Australian AID

DILG Leadership Training

Participant's Manual

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

DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT

DILG

CONTENTS

Learning Objectives

1. To develop awareness and appreciation of one's natural leadership style and capital as shaped by his/her unique leadership history
2. To apply tools/methods for co-creating strategies to address complex social issues
3. To build awareness of what one is being called to do as a leader and to develop competencies for co-creating strategies to address complex social or organisational issues
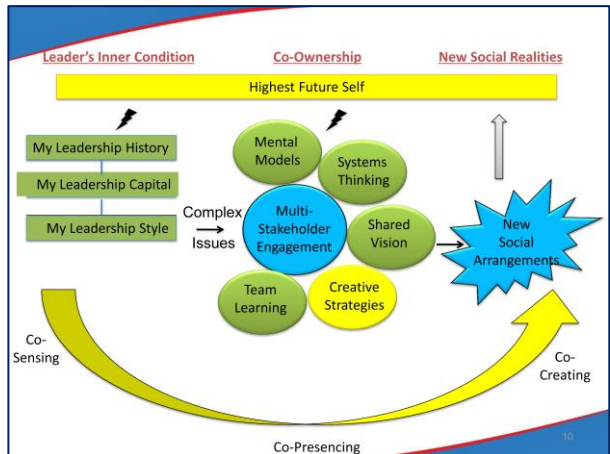
The Experiential Learning Cycle

1. Experience - You go through experience to test a theory
2. Process – Experiences are discussed and
   analyzed to draw out lessons
3. Generalize- Lessons are drawn from experiences or processes, so that new generalizations emerge
4. Apply - Prototyping and re-entry action planning done to try out learning in the workplace
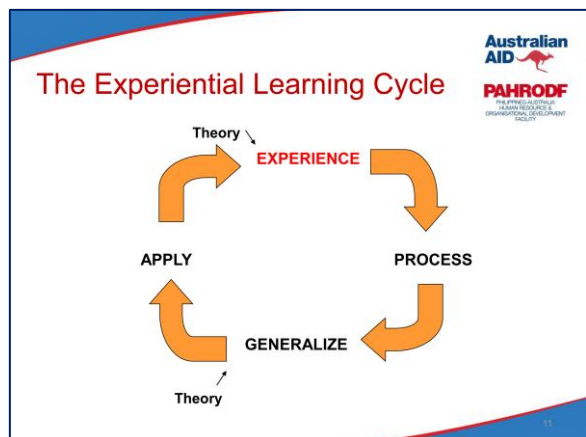
Program Agenda

Day /Time	Learning Objective	Topic
Day 1		
8:30 – 9:00		Welcome Introduction of Participants
9:00 to 9:30	Awareness of what participants can expect to learn from the leadership development program	**Learning Expectations**
9:30 to 10:00	Awareness of the difference between management and leadership behavior patterns Emphasis on leadership as the focus of the training program	**Management vs. Leadership** **Program Framework** **House Rules**
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 potential developed	**Leadership Journey**
3:00 to 3:30		**Tea Break**
3:30 to 5:00	Awareness of one's personal resources as a leader and other resources available through peers	**Leadership Capital**

Day /Time	Learning Objective	Topic
5:00 - 6:00	Awareness of one's natural leadership style	**Leadership Style**
Day 2		
8:30 to 9:00	Awareness of key insights from day 1	Silencing / Check-in
9:00 to 10:00	Awareness of the importance of one's thoughts, language & choices in creating reality	**Appreciative Inquiry (Ai)**
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**
12:00 – 1:30		**Lunch Break**
1:30 -3:30	Skill in describing the systemic configuration of a social issue	**Systems Thinking**
3:30 to 4:00		**Tea Break**
4:00 – 5:00 (Inclusive of causal loop presentation)	Skill in using inquiry and advocacy as tools for team learning	**Team Learning**
Day 3		
8:30 - 9:00	Awareness of key insights from day 1	Silencing / Check-in
9:00 to 10:00	Skill in activating and tapping the creative brain	**Whole Brain Thinking**
10:00 to 10:30		**Break**

Day /Time	Learning Objective	Topic
10:30 to 12:00	Skill in putting together images of the future that would indicate that a social divide is being resolved or that "new arrangements" have been produced	**Shared Vision**
	Skill in translating vision images into measurable terms	**Key Result Areas**
12:00 – 1:30		Lunch Break
1:30 – 2:00	Awareness of Theory U as a process framework for managing change	**The U Process**
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**
3:00 – 3:30		**Break**
3:30 – 4:00	Awareness of how all the elements of the program framework were applied in a real situation in the field	**Creating New Arrangements**
4:00 – 4:30	Awareness of what one is being called to do as a leader	**My Highest Future Self**
4:30 – 5:00		**Individual Leadership Development Plan (ILDP)**

Management vs. Leadership

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

	Considerable leadership but not much management required Start up business	Considerable leadership and management required Most organizations today
	Little management or leadership required Most organizations until this century	Considerable management but little leadership required Manny successful corporations in the 50's and 60's

