anyway."

Over time, responses like this can change feelings to be more hopeful and positive. Successful disputation leads to **Energization**, the E in the ABCDE model. One is energized, and should indeed try to actively celebrate, the positive feelings and sense of accomplishment that come from successful disputation of negative beliefs. Disputation and Energization (celebration) are the keys to Seligman's method.

Source: Seligman, Arthur. *Learned Optimism*.

Activity 4.4: Disputation Process

Objective: Develop skill in using the disputation process for changing attitude about a situation

Time: 15 minutes

Suggested Slide: [Slide 49. Disputation Process](#)

Material:

Participant's Manual page 22: Disputing Unreasonable Beliefs

Spiel: Anger like other forms of negative self-talk is based on our own assumption of the cause of the cause. To address the negative emotion, we need to learn how to dispute them.

Instruction:

1. Ask participants to see page 22 of their Manual.
2. Share the Disputation Process Slide and explain how it works
3. Ask participants to recall a past experience when they were upset, angry or afraid.
4. Use the process to dispute the feeling they had at the time.
5. It is recommended that you prepare by answering the questions yourself so you can give examples if they are having difficulty applying the concept on their own. (See questionnaire on the next page).

Disputation Exercise:

Think of an undesired event that you experienced lately or currently experiencing.

Now, using any or all of the methods below, try to dispute the negative self-talk that you have experienced or are experiencing.

Elements of the Disputation Process	Key Questions	Your Own Example based on Experience
Evidence	What is the evidence for or against the belief?	
Alternatives	What are other ways of looking at adversity?	
Implications	If the worst scenario is right, what is the worst that can realistically happen?	
Usefulness	Will thinking about the problem <u>now</u> do me good? If not, Write down the troublesome thought Schedule a specific time for thinking things over After these, shift your focus and do other things	

Source: Seligman, Martin (1998). Learned Optimism. New York, NY: Pocket Books.

Activity 4.5: Growing from Anger

Objective: Develop skill in applying methods for managing anger

Time: 15minutes

Materials: Participant's manual page 22: Growing from Anger

Suggested Slide: [Slide 50. Introduction to Growing Anger](#)
[Slide 51. Basic Elements of Anger](#)
[Slide 52. Dynamics of Anger](#)
[Slide 53. Managing Anger](#)
[Slide 54. Managing Anger – What Does Not Work](#)
[Slide 55. Managing Anger – What Work](#)
[Slide 56. Managing Anger – What Works \(continuation\)](#)

Instruction: Ask participants to do the following: [\(Slide 50\)](#)

1. Ask participants to answer the questions on page 23 of their Manual
2. Get a partner and share their output
3. Ask them about what they learned as the causes of their anger
4. Use the participants' experiences to point out the elements of anger.

Spiel:

- Take note of the things that make you angry because the solution lays in your ability change our mental model about the cause of your anger. [\(Slide 51\)](#)
- Note that if any of these elements are absent, anger is not possible. Understanding how it works will help us manage it. [\(Slide 52\)](#)
- There are a number of things that needs to be present for us to experience anger. When one of these elements is absent, we experience a different kind of emotion. It helps to understand these elements in managing our anger. [\(Slide 53\)](#) See sample situation below:
 - Unexpected reality – You expect a report to be submitted to you but it was not submitted on time.
 - Object of Value - The report is important because it will help you make an important decision
 - Unpleasant experience - Because the report is not submitted, you are stuck and can't make the next step
 - Powerless - You have no power to change the situation
 - No - This situation is unacceptable

Instructions for Discussing “Managing Anger”

1. Introduce Managing Anger (Slide 53)
2. Discuss slides 54 – 56. Use the reference on the following pages to help you describe each topic.

Exercise: Growing from Anger

Recall an experience of anger.

- In that experience, how did you know that you were angry? What were the signs that anger was rising from within you?
- What did you do about your anger feelings?
- What were you doing before you got angry?
- What happened that eventually made you angry?
- Did you expect this event to happen? Why or why not?

Go into mental silence. Allow the answers to these questions to simply surface. Take note of the very first thought that comes to mind.

- What was it about the experience that really made you angry?
- What was it about the experience that really bothered you?
- How would you have wanted the situation to have been solved?

Managing Anger

Knowing the basic elements of the anger experience allows us to grow by learning about our unconscious needs and expectations. Consciousness of our unrealistic expectations enables us to change them in the face of realities we have little or no control of. But what could be done about anger already experienced? How can we manage the powerful energy surge so that we remain healthy with satisfying social relationships?

Carol Tavris (1989) discussed popular beliefs about anger management in the light of numerous research findings. What follows are notes from her book. These can serve as clues to help us develop more effective ways of managing anger.

On the Nature of Emotions

Emotions are subject to the laws of learning as any other behavior. The kind of anger behavior parents attend to in their children will develop into a habit they will have to live with. Kids (who will be adults in the future) will write a letter, punch someone, listen to music, smash objects, when they are angry, depending on whatever worked in the past to remove a "threat" and bring about a "sense of relaxation."

What Does Not Help

Verbal aggression usually fails because it riles up the other person and makes him/ her inclined to strike back.

Aggression can be cathartic only against your peers. It does not work when the target is your boss, another authority or an innocent bystander. Expressing anger to a superior, then and even now, is itself an arousing, anxiety-producing action, no matter how justified you think you are.

A study by Ebbesen, Duncan and Konecni revealed that reciting grievances to a third party could freeze a hostile disposition. Subjects remained more angry with someone who had irritated them when they were allowed this kind of a catharsis than when they were not.

Anger and expression do not exist in a vacuum. Expressed anger can be "bad" if in revealing our feelings, we make the stressful situation worse (say, by getting fired). Suppressed anger can likewise be "bad" if by not revealing our feelings, the stressful situation continues.

What Can Work

The cumulative effect of studies supports good old fashioned motherly advice: "if you can't say something nice about a person, don't say anything at all" -- at least if you want your anger to dissipate and your associations to remain congenial.

Angry emotional arousal will simmer down if you just wait long enough; although some people, such as hypertensives, must wait longer than others. This is why the classic advice for anger control -- count to ten -- has survived for centuries.

Anger is a body mind phenomenon. Therefore, its effective management involves mind and body. To "let go" of anger, it is necessary to change our perception along with lowering our pulse rate. Physiological relaxation techniques and therapies that rely primarily on emotional release, e.g., Primal Scream, Bioenergetics, and Hypnosis are dealing with only half of the problem.

Ray Navaco taught people how to control anger by showing them how to reinterpret a supposed provocation. They learned how to empathize with the provocateur's behavior and try to find justification for it. This attitude reduces the arousal of being under attack, which puts an individual back in control.

Humor is another way of reappraising a situation by transforming injustice into absurdity.

If reappraisal and humor fail, ventilating anger directly can be cathartic but only when it (a) restores your sense of control, reducing both the rush of adrenaline that accompanies an unfamiliar threatening situation; and (b) reduces your belief that you are helpless or powerless.

People who are anxious and tense about feeling angry can be helped by therapies that know the difference between acknowledging anger and acting it out. You can learn to be more assertive and say what you really feel, instead of resentfully bearing grudges. You can learn to admit what makes you feel angry and how to talk about that anger in ways that do not insult your target and escalate the quarrel.

The calm, non-aggressive reporting of your anger (those "I-messages" that so many psychologists recommend) is the kindest, most civilized, usually effective way to express anger.

So the question is not "Should I ventilate my anger?" or even "How should ventilate my anger?" but instead, "How should I behave in this situation that will convince the other that I am angry and get him/ her to do something about it."

Source: Tavis, Carol Anger (1989): The Misunderstood Emotion, Touchstone

Activity 4.6: Theories on Mental Models

Objective: Expose participants to the development of theories on Mental Models

Time: 5 minutes

Suggested Slide: [Slide 57. Theorists](#)
[Slide 58. Theorists \(continuation\)](#)
[Slide 59. Sources of Mental Models](#)

Instruction:

1. Explain the theories behind mental models ([Slide 57 and 58](#))
2. Explain the sources of mental models ([Slide 59](#))
3. See references on the following page to help you with your discussions

Reference for Slide 57 & 58 - Theorists:

Wittgenstein - Wittgenstein's picture theory of language states that statements are meaningful if they can be defined or pictured in the real world. If it can be imagined, it can be made more meaningful

Craik - In 1943 he wrote *The Nature of Explanation*. In this book he laid the foundation for the concept of mental models, that the mind forms models of reality and uses them to predict similar future events. He was one of the earliest practitioners of cognitive science.

Senge - Wrote the 5th Discipline. This is what he says about MM - "Mental models are deeply held internal images of how the world works, images that limits us to familiar ways of thinking and acting. Very often, we are not consciously aware of our mental models or the effects they have on our behavior."

Mental models are subtle but powerful. Subtle, because we usually are unaware of their effect. Powerful, because they determine what we pay attention to, and therefore what we do. Mental models are strongly conservative: left unchallenged, they will cause us to see what we have always seen: the same needs, the same opportunities, the same results. And because we see what our mental models permit us to see, we do what our mental models permit us to do.

Our mental models developed overtime. Our experiences and our explanation of how and why they happened helped shape our MM. Following are some of the sources of our mental models:

Stories to help you explain the mental models

- For young children, their experiences are feelings rather than conceptual. For a young child whose father goes abroad to earn a living, his/her MM would not necessarily be that the father left to secure a better future for him, but that he was left behind. That reality shapes his/her MM.
- Upon coming out of the mother's womb, a baby receives a slap to know if he/she is alive. Then the baby will be placed on a weighing scale, which is cold. The MM that shapes the baby's consciousness then is that, the world is violent and cold.
- When a mother is drugged, the baby is the first one to be affected. During pregnancy, the emotional state of the mother greatly affects the baby in the womb.
- They say that if you want the baby to be musically inclined, listen to a lot of music or if you want it to develop linguistic abilities, read a lot of books
- Growing up, the conceptual ability is more developed. The view of our parents, school and the church affects the belief system. Getting older means we have freewill left and we begin to create our own models. Then we compare these models to reality. The education system is supposed to do these for us, the ability to create MM.
- We used to have the *maya* as our national bird when we can have the Philippine Eagle instead. Our national flower is *sampaguita*. The *maya* and *sampaguita* are both small. These were how colonizers programmed the Filipino psyche, a subtle way to control the Philippines as a nation and make us 'small', subservient and inferior compared to our colonial masters. The same psyche is historically and culturally ingrained and continues until today. We belittle ourselves.
- There was this holy man people admire. There are 2 things about this man. One, he prays a lot. Two, he loves dogs. Whenever this man prays at night, he'd tie the dog to a post so he won't hear it bark. When he died, everyone wants to be like him. They thought tying a dog to a post is part of the prayer, so they also did the same whenever they prayed.

Key Learning point:

Our mental model is started forming the moment we were born. All our experiences, relationships and beliefs introduced to us contribute to our MMs. As we mature, we become selective of the things we believe in and create our own mental models

Activity 4.7: Changing Mental Models

Objectives: Develop awareness of how mental models change

Time: 10 minutes

Suggested Slide: [Slide 60. Mental Model/ Paradigm](#)
[Slide 61. How MM? Paradigm Change](#)
[Slide 62. Gladwell's Quote](#)

Spiel: (Slide 60 and 61)

1. Our feeling and behaviors are products of our own experiences.
2. We develop a belief system that keeps on justifying our own behavior. This becomes our mental model. When these beliefs are shared by others, they become paradigm.
3. Our behaviors won't change unless we change our paradigm. We need to learn how to open our minds to new ideas and possibilities because that is how we change our paradigm.

