

# STEP UP!

A POCKET GUIDE TO SOCIAL CHANGE  
FOR YOUNG LEADERS



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FOR YOUNG LEADERS**



## ACKNOWLEDGEMENTS

This document has been conceptualized and written by İrem Tümer from the Adolescent and Youth team of the Sexual and Reproductive Health Branch in UNFPA's Technical Division, in partnership with Lead for Impact (Knowledge Partner) and Prezi (Technology and Innovation Partner). The curriculum and content has been developed together with Kobi Skolnick and Jennifer Gowers, EdD from Lead for Impact and benefited from inputs from Danielle Engel, from UNFPA. The author would like to extend special thanks to Igor Lacerdino and Gabriella Bacsi for their creative inputs and developing a visual identity for the handbook and to Arriana Yiallourides for her support in the development of the toolkit.

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**Technology & Innovation Partner: Prezi**



Prezi is the first-to-market tool for giving virtual presentations

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# WELCOME TO STEP UP!

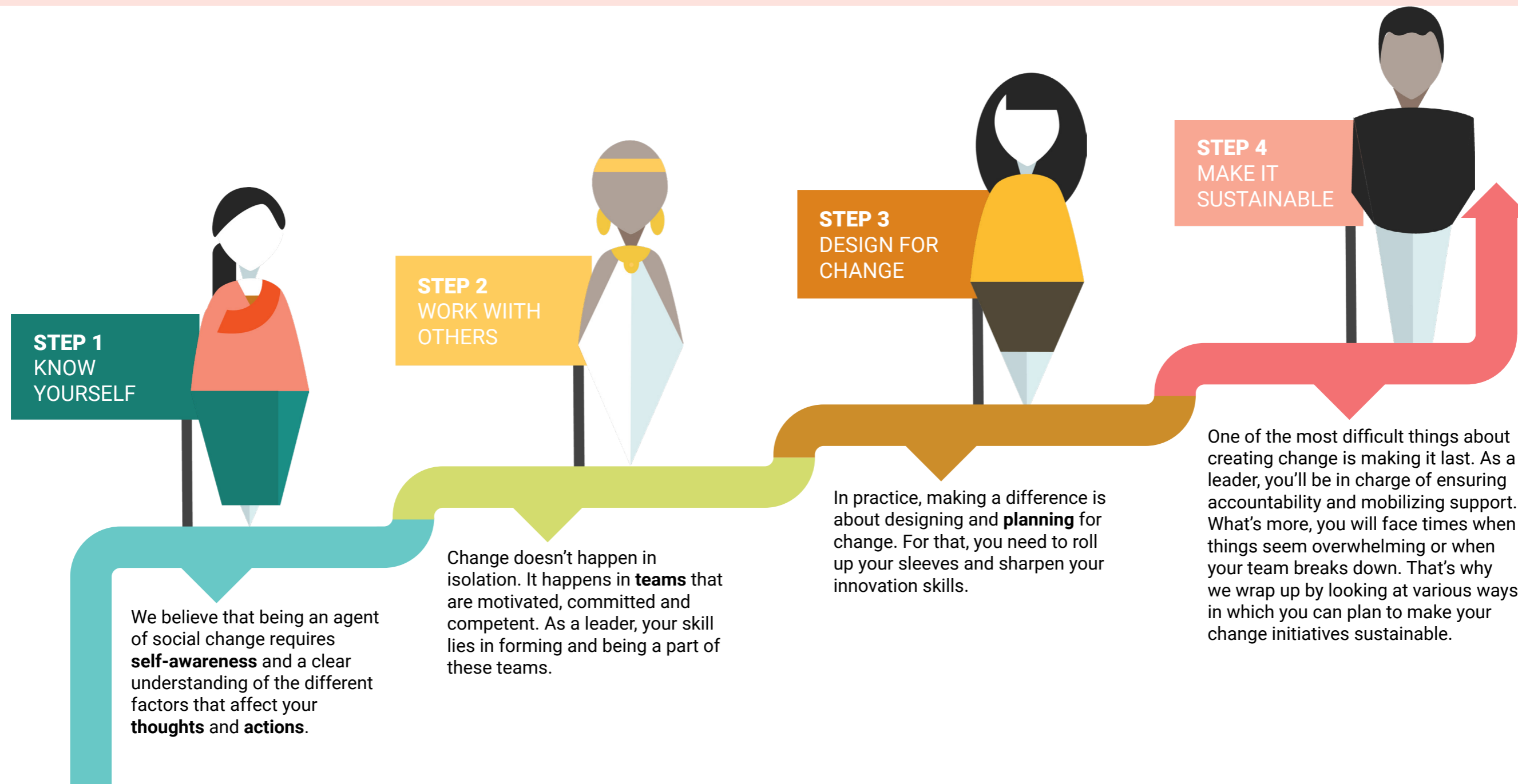
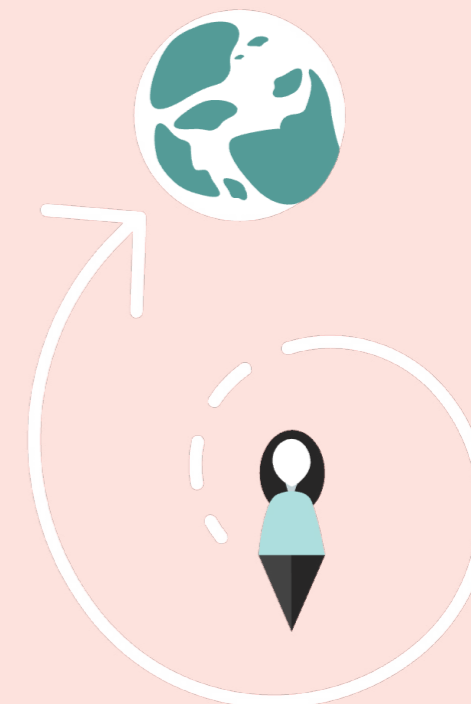
If you are reading this, it means that you have already taken the first step towards creating positive change. We are very happy that you are here!

Step Up! is a toolkit of simple, interactive activities that will help you become a more effective leader and create social change.

**4** steps | **17** activities

Through 4 steps containing a total of 17 activities, Step Up! will provide you with the fundamental skills and knowledge you need to bring about change. In creating Step Up!, we had a very simple starting point:

## To change the world, you need to start from within



# HOW TO USE STEP UP!

## Practical instructions

Let's get started! In "Step Up!", we have included the key frameworks that can help you become an effective leader. In each step, these frameworks are followed by activities that will help you put your knowledge into practice. What's more, there are also suggestions for further activities you can explore, depending on what you are looking to learn.



At the start of each activity, the following symbols are used to give you an idea of what lies ahead.



- We recommend being in a silent environment where you can focus.



- You will need the activity book and a pen and paper.



- Primarily to be done on your own.\*



- Can be done in a group.



- 25–30 MINUTES  
This is an estimate of how long the activity is likely to take.

*\*Where activities are designed for individuals, we will give instructions on how you can adapt them for teamwork under "Further activities".*

# BEFORE YOU BEGIN...

It is important to keep in mind the following principles as you embark on this journey.

1. Nothing in here will be completely new to you. However, remember that the aim is to provide you with tools that you can use to become an effective leader.

If you have your cynical hat on and keep thinking "This is nothing new!", you are right! Step Up! is not a treasure chest full of undiscovered knowledge. It offers ways to reorganize and process what you already know to maximize your leadership potential.

2. To build strength, you need to exercise your muscles.

Reading about how to exercise your body won't make you strong. Hard work and repetition will. If you are tempted to just read the frameworks and leave out the activities, don't! As you know, we learn by doing, which is why the activities are essential to turn your knowledge into skills.

3. To navigate constant change in yourself and the world, you need to recognize patterns and keep on practicing.

Going through an activity once does not mean that you are forever changed. Just like the world around you, you are constantly changing; however, you may find yourself needing to learn the same lessons repeatedly. What is important is that you recognize unhelpful patterns in how you act or respond to different challenges and use what you've learned to break those patterns.



# WHAT AWAITS YOU?

## STEP 1: KNOW YOURSELF

*What gets you out of bed in the morning? What are you most passionate about? What do you need in order to function? What values do your actions embody? What is your vision for social change?*

To become an effective leader, it is important to start by looking inside yourself, to reflect on your values and identity as a person. With these fundamentals under your belt, you can start to better understand your environment and how it affects you. Gaining self-knowledge will help you to start thinking about your purpose and how to turn your ideas on social change into action.

In this step:

- You will gain deeper awareness of your values and how they shape you and your actions in the world;
- You will gain awareness of the implicit assumptions that drive your actions and responses, and how these form your social identity;
- You will deepen your understanding of how external influences and internal factors shape your day-to-day self;
- You will translate your passion, values and actions into a coherent personal vision that will support you in moving into action in the world.

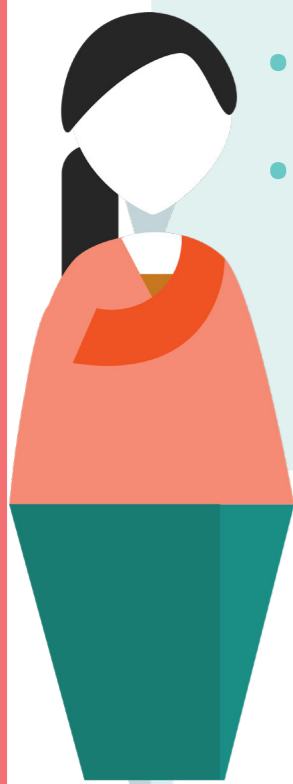
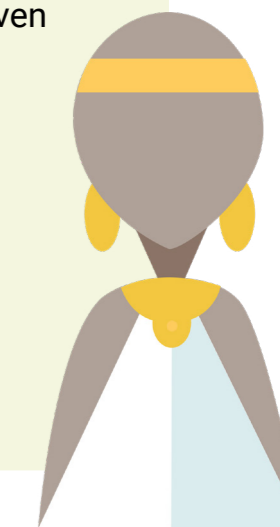
## STEP 2: WORK WITH OTHERS

*Are you a good listener? Are you able to convey your story powerfully in front of a crowd? Are you aware of your cultural tendencies? Are you able to adapt your behaviour when communicating with people from other cultures? Do you know what makes a good team?*

No leader can do it alone. Success in bringing about change is a group effort. As a leader, you need to communicate effectively and build meaningful connections with others to have a lasting impact. To do this, listening and speaking are your two most important tools. Being aware of your cultural tendencies and being able to adapt them to the environment you are in are essential. So is knowing how to build successful teams taking into account the weaknesses and strengths of all members.

In this step:

- You will communicate effectively by applying active listening and expressive communication skills;
- You will become an effective public speaker by crafting your personal story and using it as a call to action;
- You will communicate effectively in multicultural contexts, across national, ethnic, organizational and even generational cultures, bridging cultural and personal differences;
- You will become aware of the different stages of team formation and the role you can play as a team leader;
- You will learn how to create norms and an overall collaborative environment for a team that will inspire change.



### STEP 3: DESIGN FOR CHANGE

*What are the root causes of the problem you want to address? Is your change initiative able to address these root causes? How can you use your creativity to come up with exciting ideas? How can you put these ideas into action?*

Time to come up with ideas and put them into action! You need passion and dedication to become a changemaker, but you also need to put in the hard work to come up with great ideas and develop them. First, you need to have a deep understanding of the underlying causes and key players related to the issue you want to address. Then you need to get creative to generate ideas that are practical, effective and exciting.

In this step:

- You will gain a clear understanding of the social issue you would like to address and its root causes;
- You will use your creativity to generate new ideas that will form the basis of your change initiative;
- You will learn how to plan your activities, track progress and work towards achieving your intended results;
- You will identify the stakeholders that you need to engage with for the success of your change initiative and develop a strategy to build and manage relationships with them.

### STEP 4: MAKE IT LAST

*What do you need to do to make sure that your initiative lasts? How can you best deal with breakdowns in your team? What can you do if you are feeling overwhelmed? Have you thought about who can take up the torch from you and your team?*

One of the biggest challenges that changemakers face is longevity. Everyone seems to be on board in the beginning, but it is inevitable that there will be moments that challenge your motivation. As a leader, it is important to acknowledge these moments and know how you can best deal with them. It is also essential to look beyond the short term and to think about how your initiative can expand and how you can develop new leaders to increase the initiative's impact.

In this step:

- You will learn the differences between integrity, accountability and responsibility, and how to embody these as a leader and instil them in your work as a team;
- You will learn how to deal with feelings of being overwhelmed and how to improve your time management skills to avoid being overloaded with work;
- You will learn how to turn breakdowns in your project or team into breakthroughs that strengthen your commitment and action;
- You will develop an awareness of how new ideas spread and learn how to develop strategies that can help you reach a bigger audience;
- You will deepen your understanding of how different factors affect the lasting success of a team and learn to build the support systems that can drive results.



# Step 1

## KNOW YOURSELF



To become an effective leader, it's important to start by reflecting on your values and identity as a person. With these fundamentals in mind, you can start thinking about your environment and how it affects you. Once you understand yourself better, it's time to think about your purpose and gain a clear idea of what your vision of social change is.

### OBJECTIVES:

- You will gain deeper awareness of your values and how they shape you and your actions in the world;
- You will gain awareness of the implicit assumptions that drive your actions and responses, and how these form your social identity;
- You will deepen your understanding of how external influences and internal factors shape your day-to-day self;
- You will translate your passion, values and actions into a coherent personal vision that will support you in moving into action in the world.

This step contains four activities that will enable you to answer the following questions:

CHAPTER 1   KNOW YOURSELF		
ACTIVITY 1	VALUE CLARIFICATION	What are your values?
ACTIVITY 2	SOCIAL IDENTITY	What makes up your identity?
ACTIVITY 3	BIOPSYCHOSOCIAL MODEL	How do internal and external factors affect how you feel?
ACTIVITY 4	VISION CREATION	What is your vision?

*"Knowing others is intelligence;  
Knowing yourself is true wisdom.  
Mastering others is strength;  
Mastering yourself is true power".*

**Lao Tzu, Tao Te Ching**





## Activity 1: Value Clarification

*"Values are like fingerprints. Nobody's are the same, but you leave 'em all over everything you do."*

Elvis Presley



### OBJECTIVE

You will gain deeper awareness of your values and how they shape you and your actions in the world.

### ADAPTED FROM

*TransNational Leadership Development* by Beth Fisher Yoshida.

## THE FRAMEWORK

**Your behavior**  
(how you act)

**Your attitudes**  
(how you treat others  
and approach situations)

**Your values**  
(what is important to you)





## EXERCISE

### What you'll need



Silent space



Time:  
25 - 30 minutes



Pen and paper



Primarily for individuals

### Take a look at the following list of values.

CONNECTION **AUTHENTICITY** FREEDOM **CREATIVITY** RESPECT **APPRECIATION**  
 INTEGRITY **LOVE** PARTICIPATION **SUPPORT** BELONGING **ENERGY** GROWTH  
**SELF-EMPOWERMENT** UNDERSTANDING **CLARITY** CENTEREDNESS  
**SELF-EXPRESSION** INSPIRATION **STIMULATION** MASTERY **EXPRESSION**  
 SPONTANEITY **TRUST** HONESTY **SYNERGY** IMAGINATION **CURIOSITY**  
 CHANGE **PASSION** STABILITY **HUMOUR** EXCITEMENT **SURVIVAL** SAFETY  
**SUBSISTENCE** BOLDNESS **CHALLENGE** PRESENCE **OPENNESS** HELP **GROWTH**  
 EXCITEMENT **LOVE** BELONGING **FREEDOM** STIMULATION **COMMUNICATION**  
 VITALITY **LOVE** SUPPORT **COMMUNICATION** INTEGRITY **INSPIRATION** RESPECT  
**EMPOWERMENT** VITALITY **CONSISTENCY** DEPENDABILITY **RELIABILITY**  
 LOYALTY **OPEN-MINDEDNESS** COMMITMENT **EFFICIENCY** COMPASSION  
**POSITIVITY** COURAGE **PERSEVERANCE** ENVIRONMENTALISM

### Pick your top 10 values.

Do not overthink. Just choose the ones that you are most drawn to, without trying to analyse why.

- |   |   |    |
|---|---|----|
| 1 | 5 | 9  |
| 2 | 6 | 10 |
| 3 | 7 |    |
| 4 | 8 |    |

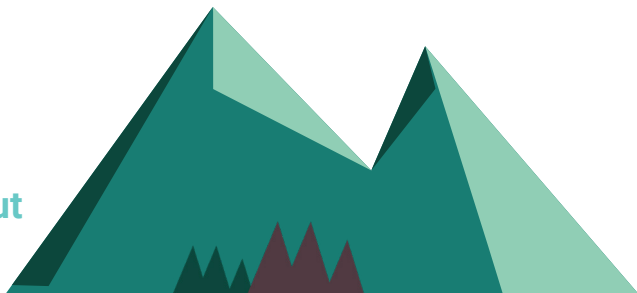
### Take 5 minutes to pick 3 words from the first 10 you picked.

Once again, trust your instincts.

- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|

Now, answer the questions on the next page →





Now that you have mapped out your values, let's think about how they manifest in your life:

1. What will your legacy be? In other words, what do you see as your unique contribution to the world?

2. How would you like those closest to you (friends, parents and family) to see you?

3. What qualities would you like your community to associate with you? How do your values compare to the values of your family?

Now that you have mapped out your values, let's think about how they show up in your life.

1. How are these values reflected in your actions and choices?

2. How do your values compare with the values of your family?

3. How do your values compare with the values of your community?

4. Are your values linked to the sort of change you would like to bring to the world?

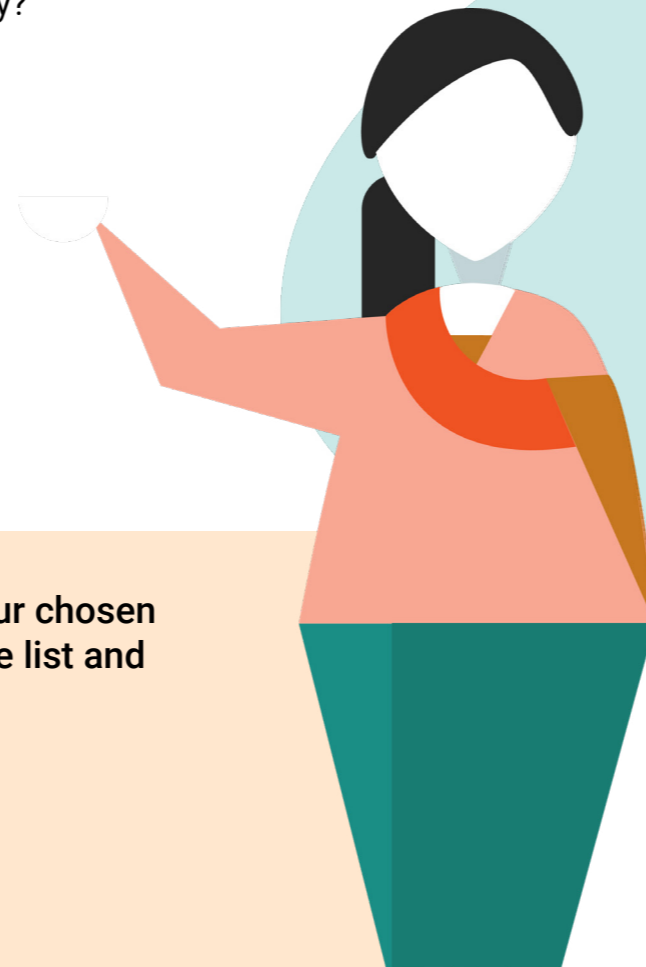


In light of these questions, take a final look at your chosen values. Do they reflect you? Feel free to revisit the list and make changes. Write your final picks below.

1

2

3



## WHY IS THIS IMPORTANT?

Values are “the standards that influence almost every aspect of our lives: our moral judgments, our responses to others, our commitments to personal and organizational goals. ... values give direction to the hundreds of decisions made at all levels of the organization every day” (James Kouzes and Barry Posner, *The Leadership Challenge*).

### Values are guides

By clarifying our values, we find our voice. This helps us to connect our shared values with our actions in order to inspire change. By recognizing our values, we can start to see how beliefs influence our decisions and actions in the day-to-day world.

### Values define what we consider important

They help us form our principles, serving as a standard for our behaviour. Values set out the qualities that we strive to express in our actions.

### Values help us deal with conflict

As a leader, you're likely to face challenges and conflicts. Knowing what you stand for can ensure that you make good decisions, both for yourself and for your team.

