EbA
in High Mountainous
Regions of Central Asia

Lead the Change

Guidance for implementing Change Leadership
Programmes in international cooperation

About this Document

The Lead the Change Programme is a product of the Regional Project on Ecosystem-based Adaptation to Climate Change in the high mountainous region of Central Asia, implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU) through the International Climate Initiative (IKI).

This document synthesizes the learnings from a Leadership Programme conducted in 2017. Its aim is to provide inspiration and practical guidance on how to develop and manage a cross-sectoral leadership development programme in the context of sustainability.

It is written for commissioning organisations as well as programme managers and facilitators designing such programmes. Whilst it outlines the concept, methodological approach and design of the programme, it is however not a facilitation guide, but rather works in conjunction with related documents such as the AIZ's Toolbox Leadership for Global Responsibility and assumes proficiency of the facilitators in the faculties and methodologies outlined.

The interactive guidance provides many templates for practical implementation. Whilst these may not always be exceptional to this programme, as templates they may enable future implementation to be more efficient.

Hyperlinks in the document give you the chance to move quickly to other parts of the manual and explore points of interest.

The programme was designed by the facilitators Tina Meckel of *Sustainable-at-Heart*, together with Yannick Beaudoin of the *UNEP Collaborating Centre GRID Arendal*, and with support of André de Wit of the *Amsterdam Leadership Academy* in module 3. Daria Gettueva whose support as participant manager, seminar assistant and cultural bridge, as well as Anneke Trux´s and André Fabian´s strategic guidance were invaluable in the 2017 implementation of the programme.

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Glossary and Abbreviations

AIZ	Academy for International Cooperation – GIZ´s internal Academy
CSO	Civil Society Organisation
DAC	Development Assistance Committee of the OECD Organisation for Economic Co-operation and Development
EbA	Ecosystem-based Adaptation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
Goal	The higher-order objective to which a development intervention is intended to contribute (OECD)
Impacts	Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended (OECD)
L4GR	"Leadership for Global Responsibility" is an approach developed by GIZ's Academy synthesizing different experiential leadership and learning approaches such as Theory U, Learning Organisations and others
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development (OECD)
Outcome	The likely or achieved short-term and medium-term effects of an intervention's outputs (Definition OECD)
Outputs	The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes (OECD)
Region	in this document refers to a region of countries, as e.g. Central Asia
SDGs	Sustainable Development Goals
Sector	can refer to societal secors such as private sector, civil society or government. Within GIZ it often refers to a special topic and related institutions such as the water sector, the health sector etc. "Sectoral topic" in this document therefore refers to these specific aspects.
VUCA	volatile, uncertain, complex and ambiguous (VUCA) world

Foreword

We are at a crossroads: the degradation of our biosphere is progressing with unprecedented speed and the threats to human life on the planet are becoming more and more obvious.

Central Asia with its high mountains and unique ecosystems is considered one of the most climate vulnerable regions on earth. Consequences of climate change, such as melting glaciers and changing river runoff regimes, coupled with unwise land use damage fragile ecosystems in the region, cause tremendous economic losses and undermine the local population's livelihood strategies, leading to widespread poverty.

The general awareness and understanding of climate change, of the significance of its impacts for the socio-economic development of countries is varying among planners and decision-makers in the Central Asian countries. It is important that Climate change is not seen as a secondary issue, which, at best, is of interest for scientists, or agricultural specialists only and, at worse, is not even perceived as a reality in the region. In reality, though, climate change poses cross-sectorial challenges and is in need of new ways of cooperating among different stakeholders and their institutions at all levels.

Science enables understanding and is the basis for identifying measures to adapt to the situation. However, in addition, it needs leadership, on a global, national and local level, to develop innovative solutions for a resilient and sustainable future. Leadership of people in positions of power as well as change leadership beyond formal authority; within, outside of and across institutions. Leadership of individuals – yes – but who are able to collaborate in diverse collectives. No one person alone has the silver bullet for the 'wicked problems' of our volatile, uncertain, complex and ambiguous world. Rather, developing competencies to foster cooperation is key. This guidance supports the preparation of change agents to lead the change not only in Central Asian region, but also outside in other parts of the world.

In a Nutshell

The "Lead the Change" Leadership programme aims to build the leadership capacity of individuals, who are able to collaborate in diverse collectives, to develop innovative solutions for a resilient and sustainable future. It has been inspired by the approach "Leadership of Global Responsibility", developed by the German state-owned service provider in the field of international cooperation, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

One of the key features of the programme is that it provides state-of-the-art leadership development not as 'stand-alone' but related to a specific 'sectoral' topic such as public health, good governance, or any other desired topic of societal value.

In 2017, it was implemented in Central Asia related to Climate Change. They key question was: *What kind of leadership do we need to address climate change?* It involved looking at the international level as much as at local issues. It explored what we can do ourselves, within our institutions and networks to make a change.

At the same time, the programme aims to develop competencies in the key aspects of modern work life in order to be more effective: ranging from team management, communication and presentation skills, time and priority management, negotiation, role dynamics, diversity and change management.

"Lead the Change" offers participants the opportunity to 'sharpen their most important tool': their Self. It is therefore conceived as a 'journey' of self-development. Participants learn to look at issues from a *systemic* perspective and also become more aware of their own role in the system around them. "How is my attitude affecting my behaviour and what is happening around me?" The leadership journey also provides some rare time out from their busy schedules to ask themselves: what is my, what is our goal? What is my drive, my purpose?

KEY FEATURES OF THE PROGRAMME

Leadership applied to specific topic, e.g. Climate Change

Develop trusted network of diverse participants of similar professional level

Leadership of Self, teams and society

Learning visits to engage with people and places

Leadership 'journey' = process of self-development

Leadership

Faculty: leadership, innovation, systems thinking, topic-related

Over the course of a year, participants of a similar level of professional experience, but from diverse societal sectors, convene in three five-day workshops in different countries and implement their learnings in the application phases on transfer projects.

The workshops not only involve participatory 'classroom training' but also visiting places and people. These "learning visits" include inspiring initiatives, dialoguing with formal and informal 'leaders' as well as with people in places who are highly impacted by the issue. The personal interactions not only convey deep leadership insights in a real context, but also stimulate a deeper commitment and courage to approach the challenges of our time.

An aim of the programme is to build a trusted network of peers. Sharing stories and spending time together creates a bond, a connection, across cultures and backgrounds, can shape your identity as a "*change leader for sustainability*". Developing networks of trust and friendship, seeing the person rather than the position, looking for win-win solutions and having peers to call on for advice, is a goal reflected in the careful design of the programme.

Listening with respect has changed my relationship with some participants of the group. Before, our relationship was very tense and we had strong prejudice about each other, in terms of our work, sector and organisations, but also as people. With the programme, our strategy has changed towards connection and we have even already collaborated with each other on two occasions after the programme!

Quote of participant

Programme Rationale

Background

The first "Lead the Change" Programme was initiated by GIZ's project on *Ecosystem-based Adaptation to Climate Change in High Mountainous Regions of Central Asia* which has been commissioned by the International Climate Initiative of the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU). Put simply, the EbA concept aims to help people adapt to the adverse impacts of climate change by using services provided by nature.[1]

In Central-Asian countries, the general awareness and understanding of climate change, of the significance of its impacts for the socio-economic development of countries and of the complex implications for solutions to adapt to climate change is rather basic among planners and decision-makers. Climate change is often seen as a secondary issue, which, at best, is of interest for scientists or agricultural specialists only and, at worst, is not even perceived as a reality in the Central Asian region.

In reality though, climate change poses cross-sectorial challenges and is in need of new ways of cooperating among different stakeholders and their institutions at all levels. It is deeply interlinked with the UN Sustainable Development Goals of the Agenda 2030 and the countries' processes of transition to a Green Economy.

International best practices of leadership and a facilitated exchange between like-minded, innovative managers from the Central Asian countries, bear great potential for developing collaboration across 'silos' and identifying opportunities that adaptation to climate change in general and EbA in particular can provide. These opportunities can range from trusted expert networks to business opportunities and targeted climate funding at international level.

The goal of the "Lead the Change" Programme 2017 was to further develop the leadership competencies of high potential 'leaders' in governmental and non-governmental positions from different sectors, in order to enhance their capacity to effectively facilitate development processes in their region.

The programme modules took place throughout 2017 in Kyrgyzstan, Georgia and Germany with 20 participants from Kazakhstan, Kyrgyzstan and Tajikistan.

> Participants of the first Lead the Change programme in Central Asia

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1 More information on climate change adaptation and EbA is provided at https://www.adaptationcommunity.net/ecosystem-based-adaptation/.

Goal

The overall goal and desired impact of the programme is to strengthen participants' competencies and their commitment to the Sustainable Development Goals in order to be more effective in advancing sustainability in their sphere of influence.

> **Note:** Competencies are defined here as skills, knowledge, behaviour and attitude. Following best practise in adult education and leadership development, participants are not considered a 'empty black boxes' to be filled with pre-defined knowledge, but rather subjective creators of their own learning. Especially when looking at leadership for sustainability, it is evident that attitude and values are at least as important as skills for day-to-day management. It is assumed that participants have acquired or can develop management skills in other trainings or development opportunities. Many of the topics treated here could also be treated more extensively in separate workshops. However, connecting them to the context of the overall societal question is what makes it more relevant and complements the overall programme.
>
> Competencies in communication, advocacy and negotiation in the context of climate change is a key factor on every level, be it in the local community context or when developing internationally binding protocols.

Theory of Change

A theory of change is basically the logic behind how you plan to achieve a certain outcome. Following a systemic complexity perspective, the theory of change does not assume linear causality and takes the approach that many different factors contribute to the outcome and impact such a programme can have. Below is an outline of the theses and logical pathways on which the concept of this programme is built.

■ The dominant mental models of the 20th century of the 'Global North', with its key concepts of

› humans being disconnected from nature,
› ecosystem services being externalised in economic theory,
› the logic and metaphor of machines applied all spheres of society, including management and organisational theory,
› postulating the 'homo economicus' as a rational agent only aiming at self-interest,
› a 'Newtonian' sense of linear causality that turns a blind eye on systemic complexity and feeds a development and growth paradigm

are at the root of many of the sustainability challenges the world is facing today. In order to develop effective measures for a 'better world', we need to discover what management and cooperation can look like if they are based on different concepts, such as

› valuing ecosystem services,
› redefining wellbeing independently of economic growth,
› regarding organisations more like living organisms,
› assuming that humans are also intrinsically motivated by contributing to a community and sensing a purpose,
› realising that change of behaviour is not based on information, but many other aspects, such as the attractiveness of the change, the ease of it, the narratives and identity in community it offers etc.,
› taking into account that we are increasingly living in a VUCA-world characterised by volatility, uncertainty, complexity and ambiguity,
› considering cooperation with diverse others as key to innovation and societal solutions.

■ For participants to understand the system, they need to engage with relevant information about the chosen topic and engage with people from different parts of 'the system'.
■ Meeting people who touch participants with their stories and experience on a mental and emotional level can enable deep insights and provide opportunities for strengthening personal commitment and values for sustainability.

Desired Outcomes

Participants

- feel part of a peer network of change agents
- have strengthened their foundational leadership competencies (see below)
- feel intrinsically motivated and responsible for sustainability within their sphere of action
- have been able to explore innovative approaches on the sectoral issue
- are able to take concrete steps to implement their change projects

Desired Outputs

Participants have been given the chance to learn about and reflect upon various approaches and tools, with regards to the clusters mentioned below, and know how to apply them in their daily work.

a) Leadership – concept and mind-set
- Exploring the field of leadership (formal to non-formal) and how it relates to management; future trends
- Leadership mind-set including ethical values, responsibility, focusing on integrity, trust, credibility and being in service of sustainability of „the greater good"
- Lateral leadership in networks
- The importance of shared purpose, clarity and strategic thinking
- Emergent, adaptive and change leadership

b) Strengthening capacity of participants through various tools and methods
- Self-leadership: personal mastery, journaling, self-reflection, time management, organizing yourself and your work
- Peer Coaching / Case clinics
- Enabling innovation – thinking outside of the box
- Appreciative communication and giving feedback
- Team empowerment, trust-building, delegation, situational leadership
- Practical communication and organization tools in teams
- Methods relating to the points below:

c) Leadership for Sustainability – related to the respective topic
- Systems Thinking and dynamics
- Input of experts and change agents in relevant fields
- Conveying the international relevance and policy developments on the issue
- Mapping participants' stakeholder systems with regards to the sectoral issue and identifying leverage points
- Learning visits: how strategies and solutions on the issue might work, physically meeting different parts of the 'system'
- Transfer work related to the challenges of the participants
- Coach and peer support for advancing with transfer work

- Self-efficacy, the belief in the effectiveness of your actions, is one of the few common characteristics of 'successful leaders'. It can be very motivating to hear the stories of others (e.g. learning visit hosts) of succeeding despite many obstacles.
- Many 'leaders' are specialists with little opportunity in the past or current work to further develop competencies on leading teams, themselves or change processes. Developing key skills of the modern workplace complements the big picture reflections in the programme and facilitates the transfer to the day-to-day workplace of participants.
- Many cross-institutional and cross-sectorial relations are characterised by a respectful, but cautionary approach from a silo-perspective. Spending intense time together - learning, discussing, reflecting, possibly conflicting, celebrating - as a group of peers, not representing a formal position, can create a bond of trust and friendship that can facilitate cooperation after the programme. In addition, it can affect people's identity to feel part of a progressive network aiming for the common good.

- Innovation develops on a fertile ground of psychological safety for risk thinking outside of the box as well as practises and opportunities that stimulate it. The programme aims to provide those conditions and explores how this can be implemented in the 'normal' working environments. Reflective solo or dialogue walks in nature are an example of enabling a different physical experience than a sitting classroom environment.
- Much conflict and challenges are linked to regarding our subjective perception of the world as an objective truth. Exploring systemic thinking and communication models that address differences in perception can enable increased empathy and the following realisation of a participant at the end of module 1 who had been quite sceptical of what the programme was about during the first few days:

> You know, I was thinking things just were one way. Now I am starting to think they can also be different.
>
> Quote of participant

Key activities

The Leadership Journey

The programme is designed as a 'leadership journey' in order to emphasise the importance of the learning *process* which continues outside of the modules.

Leadership development is regarded as a journey in a metaphoric sense. Leadership Journeys bring together leaders from business, government and civil society from around the world committed to challenges at an international, national, regional or local level. Embarking on a personal and collective learning journey through unknown territory holds unforeseeable discoveries and opportunities. The road changes the travellers and the way they interpret and act in the world.

Leadership Journeys are part of a quest towards global transformation to sustainable economies and societies. This transformational change involves the outer world of institutions, politics, structures, and material realities, as well as the inner world of values, consciousness, world views, cultural frames, narratives and habitual routines of the Self and society. Leaders need to integrate these two dimensions in order to facilitate change and social innovation.

In the Welcome Letter (see Annex 5) you can see how the concept of the Leadership Journey is communicated to participants. You can enrich the welcome letter and integrate a link to an inspiring video focusing on the Leadership for Sustainability topic.[2]

PHASES OF A LEADERSHIP JOURNEY

M1 Starting the Journey

M3 Implementing the New

Application: Exploring

Application: Co-creating

M2 On our Journey
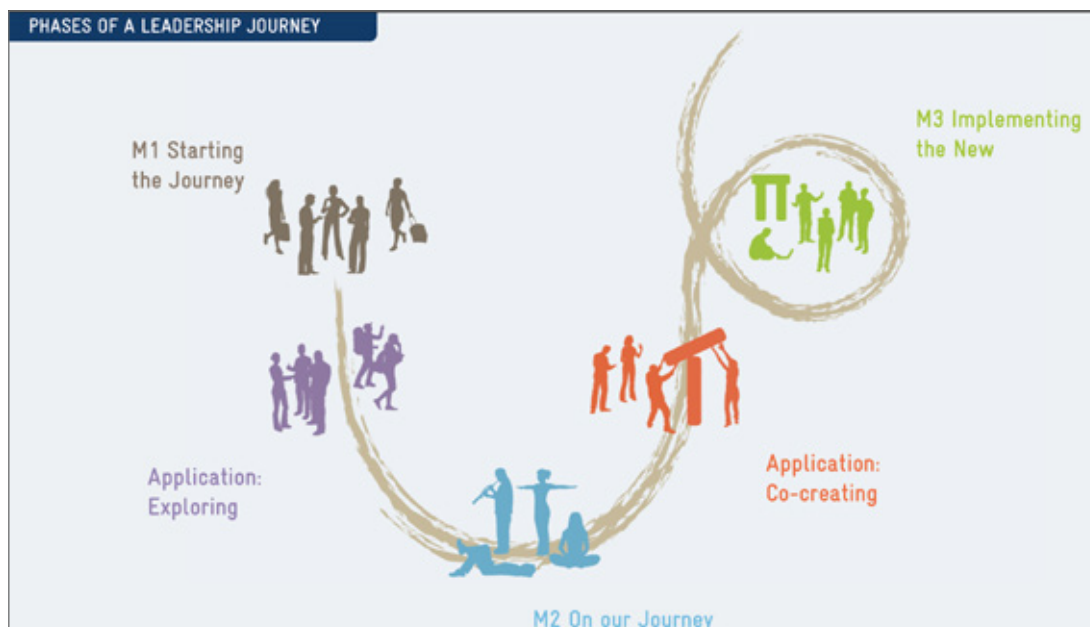
The graphic above shows the phases of the leadership journey, visually highlighting that the application phases are equally relevant components of the programme.[3]

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2 https://www.youtube.com/watch?v=8YQIaOldDU8
3 The emphases of the different phases in the process are delineated with much detail in the AIZ's Toolbox Leadership for Global Responsibility.