High — Amount of change needed in the operation — Low

Low ——— High

The complexity of change

Your Leadership Journey

As you take this leadership journey forward, there is a need to take stock of your leadership capital – the experiences and interactions you have accumulated since the time you started working in DILG. This will help you appreciate your personal histories and your accumulated influences, key lessons and facilitating events, that contribute to who you are today as a leader.
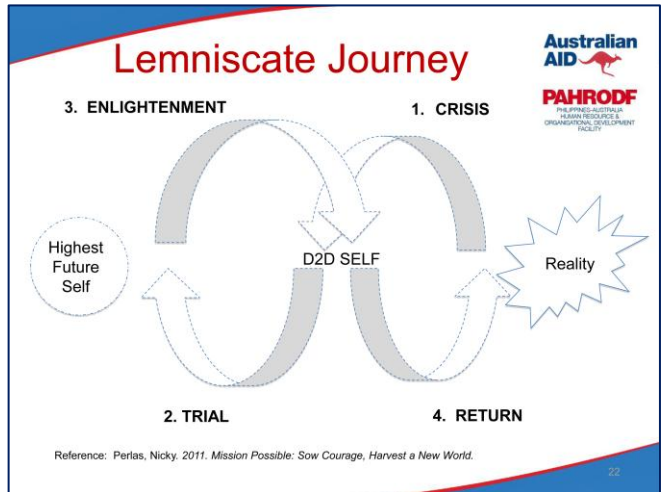
1. **Your leadership History** – Identify key experiences that shaped your understanding of your leadership role. Put your answers in the following page.
    a. Key Experiences – What are the key experiences that shaped your understanding of leadership?
    b. Key Influences – Who are the people who served as your leadership influence in those experiences?
    c. Key Lessons – What lessons have you learned in your journey?
    d. Facilitating Events – What are the events or situations that gave you the opportunity to learn what you learned?
2. **Your Leadership Timeline** – identify the high and low points of your career and determine the key lessons you learned along these milestones.

Worksheet 1: MY DILG Leadership History

Age / Year:

Key Experience	Key Influence	Key Lesson	Facilitating Event

Leadership Development Timeline

| 0 | 10 | 20 | 30 | 40 | 50 |

Worksheet: My Leadership Capital

VALUES EXPRESSED THROUGH CONSISTENT BEHAVIOR		

FORMAL EDUCATION / TRAING	EXPERTISE / PROFESSIONAL EXPERIENCE

LEADERSHIP CAPITAL

	QUALITIES KNOWN FOR	
MENTAL	EMOTIONAL	PHYSICAL

LEADERSHIP STYLE

INFLUENCING

ORGANIZING

MANAGING

IMPROVING
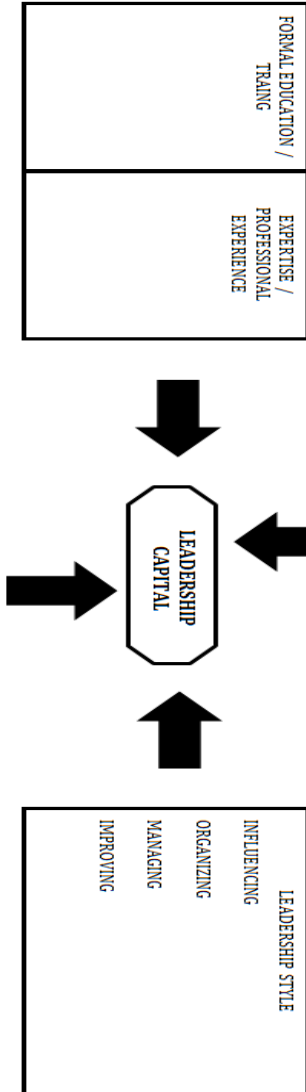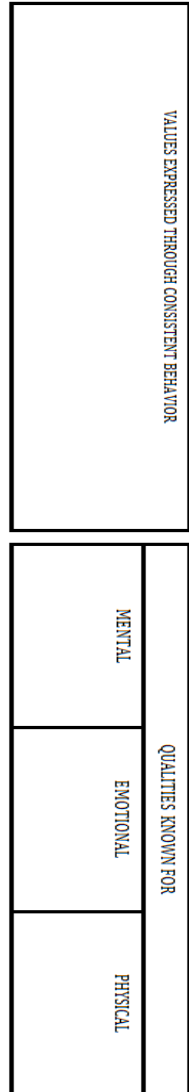
SOCIAL / RELATIONSHIP CAPITAL

	LOCAL	NATIONAL	INTERNATIONAL
POLITICAL			
SOCIAL			
ECONOMIC			
CULTURAL			
RELIGIOUS			

Knowing Your Leadership Styles

Part of understanding your inner condition is appreciating your natural strengths and areas for improvement as a leader.

The objective of this exercise is to allow you to recognize your own natural leadership style and appreciate its value. It also aims to help you appreciate other leadership styles that you may need to try out, depending on the circumstances of the situation.

1. Pick the style you tend to demonstrate often or most naturally as a leader
2. Pick the style feel you need to demonstrate more

Mover

- Propose direction
- Initiate action
- Bring new idea

Follower/ Supporter

- Appreciate
- Add
- Expand

Observer

- Label / name events
- Reflect / mirror

Opposer

- Differing views
- Surface differences
- Devil's advocate

What Did You Learn?

1. How was your *leadership potential* surfaced and recognized?

2. What were the *concrete behaviors of mentors / superiors* in DILG that hastened the development of your leadership potential?

Appreciative Inquiry

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

What is Appreciative Inquiry?

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

The 4D Process

An Appreciative Inquiry normally goes through the following process:

Discovery—inquiry into what is "right," what is "working well?"