### Knowing your values makes you a better leader

Defining your values can help you better understand how and why you act. What drives you? What motivates your deeper self? The more you can reflect your values in your actions, the stronger you will be as a leader.



## DIG DEEPER:

### 1. Family and friends



- The people who are closest to you are often the ones who have the deepest understanding of who you are. For some interesting discoveries on how you are perceived, ask your friends and family to tell you what they think your values are;
- Compare their answers to the values you selected. Do they match? If they don't, what sort of changes can you consider making to better reflect your values in your actions?

### 2. Look at your heroes



- Think of a social movement or a historical figure that inspires you. What were their values in your opinion?
- How did you identify these? How were their values reflected in their actions?

### 3. Values in a team



- You can go through the exercise with your team to identify your team values;
  - On a board or a large piece of paper, write down the five values each member chooses for the team.
  - With markers, highlight the top three values for each of you.
  - Focus on the values that were highlighted the most and discuss which ones reflect your team's characteristics best. Discuss how these values can be reflected in your team efforts.
  - Discuss what the common values are that form a strong foundation for a team. How can you embody them?
- How do your personal values compare with those of your team? Is it a good match?



## Activity 2: Social Identity

*"Change your opinions, keep your principles;  
change your leaves, keep intact your roots."*

Victor Hugo



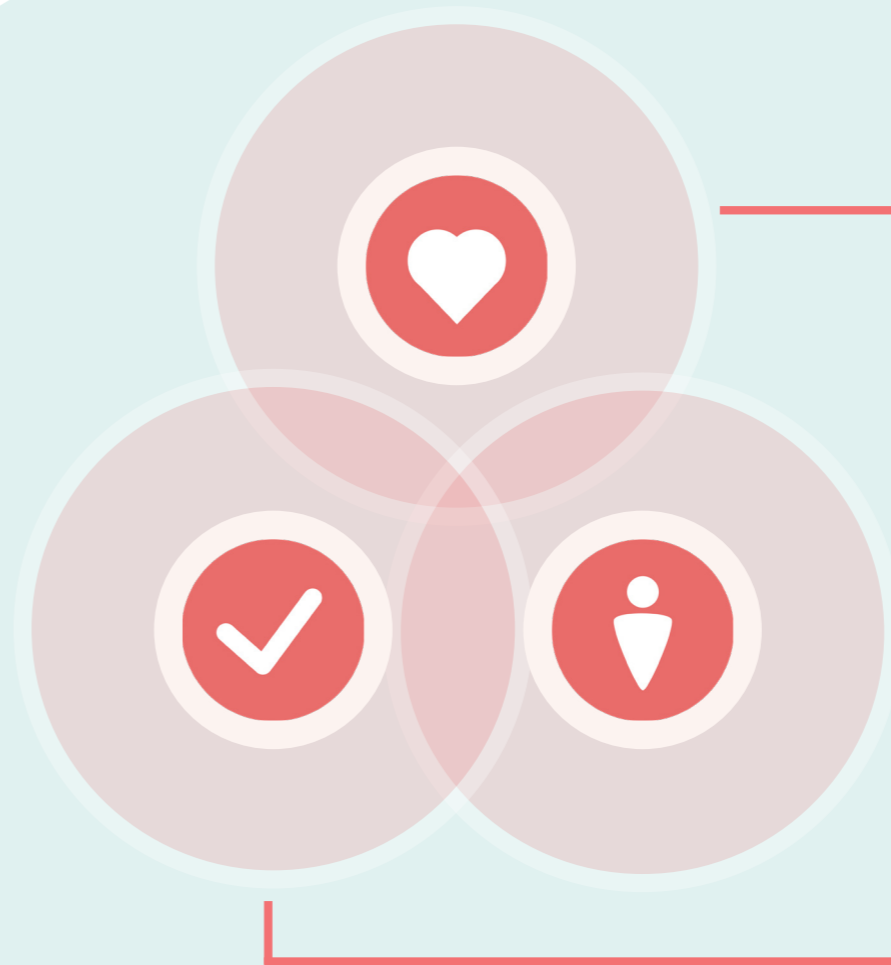
### OBJECTIVE

You will gain awareness of the implicit assumptions that drive your actions and responses, and how these form your social identity.

### ADAPTED FROM

*TransNational Leadership Development* by Beth Fisher Yoshida.

## THE FRAMEWORK



**Life context:** Your age, gender, nationality, physical characteristics, community, family, religious/non-religious upbringing, educational opportunities, etc.

**Life choices:** Your chosen lifestyle, partner, job, relationship with family, involvement in community, political affiliations, hobbies, religious beliefs, etc.

**Personality attributes:** Your character traits, behaviours, beliefs, values, skills, etc.



## EXERCISE

Adapted from Social Identity Mapping, *Centre for Creative Leadership*

### What you'll need



Silent space



Time:  
20 - 25 minutes

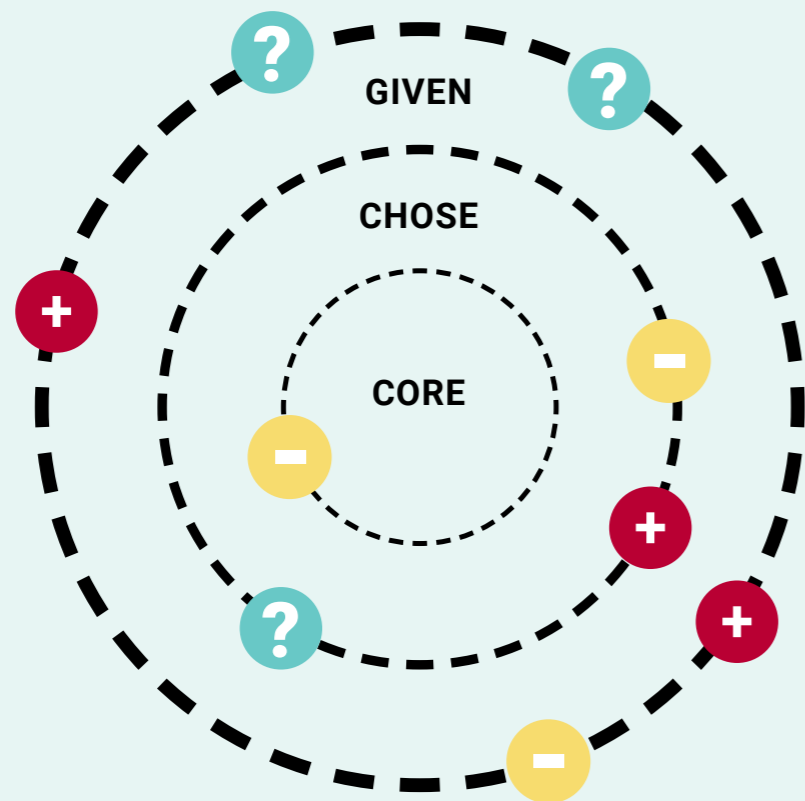


Pen and paper



Primarily for individuals

1. Start by writing words that describe your "given identity" in the outside ring. Here you can include attributes that you had no choice about. These could include your nationality, race, age, gender, physical characteristics, certain family roles, the religion you were brought up in, etc.
2. In the next ring, list aspects of your chosen identity. These could include your occupation, hobbies, political affiliation, where you live, certain family roles, your religious beliefs, etc.
3. Finally, in the inner circle, write your core attributes – the traits, behaviours, beliefs, values, characteristics and skills that you think set you apart as a person.



Highlight the ones that are most important to you. These are likely to be the terms you would use to describe yourself.

- + Put a plus sign beside the items that you believe contribute to your ability to lead effectively.
- Put a minus sign beside the items that you believe detract from your ability to lead effectively.
- ? Put a question mark beside the items that may vary in how they affect your leadership ability, depending on context.

How has your early life influenced your social identity?

Thinking about your life context and personality attributes, how do they influence your life choices?

How do these different attributes affect your relationships with others?

## WHY IS THIS IMPORTANT?

Why is it important to understand the different layers of your identity?

### 1. You can better understand your own assumptions and conditioning.

We learn our perceptions of who we are and what the world is like from our family, race, gender, religion, politics, education, culture and nationality. In order to lead change, we need to recognize how these tendencies affect our decisions and have better control over the extent of their impact.



### 2. You can gain a better grasp of your worldview.

With the knowledge that your identity is to a large extent shaped by your formative experiences and social environment, in this activity you have mapped out how internal and external factors such as your upbringing, your education and your race influence the way you see the world. This is the first step in understanding your worldview and the factors behind it.

### 3. You can become more self-aware and distance yourself from these influences.

The opportunity to discover these influences is liberating; you will become more aware of yourself and how your social identity shapes both your perspective and your vision for change. Remember that these influences are not necessarily negative; they are just at the core of who you are. If, however, there are some that do not serve you at this present moment, you can begin to detach yourself from these by being aware of them.



## DIG DEEPER:

### 1. Values and identity



- How do the results of your social identity mapping compare with your values from Activity 1? Are your values more closely connected to your given, chosen or core attributes? Do any patterns emerge?

### 2. Encountering other identities



- Think of three people you have encountered in your life with vastly different identities from you. This difference can be related to their life context, life choices or personality attributes;
- Next to each name, write keywords that characterize your behaviour towards them. Has your behaviour been affected by their identity? Has the impact been positive or negative? If negative, how could you change it?
- Write three key takeaways based on your observations and put these somewhere where you will see them often in your daily life.

### 3. Identities in a team



- With your team, have each member share their identity map. Make sure that everyone shares only as much as they feel comfortable with;
- Based on this presentation, discuss similarities and differences;
- Make a joint social identity map for your team. Single out what the team has in common and what is unique to certain individuals.





## Activity 3: Biopsychosocial Model

*"If you think taking care of yourself is selfish, change your mind. If you don't, you're simply ducking your responsibilities."*

Ann Richards



### OBJECTIVE

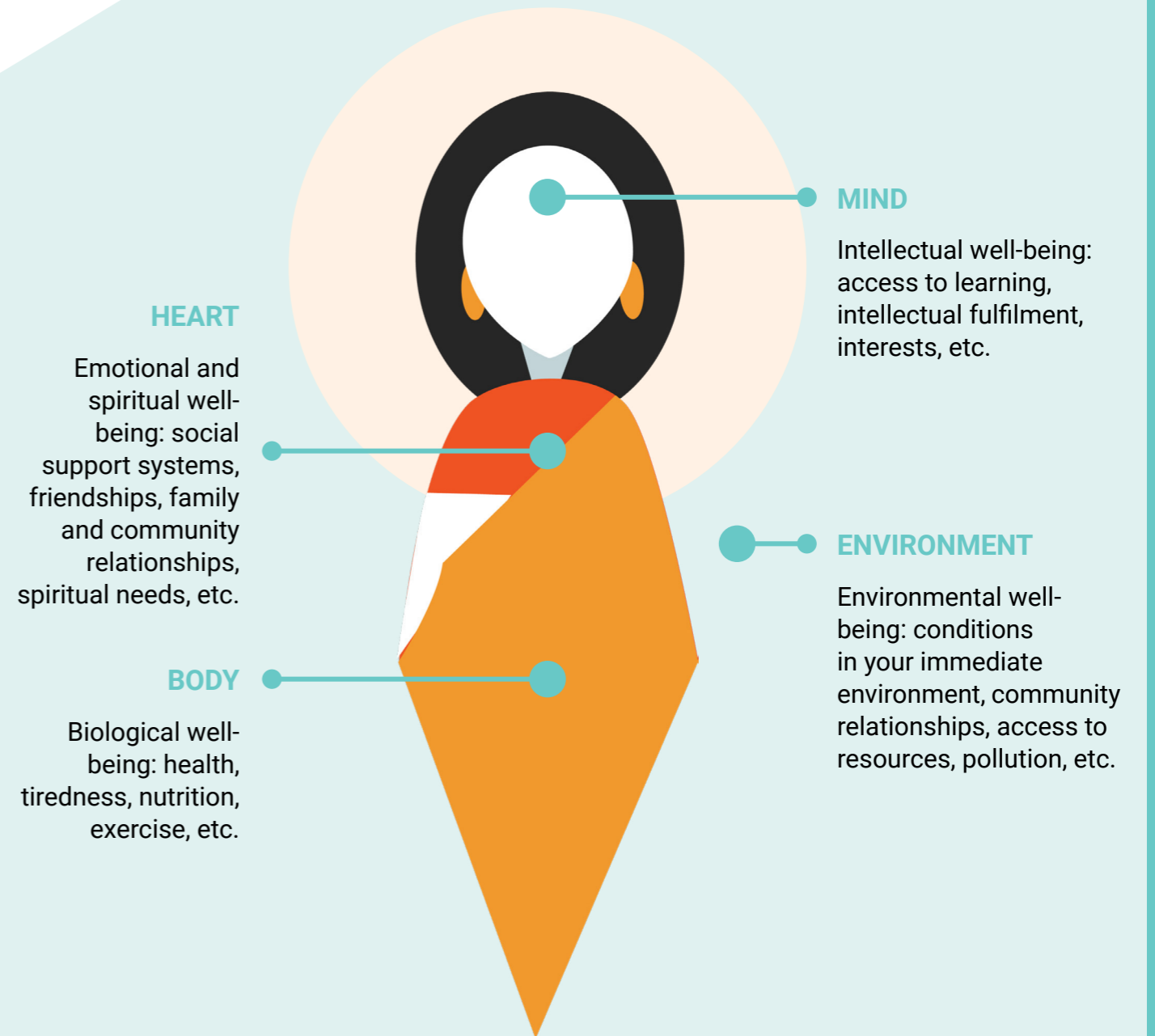
You will deepen your understanding of how external influences and internal factors shape your day-to-day self.

### ADAPTED FROM

The work of Jason M. Satterfield, PhD, and *The 7 Habits of Highly Effective People* by Stephen R. Covey.



## THE FRAMEWORK



## What you'll need



Silent space



Time:  
20 - 25 minutes



Pen and paper

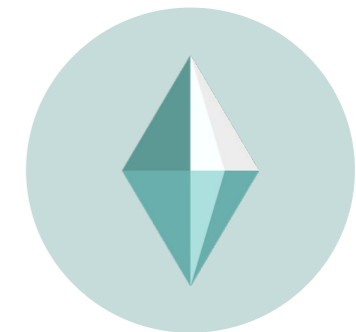


Primarily for individuals

Respond to the following questions. Do not overthink your answers and be truthful. Answer based on your current state and feelings.

- |   |  |
|---|--|
| 1. How does your body feel?             | 10. Are you able to get enough sleep?            |
| 2. Did you sleep well last night?       | 11. Do you feel tired during the day frequently? |
| 3. What did you eat today?              | 12. Have you read anything inspiring lately?     |
| 4. Did you exercise recently?           | 13. Do you have any hobbies or interests?        |
| 5. Do you exercise regularly?           | 14. Do you feel fulfilled intellectually?        |
| 6. Do you eat healthily?                | 15. Are you stressed about something?            |
| 7. Are you experiencing physical pain?  | 16. Are you relaxed and happy right now?         |
| 8. Are you tired?                       |  |
| 9. Do you have any physical discomfort? |  |

- |   |   |
|---|---|
| 17. Do you feel optimistic about the future?                  | 31. Do you feel meaningfully involved in your family life?        |
| 18. Do you feel useful?                                       | 32. Do you have ongoing tension with a loved one?                 |
| 19. Have you been good at dealing with problems lately?       | 33. Are you involved in any community organizations or functions? |
| 20. Are you thinking clearly most of the time?                | 34. Do you feel like you can expect support from family members?  |
| 21. Do you feel good about yourself?                          | 35. Do you feel like you have a strong support network?           |
| 22. Do you feel relaxed?                                      | 36. Did you go out yesterday?                                     |
| 23. Do you feel close to other people?                        | 37. Did you recently have a good time with friends?               |
| 24. Do you feel confident?                                    | 38. Do you think you have significant friendships?                |
| 25. Are you able to make up your own mind about things?       | 39. Would you say you have a lot of fun?                          |
| 26. Are you interested in new things?                         | 40. Are you motivated most of the time?                           |
| 27. Do you have basic life necessities (food, housing, etc.)? |   |
| 28. Do you feel safe? Is your home comfortable?               |   |
| 29. Do you feel discriminated against?                        |   |
| 30. Do you feel fulfilled in your life?                       |   |

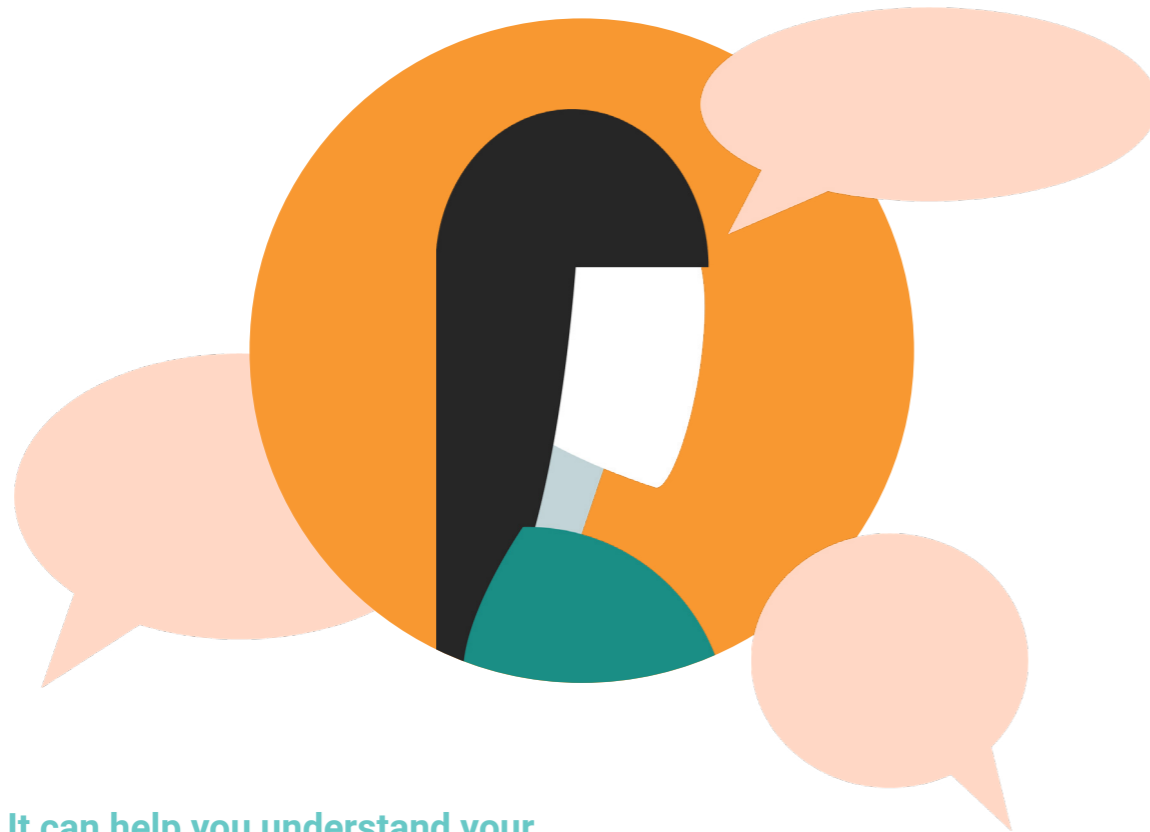




## WHY IS THIS IMPORTANT?

It can help you become more aware of your well-being, both physical and mental.

Often, we are busy with so many things in our lives. It is essential for a changemaker such as you to be aware of the effects of various factors on your energy levels, psychology and mental well-being. Remember, this awareness needs to be carried through into your daily life and you should get into the habit of checking in with yourself.



It can help you understand your needs.

Once you understand how the outside gets inside – how stress, our environment, our jobs, what we eat, how we sleep, our families and the communities in which we live affect the way that our bodies function – you can also understand what you need to feel better. Once you know how you function, you can have a better feel for when to push forward and when to hit pause. What's more, you can also spell out what you need from those around you or your environment.

It can help you be there for others.

Taking this one step further, recognizing the influence such factors can have on you can make you a better leader by making you more open to and aware of your team's needs. What applies to you applies to others as well. By embracing these biopsychosocial factors, you become more aware of those around you and can better cater to their needs as a leader.



## DIG DEEPER

### 1. Create a well-being scorecard



- Based on questions from the exercise, or other questions that you think are more suitable for you, design a well-being scorecard with a maximum of 20 questions.
- Decide on a particular time every week when you will take 5 minutes to fill out the scorecard and reflect on the results.
- You can also do this with a close friend, teammate or family member. That way, you can hold each other accountable and share your progress.