Key questions

The "Lead the Change" Programme relates leadership not as a stand-alone function but in the context of a specific issue, exploring the key question:

👓 **What kind of leadership is needed to advance (the issue of) sustainability?**

It seeks answers to this existential question for humankind. To ensures that it is effective, it takes system dynamics and implications into account. It relates to societal transformation as it asks the question,

👓 **How we got to where we are at right now globally?**

👓 **What needs to change so we can make a difference?**

In the past, leadership had often been related only to a specific sphere, e.g. political leadership in relation to society and business leadership in relation to organisational dynamics and performance on the market. However, especially during the financial crisis of 2008, more and more people have been asking about how organisational leadership is affecting our societies also on a macro-scale.

The programme therefore looks at many aspects of personal, organisational and societal leadership as well as background, thinking and studying the sectoral issue, however weaving them together and always coming back to the underlying question.

Key elements of the curriculum

Future programmes will need to decide which topics they wish to include or emphasise in the very broad field of leadership and change processes. It is however recommended to include at least the following:

- Strong emphasis of leadership as being independent of formal authority
- Dynamics of change: classic change management, personal relationship with change, societal transformation towards sustainability (incremental change vs. tipping points and transformation)
- Communication (incl. listening) competencies: communication models, feedback, active listening, focussing on needs, generative dialogue
- Presentation and moderation basic competencies
- Design Thinking and related approaches as an attitude and practise implementation
- Systemic approach, systems thinking and ecological systems scenarios

Overview of curriculum in strands

The design of the programme can be considered as involving the following strands:

- Leadership
- Sectoral Issue / Topic
- (Group) Process Elements

Each strand is addressed in each phase, sometimes separately but often they also interweave with each other to finally aim for the same goal of advancing the leadership on the topic.

As an example, you can see below how the strands were implemented in the 2017 programme in Central Asia. Marked in purple are elements which address both leadership and climate change.

💡 **Examples** of elements that address several strands are

- considering what kind of leadership is needed to advance on the issue, e.g. climate leadership (= leadership + topic)
- when the participants write on flipcharts and walk through a gallery of flipcharts, what their key topics are right now and what they would like to work on (related to the issue but also development of personal competencies), (= group process of getting to know each other + self-leadership + sectoral topic).

Module 1		
Starting the Journey		
Process elements	**Climate Change & Sustainabiltity**	**Leadership**
■ Introduction ■ Bonding & getting to know each other as persons, not 'titles' ■ Forming as a group: how we want to work together (values & agreement) ■ Introduction to participatory facilitation: taking responsibility for own learning ■ Introduction to systemic and constructivist thinking: our view of reality is by definition subjective Preparing application phase 1: ■ Transfer of learning ■ Connection as group	■ Looking at the big picture – what is going on in the world (incl. topic), future (sustainability) trends and what does it mean for leadership ■ Implications of climate change in the region – reflective forum ■ Introduction to key concepts of climate change and Sustainability	■ Leadership concepts & terminology in different cultures ■ Leadership vs Management ■ Leadership more than vertical career; leadership as collective capacity to shape the future ■ Purpose, Vision, Objective-setting, why-what-how (golden Circle) ■ Iceberg metaphor: the most powerful is what we don't see – in organisations, in communication, in ourselves ■ Communication models, active listening, practicing feedback, Schulz von Thun-4-messages ■ Performance drivers, intrinsic & extrinsic motivation, Movie "Bagger Vance" ■ Effective meetings ■ Delegation ■ Reflection & Journaling ■ Self-organisation, preparation of good conversation, organized dialogue with leadership speaker ■ Learning visit: focus on observation, opening the mind (more passive) ■ Personal orientation (group journaling with guided questions): passion, purpose, values, direction, roadmap ■ Peer coaching / case clinic ■ Preparation for application phase: (short) Introduction to Design Thinking principles

Between Module 1 and 2 – Implementation phase A
Exploring

Process elements	Climate Change & Sustainabiltity	Leadership

■ Connection through digital platform
■ Written communication with reflection questions, articles, videos and invitation to 'homework'
■ Optional: meet physically in local groups where possible
■ Webinar or skype call with facilitators
	■ Explore one issue /idea, gaining insights from different perspectives, especially by speaking with different stakeholders
	■ interviewing people in generative dialogue style and gain insights related to Resilient Futures
	■ reflecting about experience
	■ Overview video: stimulating care, wonder and desire to protect the planet – inspired by astronauts' 'overview effect' when seeing the earth
	■ Reference to climate protests, a shopping mall with only recycled products, report and video about the development of the renewable industry, military planning for climate change, innovation with ice stupas for drinking water in Central Asia, Chinese renewables training former coal miners
	■ Former UNFCCC head Figueres speaking about key features of international climate leadership:
	  › deep listening
	  › "stubborn optimism"
	  › empathy with diverse stakeholders
		■ Testing application of new leadership (& Management) insights
		  › self-management: planning and tasking efficiently to get it done
		  › trying out a new practice or approach
		  › Apply planning with smart objectives and stakeholder mapping
		  › Dialogue interviews
		  › Design thinking principles applied
		  › reflecting about experience
		■ Presentation skills:
		  › prepare Pecha Kucha for module 2
		■ Video to expand leadership from individual to community and about taking responsibility: Peter Senge's (with experience in business also) definition of *"Leadership is the capacity of the human community to shape its future"*.
		■ VUCA World and Case study for reading
		■ Motivational video on never giving up and a video on happiness and ability to learn anything

Module 2
On our journey

Process elements	Climate Change & Sustainabiltity	Leadership

■ Review application phase 1
■ Storming phase of group: prepared to adapt agenda to deal with group conflicts
■ Challenging on uncertain futures: unsettling on global and personal level, can foster deep insight & commitment
■ Participants prepared and facilitated 3 powerful **Learning visits** involving participants more actively, incl. science, international policy, business
■ Topics:
■ cooperation across sectors
■ change management on climate issues
■ social innovation
■ business implementation
	■ Explore one issue /idea, gaining insights from different perspectives, especially by speaking with different stakeholders
	■ interviewing people in generative dialogue style and gain insights related to Resilient Futures
	■ reflecting about experience
	■ Overview video: stimulating care, wonder and desire to protect the planet – inspired by astronauts' 'overview effect' when seeing the earth
	■ Reference to climate protests, a shopping mall with only recycled products, report and video about the development of the renewable industry, military planning for climate change, innovation with ice stupas for drinking water in Central Asia, Chinese renewables training former coal miners
	■ Former UNFCCC head Figueres speaking about key features of international climate leadership:
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	  › empathy with diverse stakeholders
		■ Testing application of new leadership (& Management) insights
		  › self-management: planning and tasking efficiently to get it done
		  › trying out a new practice or approach
		  › Apply planning with smart objectives and stakeholder mapping
		  › Dialogue interviews
		  › Design thinking principles applied
		  › reflecting about experience
		■ Presentation skills:
		  › prepare Pecha Kucha for module 2
		■ Video to expand leadership from individual to community and about taking responsibility: Peter Senge's (with experience in business also) definition of *"Leadership is the capacity of the human community to shape its future"*.
		■ VUCA World and Case study for reading
		■ Motivational video on never giving up and a video on happiness and ability to learn anything

Between Module 2 and 3 – Implementation Phase B
Co-Creating

Process elements	Climate Change & Sustainabiltity	Leadership
■ communication with reflection questions, article, film and invitation to 'homework' ■ Possibly meet physically in local groups ■ Webinar or skype call with facilitators	■ Co-creating a prototype	■ Involving others: › Interviewing in organisations › scaling › Co-creating, co-evolving
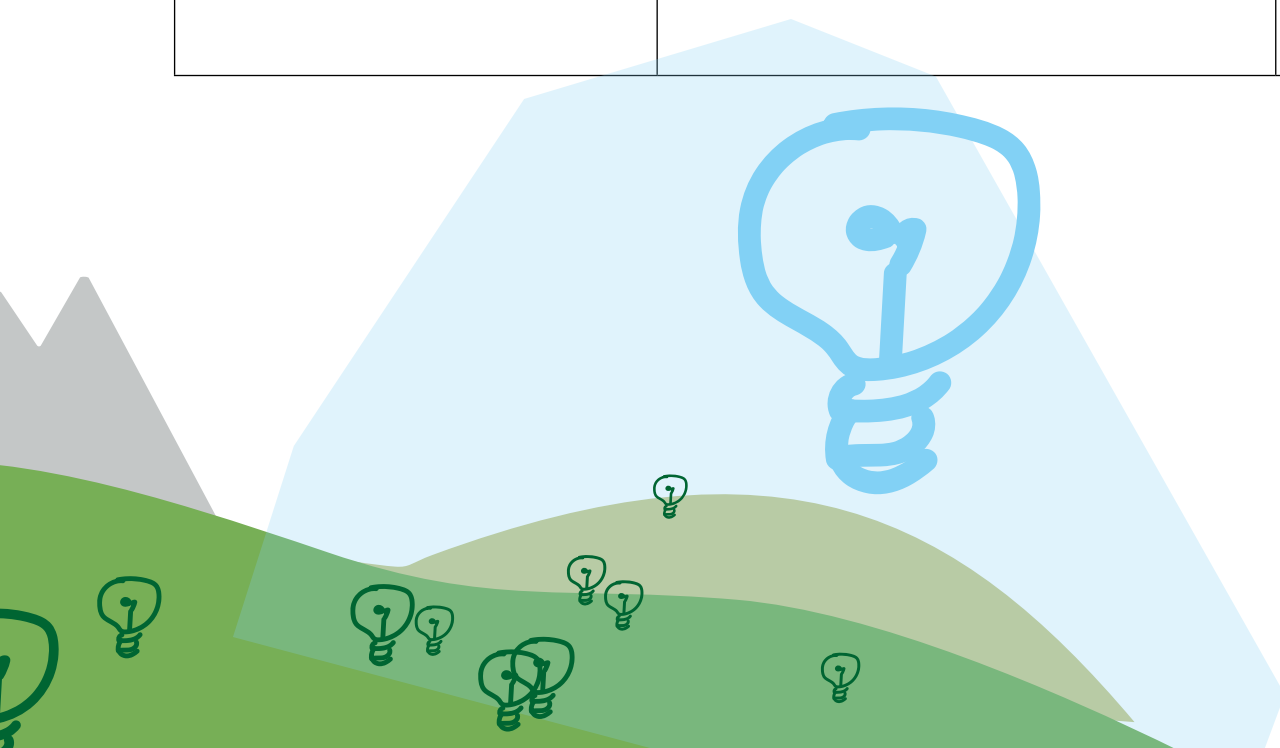
Module 3
Enacting the New

Process elements	Climate Change & Sustainabiltity	Leadership

■ Review application phase 2
■ Mastery on selected methods
■ Change initiatives:
  › Solidify
  › Immersion
  › Plan for embedding outside of pro-gramme
  › Generate ideas for multiplication
■ Preparation for journey 'alone'
■ Prepare for continuation of network
■ Closure of programme: valuing learnings, certificates, honouring group, farewell
	■ Linking insights with what is going on with regards to climate change in 'my system': barriers and levers
	■ Developed proposals / prototypes on "Change Initiatives" for pitching with commissioning organisation and Sounding Board with external members
	■ Opportunities for engagement and scaling:
	  › Climate smart financing/ investment
	  › SDGs
	  › Other international processes to tap into
		■ Leadership spirit for future challenges = source of strength when back at home
		■ 'Leader as coach': practicing key methods to apply when back home – GROW model & coaching questions
		■ Kantor behavioural profile and leadership roles and behaviour
		■ Self-leadership: my purpose, values, vision, strengths, weaknesses, 100-day diary
		■ Change Management
		■ Multiplying & applied change management:
		  › Messaging, climate change communication
		  › Building lateral network (without formal authority)
		■ International leadership networks and life-long learnings
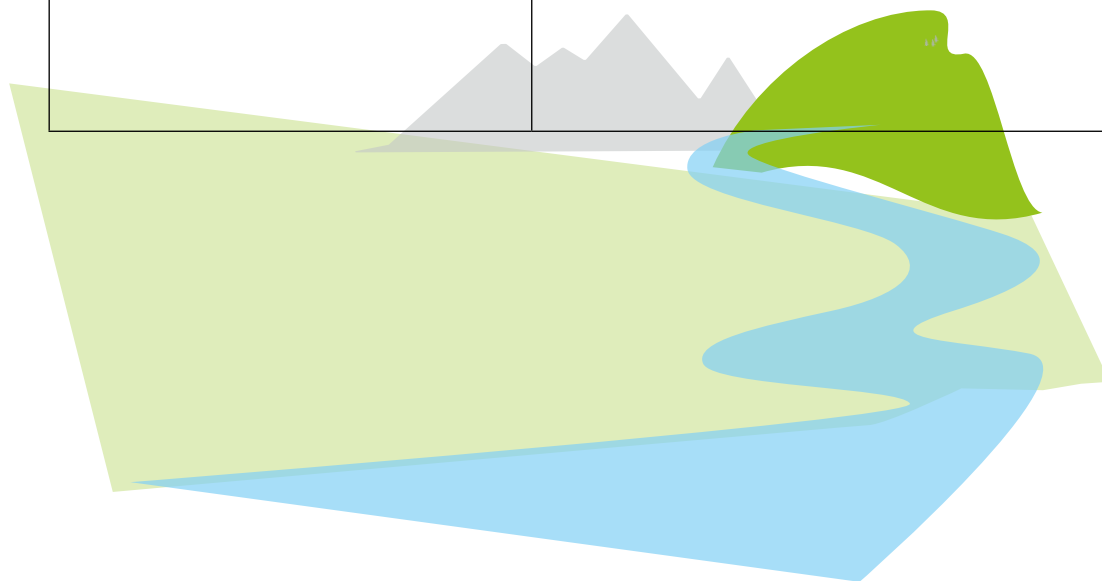
Modules
(in presence)

The weekly agenda for the modules implemented in the Central Asian Programme can be found in the Annex.

Structure of a module

The modules can be structured in a variety of ways, also adapted to the availability of hosts & speakers as well as logistics.

The following design features are however highly recommended:

Day 1:
- (Re-)connecting as a group socially
- Setting / strengthening commitment to group rules
- (Re-)connecting to the overall theme and fundamental question of the programme
- Introduction to the agenda of the week and its place in the overall programme

In Module 2 & 3:
- Reviewing and reflecting about the transfer work
- (Re-)connecting to learning (topics & experiences) of previous modules – this can happen throughout the week in more depth)

Day 2 or 3: Learning visits: it is important to place them in a way that they have been methodologically prepared and introduced beforehand and can be debriefed by the latest on day 4 so that the learning can still be processed in an effective way

Day 3 afternoon: time for reflection. Depending on group engagement, either agenda-free or with scheduled 'solo walk'. During such a long programme, it is important to also schedule time outside of formal learning and the group. Processing of the experience takes place and often insights come especially then, when the brain tunes into different ways of thinking (and feeling).[4]

Day 5:
- Recap of learning experience
- Evaluation and 'feed-forward' for next module / time after programme
- Outlook

Evenings 2 and 3 or 4: offer a variety of ways to approach the topic of leadership, e.g.
- Show an inspiring movie
- Story-telling in a fireplace setting

Morning(s) or evening:
- offer physical or contemplative exercises, such as yoga, emphasizing the aspect of self-leadership including the body, being still and accessing inner strength

Lesson learnt: ask participants if they want to offer any of this, can even be on a regular basis, e.g. in the mornings before the seminar starts. For many it can also be the first time they ever try this kind of activity which can have a stimulating effect for a change of mind-set also.

Last night:
- farewell party – this is not 'just fun' but important for the group process and an aspect of leadership that is growing in importance, especially in the face of work overload, acceleration of speed in the workplace and burn-out: celebration of accomplishment, of team spirit and phases of renewal and regeneration.

Lesson learnt: Ensure that there is ideally no or a maximum of half a day classroom training after the farewell party, so that it can be enjoyed to its fullest and active participation is guaranteed in the sessions. Departure on day 6 is ideal.

If an approach is chosen to also separate the topics of leadership and the sectoral issue, it is important to design sessions that make the connection between the two, so that they don't just stand side-by-side separately. The whole point of the programme is to ask

4 Anna Wise, research on attention and brainwaves

- from the leadership perspective: …and how do all of these insights about leadership have an effect on the sectoral topic?

- From the sectoral topic perspective: …and what kind of leadership is needed in order to progress on this topic and to ensure that the implications on the SDGs are taken into account?

Selecting the location for in-presence modules

When selecting the location for the module workshops, the following aspects should be considered:

a) *Required* criteria (see Annex) really mean that and are *not negotiable*! Unfortunately, that is often not taken seriously when the proposal and selection is conducted by intermediaries or location staff who may not understand the relevance for the success of the module.

Recommendation:
- ask seminar location, e.g. hotels, or intermediaries to list how required criteria are being addressed
- ask for photos of the seminar room. One can easily assume the photos on the website depict the room that has been booked whereas it might be a completely different room

b) Requirements of budgetary or logistical nature of the commissioning organisation or programme management:
- of course, these need to be considered, but try to avoid too many intermediaries
- travel itinerary of participants: while budgetary aspects need to be taken into account, there should also be limits on what can be expected of participants in terms of travel time and inconveniences (e.g. long waits at intermediary airports, arriving in the middle of the night before the first day of the module). Exhausted participants who need two days to recover are not able to fully engage with the programme

c) Relevant Learning visits are key:
Select potential learning visit hosts that make sense in the process design of the programme (see criteria outlines in the section on learning visits) and derive

the country location from that – and not the other way around!

Questions to be considered are e.g.:
- Where is participants' experience at now? E.g. introduction to the topic and exploring the system, personal leadership stories of overcoming obstacles or gaining inspiration for the practical implementation?