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

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

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.
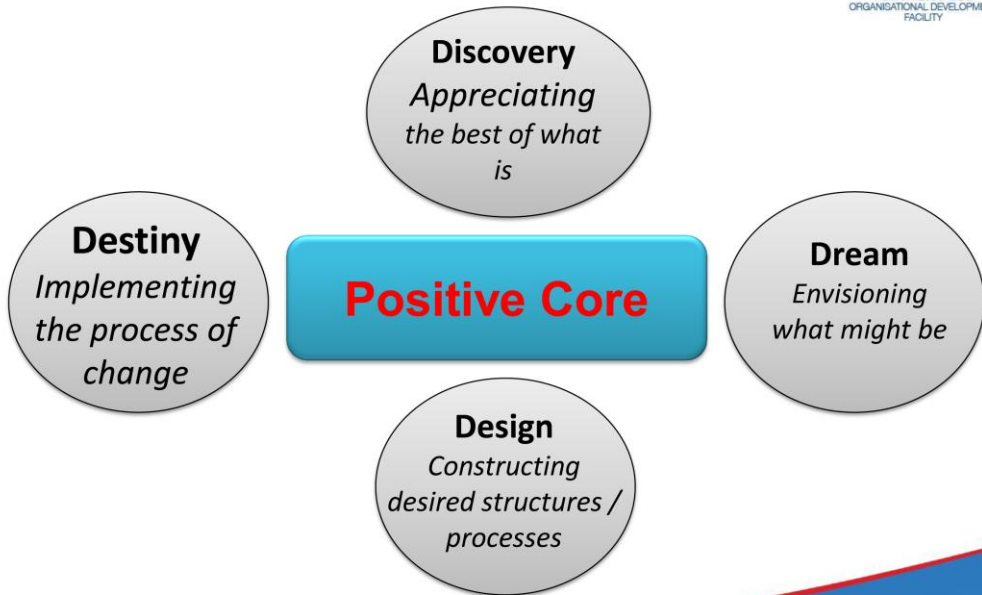
The 4D Cycle Exercise

To help you appreciate how the 4D process works, we encourage you to ask Appreciative Inquiry (Ai) questions that can connect your strengths with your activities and dreams of the future.

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?

Comparing Problem Solving with AI

Problem Solving	AI

Appreciative Inquiry Principles

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
- Imagination is the only limit to any future

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
- Placebo Effect/ Pygmalion Effect

- **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)
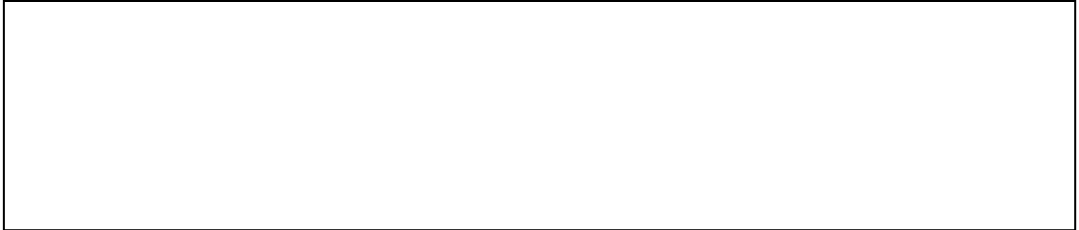
Negative Topics	Positive Topics
• Organization stress	✓ Shared ideals
• Work alienation	✓ Spirituality at work
• Role conflict	✓ Creative collaboration
• Low morale	✓ Excited curiosity
• Job dissatisfaction	✓ Life-giving work
• Management control	✓ Self-directed groups
• Absenteeism, tardiness	✓ Passionate involvement

- **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
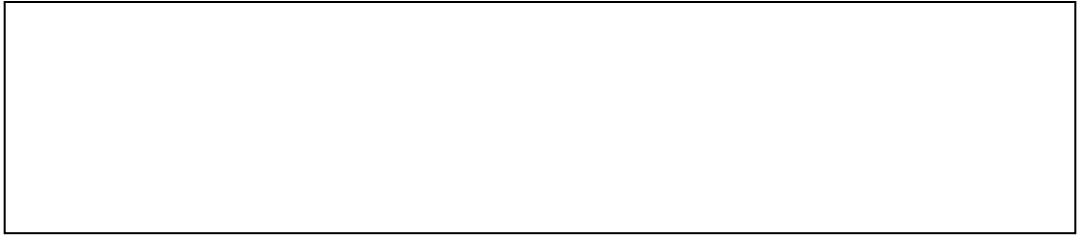
- Successful change requires continuous amounts of positive affect and social bonding

- 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**
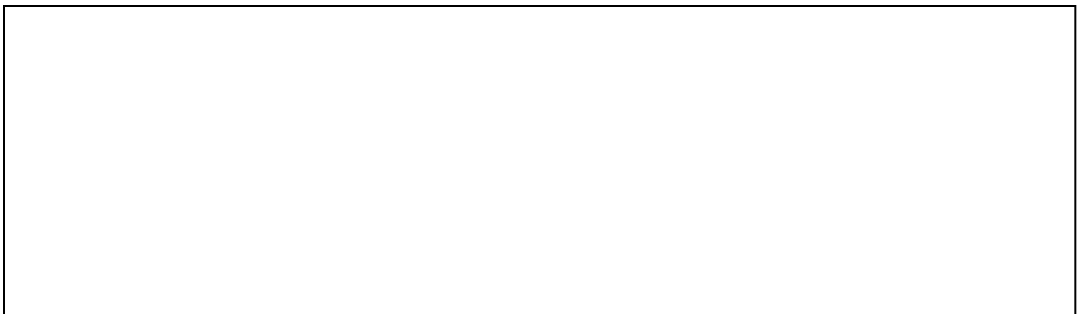
Scholars in the field of perceptual psychology explain that we develop a blindness to that to which we are not paying attention (Simons and Levin, 2003; Mack and Rock, 1998). If we are told to count the number of basketball passes during a particular clip, we obey the authority figure and begin to count. 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, chances are, we ignore it. Some might contend that our effort to ignore the bird is not a blind spot but a masterful and professional focus. But do we become so triumphant over our being so focused, such that we fail to notice new information? How do we discriminate between the moonwalking bear focusing on the number of passes the basketball team made, versus the presence of a moonwalking bear in the basketball court while the team was playing basketball? Has our obedience created not a focus but a blind spot? (Werhane, et al. Social Constructivism, 2009).
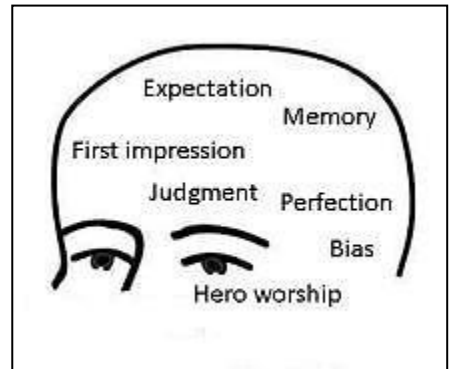
Experiencing Mental Models