Instruction:

Share your own story of an anomalous situation that changed your mental model

Example: Here's a list of mental models that were proven wrong overtime:

- "I think there is a world market for maybe five computers." -- *Thomas Watson, chairman of IBM, 1943.*
- "There is no reason anyone would want a computer in their home." -- *Ken Olson, president, chairman and founder of Digital Equipment Corp., 1977.*
- "This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us." -- *Western Union internal memo, 1876.*
- "The Americans have need of the telephone, but we do not. We have plenty of messenger boys." -- *Sir William Preece, chief engineer of the British Post Office, 1876.*
- "The wireless music box has no imaginable commercial value. Who would pay for a message sent to nobody in particular?" -- *David Sarnoff's associates in response to his urgings for investment in the radio in the 1920s.*
- "While theoretically and technically television may be feasible, commercially and financially it is impossibility." -- *Lee DeForest, inventor.*
- "The concept is interesting and well-formed, but in order to earn better than a 'C', the idea must be feasible." -- *A Yale University management professor in response to Fred Smith's paper proposing reliable overnight delivery service. (Smith went on to found Federal Express Corp.)*

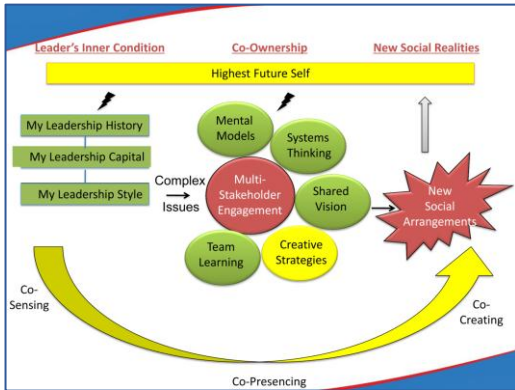
- "Who the hell wants to hear actors talk?" -- *H. M. Warner, Warner Brothers, 1927.*
- "A cookie store is a bad idea. Besides, the market research reports say America likes crispy cookies, not soft and chewy cookies like you make." -- *Response to Debbi Fields' idea of starting Mrs. Fields' Cookies.*
- "We don't like their sound, and guitar music is on the way out." -- *Decca Recording Co. rejecting the Beatles, 1962.*
- "It will be years -- not in my time -- before a woman will become Prime Minister." -- *Margaret Thatcher, 1974.*
- "With over 50 foreign cars already on sale here, the Japanese auto industry isn't likely to carve out a big slice of the U.S. market." -- *Business Week, August 2, 1968.*
- "The bomb will never go off. I speak as an expert in explosives." -- *Admiral William Leahy, U.S. Atomic Bomb Project.*
- "Airplanes are interesting toys but of no military value." -- *Marechal Ferdinand Foch, Professor of Strategy, Ecole Superieure de Guerre.*
- "There will never be a bigger plane built." -- *A Boeing engineer, after the first flight of the 247, a twin engine plane that holds ten people.*
- "Louis Pasteur's theory of germs is ridiculous fiction." -- *Pierre Pachet, Professor of Physiology at Toulouse, 1872.*
- "The abdomen, the chest, and the brain will forever be shut from the intrusion of the wise and humane surgeon." -- *Sir John Eric Ericksen, British surgeon, appointed Surgeon-Extraordinary to Queen Victoria 1873.*

Spiel: We need to expose people to new experiences that will challenge what they think is true. Expect them to disagree or, they'll say yes to the new MM, then go back to their old beliefs.

We need repeated exposure to challenge the old until it starts to fail. If people lose faith on the original belief, they'll decide to reject it and try the new behavior. They will see the world differently. The new MM becomes embedded and is resistant to change until a new anomaly comes in.

Wrap up by sharing Gladwell's quote. [\(Slide 62\)](#)

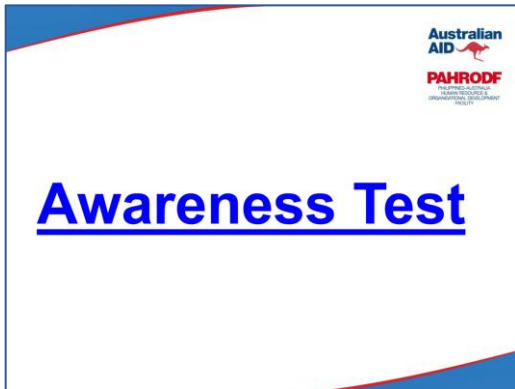
PowerPoint Slides for Session 4



Slide 42. Program Framework As Map



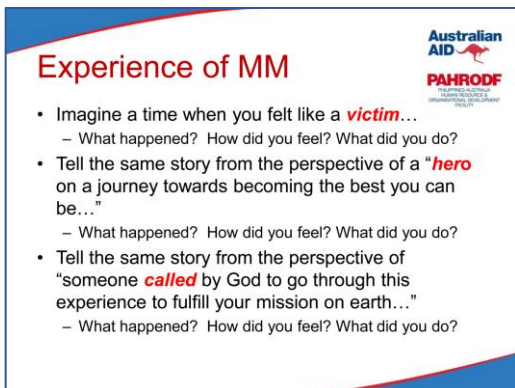
Slide 43. Introduction to Mental Models



Slide 44. Awareness Test




Slide 45. Bengson Quote



Slide 46. Experience of Mental Model




Slide 47. Intro to Challenging Negative Self-Talk



ABCDE Model

<i>A</i>	Adversity	An undesired event
<i>B</i>	Beliefs	Unconscious explanations of how reality "operates"
<i>C</i>	Consequences	Experience of fear, anxiety, deflation, frustration, sadness
<i>D</i>	Disputation	Challenging of beliefs
<i>E</i>	Energization	New behavior as a result of the disputation process

Slide 48. ABCDE Model



Disputation Process

Evidence	What is the evidence for or against the belief?
Alternatives	What are other ways of looking at adversity?
Implications	If the worst scenario is right, what is the worst that can realistically happen?
Usefulness	Will thinking about the problem now do me good? If not, <ul style="list-style-type: none"> ▪ Write down the troublesome thought ▪ Schedule a specific time for thinking things over ▪ After these, shift your focus and do other things


Slide 49. Disputation Process



Growing from Anger

Model of Juan A. Kanapi, Jr. PhD

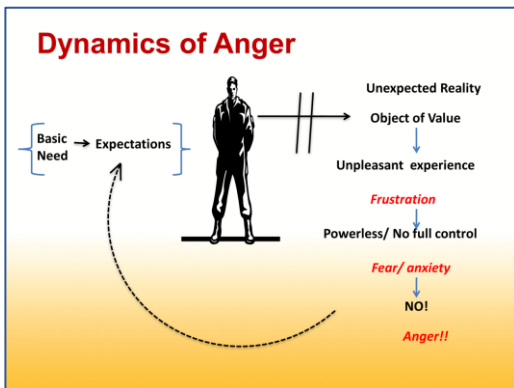
Slide 50. Introduction to Growing from Anger



Basic Elements of Anger

- A reality is unexpected.
- A desire/value is threatened or violated by that reality.
- There is an absence of full control or powerlessness over that reality.
- Reality is experienced as physically or psychologically unpleasant.
- Reality is perceived as wrong & rejected

Slide 51. Basic Elements of Anger




Slide 52. Dynamics of Anger



Managing Anger

Anger: The Misunderstood Emotion
By Carol Tavris


Slide 53. Managing Anger



Managing Anger – What Does Not Work

- Verbal aggression that provokes the other
- Cathartic expression against a superior
- Reciting grievances to a “3rd party” who encourages your anger
- Expression that makes a stressful situation worse
- Keeping the emotion in that allows a stressful situation to continue

Slide 54. Managing Anger - What Does Not Work



Managing Anger – What Works

- Physiological relaxation exercises
- Anger will simmer down if you wait long enough – “count to 10”
- Reinterpret a supposed provocation – “disputation process”
- Humor – transform “injustice” into absurdity
- Calm, non-aggressive feedback about your anger – use “I messages”


Slide 55. Managing Anger - What Works



Managing Anger – What Works

- Assertiveness training
- Ventilating anger is “cathartic” only if it
 - Restores your “sense of control”
 - Reduces your belief that you are “helpless,” “powerless”
- Go for therapy to bring into consciousness psychological traumas, embedded in the unconscious, which makes one vulnerable to unproductive anger


Slide 56. Managing Anger - What Works (continuation)



Theorists

- 1922: Wittgenstein’s Picture Theory of Meaning
- 1943: Kenneth Craik
- A model of reality as we imagine it
- A dynamic representation or simulation of the world...human beings translate external events into internal models


Slide 57. Theorists



Theorists

- 1990: Senge
- Unconscious assumptions that shape the way we choose and organize information...limit us to familiar ways of thinking and acting...new insights fail to be put into practice

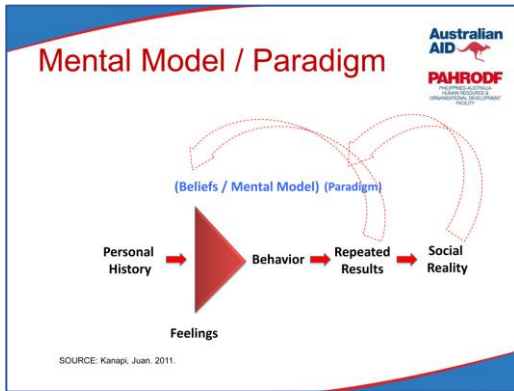
Slide 58. Theorists (continuation)



Sources of Mental Models

- Observation + our own explanation: starting very early in life as we deal with emotional issues
- Other people’s explanations – parents, church, schools, government, culture
- Individual ability to create models for ourselves from analogous models we already possess – adult learning process

Slide 59. Sources of Mental Models



Slide 60. Mental Model/Paradigm

- ## How MM / Paradigm Change
- An **anomaly** appears that differs from an existing MM / Paradigm, e.g. White Crow
 - **Resistance** to the new information
 - Continuing application of old MM / Paradigm leads to **repeated failure** in problem-solving / creation of new future
 - **Loss of faith** & consideration of new MM / P
 - The **decision to reject an old mental model / paradigm** is always simultaneously the decision to **accept another** and the judgment leading to that decision involves the comparison of both paradigms with nature and with each other
 - Led by new MM/P **people see the world differently** and **adopt new behaviors / instruments**
 - **New MM/P becomes embedded** when it proves to be more effective / efficient in getting things done repeatedly... also **becomes resistant to change**

Slide 61. How MM? Paradigm Change

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FACILITY

“Our first impressions are dictated by our experiences & our environment, which means that we can change our first impressions...by changing the experiences that comprise that impression”

Malcolm Gladwell

Slide 62. Gladwell's Quote

Session 5: System Thinking

Session Objective: Develop system thinking skills to explain a complex social issue

Total Time: 2 hours

Instruction:

Using the framework as a roadmap, point to the Systems Thinking Module to show how the program is progressing:

Activity 5.1: Understanding Complex Social Issues

Objective: Increase awareness of participants on the nature of complex social issues

Time: 15 minutes

Suggested Slide: [Slide 63. Cynefin Framework](#)

[Slide 64. Complex Social Issues](#)

[Slide 65. Nature of Complex Social Issues](#)

[Slide 66. Working Through Complex Social Issues](#)

Instruction:

1. Discuss the four slides to help the participants understand the nature of complex social issue.
2. Take note of the following reference to help explain the Cynefin framework ([Slide 63](#))
3. Emphasize the key points of the Complex Social issue matrices: ([Slides 64-66](#))
 - Complex social issues have cause and effect that have been persistent over time.
 - There are various stakeholders and they have varying views and interests on the issue
 - Past initiatives failed to solve the issue and new solutions have not been identified
 - The needed intervention is systemic, participative and emergent. The methodologies we will introduce in this program are systems thinking, multi-stakeholder engagement and creative strategies (whole brain thinking)

Reference on Cynefin Framework

1. **Simple**, in which the relationship between cause and effect is obvious to all, the approach is to *Sense - Categorise and Respond*. Applying best practices is the best way to deal with simple problems.

