

Leadership in Citizen Engagement in the IDP Process

“Module 1- Leadership Journey”



Facilitator Manual

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The Game Changer Workshop series

Introduction to the Game Changer Workshops

The purpose of the Game Changer Workshops is to enable participants, leaders within the public (government) and private (businesses and civil society) sector, to collectively address the complex international socio – economic challenges of our times, from the perspective of the Municipal level. The programme thus aligns with the well-known slogan to *think globally and act locally*.

The urgent, global and systematic challenges that the international community faces in the 21st century all highlight the need for deep structural changes and a global shift towards more sustainable and equal economies and societies. Among them are climate change, an overexploitation of resources, as well as continuing poverty and inequality. As the causes and effects of these global challenges are heavily intertwined and no single actor has sufficient knowledge or capacities to solve the problems unilaterally. Hence, cooperation in complex systems becomes an imperative for finding new solutions.

That is also true for the local level, where we become increasingly aware that local government alone cannot shoulder the myriad socio-economic challenges of our communities. The rise of community protests and the increasing fatigue of citizens to participate in Municipal planning processes indicate that it is time to turn things around and engage in innovative ways of problem solving that put citizen at the centre of the interventions. The South African National Development Plan and the Back to Basics Strategy of CoGTA reiterate the necessity to ignite collaborative partnerships between leaders of local government, businesses and civil society and create an enabling environment for active citizenship.

The Eastern Cape NGO Coalition and GIZ Government Support aim to contribute to the grooming of transformational leaders at the Municipal sphere who can rejuvenate meaningful citizen engagement and enrich the local development agenda with tailor-made, innovative interventions. For this purpose, they developed a programme that is inspired by the leadership journey concept implemented by GIZ-AIZ on an international level.

The Game Changer Workshops are designed as a sensing and discovery journey that shall help participants to step out from routine and challenge standard ways of operating in the Municipal space. The exposure to new ways of thinking and implementing, the interaction with inspiring leaders from different sectors, as well as the creation of a safe space for critical self-reflection and trying out new approaches shall contribute to the personal growth of the participants.

The intention is to accumulate benefits and positive change at three levels:



The set of workshops targets a mixed group of participants consisting of representatives from the Municipality (relevant officials and councillors), local businesses and local civil society. The content will be delivered in a series of sessions which have an interactive character to enhance the individual knowledge of the participants on the topic of citizen engagement but shall also encourage the participants to design multi-stakeholder development initiatives that shall be incorporated into the reviewed IDP. Hereby the programme focuses deliberately on transformative, value-based leadership approaches that inspire a long-term oriented mindset-shift of leaders.

Module 1	<ul style="list-style-type: none"> •Leadership Journey: Exploring the inner and outside world using different tools for the purpose of coming home and continuing with the journey through prototyping and co-creating.
Module 2	<ul style="list-style-type: none"> •Approaches for meaningful citizen engagement: Understanding the role of citizen engagement in service delivery and how citizen engagement improves policy making.
Module 3	<ul style="list-style-type: none"> •Municipal planning processes: Present relevant local government legislation, roles and functions of LG. IGR strategy, role of leadership in the IDP process, application of the Integrated Service Delivery Model
OUTCOME	<ul style="list-style-type: none"> •Taking Development Initiatives into action: The participants are enabled to incrementally design in small groups and action out “prototype” change projects. Participants are motivated to overcome long lasting implementation deficits and take innovative action.

What is the purpose of these “prototypes”?

- To move from collective good intentions to action by developing tailor-made, multi-stakeholder development initiatives
- The initiatives shall be leveraged by supporting the participants to integrate them into the Municipal Integrated Development Plan and other strategic documents.
- The leadership journey will thus not simply end with the completion of the workshops, but the participants will act as change agents at their organisations and make tangible contributions to the local development agenda.

We wish you an exciting time and many thought- provoking and inspiring discoveries on our common leadership journey!!

Module 1- “Leadership Journey”

1 Introduction

Leadership is a challenging, but not a new phenomenon. We all know from experience that when a crisis is over, and things are done, everybody has good ideas about how things could have been done better than what was done by the so-called leaders. But before, when it is required to envision the future and take hard decisions during turbulence, few can be found to do the job. What is “leadership” then and what are the characteristics of a “good leader”? Are leaders born or made? Many people have raised these questions and there are tons of books that provide qualified answers.

During our leadership journey, we want to increase your understanding of development challenges at the Municipal level including the question how meaningful citizen engagement can trigger change. We want to help you to develop individual and collective leadership competencies through meaningful discussions and exercises and by challenging you to think critically and creatively. During this journey we hope to initiate a reflection of values and a shift in mind-sets.

The workshops are meant to increase participants’ motivation and abilities to overcome long lasting implementation deficits and take innovative action. We will support the participants to develop innovative, meaningful and viable solutions for the leadership challenges they face in their work context. This includes enabling all workshop participants to incrementally design in small groups and action out “prototype” change projects.



Rules and values of the workshop

Ground rules are codes of conduct to which all workshop participants agree to adhere.

Group discussion: All participants to reflect on the values and ground rules that you would like to see respected by your fellow workshop participants. List them on flip chart paper.

We propose **following ground rules for a productive workshop:**

- It's OK to disagree.
- We work in a safe environment; personal stories stay in this room.
- We challenge each other constructively; no personal attacks.
- When we present problems, we also offer solutions.
- No electronic disruptions.
- When confused, ask.
- All members participate in problem solving — we value all perspectives.
- Stay focused and on track.
- One person has the floor at a time (no interruptions).

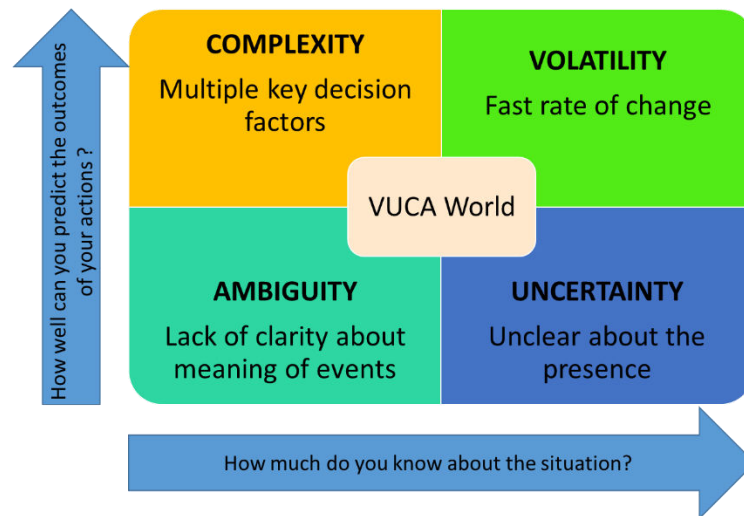
2 Leadership Discourse

Views on leadership have changed considerably over the last decades, reflecting the

- increasing **complexity** of leadership challenges,
- **changes** in the reality of organisations,
- **new scientific developments**,

- and a **shift in values** and worldviews.

We are living in a VUCA world:



Living in this VUCA world, you might have thought about the following questions:

- **What are work-related leadership challenges**, and would I need and like to learn?
- What do my team members, colleagues and superiors think about **leadership challenges** in the organisation, systemic field or country?
- What are **areas of potential in the organisation**, are there **ideas for a prototype to address the challenges we are facing?**
- **What are my personal learning and competence development goals?**



Show one of the following videos:

Leadership Cartoon (1 min) <https://www.youtube.com/watch?v=HxEntJilEd0>

YouCount Video (3 min) <https://www.youtube.com/watch?v=w6g-5UTPn1c>

Imagine a Movement of Young Leaders (4 min) <https://www.youtube.com/watch?v=Rwxi8QWdCwE>



Brainstorming exercise: What is a good leader?

Purpose: Create a baseline of how participants define leadership.

Participants to reflect on their understanding of

- What defines a leader?
- What is it to be a leader?
- What do you need to be a leader?

Keep track on the possibly changing/adapting views of participants on leadership.

Instructions:

1. Ask the group to provide definitions of leadership.
2. Collect key words on flip chart paper.
3. Keep the flip chart paper on the wall. Throughout the workshop, come back to the collection of keywords and add using different colours.

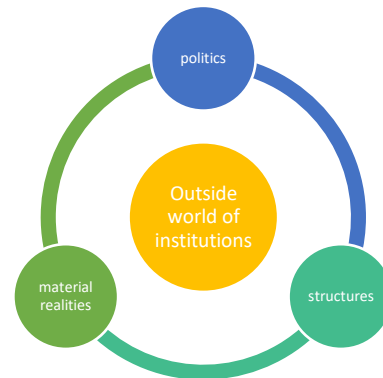
Extension of the exercise:

4. Divide the group into pairs.

- Allow the pairs to discuss who their favourite leader is and why
- What can they learn from their favourite leader
- Allow 5 minutes discussion
- Report back to the larger group and write their inputs on the flipchart

2.1 Exploring the Outside World

When we explore the outside world, **we focus on the topic of our Game Changer workshop, which is civic engagement in the whole cycle of Municipal service delivery. During the next two workshops in the coming weeks (“Municipal planning processes” and “Approaches for meaningful citizen engagement”) we will**



- **practice communicative, reflective and empathic leadership techniques** such as active listening, asking powerful questions, feedback, peer coaching or dialogue;
- **to develop a deeper and more complete understanding of the systems**, learn to see the world through the eyes of relevant stakeholders, and appreciate and respect a diversity of perspectives.

Furthermore, we would like to encourage you to **explore your professional and private environment** of influence by visiting people, institutions and places (also virtual through videos, etc) that carry a high learning potential to let you grow as a leader in the field of civic engagement in municipal service delivery.

To start with, we would like you to interview each other to help you to see through the eyes of your fellow participants and thus gain insights into seeing somebody's situation and challenges from a different perspective.



Exercise: Dialogue interviews on Leadership challenges and needs

Purpose: To help participants see through the eyes of their interviewee and thus gain insights into seeing somebody's situation and challenges from a different perspective. To create a generative conversation that allows for reflection on one's own situation and challenges, thinking together and some sparks of collective creativity.

1. In groups of two, participant should decide who is interviewer, the other to be the interviewee.

Extension of the exercise: Two rounds of interviews to allow every participant to be interviewer and interviewee.

2. The interviewer should read the questionnaire upfront to prepare. Both to anticipate the conversation with an open mind and heart.
3. Begin the interview. Use the interview questionnaire as a guide but depart from it to allow the conversation to develop its direction.

Proposed interview questionnaire

- Describe in a few words the Leadership Journey that brought you here.
- When have you faced significant new challenges, and what helped you to cope with them?
- Describe your best team experience. How does it differ from your other team

- experiences?
 - What top three challenges do you currently face?
 - Who are your most important stakeholders?
 - What is the most important outcome that is used to measure your performance to be considered a success or a failure?
 - To be successful in your current leadership role, what do you need to let go of and what do you need to learn? What capabilities do you need to develop?
 - How will you develop your team? What do you need from your team, and what does your team need from you?
 - Nine to twelve months from now, what criteria will you use to assess whether you were successful?
4. Reflection on the interview: take some time immediately after the interview to review:
 - What struck you most? What surprised you? (your mind)
 - What touched you? (your heart)
 - How do you want to follow-up on the interview? (your action)
 5. Share with plenary how both, interviewers and interviewees experienced the conversation.