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 "***her*o** 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?

Negative Beliefs

Self-Talk and Stress

1. Stressors are distressors only when they are interpreted as threatening. Stressors may be interpreted as a threat to anyone when these affect your:

Life and safety	Acceptance or approval
Basic needs	Satisfaction and enjoyment
Self-worth	Pain limit
Image or reputation	

2. Sometimes it is rational and realistic to interpret stressors as threatening and therefore to be temporarily distressed. Examples are hearing a landslide, word of an unwanted job transfer, barking of the neighbor's dog, etc.

3. Stressors can unnecessarily and unrealistically be interpreted as threatening, thereby causing unnecessary distress. This is especially true of perceived threats to self-worth, image, acceptance and satisfaction.

4. Stressors are unnecessarily interpreted as threatening when you:
    - Perceive yourself as helpless to control your reactions to stressful situations.
    - Perceive yourself as helpless to influence events or people in the surrounding environment.
    - Perceive the environment as unrealistically dangerous.

5. Unnecessarily interpreting a specific stressor as threatening results from unreasonable beliefs. Some examples are:
    - "I must maintain an image of strength and invulnerability."
    - "I must always please others."
    - "If I don't say yes to this, I will never have the opportunity again."
    - "If I relax, disaster will strike."
    - "If I am really me, I will get hurt."

6. Faulty interpretations resulting in unnecessary distress can be prevented or altered in two ways.
    - Controlling self-talk as it occurs in the immediate situation.
    - Altering unreasonable beliefs out of which negative self-talk arises.

Source: *Schafer, Walter. Stress Management for Wellness.*

Disputing Unreasonable Beliefs

Martin P. Selignman, Ph.D., developed a system for overcoming anxieties and fears that hinder us from facing up to challenging situations. He called this the "ABCDE Model".

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

The disputation process can take many forms. What follows are the questions one can ask himself/herself in order to challenge unproductive beliefs.

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.

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, Write down the troublesome thought Schedule a specific time for thinking things over After these, shift your focus and do other things	

Source: Seligman, Arthur. *Learned Optimism.*

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?

Basic Elements of the Anger Experience

- 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.
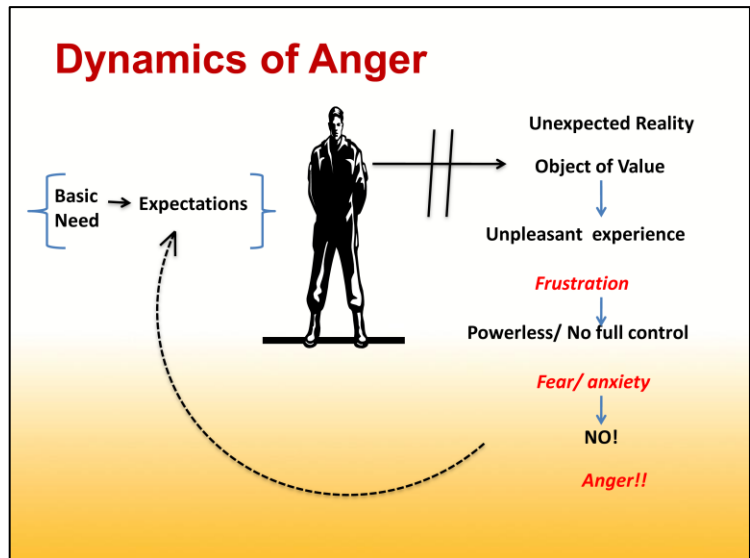
Source: Kanapi, Juan Jr., A. *The Basic Elements of the Experience of Anger*. Unpublished Masteral Thesis. Ateneo de Manila University. 1986.

Managing Anger Feelings

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 over. But what can be done about anger feelings already experienced in the here-and-now? How can we manage the powerful energy surge, so that we remain with healthy 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 angrier 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 bodymind 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, 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 emphatize 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: Tavris, Carol (1989) Anger: The Misunderstood Emotion, Touchstone

Mental Model Theorists

- 1922: Wittgenstein's Picture Theory of Meaning

- 1943: Kenneth Craik

- 1990: Senge

- A model of reality as we imagine it

- A dynamic representation or simulation of the world…human beings translate external events into internal models

- 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

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
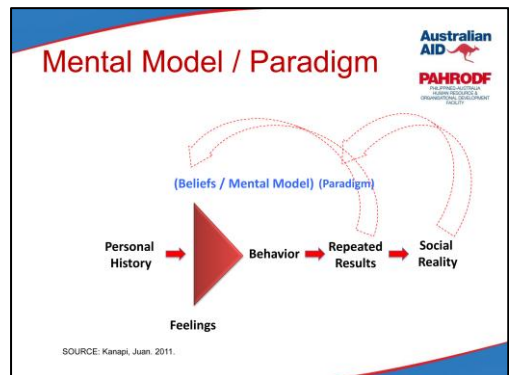
How Mental Models or Paradigms Change

- 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
- Lose 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

Nature of Complex 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

Working Through Complex Social Issues

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

Drawing Causal Loops

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.