Ex. After studying your purchases, you realize that you have been paying your suppliers more than what other suppliers are offering in the market. You look at the situation and realize that you don't have a proper procurement process, so you decide to adopt the best practice for supplier accreditation and purchasing procedure.

2. **Complicated**, in which the relationship between cause and effect requires analysis or some other form of investigation and/or the application of expert knowledge, the approach is to *Sense - Analyze - Respond* and we can apply *good practice*.

Example:

Your organization is experiencing a high incidence of employee turnover and it is hurting your operation. You want to find out why this is happening and how to improve employee retention but you realize this is not your expertise. You look for an expert to help you understand the situation and apply good practice to address the problem.

3. **Complex**, in which the relationship between cause and effect can only be perceived in retrospect, but not in advance, the approach is to *Probe - Sense - Respond* and we can sense *emergent practice*.

Example:

The problem of corruption is one that has many causes involving various stakeholders. The solution to which is not yet in sight. The approach is to understand the problem, sense the issue from different perspectives and respond by looking for emergent (new) solutions.

4. **Chaotic**, in which there is no relationship between cause and effect at systems level, the approach is to *Act - Sense - Respond* and we can discover *novel practice*.

Example:

A flash flood, a forest fire or typhoon that caused immediate danger or damage is a chaotic situation where there is a need to act to stabilize the situation quickly. The action we take in this situation is novel to that situation and environment.

Activity 5.2: Applying Causal Loops in Systems Thinking

Objective: Develop skill in generating causal loops to describe or analyze a complex social issue

Time: 1 hour and 15 minutes

Materials:

- Participant's manual pages 30 - 33 : Drawing Causal Loops
- Manila paper, meta cards, markers, tapes

Suggested Slide: [Slide 67. System Thinking](#)

[Slide 68. Peace and Order Divide](#)

Spiel:

"Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static 'snapshots'...Today, systems thinking is needed more than ever because we are becoming overwhelmed by complexity."

-Peter Senge, The Fifth Discipline

The kinds of issues we face today are complex (see Peace and Order Divide as an example). We can't point to a single root cause and we don't know exactly when it began. Societal Learning refers to the different sectors that have a stake in the issue learning together. There is no one best practice for doing this. Learning can be achieved by trial and error, make mistakes quickly so you can learn and succeed more quickly.

The Causal Loop

Instructions provided by Joel Lasam on the next page

Steps in Doing Causal Loops

Process Guide for Cluster Leaders by Joel Lasam

A causal loop is a visual way of documenting the stories or views of various stakeholders affected by a complex social issue. It shows relationships between causes and effects by:

- Generating the views of stakeholders in terms of factors or variables that contribute to the complex social issues, and their consequences;
- Ensuring that everyone can share their stories on how they are affected by the complex issue, most especially the marginalized, invisible and excluded whose views are not normally sought or listened to;
- Making the process highly inclusive signifying that there are no 'right' or 'wrong' from the views of stakeholders'; and
- 'Reading the stories' in the causal loops using non-judgmental language.

Where needed especially by superiors in DILG and highly informed stakeholders, causal loops may need to be reinforced by data or evidence to support each factor/variable or consequence (i.e. cause and effect) in the causal loop.

On the other hand, causal loops may need to be supported with pictures or images for each factor/variable or consequence (i.e. cause and effect) in the causal loop, to visually communicate the causal loops to non-literate stakeholders.

The following process guide is being offered to Cluster Leaders to assist them in facilitating the Causal Loop exercise with LGOOs during the two batches of Practicum in April 2013.

Assumptions:

- Facilitator has already generated a list of sample complex social issues, after explaining the nature of complex social issues.
- Co-facilitator has written on the board the sample complex social issues, raised by training participants.
- Training participants see on the board the samples they raised earlier.
- Each group has chosen a complex social issue from the list on the board.

1. Check first whether or not all groups have chosen their complex social issues (Note: It is ok for groups to change their complex issues in the course of doing their causal loops)
 - Ask members of the facilitating team to join each group
 - Introduce them as 'process consultants': they will help only in the process, but not in the content of the causal loop
2. Ask the group members to assume roles in answering the question: 'what are the factors or variables that contribute to the complex social issue?'

Assumption: (a) We will use the complex social issue of RD's and ARD's group in Batch 3 (Tagaytay City, 13-17 January 2013), which is disaster preparedness, to showcase the process of developing causal loops. (b) Before the causal loop exercise starts, it is understood that all administrative materials are made available or put in place (i.e., meta cards, marking pens, masking tape, manila paper, and *tapete*¹ with adhesive spray where the meta cards will be posted)

- At this point, Lead Facilitator observes the process for all groups, but the Process Consultant assigned to each group takes the lead in assisting the process.
- The Process Consultant:
 - Asks the group to clear the table so that meta cards can be laid on the table
 - Requests the members of the group to answer the question 'what factors or variables contribute to the complex issue?'
 - Reminds the group to assume a role before he/she answers the question raised earlier
 - Asks the group to write answers in a meta card: *no adjectives; key word/s only; preferably not more than three words*
 - Requests each member of the group to read (and not to explain) what he/she has written on the meta card (i.e. factor or variable contributing to the complex social issue) before he/she lays on the table the meta card [Note: each member takes turn in presenting one meta card, until all cards have been laid down on the table]

¹ If *tapete* is not available, manila paper or white board may be used, but masking tape is needed to post the meta cards.

3. Together with the members of the group, facilitate clustering of meta cards under tentative themes

- The Process Consultant:
 - Leads the group to identify emerging themes out of the meta cards
 - Puts the main meta card in the middle of the *tapete*, manila paper or board and use this original meta card to initiate doing the first causal loop



Figure 1.
Region 10 Participants, Tagaytay City, 17 January 2013



Figure 1 Original Meta Card or Main Complex Social Issue of RDs/ARDs, Batch 3,
Tagaytay City, 17 January 2013

- After putting the main complex issue or original meta card on the *tapete*, manila paper or board (see Figure 2), starts the group discussion by asking:

If disaster preparedness is low, what happens next?

Note: Group members will naturally look for answers in the meta cards on the table. Allow the group to respond and paste the meta card/s chosen by the group on the table (see Figure 3).



Figure 2 First Cause-Effect Loop

- After pasting on the board or *tapete* the second meta card based on the group's response, continue asking the question

If vulnerability is high, what happens next?

Note: The question I raised in Figure 2 was in the negative (i.e. low disaster preparedness) because I had to start with the mental model the RDs and ARDs were most familiar with, which was on poor DRRM capacities of LGUs.

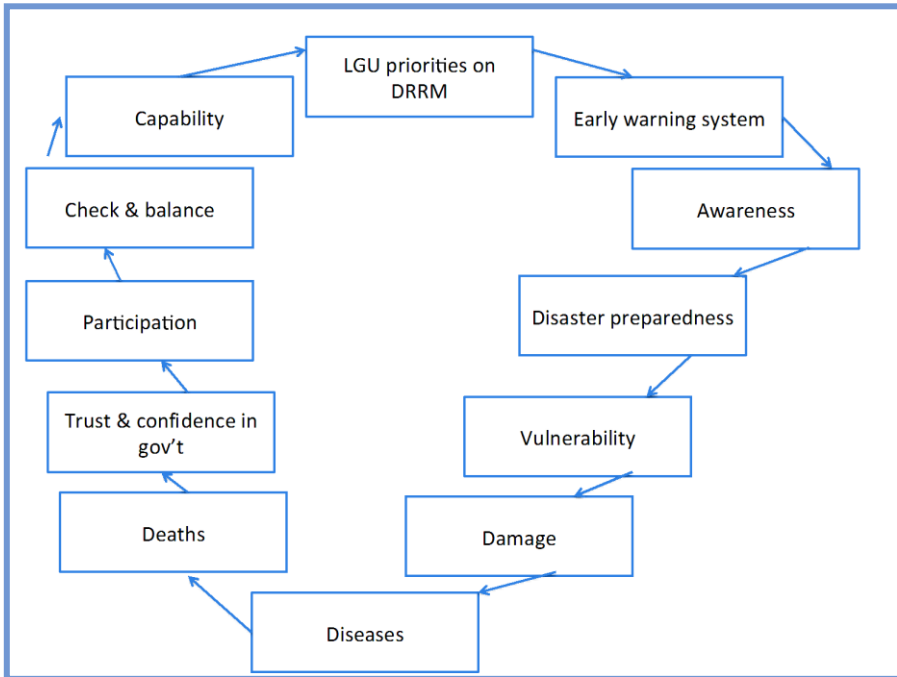


Figure 3 Complete Causal Loop

- Continue the facilitation by asking questions and seeking answers from the group (see Figure 4).

If damage is high, what happens next?
If the incidence of diseases is high, what happens next?
If mortality is high, what happens next?
If trust and confidence in government is low, what happens next?
If participation is low, what happens next?
If check and balance is low, what happens next?
If capability is low, what happens next?
If LGU priorities on DRRM are low, what happens next?
If there is no or limited early warning system, what happens next?
If awareness is low in the community, what happens next?

Note: As a Process Consultant, you are to draw the responses from the Group. Your control is on facilitating the process by asking questions, such as those indicated above, but the content should always be from the group.

4. After completing a loop (or all the loops [i.e. at least 2-3 loops]), start facilitating in the group the relationship between 'cause' and 'effect' using 'O' and 'S'

Assumption: (a) At this stage, the Lead Facilitator explains in plenary how the relationships between causes and effects are made by using 'S' and 'O'. (b) After the plenary explanation, Process Consultants facilitate the group to determine relationships using 'S' and 'O'.

S means 'Same' or the cause and effect have direct relationship: if cause is high, then effect is high. Example is, if trust and confidence in government is high, then participation is high (see Figure 4)

O means 'Opposite' or cause and effect have inverse relationship: if cause is high, then effect is low. Example is, if disaster preparedness is low, then vulnerability to disaster risks is high (see Figure 4)

Note: The reason why we do not allow 'adjectives' is to refrain from using judgmental language. The use of 'S' and 'O' substitutes for adjectives and allows you to use positive or negative language depending on who the audience is.

The Process Consultant:

- o Facilitates the process all over again; this time using 'S' and 'O'

If disaster preparedness is low, what happens next? High or low vulnerability?

Answer: High vulnerability, therefore 'O'.

Note: Allow the response to come from the group; then write 'S' or 'O' after.