### 2. Keep a gratitude journal



- In a notebook, write down the things you are grateful for or happy about on a daily basis or a few times a week. Pick a frequency that works for you.
- Be as specific as possible; try to capture certain moments that you remember. If words are not enough, draw or add pictures.
- Consider what your life would be like without certain people or things, rather than just tallying up all the good stuff. Be grateful for the negative outcomes you've avoided, escaped, prevented or turned into something positive – try not to take that good fortune for granted.
- When you feel down, take a look at your journal to remember and appreciate the things that make you happy.

### 3. Look beyond the surface



- Can you recall the last time you saw one of your friends, classmates or family members get frustrated? Try to remember more details about the environment and circumstances. Can you relate their feelings to any biopsychosocial factors?
- What could you have done to help them feel less frustrated? What environmental changes would be helpful for them, if any?



## Activity 4: Vision Creation

*"Knowing what must be done does away with fear."*

Rosa Parks



### OBJECTIVE

You will translate your passion, values and actions into a coherent personal vision that will support you in moving into action in the world.

### ADAPTED FROM

The work of Scott Murphy, *National School Reform Faculty*.

## THE FRAMEWORK



### What is a personal vision?

It is a mental picture of what you would like to achieve in any aspect of your life. A vision is not a vague wish or dream or hope but a picture of the real results of real efforts. It comes from the future and informs and energizes the present.

### A good vision should:

- Be clear and detailed. You should be able to imagine it to its last detail.
- Be positive. It should focus on positive change rather than fear of negative consequences.
- Be big. It should go beyond focusing on the problem at hand and take into account bigger possibilities.
- Be flexible. It should allow for changes in your path and be adaptable.

Most importantly, **a good vision comes from the heart, not the head.** Give yourself the freedom to imagine, rely on your values and do not be afraid.

### What is the relationship between your vision, values and actions?

A good vision encapsulates your values and paints a picture of the future you would like to achieve. Through your actions, you apply your values and work towards your vision.



## EXERCISE

Adapted from Future Protocol by *the School Reform Initiative*

### What you'll need



Silent space



Time:  
20 - 25 minutes



Pen and paper



Primarily for individuals

Close your eyes and think about the future. You can choose the timeline (we suggest you go for 3–5 years from now). At this point in time that you are imagining, you have accomplished what you wanted to do. This might be in relation to any aspect of your life (social change, education, career, etc.) or your life as a whole.

Here are a few things to keep in mind:

- Think in the present tense;
- Focus on what is happening around you; don't think about how you got there.

1. Draw the scene you are imagining. Put yourself in the centre and illustrate what is happening around you.

Think a bit more about why you are in this scene and add details. What makes you feel motivated and fulfilled? Are there any visible differences in your surroundings compared with today? Who are you surrounded by? How do you feel?

2. Now, let's pretend that you are in the scene and looking back at when it all started and thinking about how you arrived at where you are. Fill in the following chart. Start by filling out the fourth column and then complete the first three columns in order.

#### Where did I begin?

What was the environment around you like? How did you feel? Who were you surrounded by?

#### What challenges did I face?

What were the main obstacles in your path? What were the structures that stood in your way?

#### How did I overcome them?

What were the main actions that helped you succeed? What structures were in place to support these actions?

#### What did I achieve?

Refer to your drawing on the first page and list the different components of your vision.

3. Take one more look at your drawing and revisit the positive feelings it created in you. Consider making a bigger version of it and hanging it where you can easily see it every day.



## WHY IS THIS IMPORTANT?

Why is it important to have a clear vision?

### It gives you direction.

Thinking forward when change is all around us and imagining the possibilities of our impact on the world is essential to being a changemaker. A clear vision enables you to know where you are going, serving as a compass to guide your decisions and actions.

### It gives you a sense of purpose.

Your vision is deeply linked to who you are as a person and therefore it reflects your values and passion. By giving you a glimpse of what is possible and how you can contribute, a clear vision gives you purpose. Very simply put, the vision reminds you why you are doing what you are doing.

### It helps you take action.

Having a clear vision is necessary to start working on your mission and how you are going to achieve it. Once you know where you are going and what awaits you on the journey, you can grasp the specific steps you need to take to get there. In other words, once you know why you are doing something, you can focus on the **how** and **what**.

### It motivates you in difficult times.

As a leader, you will inevitably face challenges along the way. Having a clear and strong vision from the get-go helps you remember what you are working towards and overcome hurdles. What's more, it also enables you to motivate others with your sense of direction and confidence.

### It keeps you focused.

As a young person facing numerous changes and expectations from all directions, it may be difficult to feel a sense of accomplishment at times. It may also be difficult to separate efforts that really contribute to where you want to go from those that just occupy space. With a clear vision, you will know where you should focus your energy and learn to let go when you need to.



## DIG DEEPER

### 1. One minute



- Based on your findings from the exercise, try to come up with a 1-minute presentation of your vision;
- At first, it might feel very challenging to express everything in just a minute; however, remember that what is important is to paint a vivid picture in others' minds of what you are working towards. The reasons for doing so, how you're going to do it and other details can be left out;
- Once you feel comfortable with your pitch, try presenting it to people who are close to you. Before explaining further, ask them to rephrase what they have just heard. Based on their answers, fine-tune your presentation to make it as clear as possible.

### 2. Zoom in



- Do the vision creation exercise for different aspects of your life: your education, your career, a social project, a school project, your friendships, etc. Go through the same steps, zooming in on the aspects you have chosen.

### 3. Vision for teams



- You can also go through the vision creation exercise with your team. For this, follow the steps together, sharing your drawings and findings with each other as you go. At every step, discuss the elements that all of you agree on and note them down;
- At the end of the activity, revisit your team vision drawings and think of ways to make the vision visible in your team and communicate it to others. This might involve creating a vision statement, designing a shared drawing or identifying some keywords that can become your team motto.

# Step 2

## WORK WITH OTHERS



Now that you have engaged in self-examination, we will dive into the dynamics of working with others. Speaking and listening are the most powerful tools you possess to positively influence those around you. Mastering communication skills is therefore essential in leading change. For this reason, it is important to be an active listener, strong public speaker and skillful cross-cultural communicator.

### OBJECTIVES:

- You will communicate effectively by applying active listening and expressive communication skills;
- You will become an effective public speaker by crafting your personal story and using it as a call to action;
- You will communicate effectively in multicultural contexts, across national, ethnic, organizational and even generational cultures, bridging cultural and personal differences;
- You will become aware of the different stages of team formation and the role you can play as a team leader;
- You will learn how to create norms and an overall collaborative environment for a team that will inspire change.

This step contains four activities that will enable you to answer the following questions:

### CHAPTER 2 | WORK WITH OTHERS

ACTIVITY 5	ACTIVE LISTENING	How do I become a good listener?
ACTIVITY 6	PUBLIC NARRATIVE	How can I most powerfully convey my story? How can I become a good public speaker?
ACTIVITY 7	CULTURAL AWARENESS	How can I understand the communication needs of others? How should I communicate to meet these needs?
ACTIVITY 8	TEAM DYNAMICS	How can I build a well-functioning team?

*"The art of communication is the language of leadership."*

**James Humes**







# Activity 5: Active Listening

*“Setting a time when both individuals come together to engage in compassionate listening enhances communication and connection. When we are committed to doing the work of love we listen even when it hurts.”*



bell hooks

## OBJECTIVE

You will communicate effectively by applying active listening and expressive communication skills.

## ADAPTED FROM

The work of Sharon Knoll.



# THE FRAMEWORK

Active listening accounts for the difference between two very different states – being heard (really heard) and being ignored (really ignored).

HOW CAN YOU MAKE SURE THAT YOU REALLY HEAR THOSE WHO ARE SPEAKING TO YOU?

Right/wrong



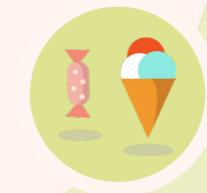
Find the flaw



Step 1: Detect your background conversations.



Not enough



Either/or

**EXIT**



Us/them

Not responsible

## RIGHT/WRONG: "I'm right, and you are or it is wrong."



- When we listen to others, we tend to hear what is wrong with a situation or person. When we listen to ourselves, we tend always to think we are right.

### This happens especially when:

- Dealing with subjects that are embarrassing or threatening.
- Dealing with subjects that would require a change in our actions or goals. Seeing this as a sign of weakness, we tend to think our way is right.

### What is the danger?

- We assume that the only relevant information is that which helps us convince others we are right.
- We make the mistake of taking our own reasoning for granted. We state conclusions as facts.

## FIND THE FLAW: "Why didn't you consider this?" "How is this going to work?"



- We often tend to focus on what is wrong with things, instead of noticing what works or has been accomplished.

### This happens especially when:

- We encounter new ideas.
- We are focused on delivering results.

### What is the danger?

- We perceive new ideas as portraying everything done so far as a failure.
- Our first response to new ideas tends to dismiss or challenge them.
- This attitude can keep a team from innovating, learning and taking risks.

## NOT RESPONSIBLE: "It's not my problem." "It's not my fault."



- When things go wrong, our first impulse is to avoid taking responsibility. Our explanations tend to focus on something or someone else as the cause. Even when we admit responsibility, we tend to focus on blaming those we consider even more responsible.

### This happens especially when:

- We are faced with a problem.
- The subject is something that we don't want to be associated with (for example HIV/AIDS, climate change, etc.)

### What is the danger?

- We adopt the role of victim and fail to take action.
- We don't change or improve, as we fail to see our shortcomings.

## US/THEM: "We're right, they're wrong." "It wasn't us, it was them."



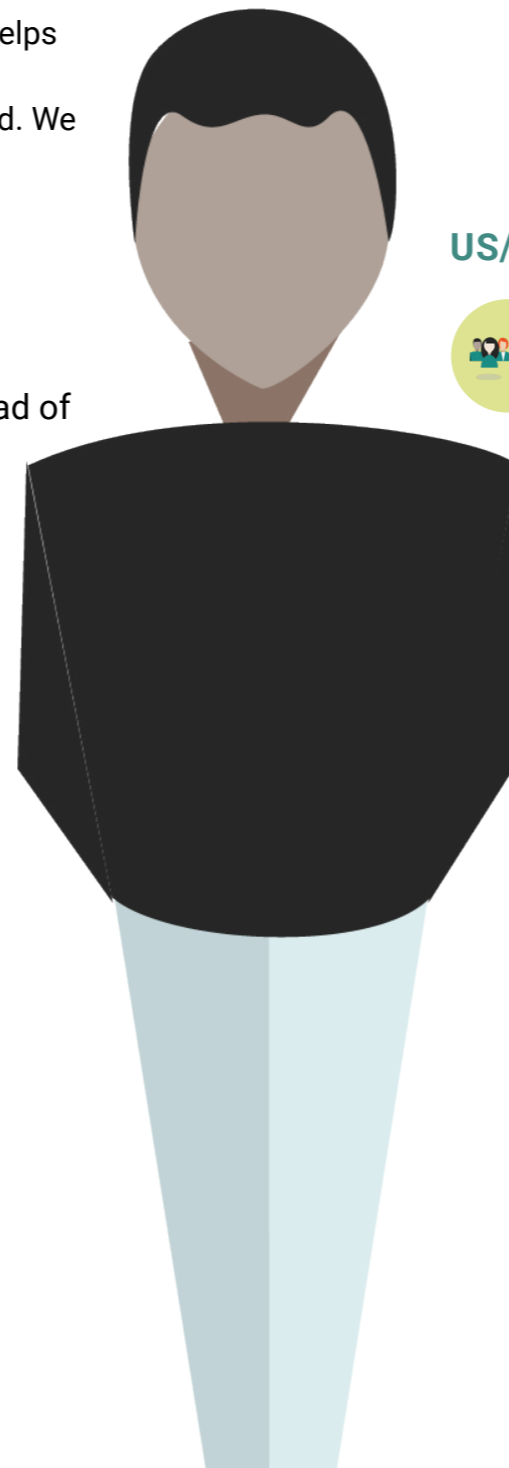
- We often assume that the decisions that we or our group make are superior to those made by "them" – that is, others.

### This happens especially when:

- Groups with specific expertise are faced with problems and are unable to see the full picture.
- There are no interactions with "them" (for example planning that involves "us" coming up with a plan for "them" with no interaction).

### What is the danger?

- Each partial solution that makes sense from the "us" perspective can trigger complications that make the problem worse.
- This attitude can keep us from having a sense of overall responsibility.



## EITHER/OR: “It is this or that.” “There is a choice between this or that.”



- We see things as a choice between mutually exclusive alternatives and rarely reflect on how these alternatives might be combined to develop a more powerful approach.

### For example:

- Either quality or cost must be prioritized.
- Either a political or a technical solution is required.

### What is the danger?

- We are unable to come up with comprehensive solutions that address complex systems and factors.

## NOT ENOUGH: “There isn’t enough time/money/resources/power/intelligence ...”



- In all circumstances, we think in terms of what there isn’t enough of. We live with scarcity as an underlying assumption.

### What is the danger?

- This attitude can keep us from making the most of what we do have and building on it.
- We spend our energy trying to get more of something instead of acting on a solution.

### Step 2: Put these background conversations aside.

Make a conscious decision to turn down the volume of the constant voice in your head.

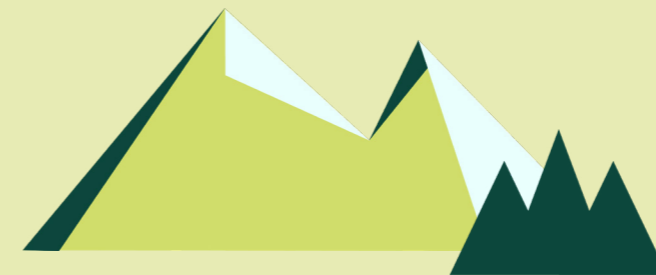
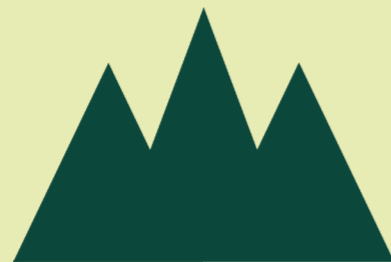
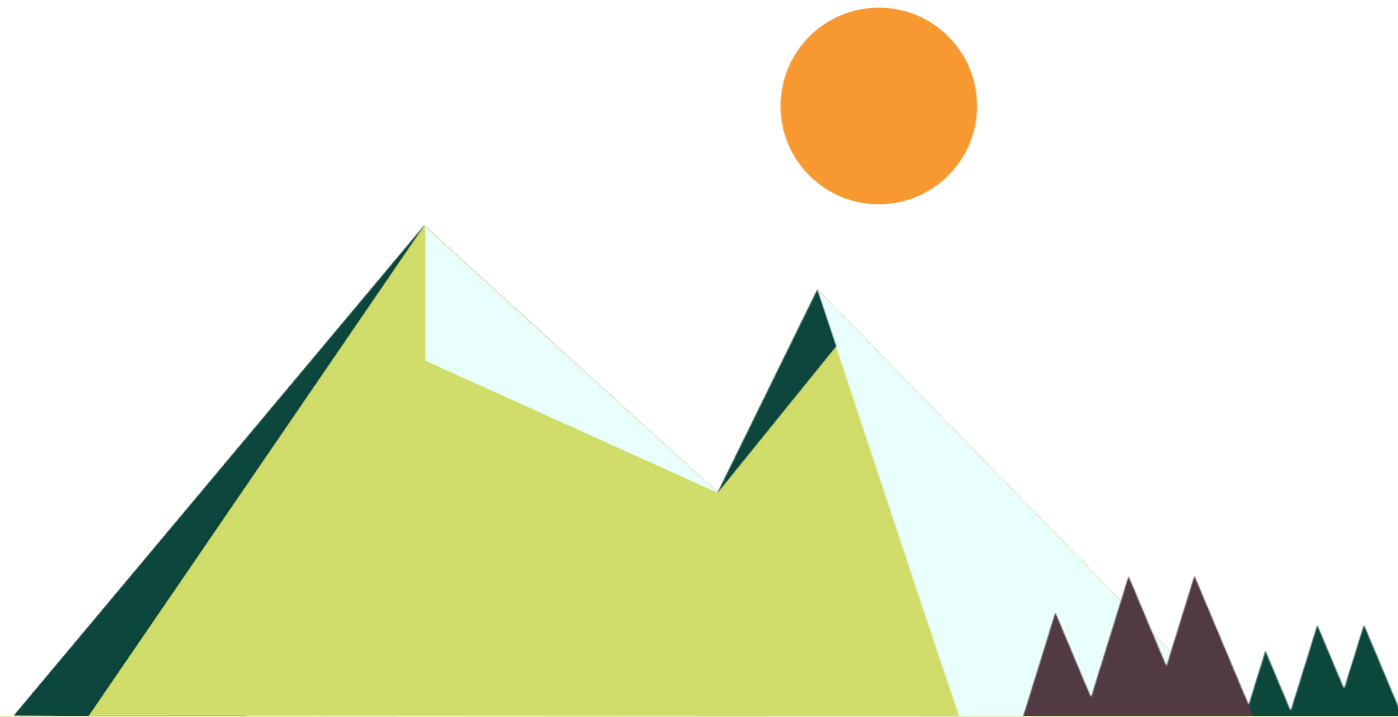
### Step 3: Focus on what the person is saying.

Just listen to the person. Don’t think about the next thing you’re going to say; instead, take everything in with a truly open mind.

### Step 4: Show that you care.

Use your body language (open, facing the speaker), eyes (meaningful eye contact) and expressions (nodding, showing interest) to make the person feel that they have your undivided attention.

After the person is done speaking, paraphrasing what they said or asking questions, when appropriate, are additional ways to show your interest. When asking questions, do this to help you understand; don’t throw the speaker off course.





## EXERCISE

### What you'll need



An activity partner



Time:  
15 - 20 minutes



Pen and paper



Can be done in groups

Go up to a friend or a relative and ask them about the best thing that happened to them in the past week. As soon as you do that, try your hardest to show that you are not paying attention to them (use your phone, delay your replies, look away, act distracted, etc.). After your conversation, ask them how they felt. Write their answer down.

Now, go to another friend or relative and ask them the same question. This time, pay close attention to them (ask follow-up questions, look directly at them, etc.). After your conversation, ask them how they felt. Write their answer down.

Take your activity book out with you on an ordinary day. Pick three people to have conversations with. It is great if you can pick people who you have different relationships with. For example, a friend you are close to, a teacher you like (or don't like) and someone you don't know well.

Start a conversation with them, perhaps by asking a question about a common interest. When listening to them, pay attention to your background conversations. After each conversation is over, use the following table to see if you can identify if any of the background conversations from the framework were going on.

Right/wrong	Find the flaw	Not responsible	Us/them	Either/or	Not enough
-------------	---------------	-----------------	---------	-----------	------------

Conversation 1

Conversation 2

Conversation 3

At the end of the day, reflect on your notes. Are there certain background conversations you have frequently? Are you a good listener? Did thinking about background conversations make you react differently to what was being said? Write your reflections down.

### WHY IS THIS IMPORTANT?

Being highly social creatures, we need to maintain relationships with others in constructive and sustainable ways in order to live meaningful lives. Understanding others' emotions and balancing your own rational and emotional states are essential skills for a leader.

Background conversations are a simple and effective starting point, as they allow you to reflect on your inner barriers to others' ideas and perspectives. With active listening practice, you can detect the thoughts that have become a habit and are dominating your thinking when engaged in conversation with others. Being aware of these habits and stopping them will make your interactions more meaningful. You will avoid situations where you fail to connect with the speaker.



## DIG DEEPER

### 1. Identify good listeners



- Write down the names of three people who you consider good listeners. Look at your list. Have you written the name of a person you don't like?
- Categorize the people on your list in the following categories: "liked by you", "loved by you" and "respected by you".
- What do you see? Is there a common pattern of feeling at least respect for the people who listen to you? What are the implications?