How to make a Causal Loop

1. Identify a SOCIAL ISSUE you wish to understand
2. Tell the STORY as you understand it (different individuals will have different angles to the "story")
3. Identify the VARIABLES
4. Show the LINKS between variables
5. Label the RELATIONSHIPS between variables as either **S** or **O**

    - **S** means 'Same' or the cause and effect have direct relationship: if cause is <u>high</u>, then effect is <u>high</u>. Example is, if trust and confidence in government is high, then participation is high

    - **O** means 'Opposite' or cause and effect have inverse relationship: if cause is <u>high</u>, then effect is <u>low</u>. Example is, if disaster preparedness is low, then vulnerability to disaster risks is high

- 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.
- CHECK if the causal loop depicts the story as you (individual or group) understands it.

Leaders For Our Time: The Mirant Leadership Fellows
Peace and Order Divide

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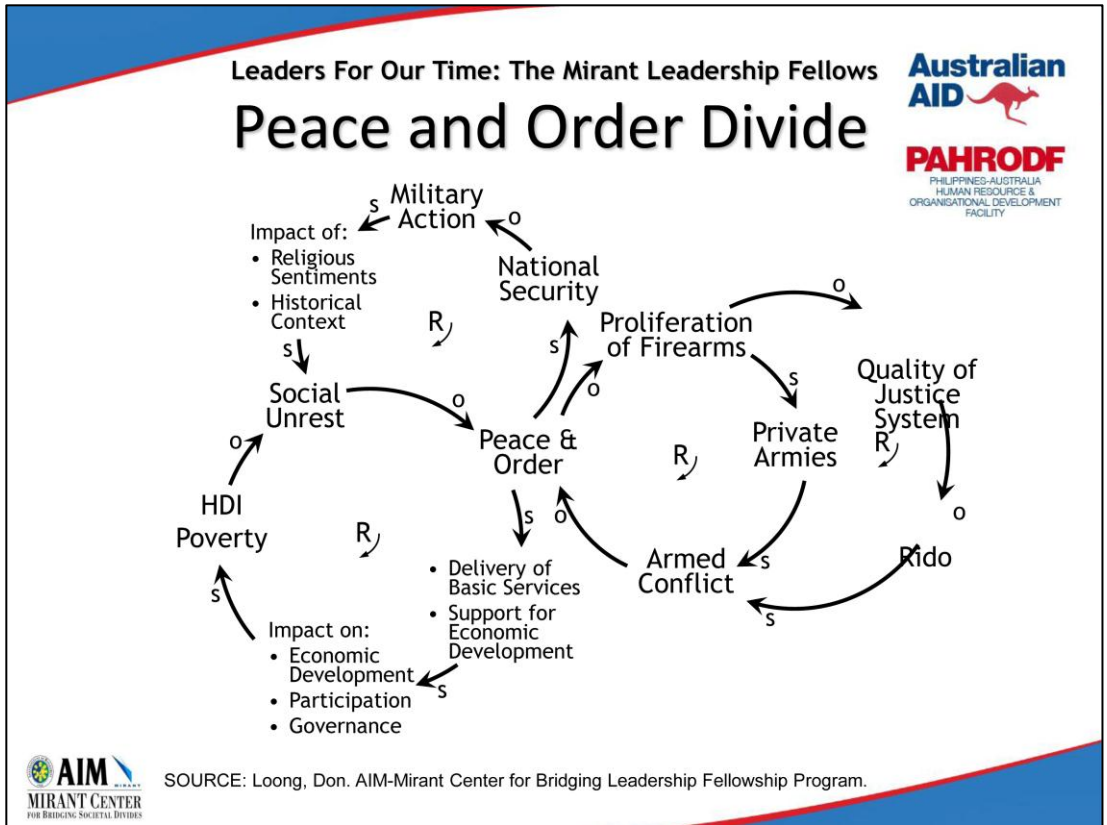
Causal Loop Activity

- Identify a COMPLEX SOCIAL ISSUE that your organization has been dealing with, but has failed to resolve, so far.

- Brainstorm FACTORS, within your organization and outside it, that contribute to the maintenance of this "complex social issue." Write each factor in a metacard – one factor, one metacard.

- Brainstorm CONSEQUENCES that are the result of the non-resolution of the complex social issue. Write each consequence on a metacard – one consequence, one metacard.

- Draw a CAUSAL LOOP to show your understanding of the interconnection / interrelatedness of the "factors" and "consequences."