3 Leadership Approaches

3.1 The Great Man Theory

Traditionally, leadership was a **top-down process** and focused largely on the role of individual leaders.

The Great Man Leader	The Follower of a Great Man Leader
<ul style="list-style-type: none"> • <u>The leader is</u> <ul style="list-style-type: none"> • heroic and charismatic • at the top of a hierarchical structure • a 'natural born leader' • has certain physical and psychological personality traits • <u>The leader</u> <ul style="list-style-type: none"> • directs and oversees • gets things done through other people • analyses, strategises, oversees implementation, evaluates • holds all the necessary knowledge and resources at his/her disposal 	<ul style="list-style-type: none"> • <u>The followers</u> need to be <ul style="list-style-type: none"> • motivated • persuaded • controlled • rewarded • punished • behaviour needs to be modified to suit the needs of the organisation

The Organisation headed by a Great Man Leader

tries to learn from the past based on their actions upon experience and data about the status quo. **Leadership was, to a large part, successful management.**

While these views are not totally overcome, they are increasingly being questioned.

The challenges that organisations and societies face today make the **limits and deficiencies of the top-down heroic** leadership approach become apparent.

- Increasing **uncertainty about future events**, for example world economy, outcomes of future elections at home and abroad, natural catastrophes, demographic changes
- The fundamental and unprecedented nature of **today's global challenges**, for example advances in science and technology, energy cost, globalisation, pandemics, international conflicts, climate change, migration
- No organization has the **necessary resources and expertise to solve today's complex societal problems** as they play out at the Municipal level. Solutions can be only found through multi-stakeholder **collaboration** and multi-disciplinary team work.
- The knowledge economy, where growth is dependent on quantity, quality of information rather than production, calls for **flat hierarchies, flexible teams and leadership roles**.
- Where the environment constantly changes, actions can no longer be based on experience and routines.

→ **Flexibility, creativity, authenticity, foresight, passion is becoming more important**, as are ways of creating fundamentally new ways of thinking and acting.

What is the difference between management and leadership?

A Leadership Story:

A group of workers and their managers are set a task of clearing a road through a dense jungle on a remote island to get to the coast where an estuary provides a perfect site for a port.

The managers organise the labour into efficient units and monitor the distribution and use of capital assets – progress is excellent. The managers continue to monitor and evaluate progress adjusting along the way to ensure the progress is maintained and efficiency increased wherever possible.

Then, one day amidst all the hustle and bustle and activity, the leader arrives and climbs up a nearby tree. The leader surveys the scene from the top of the tree.

And shouts down to the assembled group below... “Wrong Forest”

(Story adapted from Stephen Covey (2004) “The Seven Habits of Highly Effective People” Simon & Schuster).

Management
<ul style="list-style-type: none"> •Travel an already known country (normed organisational set-up and procedures) effectively and efficiently •Analysing, strategizing, implementing and evaluating

Leadership
<ul style="list-style-type: none"> •Navigate in an unknown territory and explore unexpected dimensions, often outside the comfort zone of individuals and organisations •Develop a sense for the importance of relationships, networks, alliances and how to use them effectively •Tap into relevant expertise, unlocking the potential of staff, using resource persons, •Mobilise people to tackle the toughest problems and to do their best work •Unlock personal passion which will give people the courage to do things that appear difficult, uncertain or even unpopular. •Get a sense for future events and potentials, and base actions on this

***“Management is doing things right;
Leadership is doing the right things.”*** (Peter Drucker)



What is foresight?

DEFINITION Knowledge or sound judgment into a future event that may or may not occur. A person can develop a sense of foresight **through current knowledge, past experiences with similar situations, or simply through intuition**. A leader in a municipal area should be able to foresee the possibility of a water crisis and should have the foresight of preparing early enough all the necessary to limit the impact to the community.

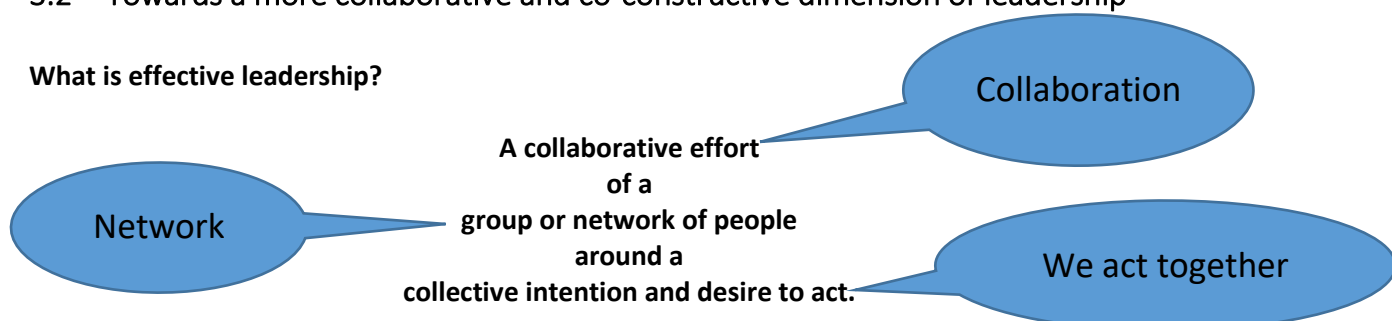


What is authenticity?

DEFINITION Authenticity as a leader means **aligning who you are with what you do**. It means making sure that your actions live out your words: if you say something is important, this is reflected in how you spend your time. It is **leader’s legitimacy through honest relationships with followers** built on an **ethical foundation** and where **input from followers is valued**.

3.2 Towards a more collaborative and co-constructive dimension of leadership

What is effective leadership?



Leadership, **competent and highly committed individuals** continue to play an essential role in **change processes**, but not always or based on a formal position.

Varying individuals take on leaderful roles and **enact leadership for a certain purpose and time**.

- **collaborative processes** (“**Working together makes us more effective**”)

- can involve hierarchies of knowledge and competencies (**"I trust your leadership because you know more"**)
- not fixed permanently (**for example leadership for the time of the project**)
- evolve and fade in a dynamic dance inspired by necessity, functionality (**"I lead as long as you need me, as long as my skills and knowledge serve the purpose"**)
- **serving the shared purpose** rather than by ego, status and merits of the past.

While there are many theories on leadership, the **Game Changer Workshop** is based on **Transformational Leadership**. The **Collaborative Leadership Theory** is part of the **Transformational Leadership** approach, but also a theory.

Transformative Leadership (James MacGregor Burns, 2003)

“A leader has the ability to **guide the process of transformative change**”

- Close **inter-relationships between leaders and their followers**, where leaders seek to **influence and motivate their followers for positive change**
- **Vision and purpose** of a leader are the most important qualities of leadership.
- A leader can **direct, coach, guide and get things done**
- A transformative leader is someone **who leads himself and others through a process of fundamental change**.
- Power and authority are not for dominating others, but they are instruments to **empower and change the lives of others** for the better

Relationships

Vision

Guidance

Motivation

Process of change

Empowerment

Attributes:

1. **Ethical Leadership:** A transformational leader exercises ethical leadership. He/she leads others guided by a core set of values, ethics and principles
2. **Collaborative Leadership:** A transformative leader believes in collaborative leadership, where **leadership is by influence**, not through formal authority. Transformative leaders perform best in an environment where **power is distributed amongst team members** instead of being concentrated in one leader at the top.
3. **Adaptive Leadership:** Leaders need to lead their followers in a world of volatility, uncertainty, complexity and ambiguity due to rapid pace of technological adoption. **Leaders need to be innovative, adaptive** and constantly seeking ways to do things better and achieving greater levels of impact.

Examples of transformative leaders: Nelson Mandela

Collaborative Leadership Approach

“Every member of a group or network carries responsibility for the process and results”

- Important element of transformative Leadership and a leadership theory on its own
- leadership roles can be played by different people, often simultaneously, and for a certain time and purpose
- leaders are mediators of change in dynamically evolving systems

The four C's of leaderful practice:

- 'collective'
- 'concurrent',
- 'collaborative'
- 'compassionate'

Leadership development programmes must support leaders in **learning to see, understand and integrate the bigger picture of the organisation** that is embedded in the network of actors and a larger system.



Further reading on different leadership theories see annex.

4 Leadership Competency Framework

Our journey brings together leaders from business, government and civil society who work on development challenges at the level of their Municipal area.

As any journey to the unknown, it holds unpredictable discoveries, challenges and encounters, and the road changes the travellers and the way they see, interpret and act in the world.



4.1 A value-oriented and competency-based leadership development approach

The Game Changer Workshop follows a value-oriented and competency-based leadership development approach that **aims at contributing to a profound shift towards principles of sustainability.**

- **Increase your understanding of development challenges** at the Municipal level including the question how meaningful citizen engagement can trigger change;
- **Develop individual and collective leadership competencies;**
- **Initiate a reflection of values** and a shift in mindsets;
- **Develop innovative, meaningful and viable solutions** for leadership challenges they face in their work context;
- **Increase motivation** and abilities to overcome long lasting implementation deficits and take innovative action.



The following **four key areas of leadership** plus the required inner condition of the leader constitute the core competency framework:



Exercise: Exploring the leadership competency framework

Purpose: To get a better understanding of the terms cooperation, transformation, innovation, ethics and integrity. To understand the importance of the four key areas for effective leadership

Instructions:

1. Divide into four groups. Each group to focus on one scenario and discuss the respective questions. Key results of the discussion should be summarised on flip chart paper.
2. Present results in plenary and compare results with below summaries on the four competencies.

Scenario A: Ms Wani needs cooperation

When Ms Wani moved to XYZ Town and took over her new position as a municipal manager, she had high expectations towards her team and towards herself. She wanted change within a short timeframe and she had it all nicely thought through in her head. All started with a first meeting on the first day, where she explained to her team all the changes that she would like to initiate in the coming months. She worked day and night, developed new processes and policies. She sent regular emails to her team to keep them informed. In the beginning, she sometimes received feedback, but most of the time, she was not happy with her team's input. After a while, she noticed that most of the proposed changes were not implemented. She was very disappointed and threatened some team members with disciplinary actions.

- **Discuss** what skills Ms Wani would need to improve on her leadership through better cooperation. Try to formulate your answers by using the following terms: Speaking, listening, learning, mutual learning, dialogue, appreciation, diversity, potentials of individuals, shared values, ethical norms, equality, sustainability, creativity, innovation.