### 2. Listening, advice, sympathy



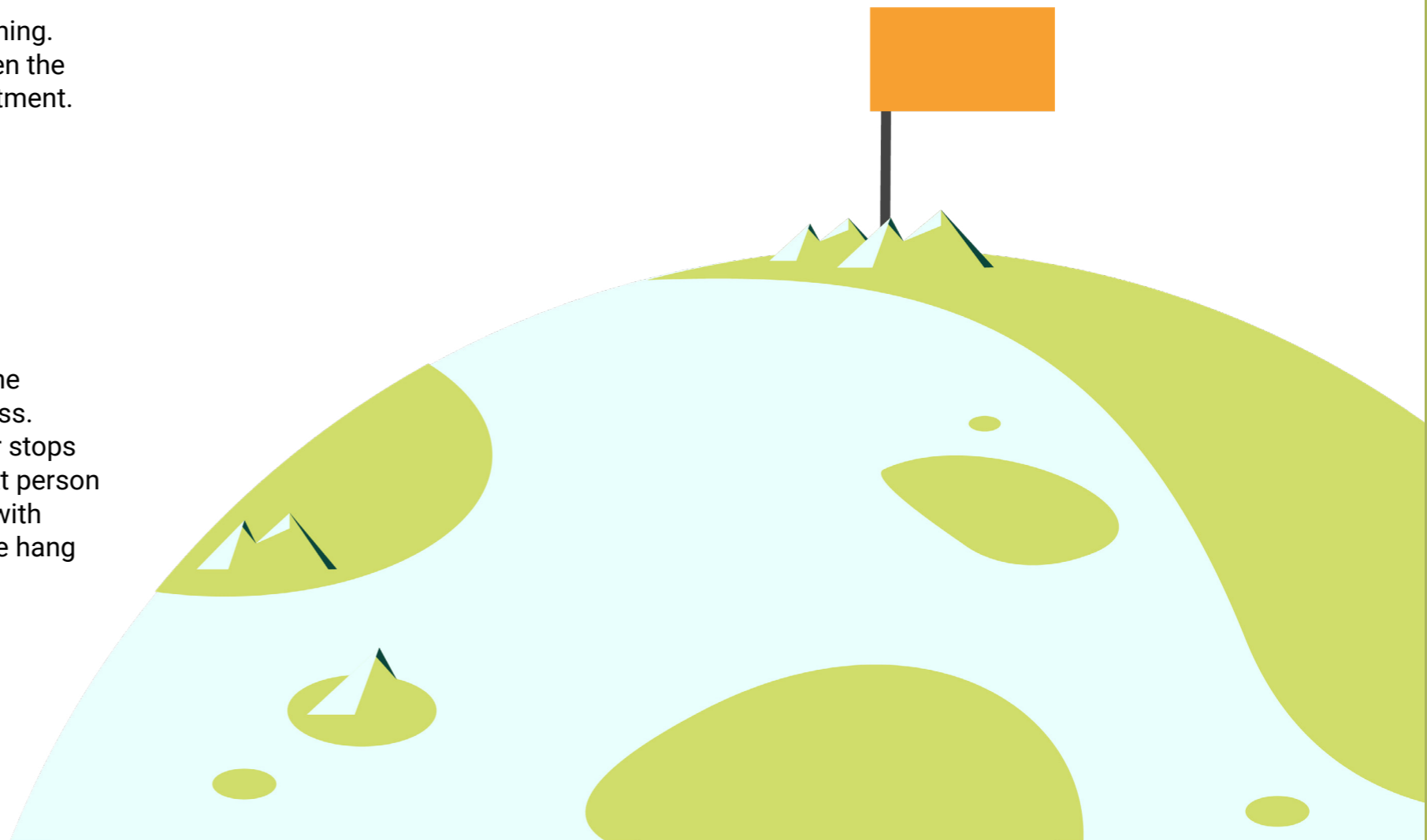
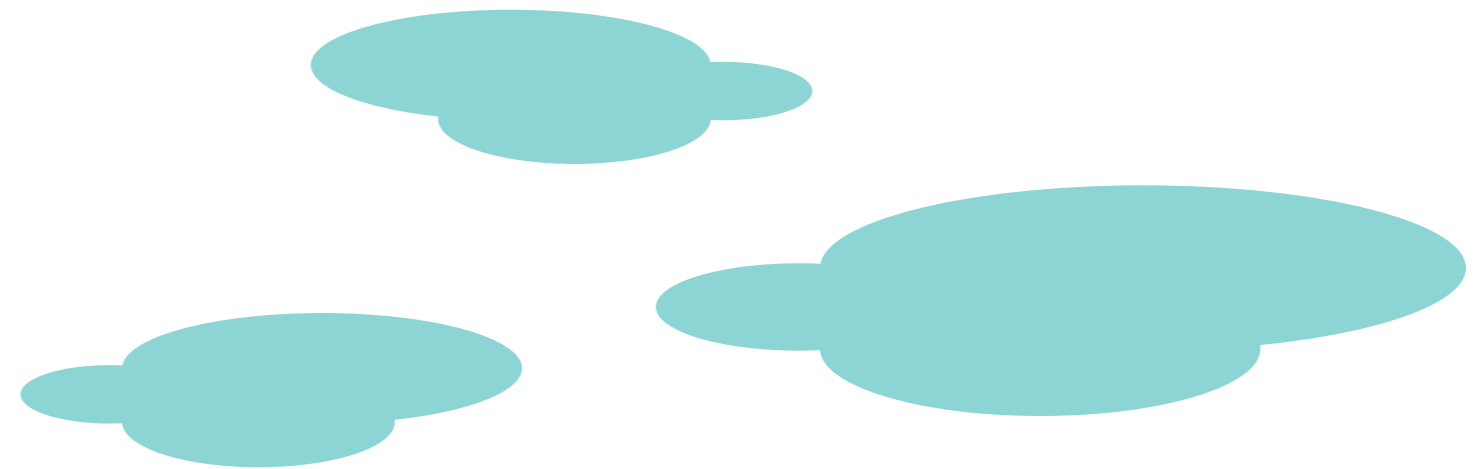
- For this activity, ask three people what their biggest disappointment in the past year was. It is preferable if all four of you are together and this is done as a group conversation. Don't give them any warning that you are trying something – just ask the question;
- When the first person is speaking, practise active listening. When the second person is speaking, give advice. When the third person is speaking, acknowledge their disappointment. At the end of the conversation, ask them who felt best understood. Reflect on their answers.

### 3. Active listening in a team



- For this activity, one person in the team will be giving instructions to the rest of the group;
- The instructor gives a topic for the team to discuss. The team goes from one person to the next in line to discuss. At random points during this discussion, the instructor stops the speaker. When a team member is stopped, the next person must continue the team member's sentence, starting with their last few words. Do this for a few rounds to get the hang of the activity;

- Once you nail the first round, continue your discussion. Let the conversation flow normally among team members. This time, the instructor will name who is to continue the speaker's sentence, and this won't necessarily be the next person in line. All team members will need to pay close attention;
- After the activity is done, share reflections. Were you paying more attention than you usually do? How did everyone feel?





## Activity 6: Public Narrative

*"Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity."*



**Chimamanda Ngozi Adichie**

### OBJECTIVE

You will become an effective public speaker by crafting your personal story and using it as a call to action.

### ADAPTED FROM

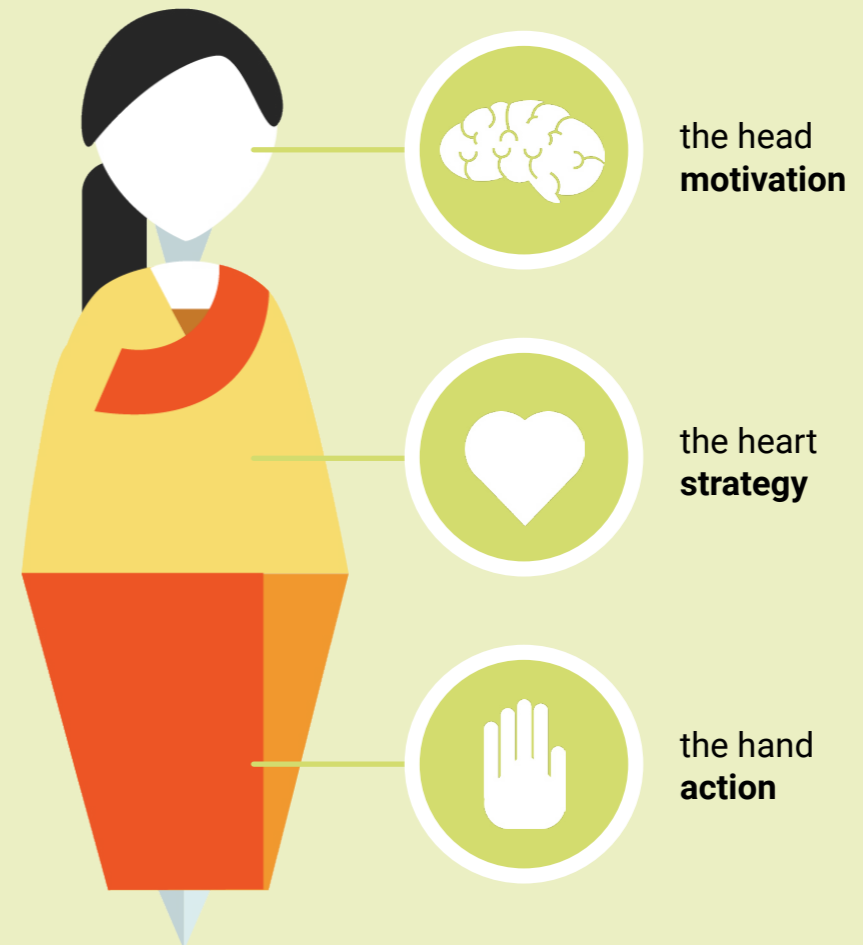
The work of Marshall Ganz.



# THE FRAMEWORK

## LEADERSHIP

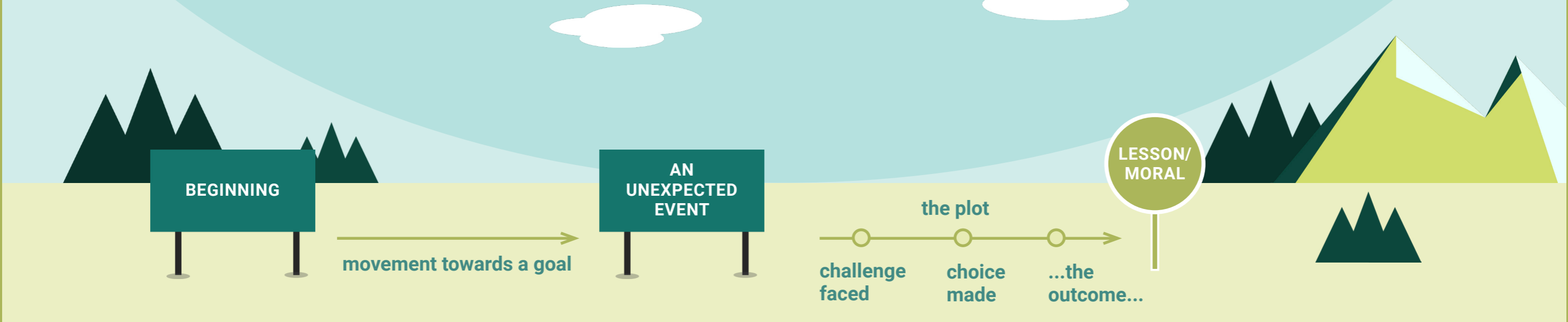
"Achieving purpose in the face of uncertainty"  
To be a good leader, you must engage:



### Public leadership...

...requires the use of both the head and the heart to mobilize others to act based on shared values. It engages people in seeking to understand why they should change the world (their motivation) and how they can act to change it (their strategy).

...But how do you do that?  
...through...**STORIES**



Public narrative combines a “story of self”, a “story of us” and a “story of now”.



A **story of self** explains why you have been called to serve:

**Key focus:** Choice points – moments in your life when your values became real because you made a choice in the face of uncertainty.

The power in your story comes from revealing something of yourself and your values – not your deepest secrets, but the key moments that have shaped your life.

A **story of us** communicates why our community in particular is called to act, and why we in particular have the capacity to lead:

**Key focus:** Telling a story about specific people and specific moments of choice or action that have shaped your community.

With the story of us, you are inviting others to join you in this community.

A **story of now** communicates the urgent challenge we are called upon to face now:

**Key focus:** The challenge that requires action, the hope for that action and the choice we are calling upon others to make.



## EXERCISE

### What you'll need



Silent space



Time:  
25 - 30 minutes



Pen and paper



Primarily for individuals

Let's start by developing a public narrative that presents your story and your push to bring about positive change. The first step is for you to pick the three stories that you think best convey your values and frame your call to action.

Use the box below to list some stories that are important in your life. If you were to think about three moments in your life that led you to where you are today, what would these be? Are there any other stories about your family or community that are very important for you? Can you think of any recent stories that made you more resolved to take action?

When preparing these stories, you should focus on three elements: the challenge that you faced, the choice that you made and the outcome.

Here are some questions you can think about:

- **Challenge:** What was the main challenge you faced? Why did you feel it was a challenge? What was so challenging about it?
- **Choice:** What choice did you make in facing this challenge? Why did you make this choice? Where did you get the courage (or not)? How did it feel?
- **Outcome:** What was the outcome? How did the outcome feel? Why did it feel that way? What did it teach you? How do you want us to feel?

Once you've picked your three stories, use the following table to structure them.



### STORY OF SELF

Who are you? Why have you been called to become a leader?

Challenge

Choice

Outcome



### STORY OF US

Why has your community been called to act, and why does it have the capacity to lead?

Challenge

Choice

Outcome



### STORY OF NOW

What is the urgent challenge you are called upon to face now? What is your call for action?

Challenge

Choice

Outcome



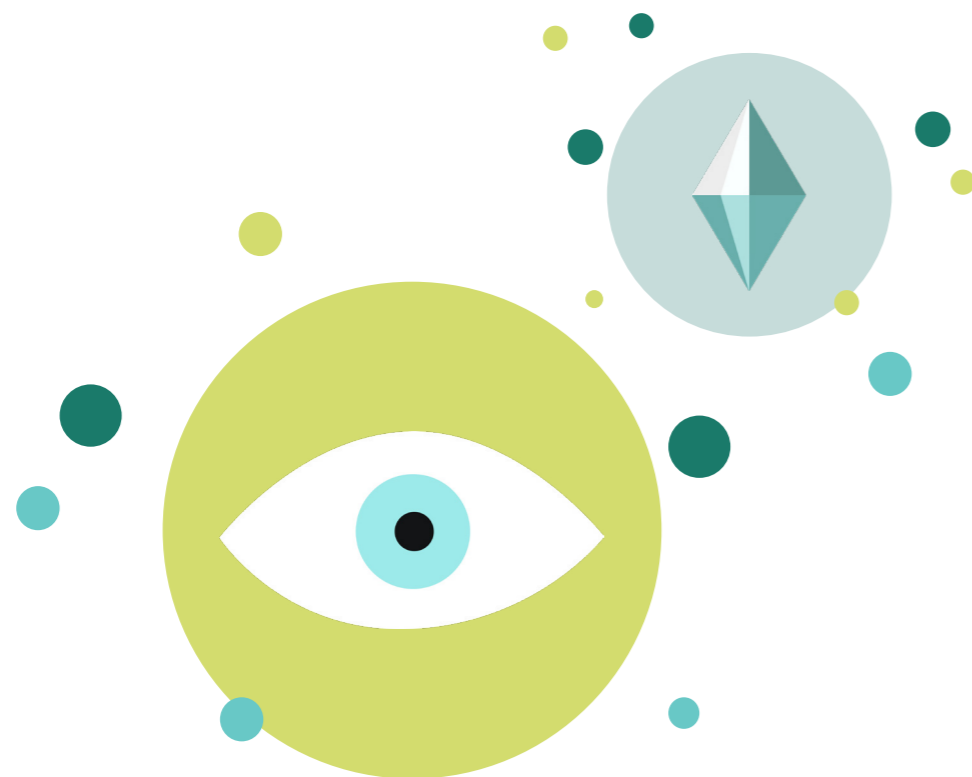
Tell these stories to someone you know and ask for their feedback. Ask them to focus on what moved them and what they wanted to know more about.

Using this feedback as a basis, tie the stories together and develop your narrative further in the box below.

You can think of this narrative as the essence of your story as a changemaker. You can use it as a starting point whenever you need to prepare a speech, address an audience or speak to others about yourself.

- You can take key points from it to develop an elevator pitch\* about your advocacy message.
- You can use the story of self as a way to introduce yourself in different contexts.
- Based on your audience and aim, you can change the stories or focus on elements of them that you think will resonate more with your audience.

*\*An elevator pitch is a brief, persuasive speech about yourself or your organization that introduces you and what you are doing in a way that will spark interest and enable the listener to understand in a short period of time.*



## WHY IS THIS IMPORTANT?

As a leader, you will need to inspire people and sustain change. One thing leaders can control is the way they speak and listen in order to influence relationships and create change. By learning and practising these techniques, you will connect people and values to your cause, promote social change and mobilize support through clear calls to action, thus translating your vision into reality.



articulate experiences



share values



make us feel emotion



inspire us to act

The key element in creating a public narrative is storytelling. Storytelling is a powerful tool because stories allow us to express our values not as abstract principles but as lived experiences. By speaking to people's emotions, stories have the power to move them.

Public narrative is an effective storytelling structure when speaking to an audience. It weaves together three stories into one. As a leader, this is a great technique to inform people about your cause, excite them about your mission for social change and mobilize support through a clear call to action.



## DIG DEEPER

### 1. Spot the stories



- Listen to an inspirational speech or talk. Our three recommendations are:
  1. Barack Obama – Democratic National Convention keynote speech, 2004 (“The speech that made Obama president”);
  2. Chimamanda Ngozi Adichie – The Danger of a Single Story, TED Talk, 2009;
  3. Susan B. Anthony – On Women’s Right to Vote, Philadelphia, 1872.
- How did the speech make you feel? Did it make you want to take action? If so, in what way?
- Try to identify the public narrative structure of the speech. What is the story of self? The story of us? The story of now? Which values, choice points and challenges did the speaker choose to convey? Why do you think these choices were made?
- Are there any other elements that make the delivery effective? How was the speaker’s body language? Choice of words? The pace of the speech and the use of voice? Note down your main takeaways.

### 2. Crafting stories in a group



- After completing the worksheet individually, tell your stories to the group. We recommend not using notes; even if it’s scary at first, this will make your stories a lot more convincing;
- After each speech, give feedback to the team member. Make sure to first ask if they are willing to receive feedback. In your feedback, avoid making general comments about public speaking abilities. Instead, focus on the following questions for each story:

- What connected with me? What would I like to know more about? Be specific and refer to choices, feelings, values and images.
- Were there any gaps in the story, where I wanted to know more about something?

- Decide on a time for your team to meet again. If this is too difficult to arrange, pair team members up for them to get together. Go through this exercise again. You will notice that your stress levels will visibly lessen when you get repeated chances to practise.

### 3. Public speaking workout



- Like any other skill, public speaking is one that can be learned. Practice is key, and the more you speak in front of people, the easier it gets. Below are three mini-exercises you can do as a public speaking “workout”;
  1. Your impact as a speaker is very dependent on your use of your voice and non-verbal communication (body language, signs of confidence, etc.). To focus on these aspects of delivery, find a paragraph online in a language you don’t understand. You could also write down a few lines of gibberish. Practise saying these out loud as if you are giving a speech. Pay attention to your tone, expressions and how you use your voice.
  2. Filler words or sounds such as “uh”, “um” and “like” are difficult to listen to and make you seem less prepared and authoritative. For this exercise, record yourself talking about any topic for 30 seconds. Every time you use a filler word, start over and try again. Aim to reach 10 filler-free recordings.
  3. For this exercise, choose a word you don’t know the meaning of. Deliver a 30-second speech where you explain, with authority, what you think it means. Pay attention to how the use of your voice and your intonation can give you more command and authority. You could also do this with a friend and see who is more convincing.



## Activity 7: Cultural Awareness

*"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."*

Audre Lorde



### OBJECTIVE

You will communicate effectively in multicultural contexts, across national, ethnic, organizational and even generational cultures, bridging cultural and personal differences.

### ADAPTED FROM

The work of David A. Livermore.

As an advocate and changemaker, you will often need to interact with people from different cultures and backgrounds. When doing so, it is important to understand the rules and cultural expectations of others and adapt your working style to these.

**Cultural awareness** is someone's ability to understand the differences between themselves and people from other countries or backgrounds – especially differences in attitudes, perceptions and values. To become culturally aware, it is important to start by understanding your own culture, and to stand back from it when you need to and to observe, respect and adapt to other cultural contexts.

There are many dimensions of culture: some are visible and many others can be learned only as your understanding of the culture grows. Like the tip of an iceberg, the visible part of a culture is only a small part of a much larger whole.

In your advocacy and changemaking, it is important to start by considering the more visible and practical dimensions, while not overlooking how these are tied to the deeper values and beliefs of the culture.

## THE FRAMEWORK



Below, we present **four dimensions of culture** that can be used as a starting point to analyse and understand other cultures. Remember that individuals may not always have all the characteristics of their cultural background. In today's globalized world, organizations and communities often have mixed cultural influences that cannot easily be categorized. Always be observant and keep an open mind.