Causal Loop Worksheet

Complex Social Issue: _____

Worksheet 4: Stakeholder Mapping

Stakeholder	Stakeholder's Interest in the Issue	Position on the Issue	Resources Available	Resource Mobilization Capacity

Issue: _____

Four Fields of Conversation

Enacting emerging futures

Generative Dialogue

Presencing

Reflective Dialogue

Inquiry

Primacy of the whole

Primacy of the parts

Talking nice

Downloading Politeness

Talking tough

Debate Clash

Re-enacting problems of the past

Source: Scharmer

Nature of Effective Dialogues

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

Dialogue versus Debate

Dialogue	Debate
• 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	• 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

Team Learning Notes

Whole Brain Thinking

"We live in a world that assumes that the quality of a decision is directly related to the time & effort that went into making it…decisions made quickly can be every bit as good as decisions made cautiously & deliberately"
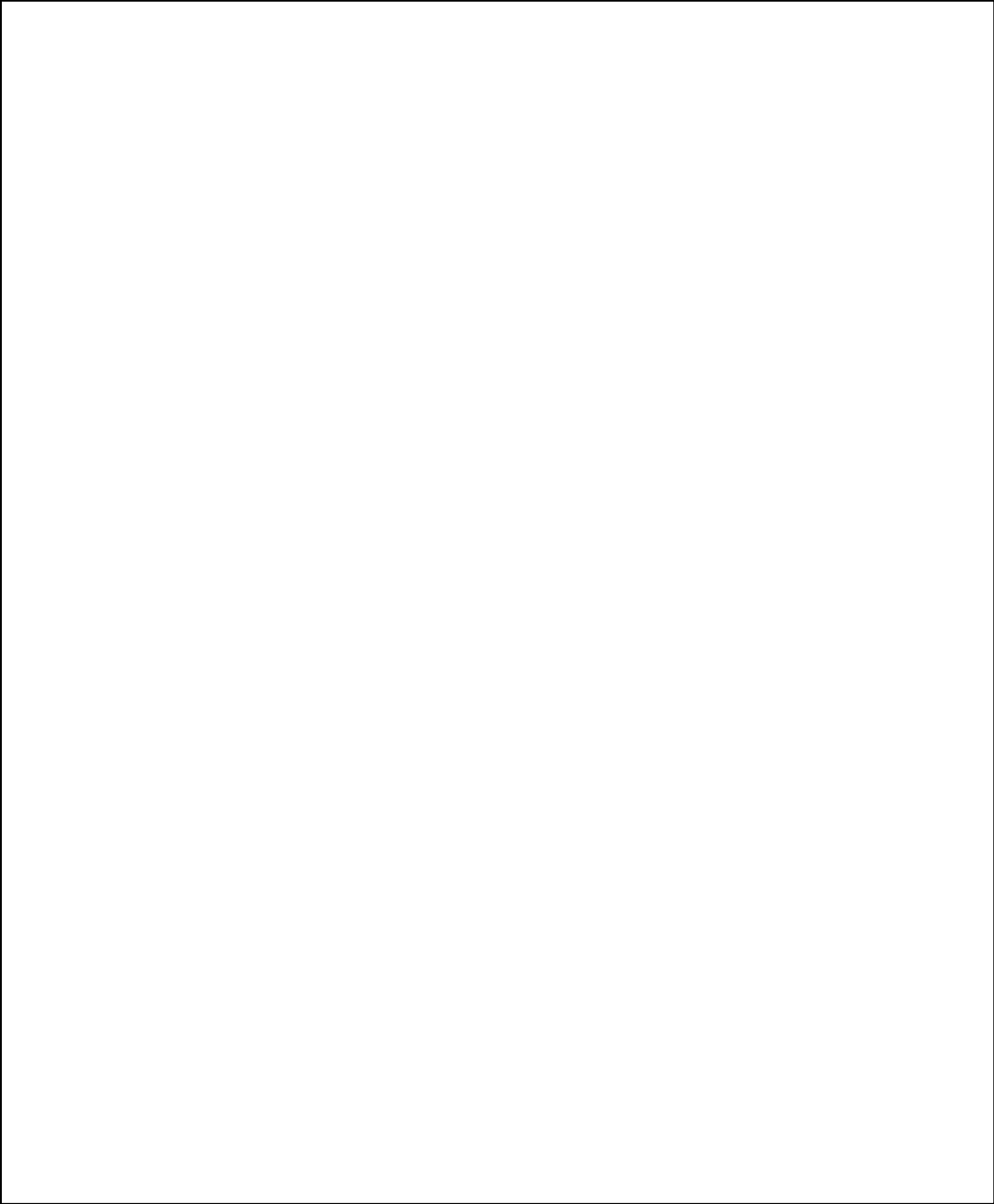
–Malcolm Gladwell, author of Blink

Whole brain thinking is the process by which the distinct capacities of the left and the right hemispheres of the brain are tapped fully. 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 or creative thinking. Our education and training focused mostly on left-brain thinking. Some of the challenges we face today, however, cannot be solved solely by logic and/or rationality.
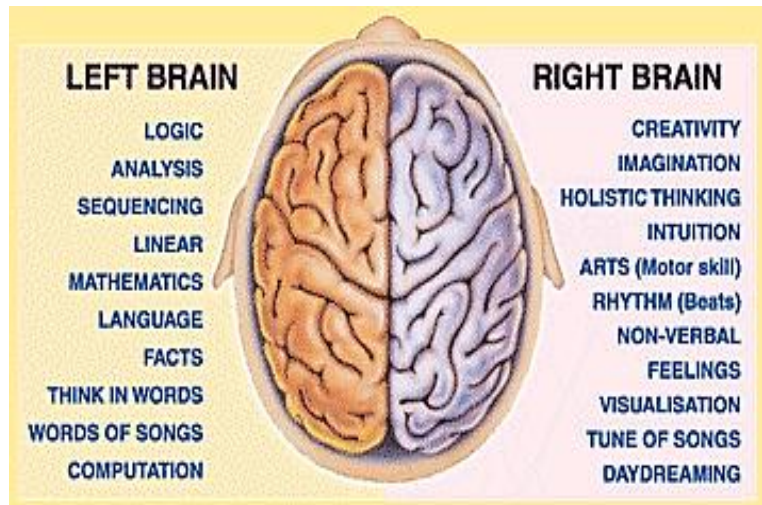
Tapping the Inner Master

Symbolic Message

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

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?