Lesson learnt: How does the learning visit relate to participants' experience of it? Participants who come from places where the state controls a big part of society and civic freedoms are greatly reduced may have little positive experience of societal change in their life. When visiting a more progressive country or even a very liberal and rich country, participants found it harder to relate that to their own situation and quickly had a mental block: "We can't do that in our country, anyway." It should therefore be considered, especially towards the end of the programme, to find examples (in places) that participants can relate to and support the transfer of insights to their own context.

Learning visits

Learning Visits are a key element of the Leadership Programme. They are basically visits to a place, to meet one or several persons in order to experience them and their reality (as much as possible in that timeframe). The focus is on dialogue, learning and experience and the format chosen contrary to an official visit with a one-to-many (PowerPoint) presentation. Rather, the idea is to experience the place and get to some meaningful insights through an open conversation. This can absolutely include a guided tour of a place; however, it should not stop there, but rather aim for speaking to people there, not only the official representative, about their experience.

If the story of an individual person is at the centre of the interest, and it is not possible to visit them, as a last resort it could also be considered for them to come to the workshop location. However, it does mean missing one important aspect of the learning visit: experiencing them, their story in their environment with our senses.

Methodologically theses Learning Visits are called *Sensing Journeys* emphasising obtaining information not only with our left, rational brain, but also through our other senses. In order to develop this competency the Learning Visits are methodologically prepared and de-briefed.

> Lesson learnt: The term of Sensing Journey is not easily understood without further explanation which is why the term Learning Visit is recommended in external communication, agenda for participants etc.

Preparation with participants consists of
- Theoretical input and practice of observation, deep listening, suspending assumptions, dialogue, powerful questions and self-reflection
- Prior information about the context of the visit (depending on the aim, this can include more or less information about the place / people)
- Preparation of the process of the visit: participants take most of the visit into their hands, in order to

  › Prepare their mind for it: why are we doing this and what are we interested in?
  › give them an active role (not just 'a grey mass of consumers' listening),

› ensure the relationship is established directly between them and the host(s)/dialogue partner (the facilitators stand back)
› encourage a dialogue, rather than a one-way-presentation.

While the selection, logistics and contact with the hosts is taken on by the programme manager and / or facilitators, participants are encouraged to facilitate the meeting and prepare questions and points of interest in groups.

Depending on the visit and its aim, the dialogue can be in the large group or small groups, with one person and several rotating, following the idea of dialogue interviews. Basically, similar to semi-structured interviews, points of interest and potential questions are developed; however, the aim of the dialogue is to listen deeply to what is emerging in the conversation (rather than focus on the next question you want to ask) and follow interesting points, even if they had not been anticipated in advance.[5]

Learning Visits can serve multiple purposes. On the following page is a table showing how competency development objectives translate into criteria of the host project. These can be re-prioritised according to the module and adapted according to what the group needs at that point of their learning journey.

› A participant facilitates a fascinating dialogue with Khatuna Sandroshvili, Innovation Expert at UNDP speaking about how with an adapted Design Thinking approach a handful of people (especially two young women) with hardly any budget were able to redesign Georgia's public service office to be more efficient and user-friendly, also for people with special needs.

5 More information and concrete steps can be found in the AIZ Toolbox.
https://www.giz.de/de/downloads/giz2013-de-aiz-toolbox-leadership-development.pdf

REQUIRED		DESIRED	
Competency development objectives	Criteria for host 'project' (= organisation, initiative…)	Competency development objectives	Criteria for host 'project' (= organisation, initiative…)
Open up to new ideas and ways of thinking	Different to what participants are used to	Gain a system's perspective, especially of the fringes and key 'users'	Chance to meet different stakeholders of a system in their environment, ideally even participate or shadow their work. Ideally also population groups who participants do not usually engage with (more rural, marginalized?)
Be inspired to try out something (possibly unusual at first glance)	Something that developed from a possibly small or unusual idea (possibly against popular opinion)	Entrepreneurial spirit	Ideally projects that are financially self-sufficient, i.e. not based on donor funding, but ideally even income generating
Vicarious self-efficacy (= my own self-efficacy increases when I experience someone else's success)	Success story (no matter what scale)	Think about scaling up /multiplying	Ideally also (applicable) on larger scale
Transfer to own context	Framework conditions not extremely different to participants' own circumstances, in order to avoid a shutting down of the mind, like "this wouldn't be possible in our country".	Creative problem solving	Vicariously experiencing a project that creatively solved a problem – or – Experience a place with a lot of creativity, even if not directly linked to ecological Sustainability
"Servant leadership": Seek solutions not just for oneself or own organisations, but for the common good	Sustainability, ideally climate-related Ideally with effects on multiple sustainability aspects, e.g. environmental and social	Collaboration, Co-creation and post-heroic Leadership – what leadership is required to create something flourishing and sustainable by inviting others to co-create and achieve 'more than the sum of the parts'?	Project with strong collaboration of team, among stakeholders / network (even if one person was the initiator – who was the first, second…follower?
Strengthen empathy and practice generative dialogue	Chance to meet people involved personally	Deeper understanding of adaptation to Climate Change	Focusing on adaptation to climate change
Consider the breadth of sustainability (ecol. Especially also medium and long-term, social, econ., cultural, governance…)	Possible with any project	Experience directly how spontaneous, simple and quick contributions from an external perspective can lead to new ideas and breakthroughs, make connection and give value to the host	Visit a place/site/example/context, which would still in progress, where participants could be invited to contribute and brainstorm on the spot
Observation, deep listening, openness to the 'New', understand through 'sensing'	Location with a lot to 'sense' (environment, building, people's interaction, noise,) rather than a sterile hotel meeting room		

Depending on the learning objective, it can also be very appropriate to visit something seemingly unrelated to the central topic. If e.g. aiming to stimulate creative thinking, experience something artistic and later on reflect about how that experience can hold insights for the challenge at hand. One of the big challenges of innovation, is that we have become such compartmentalized specialists and are often missing not only a different stakeholder's perspective in terms of being 'users' or 'beneficiaries', but we are missing different approaches to the same issue. Each discipline has been trained in a very specific, limited way of not only doing, but thinking.

Apart from the learning objectives and anticipated experience, usually meeting the hosts in this less official way brings out many more aspects that relate very well to leadership development, on a personal as well as on a societal change level.

Example: Some key messages that started coming out of the very different people we met – all in their own words – were

- if you have a passion and vision, especially for something beyond your personal profit, you will attract people to join you on this.
- you do not need to have a huge budget. If you are flexible mentally and inspire others, a lot of things start moving without a large investment.
- Diversity & user-experience: you need to empathise and speak directly with the people who are affected or involved, not just the decision-makers and sponsors. The more diverse the people engaging on a project, the more fruitful and solid the outcome.
- "stubborn optimism" is a term coined by former UNFCCC-head Christiana Figueres and was echoed by all the inspiring people we met: continue against all odds, believe in your idea

Preparing the hosts well is absolutely essential for the success of the learning visit. Apart from of course them agreeing to meet the group, it is important that there is a shared understanding of the format and tone of
- openness & informal dialogue
- committed engagement for the greater good (of

our common future)
- with interesting participants which the host might enjoy engaging with (and learn from them)
- interest in the persons' personal views: this can but need not be private, but personal in the sense of speaking about challenges and successes not in a formal way, but from the heart, from a philosophical perspective, how it was experienced, what the person was thinking at the time, what happened really (stories you will not find in written reports)

Once understood, most people are very willing to engage, as it seems interesting, different, they are (rightly) flattered to be addressed as an inspiring leader and a chance for them to develop and learn. It goes without saying that the hosts should have sufficient in advance notice and all practical questions should be addressed clearly:

Background of programme and what kind of participants:
- emphasise aspiration of 'change leaders' to find explore different ways of engaging on sustainability questions > this is inspiring to most!

WHY we would like to visit:
- Relevance of the person / project's topic, field, experience…
- If applicable: interested in the personal perspective, learning from the story, challenges, successes, learnings

HOW we would like to visit:
- how many people
- when and where
- Informal, personal
- No preparation, no power point or other formal presentation needed
- If applicable: information about project welcome
- Dialogue: participants have prepared and spontaneous questions – the host may also have questions?
- If applicable: have a tour, look around / observe, explain chance to get out of the classroom setting
- Translation exists
- Arrival and departure times
- If desired: lunch / break/ dinner opportunities on-site or close (otherwise participants bring lunchboxes ordered from hotel)
- Costs if any.

De-briefing

As laid out in Learning Visits, it is important to conduct a de-briefing with participants close to the experience. It can be valuable to conduct a short, guided journaling still on-site and a group de-briefing later.

Depending on the aim of the programme and learning visit in particular, the de-briefing with participants may include further contextual work on the actual topic at hand (e.g. climate change, energy, …). In any case, the de-brief will focus on the competencies outlined above and train first reporting – without interpretation and judgement – what was seen, heard, felt with all senses, including the participants own thoughts, feelings and observations on this (understanding that your view of the world is not objective but always seen through your subjective lens is a key learning of the programme).

> Experiencing the quiet vastness of the land and the distance to next small settlement made me think about how often these people get to talk to others, and made me wonder what it must be like, when they go to town or officials from the city come. – An official from a department of agriculture saying obviously very touched: I just realized that I have never spoken to a farmer before in my whole life.
>
> Quote of participant

Note: The aim of the Learning Visit is for participants to be exposed to something new, something inspiring, possibly taking them out of their comfort zone. It is therefore important that the people deciding about the Learning Visits thoroughly understand its aim and methodology and to avoid meeting people or institutions that are within the usual realm of the commissioning organisation and the participants. The courage to take participants to an unusual environment that may not be 'of their level' will pay off as deeper learning and time well spent. As Innovation expert Khatuna Sandroshvili said during the visit at the Impact Lab in Tblisi: "I was looking for people who are already 'living the future' now."

The Learning Visit should be regarded as a methodological element of the programme, designed and coordinated by the facilitators and the programme manager. If seen as a formal meeting between the commissioning organization and the host, it not only risks changing the nature of the visit and the expectations of the host, but also bears potential for inefficient implementation, as much more 'red tape' of formal communication might be involved.

Transfer project

Research in adult education shows that the transfer to and integration of the day-today work reality of participants is essential for competency development programmes to be successful.[6] Transfer work can include

› A specific challenge / 'project' to be worked on throughout the whole programme
› Application of insights to the day-to-day work that cannot be specified in advance

Topics can relate to
a) the sectoral topic as such, e.g. climate change
b) a cross-cutting Sustainable Development Goal, e.g. goal #17 Partnership for the Goals, by building coalitions and networks
c) leadership learnings e.g.
  a. working on organizational and team culture by enabling more trust in a team and organiza-

tion, including self-leadership of e.g. appreciative inquiry, focusing on the strengths of team members, applying situational leadership and delegating effectively according to the IDEALS model

b. strengthening diversity and empathy by e.g. applying dialogue and empathy methods of Design Thinking in approaching 'users' and stakeholders that do not have a voice in the political process (Theory U), e.g. local population affected by climate change or school pupils, practicing powerful questions and deep listening.

Transfer / Implementation: One participant reported that she 'shocked' the organisation she is leading by convening the usual annual reporting meeting completely differently: before the official meeting she organised a casual meeting with drinks to get to know each other and speak more casually about issues and network. At the beginning of the meeting, she then asked the essential and profound question: **WHY are we having the meeting? What do you hope for as the best outcome?** Despite initial 'shock', participants then started speaking about the purpose and it enabled the meeting to be very successful.

The transfer project does not need to seem 'big' in terms of scope in order to have a profound effect. The challenge for facilitators is rather the opposite: coach participants to narrow down their project or task to something manageable that will be followed through.

Important:

a) In general, the focus of the facilitators should be on the methodology and learning process applied, and less so on the actual content.

b) However, if an approach is chosen by the commissioning organisation that emphasizes the actual development of implementable projects, then of course participants also need support in developing the content. This support can come from the facilitators, others on the project team or external mentors.

c) It needs to be made clear from the start that work on a project is a conditional component of the programme.

Lesson learnt: in the initial round, the completion of a change project was not compulsory in order for it not be a deterrent for relevant leaders with busy schedules who might have been deterred by an expected additional workload. Also, it was assumed that participants would be so committed and inspired that they would pursue the transfer anyway. The rationale was that expectations from the programme side should not affect the creative process of innovation. However, as participants also explained, they have been culturally socialized in a way that they are used to following orders from an authority and in a way 'need' this motivation to become active. With competing priorities of work and private life, making transfer activities compulsory will have a positive effect on implementation.

d) Integrating the projects in a real context of change with other actors, increases the drive behind it. Ideally, participants seek and propose projects to other people, e.g. their own networks, or are linked to initiatives of the commissioning organization. Participants need to get an idea how their investment will pay off and make sense beyond learning purposes. In certain contexts, if the outputs are potentially valuable for the commissioning organisation or employer and time investment is significant, it can even be considered to give small grants in order to actually enable the transfer activities.

Lesson learnt: if the commissioning organization has an interest in supporting any of the transfer projects, it is important to communicate the requirements and possible support early to the participants, so they can factor this into their thinking.

Application phases between the modules

There are two application phases between the modules as well as a pre- and post-phase of the programme. The aims of considering these as important phases of the program spurs from the following: in the application phases

› the experience is being processed mentally.
› the active transfer can take place.
› the experience is connected to the 'reality on Monday morning': what is relevant, what not? What will sink in and reappear at a later moment?
› there is a however also a danger of losing the connection to the programme and its contents as participants are back in their home environment.
› Connections among the network can grow and take root

Recommendations:
1. Set clear tasks within the programme and allocate time for participants to start working on them within the last two days of the presence module, so that it is easier to continue the work in the application phase
2. Send a communication every two - three weeks
3. Make methodology and expected activities very clear
4. Include Videos, Visuals and not much text
5. Address the social aspect of the group in a personal way (e.g. appeal to the idea of a network, refer to contributions of individuals, moments of the programme)

6. Include something aspirational, inspiring, motivating
7. If applicable: set a date for an online video meeting to see how things are going and keep up the commitment and expectations
8. Conduct bilateral calls with participants on how they are progressing, ideally in a coaching format. One 1.5h call per participant per phase

In the annex, you can find examples of the Communications sent in the Application Phases in the Central Asian Climate Programme 2017.

Preparing for the time after the programme

In order to enable lasting effects of the programme beyond its duration, the following measures should be considered.
■ Practice peer-to-peer coaching throughout the programme, including a virtual session, so that participants can easily conduct it afterwards
■ Strengthen the group identity by appealing to it, including giving the group a name
■ Include sessions, in presence or online workshops, for participants to reflect about the multiplication of their learnings
■ Include sessions during the programme for participants to plan how to continue their transfer project and their network after the programme
■ If desired: the commissioning organisation can of course take an even more active role, by e.g. organising an alumni network, online platform or involvement in concrete activities.

Beneficiaries

Target groups

If done well, your target group will shape your programme, in terms of content as much as in form. As Simon Sinek puts it "Start with WHY": *who is your target group and WHY have they been chosen? What do you aim to achieve with them?* Following the Design Thinking Approach (Fig.), which is a core feature of this programme, empathise with your 'user' (= target group, beneficiary, audience…): apart from their characteristics, what situation are they in? what are their fears, their aspirations, their pressures, what makes them feel good? What does their typical day look like? For this it is helpful to conduct a needs assessment, further details below.

Aspects to consider with the target group are life experience, professional experience, team leader-ship experience, formal position, gender, cultural background, digital affinity, familiarity with participatory workshop methodology, as well as role and familiarity in terms of the sustainability topic chosen. With everything stated below, it is important to emphasise that these are just general tendencies and observations. However, individual candidates may fall completely outside of these generalisations and be considered suitable, taking into account the group composition, even if they fall outside of the proposed delineation below.

Contrasting with other training topics that relate more to conveying knowledge or learning a skill, leadership development relates very strongly to the whole person, their *behaviour* and *mindset*. For this reason, special attention needs to be paid to the target group, as there are many aspects to consider beyond their formal position and expertise.
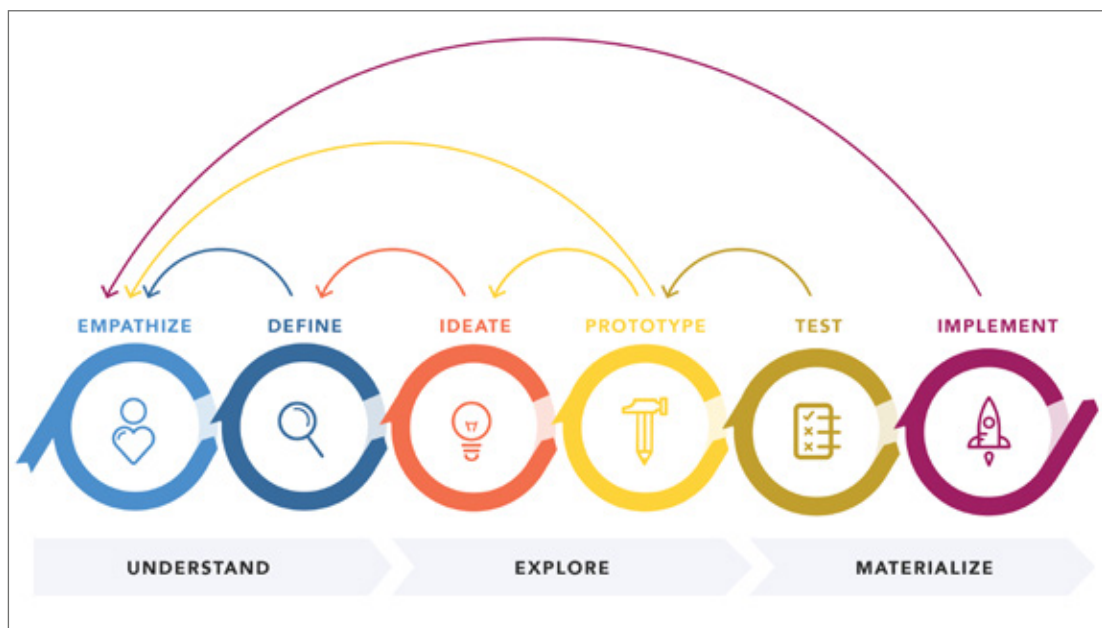
› Fig. : Principles of Design Thinking © https://www.nngroup.com/articles/design−thinking/

Experienced Change Agents and Middle Management

This manual is mainly geared towards professionals with around 10-15 years' work experience and typically at a middle management level, if based in organisations. The reason for this is that they have a good deal of professional experience, but, compared to more senior levels, are able to take time for professional development and have more flexibility to shape their work. Very senior leaders, by contrast, are often locked in representational and formal requirements and rarely able to engage in the required transfer work which is a key feature of this programme.