## 1. Authority: How does the culture view authority, power and status?

Power distance is the amount of hierarchy and inequality that is assumed to be appropriate and normal within a society. Power differences arise when two people have a different amount of power from each other. For example, someone young and someone old, a student and a teacher, an employee and an employer.

### LOW POWER DISTANCE

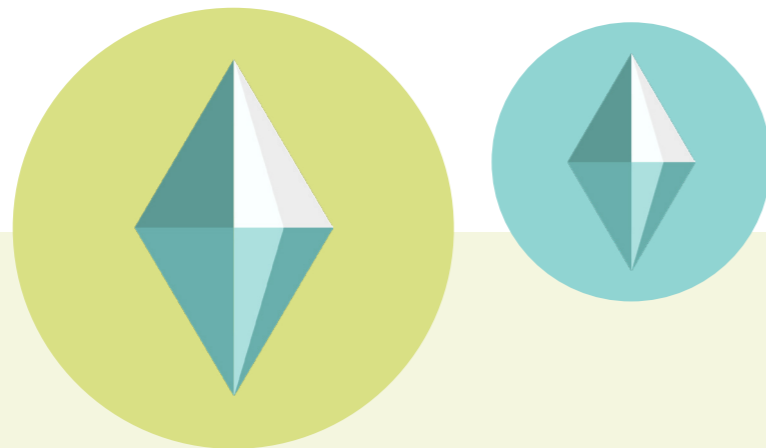
- The distance between those with power differences is small.
- Interactions between those with power differences are acceptable and relaxed.
- There is not much hierarchy or protocol.

### HIGH POWER DISTANCE

- There is greater distance between those with power differences.
- Interactions between those with power differences are less acceptable, and there is more ceremony around them.
- There is a lot of hierarchy and protocol.

**Tips for you:** In many contexts, as a young person, you will often have less power than your adult counterparts.

- In high power distance cultures, make sure to abide by the language requirements (such as using the appropriate title when addressing the person) and protocol requirements (for example, certain steps may need to be taken before direct contact is made) when dealing with individuals who have more power than you.
- In low power distance cultures, be prepared for relationships to proceed faster, and be more direct and relaxed in your communication.



## 2. Time: Does the culture emphasis punctuality or relationships?

### MONOCHRONIC

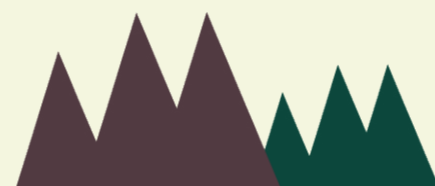
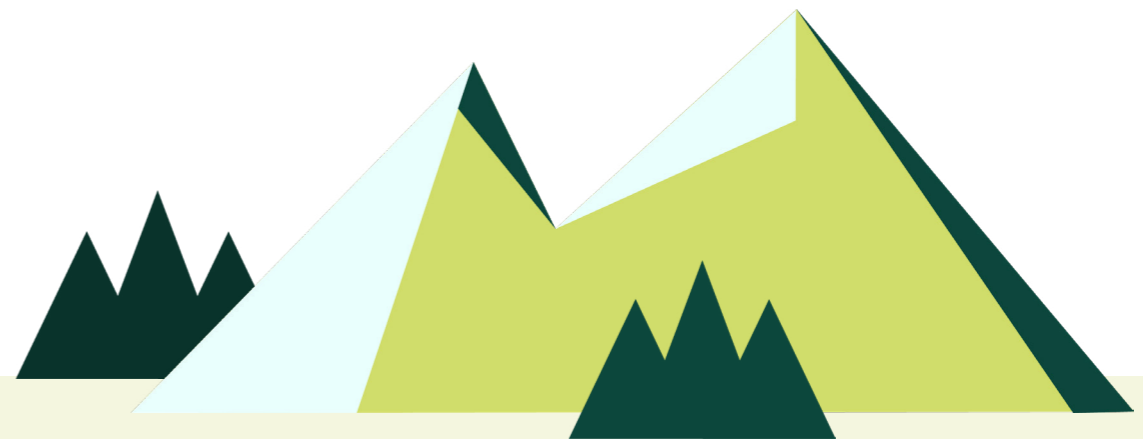
- “Clock time”: there are precise times when events and appointments should begin and end.
- Careful planning, scheduling and time management are in place.
- This stems from individualism, enabling the individual to manage their time.

### POLYCHRONIC

- “Event time”: times are set not as exact start/end times but as approximate guidelines.
- Human interaction is valued more than time-keeping, leading to less concern for “getting things done”.
- Things get done, but not necessarily to a carefully planned schedule.

#### Tips for you:

- In monochronic cultures, pay extra attention to punctuality. Be aware that being late, running over time or contacting people on their breaks or while they are on holiday can be seen as a breach of your counterpart’s personal time.
- In polychronic cultures, be prepared for timing and scheduling to be less precise. If your counterpart in a polychronic culture is late, do not take it personally and understand where they are coming from. Communicate your punctuality expectations clearly to avoid repeated incidents, but try to be more flexible.





### 3. Communication: Does the culture want people to say directly and clearly what they mean?

#### LOW CONTEXT

- People say directly what they mean.
- It is acceptable to be clear and explicit, even in stressful or sensitive situations.

#### HIGH CONTEXT

- Communication depends much more on implied meaning and assuming that the listener will read between the lines.

#### Tips for you:

- In low context cultures, be clear and concise in your communication. If you are used to communicating in a high context way, understand that your counterpart might not understand your subtle cues.
- In high context cultures, soften and lengthen your messages when communicating them. Pay extra attention to the body language and tone of your counterpart – that may be where the real meaning lies.



### 4. Achievement: To what extent is it acceptable to emphasize your individual achievements?

#### COMPETITIVE

- Society emphasizes the importance of achieving results.
- There is more emphasis on the individual than the group.
- People use “I” language and active verbs.
- The culture encourages people to stand out and talk about their individual achievements.

#### COOPERATIVE

- Society emphasizes the importance of nurturing, collaborative behaviour.
- There is more emphasis on the group than the individual.
- People use “we” language and passive verbs.
- Talking about individual achievements may be frowned upon and collective achievement is emphasized.

#### Tips for you:

- In competitive cultures, focus on results in presenting your case. Be comfortable with emphasizing your actions and your added value as an individual or organization.
- In cooperative cultures, emphasize collective action and results. When presenting your individual achievements, link them back to the group and the collective success.





## EXERCISE

### What you'll need



Silent space



Time:  
20 - 25 minutes



Pen and paper



Primarily for individuals

Let's start by gaining an understanding of your own cultural profile and tendencies. On the diagram below, which shows the cultural awareness framework as a set of scales, mark where you stand on the scales. If your personal positions are different from those of the culture you were raised in, you can also reflect on these differences and mark what you think your culture's positions are on the scales.

AUTHORITY		
Low power distance		High power distance
TIME		
Monochronic		Polychronic
COMMUNICATION		
Low context		High context
ACHIEVEMENT		
Competitive		Cooperative

If you can think of an example of a time when you worked in a different cultural context or interacted with someone with a different cultural background, mark where you think the person or organization fell on the scales.

Think of an example for each dimension of a time when one of your colleagues or collaborators acted in a culturally different way. How did you react? In light of what you have learned, would you react differently now? How?

Authority

Time

Communication

Achievement

### WHY IS THIS IMPORTANT?

It is important to be aware of different dimensions of culture. This will deepen your ability to understand yourself, as well as those around you. In a work environment, cultural awareness can make collaboration smoother and more effective.

Cultural awareness is the foundation of **effective communication**. People see, interpret and evaluate things in different ways. What is considered appropriate behaviour in one culture is frequently inappropriate in another. Misunderstandings can arise when we make sense of other people's reality through assumptions based on our own culture.

Cultural awareness is essential for your advocacy, especially in international contexts. Your advocacy efforts may be fruitless unless you are able to adjust your communication style and behaviour to the culture that you are in.

Having a good understanding of how your cultural identity may be perceived in different contexts is crucial. Based on your age and gender, you are likely to face certain cultural norms that may not always work in your favour. This is especially likely to happen in advocacy work where there is interaction with powerful individuals and organizations. Being smart about navigating these situations can help you in your efforts to achieve social change.



## DIG DEEPER

### 1. Cultural awareness in a team



- Before doing this in a team, make sure that all team members are comfortable sharing their personal profiles;
- After developing your personal profile in the activity, share it with the rest of your team. Once everyone is done sharing, compare and map the team's cultural profiles. If you all come from the same cultural context, you can focus more on your individual preferences. Are there certain dimensions in which some individuals differ from the dominant cultural norms? Are there any behaviours that have helped team members adjust to a new cultural context? What are some points that team members can pay attention to when interacting with each other?

### 2. Culture matters (created by Kobi Skolnick and Jen Gowers)



- If you are headed to work or study in a culture other than your own, you can use this activity to prepare yourself. If you are going with a group, do it as a group activity;
- Before you engage with the new culture:
  - Write down five things you know or five things you assume about the culture.
  - Write down what you **need** to know and what you would **like** to know.
  - For each aspect, do some research and note down your findings. (If you are doing this as a group, each person can pick one aspect and report back to the team.)
- Reflect on the following questions:
  - What would be **valuable** for you to learn before engaging with someone from the other culture?
  - What would be **wise** to unlearn, to be aware of or to question regarding your assumptions about that culture before you begin?

### 3. Observation challenge



- Find a foreign movie or TV series to watch. You can find one online or on TV. For 10 minutes, watch the scenes closely and note down your observations. Try to gather some insight into as many cultural dimensions as you can;
- When you are done watching the clip, do some research to see if your observations were on point;
- Reflect on how you made the observations. What were the main things that helped your analysis?





# Activity 8: Team Dynamics

*"I'm very conscious of the fact that you cannot do it alone. It's teamwork. When you do it alone you run the risk that when you are no longer there nobody else will do it."*



Wangari Maathai

## OBJECTIVES

- You will become aware of the different stages of team formation and the role you can play as a team leader;
- You will learn how to create norms and an overall collaborative environment for a team that will inspire change.

## ADAPTED FROM

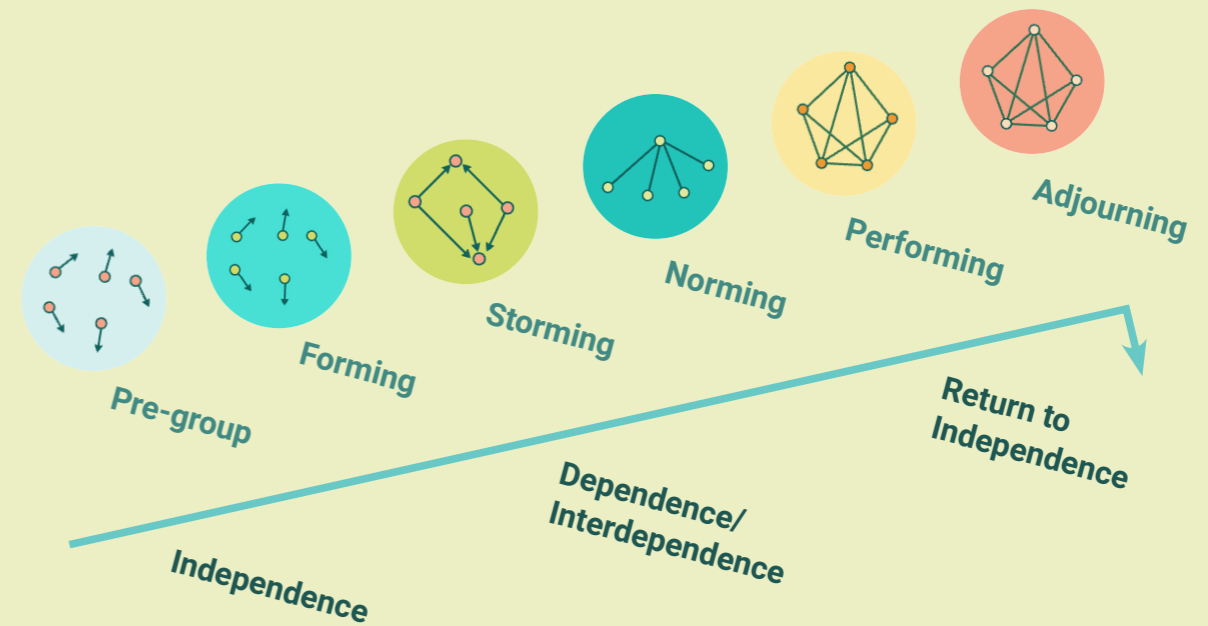
The work of Bruce Tuckman.



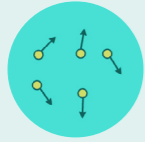
# THE FRAMEWORK

This framework can help you to recognize a team's behavioural patterns. It is best used as a basis for team conversation, rather than as a tool for "diagnosis". Remember, team development is not a linear process. Just as the team may skip a stage or fall back to an earlier one, team members may be at different stages.

## FIVE STAGES OF GROUP DEVELOPMENT







## FORMING

**Feelings:** Excitement, eagerness, positive expectations; some anxiety, shyness, uncertainty;

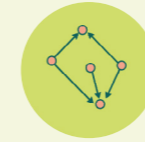
**Behaviours:** Lots of questions (Why are we here? What are we doing? What is our goal?) Extroverted and outspoken members may quickly assume dominant roles. Most interactions are social as members get to know each other.

### Team tasks:

- Create a team with a clear structure, goals, a direction and roles;
- Build the foundations for trust;
- Energy is focused on establishing the team, so achievement may be relatively low.

### Tips for the team:

- A good orientation/kick-off process is key at this stage;
- If a team has tasks to accomplish, these need to be communicated clearly and agreed on by everyone;
- There should be enough time for everyone to get to know each other. Ice-breaker activities and team-building games are great;
- Once the foundations are established, the focus should be on clearly communicating expectations, roles and tasks. It is important for members to share what they think they can contribute and be able to pick their own tasks.



## STORMING

**Feelings:** Frustration, competition, concern;

**Behaviours:** Exploration, through trial and error, of how the team will respond to differences and how it will handle conflict. Competition for status, authority and influence. Establishment of positions and roles within the team. Internal conflicts may occur. This is normal and healthy, but failure to address them in an open manner can result in long-term problems.

### Team tasks:

- Refocus on goals, and break larger goals down into smaller, achievable steps;
- Develop task-related skills, group processes and conflict management skills;
- Set flexible and inclusive norms and expectations.

### Tips for the team:

- **Normalize conflict:** Understand that this is a natural phase of the group formation process and discuss the stages of team development;
- **Be inclusive:** Make sure all members feel included and create space for open team discussion, inviting all views and opinions. Remember that having different ideas and opinions in a team helps foster creativity and innovation;
- **Remain positive:** Remind yourselves of your shared values and vision;
- **Don't rush team development:** Working through the storming stage may take some time; let it happen.



## NORMING

**Feelings:** Increased sense of comfort, honesty, freedom of expression; acceptance of others, recognition of the value of differences; sense of belonging to the team, group cohesion;

**Behaviours:** Conscious effort to resolve problems and achieve group harmony. More frequent and meaningful communication among team members. Increased willingness to share ideas and ask teammates for help. Group identity starts taking shape, and nicknames and inside jokes may begin popping up.

### Team tasks:

- Develop implicit and explicit group norms;
- Return focus to the team's tasks;
- Evaluate and improve team processes and productivity.

### Tips for the team:

- Allow team members to work independently and take on more responsibility, making their own decisions.



## PERFORMING

**Feelings:** Satisfaction in the team's progress, increased openness and self-awareness, attachment to the team, self-confidence and confidence in the abilities of others;

**Behaviours:** Team members are able to prevent or solve problems in the team's processes, and they have a "can do" attitude. Members offer to assist one another. Roles are more fluid and change as needed. Differences are appreciated and used to increase performance.

### Team tasks:

- Make significant progress towards goals, as commitment and competence are high;
- Continue to deepen knowledge and skills;
- Measure and celebrate accomplishments and progress.

### Tips for the team:

- Be aware of changes! With changes in members or the external environment, the team can cycle back to an earlier stage. It is important to recognize and address these changes and resulting behaviours to remain in the performing stage;
- Ensure the team's tasks remain clear and relevant. Challenge yourselves should the team get too complacent;
- Keep providing each other with support and motivation.



## ADJOURNING

**Feelings:** Concern, anxiety, uncertainty, sadness, sense of loss; deep satisfaction, pride. It is likely that at any given moment members of the team will be experiencing different mixtures of emotions about its ending;

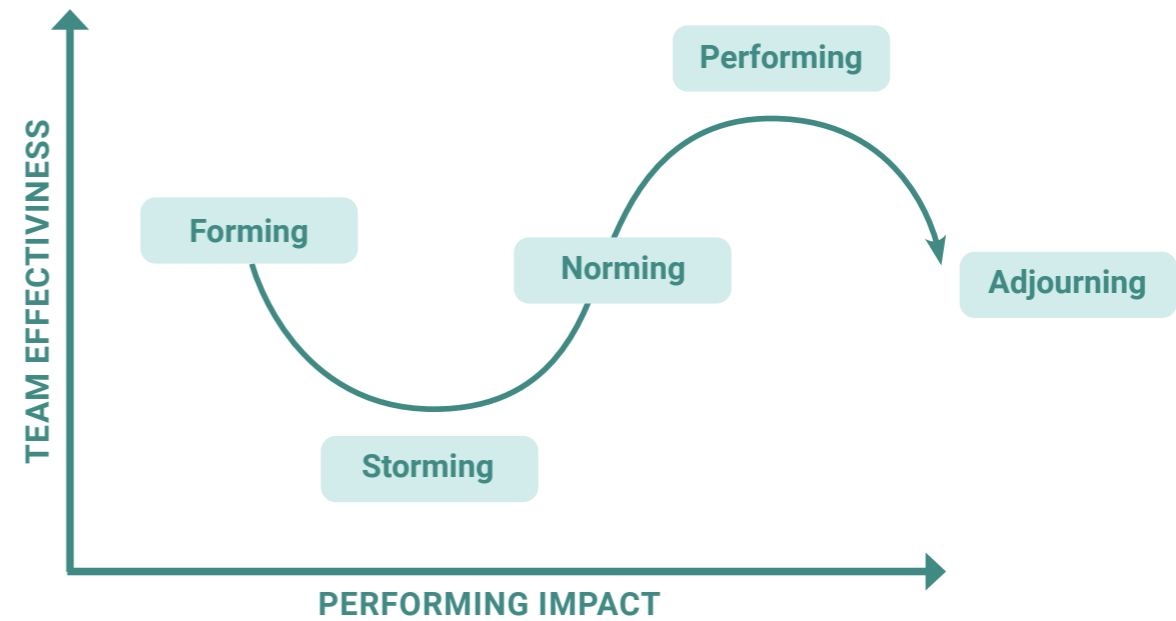
**Behaviours:** Some team members may become less focused on the team's tasks (potential drop in productivity). Some may focus more on the tasks at hand to counteract a sense of loss (potential increase in productivity).

### Team tasks:

- Acknowledge the upcoming transition and the different feelings that team members may be experiencing;
- Complete any products that the team has to deliver and bring any remaining teamwork to a conclusion;
- Evaluate the teams processes and products, focusing on lessons learned and passing these on to future teams;
- Create a closing celebration that acknowledges the contributions of individuals and the accomplishments of the team.

### Tips for the team:

- Be sensitive, empathetic and respectful in handling the ending;
- Ensure sufficient time is set aside for a proper debrief and celebration;
- Ensure follow-up and completion, taking responsibility for passing on lessons learned to future teams and other stakeholders.





## EXERCISE

### What you'll need



Silent space



Time:  
20 - 25 minutes



Pen and paper



Primarily for individuals

Think about a time when you were in a group or team. This might be a friendship group, a school class, a sports team or an organization. Try to think back to how you came to know each other and became a functional group.

**Do you remember being in this stage? What was it like? How did it begin and end?**

**Were there any factors that made this stage easier? In light of what you've learned, what would have helped?**

Forming

Storming

Norming

Performing

Adjourning

## WHY IS THIS IMPORTANT?

It is important to be aware of team dynamics and changes in them. This can prepare you to build a community. It also helps to ensure that you are aware not only of the ingredients of a good team but also of what might be preventing your team from operating at its best.





## DIG DEEPER

For this particular framework, instead of presenting further activities that you can do by yourself, we provide three frameworks that you can use to provide a solid foundation at the beginning of any team development process.