Co-Creating a Shared Vision

A Shared Vision is:

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

Characteristics 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

Applying Theory U for Co-creating Change
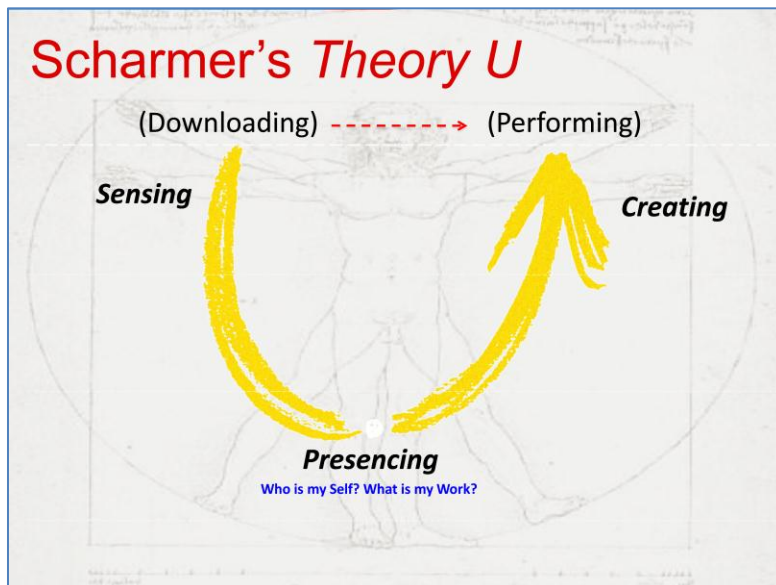
Seven (7) Essential Leadership Capacities

According to Scharmer, a value created by journeying through the "U" is to develop seven essential leadership capacities:

Suspending/Holding the Space: Listen to what life calls you to do (personal discernment) and suspend Voice of Judgment (VOJ), Voice of Cynicism (VOC) and Voice of Fear (VOF)

Observing: Attend with your mind wide open (observe without your voice of judgment, basically means to get rid of biases)

Sensing: Connect with your heart (facilitate the opening process, i.e. look interconnected wholes)

Presencing: Connect to the deepest source of your self and will (act from the emerging whole)

Crystallizing: Access the power of intention (e.g. make sure to find a very small group of key persons commits itself to the purpose and outcomes of the project.)

Prototyping: Integrating head, heart, and hand (basically, it means that one should act and not let various sources of paralysis like reactive action, too much analysis, etc. interfere)

Creating/ Performing: Playing the macro violin. (e.g. find the right leaders, find good social technology to get a multi-stakeholder project going)

Visioning Exercise

- What concrete and specific FUTURE IMAGES will indicate that a chosen complex social issue is being resolved? (Shared Vision)

- Raise POWERFUL QUESTIONS that can help the group become clearer about the desired shared vision (Team Learning)
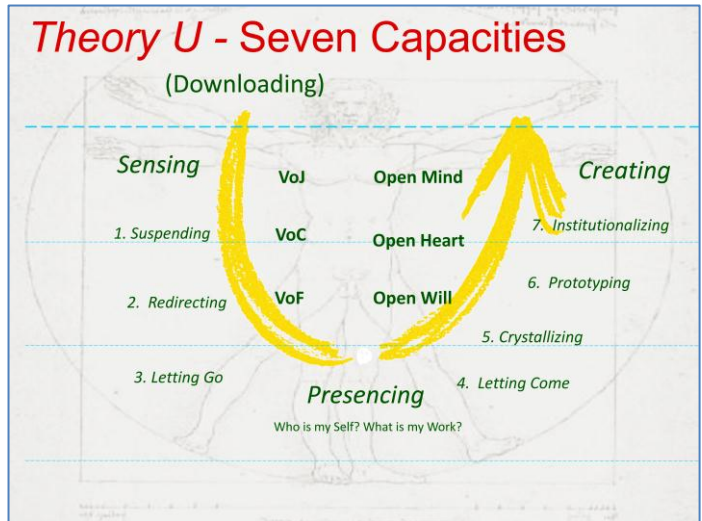
From Right to Left Brain

How do you translate your team's vision into measurable results?

Key Result Areas (What major categories of results are expected to be delivered through this initiative?)	Key Performance indicators (What are the major indicators of improvements or performance that can be measured as a result of this initiative?)

Theory U Case Clinic

1. Select a case

2. Intention Statement
   - Current reality
   - Images of desired future
   - Learning edge / Let go
   - Help needed

3. Clarifying Questions

4. Key words to express understanding

5. STILLNESS

6. Mirroring
   - Images
   - Feelings
   - Action tendency

7. Image(s) that call

8. Generative Dialogue

9. Closing Remarks
   - Coaches
   - Case giver

SOURCE: Dr. Otto Scharmer, MIT Professor

Theory U Case Clinic

1. **Select a case** - Identify a SHARED VISION / OBJECTIVE which you have difficulty finding a NEW STRATEGY in order to achieve this.

2. **Intention Statement** - Discuss…
   a. What are the current realities regarding the chosen case?
   b. Describe the images of the desired future.
   c. What is your learning edge (or what do you want to learn)? What should be let go?