Additional criteria, which are explored in detail below, can be found summarized in the Announcement call for candidates (see Annex).

Senior leaders

A similar or related programme could be developed for senior leaders. The rationale for aiming at senior leaders can be the following:

- Their understanding of the programme as key players and possibly as sponsors is crucial, e.g. when focusing on a specific sector.
- As superiors of participants in the middle management leadership programme, their understanding and approval, is influential on the successful learning of the participant, as research shows. In addition, as superiors they can also enable participants to take time for working on the programme (e.g. homework, transfer project) and bringing in insights into the organization, e.g. experimenting with the application of new methodology as well literally multiplying by conducting own workshops on selected topics.
- The higher their position, the greater the effect on organizational culture and orientation can be.

However, there needs to be a critical analysis whether there is a potential (willingness, ability) for engaging in change leadership. Participants in very high positions also may not be able to, even if they are willing in principle, to put their formal position

aside and engage in open dialogue, especially when the group is mixed with lower level authority. The levels should therefore only be mixed if there is a specific purpose to it, e.g. middle management engages their superiors on their experience or senior leaders are interviewed on certain topics.

When developing a programme for senior leaders, the following aspects should be considered: Time availability is very limited. Therefore, workshops tend to be much shorter, 1-2.5 days, and not too long to travel to. Especially, if travel may be longer and the aim is for these leaders to stay longer, the conditions need to be very attractive and at minimum corresponding to their usual level of comfort. At their level, they do not want to attend a 'training' – they are beyond this level. A format should be chosen that can involve the following features:

- › Retreat character: giving them the feeling of being able to withdraw from their day-to-day work (in order to reflect and develop), 'being treated' and respected with their level of seniority
- › Excursion to an interesting place with an interesting, possibly inspiring speaker – they have heard enough formal speeches in conferences, guided tours etc. Meeting some place and person different to their usual environment can attract their attention and inspire new ways of approaching professional life. Of course, the place and person need to be sufficiently impressive, so that participants become interested and regard it as appropriate to their level.

Lesson learnt: especially during the first meeting, participants will judge the appropriateness of a speaker according to their seniority. Recommendation is to initially correspond to their expectations and, over time, introduce alternative methods, speakers and concepts, once the programme in general has been deemed to be worthwhile (their limited time).

The interests of all participants but especially senior leaders, whose time is scarce, need to be understood well in advance.

Group composition

Multi-sector group

Although there is surely also value in developing leadership programmes for very homogenous groups from one sector only, for the kind of programme suggested here – aimed at being ready to take on sustainability challenges of the future – sectoral diversity is a key aspect. A systemic approach features the ability to look at the whole from many different perspectives and understand that one's own view is always limited. In a group, mixed with participants from government, business and civil society (incl. e.g. media, academia and CSOs), participants can *experience* how actually getting to know each other, hearing others' stories *changes how you listen* and sense into *what is going on in the system*. Repeatedly, participants emphasise how the cross-sectoral composition of the group was one of the valuable features of the programme.

> One of the best things was that we put our formal roles and titles aside, we were just people.
>
> Quote of participant

Recommendation:

> Aim for a balanced diversity of societal sectors.
> In addition to their current role, look at candidates' CVs to seek diversity. E.g. one participant was heading a civil society foundation, had however until recently held senior positions in business and could therefore also bring in the 'business perspective'.
> In countries where criticism of the government may result in negative sanctions (this has been brought up by participants themselves),
> - check with non-government candidates prior to the programme whether and how this might impact their behaviour in the group
> - Consider inviting lower-ranking government individuals.
> - Consider keeping government representatives to a third at maximum (usually not a problem as it is usually challenging to recruit government participants at all).
> - Keep this in mind when designing methodology.
> - Check-in with non-government participants how they are feeling about this throughout the programme.
> - There are prejudices towards any societal sector; however, government officials are often especially the target of reproaches as they are supposed to 'be responsible' for how things

› Gamification of climate change mitigation (here: "Bring down the emissions") engages participants and is a fun activity

are going. In order to ensure their well-being and continued participation (government sector is at the highest risk of dropping out of the programme), design methodology that allows government representatives to be seen as participating persons, not in their formal role, and let them share their challenges and restrictions in their role. Once those 'barriers' have broken down, a (self-)reflection can possibly start about what is possible within their part of the system.

Sectoral Topic

The required relationship to the sectoral topic, such as climate change, depends on the goal of the programme. As diversity in the group composition is a key factor in order to bring in different perspectives, the design of the programme needs to facilitate a dialogue among the different voices and understandings of the issue at stake.

a) If the aim is to get *key* actors related to this topic together, then their (potential) role is paramount. In addition to their formal role, it is important to consider their informal leadership. Change agents may sometimes have little formal authority, but are often well connected and active, a driver in the field.

b) If it is not so central that the key players are involved, but rather those whose increased commitment and engagement on the topic is hoped for (not 'preaching to the converted'), then their past engagement in the field is less important. At the same time, it is important to ascertain a general interest and openness to sustainability issues in the selection process. This group will be diverse in their knowledge of the subject. It is therefore important to communicate this challenge in advance and ask participants with more knowledge to share their expertise, as well as ascertain where their learning edge is, their point of inquiry.

Life & Professional experience

Professional and life experience is also an important factor of diversity. Whilst inter-generational exchange is a worthwhile objective, in these kinds of leadership development programmes, *peer*-exchange for networking and working on common change initiatives is a key factor. Therefore, balancing the heterogeneity of sectors with a similar level of life and professional experience can be a key success factor for successful peer group interaction.

It *does* make a difference how much life experience participants have, where they might stand in their life and professional career, and what kind of conditions are suitable to them.

Younger participants who are not yet settled much into professional and private responsibilities *may* have a higher interest celebrating late on a regular basis, possibly affecting their mental (and physical) presence in workshops.

Some participants may feel challenged with high speed interaction and logistics that are stressful to them, e.g. a long bus trip and several visits per day and may appreciate longer breaks after lunch. Also, the digital affinity needs to be taken into account and can require an adaptation of the programme design to their abilities and habits (e.g. expect work on digital platforms). See more on the digital component of the programme here.

In leadership programmes, professional and life experience makes a notable difference to the content, also. Junior participants tend to bring their youthful

optimism towards management and processes and are keen in advancing these very tangibly and are often seeking *management* skills.

More experienced participants, by contrast, have however experienced different management 'fads', several restructures and attempts at organizational development. They may have lived through their own crises, be it in private or with their teams or superiors. Speaking about typical *leadership meta-topics* such as complexity, trust and purpose, is easily understood whereas younger participants may consider those 'soft issues' irrelevant and possibly even esoteric. This is of course magnified in face-saving cultures with no upward feedback culture.

> As one more senior participant once said: You have to understand that they (the participants) have never gone through a crisis with their team because they have never received critical feedback. The typical way of seeing it here is that everything is the fault of the employee.
>
> Quote of participant

Recommendations:
- Whilst having 10% of extremes on the edges of the spectrum, peer-to-peer exchange tends to be more fruitful and relevant with peers in professional level and age. Aim: middle management, ranging typically from 30-55 years old.
- Lay out clear expectations for attendance, engagement and alcohol consumption in a participation agreement.
- Be sensitive to individual's special needs and preferences, e.g. physical needs (reading distance to presentations, expected walking ability…), eating and drinking preferences (vegetarian, halal, alcohol abstinence…): although this may seem minor, obvious and not worth mentioning, in practice it is regularly an issue.

Story: One participant who does not drink alcohol decided not to join a visit to a winery, expecting an alcohol-dominated festivity, and missed out on an important leadership experience with the owner of the winery as well as a successful learning story which involved finding your small business niche, biological production, valuing local traditions, following your own passion.

- Ensure objectives, content and mode of delivery corresponds with the target group. Team leadership topics are therefore recommended only for those with team leadership experience, and the delivery adapted to the amount of experience.

Gender

In post-programme interviews female participants highlighted the importance of aiming for a gender balance, in order to bring in female perspectives, encourage each other to voice their perspective in societies where men are dominant in positions of authority, as well as providing role models of female leaders.

Recommendation:
- Aim for gender balance, also with the facilitators
- When weighing up criteria against each other, include gender as a priority. A typical pitfall can otherwise be that leadership programmes reinforce existing power dynamics by stating that 'there just weren't any women in key influential positions.'
- Include inspirational women as visit hosts, speakers or guest faculty
- Ensure programme delivery takes gender into account, in language, examples and other aspects. Guidance can be obtained in "Diversity and Gender. Theoretical Background and practical Tools for Organisers and Facilitators"[8]

Language

An advanced command of the programme language is necessary for participants and facilitators to engage deeply into the topics.

Recommendation:
- Require level B2 of the course language and test this in selection interviews.

- If the target group is senior leaders (or any other target group) who might not have sufficient command of English, seek facilitators who fulfil the necessary criteria and can deliver the programme in a language the participants can articulate themselves well in.
- English can be chosen as the course language:
  › if the aim is to 'invest' in participants who are able to work internationally
  › as there is a bigger pool of facilitators available who are familiar with the conceptual and methodological approach of these kinds of programmes.
  › As language is an expression of culture, it is of course ideal, albeit not always possible, that the facilitators (also) speak a language of the home countries of the participants.
- Be aware that for some participants even the official language of a country may not be their native language, and they may have difficulties (and be embarrassed about it) writing it, e.g. on flipcharts. Ask them about it!
- If the course language is not participants' native tongue, avoid colloquialisms, slang, speaking quickly, and references that are not internationally known. Especially native English speakers, who often have little command of other languages (and therefore awareness of how it is to have limited command) and speak more 'native' rather than 'international' English, need to be reminded of this.
- Use subtitles even in videos of the course language.
- The administrative person should have command of a language that is spoken in the location of the module, in order to arrange logistics. This can also be a world language like English or Russian, as long as it can be assumed that hotels and bus drivers can communicate basically in this language.

Participant Management

Participant recruitment

The aim of participant recruitment involves effectively matching the desired profiles of the commissioning organization with interested candidates. As the meaning of 'Leadership' covers such a broad field and people's associations can vary a lot, it is necessary to pay special attention to this. Especially when working with formal leaders from places with very formal and hierarchical organisations, leadership development is often associated purely with "how do I step up the career ladder (within my organization or in political networks)?". Commissioning organisations, especially donor organisations with the SDGs in mind, however, are interested in leadership as a synonym for "change agents" for a transformation to a more sustainable society. Whilst in our current age, effective formal leaders of organisations or with political responsibility are always also leaders of change processes, the initial expectations towards a leadership development programme can be quite divergent. As leadership theory has evolved from a focus on the individual – with the "great man theory" and the question whether leaders are born or made – to including the role of 'followers' in a broader perspective - and currently taking on a much more systemic perspective of looking at "leadership" as a situation, a process with many different factors involved, leadership development is also catching up with this changed perspective. This programme takes a systemic view whilst also including the individual. It looks at the interaction with others – teams, networks, society – of the Self, the individual person, their mindset, values and competencies. For many potential participants, this extension to the level of societal change as well as the deeper look into the inner world of 'leaders' is unusual and often not even easily comprehensible. This understanding comes during the run of the programme. Recommendations for recruitment are the following:

› Use simple English and accessible language, avoiding jargon from the leadership theory that can be, if necessary, introduced later during the programme
› Explain that the focus on societal change processes will form part of the programme
› Ask for motivational letter including commitment to societal change
› Seek understanding of the focus of the programme during a pre-module conversation with participants
› include elements that address participants' desire to be more successful in career terms
› emphasise the link between the different aspects of leadership
› when advertising consider the potential of the candidate in terms of her or his sphere of influence (including informal influence) in various fields of society

Practically participants recruitment involves the following steps

1. Define target group according to the criteria laid out above
2. Define invitation process (selective invitation, advertising, open access.)
3. Invite applications including information about the conditions of the programme (transfer task, participation agreement) so participants get a clear understanding of what is expected
4. Define who proposes and who takes final decision on candidates (the latter is often unclear in project teams)
5. If desired: selection interview
6. Confirmation of participation by project team
7. Signed confirmation

Lesson learnt: Especially if a decision needs to be taken on candidates, it is recommended to include the facilitators' or other adult learning professionals' perspective. Whilst selection interviews running along the lines of employee recruitment or pitches focus on the strengths and successes of a candidate, learning professionals look at the commitment, learning agility (willingness and ability to learn) as well as the learning potential of candidates. Competency development needs – identified by the participant or by the learning professional – are central reasons for running such a programme in the first place.

Participation Agreement and Data Protection

The aim of the participation agreement is to ensure clear communication of the relationship between the organiser and the participants. The participation agreement includes such important aspects as duties of both parties, costs, expulsion from the programme as well as participation and graduation conditions. Participants should sign the participation agreement individually before the beginning of first module. Below we list important aspects to consider when designing a participation agreement.

- Clear outline of participation duties (attendance, case of exceptional events). In addition, outline expectations during the programme (attendance, appropriate working condition);
- Outline when possible the degree of expected involvement. How much time are participants expected to dedicate for the programme during and between the modules;
- Outline all possible costs that participants might have;
- In cases when participants have a superior in their current working place, we recommend receiving a signed agreement stating that a participant can take part in the entire programme. Such an agreement should inform a superior how many hours/days within a specified period of time a participant is expected to contribute to the programme.

A template participation agreement can be found in the Annex.

Data protection regulations of the commissioning organisation as well as of the participants' countries should be addressed in a legally relevant permission form, relating to storage and usage of personal data, in a way that enables networking of participants, documentation and publication of the programme. The permission form should be separate from the participation agreement in order to give participants to selectively choose what they agree to and not make it a condition for participation in the programme

Needs Assessment

A needs assessment becomes especially relevant when a tailor-made approach, demand-driven approach is taken. The aim here can be to ascertain

- Competency development wishes of participants
- Competency development needs in order to support the attainment of specified goals
- Specific competency levels of pre-defined competencies
- If applicable: organizational development needs of the partner organization.

The aim and methodology need to be harmonized to ensure an effective outcome. When interviewing participants, it is clear that only competency devel-

opment needs as well as first observations and conclusions on behalf of the assessor can be obtained. Actual competency levels as well as needs, however, would need further analysis including interviews with stakeholders and organizational analysis. Since this would normally be an extensive process, it is recommended, to engage in

a) Interviewing participants
b) If possible: interviewing their superiors

It can also be very beneficial for the facilitators to engage with participants prior to the start of the programme, in order to

c) Establish contact
d) Gain an impression of personality, language ability, thinking, cultural aspects, wishes and expectations
e) Manage expectations to explain
   › what is possible within the programme,
   › what is beyond
   › the methodological approach
   › what kind of commitment is expected
   › possibly trigger ideas for change projects, e.g. that are embedded within the organization or stakeholder context of the participant and could be prepared.

Learning: if participants think that the needs assessment interview is a selection interview, they will tend to represent themselves and their commitment in an overly positive light and possibly refrain from voicing critical questions or concerns. As a result, the facilitator may be led to believe that there is a full understanding of and agreement on the programme and its approach.

The Annex contains excerpts of the methodological approach of the needs assessment in the Central Asian Climate Change programme which was in line with the overall approach of the programme: dialogue-oriented, constructivist, interculturally sensitive and systemic in nature.

Participant retention

Retaining participants in this typically year-long programme is a critical success factor. One the one hand, of course, in order to expose the participant to the whole programme and increase chances of achieving the objective, including an engaged and committed network whose friendly relationship ideally expands to their organisations and therefore impacts the 'system' at hand. With regards to funding organisations, e.g. national or multi-lateral donor agencies, there may also be reporting requirements that relate only to complete participation, e.g. cost per participant only being counted for those who stayed until the end meaning that drop-outs increase the per-head cost in reporting terms.

In any kind of human capacity development programme, retaining participants, staff and partner stakeholders are an important issue, as – despite all our efforts for quality, knowledge and project management – it is always people who develop and interact with each other, not just their positions, and are therefore not easily exchangeable.

As in HR in organisations, certain factors which influence whether a person stays in a position are beyond the control of the programme. Especially in the field of international cooperation, it is wise to also consider that the investment is not just in the person and their current position, but in 'the system', hoping that they will do 'good work' elsewhere.

At the same time, it is recommended to consider, for the design and implementation of the programme, which factors may increase retention, similar to the question of recruitment:

- What is the situation of the participant group in terms of decision-making power? Typically, participants from state-organisation are more likely to drop out, as they often have many levels of hierarchy and authoritarian work culture which may result in a decision from 'above' to stop participation in the programme.
- What is the incentive of the participant to participate and stay?
- What is the incentive /objective of the person(s) who enable /allow the person to stay?