•

Scenario B: Priscilla sees an opportunity for transformation

Priscilla has been living in the community all her life. She had the trust of most of her neighbours. Her child was going to turn 6 in a few weeks and would start primary school in January. She had the choice to take her child to the private school at the other side of town or the public school in her neighbourhood. But there was trouble with drug dealers in front of the school, bored youngsters vandalising the sports ground, and old equipment at the school. So who ever could afford it, brought their children to the private school. Still, Priscilla decided to send her child to the public school. She organised parent meetings and neighbourhood meetings, discussed with the municipality and businesses in the area, mobilised young and old. Together with teachers, parents and supported by an NGO, she organised afternoon sport activities for youngsters, funding from businesses to improve the school equipment, and participated in workshops organised by the ward counsellor to formulate the community's needs about safety and infrastructure improvement. She has not regretted her decision to send her child to the public school.

- Discuss what skills Priscilla has to initiate and facilitate deep structural and cultural changes in her community? Try to formulate your answers by using the following terms: personal growth, self-transformation, mind-set, values, culture, mental limitations like fear, insecurity, not-knowing, personal reflection, facilitate change in others.

Scenario C: Ms Lala wants to implement an innovation

When Ms Lala started as Human Resource Manager in the new company, she found high absenteeism rates and bad health condition among the workers. One initiative was to change the menu in the canteen, offering more vegetables and banning all deep-fried food. This caused an uproar among the factory workers that believed they need high energy food to be able to cope with the heavy work. But Ms Lala did not give up. She invited some of the workers to discuss the worrying health data that she received from the clinic and the menu. They jointly decided to offer training sessions on healthy diet, provide more new healthy food choices by keeping the old choices on the menu for the beginning, and the company offered to hand out fruit for free for every meal. After one month, they wanted to come back together and see, how well the new menu was accepted.

- Discuss what enabled L. to implement this innovation. Try to formulate your answers by using the following terms: shared vision, open spaces for free reflection, prototypes, resistance against change, learning und understanding, errors and failure, routines, playfulness and creativity, courage, perseverance, comfort zone.

•

Scenario D: Is Bob an ethical leader?

Bob works in Human Resources. He is a conscientious, long-serving public servant employee, and has an excellent record. Privately, he participates at the local Council meeting and learned that a group is trying to raise money to fund a youth community centre. The group has started to plan their fund-raising project but have no funds to even print a leaflet and some posters. Bob realises that he can

volunteer some help, and he is confident that some of his work colleagues would be willing to help also. They could produce 2500 leaflets and 150 posters for the community group afterhours at the agency. They would take no time away from their jobs. They would use some agency resources, however, but that would be minor: five reams of paper, 160 size A3 poster boards, markers, a computer, printer, and photocopier. In the scheme of things at the agency, this would be very minor call on the agency's resources.

- Discuss what the scenario has to do with ethical leadership. Try to formulate your answers by using the following terms: authenticity, ethical behaviour, values, resources, equity, efficiency, effective use, lawfulness, service to the people, local economy, accountability, economic interest, respect, personal interest, transparency, professionalism, opportunistic, follow the flow, investigation, example

Cooperation in Leadership

We live in a time of rapidly increasing complexity. In a world in which everything is connected, **no single actor has sufficient knowledge or capacities to solve problems alone. Cooperation becomes a necessity for finding new solutions.**

Cooperation is

- a process of **working together** on an issue in which different actors join their forces, competencies and resources for a common purpose.
- It **happens voluntarily** and requires **trustful relations**, the ability to engage in meaningful dialogue, and a **shared vision and intention**.

Leaders need the ability to:

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



Transformational Leadership

In the light of global crises that threaten our existence, **quick fixes and adaptive changes of current systems are not enough**. It requires a deep transformation of our institutional and material infrastructures, as well as profound changes in our consciousness and world views including values, mindsets and cultural paradigms.

Transformation is outdoing an existing form or structure.

Transformation includes

- phases of **letting go the old and familiar**,
- facing the uncertain and unknown,
- facing moments of perceived failure and crisis.

A transformational process is a **journey through an unknown land with unpredictable discoveries**. It can result in a change of consciousness, an altered perception of the self and the world, and alter the course of a human life or an organisation.

Leaders need the ability to:

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

Leadership for Innovative Action



Innovation is

- the development of **something fundamentally new** – a thought, an idea, a technique, a physical shape – which is not inferred from previously known routines, technologies and ways of doing things.
- **Innovation is the art and practice of creativity.** Often, holding on to old routines and mind-sets that are no longer functional intensifies a crisis. Therefore, the need for innovation is growing.
- Innovations are fundamentally new – and **cannot be planned for. BUT it is possible to create a supportive environment for innovation.**

Leaders need the ability to:

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

Requirements for Innovation

1. **readiness to reflect, deconstruct and let go** well-established mental patterns, routines and ways of making sense of the world.
2. **an open and unstructured space** dedicated to deep reflection and playful creativity.
3. **the courage and perseverance to leave the personal comfort zone**, embody the new and do things you have never done before. And to try, fail, and try again.



Ethical Leadership and Integrity

Local development can only advance and service delivery be improved when the scarce resources are properly managed **for the benefit of all citizens and not narrow personal- or group interests.**

This requires ethical leadership at the Municipal level.

Municipalities are perceived to be one of the hubs of corruption in South Africa. In almost all areas where there are protests over service delivery, corruption features as one of the contributing factors. The trust of citizens in Municipal institutions needs to be restored through ethical conduct.

Leaders need the ability to:

- **Act ethical themselves**, but also create an environment that makes it **easy for others to act ethically**
- Make sure that **scarce resources are utilised efficiently and effectively** for the equitable provision of quality service to the whole community
- Work towards the **strengthening of the entire local economy** and not only the economic interests of certain groups or individuals
- **Follow the principles of transparency**, lawfulness, accountability and professionalism in their actions
- Be **guided by their own ethical compass** instead of only going with the flow, acting opportunistic or blindly following orders
- **Respect and support oversight structures** and investigating bodies
- Recognise, acknowledge and support ethically correct behaviour, encourage staff to talk openly about ethical matters
- React ethically correct where ethics violation occur

Exercise: What does corruption means and what has this to do with ethical behaviour?

Purpose: To increase participants understanding of ethical and unethical behaviour. To increase participants understanding on the damage unethical behaviour and specifically corruption causes. To increase participants motivation to act ethically correct.

1. Discuss in small groups your experience with corruption. Collect at least three concrete examples of corruption on flip chart paper and provide a reason why this is unethical behaviour using the information from above box on ethical leadership. Who benefitted from this behaviour and who was to carry the damage?
2. Present the examples in plenary.

Possible extension of the exercise:

1. Read the following case study published by Transparency International (short version, the published long version can be found in the annex).
"The SA government has begun an ambitious multimillion-dollar project to provide households with tanks to harvest rainwater for cooking and cleaning. According to complaints, tanks in the KwaZulu Natal province were not being installed properly, leaving some units completely useless and communities without their right to clean water. Further reports said tank installers have been claiming payment for work not done. After investigations, evidence was found that sub-contractors appointed by the government to install the units didn't have the capacity to carry out the job. Among the subcontractors was a company directed by a former government official."
2. Discuss in small groups the following questions: Why would you call this a case of corruption? List all the people that might have acted unethical in this case. Why would you call their behaviour unethical? What would you have done if you lived in the community? What would you have done if you worked for the municipality? Use the information in the above box to justify your answer.



CORRUPTION	<p style="text-align: center;"><i>"Know Corruption for No Corruption"</i></p> <p>It is very important to understand "what is corruption" to eliminate the same.</p> <p style="text-align: center;"><i>"Corruption is the abuse of entrusted power for private gain. It can be classified as grand, petty and political, depending on the amounts of money lost and the sector where it occurs."</i> (Transparency International)</p> <p>Corruption corrodes the fabric of society. It undermines people's trust in political and economic systems, institutions and leaders. It can cost people their freedom, health, money – and sometimes their lives.</p> <p>Corruption involves a supply and demand of bribes and undue favours. It needs collective action of senior leaders of local government, local business and civil society to stay away from bad practices and actively stand up against corruption.</p>
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5 Enacting the Emerging Future

As leaders, we want to crystallise new qualities, visions and intentions. We want to integrating key insights from our exploration of the outer and inner leadership landscape by

- **developing, testing and refining prototypes for small, yet meaningful change projects** including feedback from peers, learning coaches, and experts;

Prototyping as cross-cutting element of all stages

As our Game Changer Workshops do not only seek to improve the regular work of the participants as leaders at their organisation but has a clear focus on improved civic engagement at the IDP process, it is important that the learning is taken into the practice. Our programme is geared towards making the step from **good intentions to actions**. Hence the programme will be evaluated against concrete, meaningful multi-stakeholder development initiatives that have been incorporated into the reviewed Integrated Development Plan (IDP) of the Municipality.

To achieve this objective, a corner stone of our leadership journey is the development of innovative 'prototypes' for local change projects.



A “**Prototype**” is a first or preliminary version of a device or application from which other forms are developed through improvement.

Prototypes are ambitious.

- They address aspects of **urgent development challenges** in the (local) context of the participants and aim at triggering **meaningful and visionary changes that go beyond business as usual**.
- Yet prototypes **must also be realistic** and constitute the **early version** of what might later develop into a long-term and major change project.
- While they can vary in size, their design must **allow for rapid testing and implementation** within a few weeks or months.
- Prototypes are **instruments to start a process of learning-in-action**, engaging relevant stakeholders and generating valuable feedback within an organisation or system.

Setting for the development of prototypes:

- Creation of multi-sectorial learning group of leaders from the Municipality, civil society and local businesses, to brainstorm on meaningful prototypes, prioritize them, build smaller working groups around participants interested in the same initiatives and further refine and develop them in the groups.
- Prototypes should be developed and implemented in a multi-sectorial setting.
- The participants will decide to regularly meet in multi-sectorial teams after the completion of the training to work on the implementation of the prototypes.
- The team of the Eastern Cape NGO Coalition and the GIZ-GSP technical advisers will provide on demand mentoring and technical advice for these teams to make sure that the initiatives are incorporated into the reviewed IDP of the Municipality and take off the ground.

Development approach (based on Theory U and Design Thinking methodology):

- **learning** through observation, dialogue and systems understanding;

- **encourage connecting to inner sources** of inspiration and purpose;
- **invite creativity** and “wild ideas”;
- centre on **building early prototypes quickly** to test them and learn from failure, errors and feedback.



Further reading on Theory U and Design Thinking methodology see annex.



Exercise: Prototyping (1-2 hours)

Purpose: To explore the future by doing. To refine concepts and question underlying assumptions by generating valuable feedback from stakeholders; to develop a practical and tested mini-version of their idea that can be shared and presented; to gain experience in processes of co-creation with a wider-than-usual range of stakeholders.