Figure 4 Completed Causal Loops, including 'S' and 'O' Relationships, RD's and ARD's' Group, Tagaytay City, 17 January 2013

5. Familiarize yourself with some tips

The Lead Facilitator and Process Consultants need to anticipate the following:

- Sometimes, some loops cannot be closed (see 'political differences' in Figure 5 above in the uppermost left side of the causal loop). For lack of time and non-familiarity of the group, some variables can no longer be motivated further into determining more variables, consequences or effects.
- If a loop does not close, let it be. This means the group is not diverse enough to produce a complete story or other stakeholders need to be invited into the conversations to make a more complete story.

Activity 5.4: Stakeholder Mapping

Objective: Develop skills in stakeholder mapping vis-a-vis chosen complex social issue

Time: 30 minutes

Materials:

Participant's Manual page 34: Stakeholder map worksheet, manila papers, markers

Suggested Slide: [Slide 69. Stakeholders Mapping](#)

[Slide 70. Stakeholder Mapping Slide](#)

Spiel: Having a better understanding of who your stakeholders are and their position in the issue is necessary if you are to work with them in finding possible solutions.


Instructions

Have each group identify stakeholders from the causal loops of the complex social issue they worked on

1. Identify at least two supporters, two opposers and two neutral stakeholders
2. Know what their interests are in the complex social issue
3. Cite the resources available to them
4. List their mobilization capacity
5. Identify their position in the issue

Both Causal Loop and the Stakeholder Map will be presented the next morning or if there is still time, after the discussion on Team Learning.

PowerPoint Slides for Session 5



The Nature of Problems

Cynefin Framework:
D. Snowden and M. Boone


Simple Problems	Best Practice
Complicated Problems	Experts
Complex Problems	Emergence
Chaotic Problems	Rapid Response

Slide 63. Cynefin Framework



Complex Social Issues


Slide 64. Complex Social Issues



Nature of Complex Social Issues

LOW	NATURE OF COMPLEXITY	HIGH
Cause and effect are close together in time and space	Dynamic	Cause and effect are far in time and space
People who are part of the problem share common assumptions, values, rationale and objectives	Social	People who are part of the problem look at things differently
Future is familiar and predictable	Generative	Solutions to the problem/s are not in sight

Slide 65. Nature of Complex Social Issues



Working Through Complex Social Issues

Nature of Complexity	Intervention Approach	Methodology
Dynamic	Systemic	Systems Thinking
Social	Participative	Multi-Stakeholder engagement
Generative	Emergent	Creative


Slide 66. Working Through Complex Social Issues



System Thinking

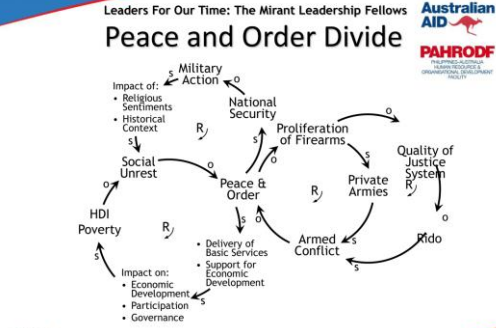
Peter Senge's Causal Loop

Slide 67. System Thinking



Peace and Order Divide

Leaders For Our Time: The Mirant Leadership Fellows



SOURCE: Loong, Don. AIM-Mirant Center for Bridging Leadership Fellowship Program.

Slide 68. Peace and Order Divide

Slide 69. Stakeholder Mapping

Societal Divide / Issue _____

Group	Interest in Issue	Resources	Mobilization Capacity	Position on Issue
		Financial, authority, expertise, Organisational, expertise, policy, charisma, etc.	High Medium Low	Support Neutral Resist

Slide 70. Stakeholder Mapping Slide

Session 6: Team Learning

Session Objective: Develop participants' skills in humble inquiry and advocacy as tools for team learning

Total Time: 1 Hour

Instruction:

Using the framework as a roadmap, point to team learning as the next topic to be covered.

Activity 6.1: Dialogues

Objective: Introduce skill in using reflective and generative dialogue in team conversations

Time: 15 minutes

Suggested Slide: [Slide 71. Four Fields of Conversation by Otto Scharmer](#)

[Slide 72. Nature of Dialogue](#)

[Slides 73 – 76. Dialogue vs Debate](#)

[Slide 77. Powerful Questions](#)

Spiel:

Otto Scharmer's generative dialogue model of the four fields of conversation has been largely applied in organizational settings with the intent of fostering conditions for groups to learn to think together, generate new knowledge and solve deeper problems that pervade organizational culture. We will see how we can use this to learn as a team.

Instructions:

Discuss the following:

1. Four Fields of Conversation

a. Re-enacting patterns of the past –

- **Talking nice or downloading politeness** – This quadrant represents the most common form of conversation and communication. We say what we're expected to say in a specific situation: "How are you? I am fine. Thank you." The kind of listening that corresponds to this is not listening at all, but just playing the tape in our heads.
- **Talking tough or debating and clashing** - Talking nice might be interrupted when the conversation moves into a debate. In debate we say what we're really thinking, but it doesn't really produce anything new. A debate is about making a point and winning. We listen to what confirms or disconfirms our point of view.

b. Enacting emerging futures

- **Reflective dialogue** –In his work on dialogue, Bill Isaacs (1999) identifies four capacities people exhibit when they engage in this kind of conversation: voicing—speaking the truth of one's own perspective; listening without resistance; respecting—demonstrating awareness of the impossibility of fully understanding others' positions; and suspending—letting go of assumptions, judgments, certainty. Reflective dialogue is triggered by asking questions and suspending judgment (humble inquiry), and making recommendations (advocacy)
- **Generative dialogue** – In a generative dialogue our perception as participants shifts again. This time it moves from seeing the other person's perspective towards seeing the "whole." This simply means being open to having conversations to as many stakeholders as possible, to generate collective intelligence and create new strategies. The causal loops, for example, is a tool to engage multi-stakeholders in a dialogue, to have a common understanding of complex social issues and emerge new ways of addressing them.

2. Nature of Dialogue

- ### a. **Equality and absence of coercive influence** –When position or authority is invoked between peoples and groups, dialogue becomes difficult to achieve. Dialogue only becomes possible when people of lesser authority feel that there is mutual trust and that those in authority remove barriers to equality, empathy and sincerity. These

barriers are called “coercive influences”, such as position, designation, location, language, education, expertise, status, privilege and the like.

- b. **Active listening with empathy** - Listening to understand what the other person is saying and feeling is essential to dialogue. We often have difficulty doing this because we listen so we can respond to push our agenda. When we are too eager to express our own opinion than actively listen to what the other person is trying to say, it leads to discussion or debate, rather than dialogue.
- c. **Bringing assumptions (mental models) out into the open.** Misunderstanding is often caused by unexamined assumptions. Dialogue requires that participants be uninhibited in bringing their own and other participants' assumptions out into the open, in an environment where everyone feels safe.

3. Debate vs. Dialogue

Dialogue	Debate
<ul style="list-style-type: none"> • Assumes that many people have pieces of the answer and together they can craft a sustainable solution • Participants work towards a common understanding • About exploring common ground • Listening to understand, find meaning & agreement • Revealing assumptions for reevaluation • Reexamining all positions • Admitting that others' thinking can improve on one's own • Searching for strengths & values in other's positions • Discovering new options, not seeking closure 	<ul style="list-style-type: none"> • Assumes that there is a “right answer” & each group's position is the answer • Participants try to prove the other side wrong • About winning • Listening to find flaws & make counterarguments • Defending assumptions as truths • Critiquing the other side's position • Defending one's view against the other • Searching for flaws & weaknesses in other's positions • Seeking a conclusion or vote that ratifies one's original position

4. Powerful questions

Not all questions are powerful. Close-ended questions answerable by yes or no do not encourage much thinking. The ones on top of the triangle are the more powerful questions. Remember this when we go to team learning later.

Activity 6.2: Team Learning

Objective: Raise skill in using humble inquiry by raising powerful questions to deepen understanding of causal loops and stakeholder maps, expose mental models, and expand understanding

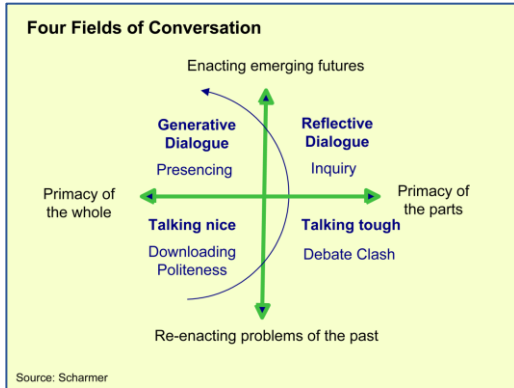
Time: 45 minutes (to coincide with causal loop and stakeholder map presentation)

Material: Participant's Manual page 35: Team Learning Notes

Instructions:

1. Ask each learning team to present their causal loop and stakeholder map.
2. Advise other participants to listen carefully to the presentation and prepare powerful questions to help the presenters
3. While the other groups ask their questions, the presenters are not allowed to answer. Ask them to jot down all the questions to be discussed among members of the group later.
4. Go over the questions later and make necessary adjustments to your causal loops and stakeholder maps
5. Process the activity by asking the participants what they learned in the team learning exercise.

PowerPoint Slides for Session 6



Slide 71. Four Fields of Conversation by Otto Scharmer

Nature of Dialogue

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POLICY

- Equality and absence of coercive influences
- Active listening with empathy
 - Focus on understanding the other's point of view
- Bringing assumptions (**mental models**) into the open so that these may be understood and responded to
 - Responding without challenging or reacting in a judgmental way

SOURCE: AIM-TEAM Energy Center for Bridging Leadership Workshop.

Slide 72. Nature of Dialogue

Dialogue vs. Debate

Australian AID
PAHRODF
PARTICIPATION
HUMAN RESOURCES
ORGANISATIONAL DEVELOPMENT
POLICY

- Assume that many people have pieces of the answer and together they can craft a sustainable solution
- Participants work towards a common understanding
- Assumes that there is a "right answer" & each group's position is the answer
- Participants try to prove the other side wrong

Slide 73. Dialogue vs Debate

Dialogue vs. Debate

Australian AID
PAHRODF
PARTICIPATION
HUMAN RESOURCES
ORGANISATIONAL DEVELOPMENT
POLICY

- About exploring common ground
- Listening to understand, find meaning & agreement
- Revealing assumptions for reevaluation
- About winning
- Listening to find flaws & make counterarguments
- Defending assumptions as truths

Slide 74. Dialogue vs Debate (continuation)

Dialogue vs. Debate

Australian AID
PAHRODF
PARTICIPATION
HUMAN RESOURCES
ORGANISATIONAL DEVELOPMENT
POLICY

- Reexamining all positions
- Admitting that others' thinking can improve on one's own
- Searching for strengths & values in other's positions
- Critiquing the other side's position
- Defending one's view against the other
- Searching for flaws & weaknesses in other's positions

Slide 75. Dialogue vs Debate (continuation)

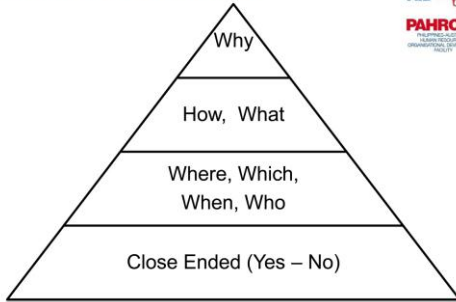
Dialogue vs. Debate

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POLICY

- Discovering new options, not seeking closure
- Seeking a conclusion or vote that ratifies one's original position

Slide 76. Dialogue vs Debate (continuation)

Powerful Questions



SOURCE: Vogt, Eric. "The Art and Architecture of Powerful Questions."