- Is the participant's ability to stay in touch or work during the programme matching the expectations of their organization: are there sufficient and long enough breaks? Are we sticking to agreed times, so calls can be scheduled in the breaks? Is there a good internet connection?
- Has the expected commitment of the participant (e.g. to only be available for calls but not extensive work, as time is needed for engaging in the programme) been clearly communicated to their organization and been confirmed?
- Will the location make a difference for participants? E.g.
  > if considered too close to work, the person may be called off or tempted to go to other events
  > which standard of accommodation / logistics (e.g. long bus rides can make people sick) is acceptable?
- Communicating repeatedly at which part of the process the programme is at and where it is going. Challenging with these kinds of programmes which aim at personal development is that confusion, (mild) irritation, conflict and personal lows are all natural, if not essential, parts of the process. Being exposed to new ideas and questioning the status quo not only requires a lot of mental work, but is also disconcerting on an emotional level, as it questions your own thinking, your Self and may trigger questions such as "where am I at now in my life? And what do I want to do with the rest of it?" Creating a 'safe space', both within the group, as well as in the one-to-one relationship with the facilitator is key. When appropriate, usually a bit after the first 'irritation', reflect about it on a meta-level, e.g. by introducing the concept of group dynamics.

- In terms of retainment, it is important for the facilitators (incl. the 'cultural bridge' and seminar assistant) to notice if a person is somehow not dealing well with any part of the programme (content, group dynamics, practicalities, private issue?) and speak to them one-on-one. Unfortunately, people are often shy and not used to giving critical feedback or communicating their issue (e.g. they may not hear or see well, have an issue with group pressure to drink alcohol or as a woman should not be out at night with other men). 'Backing out' rather than addressing the issue can result in participants leaving the programme.
- It goes without saying, but in reality, can be an issue, that respectful and friendly participant management is expected, provides the appropriate frame and staying in good, open and *service-oriented communication* can help address any issues before they get bigger.
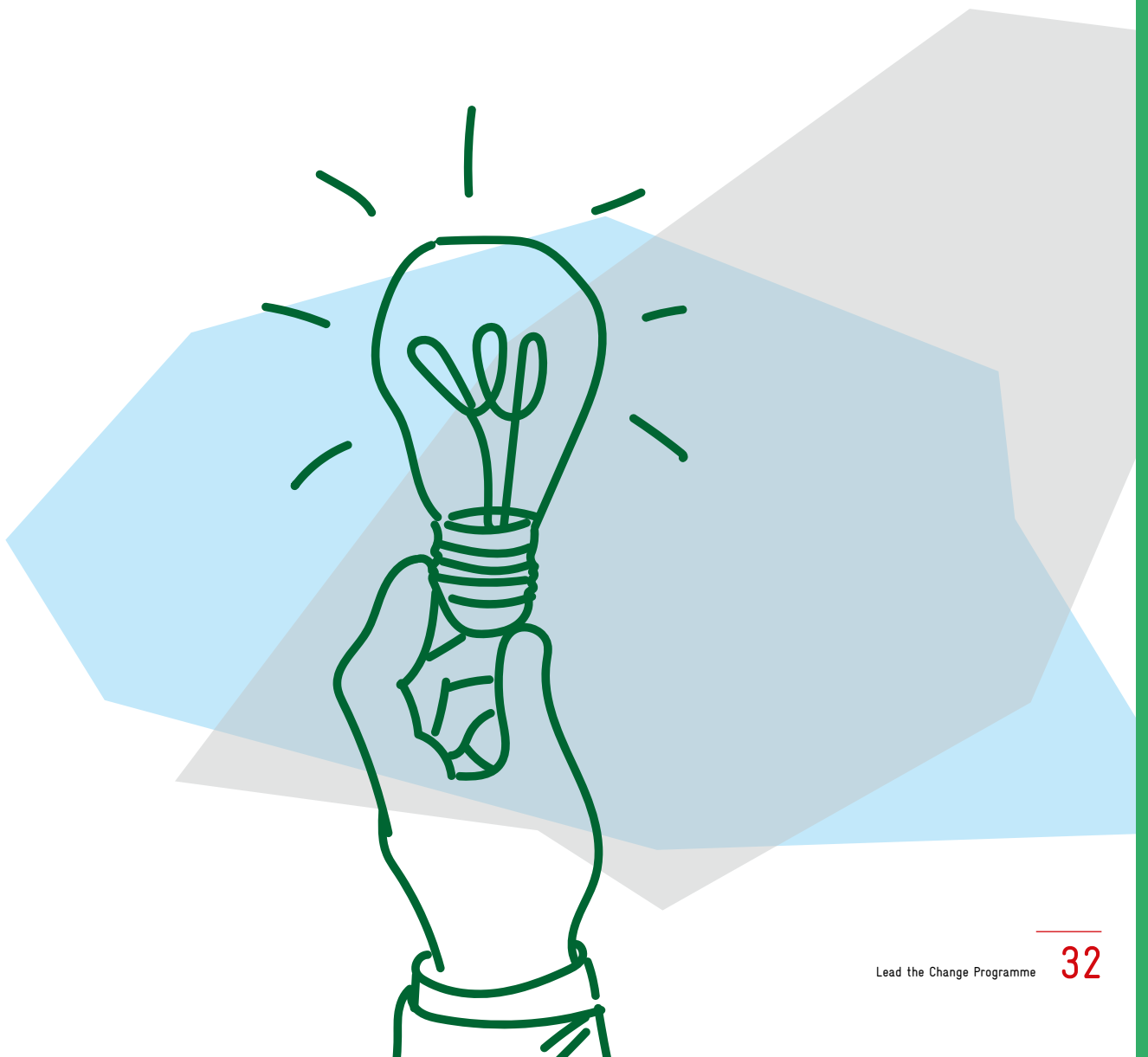
Methodological approach

Overview

The approach applies state-of-the-art findings in adult education, as can be found in the didactical concept of the Academy for International Cooperation (AIZ).

- Addressing sectoral, personal, methodological competencies as well as the overall mind-set
- Active involvement of participants' reality and experience (constructivist approach: adults only learn what is relevant to them)
- Stimulating input by experts
- A facilitator can also act as a trainer, but as a role provides an ideal learning environment through a supportive process
- If desired: conscious competency development including diagnosis-tool
- If desired: one-on-one coaching of participants to enable a deeper engagement and link to their personal challenges
- Combination of methods: stimulating input, group work and peer coaching, self-reflection, physical activity, creative methods, role play and simulations
- 'Learning visits give participants an active role in preparation and engagement with a diverse set of stakeholders, creating an experience for all senses thereby heightening the skill of observation (e.g. *"gosh, it was so dusty in that field. The women were so proud and main speakers. I realise I have never spoken to a farmer. That NGO-leader was so committed…"*)
- Stimulating innovation by providing a safe space whilst also inviting participants to leave their comfort zone and try something new
- Paying special attention to the identity of the group and building of trust among its team members
- Encouraging further cooperation and learning transfer with an array of materials and toolkits

Key Principles of the GIZ Leadership Approach

The following principles are extracts reproduced from the AIZ Toolbox p23-25[9]:

Self-Guided Learning Processes

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

Peer-to-Peer Approach

Our leadership approach {includes} peer-to-peer learning. Each participant brings a wealth of experiences, perspectives and ideas to a Leadership Journey or multi- stakeholder setting. Diversity is an asset and allows for international and cross-sectoral dialogues that foster collaboration and innovation. During a Leadership Journey, peer groups {can be} used to work on individual leadership challenges, develop a deeper understanding of global leadership challenges, and co-create meaningful prototypes for social innovation.

Integrating the Work Context

Leadership Journeys systemically integrate the work context of participants and aim at fostering change within the organisation and system the participants are embedded in. The journey starts at home. Before departing, participants are assisted in a reflection of key leadership challenges they face in their daily work. This can include a reflection of challenges their organisation, field of work, or country faces. In order to identify the most pivotal challenges as well as potentials for change, participants are invited to hold dialogue interviews with colleagues, superiors and relevant stakehold-

ers. During the Leadership Journey, participants further explore their leadership challenges individually, in peer groups and through coaching. By setting learning goals according to their personal challenges, participants focus on the development of selected leadership competencies during the journey.

Developing Innovative Prototypes for Work-Related Change Projects

Another cornerstone of our Leadership Journeys is the development of innovative 'prototypes' for work-related change projects. Prototypes are ambitious – they address aspects of urgent global challenges (climate change, renewable energies, sustainable development, food security etc.) and aim at stimulating meaningful and visionary changes in (the learning system of) an organisation that go beyond business as usual. Yet prototypes must also be realistic – they constitute the early version of what might later develop into a bigger and long-term change project. They are instruments to start a process of learning-in-action, engaging relevant stakeholders and generating feedback within an organisation or system. Typically, prototypes are developed individually or in small groups during the journey, building on the exploration of leadership

‹ Participants discuss and exchange in small groups in order to foster peer to peer learning

challenges, the focus topic, insights and inspirations that participants distil from their learning journey. They test and refine them throughout the journey based on the feedback they receive from sounding boards that will be created for that purpose. Optionally, participants, their colleagues and superiors can develop first ideas for a prototype before the journey. As an equal alternative to a 'classical' prototype process, participants can also enter a leadership programme with an existing project from their field of work, using the process to increase its attractiveness, feasibility or implementation strategy.

The prototyping process is based amongst others on *Theory U* (Fig.) and *Design Thinking* (Fig.) methodology. Both approaches promote learning through observation, dialogue and systems understanding. The process emphasises connecting to inner sources of creativity, inviting 'wild ideas' and building early prototypes quickly in order to test them and learn from feed- back, errors and failure. Typically, prototypes are developed during face-to-face leadership workshops and implemented and refined later in the participants' home countries. Designed in a multi-stakeholder microcosm of society, the prototypes have the potential to stimulate meaningful and viable changes and innovation in the participants' organisations and societies.

Mainstreaming Diversity

Leveraging the potential of diversity is one of the objectives of our leadership approach. In practice, this is reflected in the design and implementation of Leadership Journeys. When preparing a programme and inviting participants, special attention is given to create a diverse group; for instance, with respect to gender, age, nationality, religion, social background, sector or organisational role. Participants are encouraged to make use of the leadership format as a rare and valuable opportunity to explore diversity issues in an often international group of open and like-minded peers. Facilitators consider diversity when designing the course, for instance by making sure that all participants have equal chances to take part in practices and find space to express their unique perspectives, experiences, interests and needs. Mainstreaming diversity is not addressing the issue in one single practice but integrating it as an overarching dimension.[11]

Holistic Approach

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

Blended Learning with digital tools

It is highly recommended to use a digital platform for the entire programme which contains material including links to videos and other resources as well as 'homework' in order to

- provide a clearly structured overview of the programme, thereby contributing to more clarity for participants
- presenting professionally and thereby increasing the perceived value of the programme
- communicating especially with 'digital native' generations in a way they are used to (short, social media, visual, inspiring)
- increasing commitment and participation
- if desired: giving the opportunity for increased interaction and user-generated content with participants
- enabling easier sharing of links to their own work.

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Learning: Sometimes commissioning organisations or trainers would like to use their own or possibly even a newly developed, customized learning platform, as it serves

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11 (See GIZ Working Paper Diversity and Gender in the GIZ/AIZ–Leadership Approach: Leadership for Global Responsibility)

the identified needs, may be safer with regards to digital security, presents well and is easy to administer. However, at the same time, this usually means participants having to log into a new system, in addition to their many other forms of social media, which in reality can mean, that they do not use the platform much at all. At the same time, care needs to be taken to choose a platform that will be acceptable to all, in order to avoid participants being left out or 'forcing' them to use a platform they do not wish to use, often for data security reasons.

It is therefore absolutely fundamental that a needs assessment is developed, in form of a user-profile of participants, focusing on which kind of social media they use and how. Depending on the target group (age, region), the use of social media can differ significantly to what is perceived as common in the 'Global North'. Naturally, data security issues as well as what is legally and politically acceptable in the target countries are key issues to consider. It is therefore best practise to ascertain whether platforms that participants use already, such as social media for professional networks, which can be used as a learning platform for the course.

Monitoring, Evaluation and Impact Assessment

Monitoring & Evaluation throughout the programme are important for process-oriented facilitation, enabling increased understanding of participants' experience and adaptation.

During implementation its purpose is to

- gain insights into the reception of the programme: how are participants experiencing it?
- effect of the programme: how are participants' competencies (incl. attitudes) developing?

After implementation, the purpose of evaluation and impact assessment is to

- build a body of knowledge, based on experience for further implementations.
- A key question for commissioning parties is the question: what impact does such a programme have overall? Why should we invest in it in the first place?

Post-programme impact assessment can give valuable insights into the less tangible but often more profound impacts of the programme on mindset which steer all our behaviour.

Evaluation approaches should follow the high standards applied in international cooperation as outlined e.g. in the Deutschen Evaluierungsinstitut der Entwicklungszusammenarbeit (DEval), the European Evaluation Society (EES) or similar, especially when these leadership programmes take place in the context of international cooperation. The depth and investment of the evaluation needs to be determined when commissioning the programme, as thorough approaches may require establishing baselines and methodological triangulation etc. upfront and require considerable investment.

Methods treating participants not only as research objects but as subjects giving meaning themselves to their experience should be considered. Sensemaker® which has been applied by UN, Worldbank and GIZ is an example of such an approach where participants interpret their own narration. When simpler methods are used, such as evaluation sheets, it is important to include questions and free text that let the participants voice be expressed.

Anonymous evaluations provide a safe space, especially valuable in face-saving cultures and intercultural programme teams. Not only aggregation of data per question but also individual Evaluation sheets should be provided in order to give more context and meaning to the responses.

In addition, the person acting as 'cultural bridge' can provide additional insights through informal dialogues with participants.

Following best practise, evaluations are therefore also a stakeholder process and can be part of the participants' own conscious competence development process (see AIZ Toolbox, chapter 5: Monitoring the Learning Results and Evaluating the Course with links to recommended questions).

Resources and Project Management

Services needed

In order to implement such a programme, a variety of services are needed, e.g. participant management, logistics, budgeting and facilitation. In the Annex you find a list "Budget Cost Factors - Example". Please integrate here and rephrase:

Here you find a list of potential cost items of typical services and cost factors to be considered for such a programme.

As outlined below in more detail, commissioning programmes and those implementing the programme can decide, how the services are divided up. It is possible for a donor e.g. to just commission the programme, outsource the whole 'package' to a consulting or implementing organisation including the financial management, and - only if desired - get involved on a representational level. This may be a welcome model for many donor organisations whose main role is strategic and financing, however with little implementing staff 'on the ground'.

The other end of the spectrum is, however, also possible, especially when an organisation would like to even send some of their own staff to the programme, in order to be part of the network, trust and competencies that are being developed. In this case, the commission organisation can take over more of the services outlined below.

> **Attention:** If the commissioning organisation wishes to take a very active role in the management of the programme, it should ensure that it has the human resources needed– both in quantity and competency level – to fulfil its role. Delays in decision-making and delivery due to internal bureaucracies and high workload in commissioning organisations bear the potential to substantially increase the cost of the programme.

Human resources & Competencies needed in the project team

In order to implement the programme successfully, a variety of human resources and competencies are needed. These can be combined in different ways, as is demonstrated in examples below.

The project team

The "project team" is defined here as those closely involved with implementing the programme. The following human resources are needed as a minimum. They are listed here as 'capacities' that can however also be delivered by one person:

- 2 x facilitation
- Seminar Organisation incl. participant management
- Administrative assistance (during seminar)
- Contact in commissioning organization
- programme management – this can be an additional person who may also be the contact in the commissioning organisations, outsourced to consultants who also facilitate, or be combined with the administrative assistant function.
- resource persons / faculty on specific topics, if not all topics are covered by facilitators or visit hosts.
- 'Cultural bridge': Someone present with participants throughout the programme, ideally speaking their native tongue / official language of the country, with experience with the respective cultures, ideally having worked / lived in the region. This can be the participant manager, seminar assistant or facilitators, as long as the person is present throughout the workshops and available in the application phases.

The following are examples of how these could be combined in different teams:

Example 1

Facilitator A who
- also speaks local language in addition to seminar language, knows the culture
- is senior in terms of process facilitation
- is female
- has expertise on climate change

Facilitator B who
- is senior in terms of leadership experience and faculty
- is male
- takes on function of project manager

Contact Person from Commissioning Organisation checks in periodically on the budget and on strategic decisions but is otherwise not involved in detail in the run of the programme.

Seminar Organisation follows decision of project manager (in this case Facilitator B), however also acts as Administrative Assistant, linking needs with hotels etc. and therefore needs

- command of seminar language, ideally of a language the participants are proficient in
- command of language that can be communicated with in host countries (e.g. English in Germany is sufficient; however, in Georgia Russian is necessary)

Example 2

Facilitator A who
- is senior in terms of process facilitation
- is male
- has expertise on sustainability issues

Facilitator B who
- is senior in terms of leadership experience from a business perspective
- is senior in terms of process facilitation
- is female

Contact Person from Commissioning Organisation also
- has sufficient expertise on climate change in order to ascertain which faculty to involve
- acts as project manager
- manages participants
- manages logistics
- cultural bridge to participants

Seminar Assistant is provided by seminar locations (hotels) and speaks both seminar and local language

Competencies required of each facilitator

Leadership for Global Responsibility – Process Facilitation

The approach proposed in this manual is a combination of participatory 'training' with the GIZ approach "Leadership for Global Responsibility" (L4GR).

As explained in the methodological approach / concept, L4GR synthesizes various approaches and therefore does not need a special certification as long as facilitators bring along the required mindset and deep understanding of the underlying approaches and theories.