### 1. Compass points (developed in the field by educators affiliated with the National School Reform Faculty)



- Use four sides of a room to indicate four different groups. For ease, you can call them North, South, East and West. On each side, put up a sheet of paper with the characteristics of the “directions”, as shown below;
- Ask all team members to go to the direction of their choice. No one is only one direction, but everyone can choose one as their predominant one;
- For each direction, answer the following questions in a group discussion and take notes on a flipchart or board.

#### North

Acting – “Let’s do it!”  
Likes to act, try things,  
plunge in.

#### West

Paying attention to detail  
– Likes to know the who,  
what, when, where and why  
before acting.



#### East

Speculating – Likes to look  
at the big picture and the  
possibilities before acting.

#### South

Caring– Likes to know  
that everyone’s feelings  
have been taken into  
consideration and that their  
voices have been heard  
before acting.

1. What are the strengths of your style? (four adjectives)
2. What are the limitations of your style? (four adjectives)
3. Which style do you find most difficult to work with and why?
4. What do people from the other directions or styles need to know about you so you can work together effectively?
5. What do you value about the other three styles?

- Have a team discussion focusing on what participants have learned about their own style, as well as the others. How can this information be used for the team to work well together?

### 2. Peeves and traits (developed by veteran teachers in the field)



- This activity allows team members to understand the challenges they each face and the strengths they each have when working in a group;
- First, ask each team member to write down one pet peeve they have when working in a team. (For example, “I find it challenging when people come late to meetings because I feel like coming late communicates lack of care for others’ time.” Or “It gets to me when people get interrupted during discussions because their contributions are valuable and our voices all matter.”);
- Second, ask each team member to write down one positive trait that everyone in the group should know about when working with them. For example, “One thing you should all know about me is that my silence is not due to disinterest; I just need time to do my best thinking.” Or “One thing you should all know about me is I get excited during discussions and sometimes interrupt others out of enthusiasm.”);
- Ask team members to share both statements with the group in turn, with discussion. As a team, discuss whether you have found the activity helpful. What have you learned about each other? How can this knowledge be used to structure teamwork and achieve the group’s aims?

### 3. Golden rules (Daniel Venables, *The Practice of Authentic Professional Learning Communities*)



- Hand out blank cards and ask team members to write one group rule they would like to see put in place. There should be no more than one rule per card, but they can write as many cards as they like;
- After they are done, collect all the cards and randomly pass them back out to team members. Ask each member to read the card they have been given. After each rule has been read, other members can say if theirs is the same as or closely related to it;
- As the cards are read, collect them and try to group them into the categories that emerge (such as “respect”, “disagreements”, “agenda”, etc.). Limit the discussion to identifying these categories and the similarities between rules;
- After sorting out the cards, ask the team if there are any rules they would like to eliminate. Let any member propose an elimination, and remove the card if any other member supports it;
- Once you have the final set of cards, have a team discussion to condense the rules into four to six golden rules for the team;
- Use these golden rules for all your work as a team. Consider writing them on a poster and signing it. If you have a place where you meet, hang the poster up where all team members can see it.



# Step 3

## DESIGN FOR CHANGE



The time has come! You will now dive into the issues you are passionate about and put your ideas into action. Real impact happens when teams are able to come up with projects that address the right needs, at the right time, in the right way. As simple as it sounds, this actually requires focus, creativity and patience. By the end of this step, you will have the foundation you need to design and implement a **successful change initiative on a specific social issue**.

### OBJECTIVES:

- You will gain a clear understanding of the social issue you would like to address and its root causes;
- You will use your creativity to generate new ideas that will form the basis of your change initiative;
- You will learn how to plan your activities, track progress and work towards achieving your intended results;
- You will identify the stakeholders that you need to engage with for the success of your change initiative and develop a strategy to build and manage relationships with them.

This step contains four activities that will enable you to answer the following questions:

### CHAPTER 3 | DESIGN FOR CHANGE

<b>ACTIVITY 9</b>	SYSTEMS AWARENESS	What are the root causes of the issue I want to address? How do they affect my plans for social change?
<b>ACTIVITY 10</b>	IDEA GENERATION	How can I come up with creative ideas to bring about social change? How can I make sure that they are practical?
<b>ACTIVITY 11</b>	RESULTS CHAIN	How do I get from where I am to where I want to be? What would it look like practically?
<b>ACTIVITY 12</b>	STAKEHOLDER MAPPING	Who do I need to engage with? How can I build and manage these relationships?

*“The most difficult thing is the decision to act, the rest is merely tenacity. The fears are paper tigers. You can do anything you decide to do. You can act to change and control your life; and the procedure, the process is its own reward.”*



**Amelia Earhart**



## Activity 9: Systems Awareness

*"It's not that I am so smart, it's just that I stay with problems longer."*

Albert Einstein



### OBJECTIVE

You will gain a clear understanding of the social issue you would like to address and its root causes.

### ADAPTED FROM

The work of Michael Goodman.

## THE FRAMEWORK

Often, the social issues that we see around us are just the tip of the iceberg. They are the symptoms of deep-rooted tensions or problems in our community or society.

The iceberg model is a tool that can help you discover the patterns of behaviour, supporting structures and mental models that underlie a particular event or issue. The idea is simple: just keep asking "Why?" over and over again in the face of an issue, and you will see that the answers will take you deeper into the root causes of the problem:

EVENTS

UNDERLYING  
STRUCTURES

UNDERLYING  
VALUES AND  
BELIEFS



## EVENTS

**What just happened?  
What is the issue?**

---

Girls in our community are taken out of school at a young age against their will.



## REACT

React to the events but be smart. Clearly communicate your stance but don't be inflammatory. Share the reasoning behind your reaction, and try to be as objective as possible. Highlight the values that make you react to the event in the way that you do.

---

We are against girls being taken out of school because this jeopardizes their economic independence and makes it more likely that they will be married at an early age. We believe that every person deserves to have the chance to fulfill their dreams, regardless of their gender.

## UNDERLYING STRUCTURES

**What are the structures that make the event possible?  
What is the relationship between them?**

---

Families (especially fathers) have the ultimate say on whether girls can continue their education or not. Our community leaders have a strong influence on how parents make decisions, and they support early marriage.



## DESIGN

Design a change initiative that interacts with and addresses the underlying structures.

---

We will organize workshops for girls' families together with our school. We will talk to our parents to see if they can convince the parents of the girls who are leaving school to change their minds. We will organize a group visit to our community leaders to share our concerns and stories, asking them to change their ways.

## UNDERLYING VALUES AND BELIEFS

**What beliefs hold the system in place? What values are used as a justification for continued issues?**

---

Our families and community leaders believe that girls are better off taking care of their homes and children. They think that once a girl hits puberty, she is mature enough to start a family.



## TRANSFORM

Your change initiative should have the elements that can transform these values and beliefs over time. This requires deep and sustained engagement with your community, bringing about change from within.

---

Hearing about girls who are young mothers, our community leaders might over time decide to join us in supporting girls to stay in school.



## EXERCISE

### What you'll need



Silent space



Time:  
30 - 35 minutes



Pen and paper



Primarily for individuals

Begin by choosing a social issue that you feel strongly about. Ideally, go for something that is close to your life: a problem that you witness in your community, something that you would like to change.

Before thinking about the framework, begin by asking the question "Why?" repeatedly.

#### WHAT IS THE SOCIAL ISSUE?

Answer with a specific event/happening that is recent or in the present, not a general topic.

↓↓↓ WHY? ↓↓↓

↓↓↓ WHY? ↓↓↓

↓↓↓ WHY? ↓↓↓

↓↓↓ WHY? ↓↓↓

Feel free to continue asking "Why?" if you feel you could go deeper into the root causes.

Organize your answers into the categories of the iceberg model, as shown in the table below. Feel free to expand your answers.

#### EVENTS

What just happened?

#### UNDERLYING STRUCTURES

What are the structures that make the event possible?

#### UNDERLYING VALUES AND BELIEFS

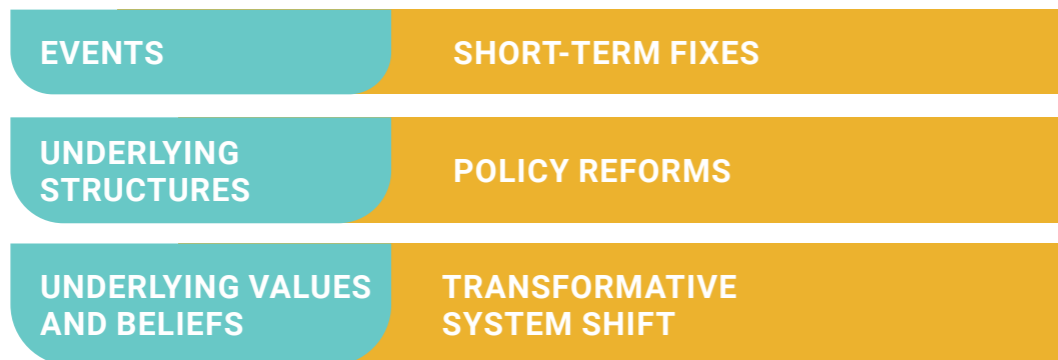
What are the beliefs that hold the structures in place? What values are used to justify the continued issues?

Did the framework change your understanding of the social issue? Do you have any reflections on the activity? How do the results affect your ideas about your advocacy and leadership on the issue?

## WHY IS THIS IMPORTANT?

When we engage in creating change, we need to develop a systematic eye in order to make sure that we cover the parts as well as the whole. In this way, we can see the gaps that aren't covered by our approach and can build partnerships to ensure a fuller response to the problem. We need to understand both the visible and hidden: the attitudes, factors and forces that create and reinforce structures, and the systems and cultural norms that prevent or enable progress.

**Lasting change happens when you are able to address the root causes of a problem.** The difference between short-term fixes and transformational leadership is the ability to understand and transform the underlying factors giving rise to a social issue.




This does not mean that you always need to engage with underlying values and beliefs.

Most change initiatives will begin by addressing the events, and that is normal. What is important is to make sure that short-term fixes can, in time, be translated into policy reforms and deeper change. When planning your change initiative, keep asking yourself what real change might mean in the long term. Try to go for activities that also address the underlying causes.




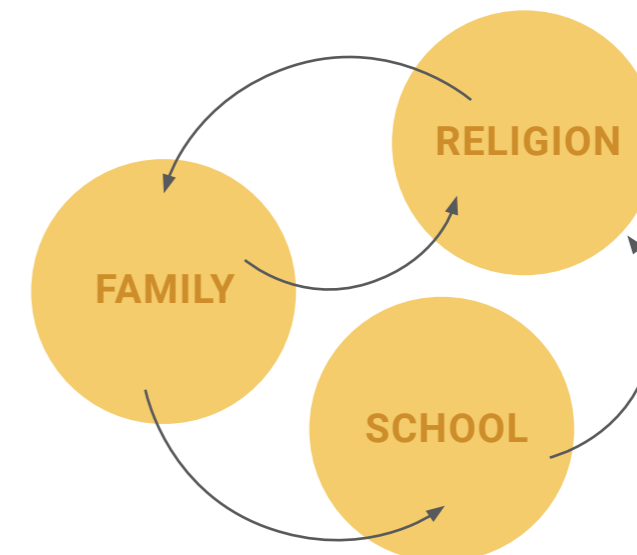
## DIG DEEPER

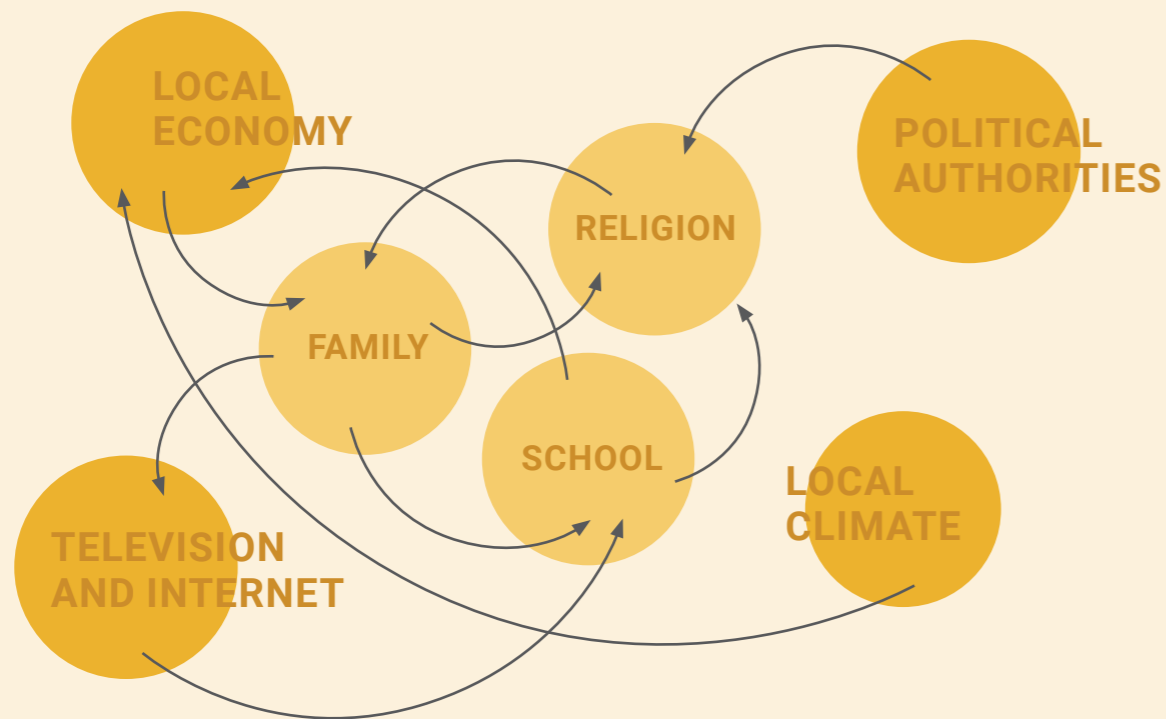
### 1. **Headline drill**

-  Take a news article headline and, without reading the rest of the article, note down what the underlying structures, values and beliefs behind the event might be;
- After reading the article, think about how much it covered these aspects. Would you say that the article tends to focus on the event rather than what underlies it? Try to do this exercise regularly when reading the news. What patterns do you observe?
- It might also be interesting to do this with your team and see the different perspectives you have on the same event.

### 2. **Explore the relationships**

-  Understanding the relationships between different events, structures and beliefs is as important as being aware of their existence;
- Round 1:** On a blank piece of paper, place each structure that you came up with in the exercise in a separate bubble. Draw arrows between those that are related (see the example below), and make notes on what the relationship is (for example, teachers and religious leaders support each other, or religion influences family reputation).



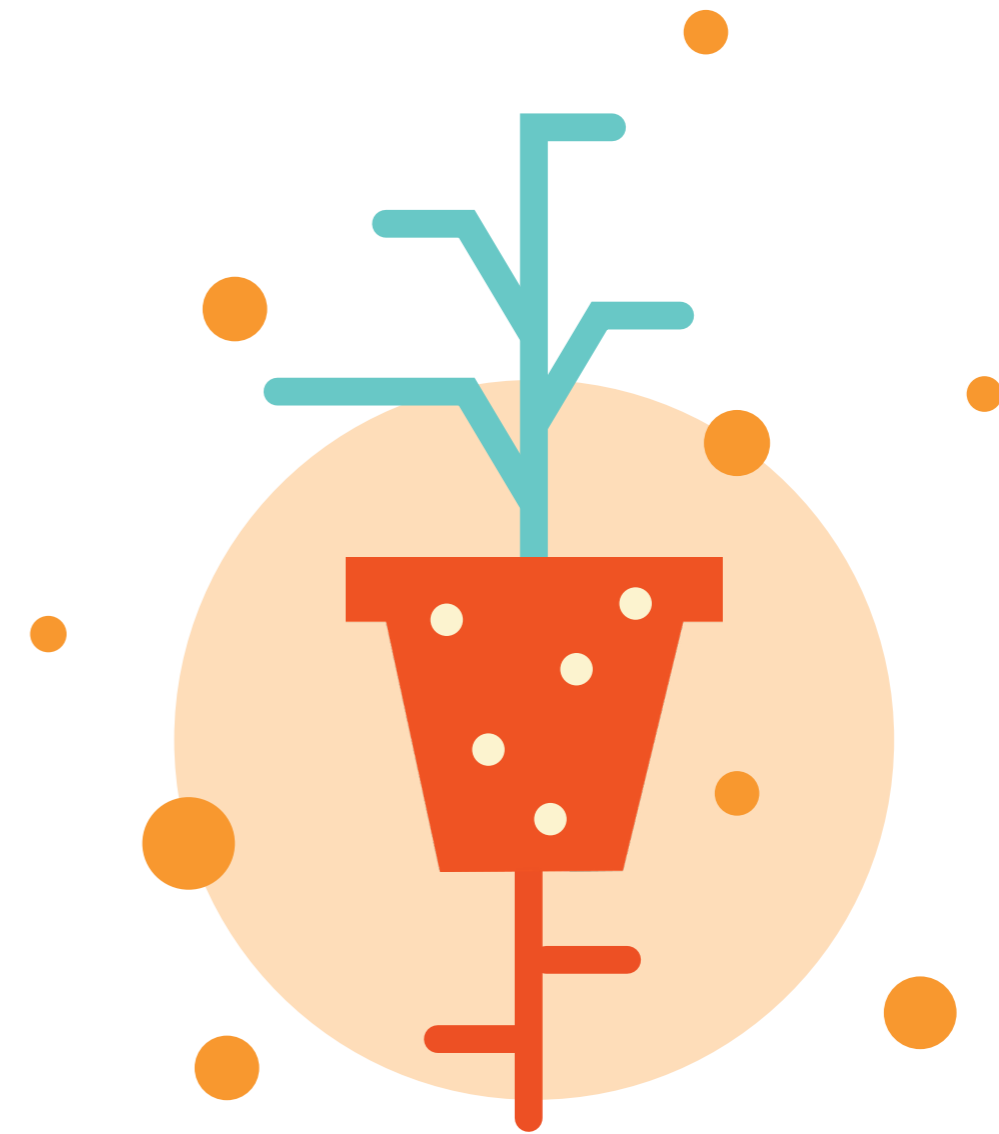


- **Round 2:** Add some bubbles that represent the other structures that are present in your environment. Try to add as many as possible, even if you think they are not related. Once again, use arrows and notes to explore these relationships. See the example above;
- What are the main relationships that emerge? Did you come across anything you hadn't thought of before? Were you surprised by any of the findings? How can you make use of or address these relationships in your change initiative?
- You can also do this exercise with mixed categories (for example events and structures, structures and values, etc.).

### 3. Breaking down success



- Choose a successful change initiative that you know about. This could be an example from history or a successful campaign or project that you have personally experienced. Thinking about some of your heroes and their actions could be a good starting point;
- Try to map out the key to the initiative's success using the iceberg model. What did the leaders react to? How did they design the initiative? What did they transform? What did they do differently compared with others who weren't as successful?