Slide 77. Powerful Questions

Session 7: Whole Brain Thinking

Objective: Develop skill in activating whole brain thinking

Total Time: 1 hour

Suggested Slide: [Slide 78. Program Framework as Roadmap](#)
[Slide 79. Introduction to Whole Brain Thinking](#)
[Slide 80. Gladwell Quote on Quick Decision Making \(Thin-Slicing\)](#)
[Slide 81. Discussion on Corpus Callosum](#)
[Slide 82. Left and Right brain representation by Sperry](#)

Instructions:

Discuss the following:

1. **Creative Strategies - (slide 78)** Using the framework as a roadmap, point out that we are now preparing for creative strategies.
2. **Introduce whole-brain thinking – (Slide79)** In this session, we will look at how we incorporate both left and right brain thinking in creating new strategies or social arrangements.
3. **Gladwell’s quote - (slide 80)** Gladwell’s book, *Blink*, is about people making split-second decisions called thin-slicing. He showed multiple evidences of people making accurate judgments with very little information and at a very quick pace as opposed to those who gather volumes of information and spend a lot of time analyzing data before making decisions.

Additional information on thin-slicing

One of the most popular books on thin-slicing is *Blink* written by Malcolm Gladwell. In this book, the author goes through and describes interesting examples and research which exploit the idea of thin-slicing.

- Malcolm Gladwell wrote about how a museum bought an Art Sculpture and brought it to the J. Paul Getty Museum in California, under the name of Getty Kouros. The art experts who looked at the sculpture suspect that something is wrong with it but wasn't

sure exactly it was. However, the sculpture passed thorough investigation because they could not identify any evidence that it was indeed fake. Experts who saw the sculpture for the first time continue to suspect the statue's authenticity from the moment they set their eyes on it. Eventually, it was found out that the documents used to prove its authenticity were forged. The immediate reactions of the experts towards the Kouros within two seconds of seeing it was an example of thin-slicing.

4. Whole-brain Thinking - (Slide 81-82) Whole brain thinking is the process of fully utilizing the complementarities between the left and the right sides of the brain. The left side of the brain deals with rationality and logical thought processes also known as hard thinking. The right side of the brain controls imagination, intuition and subjectivity also known as soft thinking. Our education and training focused mostly on left-brain thinking. Some of the challenges we face today, however, cannot be solved by just being rational and logical. Complex social issues require creative solutions (right brain), supported by evidence and data (left brain).

Additional information on left and right brain thinking from Nobelprize.org

Source: <http://www.nobelprize.org/educational/medicine/split-brain/background.html>

In the 19th century, research on people with certain brain injuries, made it possible to suspect that the "language center" in the brain was commonly situated in the left hemisphere. One had observed that people with lesions in two specific areas on the left hemisphere lost their ability to talk, for example.

The final evidence for this, however, came from the famous studies carried out in the 1960s by Roger Sperry and his colleagues. The results of these studies later led to Roger Sperry being awarded the Nobel Prize in Physiology or Medicine in 1981. Sperry received the prize for his discoveries concerning the functional specialization of the cerebral hemispheres. With the help of so called "split brain" patients, he carried out experiments (just like the one you can perform by yourself in the Split Brain Experiments Game), and for the first time in history, knowledge about the left and right hemispheres was revealed.

The Split Brain- In the 1960s, there was no other cure for people who suffered from a special kind of epilepsy than by cutting off the connection, corpus callosum, between the two hemispheres. Epilepsy is a kind of storm in the brain, which is caused by the excessive signaling of nerve cells, and in these patients, the brain storm was prevented from spreading to the other hemisphere when the corpus callosum was cut off. This made it possible for the patients to live a normal life after the operation, and it was only when carrying out these experiments one could notice their somewhat "odd behavior."

Each hemisphere is still able to learn after the split brain operation but one hemisphere has no idea about what the other hemisphere has experienced or learned. Today, new methods and technology in split brain operation make it possible to cut off only a tiny portion and not the whole of the corpus callosum of patients.

The studies demonstrated that the left and right hemispheres are specialized in different tasks. The left side of the brain is normally specialized in taking care of the analytical and verbal tasks. The left side speaks much better than the right side, while the right half takes care of the space perception tasks and music, for example. The right hemisphere is involved when you are making a map or giving directions on how to get to your home from the bus station. The right hemisphere can only produce rudimentary words and phrases, but contributes emotional context to language. Without the help from the right hemisphere, you would be able to read the word "pig" for instance, but you wouldn't be able to imagine what it is.

Key Learning Point:

Our educational system focuses largely on the left brain, which is responsible for analysis and verbal tasks. We have been trained to memorize, calculate and analyze more than imagine, use our emotion, and develop musicality and passivity, which are all essential in creative thinking. In this session, we will do some exercises that will trigger right-brain thinking to help us in developing creative ideas for co-creating new social arrangements.

Activity 7.1: Tapping the Inner Master

Objective: Develop skill in using visualization to access right brain thoughts

Materials: Participant's Manual page 39: Tapping the Inner Master

Time: 30 minutes

Suggested Slide: [Slide 83. Tapping the Inner Master Introduction](#)

[Slide 84. Balloon Exercise](#)

[Slide 85. Free Association](#)

[Slide 86. Synthesis](#)

Spiel: [\(Slide 83\)](#) It's not enough that we know there is left and right brain thinking. It helps immensely that we know how to switch from one kind of thinking to the other. Turning on your right brain is a skill, one that grows stronger the more you work at it. We will introduce one exercise to train you in using your right brain.

Instruction for the Balloon Exercise:

Before asking the participants to begin the exercise, tell them what is about to happen and then begin the exercise using the following steps

1. You will ask them to sit with your eyes closed
2. Put their hands on their laps, fingers touching each other
3. Ask them to focus passively on their breathing
4. If they are distracted, acknowledge it and go back to focusing on breathing
5. When they are ready, you will ask them to imagine that they have a balloon in-between their hands
6. Tell this command: When my right brain is open, the balloon in-between my hands will expand
7. Allow them to experience this on their own time
8. After a while, tell the participants to let the balloon grow and then deflate the balloon slowly
9. Remind them that when they open their eyes, remain quiet until all participants have completed the exercise

Process the activity by asking the following questions:

- Who were able to experience the balloon expanding?
- How do you feel about that experience?
- What do you think happened?

Explain that the expanding balloon is an indication that they were able to open their right brain. This is not the only way to do it. If you were not able to do it, don't worry, it takes practice. You don't always have to close your eyes to open your right brain. Some people can do it on demand by focusing passively on breathing and using physical signals like telling oneself "If my thumb twitches, it means that my right brain is open."

Instruction for the Visualization exercise

Explain that the visualization exercise is a practical way of tapping the right brain in dealing with a current situation or inquiry. Begin the exercise by going through the following steps:

1. We are going to do a visualization exercise in a short while. Before we do, may I ask you to think of a current issue that you have to deal with? Write that issue in a piece of paper
2. In a while, I will ask you to relax, close your eyes and visualize a magic screen in front of you. As you look at the magic screen, images will start to appear, take note of the images that you will see. As soon as the images stop showing, you may open your eyes and start drawing the images that you saw in the screen.
3. Now, sit back and relax, close your eyes and focus on your breathing. When your mind wanders, acknowledge it, and then return to focusing on your breathing. (Wait for the participants to close their eyes and start the relaxation exercise). Imagine that you are sitting inside a cinema where all the lights are turned off. You see in front you a big magic screen. As you wait in your seat, you see images starting to appear. What are those images? Take note and remember what you are seeing.
4. (Wait in silence for a while before giving the next instruction) once the images stops appearing, you may open your eyes and then draw the images that you saw.

Instruction for the Free Association Exercise (slides 84-85)

Discuss free association as:

- A process that allows the interpretation of symbols or images from the unconscious
- Symbols are shared with the group, one at a time
- Group members verbalize anything that comes to their mind which they associate with each symbol in focus
- The owner of the symbols takes note of what is said that elicits a physical reaction

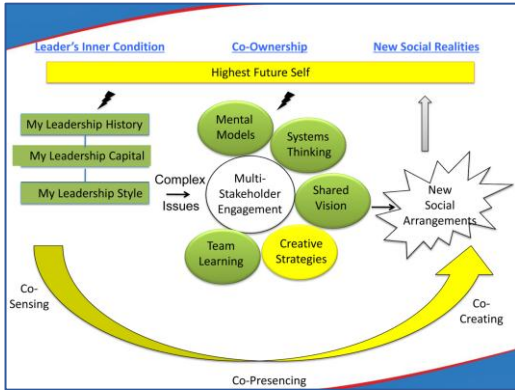
Give the instruction for using free association to interpret the connection of the images to the issues identified by the participants' earlier (slide 86).

1. Divide yourselves into groups of 5
2. Take turns in showing the images that you drew and then ask the other participants to say the first things that come to their minds as they see the picture. Please note that you are not to analyze or censor your thoughts. Just share whatever comes to mind
3. The owner of the symbol takes note of what is said that elicits a physical reaction
4. (After all the participants are able to go through the rounds) What are the parallels between the meaning of your symbol and what is happening in your life?
5. What concrete action can you take to utilize the message from your unconscious?

Key Learning Point:

This exercise shows us one way of using silence, passivity, imagination and free association in coming up with creative solutions to challenges we face today. In the next activities we will use your newly found skill in co-creating a shared vision.

PowerPoint Slides for Session 7



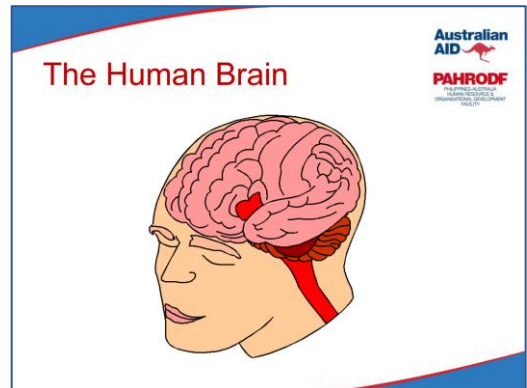
Slide 78. Program Framework as Roadmap



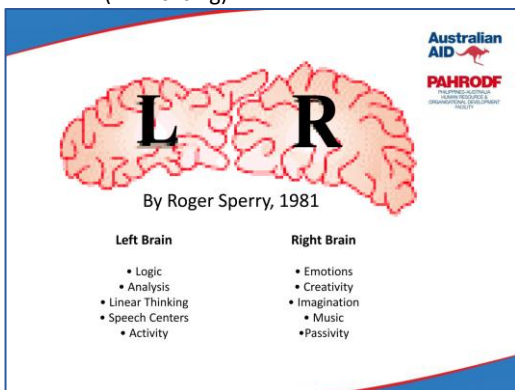
Slide 79. Introduction to Whole Brain Thinking



Slide 80. Gladwell Quote on Quick Decision Making (Thin-slicing)



Slide 81. Discussion on Corpus Callosum



Slide 82. Left and Right Brain Representation by Sperry



Slide 83. Tapping the Inner Master Introduction

Symbolic Message



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Slide 84. Balloon Exercise

Free Association

- A process that allows the interpretation of symbols from the unconscious
- Symbols are shared with the group, one at a time
- Group members verbalize anything that comes to their mind which they associate with each symbol in focus
- The owner of the symbols takes note of what is said that elicits a physical reaction

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Slide 85. Free Association

Synthesis

- What are the parallels between the meaning of your symbol and what is happening in your real life?
- What concrete action can you take to utilize the message from your unconscious?