Instructions:

1. Form a prototyping team: It is recommended to create multi stakeholder teams, so that every team has as far as possible members from the public, the private and the civil society sector working together.
2. Define your Challenge you want to address using the results from previous exercises.
 - What is the area / issue we want to tackle with the prototype?
 - What inspires us to choose this area / issue or area?
 - What is the most important aspect of the idea for us? What is ‘new’?
 - What is the ‘challenge’ we set for our prototype? (Formulate the challenge using the phrase: “How might we ...”)
3. Understand the context and stakeholders of your prototype.
 - Who are relevant stakeholders?
 - Who would add valuable perspective?
 - Who is motivated to contribute?
4. Brainstorm prototype ideas with your team.
 - Wild ideas are welcomed: innovative ideas always sound weird at first.
 - Go for volume: creativity cannot be contained in structured and polite conversations.
 - Be visual: produce drafts, images, tangible models to support your imagination.
 - Headline: give important aspects and results a name.
 - Build on the ideas of others: a group is always more intelligent than the most intelligent individual.
5. Create a first version of your prototype to generate feedback – encourage participants not to worry about it being ‘rough’.
6. Present this early version to the plenary and ask for feedback.
7. Decide on a way forward:
 - Who is keeping the documentation so that you can continue working on the prototype the next time you meet?
 - Who is responsible for organising a follow up meeting? Where? By when?
 - Who continues to look for additional information/lessons learnt/best practice? By when?
 - Who will continue to get insights and input from possible stakeholders? By when?

6 Exploring the Inner World

6.1 The Inner World

A person's inner condition is not fixed or given but can change and evolve to higher levels gradually during a human life. This change requires the inner work of awareness, experience and practice which can support the development of a more conscious, balanced and beneficial inner condition.

We want to invite you to

- **explore your inner world, your own personal and cultural values** and how they shape your biographies, world views and aspirations for the future.
- **collectively search for shared values** and new cultural narratives that support a profound shift in societies towards principles of sustainability, equality and shared responsibility.



“To know who you are is to be oriented in moral space, a space in which questions arise about what is good and bad, what is worth doing and what is not, what has meaning and importance for you and what is trivial and secondary.”

Taylor, (1987: 27)

6.2 Who are we and where are we now?



Activity: River of Life

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

Instructions:

1. Participants to work individually on flip chart paper if possible with colourful pens/koki's.
2. Ask participants to
 - a. Reflect on their life story (including childhood and adolescence). What were important and maybe transformational moments, encounters and experiences in life? When did something new emerge, when did old things die?
3. Participants to draw their 'river of life', with all the ups and downs, larger parts, narrow parts, bends, shallow waters, deep waters, waterfalls, blockages, etc. This will be shared with the group, so only share what you are comfortable with.
4. Sharing of rivers with the group with a focus on following questions:
 - What **experiences influenced your personal leadership style?**
 - Where did **other leaders influence your personal journey?**
 - Where do you think **you might have influenced others** in their personal journey?

6.3 Exploring our values

Leadership Development without focus on values risks creating bad leaders who use their strengthened competencies for their personal benefits.

Being a leader is far from easy; actions and behaviours of leaders are under close observation by their followers as well as their opponents.

Lesson from history

Leaders seldom lose their followers or their position because of low performance **but more often by acting against organizational or societal values** (for example, integrity).

Operating in a volatile environment, with many unknowns, uncertainties and high pressure, the **leadership position involves responsibility** for staff; consideration for the success as well as **reputation** of the organisation; **delivery** of high quality outcomes; **loyalty** to multiple clients; and **contribution** to society's welfare.

➔ This leads to value conflicts and dilemmas often faced by leaders.

It makes me feel good to praise my colleagues' good performance

You must disclose any gift received

What are values?

- Values are **beliefs**. "I can lead by example"
- These beliefs are **tied to emotions**; they are not objective, cold ideas.
- Values are **motivational**. They refer to the **desirable goals** people strive to attain.
- Values **guide the selection or evaluation of actions**, policies, people, and events.
- Values **serve as standards** or criteria.
- Values are **ordered by importance** relative to one another. People's values form an ordered **system of value priorities**.

I can lead by example

I encourage others to provide creative input to find a solution

My community's development is more important than my own career

A **decisive factor** enabling leaders to be successful in dealing with dilemmas and wicked problems, is their **ability to devote time for introspection, reflection** and thereby consolidate their values-base.

A **responsible leader** is characterised by adherence to **humanistic values** and considering these values while taking decisions and actions.

Collaborative team-based leadership is based on reflection on values and searching for a shared

value-base. This ensures that followers collaborate with a leader with a deeper level of commitment.

Where do values come from?

Values are socio-cultural constructs deeply rooted in one's personality. They are developed early in childhood. Individuals are often not clear about the implied and unspoken dimensions of their adopted values. Consciousness about value dilemma and mastering the art of dealing with such dilemma enables a leader to act with integrity as well as with confidence in uncertain contexts. In general, **everybody deals with value conflicts and attempts to align their actions and behaviour with their adopted values.**



Exercise: A Value Dilemma

Purpose: To understand how values guide our behaviour in situations of conflict.

Instructions:

1. Discuss as a group following situations:

- A co-worker is consistently late, and you know it is because of their home situation; however, they continue to slide into work unnoticed. Do you say something or not?
- In a group setting, everyone is asked to give a verbal vote or show of hands, you don't agree but you don't want to be the only one to disagree. Do you go along or no?
- What do you do when you observe a supervisor lying, cheating or stealing, and you know that to report them is to risk negative repercussions for yourself?

2. Extension of the exercise: Discuss in small groups

Have you experienced ethical dilemmas in your workspace/community/family? What did you do? Why? What were the consequences? Would you act differently today?

Why do we need values?

The laws, policies, codes, directives and other written regulations that apply to the public sector will never cover every situation that a public official face. Organisational values guide the members of an organisation when individuals draw different conclusions about the right action to take in a situation.

An explicit set of **organisational values** encourages **consistent decision-making** even when there are no rules to follow.

Benefits for leaders to explore their values

Exploring their values and uncovering their value should help leaders to:

- **develop increased respect** for the values of others
- **trace the experiences and the people** who have been decisive in forming their value base
- **gain insights on the discrepancies** between the values adopted and values emerging as observed through their actions and decisions
- **uncover the diversity of interpretation** and association that people have to a seemingly same value
- **strengthen their ability to recognize, appreciate and respect** diverse value constructs and initiate meaningful interactions for the creation of a shared value base.

The inner condition of a leader

Inner condition of a Leader

Responsible Leadership is based on an inner condition which expresses itself through:

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

A **diamond** is an extremely hard stone which becomes a precious gem only after precise cutting and polishing. The cut of diamond depends on the mastery of the cutter; the exactness of the facets defines its brilliance. Traditionally, diamonds could be cut only with another diamond.

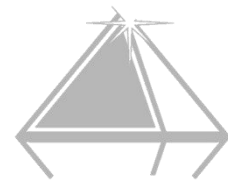
Similarly, leaders develop their competencies in decisive moments. They build their identity through intense reflections around values important for them. These values enable them to act with integrity and interact with others in a sincere manner. Reflection about values are triggered through appreciative interactions with others on their others.



Exercise: The Value diamond

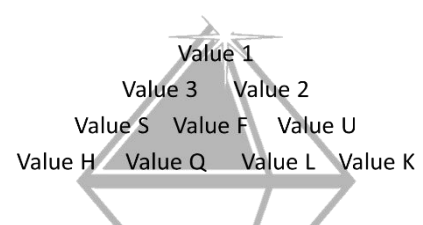
Purpose: To reflect on personal values

To connect their individual values to the values of a specific environment. To practice dialogue techniques.



Directions:

1. **Individual work:** You have been provided with a short input on values and their importance for leadership, their role in providing orientation in taking tough decisions and in demonstrating perseverance in dealing with resistance and setbacks. Note down 10 values important to you:
 - Think about what was important in your family.
 - Reflect on difficult situations and decisive moments in your life.
 - Which values emerged as stronger in those situations?
2. Now, select five values that are more important than the others. (5-10 minutes)
 - Remember your personal as well as your professional life till today, which values were important to you?
 - Imagine your personal and professional future, which values would be important for you?
 - Reflect about people close to you – spouse, relatives, friends – and the values embodied by them which are also important for you
3. Now, select the three most important and finally the one most important value.
 - For which would you like to be remembered?
 - Which would you want people to associate them with you.
4. Visualise on a piece of paper. Sort your values into the shape of a diamond, the most important at the top, . Note your name at the top of the paper and paste it on



the wall.

Have a look at the values of your fellow participants and select a discussion partner with a different value hierarchy.

5. Explore in pairs of 2-3 participants: Go for a dialogue walk and share your thoughts and emotions around your most important anchor value. Respect the guidelines for dialogue: Listening, Respecting, Suspending, Voicing.

- The influence of which experience or person made this value so important for you?
- Describe in detail what this value entails for you?
- What kind of feelings, thoughts and actions emerge when this value is violated?

6. Share in plenary:

- How did you experience the dialogue process? What did you feel?
- Could you agree on a common set of shared values? How did you achieve this result?
- What new insights about dialogue, values and leadership are you having?

Summarising ideas around value-based leadership

- **Having a vision and attracting followers to follow that vision** and demonstrating perseverance are key elements of leadership but are not sufficient.
- Leadership **enables leaders and followers to raise one another to higher levels of motivations and morality**. This can be easily observed in case of some of the most respected leaders of our times: Gandhi, Mandela, King, Mother Teresa, etc.
- **Leadership is context specific, as are values**. A leader in a private enterprise may not be respected as a leader in a religious or political context. The more complex question is **who defines which values the right ones are**.
- **Different priorities and value sets across cultures may lead to distrust and lack of cooperation. But also: cultures can develop, can learn from each other, can respect each other and thus evolve** (young vs old, rural vs urban, cosmopolitan vs local, etc.).
- Leading as a bureaucrat in such a context full of diversity **requires a high sensitivity to facilitate processes enabling a cooperation** across the differing domains.
- The special role of the leader is to **initiate process enabling alignment between the multiple interpretations of values** on the one hand, and on the other, **respecting the overarching values like Justice, Liberty, Equality and Fraternity**.

Leaders can only act as facilitators of transformational change and social innovation. They need to be able to integrate the two dimensions.

Leaders as navigators of the external world	Leaders as travellers in the inner world
<ul style="list-style-type: none">• recognise, understand and overcome the blockades, dysfunctional routines and ineffective problem-solving approaches in today's institutions and societies.• explore<ul style="list-style-type: none">• people• institutions• places• systems relevant to the thematic focus	<ul style="list-style-type: none">• willing and capable to fundamentally change themselves, leave their comfort zones, and connect to their highest future potentials and aspirations.• ability to reflect and transform oneself is decisive for facilitating fundamental change and catalysing new ways of thinking, acting and innovating at different levels of society.• explore<ul style="list-style-type: none">• values• emotions• mental patterns• potentials• sense of calling• hopes for the future

What is organisational integrity?

Organisational integrity is obtained when

- the values of the employees are aligned with that of the organisation, and these values reflect the organisation's legislative mandate, its vision and mission.
- The services rendered by the organisation is in line with the expectation of their stakeholders, namely the public and their partners.