# Activity 10: Idea Generation

*"You can't use up creativity. The more you use the more you have."*

Maya Angelou



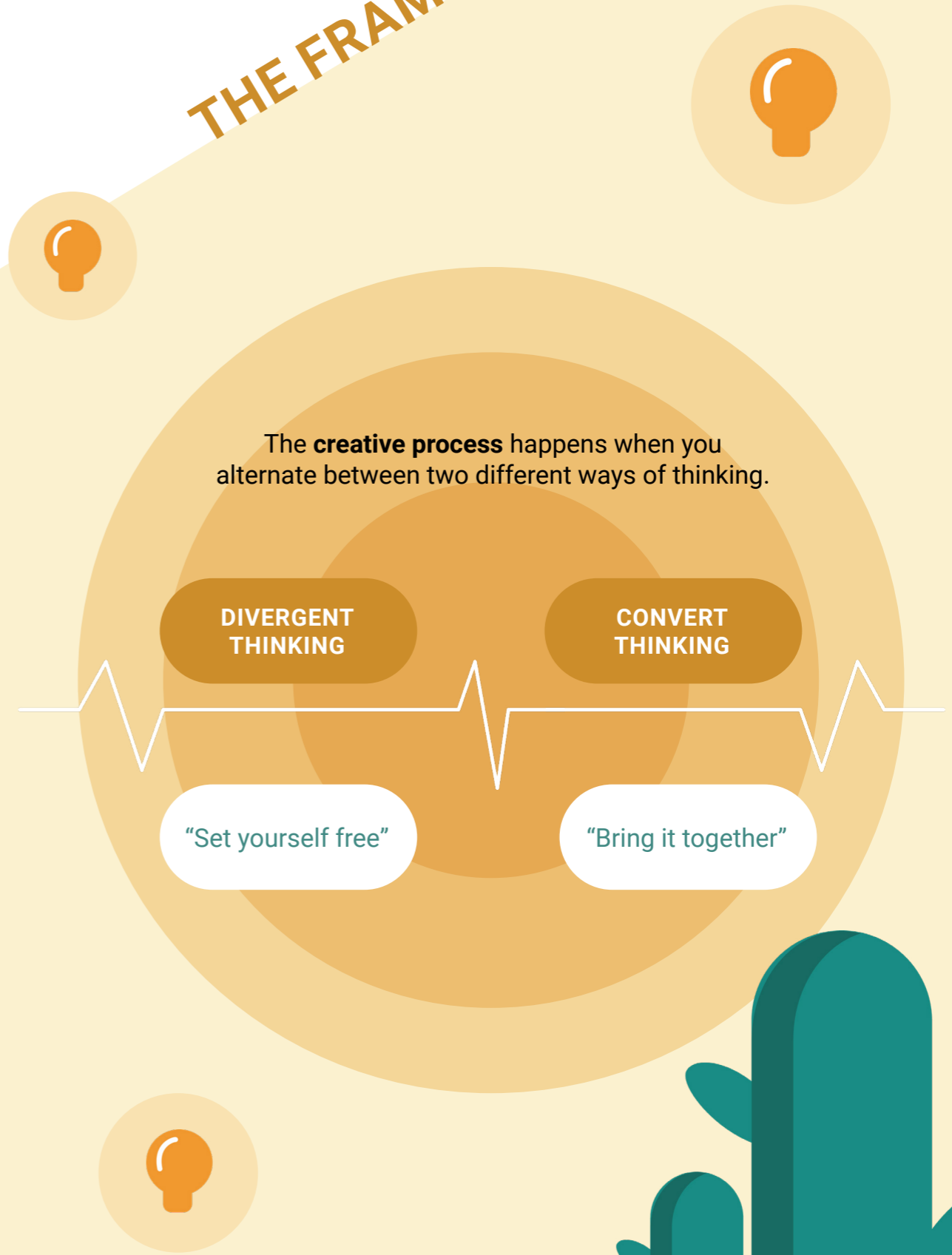
## OBJECTIVE

You will use your creativity to generate new ideas that will form the basis of your change initiative.

## ADAPTED FROM

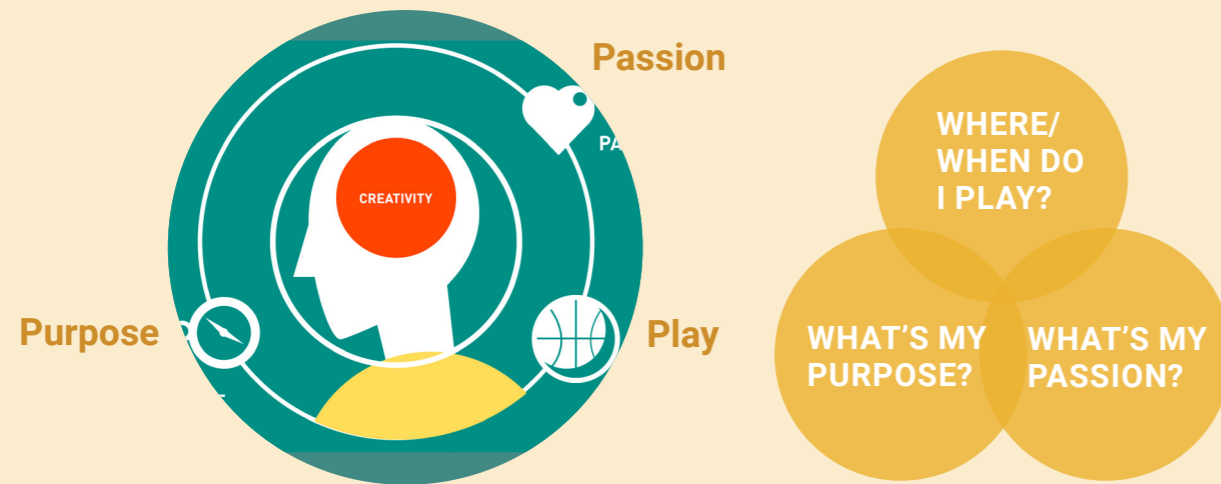
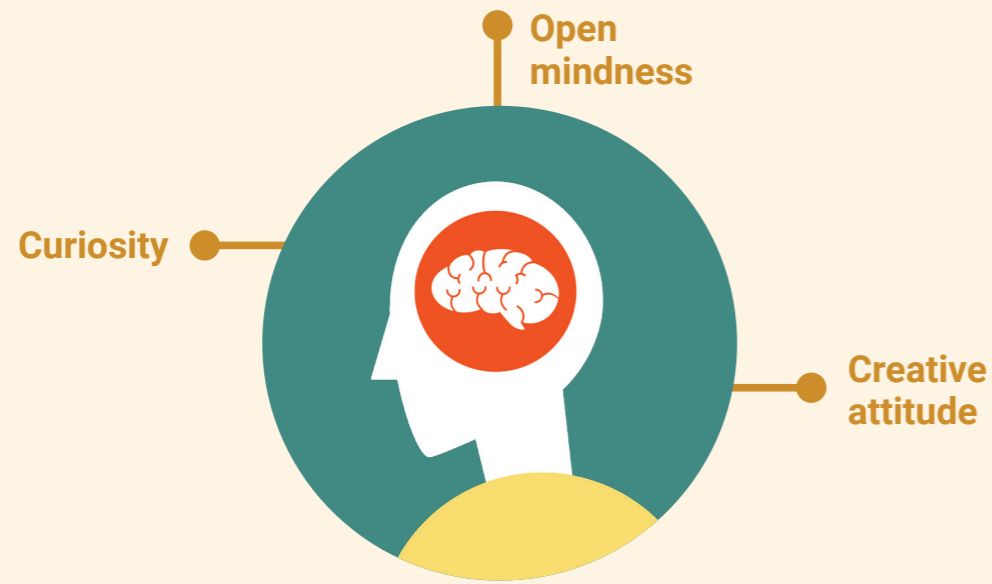
The work of Dr Gerard Puccio.

# THE FRAMEWORK



### Step 1: Find your creativity zone.

- Curiosity + Open-mindedness = Creative attitude;
- Creativity happens at the intersection of three Ps: Play, Passion, Purpose.



In your life, where do you play? Where do you show a childlike wonder? Where do you get lost in your curiosity? Where do you have fun?

### Step 2: Engage in divergent thinking. "Set yourself free."

- Come up with as many ideas or answers as you can. Don't question them;
- Be flexible in your thinking; generate as many different ideas as possible;
- Don't be afraid to think outside the box. Go for new and original ideas;
- Go out of your comfort zone. Don't play it safe.

#### How to go about it?

- Delay judgement.
- Go for quantity.
- Make connections.
- Seek novelty.



### Step 3: Engage in convergent thinking. "Bring it all together."

- Use critical thinking to develop your ideas;
- Be grounded in reality;
- Evaluate the options in light of constraints (such as a limited budget).
- Stay open-minded about new ideas;
- Evaluate your ideas objectively and with a positive mind.

#### convergent thinking

"Bring it All Together"

#### How to go about it?

- Use your judgement.
- Don't dismiss new ideas.
- Check your objectives.
- Stay focused.

A good balance between divergent thinking and convergent thinking is the heartbeat of the creative process.



## EXERCISE

### What you'll need



Silent space



Time:  
25 - 30 minutes



Pen and paper



Can be done in groups

- Time to come up with some ideas! Before you begin, it is important to get your creative juices flowing. Look around you and pick an object. Now, come up with 30 different things you can do with this object. Be fast. Don't think and evaluate, just think of 30 things;
- Now, think of the issue you want your change initiative to address. Set a timer for 4 minutes. Fill in this box with ideas until the time is up. Come up with as many as you can;

- The ideas should be actionable and simple, yet broader than just a single activity. For example: *Start a fundraiser at school. Gather funds for a scholarship trust (✓)*;
- Choose your top five ideas and write them below;

- Time to pick the two winners. You can take a few minutes to reflect on and refine or combine the ideas if necessary. Remember that you can always revisit and develop the ones you left out; you are just making a selection for the purpose of this exercise;

- Time for convergent thinking. Fill out the following table for each idea. Remember to keep an open mind and be positive. You will have plenty of opportunities to refine and develop these ideas, so don't be too harsh in evaluating the ideas;



IDEA 1



IDEA 2

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#### IMPACT

---

#### IMPLEMENTATION

---

#### OTHER

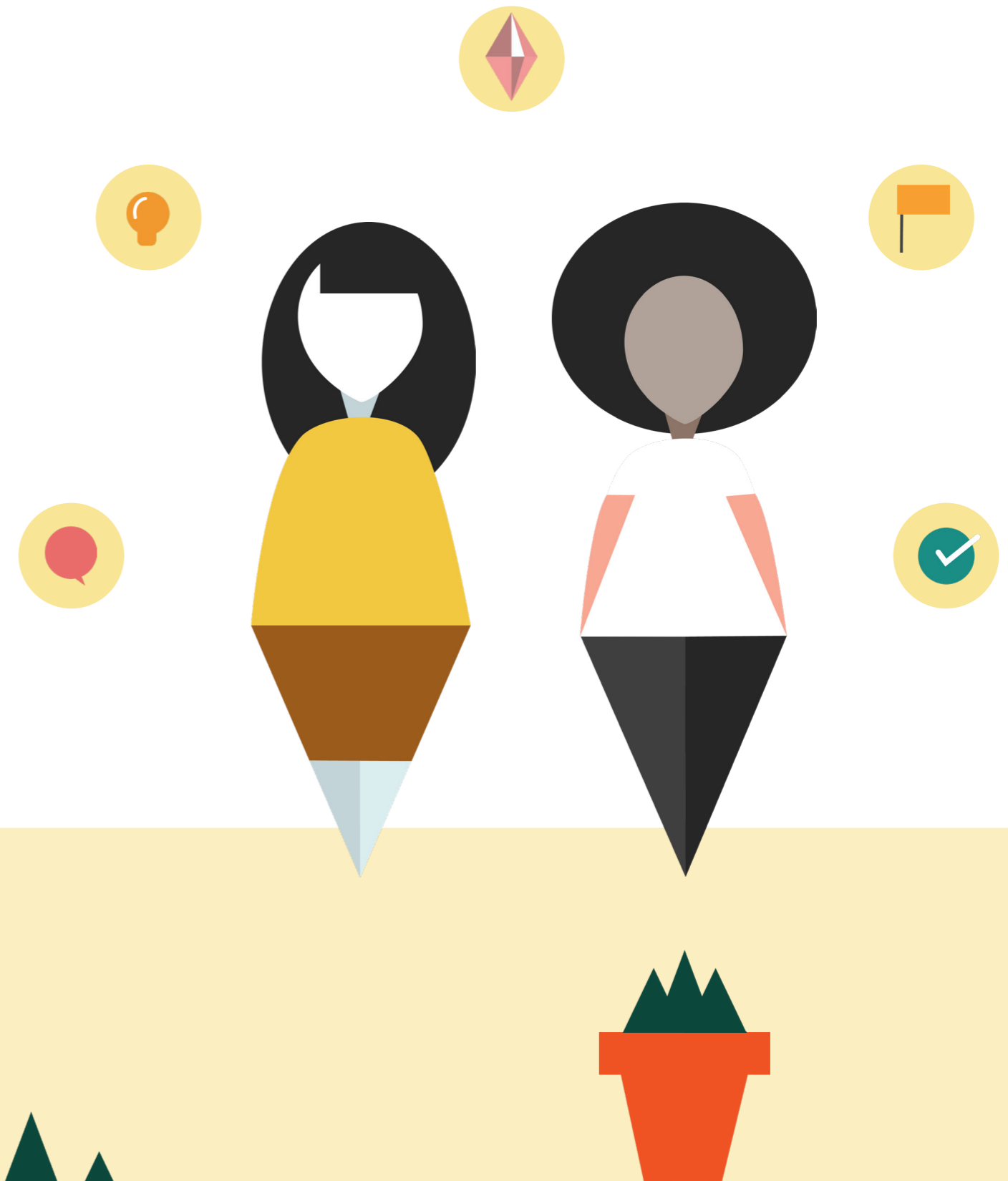
Based on your evaluation, select your favourite idea. If you are unable to pick either, go back and pick a different idea from your top five. Don't forget that you can always restart the step and change your issue if you want to. What is important is to have an idea that you are happy to take forward as a change initiative.

## WHY IS THIS IMPORTANT?

Leadership for social change requires us to be systematically creative and to support those around us to be innovative. Innovation is like a muscle: the more you use it, the stronger it gets and the easier it is to use.

Creativity allows us to slow down our thinking and look at unexplored pathways. In this way, we are able to come up with new ideas and solutions that can really make a difference. We often think about creativity in terms of making something or being artistically talented; however, it is a conscious practice focused on thinking for yourself and creating your own path in life.

With an innovative attitude, you will be able to channel your creativity into creating solutions to problems, instead of just complaining about them. In the rapidly changing world that we live in today, creative problem solving is becoming increasingly important for leadership. In order to adapt to the ongoing innovations in concepts, ideas and technology around us, it is vital to let our minds wander into unexplored territory, and to develop the ideas we come up with so that they will achieve results.







## DIG DEEPER

### 1. Tune in to your creativity



- It is important to open up spaces for creativity in your life. Think about where creativity happens for you. Answer the following questions:
  1. In your life, where do you play?
  2. Where do you show a childlike wonder?
  3. Where do you get lost in your curiosity?
  4. Where do you have fun?
  5. What are you passionate about? What drives you?
  6. What gives you energy and gets you excited?
- Based on your answers, write down five actions you can take to increase the role creativity plays in your life. What sort of activities help? Do you often become less creative when you are stressed? Do you ever feel guilty for having fun? If any of the answers is yes, try to think about how you can change these reactions.



### 2. Taking ideas to the next level



- We often get attached to our ideas as if they are our babies and do everything we can to hold onto them. This exercise challenges you to play around with your ideas to make them better;
- Look at the action words below and think about whether you could make changes to your idea using these. Are there any elements you can replace with something easier or more effective? Can you combine your idea with a different idea? Are there certain aspects you can use differently? Ask questions like these and don't be afraid to make changes to your original idea.



**S** – Substitute

**C** – Combine

**A** – Adapt

**M** – Modify

**P** – Put to another use

**E** – Eliminate

**R** – Reverse



### 3. Generating ideas as a team



- The ideas exercise in this activity can also be done in a team. This is actually a great way to come up with a change initiative. Ask team members to pair up after the 4-minute brainstorm. Ask them to share their ideas with each other, and pick five ideas that they like the most. After this round, ask them to pick two ideas to share with the rest of the team;
- Before you begin filling out the table, have a short discussion on what “impact” and “implementation” means for the team. What are the most important factors that you agree on? What does success look like for your team? After you are done, discuss what other factors you would like to include in the evaluation;
- Following the discussion, ask each pair to present their ideas and have a group discussion to make notes in the table. Make sure the tone is supportive and positive. Emphasize that this is a group effort and not a competition between ideas. At the end of the exercise, aim to have three top ideas;
- Take a closer look at the three top ideas; try to see whether they can be combined to form your change initiative. Doing SCAMPER might be a productive way to do this.





# Activity 11: Results Chain

*"Great things are not done by impulse, but by a series of small things brought together."*

Vincent van Gogh



## THE FRAMEWORK

### OBJECTIVE

You will learn how to plan your activities, track progress and work towards achieving your intended results.

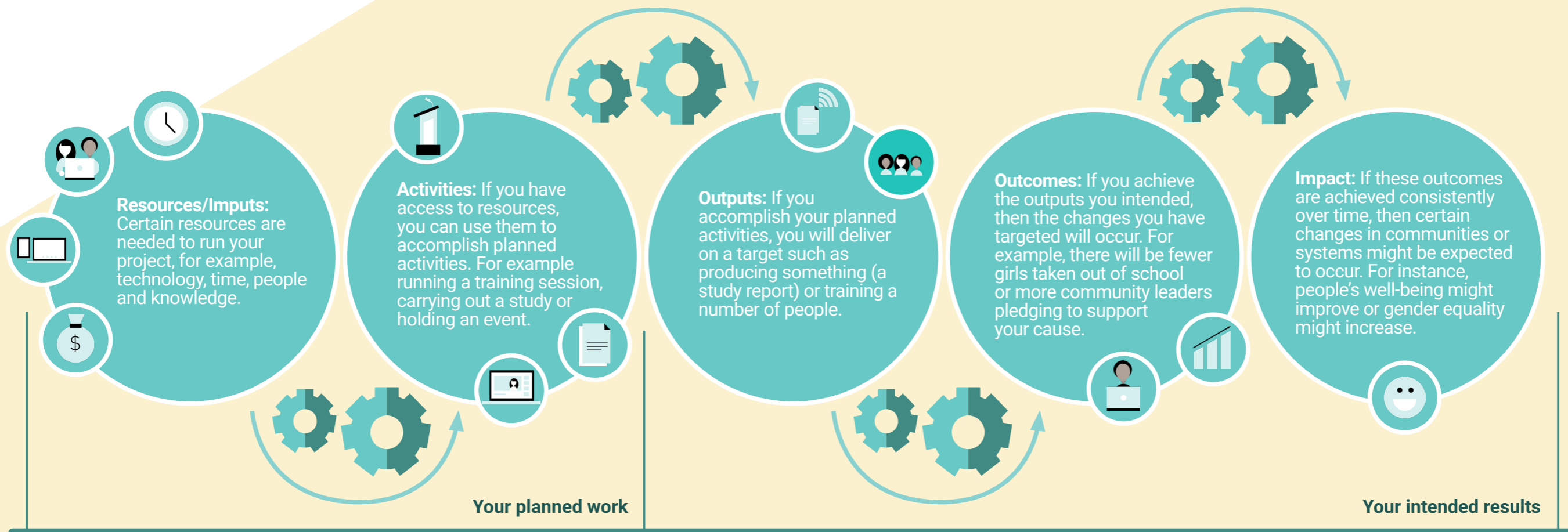
### ADAPTED FROM

Work by the United Nations Development Programme and the Independent Evaluation Group.

The results chain is a framework you can use to plan how you can get from where you are to where you would like to go. It helps you make sure your short-term activities have long-term impact.

**Connect the dots!:** Remember the iceberg model you learned in Activity 9. Can you see any relationship between the iceberg model and the results chain? Hint: as you move along the results chain from activities to outcomes and impact, you will be dealing more and more with underlying structures, values and beliefs.

**Remember:** The results chain is not a magical formula that results in you achieving your vision but a practical tool for planning your change initiative. Creating social impact is a complex process that is affected by factors beyond your control. What is important is to keep your vision strong while being ready to be flexible on everything else, as needed.





## EXERCISE

### What you'll need



Silent space



Time:  
40 - 45 minutes



Pen and paper



Can be done in groups

Revisit the change initiative idea you came up with in Activity 10. Take a few minutes to start thinking about the operational dimensions of it.

Fill in the template below. Start with the desired impacts and work backwards to figure out the process through which they will be achieved. Revisit your vision from Activity 4 and observations from Activity 9 to remember the structural changes you are aiming for.

**RESOURCES/INPUTS:**

**ACTIVITIES:**

**OUTPUTS:**

**OUTCOMES:**

**IMPACT:**



Once you are done, share the template with your teammates and get feedback from other people you trust. Use the results chain as the starting point for planning with your team.



## WHY IS THIS IMPORTANT?

The results chain is a framework that allows you to think more analytically about cause and effect. It enables you to see relationships between different components of your change initiative, which allows you to clarify your objectives and long-term goals. More importantly, it is a way for you to visualize your change initiative and be more aware of the different factors that might influence its success.

Detailed planning and project management are essential to seeing the change making process through. As a leader, you can use the results chain to bring your team on board and identify potential obstacles in order to be sure that you can deliver results. How can you translate your passion, values, creativity and innovation into results that really make a difference? The results chain can provide a good grounding to help you explore this.

Remember, this framework is just a guide and not set in stone. You will adjust it as you make progress. It will, however, remind you that you need to translate your idealism into action to make real progress and achieve your vision as a team.





## DIG DEEPER

### 1. Monitoring results



- The results chain can also be used as a framework to check if you are on track and measure your results. To do this:
  - Make sure you have clear objectives set for all levels of the results chain.
  - Decide on a time frame you will use for your evaluations. We recommend having a check-in every month and a more thorough evaluation every 3 months.
- When it is time to evaluate, examine your current progress on activities, outputs, outcomes, impact, etc. Not all of these will be easy to measure; what is important is to see if you are on the right track;
- Make alterations to your planned activities in light of your findings.