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Slide 86. Synthesis

Session 8: Shared Vision

Session Objectives: Develop skill in putting together images of the future in order to produce new social arrangements in response to complex social issues

Total Time: 1 ½ hours

Materials:

- Participant’s Manual page 40 – 42 : Co-creating a Shared Vision
- Participant’s Manual page 43: KRA & KPI
- Manila paper, markers, art materials

Suggested Slide: [Slide 87. Point to shared vision as the next stop in our program roadmap](#)

[Slide 88. Introducing Shared Vision](#)

Spiel: The basic question is, how do we create a vision that will motivate stakeholders to take ownership and actively engage in the change process? The answer is to develop a shared vision. This module will help us learn how to do it.

Activity 8.1 Applying Scharmer’s Theory U in the Visioning Process

Objectives: Build awareness of the three movements /spaces in the U process

Time: 15 minutes

Suggested Slide: [Slide 89. Picasso Quote](#)
[Slide 90. Scharmer’s Theory U](#)
[Slide 91. Definition of Vision](#)
[Slide 92. Qualities of an effective vision](#)
[Slide 93-94. Vision Board Sample](#)
[Slide 95. Vision Statements Sample](#)
[Slide 96. Visioning Options](#)
[Slide 97. SMART goal-setting](#)
[Slide 98. KRA and KPI](#)

Spiel:

For the Picasso Quote (Slide 89)

Famous painter Pablo Picasso said that the mind finds its way to the crystallization of its dreams. It simply says that if you have a dream (a goal or a purpose); your mind sets out to pursue it. If you create a vision of the future, it becomes the dream that your mind sets out to pursue.

For the Theory U (Slide 90)

When we are faced with a problem or a question, the usual reaction is to search for answers from our knowledge and experiences. Einstein, however, said that “No problem can be solved from the same level of consciousness that created it.” Otto Scharmer offers another perspective through Theory U. Scharmer proposes that we find the answers by learning from the future as it emerges. Theory U presents three movements: Sensing, Presencing and Creating that can help us identify new solutions that we haven’t tried before.

Instruction:

Discuss the three movements of Theory U

- **Sensing:** opening up to the world outside and activating a capacity of seeing in which the observer is no longer separate from the observed –The world café, the causal loop and stakeholder mapping are just some of the few things you can do to gather data or have a sense of the complex social issues you face.
- **Presencing:** opening up to what wants to emerge and accessing a capacity of stillness that no longer separates what wants to emerge from who we are. Tapping into your right brain to use intuition and imagination rather than memory to create new arrangements is an example of this.
- **Creating:** bringing the new into reality by activating a capacity for creation that no longer separates the intelligence of the head, heart, and hand – creating a prototype and applying it in the real world.

Spiel:

In a while we shall apply this theory in co-creating a vision of the future for the complex social issue that we worked on earlier, but first let’s find out a little bit more about the nature of shared vision.

Instruction: Discuss the following slides:

1. **Slide 91:** Definition of a Vision
 - A picture of a preferred or desired state
 - A description of what an individual, group or organization would like to be some years from now
 - Includes spoken and unspoken hopes and dreams
 - It is rooted in reality but focused on the future
2. **Slide 92:** Qualities of an Effective Vision
 - Described in the present tense -- as if it is already existent
 - Clear enough to be imagined
 - Concise enough to be easily remembered
 - Experienced as a challenge/ inspiration
 - Used as basis for strategic decision-making
3. **Slides 93 & 94 :** Samples of vision board, one way of presenting a vision
4. **Slide 95:** Samples of vision statements, another way of presenting a vision
5. **Slide 96:** Options in visioning
 - Telling – The leader crafts a vision and tells everyone to follow (e.g. Secretary Robredo’s Seal of Good Housekeeping and the incentives attached to it)
 - Selling – getting people to buy in to an already stated vision (e.g., DILG’s advocacy to LGUs to adhere to the four outcome areas under the Byaheng Pinoy program)
 - Consulting – asking for people’s inputs before crafting a vision (e.g. Bottom-Up Budgeting exercises)
 - Co-creating – getting people/stake holders actively involved in crafting the vision
6. Emphasize that when stakeholders take ownership of the vision, they tend to be more committed to it. Nothing enhances ownership more than participating in crafting the vision.
7. **Slides 97 and 98:** In order to make the process whole brain, we need to translate the vision into quantifiable objectives that meet the S.M.A.R.T. Criteria.

Activity 8.2: Visioning Exercise

Objectives: Develop skill in using Theory U in the visioning process

Time: 1 hour and 15 minutes

Materials:

- Participant's Manual page 40 – 42 : Co-creating a Shared Vision
- Participant's Manual page 43: KRA & KPI
- Manila paper, markers, art materials

Suggested Slide: [Slide 99. Introduction the Visioning Exercise](#)

[Slide 100. Introducing Another Round of Team Learning](#)

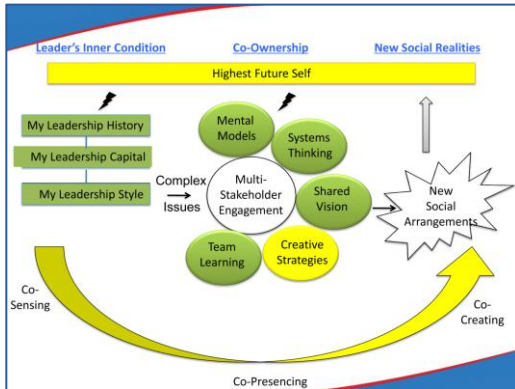
Spiel: Now that we have a better appreciation of the whole brain thinking, Theory U and visioning, let's use these knowledge in co-creating a shared vision.

Instructions:

1. Ask the groups to review their complex social issues and causal loop as the reference for their visioning exercise.
2. Inform them that they will go to another round of individual visioning and free association exercise to help them create their vision of the future for their selected social issues.
3. Give the following instructions:
 1. Relax in your chairs and close your eyes
 2. Put your hands on your lap
 3. Focus on your breathing
 4. If you are distracted, acknowledge it and then go back to focusing on your breathing
 5. Once your unconscious is open, you'll find yourself back in the cinema. You are facing a big magic screen. Wait for images to appear. Take note of what you see.
 6. Once the images stop showing, slowly open your eyes, be quiet because others are still in their altered state. Draw and make the images of what you saw in your dream.
4. When everyone is done with their drawing, have everyone share his/her image to the group
5. Using free association, ask participants to capture the first thing that comes to mind about what the image means and share their interpretation to the group.
6. Use the ideas that came up to create the team's vision of the identified social issue. Use the art materials to communicate this vision.

7. To make this a whole-brain exercise, we need to translate the right-brained vision into left-brained quantifiable targets using KRA's and KPI's. Identify measurable goals that will tell us that the vision has been achieved. Have the team present the vision and KPIs.
8. **(Slide 100)** Use humble inquiry to broaden understanding of these visions.

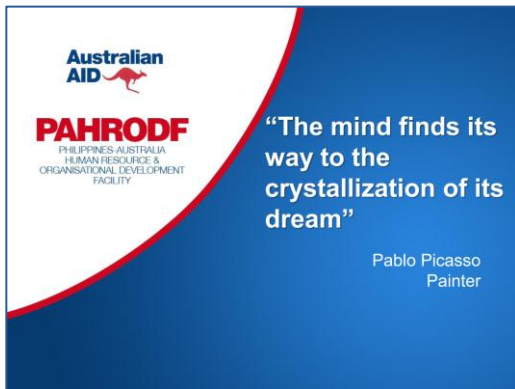
PowerPoint Slides for Session 8



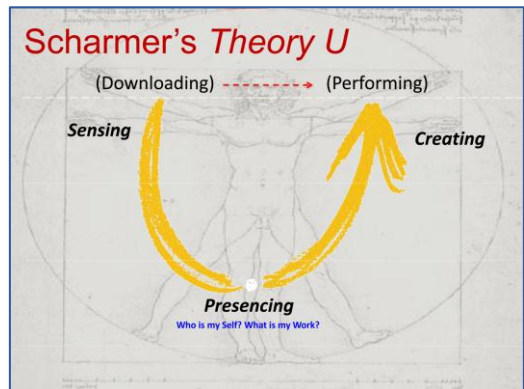
Slide 87. Point to Shared Vision as the Next Step in our Program Roadmap



Slide 88. Introducing Shared Vision



Slide 89. Picasso Quote



Slide 90. Scharmer's Theory U

Vision

- A picture of a preferred or desired state
- A description of what an individual, group or organization would like to be some years from now
- Includes spoken and unspoken hopes and dreams
- It is rooted in reality but focused on the future

Slide 91. Definition of Vision

Effective Vision

- Described in the present tense -- as if it is already existent
- Clear enough to be imagined
- Concise enough to be easily remembered
- Experienced as a challenge/ inspiration
- Used as basis for strategic decision-making

Slide 92. Qualities of an Effective Vision



Slide 99. Introduction the Visioning Exercise



Slide 100. Introducing Another Round of Team Learning

Session 9: Creative Strategies

Session Objectives: Develop skill in using the Theory U to generate new ideas on how to address complex social issues

Time: 2 hours

Materials: Participant's manual page 44-46: Case Clinic

Suggested Slide: [Slide 101. Framework as Roadmap](#)
[Slide 102. Introduction to Creative Strategies](#)

Instruction:

Show the framework to inform participants that you are moving Creative Strategies as a new topic.

Activity 9.1: Use of Theory U in coming up with creative strategies

Activity Objective: Build awareness of the seven capacities of Theory U

Time: 15 minutes

Suggested Slide: [Slide 103. Albert Einstein Quote](#)
[Slide 104. Scharmer's Theory U Three Movements](#)
[Slide 105. Capacities](#)

Instruction:

Introduce the activity by sharing a Quote from Einstein ([Slide 103](#))

Spiel: Einstein also said that insanity is defined as doing the same things over and over again expecting a different result. He knows that using our memory or our left brain to solve new and more complex issues is futile. Dealing with complex problems requires creative strategies. In this session, we will learn a new approach that we can apply to the workplace.

[\(Slide 104\)](#) I already told you about three movements of Theory U. In order to effectively do this, we need to develop the seven capacities.

Instruction:

Discuss the 7 capacities as:

Suspending: Seeing freshly starts with stopping our habitual ways of thinking and perceiving. Suspending does not require destroying our existing mental models of reality. Rather it entails hanging our assumptions in front of us. As we begin to be aware of our thoughts, they begin to have less influence on what we see.

Redirection: Entails turning attention toward the source rather than the object. Redirecting attention toward the source encompasses empathy but goes further. Like the inner work required for learning to suspend, building the capacity for redirecting attention to seeing from the whole is deeply connected to spiritual practices, such as meditation.

Letting go and letting come: This is compared to a death and rebirth cycle; **letting go** and surrendering belong to the death part of this cycle, while the coming into the presence of a different sense of self seems to belong to the early stages of a new birth. Getting to the different place that allows presencing to occur begins as we develop a capacity to let go and surrender our perceived need to control. This allows us to open up to what is emerging. In the **letting comes stage**, the self turns into a source through which the future begins to emerge.