3. **Clarifying Questions** - Members of the team will ask the case giver some questions to clarify their understanding of the case
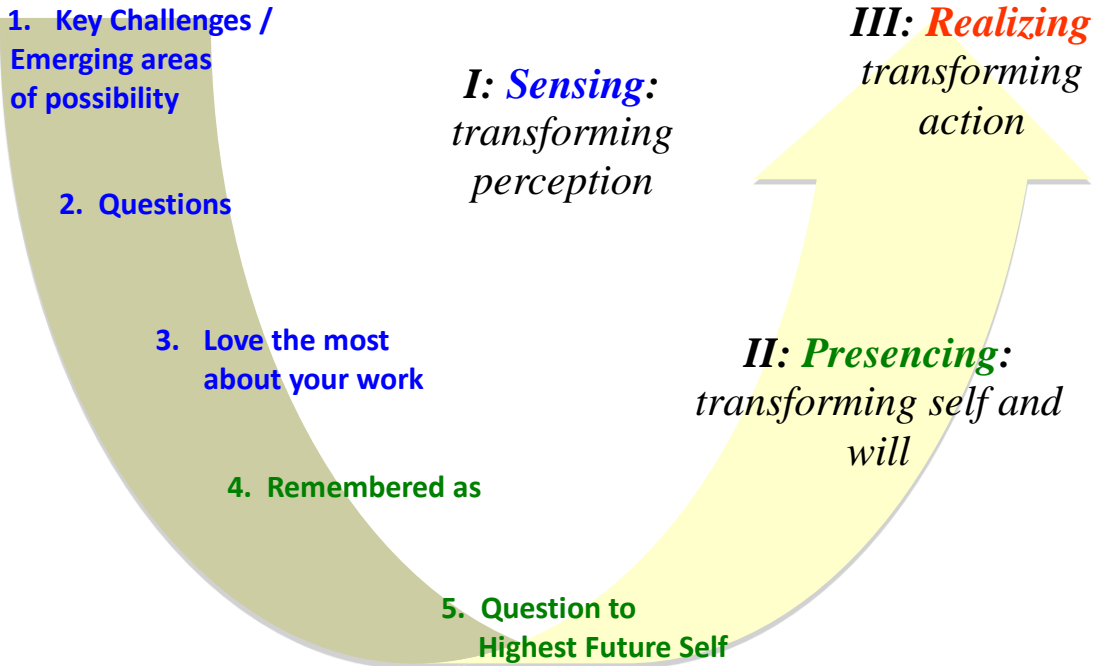
4. **State key words** to express understanding and summarize the key points of the case

5. **Stillness** - Go into silence (Let go, Let come) for about 2-3 minutes. Take note of the images and feelings that naturally surface in relation to the shared vision / objective. Note these down.

6. **Mirroring** - SHARE the IMAGES & FEELINGS that surfaced from among each member of the group.

7. **Image that call** - TRANSLATE possible meaning of the images & feelings through free association. What potential strategies are suggested by these images / feelings?

8. **Generative Dialogue** - CHOOSE THE NEW STRATEGY (or more strategies) that seem to have the best chance of achieving the shared vision / objective.
   a. PRIORITIZE the rest of the potential strategies that may be pursued should the chosen strategy not produce the desired results.
   b. Create a PROTOTYPE of the chosen strategy. Prepare to present the prototype using available materials in the room, including the physical bodies of the members of the group. The presentation must include the physical demonstration of how the new strategy is expected to work and its predicted consequence on a target clientele for change

Case Clinic Note Sheet

FOCUS: Leadership Essence

1. **Key Challenges / Emerging areas of possibility**

2. **Questions**

3. **Love the most about your work**

4. **Remembered as**

5. **Question to Highest Future Self**

*I: **Sensing**: transforming perception*

*II: **Presencing**: transforming self and will*

*III: **Realizing** transforming action*

Source: Dr. Otto Scharmer, Prescencing Institute

12-Steps Precencing Practice

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My Daily Reflections

Instructions	Topic areas

• Using the templates below, at the end of each day of training, capture your thoughts, insights, reactions to all that were significant to you
• Use as many pages as you need
• Each day, circle the appropriate day {(1) (2) (3) (4)}
• Do reflect on each day's experiences and for each selected topic fill up the corresponding
  1. What?
  2. So what? And
  3. Now What?
• Fill up the final page as soon as ideas for self development as a leader comes to mind. Just write down your ideas. You will have time to edit and make clean copies on day 5. Your will get further instructions on filling up this last page
	1. Management and Leadership
	2. Leadership journey
	3. Leadership capital
	4. Leadership style
	5. Appreciative Inquiry
	6. Mental models
	7. Systems thinking
	8. Stakeholder analysis
	9. Whole brain thinking
	10. Tapping the creative brain
	
	11. Creating a shared vision
	12. Team learning
	13. Theory U – dealing with complex issues in a creative way
	14. Creative strategies
	15. Bridging leadership
	16. Networking
	17. Multi stakeholder engagements
	18. Co-ownership
	19. New Social Arrangements
	20. Highest future self

Reflections to prepare for your leadership development plan	Name:	Province:
Day (1) (2) (3) *Encircle the appropriate day.*	TOPIC AREA:	
1) The most important lesson I learned from yesterday's class… (Open Mind) 2) How I am feeling this morning… (Open Heart) 3) What I am eager to do to facilitate my learning process today… (Open Will)	**Personal Reflections / Insights:**	

Individual Leadership Development Plan		Name:	Province:
Specific Personal Leader Dev't Objectives	**Planned Activities**	**Milestones / Proofs of Progress**	**Start / End Time**

Provide a list of references here using APA style.