Note: The facilitator as a tool: As any trainer, consultant, expert or moderator, the facilitator uses tools and methods in his/her work. However, the facilitator should consider him- or herself as the most powerful and important tool and intervention in processes. Rather than focusing too much on which tool to apply, the facilitator is aware that his/her attitude, presence, personal qualities, experiences and intentions have a strong impact on groups and individuals shaping processes and projects. This requires a high level of consciousness and awareness in guiding and assisting others.[12]

The Art of Facilitating Leadership for Global Responsibility[13] - Manual outlines in detail what is expected and offers guiding questions to facilitators to ask themselves whether they are really comfortable with such an approach that requires bearing uncertainty and ambiguity in the group process and a deep knowledge of oneself and readiness to also show that as a person.[14] Below is a list of competencies developed from the questions listed in the manual mentioned above, together with guiding questions for the tender proposal / interview.

Competency Profile – Leadership Development, Process Facilitation & Didactics

■ Familiarity with at least three of the concepts listed below, willingness to become familiar with the others and ability to apply these approaches in the design and delivery of the programme: International Cooperation, Sustainable Development, Constructivism, Systems Thinking, The Great Transformation and Theory U

■ Basic familiarity with the methodological approach of the GIZ Academy as outlined in Models for Human Capacity Development

Theoretical foundations are not (always) ,taught' as a subject but implemented in the design and delivery of the programme, creating in the 'microcosm of the workshop setting' the "Change we want to see"!

■ Demonstrated ability to deliver participatory training sessions on the Leadership topics, listed in the curriculum, such as self-leadership competencies such as communication, listening, feedback, time & priority management; team leadership (phases, roles & diversity, delegation, situational leadership, performance management...); organizational change processes

■ Demonstrated readiness for frequent self-reflection, therefore act as a role model in the group

■ 'Personal development work' on my core, my values and mind-set, preferences, strengths & weaknesses and comfortable to invite participants to enter this reflection process, especially as

■ Intercultural[15], gender and diversity[16] competency:
  › Reflects and communicates own and different cultural & gender conditioning, incl. one's own blind spots
  › Shows a keen interest in, ideally deep knowledge of, and familiarizes him-herself with the cultural context of participants
  › Acts without prejudice and value-judgement
  › Ability to apply strategies for dealing with interculturally challenging situations
  › Ability to create workshop setting and the selected tools enable an active participation of all participants
  › Ability to create a safe environment in which to address personal and difficult topics
  › Practice using non-sexist and gender-neutral language in all interactions with participants, commissioning organization and other stakeholders

Recommendation:
Include a reference to the Art of Facilitating Manual [17] as well as the Working Paper on Gender and Diversity[18] in the Terms of Reference and ask for examples of the questions listed above, e.g. in the written proposal and / or in an interview.

Competencies to be covered by the facilitation team overall

The following competencies need to be covered by the facilitation team, however not by each facilitator individually.

Required:
■ Experience with high-ranking officials from state organisations, e.g. ministries
■ Experience with participants from non-government organisations
■ Experience with Senior Management of businesses
■ Experience working in international cooperation
■ Experience facilitating innovation processes and working with creativity techniques
■ Deep understanding of and experience working with / facilitating programmes related to sustainability issues: this need not be expertise in one field, but rather a thorough understanding and ability to convey principles related to sustainabil-

13 The Art-of-Facilitating-L4GR-Manual
14 The Art of Facilitating Leadership for Global Responsibility – Manual p 16
15 Based on Criteria for Trainers of International Competency Development, AIZ
16 Based on Manual on Gender & Diversity in Facilitating L4GR Diversity_and_Gender-Working-Paper-GIZ-L4GR
17 Art-of-Facilitating-L4GR-Manual
18 Diversity_and_Gender-Working-Paper-GIZ-L4GR

ity in the ecosphere as well as sustainability management (e.g. circular processes, complex systems, externalization of ecosystem services, precautionary principle, Sustainable Development Goals & Agenda 2030, sustainability key institutions and current processes)

- Ability to relate to faculty of resource persons and integrate it with the overall programme
- Experience working with societal change processes, capacity development
- Faculty (in training adults) in
  - change management and transformation
  - systems thinking
  - communication theories (not public) e.g. feedback, active listening, messaging according to Schulz von Thun
  - communicating sustainability issues incl. role of emotions, concise messaging, elevator pitch
  - basics of conflict management
  - leadership theories, incl. adaptive leadership, situational leadership, servant / ethical / values-based leadership, Theory U & Presencing, Learning Organisations and others of Peter Senge, Leadership in the VUCA World
  - insights for leadership, cooperation and learning from the latest developments in neuro-sciences, e.g. Gerald Hüther
  - Self-management /-leadership: time & priority management, practices of enhancing effectiveness (incl. in the virtual world – personal knowledge management), exercises to reflect about internal drive/ motivation / purpose, practice of self-reflection (e.g. journaling), finding source of strength, the role of (personal) crises, 'beginners' mindset' / humbleness, life-long leadership and learning journey
  - Team leadership: phases, roles, dynamics, delegation, purpose & team spirit, situational leadership & delegation
  - Basics of Organisational Development and Change Processes, project management
  - basics of agile project management and learning
  - Design Thinking & Prototyping, especially in social innovation, e.g. Human Centred Design
  - Running simulations / role plays related to behavioural profiles, e.g. Kantor, in order to experience individual and group behaviour[19]

Knowledge of 'sectoral' topic / issue

There needs to be at least one person in the project team (facilitators, programme manager or possibly advisor) who has sufficient expertise of the chosen issue to know which topics should be covered and which faculty and visit hosts (or according to which criteria) could be selected, ideally with contacts in the field.

Faculty

The following faculty can be delivered by the facilitators or needs to be acquired through resource persons. These resource persons can be additional trainers / facilitators, speakers (in person or via virtual communication) or possibly visit hosts.

- Enhance understanding of sectoral topic: what are the issues? Which dynamics lead to the situation at hand (if relevant: scientific)? Who are the main players, who the 'users' (incl. those affected without a voice)? How does this play out internationally, how locally? Are cross-border issues involved? What is cutting edge thinking on the issue?

Example Sectoral topic:
Related to Climate Change, the following topics were covered:

- Basics of Climate Change
- Introduction to Ecosystem-based Adaptation
- Where do we currently stand?
  - Projections of physical effects of different levels of temperature rise
  - Consequences for different spheres of society incl. resource conflicts & wars
  - Scenarios of societal reactions to the effects of climate change (in role plays)
  - Climate sceptics and the problem that a denial of Climate Change is strongly linked to (political) identity
    - International agreements, implementation plans and implementation reality
    - Leadership approaches of key actors (e.g. Christiana Figueres of UNFCCC, Donald Trump, …)

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19 In the delivery it needs to be emphasized that every model is not a firm judgement of reality, but rather an opportunity to understand reality through a new lens. The aim here is to introduce that a) there are different types of behavior b) I demonstrate a certain kind of behavior c) that the variety / flexibility to adapt to a situation is what is needed (and that there is no **perfect** character or behaviour of a 'leader')

- > "hockey stick curves" of degradation in all biospheres, related to increased human economic development – Johan Rockström as TED-Talk (module 2) & Speaker at conference in Potsdam (module 3)
- > Linking and questioning economic approach in relation to climate change
- > "Donut Economics" Kate Raworth showing that all human development is limited by the physical limits of the biosphere
- > Sustainable Development Goals and implementation plans and institutions

Project Management competencies

It is critical to assign project management responsibility and authority to someone in the project team. Competencies required here are those of basic project management, the ability to

- Plan the delivery of time, quality, financial goals, KPIs and milestones
- Ensure adequate human resource distribution, commitment to work packages and clarity about role & responsibilities
- Visualize time plan and project plan
- Develop shared workplan and make available to all involved, ideally via central platform so can be updated in a self-organised, efficient way
- Coordinate communication
- Obtain decisions from other decision-makers
- adjust planning as necessary

Project Management training and demonstrated experience are desired.

Project Management

The Leadership Programme is of course also a project that should be managed effectively. As with other projects, key principles of project management are crucial in order to ensure staying within the agreed upon costs and ensure a smooth running of the programme to the satisfaction of the participants and commissioning organisations.

Especially if the commissioning organisations is involved in the project team, it is very important to clearly delineate and ensure agreement on the roles,

responsibilities, communication and decision-making lines of all involved. Below are recommendations on what to pay special attention to.

Project and Knowledge Management:

1. A common platform where joint work on documents is easily accessible for all of the project team. Easily meaning e.g. that documents can be edited and saved back directly to the platform without down- and uploading. Ideal is software that allows comment functions, cross-linking of documents, easy status updates.

2. A **common workplan** that is continuously updated by everyone – this can even just be a simple word/excel doc
   a. With dates, tasks, and allocation of responsibility
   b. Not a strategic doc for reporting, but a joint "where are we at and what is next?"
   c. Can replace many mails, confusion, reminders and
   d. catalyses the question of who is responsible for what and who decides (!)
   e. shows quickly whether time necessary and dates correspond

3. Strong commitment and enforcement to working agreements incl. using the work plan and as an essential communication tool, with e-mail additionally for clarification, elaboration etc.

4. Human Resource Allocation: Clarification of roles in advance + ensuring that the corresponding capacity is there (commissioning organisation & consultants) – there are different models like the RACI-Chart (responsible, accountable, consulted and informed) , Project Management roles and others that all aim at clarification and appropriate resource allocation. Question for the commissioning organisation:
   a. which 'services' does the commissioning organisation have to / want to take on?
   b. How (much / strong) does commissioning organisation want to be involved in the relationship with the participants and their organisations?
   c. Is there enough human capacity to deliver?
   d. Is the time needed clear and has this been agreed with the respective managers of the people to be allocated?

e. What can it outsource (including decisions)?

f. Where and how can formal protocol be worked with efficiently (also to speed up)?

5. In the initial phase, agreeing on a way of working by sharing an understanding that time = money, i.e. a lot of communication (many reminders, decision-making, catching up on status quo, involving many people, hierarchy...) makes the programme inefficient and more expensive

6. Ensure realistic timelines and organize whatever possible in advance

7. Public professional image:

a. ideally decide programme, dates and locations in advance

b. communicate these

c. if possible: easily usable shared platforms where all information is presented and linked to only in e-mail (this saves the participant

manager a lot of individual communication on questions of participants)

Lesson learnt: introduce the consultant once to the hotel to then communicate directly about the seminar room (and present to the project manager for decision) rather than for each small question going through 4 different people (hotel › commissioning organisation host country › commissioning organisation programme country › consultant admin › consultant facilitator))

Outlook

Application in other organisations

Whilst there is a core conceptual approach to the programme, there is also a lot of flexibility in its delivery in terms of choosing a topic, type of transfer work and delivery mode. Organisations interested in commissioning such a programme can also outsource its delivery completely or partly to consulting firms or request GIZ to implement it for or together with them.

Example: A similar programme, based on the same conceptual foundations but with a different focus, is the Leadership for Universal Health Coverage Programme, implemented by the GIZ, the World Bank and WHO, in cooperation with the USAID, Expertise France and other partners within the P4H network. It did not include a 'training' component, but rather focused strongly on the development of a strong network and local prototypes related to universal health coverage.

Central Asia

The first Leadership Programme in Central Asia of this kind was conducted in 2017. Since then, a lot has happened. The alumni of the first cohort have formed a strong bond and are in constant exchange until today. Joint ideas for new projects or conferences have been discussed and partly realized.

In 2018 and 2019 the idea of this leadership concept was taken up by a BMZ financed GIZ regional project on sustainable and climate sensitive land use for the economic development in Central Asia and a second round with new participants was conducted with similar success and inspired alumni. Both cohorts have been brought together in an Alumni network for Leadership in Central Asia. A first Alumni network meeting took place in December 2019 in Almaty. Furthermore, interested Alumni have been connected to a newly established Expert Network in Central Asia to offer consultancy services for national and international partner organizations.

The sustainability topic is picking up the pace all over the world and the demand for leaders in Central Asia and beyond is growing. This shows the importance of such a programme, making a contribution to urgently needed changes towards sustainability.

Resources

Publications

GIZ (ed.) (2015): Toolbox. Leadership for global Responsibility https://www.giz.de/en/downloads/giz2013-de-aiz-toolbox-leadership-development.pdf

GIZ (ed.) (2014): Working Paper Diversity and Gender in the GIZ/AIZ-Leadership Approach Leadership for Global Responsibility. Theoretical Background and Practical Tools for Organisers and Facilitators

GIZ (ed.) (2014): The Art of Facilitating "Leadership for Global Responsibility". Key Aspects and Practical Guidance

Glossary of Key Terms in Evaluation and Results Based Management, OECD http://www.oecd.org/dac/2754804.pdf

Göpel, M (2016): The Great Mindshift. How a New Economic Paradigm and Sustainability Transformations go Hand in Hand, Springer

Scharmer, C O (2007): Theory U: Leading from the Future as it Emerges, Berrett-Koehler Publishers

Snowden, D & Boone M (2007): "A Leader's Framework for Decision Making", Harvard Business Review, November 2007 https://hbr.org/2007/11/a-leaders-framework-for-decision-making

UNDP (2017): Project Cycle Hackers Toolkit https://www.eurasia.undp.org/content/rbec/en/home/library/innovation/hackers-toolkit.html

Videos

Our Future. Narrated by Morgan Freeman https://www.youtube.com/watch?v=8YQIa0ldDU8

How Wolves can change rivers https://www.youtube.com/watch?v=ysa50BhXz-Q

Cynefin Framework, explained by David Snowden https://www.youtube.com/watch?v=N7oz366X0-8

Fired up and ready to go https://www.youtube.com/watch?v=K79dcGqbrhE

Nature is Speaking. Narrated by Julia Roberts. Conservation International https://www.youtube.com/watch?v=WmVLcj-XKnM

Inside Story of the Paris Agreement. Christiana Figueres https://www.ted.com/talks/christiana_figueres_the_inside_story_of_the_paris_climate_agreement/discussion

Websites

www.wwfadapt.org
information on climate change adaptation and EbA

https://www.adaptationcommunity.net
International community of practice for climate change adaptation

http://eba.camp.kg/
webpage of the EbA project that has facilitated the leadership programme in 2017

https://www.presencing.org/
Presencing Institute

https://www.solonline.org/resources/
Society of Organizational Learning

https://www.ideo.com/eu and https://www.designkit.org/human-centered-design
Design Thinking

https://www.artofhosting.org
Art of Hosting Conversations that Matter

http://www.chriscorrigan.com/parkinglot/facilitation-resources/
Facilitation methods and ideas for participatory workshops

https://www.kateraworth.com/doughnut/
Doughnut Economics (Kate Raworth)

http://www.stockholmresilience.org/research/planetary-boundaries.html
Planetary Boundaries (Stockholm Resilience Center)

Annex I – XIII

I. Call for participants – example

**The GIZ regional project
"Ecosystem-based Adaptation to Climate Change in High Mountainous
Regions of Central Asia"**

Lead the Change

**A unique opportunity for developing the leadership skills of highly
motivated professionals in the context of climate change and sustainable
development**

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH announces:

A leadership programme for innovative open-minded governmental and non-governmental decision makers

Background

The regional project on Ecosystem-based Adaptation (EbA) in High Mountainous Regions of Central Asia started in June 2015. It is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and commissioned by the International Climate Initiative (IKI) of the German Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB). In simple terms, the EbA concept aims to help people to adapt to the adverse impacts of climate change by using services provided by nature. More detailed information on climate change adaptation and EbA is provided at www.wwfadapt.org.

The general awareness and understanding of climate change, of the significance of its impacts for the socio-economic development of countries and of the complex implications for solutions to adapt to climate change is rather basic among planners and decision-makers in the Central Asian countries. Climate change is still often seen as a secondary issue, which, at best, is of interest for scientists, or agricultural specialists only and, at worse, is not even perceived as a reality in the region.

In reality, though, climate change poses cross-sectorial challenges and is in need of new ways of cooperating among different stakeholders and their institutions at all levels. It is deeply interlinked with the UN Sustainable Development Goals of the Agenda 2030 and the countries' processes of transition to a Green Economy.

There are promising cases of managers with high potential, who possess the knowledge and attitude necessary to tackle the complex challenges of policy, legal and institutional reform in their countries. However, very often, the rigidity and contradictions of the existing governance systems as well the overwhelming amount of tasks hamper their efforts to effectively put concrete reform steps into practice. International best practices of leadership and a facilitated exchange between like-minded, innovative manager from the Central Asian countries, bear great potential for overcoming many of the current barriers to reform in the context of climate change adaptation and sustainable development.

Goals

The goals of the leadership programme are to further develop the leadership and management competencies of high potential managers in governmental and non-governmental positions from different sectors in Kazakhstan, Kyrgyzstan and Tajikistan, in order to enhance their capacity to effectively facilitate development processes in the Central Asian region. The leadership programme will give due thematic reference to the

challenges, climate change poses for sustainable development in Central Asian high mountain regions. With the help of internationally experienced coaches and a tailor-made approach, the aim is to strengthen the leadership competencies of the participants and to facilitate interdisciplinary exchange among peers.

Approach

Over the period of roughly one year, three five-day workshop sessions will be facilitated by experienced international trainers. The methods will be a mix of presentation, reflective methods, interaction games and excursions. In between the workshops, participants are expected to apply learnings of the workshops and occasionally interact with the group or the programme facilitators. The venues are not yet finally decided upon but will be far enough from the participants´ offices and their daily work routines to enable reflection on leadership approaches and management instruments. A needs assessment, including meeting the participants prior to the first workshop, will ensure that the programme supports the competence development of the participants. Learnings in the field of leadership and management will be related to climate change and appropriate ways of adapting different socio-economic sectors to the effects of climate change.