This talks to the service delivery mandate of Municipalities and the goods or services that a business ought to produce or deliver in accordance with its statutory documents. Integrity plays an equally important role for civil society organisations in their mandate to complement the development initiatives of the Municipality but also to hold local government to account. This mandate can only be fulfilled if

the public has trust in civil society organizations that they will manage their funds transparently and the bulk of the donor funding is spent on effective measures in favour of the disadvantaged groups the organization claims to empower.

7 Practical guidelines on good leadership

The new public service calls for leaders who are competent, confident, capable and visionary. The same qualities are needed to make a real impact in your community as business leaders and community development practitioner.

The following section gives you an overview of strategies, approaches and attitudes that are important to internalize and follow through when you strive for becoming an even better leader for the benefit of your organization. The content is adapted from a lecture held by Professor Thakathi for students of public administration at Fort Hare University.





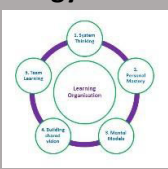
7.1 General demands on good leadership in an institution or organization





As leader within an institution or organisation you should ensure that you apply the following basic elements of good leadership:

Basic elements of good leadership	Concrete example from my own working environment: What I will do better in future
Fulfil your role as leader in giving direction and overseeing implementation : Do not run away from taking decisions and apply quality assurance. Practice wise delegation of work that empowers your team and enhances efficiency.	
Create a positive environment	
Establish unity of purpose & direction	
Understand clearly your roles and functions to connect well with others	
Communicate very well with your team and stakeholders; without you travel alone.	
Look for opportunities through networking and seeking information ! Talk 20% and listen 80 % when collecting information.	
Stay connected. Be in touch. Never forget the people in your network and never let them forget you.	
Show presence at events, processes and groups that matter. Network everywhere.	

7.2 Strategies of good leadership

In the following section we present 10 important strategies of good leadership:

Strategy 1 	Self-awareness and self-management <ul style="list-style-type: none"> Analyse properly what are your personal strengths, weaknesses, opportunities and threats (SWOT) Build a strong character Take 100% responsibility of your life Be clear why you are there Develop a positive attitude
Strategy 2 	Develop and manage your Strategic plan <ul style="list-style-type: none"> Legitimise vision, mission, goals, and values Set very clear directions Champion and commit the whole plan Mobilise people to own the plan Put the “implementation of the strategic plan” as standing item on your team meetings Ask for feedback on all the strategic issues and decisions all the time
Strategy 3 	Self-empowerment and people empowerment <ul style="list-style-type: none"> Learn all the time Read and pay attention Attend trainings, conferences, etc. Have a human resource development strategy for the organization Be open to criticism, coachable and teachable Invest in self-development and self-discipline
Strategy 4 	Building the Team <ul style="list-style-type: none"> Promote team work and team spirit Facilitate unity of purpose and a common vision Stay focused Build a success habit and celebrate successes Become a winning team Facilitate should interpersonal relations Empower teams to be effective
Strategy 5 	Become a learning Organisation <ul style="list-style-type: none"> Create a positive organizational culture Adapt and change quickly Bench-mark yourself Use a best practice approach Establish think-tanks, quality circle, quality improvement teams, etc.

Strategy 6 	<u>Effective communication</u> <ul style="list-style-type: none"> ▪ Have open meetings regularly ▪ Share information with your team so that they are able to contribute ideas, talk on behalf of the organization and better understand management decisions ▪ Communicate well with everyone ▪ Promote openness, frankness ▪ Show-up ▪ Tell people what you need ▪ Listen to what people say
Strategy 7 	<u>Research and Innovation</u> <ul style="list-style-type: none"> ▪ Allow knowledge/idea generation ▪ Promote innovation and creativity ▪ Embrace change ▪ Deal with global competitiveness
Strategy 8 	<u>The importance of Emotional Intelligence</u> <ul style="list-style-type: none"> ▪ Effective interpersonal relations ▪ Employee wellness programmes ▪ Develop sympathy and empathy ▪ Motivation ▪ Self-discipline ▪ Talent retention ▪ Stress Management ▪ Balanced Life
Strategy 9 	<u>Enhancing Professionalism</u> <ul style="list-style-type: none"> ▪ Achieve results ▪ Promote a positive work-ethics ▪ Invest time in quality assurance ▪ Build strategic alliances ▪ Meet the standard ▪ Implement good governance principles
Strategy 10 	<u>Be a champion of all seasons</u> <ul style="list-style-type: none"> ▪ Become a goal-getter ▪ Be exemplary ▪ Get involved ▪ Be the back-bone of the organisation

Exercises on strategies of good leadership. Ask participants to choose among the below exercises.



Exercise 1: Effective communication (30 min)

Purpose: To increase understanding on the power of words

Instructions:

1. Show the film “The power of words”

<https://www.youtube.com/watch?v=Hzgzim5m7oU>

2. Explain that

- positive communication means choosing words carefully.
 - expressing feelings honestly without threatening or putting down the other person
 - beginning the communication with "I" rather than "you", as in "I wish", or "I feel," as opposed to "You always", or "you never".
 - People are more likely to respond in a positive way to such messages because the sender is taking ownership of her or his feelings and not trying to blame or put down the other person.
3. In small groups, look at the following expressions.
- "You never do things in time."
 - "You must finish this report by end of business."
 - "Didn't you understand what I told you to do? You really are confused and unorganised."
 - "You are not a team player."
 - "You must come to my office immediately."
 - "Your input to the report is useless. I better do it on my own the next time."

Discuss how you would feel if somebody says this to you. How would you as a good leader have expressed yourself using better word? Rewrite the expressions.



Exercise 2: Communication in a team (30 minutes)

Purpose: to create an environment of open communication, to identify any obstacles or problems that the team faces, and to help the team move forward on projects or initiatives while openly discussing potential "elephants in the room".

Instructions:

1. Hand out the sticky notes to each participant. They have five minutes to write down one major issue (Elephant) that negatively affects their performance as a team member. They should also write whether they have **Control over it (C)**, whether they can **Influence it (I)** or whether they just need to **Accept it (A)**.
2. Collect the sticky notes and read them aloud one by one, record them on flip chart paper and add the C, A or I.
3. If there are many Elephants, let the participants vote, which ones to discuss.
4. Decide as a group whether the A elephants really are issues that just must be accepted and agree on whether any of the C or I elephants are A elephants. Then, let the A-list elephants go. Basically, just accept them.
5. Tackle C and I elephants in open conversations and try to come up with solutions or action items. Look at each elephant through the "4 Ws." **Why** are we doing this, or **why** is this happening? **What** are we doing about it? **Who** can resolve this issue? **When** can we resolve this?



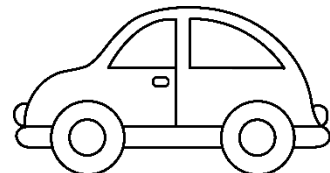
Exercise 3: Self-empowerment and team empowerment (50 min)

"We build a car"

Purpose: To motivate people to work together, increase understanding of the strengths of team, and the importance of each member of the team to the success of a project, to improve communication.

Instructions:

1. Using flip chart paper, draw the outline of a car.
2. Instruct the group to add components to the car and explain what it stands for and how they can relate that to the team. Give one example and then let them go.



Some examples:

- Draw the aerial to make sure we have good communications, or the wheels keep us in motion, the review mirror to keep an eye on where we have been, head lights to help us find our way, a trunk to store all our knowledge and tools, the gas tank to provide fuel when we need it, etc.
- 3. Break team into groups of five people. Allow 20 minutes for the team to draw the car.

4. Present each car to plenary (5 min each).

5.

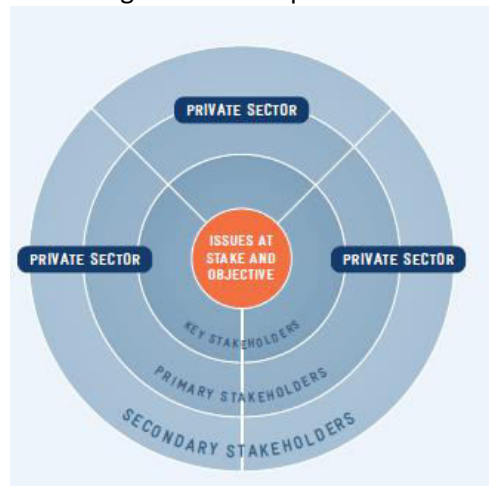


Exercise 4: Stakeholder mapping (60-90 minutes)

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

Instructions:

1. Choose one of the prototypes developed during the workshop. Participants brainstorm to identify stakeholders who are connected to this project (who might influence it or be affected by it).
2. Divide the identified stakeholders into three categories: (1) Key stakeholders have legitimacy (by law or public approval), resources (knowledge, skills, financial, etc.) or networks (formal and informal) to significantly influence the project. You can also distinguish 'veto players': without their support the project cannot move forward at all. (2) Primary stakeholders are directly affected by the project – positively or negatively; (3) Secondary stakeholders are only temporarily or indirectly influenced by the project.
3. Visualise the stakeholders using an onion map:



Use different lines symbols and lines, to visualise importance and relationships e.g. V for Veto players. Use for example solid lines (—) for important relationships and dotted lines (.....) for less important relationships. A lightning symbol ⚡ could symbolise a conflict and an interrupted line (-----/-----) symbolises an interrupted relationship.



Exercise 5: Enhancing professionalism (30 min)

Purpose: To increase understanding of professionalism and its importance to team performance and leadership, to improve communication skills.

Instructions:

1. Brainstorm as a group: If we must list the top professionalism qualities what would it be?
2. Agree as a group to the 5 most important professionalism qualities. This should be discussed in the group. If there is no consensus, let the group vote.
3. Discuss how these 5 most important qualities can be enhanced in our team members.



Exercise 5: Lead by example

Purpose: Understand the influence of our doing on others and the influence of others on our doing.

Instructions:

1. Read the following story to all:

"If you want to lead, set an example of service. As a professor, I maintain an open-door policy and encourage students to call me by my first name. But often our unofficial actions are stronger than our formal policies. "I never saw myself as a leader," one graduate said years later, "until I saw Patrick bend down and pick up a piece of litter."

Before that moment, this young African thought that leaders were politicians and chiefs, ensconced in the visible manifestations of power. Seeing a university president pick up litter showed that every person has the power to lead by example, and that everyone can and should pitch in. "That day," he said, "I became determined to be a leader myself, helping do something to make Africa a better place." (<https://medium.com/world-economic-forum/5-things-africas-future-leaders-should-know-f85e27e363f0>)

2. Split up the group in pairs. Go for a dialogue walk and discuss if you have ever experienced a similar story? Has somebody inspired you? Do you know somebody that always acts exemplary? Or are you somebody that inspires others by leading by example? Perhaps you are not even aware? Share your story.
3. Share with the group how you felt during this dialogue walk with the group. How does it feel to talk about yourself or others leading by example? How is it to listen to inspiring stories?

8 Coming Home- and Continuing the Journey

Coming home and way forward means to

- **implement, and potentially upscale, your prototypes** in your multisectoral groups and your home organisations;
- **reflect upon and share successes and failures** you experienced during the implementation of the prototypes with your fellow travellers and the staff;
- **continue to actively promote new initiatives** that foster transformational change and social innovation as pioneers of change and leaders in your organisations, your community and your country.