Crystallizing and Prototyping: The true nature of an emerging whole can't be fully accessed without engaging in concrete experiments, improvisation, and prototyping. What we begin to intuit starts to become clear and real for us in a totally new way once we consciously make it manifest and stay open to the feedback it elicits. Prototyping means acting on a concept before that concept is complete or perfect.

Institutionalizing: Performing and achieving results through new practices and infrastructures.

Activity 9.2 Brainstorming and Metaphors

Activity Objective: Develop skill in brainstorming to develop a creative strategy

Time: 15 minutes

Suggested Slide: [Slide 106. Brainstorming](#)

[Slide 107. Metaphors](#)

Spiel: Theory U is not the only way to do creative strategizing. It is just one of several. There's brainstorming and use of metaphors.

Instruction:

Show slides on brainstorming and use of metaphors

Spiel:

Brainstorming: The key in effective brainstorming is ensuring that ideas are flowing unencumbered. There's no debating, just gathering and listing. Welcoming "crazy" ideas is also important. The selection of best solution should happen after the brainstorming not before it is finished.

Metaphors – Let's use the Philippines vs. Singapore example as a way to come up with new strategies to increase investment in the Philippines:

Instruction: Using the Philippines and Singapore example, identify related metaphor that will help us think of new strategies that will lead to attracting new suitors (investors) i.e., do a make-over which could mean, improving infrastructures). Have members share their own inputs.

Activity 9.3: Presentation of IDEO as benchmark on applying creative strategy

Activity Objective: Build appreciation of an organization that applies creative strategies in their work

Time: 30 minutes

Materials: IDEO Video

Instruction:

- Introduce the IDEO video
- It will help to pause the video at certain points to highlight
 - Sensing – data gathering, going out to find out what customers think
 - Pre-sensing/ brainstorming – allowing wild ideas, suspending judgment, not criticizing other’s ideas
 - Creating or prototyping- coming up with prototype shopping cart
- Process the activity by asking participants about their realizations or learning from the video

Activity 9.4: Theory U Case Clinic

Activity Objective: Develop skill in using Theory U case clinic to bring creative solution to an issue

Time: 1 hour

Materials:

- Meta cards, art materials
- Participant’s Manual page 46: Case Clinic

Suggested slide: [Slide 108. Theory U](#)

Spiel: In this activity, we will apply what we have learned so far in using creative strategies to a chosen issue. The Activity is called Theory U Case Clinic.

Instructions:

1. Explain how the case clinic works. (Please emphasize that while this exercise can generate creative strategies to address an issue, there is no guarantee that an acceptable solution will be achieved in one sitting.)
2. Ask team to decide on a case they want to use for this workshop
3. Assign one member to play the case giver role. Said member must take ownership of the case
4. Assign the case giver to a different group (different table) to avoid left-brain thinking due to members familiarity with the issue
5. Begin the case clinic
 - a. Intention Statement (Case Giver)
 - i. Situation/Problem/Opportunity/Project
 - ii. What do you want to address?
 - iii. Your intention: What do you want to create?
 - iv. Your edge: what do you need to let go of and learn?
 - v. Help: Where do you need input and help?
 - b. Clarifying questions (Consultants/group members to case giver)
 - i. What needs clarification?
 - ii. What additional information do you need?
 - c. Keywords to express understanding (Consultants)
 - i. Write keywords/phrases on meta card and put on the table for others to see express your understanding of the issue
 - d. Stillness (consultants/group members)
 - i. For two to three minutes, close your eyes, let go and let come. Watch out for images that will appear
 - ii. Draw the images in a metacard
 - e. Mirroring (Consultants)
 - i. Share the images your drew and using free-association share your thoughts on what you think they mean
 - f. Images that call (Consultants)
 - i. Have the consulting team vote (3 votes for each member) for the images that call their attention. Rank the images accordingly
 - g. Generative Dialogue (Consultants)
 - i. Brainstorm on the solution based on what you gathered in the exercise

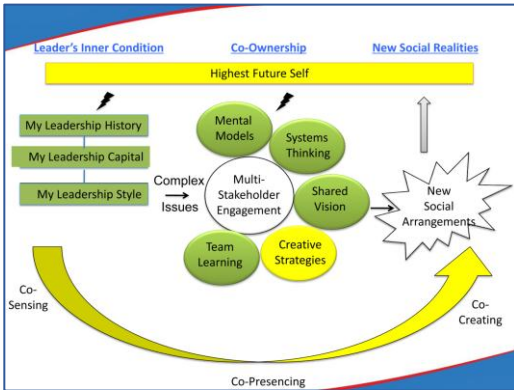
h. Closing remarks

- i. (Consultants) talk about their diagnosis and the solution that they offer.
- ii. Case giver talks about the new insights the solution is offering him/her and how he/she can use or combine these ideas going forward

6. Have the case givers share their experience and their learning to the entire class

7. Ask members if they have questions or insights they wish to share to deepen understanding of the case clinic process

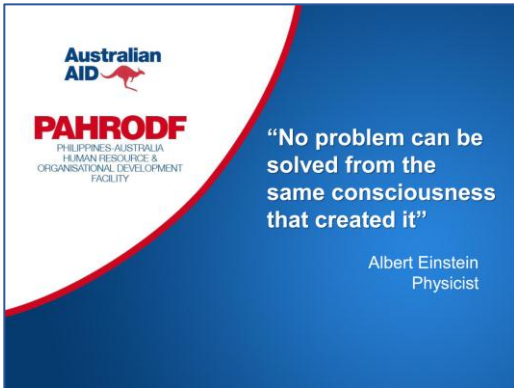
PowerPoint Slides for Session 9



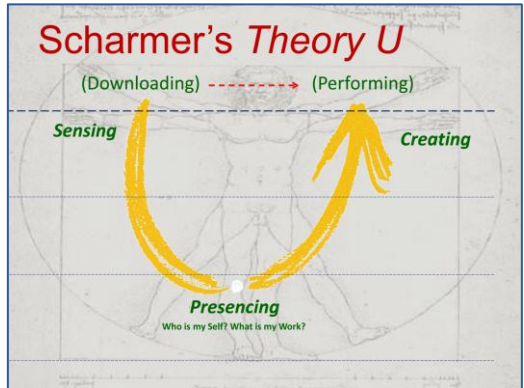
Slide 101. Framework as Roadmap



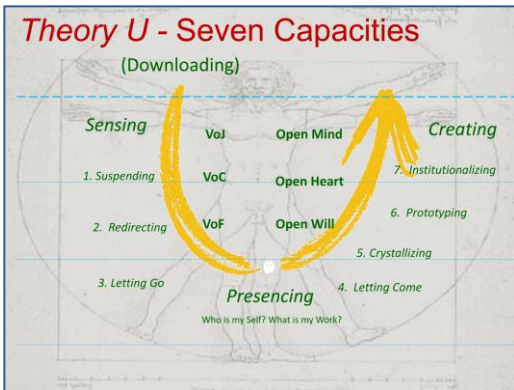
Slide 102. Introduction to Creative Strategies



Slide 103. Albert Einstein Quote



Slide 104. Scharmer's Theory U Three Movements



Slide 105. Capacities

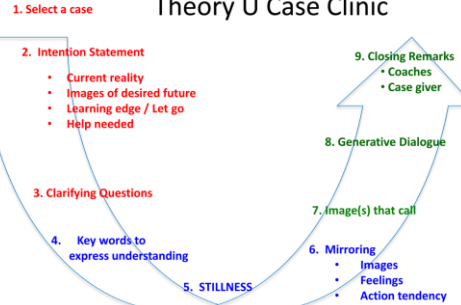
Slide 106. Brainstorming

Brainstorming

- The art of generating as many ideas as possible during a specific period of time
- Identify a **topic or subject matter** for brainstorming
- Define a **time duration** for doing brainstorming
- General rule: **"List do not debate"**

Slide 107. Metaphors

Theory U Case Clinic



SOURCE: Dr. Otto Scharmer, MIT Professor

Slide 108. Theory U

Session 10: New Social Arrangement

Session Objectives: Build awareness of how all the lessons from the program have been applied through Bridging Leadership

Time: 30 minutes

Instruction:

Present the framework and point to new social arrangement as the next topic to be covered.

Activity 10.1 Bridging Leadership

Activity Objective: Develop awareness of how all the elements studied were applied in a real situation in the field

Time: 30 minutes

Suggested Slide: [Slide 109. Leadership Models](#)
[Slide 110. Bridging Leadership Process](#)
[Slide 111. Bantay-Banay Video](#)

Instruction:

1. **Briefly** explain how leadership models evolved overtime. One of the newest models is bridging leadership. ([slide 109](#))
2. Present the Bridging Leadership framework. Emphasize how a bridging leader moves from ownership to co-ownership with stakeholders and then to co-creation that eventually leads to new social arrangements. ([slide 110](#))
3. Inform the participants that you are going to show the Bantay-Banay video, which is a very good example of bridging leadership at work. Ask participants to take note of how the story's highlights fit in to the framework. ([Slide 111](#) and video)

Additional References for Leadership Models

Great Man (Born Leader) Model - Carlyle (1888) stated that "The history of the world is but the biography of great men". This theory assumes that the capacity for leadership is inherent – that great leaders are born and not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed.

Traits - Cowley (1931) Similar in some ways to "Great Man" theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders.

Contingency – Woodward (1965) Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

Situational theories - Hersey, P. and Blanchard, K. H. (1969) propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making.

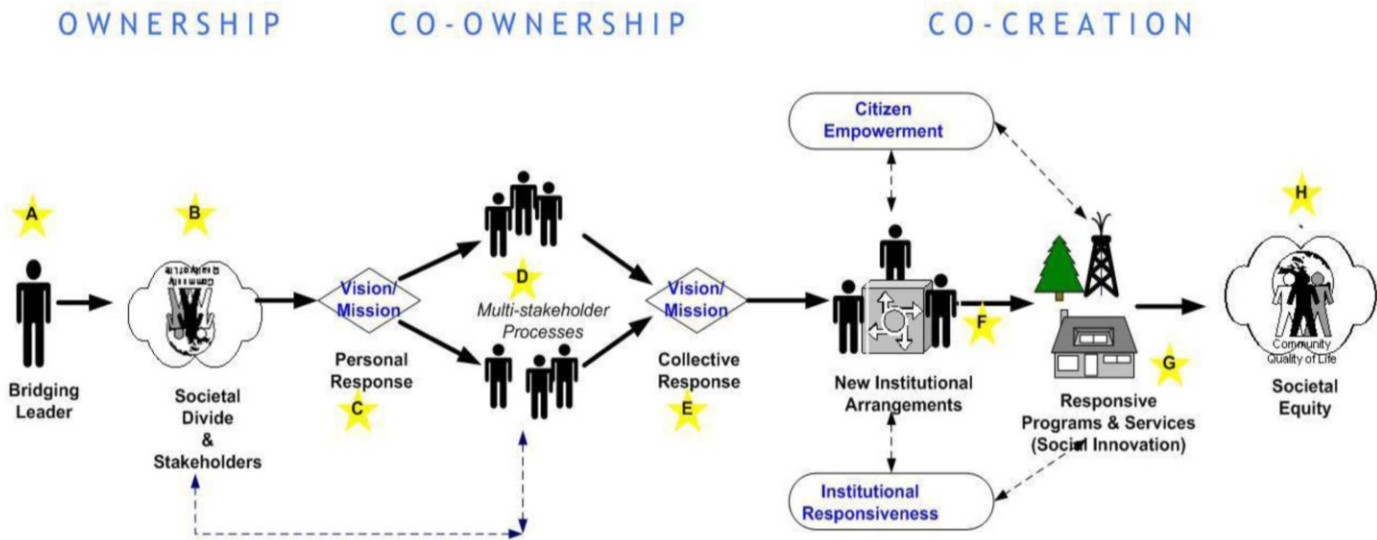
Transformational leadership - Burns, J.M. (1978), Transformational leaders demonstrate actions and sharing inspiring goals and challenging members to effect change.