Core elements of the programme will encompass:

■ Leadership concepts and mind-set;
■ Development of strategic thinking
■ Team work and team management;
■ Strengthening self-leadership: personal mastery, self-reflection, time management, self-organizing and work process management;
■ Enabling innovation – thinking outside of the box;
■ Integrating climate change into development planning processes;
■ Transferring the lessons of the programme to challenges in real working contexts;
■ Coaching and peer-coaching for finding concrete solutions.

It is mandatory for each participant to join all of the three programme modules and to be able to apply and test the newly gained knowledge and skills in his/her own work context between the modules.

Timeframe of the Programme

October 2016 – October 2017 (three five-day presence modules and exercises that can be integrated in the full-time managing job).

Requirements for participation

■ (Team) management position in key governmental or non-governmental institutions, with 5 - 20 years of professional work experience
■ High motivation to contribute to sustainable development in Kazakhstan, Kyrgyzstan or Tajikistan and high interest to effectively integrate climate change issues in your sector of work
■ Flexibility and open-mindedness as well as willingness to learn and test innovative approaches
■ Experiences with international cooperation and dialogue fora
■ Active in inter-sectorial and international networks and processes for sustainable development
■ Very good command of spoken and written English
■ Clear formal commitment to actively participate in the full programme cycle

How to apply

Please send a letter of motivation (max. one A4 page) and your CV. All applications shall be sent to XYZ before DATE. A selection committee will choose appropriate candidates for an interview.

II. Needs assessment interview letter

Below is a template interview guide for needs assessment interviews. It is important that

a) if possible, the needs assessment interview only takes place with participants and is not treated as a selection interview.
b) the participants have been informed that they have already been accepted.
c) the participants receive this interview guide in advance via e-mail, so they know what to expect.
d) the letter is printed and signed by the consultant conducting the interview, to assure a safe space for interviewees.

"Dear Sir/Madam,
Thank you very much for joining a dialogue interview before our **Lead the Change** programme.

The aim of our conversation is
■ for you to find out more about me, the team and the programme
■ for me to learn more about you, your work, organization, as well as motivation and interests related to our programme
■ for us to get to know each other in your own country - before meeting as a group.

GIZ and the Facilitator (Trainer)-team can then design the programme appropriately and you have clearer expectations. Also, in this one-on-one session, you have the chance to start thinking about some leadership questions before our first programme workshop.

Confidentiality

Our conversation will not be recorded, so we can speak more comfortably. GIZ will receive a report of my interviews, but what has been said will be communicated in a way so that it cannot be attributed to an individual person.[20] You are also welcoming to ask me not to include aspects in my summary.

How will the interview be conducted?

The interview will last between 60-90 minutes, depending on our schedules. My interview approach is a *Generative Dialogue* interview. That means that, although I (and you) have certain questions I am interested in, our conversation does not need to follow a strict order of questions.

I thank you in advance for your time and look forward to meeting you.

Kind regards

Signature

NAME
Leadership and Management Consultant for (Commissioning Party)

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20 In our programme we will apply the same principle which is known as the Chatham House rule: When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed. https://www.chathamhouse.org/about/chatham-house-rule#sthash.wQa8UJmz.dpuf

III. Participation agreement

Project/Programme NAME

Participation agreement

for

Leadership Programme "NAME"

A unique opportunity for developing the leadership skills of highly motivated professionals in the context of ISSUE / TOPIC and sustainable development

organized by

Project/Programme NAME

between

INSTITUTION,

hereinafter referred to as organizer

and

....

hereinafter referred to as participant

Project/Programme NAME and INFORMATION

1. Relationship between the organizer and the participant

The participant takes part in the Leadership Programme organized in the framework of Project/Programme NAME and INFORMATION. Participation in the Leadership Programme requires compliance with the rules of participation.

Participation in the training shall commence on DATE and shall conclude in DATE.

The participation in the training will be considered as accepted upon submission of a signed scan of this Agreement for Participation by DATE to EMAIL.

2. Duties of the organizer

The organizer undertakes to:

- provide accommodation, training facilities and meals for the duration of the training modules;
- organize and provide transportation for participants during the training modules;
- invite experts to deliver lectures and act as facilitators;
- ensure that modules are of high quality and follow to the timing indicated in the agenda;
- provide each participant with a detailed training agenda prior to each module;
- inform the participant in case the training modules cannot be delivered according to the timing indicated in the agenda;
- provide each participant with a certificate upon successful completion of the training, including details on the training modules completed in the course of the training;
- respond to specific questions and queries of the participant and provide advice and feedback, to a reasonable degree.

3. Duties of the participant. Please, read carefully

The participant is requested to:

- **attend all modules on a full-time basis**, including weekends. Please note that weekends included in the training modules are considered as working time. Participants do not have any claim for taking vacation during the modules;
- as the modules build upon each other, participation requires **continuous attendance** and participation;
- **arrive on time** to each module/session, **in appropriate working condition** and **participate actively in all modules**;
- **inform the organizer in time** and provide medical certification if they are unable to participate in a particular session or scheduled activity during modules;
- **inform the organizer** as soon as possible in the exceptional event that they need to leave a module early or arrive later;
- **prepare appropriately** for all modules and deliver assigned tasks such as presentations and homework;
- develop and elaborate transfer projects during and between the modules of the programme, with the submission of the final version by a set date, defined by organizer;
- take part in the qualitative and quantitative evaluation of the modules;
- respect the multicultural environment and the gender diversity of the course, including lecturers and fellow participants; and
- behave in an appropriate manner throughout the duration of the course, following the rules and instructions presented by organizers, moderator and trainers;
- refrain from any actions that may harm the reputation of the Leadership Programme or its organisers.

4. Expulsion from the Programme. Please, read carefully!

In case the participant does not comply with the rules of participation stated in this document, the organizers have the authority to expel him/her from the training.

Should the participant cancel his/her participation before the conclusion of the training without the approval of the organizer, or if a participant misses a full module and/or a complete assignment due to illness or other well explained reasons, a certificate cannot be awarded. Additionally, the organizer reserves the right to claim payment of the expenses already incurred.

5. Costs

There are no costs for the participant associated with this training. The organizer will cover all related costs.

6. Certificate of participation

The participant will receive a certificate, stating that he/she have successfully completed the full training. Prerequisites for receiving this certificate are:

- Attendance of all training modules; If a participant misses one full module due to illness or other well explained reasons, a certificate cannot be awarded.
- Active participation in the whole training;
- Completion of all requested homework assignments and examinations; If a participant misses a complete assignment due to illness or other well explained reasons, a certificate cannot be awarded;
- Compliance with the rules of participation as stated above;

Date and Signature of Participant　　　　　　Date and Signature of Commissioning Organisation representative

IV. Welcome Letter

Dear participants,

We are very much looking forward to meeting you soon in the mountains of Kyrgyzstan for our 'Lead the Change' Leadership Programme. Together, we will explore leadership in the context of climate change and sustainable development.

This will be the first module of what we call a "Leadership Journey", as Leadership is very much a life-long learning process. Our programme brings together open-minded governmental and non-governmental decision-makers from Kazakhstan, Kyrgyzstan and Tajikistan to strengthen competencies needed to address the complex challenges and opportunities of our times. A key focus will be building resilience to climate change.

Metaphorically speaking, we will undertake a personal and collective 'journey' through unfamiliar territory, with challenges and enriching encounters. Journeying can change us and the way we see and act in the world. We will observe the world around us - what is happening in our societies – to understand what leadership is required of us as members of organisations and teams, and as individuals.

Attached you will find an overview of the programme as well as of our first module. As mentioned in our conversations, this serves as a tentative plan and we will adapt it to the needs of the group.

Before going on your journey, we would like to invite you to think about where you are starting from:
1. What are you currently working on and what do you enjoy?
2. Which challenges are you, your country and the world facing at the moment? Which opportunities?
3. What are your aspirations? In other words, what are your personal wishes and ambitions for developing your leadership competencies?

We encourage you to also ask these questions to someone around you (colleagues, friends, family) and make some notes, if you wish, as we will share our thoughts on this in our programme.

To start thinking about our topic (it is however not required), we would like to share the following video Our Future on Leadership for Sustainability.

Practical information:

Walking shoes: We are planning to go for a walk, ½ to 1 hour. It will not be strenuous, but it will be outside. Please bring appropriate shoes (for the snow). Please also let us know if a health condition might hinder your participation in the walk.

Dress code: There is no formal dress code for the programme. However, if you would like an orientation: "business casual" is sufficient.

Please don't hesitate to contact XYZ on EMAIL-ADDRESS for any further questions.

Best to all,

Facilitator   *Facilitator*

Representatives of the Commissioning Organisation   *Participant Manager*

V. Closing letter

Dear participants of the "Lead the Change" programme,

Our programme has now come to an end, but our cooperation might only start. The GIZ project on Ecosystem-based Adaptation in High Mountainous Regions of Central Asia, which is funded by the International Climate Change Initiative (IKI) of the Federal Ministry on Environment, Nature Protection, Building and Nuclear Safety (BMUBN) would like to congratulate you on your commitment and thank you for your active participation in the programme. You are the pioneers in this kind of programmes and your feedback helps us to shape similar programmes in the future. We appreciate your openness to methods, models and mindsets that you sometimes might have perceived as being unusual. We hope the programme has contributed to your personal growth and commitment to making our world more sustainable. It is great to see the strong personal ties that have grown in this regional group and we look forward to further collaboration with you.

Let me please share here our thinking and opportunities for collaboration: TO BE ADAPTED

Concerning your "Lead the change programme" you will receive a printed version of the documentation of the third module by post, to include in your felt folder bag. An electronic version of the documentation of the third module is available at https://eba.klink.asia/klink/76178a8f69/preview

And of course, you are welcome and encouraged to continue to use the communication channels you have set up for yourselves:

our public facebook page
our facebook internal group page
GIZ Leadership Program on google drive
WhatsApp group
Skype: the list with your skype names is attached to this e-mail. For data protection reasons, we cannot upload it to any website.

From our external speaker: "It was a great pleasure to work with the participants from the Lead and Change program in Potsdam. The engagement and the hunger for learnings made this 3 day journey for me one of those workshops I will keep close in my heart!"

From all of us, we wish you all the best for your future and that of Central Asia and look forward to collaborating further.

Best wishes from

VI. Certificate

The value of certificates varies from country to country. Apart from its formal value, it can however be an opportunity to showcase the participation, in the office and these days on social media. Also, it provides recognition and a ritual for a closing ceremony. It also acts as an incentive to stay with the programme and complete all engagement that is expected.

Recommendation:

- Ideally, it is signed and handed over, not by the facilitators, but representatives of the commissioning parties, as part of a closing ceremony.
- If the duration is stated in days, ensure that the application phases are also included, as these are essential parts of the programme during which practical application and work on potential transfer projects takes place!

Text example that can be included on a certificate (needs adaptation to specific design of programme):

- Innovative Leadership for a sustainable future
  - › Leadership concepts and discourse
  - › Purpose, Vision, Objectives

- Team phases, roles, empowerment, trust-building, delegation, performance management, motivation
- Self-leadership incl. behaviour, mindset and vision
- Leader as coach: communication skills, reflection, giving feedback and active listening, peer coaching
- Time Management and Priority-Setting
- Enabling innovation in Teams, Design Thinking Foundations
- Appreciative Communication and Feedback
- State-of-the-Art insights on Climate Leadership and Climate Science
- Engagement in transfer of learnings to real-life initiative

VII. Budget – cost factors

Below are just examples of the kind of cost items that could be included in the delivery of such a programme. The aim is to give an idea of what can be included and divided up between the different parties involved.

The costs of the commissioning organisation, for example, are presented here as just one item whereas they could involve several activities that might need to be accounted for.

Item
Overall programme costs (fix)
Commissioning Organisation costs (e.g. agreement on concept, foreword in materials)
Coordination, Concept & Evaluation Project Leader (PL)
Contracting
Financial Management
Fees Facilitators overall programme
Travel costs Facilitators conceptual workshop
Accommodation and food Facilitator during concept development
Certificates
Learning Journals
Name tags
Handouts
Evaluation Analysis

Item
Workshop Costs (variable – to be multiplied by amount of workshops)
Project Management
Participant Management (Visa letters, logistics)
Workshop Assistance
Logistics (organising hotel, participant transport and accommodation)
Preparation and evaluation - facilitators
Workshop facilitation
Visas – facilitators, other team members (e.g. Assistant, Project Leader), participants, potentially additional speakers
Travel – facilitators, other team members (e.g. Assistant, Project Leader), participants, potentially additional speakers
Accommodation and food – facilitators, other team members (e.g. Assistant, Project Leader), participants, potentially additional speakers
Compensation travel days – facilitators, potentially additional speakers
Potentially: per diems for participants
Virtual communication in between sessions - facilitators
Workshop materials
Workshop rooms
Study trip(s) "Sensing Journey" transport
Fee /Reward (Thank You) to hosts for Study Trip (e.g. guided tour, presentation of organisation)
Total Programme Costs = **Fixed Overall Programme costs + No. of Workshops * Workshop costs**

Needs Assessment

Preparation and report

Interviewing

Compensation Travel Days

Travel costs: travel, accommodation, food

Total Needs Assessment

VIII. Module Overview

Leadership Programme / Example; Weekly Agenda of all modules based on conducted Programme

Module 1 – 13-17 March, Chunkurchak, Kyrgyzstan					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	9:00 Start *30 Min Breaks in morning and afternoon*				
	Welcome & Overview Group agreement: How we want to work together Challenges and trends of our time & the systemic approach What is leadership?	Introduction to climate change & adaptation Leader as coach: Listening, observation & asking generative questions Preparation of learning visit	Key terms: Sustainability, resilience, adaptation - What do they mean to us? Analysing current and ideal system with regards to sustainability Stakeholder mapping with own example	Team Dynamics: phases, roles, delegation, trust-building Case Clinic / Peer Coaching	Roadmap for personal development Preparation of application phase Review our learning of the week Farewell
	13 – 14:30 Lunch				
17:30 Arrival 18:00 Welcome & Leadership talk with Heinrich-Jürgen Schilling (GIZ)	Leadership in organisations Mapping activities and aspirations Communication models & Feedback	Learning visit De-brief Learning visit	Purpose, Vision and Objectives Dialogue walk	Effective Meetings Transfer: What to work on in the application phase Basic principles of Design Thinking	14:00 Travel home
19:00 / 19:30 Dinner	*17:30 Finish* *18:00 / 18:30 Dinner*				
20:00	Optional: Getting to know each other	Cultural evening	Optional: Leadership Movie	Farewell party	

Module 1 – 13-17 March, Chunkurchak, Kyrgyzstan					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	9:00 Start *30 Min Breaks in morning and afternoon*				
	Welcome & Overview Group agreement: How we want to work together Challenges and trends of our time & the systemic approach What is leadership?	Introduction to climate change & adaptation Leader as coach: Listening, observation & asking generative questions Preparation of learning visit	Key terms: Sustainability, resilience, adaptation - What do they mean to us? Analysing current and ideal system with regards to sustainability Stakeholder mapping with own example	Team Dynamics: phases, roles, delegation, trust-building Case Clinic / Peer Coaching	Roadmap for personal development Preparation of application phase Review our learning of the week Farewell
	13 – 14:30 Lunch				
17:30 Arrival 18:00 Welcome & Leadership talk with Heinrich-Jürgen Schilling (GIZ)	Leadership in organisations Mapping activities and aspirations Communication models & Feedback	Learning visit De-brief Learning visit	Purpose, Vision and Objectives Dialogue walk	Effective Meetings Transfer: What to work on in the application phase Basic principles of Design Thinking	14:00 Travel home
19:00 / 19:30 Dinner	*17:30 Finish* *18:00 / 18:30 Dinner*				
20:00	Optional: Getting to know each other	Cultural evening	Optional: Leadership Movie	Farewell party	

Module 3 – 9-14 October, Potsdam Arcona, Germany						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			9:00 Start *30 Min Breaks in morning and afternoon*			
	Reconnecting to programme & application phase Icebreaker: Crossing the line	Reflective leader: • Purpose • Vaues • Vision Connecting to the organization's Purpose, Values and Vision	Connective Leader: • Start of Dialogues-session: understanding your Kantor base-line behavioural profile Practicing + after action Learning: First round of Dialogue	Leading from the Emerging Future: Enabling Transformative Climate Leadership for Central Asia (Climate) Change Communication Developing transfer projects: Ideation	Visit Impacts conference with speakers: • Maya Göpel • Johan Rockström • Dirk Messner • Leena Srivastava External Sounding Board for proposals	Visit Reichstag
			13 – 14:30 Lunch			
Arrival	Reflective leader: • Introduction to Refl-action model • Life Line • Insights	Barriers Making 100 days plan Coaching skills & 100-day plan all	Introduction fields of Dialogue Practicing + after action Learning Second round of Dialogue Third round of Dialogue	Developing transfer projects: synergies Developing transfer projects Empathise, define, ideate Prototyping transfer projects	Future Collaboration of the Network' Review of programme & Evaluation Farewell & Certificates	Departure
19:00 / 19:30 Dinner			*17:30 Finish* *18:00 / 18:30 Dinner*			
	Movie "As it is in heaven"	Yoga Session		Farewell Dinner		

IX. Application Phase – example communications

Communication 1

Dear "*outstanding young leaders from Kazakhstan, Kyrgyzstan and Tajikistan, who focus on sustainable development and climate change*",

– Thanks, {ANONYMOUS}, for that great description on Facebook and for setting up so many platforms, and to {ANONYMOUS} and {ANONYMOUS} for taking country responsibility! -

It is now over a month since our time together in Supara Chunkurchak. You can access the documentation and Yannick's prezi in the K-Link Materials folder. All videos are linked and photos are available on the Facebook closed group – feel free to share any of yours there!