In our understanding, a Leadership Journey does not end with the return of the participants to their organisations. What ends is only the workshop part of the journey. **The journey itself continues back at the organisation and your community and enters a new stage.**

Participants return to their home organisations and continue to meet in the formed inter-sectorial groups. They begin to implement their prototypes and initiate changes in the local development sphere and the learning system of their organisations. At the same time, the first weeks and months back at the organisation require another round of reflection - about the prototypes, competencies and changes that occur because of the Leadership Journey. In our visualisation of the Leadership Journey we illustrate this reflection and continuation of the journey with a loop in the last stage of the journey.

8.1 Self-evaluation of the Learning Progress on the Qualities of Game Changer Leaders

During our journey, we want to encourage you to evaluate your personal learning process and competence development. By collectively evaluating our journey and identify insights and changes about the focus topic, and our work and role as leaders we can see the progress in our development.

Rate the following statements on how much you agree.

1: "I do not agree at all" or "No, that is not me at all"

5: "I fully agree" or "yes, that is me 100%"

PHASES OF THE JOURNEY	Baseline Rating 1-5	Progress 2018	Progress 2019	Progress 2020
1. What means Leadership to me?				
1.1. Some leaders are just born to be leaders.				
1.2. To be a leader means always to be a leader				
1.3. Leadership is having talented people working together				
1.4. Leaders need to be accountable for their actions				
2.Exploring the outer world				
2.1.The challenges we face today in our organisation and in the community are overwhelming				
2.2. I know all the stakeholder that can influence the success of my projects or are influenced by the success of my projects.				
2.3. I understand all the formal procedures of my organisation so well that I can use this knowledge to the benefit of my project.				
3.Exploring the inner world				
3.1. I often praise my colleagues for their good work performance.				
3.2. I try hard to find any possible way to communicate my vision for the project to as many stakeholders as possible.				
3.3. When my colleagues share their ideas to improve the project, they talk 80% and I mostly listen.				
3.4. I am convinced that I perform best as a member of a competent team.				
4.Enacting the new				
4.1. When I have an idea on how to improve a situation or a project, I cannot wait to share this with my colleagues and superiors.				
4.2. I always praise my team members when they come up with new ideas to solve old problems and I encourage them to work on their proposal until we can implement it.				
4.3. I am constantly questioning things (Why is this so? Does it have to be like this?) and looking for solutions to improve (What can I do to make things better?).				
5.Coming home and continuing the				

journey				
5.1. If I do not succeed on a task, I tend to give up.				
5.2. I am often motivated at the end of the workshop but then, implementing what I learnt in real life is difficult.				
5.3. I am very persistent when it comes to trying out new things I just learnt to do.				
5.4. I always share new information with my colleagues to discuss how this can be used for the benefit of our project.				

Personal Self-Reflection

The above personal reflection exercise aims to assist each participant to develop a baseline at the inception of this leadership journey. The purpose is to critically review the 5 stages of their personal leadership journey and assess areas for growth and development per annum over the next 3 years. Below are some of the key elements of this leadership programme that have introduced to the participants as enabling factors for Game Changers.

- ✓ Deepening your reflection on your personal and organisational Values
- ✓ Transforming Self and Influencing Society (transformational leadership)
- ✓ The Leader as Coach
- ✓ Collaborative, co-creative and innovative learning
- ✓ Developing of prototypes
- ✓ Deeper reflection on phases of your personal leadership journey
- ✓ From intention to action
- ✓ Growing by sharing, learning from successes and failures
- ✓ Networking that results in new leader initiatives

9 Conclusion

We have introduced you to the concept of transformational leadership and have motivated you to think creatively, and also to think about aspects of urgent development challenges in the (local) context. We have triggered meaningful and visionary changes that go beyond business as usual and helped you to develop prototypes in multisectoral teams. We challenged you to explore your outer and inner world and encouraged you to think critically about your role as a leader.

We hope that the leadership journey has inspired you to take your leadership to the next level and to the next generation. When everything around you attempts to make you conform and bend to the status quo, you will now have the motivation to rise to the occasion with a renewed mind and change the game.

Leadership is practiced not so much in words as in attitude and in actions.

Harold S. Geneen

10 Annexure A: Further reading on collaborative development theories and relevant approaches and tools

10.1 Theory U

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



Adapted from Scharmer 2007

To explore this inner place, Theory U proposes a process that includes five fundamental movements: ‘observing’, ‘sensing’, ‘presencing’, ‘crystallising’ and ‘prototyping’. A journey through the U takes a person or group from the outside world to the inner world and from there back to the outside world and inspired action. Suspending quick fixes based on routines and knowledge of the past, Theory U emphasises the need to engage in an intense process of listening, observing and learning to see and sense the world and a system through a multitude of perspectives – and gain a more complete understanding of it. ‘Presencing’ (a combination of the words presence and sensing), at the bottom of the U, is a deep and personal reflection about one’s work and purpose in life that touches dimensions of connectedness and spirituality. Scharmer proposes that a full awareness of the present moment, with all senses, does not only allow to seize the presence more fully – but to sense the emerging future in its potentiality. This connection with inner sources of meaning, creativity and future potentials is followed by a stage of crystallising new intentions and insights, and a rapid development of prototypes for meaningful and viable change projects that have the potential to trigger (social) innovation within organisations and systems. Theory U addresses leadership in its wholeness, integrating the ‘what’ (results), the ‘how’ (processes) and the ‘who’ (the person/leader). We have included several Theory U tools in the tool chapter.

10.2 Dialogue

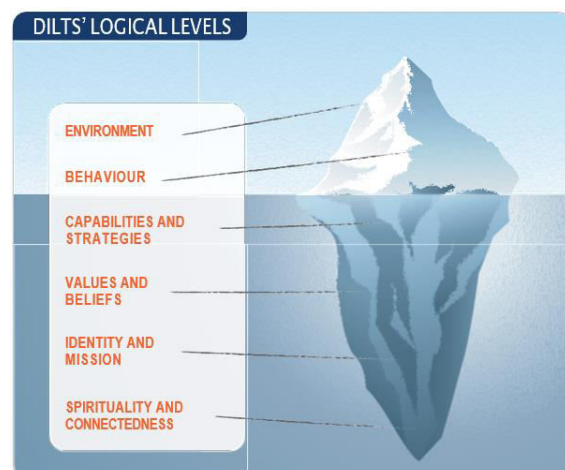
Dialogue: For any collaborative leadership approach, the work of David Bohm and William Isaacs on dialogue is fundamental. While dialogue is conventionally understood as a conversation between two or more people, David Bohm emphasised a much deeper meaning of dialogue: the root of the word goes back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

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



10.3 Dilts' Logical Levels

Following John Kotter's dictum, management is about coping with complexity and leadership is about coping with change. Considering the challenges, we face, we propose to broaden our understanding of leadership as the art of transformational change. An approach that we consider helpful in this endeavour is Robert Dilts' model of logical levels, which we have slightly adapted in the visualisation below. Building on the logical levels of learning and change developed by Gregory Bateson, Dilts' model originally included the five levels of environment, behaviour, capabilities, values and identity. Later, he added a level of spirituality and connectedness. We consider this model meaningful for a leadership approach that focuses on deep change and builds on the exploration of the world of values, beliefs and inner sources of creativity, purpose and meaning. It is the deep and inner level of spirituality and connectedness with all life where transformational change begins. Dilts' level of spirituality and connectedness corresponds to Otto Scharmer's notion of 'presencing' at the bottom of the U. The metaphor of the iceberg illustrates how deep we must travel to connect to this inner place.

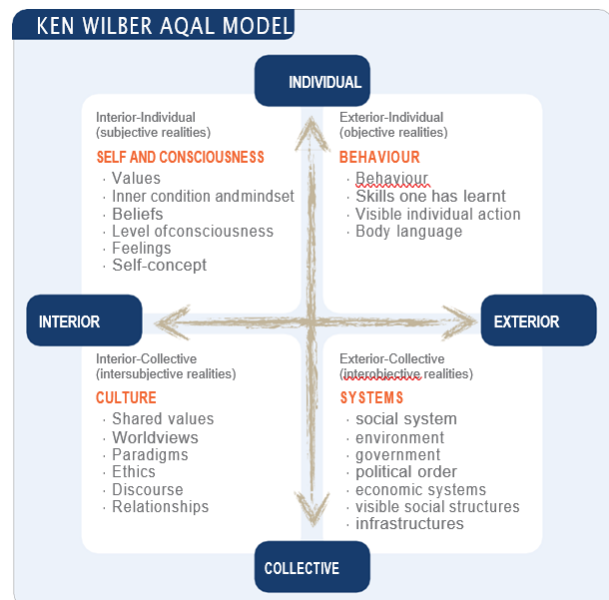


10.4 Integral theory

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

Wilber's work, and the broader field of integral theory, therefore holds an important insight and

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



10.5 Design Thinking

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

10.6 Background information on value-based leadership

- Having a vision and attracting followers to follow that vision and demonstrating perseverance are key elements of leadership, but are not enough, because the time where leadership was defined as a value-neutral function is over.
- A definition of leadership void of values would put Gandhi, Roosevelt, Hitler, Osama bin Laden, Mao Tse Dong and Mother Teresa at the same level. However, Mames Mac Gregor Burns defines leadership as a function enabling leaders and followers to raise one another to higher levels of motivations and morality. This can be easily observed in case of some of the most respected leaders of our times: Gandhi, Mandela, King, Mother Teresa, etc.
- We have learnt that leadership is context specific, as are values. A leader in a private enterprise may not be respected as a leader in a religious or political context. The more complex question is who defines which values the right ones are.
- The officers of the Indian Administrative Service are often challenged to demonstrate leadership across boundaries by enabling multiple actors to collaborate for the improvement of society. Such "cross-boundary leaders" (Gardner, J.W.) or "advocates of the

whole” (Senge, P) need to have the capability to relate to people from different organizational and cultural contexts driven by different value sets, besides having deep insights into their own value base.

- Different priorities and value sets across cultures may lead to distrust and lack of cooperation. In addition, differences in value sets may be enhanced by different levels of development, generation-gap and differing lifestyle (rural vs urban, cosmopolitan vs local, etc.).
- Leading as a bureaucrat in such a context full of diversity requires a high sensitivity to facilitate processes enabling a cooperation across the differing domains.
- The special role of the leader is to initiate process enabling alignment between the multiple interpretation of values on the one hand, and on the other, respecting the overarching values like Justice, Liberty, Equality and Fraternity which are enshrined in the Constitution of India. One of the core responsibilities of the leader is to manage the demand arising out of such tensions by supporting the development of appropriate interventions.

10.7 Towards a more collaborative and co-constructive dimension of leadership

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

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

The following theories reflect more modern approaches in practical leadership research but have all different perspectives and contexts in which they are most relevant.