Transactional Leadership – Burns, J.M. (1978) also known as managerial leadership focuses on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments.

Adaptive Leadership – Heifetz, R. A., Linsky, M., & Grashow, A. (2009) It is a leadership framework that proposes individuals and organizations to take on a gradual but meaningful process of adaptation. It is about diagnosing the essential from the expendable and bringing about a real challenge to the status quo.

Servant Leadership – Greenleaf (1970) "The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first; perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature."

Reference for explaining the framework:



The Bridging Leadership Framework

Source: The Bridging Leadership Framework (n.d.) Retrieved from <http://bflfellows.wordpress.com/about/the-bridging-leadership-framework/>

The AIM-Team Energy Center for Bridging Societal Divides regard the Bridging Leadership Fellows Program as an important contribution to develop the kind of leaders who can meet the complex challenges of nation-building, paving the way to make peace and prosperity a reality in the Philippines. The Bridging Leadership Fellows demonstrates a new kind of leadership – bridging leaders who are able to analyze the dimensions of a divide clearly and identify all the stakeholders with whom they can form linkages of understanding and action. They have a vision of transforming the lives of the marginalized by diminishing and in time, completely eradicating existing divides.

The concept behind the program is the Bridging Leadership Framework, which is a theory on leadership for attaining social objectives and outcomes. Key to the leadership concept is the capacity of the individual to move from a personal understanding and ownership of a social issue to a collective action to resolve the issue. There are three key elements in the act of bridging leadership.

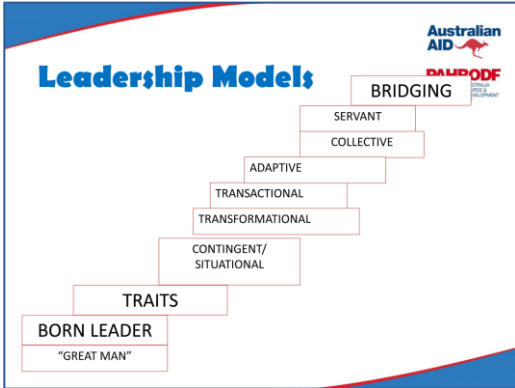
One segment of the process is focused on self-awareness and involves developing a sense of personal Ownership of a societal problem and the response to it. The bridging leader acknowledges the range of his assets (i.e. values, education, experiences, family background, etc.) which when accumulated comprise his leadership capital. Knowing his capital, the leader examines how these assets are put to use to benefit the wider society. This brings the leader to a deeper understanding of the societal problem, its underlying causes and his possible contribution to it. The analysis brings to fore the need to take a personal response, and commit one's resources to the resolution of this issue. Without this personal commitment, collaborative action with other stakeholders will not prosper when confronted with immediate challenges.

Another aspect of bridging is moving from the self to forging relationships with those who have a stake on the problem. Building Co-Ownership involves getting stakeholders together to deepen their understanding of the issue, to recognize how they are part of the problem and the solution, and to acknowledge the need for collective response. This part involves convening various parties to the issue (including those who are in conflict with others), facilitating constructive dialogue to arrive at a common understanding of the issue, managing conflicts and coming up with a collaborative response. The process can be fraught with tension and difficulties as interests compete with one another. But in building common ground, trust is built among diverse stakeholders. Giving due regard to this aspect enables the leader to expand the ownership of the problem from himself to a group, paving the way for collective action.

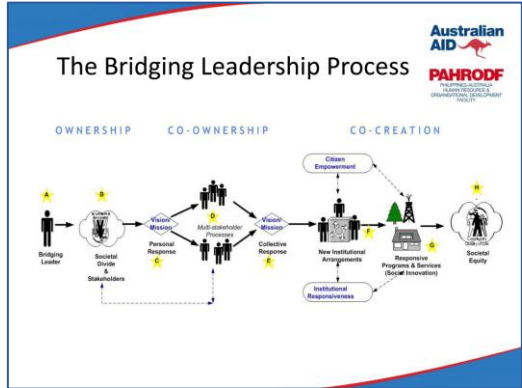
A third part of bridging is Co-Creation, or the actual work of collaboration. Here, the commitment to work collaboratively is translated into clear goals, outputs and targets that will lead to the resolution of the problem. Innovative plans and programs are drawn by the collective, guided by the principles of transparency, accountability, participation and resource-sharing. In pursuing the programs, the group tries to attain their common vision through concrete mechanisms and strategies. Maintaining the commitment of the stakeholders is important as resolving the societal issue may take some time. The sustainability of the initiative also ultimately rests on the capacity of the leader to nourish himself and renew his commitment to his personal mission.

Each part described can be a starting point for action. The process is non-linear and iterative, requiring the leader to constantly review each segment to ensure sustainability of the process.

PowerPoint slides for Session 10



Slide 109. Leadership Models



Slide 110. Bridging Leadership Process



Slide 1. Bantay-Banay Video

Session 11: Highest Future Self

Session Objective: Build awareness of what one is being called to do as a leader; one's mission and how it can be prototyped

Time: 30 minutes

Suggested Slide: [Slide 112. Program Framework](#)

[Slide 113. Bill O'Brien Quote](#)

[Slide 114. Scharmer Quote on "self" and "Self"](#)

[Slide 115. Prototyping the Highest Future Self](#)

Instructions:

1. Using the program framework, point to "Highest Future Self" as the final component of the program. [\(Slide 112\)](#)
2. Briefly discuss Bill O' Brien's quote: [\(slide 113\)](#)
 - Spiel: This shows how important for us leaders to be mindful of our own mental models, our strengths, gained from life experience and personal histories, our leadership styles and resources.
3. Talk about Scharmer's quote: [\(Slide 114\)](#)
 - Spiel: When we go through the process of letting go and letting come, we communicate with our highest future self to guide us in what our knowledge of the past cannot.
4. Discuss the slide on prototyping the highest future self: [\(Slide 115\)](#)
 - Spiel: I will ask you twelve questions that in effect will allow you to go through the U process and identify some actions that you can take when you go back to work.

Activity 11.1: 12-Step Presencing

Activity Objective: Build awareness of what one is being called to do as a leader: one's mission and how it can be prototyped

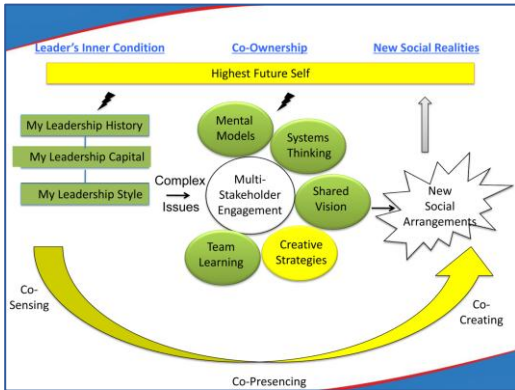
Time: 30 minutes

Suggested Slides: [Slides 116-119](#)

Instruction:

- Ask participants to go to page 48 of their workbook and use it to write down their answers to the 12 questions.
- Read the 12 questions one by one. Give the participants 1 minute to answer each question.
- Advise them not to over-think their answers. Just write the first thing that comes to mind as if it's the pen that's doing the thinking
- After answering all the questions, ask the participants to set the journal or workbook aside. This may be revisited after the training when they are back in their respective offices

PowerPoint Slides for Session 11



Slide 112. Program Framework

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“The success of an intervention is dependent on the inner condition of the intervener”

Bill O'Brien
 Late CEO of Hanover Insurance

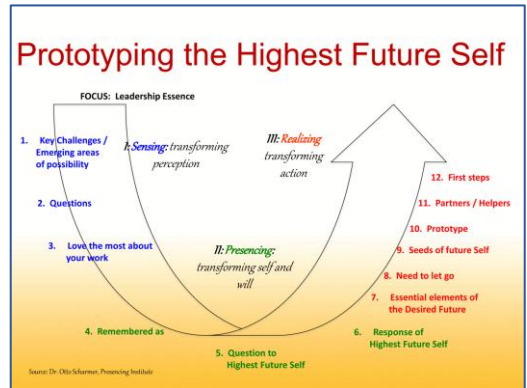
Slide 112. Bill O'Brien Quote

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“When our “self” and our “Self” begin to communicate, we establish a subtle but very real link to our *Highest Future Possibility* that can then begin to help and guide us in situations in which the past can't offer us useful advice.”

• Dr. Otto Scharmer

Slide 113. Scharmer Quote on "self" and "Self"



Slide 114. Prototyping the Highest Future Self

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12 Step Presencing Practice

1. What in your current work situation, are the **KEY CHALLENGES** and the **EMERGING AREAS OF POSSIBILITY** that your life is asking you to address?
2. What **QUESTIONS**, if you explored more deeply, could help you address the current situation of your work / organization better, and take the next step in your leadership development journey?
3. What do you **LOVE THE MOST** about your **WORK as a leader**?

Slide 115. 12 Step Presencing Practice

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12 Step Presencing Practice

4. Imagine that you are at the point of death & looking back at your life work. What would you want to be **REMEMBERED FOR** by the people whom you worked with & those who will live on after you?
5. Imagine that you could connect with your Highest Future Self (God-Within). What **QUESTION WOULD YOU ASK** your **Highest Future Self** about your current leadership work situation?
6. Pause in silence: listen deeply to the **RESPONSE** of your Highest Future Self.

Slide 116. 12 Step Presencing Practice (continuation)

12 Step Presencing Practice

7. Crystallize your vision and intention. What are some **ESSENTIAL ELEMENTS OF THE FUTURE THAT YOU ARE CALLED TO CREATE** with your leadership work?
8. What would you have to **LET GO** of in order to bring the vision of your Highest Self and desired organization into reality? What is the old stuff that must die?
9. Where in your current work life do you experience the **SEEDS** and early beginnings of the **FUTURE YOU ARE CALLED TO CREATE**?

12 Step Presencing Practice

10. Over the next 3 months, if you were to **PROTOTYPE** a microcosm of the future you are "called to create," in which you could explore by doing, **what would it look like**?
11. Who are the **CORE PARTNERS** and **HELPERS** who could help you bring it into reality – and support you in your highest future intention?
12. If you are committed to taking on the project of bringing your intention into reality, what **PRACTICAL FIRST STEPS** would you take over the next 3 to 7 days?

Slide 117. 12 Step Presencing Practice (continuation)

Slide 118. 12 Step Presencing Practice (continuation)

Session 12: Individual leadership Development Plan

Session Objective: Create an action plan to address one's leadership development area

Time: 1 hour

Material: Participant's Manual page 54: ILDP

Suggested Slide: [Slide 120](#)

Spiel: As we prepare to go back to the workplace, we need to take stock of what we have learned here and identify action plans to further enhance our leadership skills.

Instruction:

1. Ask participants to go to page 54 of the Participant's manual and fill up the ILDP form.
2. Collect the copies, have them photocopied before the end of the program so participants can take home a copy
3. End the session after all the ILDPs are submitted



Slide 120. Creating an ILDP

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Facilitator's Notes