Formats everyone has access to
- Mail: communication with everyone
- K-Link (Materials folder): sharing of documents

Many, but not everyone of the group have access to
- Facebook closed group: videos, photos & internal communication
- Facebook public page: our public profile
- Whatsapp: personal communication

How is it, thinking back of our time? How has it been coming back home? In this "application phase" we have right now in between the modules, we had invited you to work on two things:

SUSTAINABILITY: explore a topic, gaining a variety of perspectives
LEADERSHIP: try out something new

In the documentation, there is a photo of the cards which most of you shared regarding your planned 'exploration'. The hand-writing is not always very legible, but you will surely recognize what you wrote.

Over the next weeks, we will check in with you on that, group-coach you to advance with it and encourage personal reflection and exchange amongst you.

For today, we want to invite you to watch two videos:

Peter Senge: My Definition of Leadership Of course, there are many definitions of leadership. The one of this esteemed thought leader captures a lot of what we talked about in terms of Leadership: "*the capacity of the human community to shape its future*".

Overview documenting astronauts' life-changing stories of seeing the Earth from the outside – a perspective-altering experience often described as a profound understanding of the interconnection of all life, and a renewed sense of responsibility for taking care of the environment. A great film to watch in the evening (20 mins)!

All the best for now,
Your facilitators

Communication 2

Dear all,

In short:

This week we would like to encourage you with your **tasks** for this 'application phase'

A. Sustainability: explore a topic
B. Leadership-Management: try out something new

Make a **plan** with do-able actions in the coming week, speak with as **diverse people** you can and **empathise** with their perspective, and **share your** experiences and **reflections** with us on any of our communication channels!

Best wishes, Tina & Yannick

With more details:

How are you? Thanks {anonymous} for your mail and offer to sign people up to different platforms! It's great to be in touch via the different modes of communication (links below)! Yannick has been in Uganda, among other places, working on conservation and marine minerals. Tina is training facilitators of Fairtrade for consultations with farmers globally. And in the USA, there was the People's climate march https://peoplesclimate.org- great to see people coming together for a sustainable future!

A. On **Climate Change Adaptation or Sustainability** in general, you were asked to choose a topic to explore further. This can be an idea or just something you wish to understand better. For example: How could Adaptation to Climate Change become part of our school curriculum? What are the blockages and successes factors in regional collaboration? Dana is e.g. exploring further uses of cork in a sustainable way. Tina has come across an amazing example of what she wants to explore: a shopping mall with only recycled products!

Reminder: In the documentation, there is a photo of the cards which most of you shared regarding your planned 'exploration'. The hand-writing is not always very legible, but you will surely recognize what you wrote. In order to support collaboration, you are more than welcome to share your questions and ideas with the rest of the group!

As mentioned in the Design Thinking principles, key to exploring a topic is **getting different perspectives** of the system, especially from the 'users' (this can be product users, but also pupils in school, beneficiaries without a formal voice…). We would like to invite you to do as much speaking with people about your topic, LISTEN, be empathetic to their experience and reflect about what new insights in gives you and how the challenge can be solved when keeping the different needs of the stakeholders in mind.

TOOL: You can read about Stakeholder Interviews to prepare you for conducting your interviews. This approach may seem a bit unusual to you, but that is the whole point of the programme: to try out something new and expand your potential. By the way, asking for an interview and explaining the context of your Climate Leadership Programme is a great way to expand your network.

B. With regards to trying something out on **leadership**, we would like to encourage you to try out at least **one new practise**. This can be very tangible like

- ■ trying *rotating the facilitation* role in our meetings
- ■ when *delegating*, go through the checklist (see documentation) to make sure I have gone through the IDEALS steps, while keeping in mind the drivers of intrinsic motivation: purpose, mastery, autonomy, belonging

or less tangible like

- *communicating the WHY* more often in my communication with teams and stakeholders
- reflect about the level of *Trust in my team* and think about ways to increase it
- Active Listening and *giving Feedback* according to the A-I-R Model (you can also practise this with family and friends). Remember?

Action: what behavior did the 'fly on the wall' see without interpreting? –
"When you finished your report two days later than agreed…"
Impact: what effect does this have on me or us? –
"….the other processes depending on you were delayed and colleagues were upset as they had planned in the time."
Request: how could we address this issue? *"How do you think we could deal with this in the future? Could you let me know if you are being delayed in advance and tell me if you need support with the report?"*

MAKE A PLAN: We are encouraging you now to **make a plan** of how you will go about it in the weeks until our 2nd module. *Try to apply as much as you can in order to gain the most from this programme – at the same time, be realistic, so that you actually start.*

We recommend you start with what we call a 'prototype' of a plan – a first version, nothing perfect, could be just a list of bullet points. The main point is that you START. Keep especially the first steps of your plan simple, practical and do-able within the next two weeks. So, e.g. rather than having as the first point on your list "interview stakeholders on CC adaptation", your task 1 for the next week

1. make a list or map of different kind of stakeholders connected to your topic (e.g. who are the users, beneficiaries, decision-makers, practitioners, those affected…?)

and then you can add the next steps

2. find people (can be in your network) who represent those stakeholders
3. arrange interviews, ideally in their location
4. …..

Of course, you are more than welcome to go further and e.g. turn your tasks into SMART objectives (always good to practice) and make a stakeholder map dividing stakeholders into different sectors (see handout) etc., but better simple than not at all. We would like to invite you to reflect about the experience, make notes in your journal and – if you feel comfortable – share it with us or the group. We will speak about our experiences with implementation in module 2.

And remember: great leaders are life-long learners, so just enjoy trying things out, be curious about the new experience, even if it feels slow or difficult – this will give you the necessary empathy for supporting others in changing! Here is an emotional video about not giving up.

You are always very welcome to contact us individually!

Tina and Yannick

Formats everyone has access to:
E-Mail
K-Link (Materials folder): storage & sharing of documents

Many, but not everyone of the group has access to these:
Google drive: photos & collaboration on docs
Facebook public page: videos & other material
Facebook closed group: internal communication
Whatsapp (*ask {anonymous} to include you*): internal communication

Communication 3

Dear all,

In short:
This week we would like to focus on COLLABORATION – the key to resolving our problems and building a sustainable future.

Check out the interview with former chair of UNFCCC Christiana Figueres about inter-connecting beyond silos and deep listening in order to find out how governments to advance with their own national issues as well as global climate change!

In our team
a) E-Mail the group if you are interested in trying out the **CASE CLINIC (Peer Coaching)** methodology via **Skype**? Or even **get together physically** for it?
b) Who will join {ANONYMOUS} on **joint questions on adaptation to climate change?**
c) There was some **joint interest in research on CCA – led by** {ANONYMOUS} – are you in contact?
d) Our **Thank-you to Supara**: There was an idea to send her our thoughts and suggestions electronically. Who would like to coordinate the collection?

Reminder: Have you advanced on exploring a sustainability topic? Have you tried implementing a new leadership practice? This is YOUR opportunity to invest in your personal development, by trying something out and having the support of facilitator-coaches and your peers - *Just do it* ☺

Best wishes, Tina & Yannick

More details:

On a) Case clinic – Peer coaching: this is a method that is highly appreciated by many and it can be conducted virtually and spread to your networks. Take advantage of the opportunity to practice it with your our group to strengthen your competence in it, so you can share it with others later. Tina would be happy to support via Skype.

On d) Probably, this only needs a little coordination to make sure we aren't working on the same topics. Apart from that, everyone could prepare whatever they have to offer and however they feel comfortable. I could imagine it would involve outlining the basic idea and rationale, and then also just giving some links where they can find more information. We don't have to do the research for them, but a document, containing all these ideas and some links to open up new paths could be very nice – and a Thank you for their care and commitment at Supara.

Collaboration has been existential throughout human history. In our V-U-C-A- world (Volatile, Uncertain, Complex, Ambiguous), old forms of collaboration are often shattered and industrial development has made it possible to live more individually. It has presented us with new liberties but also sometimes at the cost of

disconnection – from others, from nature, from ourselves?

In Management and Leadership we are experiencing a development that is moving away from an approach of command-and-control of a boss, who is supposed to have the answer, to a networked form of collaboration which believes that solutions can only be found together in an open and trustful exchange with others. Environmental issues have been a catalyst for showing exactly that: nature knows no borders, so we need to come

together with others and find solutions that meet the needs of all involved.

Check out Adaptive Leadership for the VUCA World: A Tale of Two Managers for a case study illuminating what this can mean in practice!

All the best to each and every one of you who is doing their part to building a sustainable world,

Tina and Yannick

Communication 4

Dear all,

In short:

1. Objective of the tasks is to practice deep listening, something new and gain insights
2. Keep it simple, plan the next step and do it!
3. Advance your competencies by reflecting about the experience

More details:

Thanks for the links, everyone, also to ANONYMOUS for sending a Financial Times article & video "The Big Green Bang: how renewables became unstoppable"! Understanding Climate Change awareness is interesting and, especially, how it affects our actions. That is a topic we definitely want to explore with you in our programme: what are factors of change and what does that mean for how we communicate (on sustainability)? It will be great to hear what insights you get from 'your field'!

We really recommend **keeping it simple**, so that you actually do it. Here is a great video on how important it is to first get clear on PURPOSE and finally PLAN THE NEXT ACTION and how we often do it the other way around. We will explore self- and time management in the next module. One of the traps

especially people like us fall for is: perfectionism. Sound familiar? With your tasks, don't worry about high standards – our group will not judge anyone's efforts but rather appreciate your willingness to share your experience. Just go for it and reflect on your experience! Go with some key questions that interest you and start speaking to people. Possibly first in your surroundings and then expand and contact some people you don't know. Here are some key principles of the tool Stakeholder Interviews that can enable your conversation to go deeper:

a) ***Suspend your judgment*** *to see the situation through the eyes of your interviewee: What matters at this point is not whether you agree with what your interviewee is telling you. What matters now is that you to learn to see the situation through the eyes of the stakeholder.*

b) ***Access your ignorance*** *(access your open mind): As the conversation unfolds, pay attention to and trust the questions that occur to you, Don't be afraid to ask simple questions or questions you think may reveal a lack of some basic knowledge.*

c) *Focus attention on* ***actively listening*** *to the person/people you are dialoguing with. This does not mean sitting silent. It rather means be conscious in your effort to really listen and absorb what is being shared; letting as many of your senses be part of the listening will help to generate even deeper insights which can lead to new, more profound and unpredictable pathways in your conversation. It also creates a strong connection with the person/people you are engaging which; just as they are gifting to you, by genuinely listening, you are also gifting to them.*

d) *Try to focus on the* ***best future possibility*** *for your interviewee that you feel wants to be expressed. "What would help you to…?"*

The objectives for your exploration are several:

- You gain insights on a specific sustainability topic
- You practice active, deep listening skills (also relevant for organizational leadership)
- You advance your competencies by reflecting about and – if you want - exchanging with us about your experience

We would therefore like to invite you this week, to use **your notebooks and journal** (write) – just a few minutes – about the following questions (one after another). Ideally directly after the interview / conversation, or later. We have spoken a lot now about your exploration topic; we would also like to invite you to journal also for your leadership practice.

During the interview / when trying out a new leadership practice…

1) What struck you most? What surprised you?
2) How did you feel asking questions on this topic?
3) What thoughts or questions are arising in you now?

A tip from supposedly 'the happiest man on earth': you can learn anything - chess, piano or becoming more empathic, listening more deeply – if you "**practice little and often**" 🙂
Best wishes

Yannick & Tina

Communication 5

Dear all,
We are very much looking forward to meeting you at Lopota, Georgia, soon! We are finalizing the last details and look forward to sending you our exciting programme for the week soon.

We are very curious to hear how you have been going in this application phase. How have you been able to pursue your exploration? Did you try out something new with regards to leadership? What worked well? What was challenging? How has it been thinking of our programme when faced back home with the challenges of your work? What questions or insights have been arising for you?

In order to share this in the group, we would like to challenge you to try out the format of Pecha Kucha on the questions above.

Pecha Kucha involves speaking to 20 slides, each of which will only be shown for 20 seconds. It forces you to focus on your main messages. Have a look around the web like e.g. "The Pecha Kucha about how to make a Pecha Kucha". To get some inspiration on how to use of presentation tools as a visual aid, check out "How to avoid death by PowerPoint". We understand that in many organisations, the presentation has become equivalent with the report that will be sent afterwards. However, for our programme, we are challenging you to just try it out as being just a visual aid that supports your speaking.

We understand that at short notice, you might not find time to do it perfectly;) However, a brief sharing (one way or another) of your between-module stories will be very valuable. This is your safe space to try out something. Your great opportunity to make quantum leaps in your learning by trying things out and reflecting about it, together with all of us, your *learning partners.*

On an interesting and positive note, we wanted to share these stories with you (which you can use):
America, your military is discussing climate change
and not just calculating job potential of the future but actually doing it:
Chinese Company Offers Free Wind Power Training For Coal Miners In Wyoming!

As inspiration, check out the innovative idea of Sonam Wangchuk to adapt to Climate Change in Ladakh, which also won the Rolex Enterprise Award: creating Ice Stupas. He also has some interesting ideas on what conditions are needed for finding innovative solutions for the future, which we can delve into more when looking at innovation in our upcoming module!

All the best, Yannick and Tina

X.   Criteria Seminar location

Communication 1

Required:

- located in or close to natural environment (can also be in a city if it has a calm atmosphere)
- avoid: a very busy part of town
- no more than one hour bus trip away from learning visit locations
- calm and caring atmosphere
- 4 m2 on average per person: with 26 participants plus 2 trainers plus 1-2 other speakers would mean ideally having a seminar room of **80 m² as an absolute minimum, better would be over 100 m²**
- **chairs and tables that can be re-arranged by the group** (not fixed, not too heavy)! Possibility to make a big circle (without tables) as well as many small rounds of chairs (with tables if possible)
- windows with natural light
- 5 - 6 flip chart paper stands with at least 20 pages each
- min 2 (ideally 4) moveable pin boards (with sufficient pins) 1.5 m², ideally coated with paper
- beamer, compatible with Apple Macintosh computer (trainer will bring loudspeaker)
- X single bedrooms

Desired:

- eco-friendly hotel
- seminar rooms not too business-like, 'cold'
- 5 square tables seating 4-5 people
- ability to go for a short walk on the premises in a pleasant environment
- 1-2 break-out rooms or possibility to use a terrace occasionally
- presentation material:
  › min 4 different coloured pens (please check to see if they are still working)
  › different colour and shape cards
  › pins
  › scissors
  › sticky tape

XI. Learning Visit

The following guidance is taken from The AIZ Leadership ToolBOX+, p 97 - 100

Sensing Journeys

Short description

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

Purpose and expected learning outcomes

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

■ About a particular way of learning about a system – by interacting with it;

■ To collaborate with their team colleagues in planning and carrying out the journey.

Participants and place

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

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

Materials

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

Other materials may be collected as well, always seeking permission from the hosts.

A pen and journal is required for the reflection after the journey.

Preparation

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

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

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

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

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

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

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

Process

Step 1

Small groups travel to the interviewee's location.

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

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

Step 2

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

Step 3

Remind participants to close the feedback loop – to share their key insight with their host and say thank you (either directly or with a short e-mail).
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The AIZ Leadership ToolBOX+ / Chapter 2: Exploring the Outside World – Tools for Observing and Collaborating

Step 4

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

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

Principles of success

- A sensing journey requires participants to listen to:
  - › Others - to what the people they meet are offering to them;
  - › Themselves and to what they feel emerging from within
- What emerges from the collective and community settings that they have connected with.
- Go to the places of most potential. Meet your interviewees in their context. Do not invite them to your seminar venue! Talking to them in their natural environment is crucial.
- Observe and suspend your voices of judgment and cynicism and connect with your sense of appreciation and wonder (see Handout 'Four Levels of Listening and Conversing' in Annex 1).
- For further principles, see 'Dialogue Interviews'.
- When choosing host organisations, make sure they represent the diversity of the field you want to explore. Which perspectives are represented? How are minorities and/or marginal- ised groups represented? For instance, could you include groups serving the informal sector, working on gender issues or on rights relating to sexual orientation, etc.
- In order to challenge the participants, hosts could be included who are very different from the group of participants (who are different in many respects but for instance share the priv- ilege of participating in an international leadership programme...).

Handout - Sample questions to ask during sensing journeys

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

Handout - Sample questions for debriefing

1. What struck me most? What stood out?
2. What was most surprising or unexpected?
3. What touched me? What connected with me personally?
4. If the social field (or the living system) of the visited organisation or community were a living being, what would it look and feel like?
5. If that being could talk: What would it say (to us)?
6. If that being could develop – what would it want to morph into next?
7. What is the generative source that allows this social field to develop and thrive?
8. What limiting factors prevent this field/system from developing further?
9. Moving in and out of this field, what did you notice about yourself?
10. Did we, in our group, perceive aspects differently? If yes, how is this influenced by our own different backgrounds?
11. What ideas does this experience spark for possible prototyping initiatives that you may want to take on?

XII. Learning visit request

Possibly 1st contact and then in 2nd mail more background on the methodology

Include:

- 1 sentence summary of the request
- Background of programme and what kind of participants: emphasise aspiration of 'change leaders' to find explore different ways of engaging on sustainability questions > this is inspiring to most!
- WHY we would like to visit:
  - › Relevance of the person / project's topic, field, experience…
  - › If applicable: interested in the personal perspective, learning from the story, challenges, successes, learnings
- HOW we would like to visit:
  - › Informal, personal
  - › No preparation, no power point or other formal presentation needed
  - › If applicable: information about project welcome
  - › Dialogue: participants have prepared and spontaneous questions – the host may also have questions?
  - › If applicable: have a tour, look around / observe, explain chance to get out of the classroom setting