The focus of the Game Changer Workshops is on Transformational Leadership

10.7.1 Situational leadership

Situational Leadership (developed by Paul Hersey and Ken Blanchard, 1977)

“Leadership styles depend on a given situation”

- The choice of leadership style is informed by the priority task to be performed.
- It is informed by the maturity levels of followers.

There is thus no “one size fits all” approach to leadership; it varies depending on the situation.

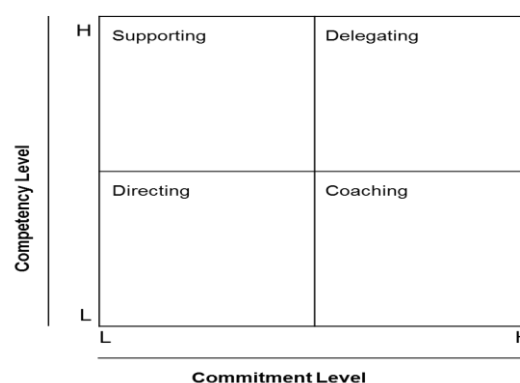
- A leader should possess knowledge and skills to perform his/her leadership role effectively.
- A leader should adapt his/her leadership style based on the task that must be accomplished by the team that he/she leads.
- This approach calls for effective leadership that gets things done by building competency of team members and motivating them to accomplish the tasks.

The Situational leadership approach was originally developed two leadership experts, Paul Hersey and Ken Blanchard (1977). The main argument is that leadership styles depend on a given situation.

- Firstly, the choice of leadership style is informed by the priority task to be performed.
- Secondly, it is informed by the maturity levels of followers.
- There is thus no “one size fits all” approach to leadership; it varies depending on the situation.

Four styles of leadership: Directing, Coaching, Supporting and Delegating. These styles are put side by side with maturity levels of followers measured by their abilities or competencies to perform tasks and their willingness or commitment levels.

Figure 1 below illustrates this Hersey-Blanchard Situational Leadership model.



*Figure 1: Hersey-Blanchard Situational Leadership model,
Source: Adapted from Ken Blanchard and Paul Hersey, 1977*

Reading off from the grid, Blanchard identified four combinations of competence and commitment, D1 – D4, and the corresponding leadership styles, S1 – S4:

Follower Competence and Commitment combinations	Leadership Style	Leader-Follower Relationship
D1 - Low competence and	S1 Directing	Followers lack competence to perform tasks

high commitment		but are highly motivated. The leader provides direction and supervision and explains decisions. This leadership style can be autocratic if not adapted as followers gain competency.
D2 - Low competence and low commitment	S2 Coaching	Followers have some competence but lack commitment. Leaders must adopt participatory decision-making to motivate and to increase followers' commitment.
D3 - High competence and low/variable commitment	S3 Supporting	Followers are highly skilled but lack commitment. The leader must act as a facilitator by involving followers in problem solving and decision-making to increase followers' ownership and commitment.
D4 - High competence and high commitment	S4 Delegating	Followers are both highly competent and motivated. They thus require very little directing and supervision.

The usefulness of the Situational Leadership Approach is in highlighting the importance of leader-follower relationship and professional competence.

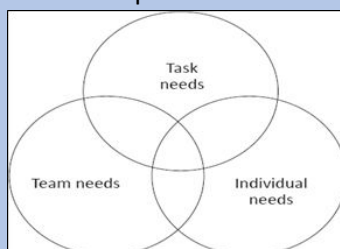
- A leader should possess knowledge and skills to perform his/her leadership role effectively.
- A leader should adapt his/her leadership style based on the task that must be accomplished by the team that he/she leads.
- This approach calls for effective leadership that gets things done by building competency of team members and motivating them to accomplish the tasks.

10.7.2 Strategic Leadership Approach

Strategic Leadership Approach (based on John Adair Action-Centred Leadership Model, 2002)

"The primary responsibility of leadership is to get things done."

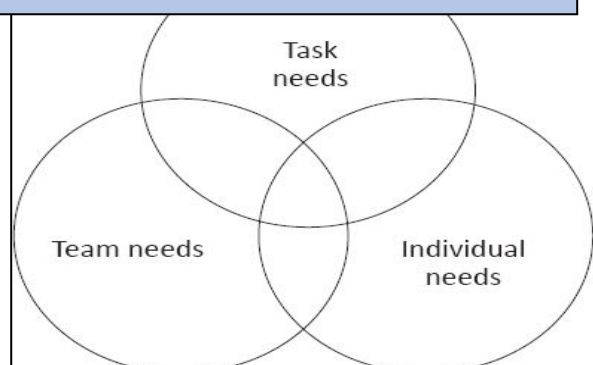
- The leader must ensure an achieving the common task,
- A leader must build and maintain a team
- A leader must motivate and develop an individual.



A leader must master each of these circles of need. Since these needs overlap, poor performance in one area of need will affect the others.

Core leadership functions: Planning, initiating, controlling, supporting, informing, evaluating

John Adair developed his Action-Centred Leadership Model (2002) and according to John Adair, the primary responsibility of



leadership is **to get things done**.

John Adair's model argues that a strategic leader must address three interrelated needs:

- Firstly, the leader must ensure an achieving the common task,
- secondly, a leader must build and maintain a team, and
- thirdly, a leader must motivate and develop an individual.

Figure 2: Three Circles of Need: Task, Individual, and Team developed by John Adair

A leader must master each of these circles of need. Since these needs overlap, poor performance in one area of need will affect the others.

John Adair identified the following core leadership functions:

Leadership Functions	Description
1. Planning	Seeking information, defining tasks, setting aims
2. Initiating	Briefing, task allocation, setting standards
3. Controlling	Maintaining standards, ensuring progress, ongoing decision-making
4. Supporting	Individuals' contributions, encouraging, team spirit, reconciling, morale
5. Informing	Clarifying tasks and plans, updating, receiving feedback and interpreting
6. Evaluating	Feasibility of ideas, performance, enabling self-assessment

10.7.3 Transformative Leadership Approach

Transformational Leadership approach emphasises **leaders' ability to guide the process of transformative change**. The transformational leadership approach was popularised by the presidential biographer, James MacGregor Burns (2003) who catalogued numerous leaders that he characterised as transformational leaders. These leaders include amongst others our very own Nelson Mandela. Burns argues for close inter-relationships between leaders and their followers, where leaders seek to influence and motivate their followers for positive change.

The Transformational leadership approach regards vision and purpose of a leader as the most important qualities of leadership.

A leader is not only a person who is able to direct, coach, guide and gets things done, but more importantly, a transformative leader is

→someone who leads himself and others through a process of fundamental change.

To a transformational leader, power and authority are not for dominating others, but they are instruments to empower and change the lives of others for the better.

A transformational leader has the following attributes:

1. **Ethical Leadership:** A transformational leader exercises ethical leadership. He/she leads others guided by a core set of values, ethics and principles
2. **Collaborative Leadership:** A transformative leader believes in collaborative leadership, where leadership is by influence, not through formal authority. Transformative leaders perform best in

an environment where power is distributed amongst team members instead of being concentrated in one leader at the top.

3. **Adaptive Leadership:** During the current era we live in, characterised as the digital era, there is a new emerging attribute of transformative leaders practice called Adaptive leadership. This is a leadership style characterised by innovation and change. Today's leaders lead their followers in a world characterised by volatility, uncertainty, complexity and ambiguity (represented by the acronym: VUCA) due to rapid pace of technological adoption. A VUCA world requires innovative leaders who are adaptive and constantly seeking ways to do things better and achieving greater levels of impact.

10.7.4 Collaborative Leadership Approach

As we have seen, collaborative leadership is an important element of the Transformative Leadership Approach. Since it is also an important leadership theory on its own, we will present the main argumentation of the theory in the following.

The collaborative and co-creative dimension of leadership as a way of dealing with challenges that surpass the capacity of a single person, organisation or country

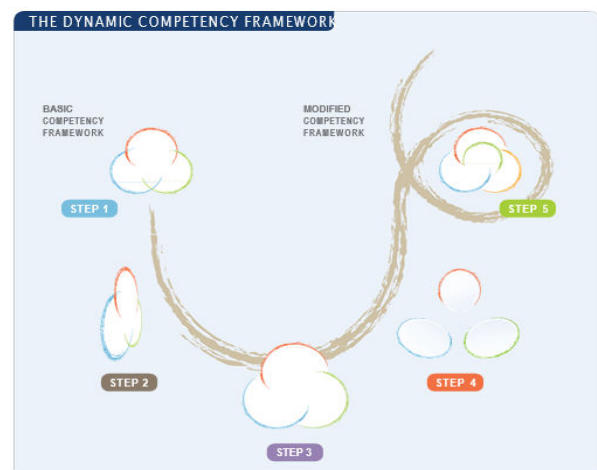
In processes of collaborative leadership, every member of a group or network carries responsibility for the process and results. Leadership is not seen exclusively - **leadership roles can be played by different people, often simultaneously, and for a certain time and purpose.**

Raelin has linked leaderful practice with the 'four Cs':
'collective',
'concurrent',
'collaborative'
'compassionate'
(Raelin, 2004, 133f).

Yarmolinsky (2007) describes leaders as mediators of change in dynamically evolving systems.

A collaborative notion of leadership thus moves beyond a more traditional concept of a leader-follower relation.

Ospina and Sorensen (2006) have noted that the level of complexity within an organisation or system demands and generates different structures of communication and leadership. While 'leadership as personal dominance' works well in simple systems, more complex systems require 'leadership as relational dialogue'. The demise of the 'heroic leader' and the emphasis on relational and systemic aspects of leadership has important implications for leadership development programmes. They must support leaders in learning to see, understand and integrate the bigger picture of the organisation that is embedded in the network of actors and a larger system.



10.8 Co-Creating a Dynamic Competency Framework

The Competency Framework, however, is not set in stone. Rather, the content of the Competency Framework changes over time, reflecting the collective intelligence within our global leadership network. During a Leadership Journey, participants use the overall framework as an inspiration to reflect their current needs, challenges and level of abilities to define individual competence development goals that serve as a learning compass during the journey.

Step 1:

Before the start of a Leadership Journey, the organizers define an initial Competency Framework for the upcoming Leadership Journey, based upon established good practices in leadership development, recent findings from leadership research and experiences from other seminars.

The organizers of the leadership journey will ask the participants in the official invite to reflect about leadership challenges and opportunities that they see from their perspective at the local and global level. The thoughts will be jointly discussed and followed up throughout the workshop.

Step 2:

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

Step 3:

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

The organizers are asking the participants already in the invitation to reflect on these questions and present their reflections in a more creative and visual manner to the group (see tools).

Step 4:

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

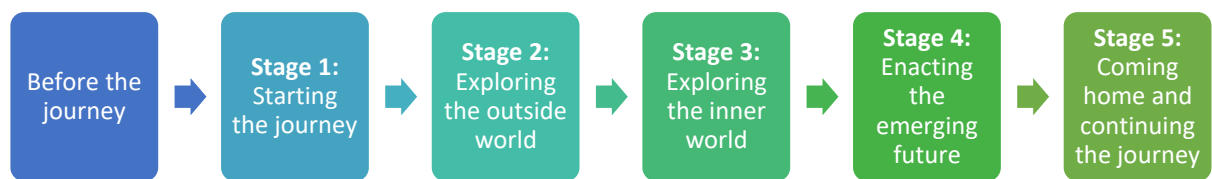
Step 5:

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

10.9 Key principles of leadership competency development

Peer-to-peer-learning	Integrating the work-context	Small teams of change agents	Process orientation and openness	Holistic approach
<ul style="list-style-type: none"> • share wealth of experience, perspectives and ideas with peers • cross-sectoral dialogues to foster collaboration and innovation • share leadership challenges • co-create meaningful prototypes 	<ul style="list-style-type: none"> • foster change within the organisation • reflect on key leadership challenges in daily work • hold dialogue interviews with colleagues, superiors, stakeholders • reflect on personal learning goals and work challenges 	<ul style="list-style-type: none"> • small group of committed change agents share the experience and increase the chances of triggering profound impact • Allows continuation of practicing leadership competencies • allows for peer coaching and reflective sessions • increases chances of developing new leadership initiatives • Development and implementation of joint prototypes collaboratively • nucleus for change and innovation 	<ul style="list-style-type: none"> • high degree of openness • allows for openness to adapt flexibly to needs and changes • hold an open space for transformation and innovation • seek for the highest potential at each stage of the programme 	<ul style="list-style-type: none"> • address cognitive, emotional, physical and spiritual dimensions of learners as whole human beings • activities and learning experiences that address intuition, emotions and the body • non-rational approaches that rouse and involve the emotional, physical and spiritual intelligence for a deep personal learning and the search for profound innovation

A Leadership Journey follows a sequence of five stages.



11 Annexure B: Additional information on exercises for the facilitator

11.1 Introduction Email to prepare participants for the workshop

Dear workshop participant

We are currently preparing a series of Game Changer Workshops. The purpose of the Game Changer Workshops is to enable participants, leaders within the public, private and civil society sectors, to collectively address the complex socio – economic challenges of our times, from the perspective of the Municipal level.

The first two-day workshop is introducing you to a leadership journey and invites you to explore the inner and outer world using different tools for coming home and continuing the journey through prototyping and co-creating.

In preparation of the workshop we would like to invite you to prepare yourself by investigating yourself and your environment. The following questions should guide you in this process. Please take notes to be able to share some of your thoughts during the workshop.

1. What is your position in your organisation? **How do you perceive yourself, your colleagues, your superiors and subordinates as leaders in your organisation?** And outside your organisation?
2. **What are your work-related leadership challenges and what would you like to learn** to be able to grow as a leader?
3. If possible, **lead interviews with team members**, colleagues and superiors to identify their view on leadership challenges of your organisation, systemic field or country?
4. Encircle, involving if possible team members, colleagues and superiors, **areas of potential in your organisation and develop ideas for a prototype** that could initiate a change process. **A prototype is an early, preliminary and innovative version** of what might later develop through improvement into a long-term and major change project. Please think creatively.

Please do not hesitate to contact me should you need any help or if you have any questions.

In anticipation of a fruitful workshop

Kind regards

11.2 River of life exercise (p 58, GIZ manual)

11.3 Exploring the Leadership Competency framework (p 48, GIZ manual)

11.4 Dialogue Interviews (p 68, GIZ manual)

11.5 Shalom Schwartz's Value inventory

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

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

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

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

Ten Value Types

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

These are:

1. Self-direction

People seeking self-direction value freedom, independence and being outside the control of others. They may have a strong creative or artistic impulse which they seek to employ when possible.

2. Stimulation

The pleasure from stimulation comes from excitement – people with this driver are more likely to engage in extreme sport than to hang out in a bar. Thus, the need for stimulation is close to hedonism, but this goal is slightly different.

3. Hedonism

Hedonists seek pleasure above all things and simply like to enjoy themselves. These drivers can be grouped as 'Openness to change'.

4. Achievement

People driven by achievement like challenging themselves – setting goals and then achieving them. When the goals are achieved (or others have achieved the same goal), they seek greater goals.

5. Power

This takes value from social status and prestige. The ability to control others is important and power will be actively sought through dominance of others and control over resources. These drivers can be grouped as 'Self-enhancement'. Hedonism also partly belongs to this group.

6. Security

Those who seek security seek health and safety to a greater degree than other people and value any comfort that their existence brings.

7. Conformity

People who value conformity seek clear rules and structures. They may gain a sense of control through doing what they are told and conforming to agreed laws and rules.

8. Tradition

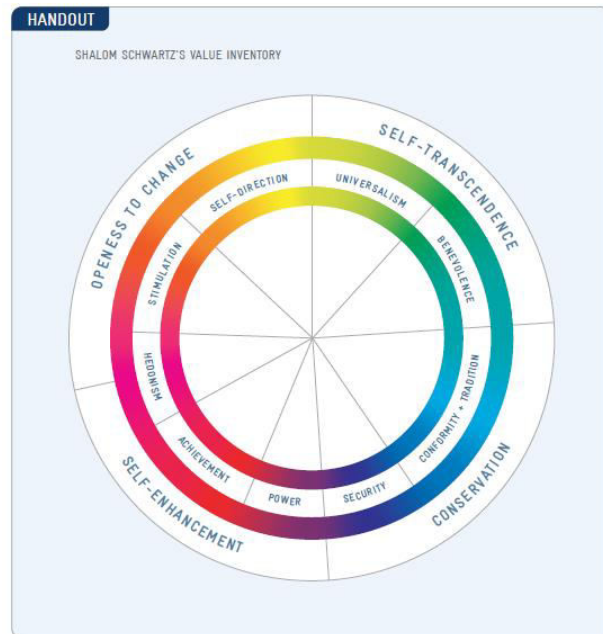
Traditionalists respect what has been before, and value doing things simply because they are customary. They seek to preserve the world order as is and changes make them uncomfortable. These drivers can be grouped as 'Conservation'

9. Benevolence

People driven by benevolence are very giving. They seek to help others and provide welfare.

10. Universalism

Universalists promote peace and equality and seek tolerance and social justice. These drivers can be grouped as 'Self-transcendence'.



Background information on value-based leadership

- Having a vision and attracting followers to follow that vision and demonstrating perseverance are key elements of leadership, but are not enough, because the time where leadership was defined as a value-neutral function is over.
- A definition of leadership void of values would put Gandhi, Roosevelt, Hitler, Osama bin Laden, Mao Tse Dong and Mother Teresa at the same level. However, Mames Mac Gregor Burns defines leadership as a function enabling leaders and followers to raise one another to higher levels of motivations and morality. This can be easily observed in case of some of the most respected leaders of our times: Gandhi, Mandela, King, Mother Teresa, etc.
- We have learnt that leadership is context specific, as are values. A leader in a private enterprise may not be respected as a leader in a religious or political context. The more complex question is who defines which values the right ones are.
- The officers of the Indian Administrative Service are often challenged to demonstrate leadership across boundaries by enabling multiple actors to collaborate for the improvement of society. Such "cross-boundary leaders" (Gardner, J.W.) or "advocates of the whole" (Senge, P) need to have the capability to relate to people from different organizational and cultural contexts driven by different value sets, besides having deep insights into their own value base.
- Different priorities and value sets across cultures may lead to distrust and lack of cooperation. In addition, differences in value sets may be enhanced by different levels of development, generation-gap and differing lifestyle (rural vs urban, cosmopolitan vs local, etc.).
- Leading as a bureaucrat in such a context full of diversity requires a high sensitivity to facilitate processes enabling a cooperation across the differing domains.
- The special role of the leader is to initiate process enabling alignment between the multiple interpretation of values on the one hand, and on the other, respecting the overarching values like Justice, Liberty, Equality and Fraternity which are enshrined in the Constitution of India. One of the core responsibilities of the leader is to manage the demand arising out of

such tensions by supporting the development of appropriate interventions.

11.6 More exercises

These annexures provide a basis for the different tools that the facilitators choose to use for each session based on the target group. As module 1 is very explorative and a sensing journey, the facilitator has the freedom to choose what works best for herself or himself.

B.2 Recommended choice of tools with relevance for this customized leadership journey:

NB: The number numbers in brackets refer to the GIZ-AIZ Leadership Toolbox Publication

1. Starting the journey

- 1.1 Check In (p.43)
- 1.2 Mapping personal leadership challenges (p. 45)
- 1.3 Exploring the leadership competency framework
- 1.4 Learning Journal (p. 50)
- 1.5 Monitoring the learning results and evaluation of the course (p.55)
- 1.6 Lifer of Life (p.58)

2. Exploring outside world

- 2.1 The leader as a coach (p.60)
- 2.2 Stakeholder mapping (p.65)
- 2.3 Dialogue Interviews (p.68)
- 2.4 Sensing Journey (p.71)
- 2.5 Bohmian Dialogue (p.75)

3. Exploring the Inner World

- 3.1 Values in Leadership (p.78)
- 3.2 Mindfulness (Mediation & Reflection) (p. 84)
- 3.3 Dialogue Walks (p.87)
- 3.4 U-Journaling (p.89)
- 3.5 Solo Walk (p.92)

4. Enacting the New

- 4.1 Sculpting Practice (p.95)
- 4.2 Prototyping (p.98)
- 4.3 Pro-Action Café (p.101)
- 4.4 Peer Coaching (p. 103)
- 4.5 Sounding Board (p.105)

12 Annexure C: Case Studies

12.1 Water, a case of corruption

Transparency International

https://www.transparency.org/news/story/water_crisis

Water. A life-giving force that's so easily taken for granted. For many of the impoverished communities in South Africa who lack basic sanitation in their homes, accessing clean water for survival is a daily battle.

To remedy the situation, the government has begun an ambitious multimillion-dollar project to provide households with tanks to harvest rainwater for cooking and cleaning. But in parts of the country, state officials' personal interests seem to be derailing progress.

Our anti-corruption centre in South Africa was tipped off about a case in the province of KwaZulu-Natal – a region in which the sanitation crisis is at its most critical, and more than 14 per cent of the population live without access to clean drinking water.

According to complaints, tanks in the province were not being installed properly, leaving some units completely useless and communities without their right to clean water. Further reports said tank installers have been claiming payment for work not done.

Our team started investigating, finding evidence that sub-contractors appointed by the government to install the units didn't have the capacity to carry out the job.

Among the subcontractors was a company directed by a former government official. Less than a year ago, this same official was responsible for allocating similar contracts to service providers.

This may not seem to be an isolated example – according to South Africa's human rights commission, the sanitation crisis in KwaZulu-Natal province is due largely to "systemic failures in governance and budgeting, particularly in the implementation of and spending on projects."

Now we're putting pressure on the authorities to give answers. To start, officials have committed to paying door-to-door visits to affected households and getting installers to fix tanks at their own cost. This is a good first step, but it's not enough. Access to clean and safe water is a basic human right – we want to ensure that real oversight is built into water projects right from the start.