### 2. Identifying the chain

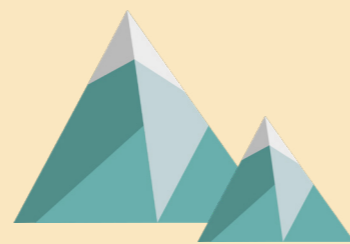


- Think about a change initiative that inspires you. If you were to think about its results chain, what would you consider to be the key inputs and outputs? How were the initiative's leaders able to translate these into outcomes and impacts? Do you see any similarities to or differences from your result chain?

### 3. Results chain in a team



- To do the results chain exercise as a team, build the template on a wall or a board and use Post-its to give everyone a chance to add their suggestions for each category;
- Emphasize the importance of having a shared vision for impact. Spend as much time as you need to at the beginning to make sure all team members are comfortable with the chosen impact and outcomes;
- Once you start planning the inputs, encourage team members to take the lead on different aspects. Try to conclude the discussion of each activity by choosing a responsible person and agreeing on some next steps.





# Activity 12: Stakeholder Mapping

*"To keep everyone invested in your vision, you have to back up a little bit and really analyse who the different stakeholders are and what they individually respond to."*

Alan Stern



## OBJECTIVES

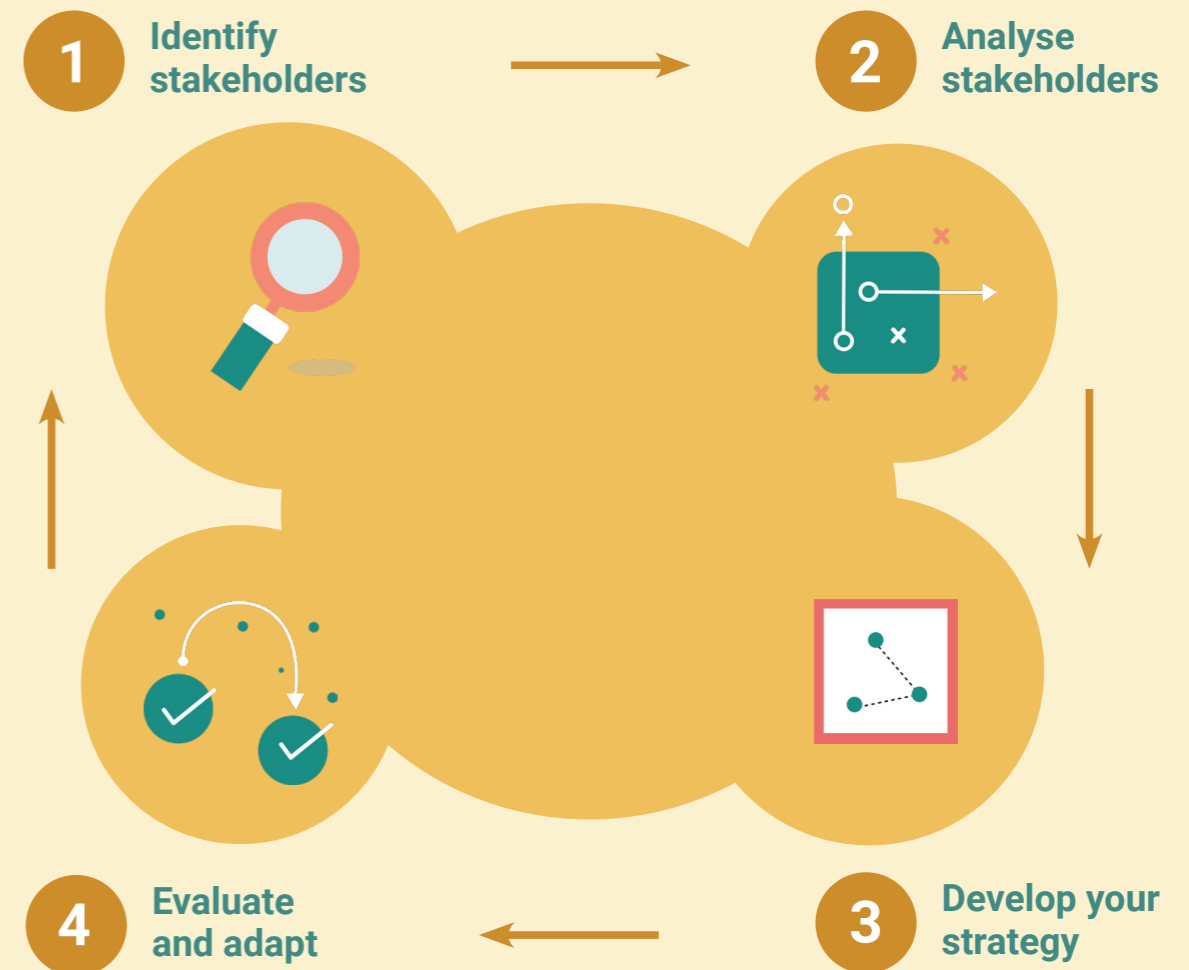
You will identify the stakeholders that you need to engage with for the success of your change initiative and develop a strategy to build and manage relationships with them.

## ADAPTED FROM

Imperial College London's online resources on stakeholder management.



# THE FRAMEWORK



## Step 1: Identify stakeholders

**Who is a stakeholder?** A stakeholder is anyone with a vested interest.

Stakeholders include individuals, community leaders, groups and other organizations that will be affected by your change initiative, or that could influence the outcome.



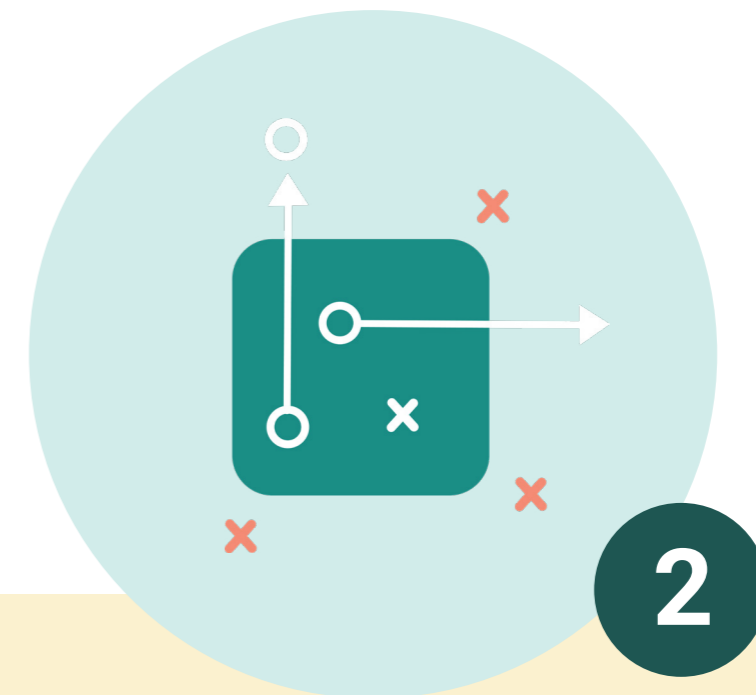
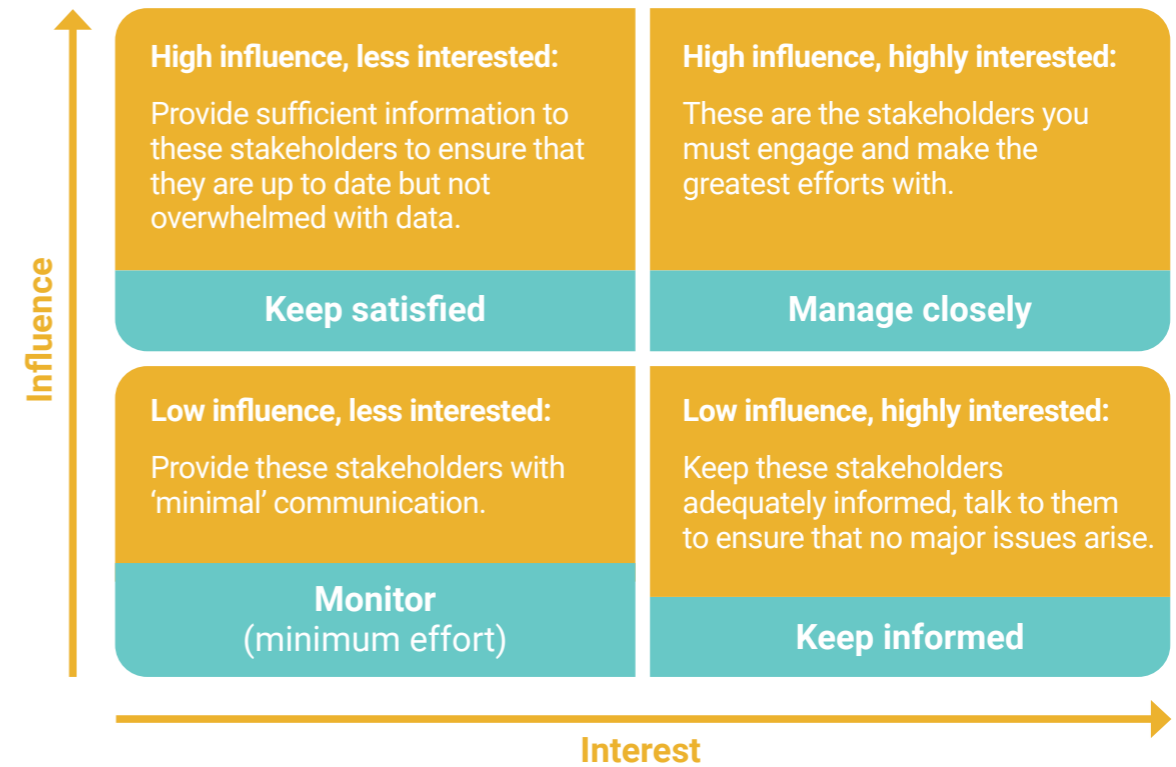
Some questions that can be useful:

- Who are the people/organizations with the most influence on my issue? (List those with both negative and positive influence.)
- Who are the ones that will be most affected by my change initiative?
- Who controls the resources?
- Are there any other important people/organizations in my community that I am forgetting?

## Step 2: Assess stakeholders

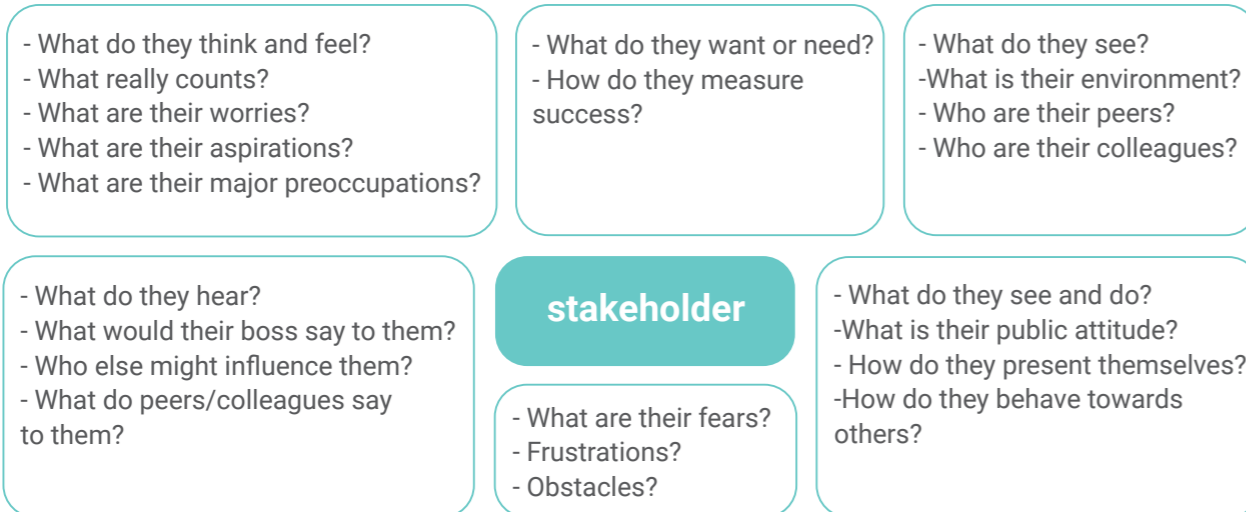
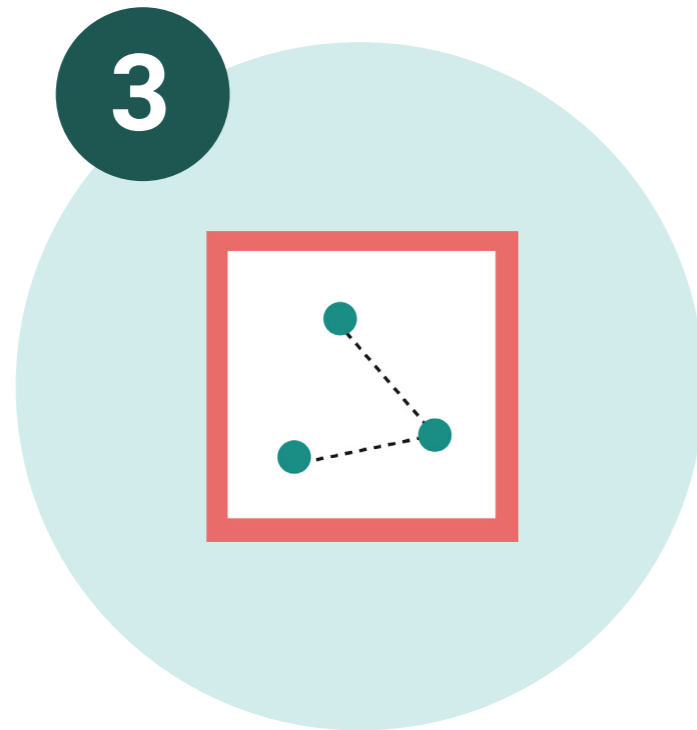
**Interest:** Is the stakeholder interested in my change initiative?

**Influence:** Does the stakeholder have influence on the successes or outcomes of my change initiative?



### Step 3: Develop your strategy.

To develop an effective strategy, you should begin by understanding your stakeholders. An **empathy map** allows you to think from the perspective of your stakeholders.



Once you are clear about their needs and concerns, you can come up with a strategy for building and managing a relationship with stakeholders. A **stakeholder management log** is a tool that helps you plan and keep track of your communication with stakeholders.



### Stakeholder

<b>Type</b>	Community leader, private company, influencer, etc.		
<b>Influence/interest level</b>	High/medium/low influence.	High/medium/low interest.	*Make use of the grid from Step 2.
<b>Key interests and issues</b>	An empathy map can be useful here.		
<b>Communication methods</b>	Face to face, email, through others, etc.		
<b>Key messages</b>	Key messages relevant to the stakeholder.		
<b>Actions required</b>	Actions you need to take to convey this message.		
<b>Status</b>	Keep track of your communication with dates, explanations and next steps here.		

### Step 4. Evaluate and adapt.

Be aware of ongoing change, and change your communication strategies and engagement levels accordingly. It is helpful to review your relationship with all stakeholders regularly (monthly or every 3 months).







## EXERCISE

### What you'll need



Silent space



Time:  
30 - 35 minutes



Pen and paper

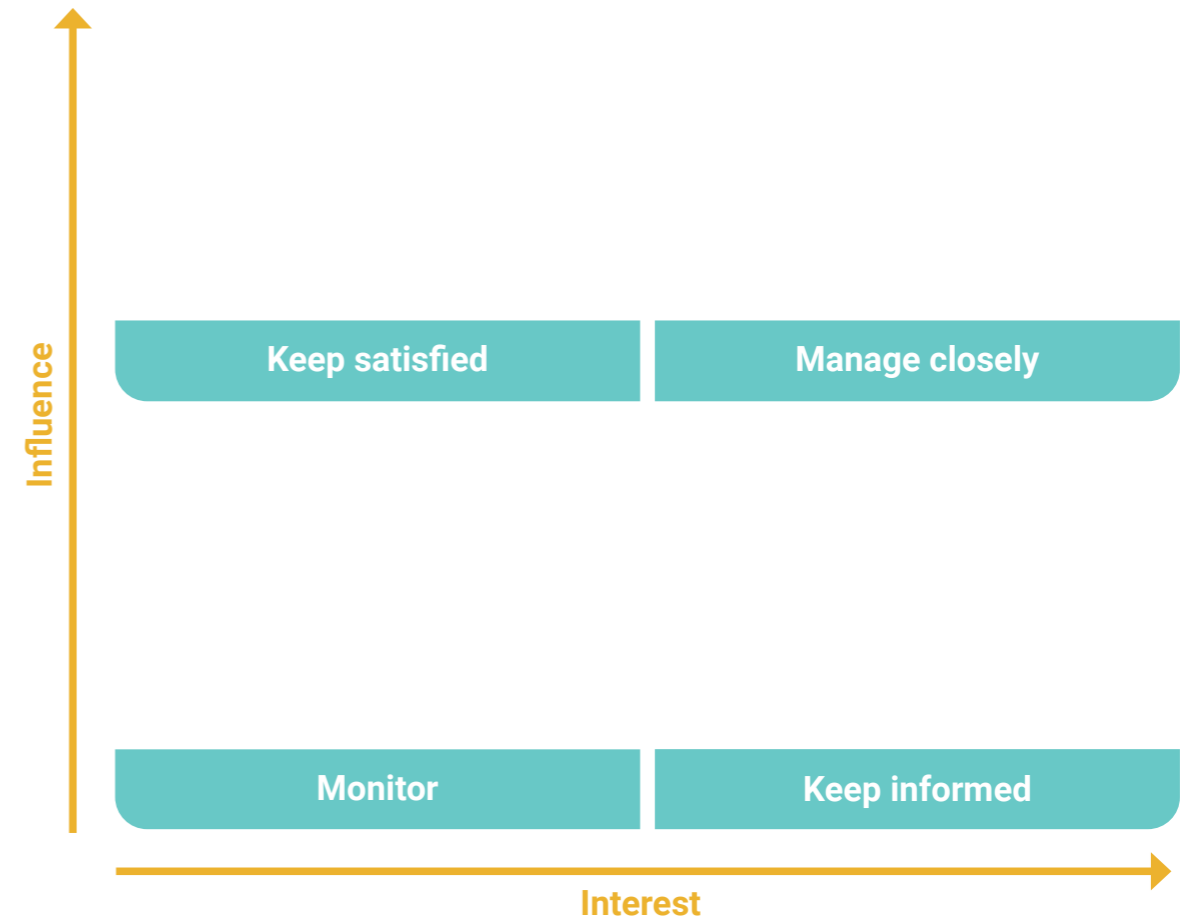


Can be done in groups

- Start by listing all your change initiative's stakeholders. Include those who can influence it, those who are affected by it and those who are already involved;

- Who do you know?
- Who do you want to know?

- Now using the framework, position the stakeholders where they belong on the grid;



- Based on the results, write five key takeaways for your stakeholder management;

In your own time, you can use the empathy map and stakeholder management log templates to plan the details of your stakeholder engagement strategy.

## WHY IS THIS IMPORTANT?

Knowing the relevant people and institutions that relate to your project is crucial in role in implementing social change. If you are able to build relationships with the right stakeholders, you can gain resources, receive support and overcome various challenges. With effective stakeholder management, you won't waste time or resources on relationships that are not crucial for your impact, and you can really focus on investing in the relationships that can make a difference for your change initiative. We don't always think of stakeholder mapping and management as one of the most important aspects of our work, and we may think that talking to those around us, or communicating with everyone, will do the trick. Remember, each stakeholder has the ability to speed up, slow down or completely obstruct your progress. Stakeholders may not be in the driving seat, but they can be extremely useful advocates, sponsors and agents of change.

Good stakeholder management allows you to avoid potential obstructions, actively support swift progress and ultimately improve the quality of the results your deliver. This is not about just keeping stakeholders happy or informed, it is about developing relationships that can allow you to use their time, expertise and influence to have a broader impact.





## DIG DEEPER

### 1. Mapping out relationships



- Taking a closer look at the relationships between stakeholders can be useful. To do this, start by choosing five to eight stakeholders that are the most important to you;
- On a blank page, write each stakeholder in a bubble and chart out the relationships between them using arrows and notes. Try to see whether there are any relationships you can use to your advantage or any that you should be cautious about. Pay special attention to relationships between stakeholders you already know and those you would like to meet;
- In light of these observations, revise your communication strategy.

### 2. Role play

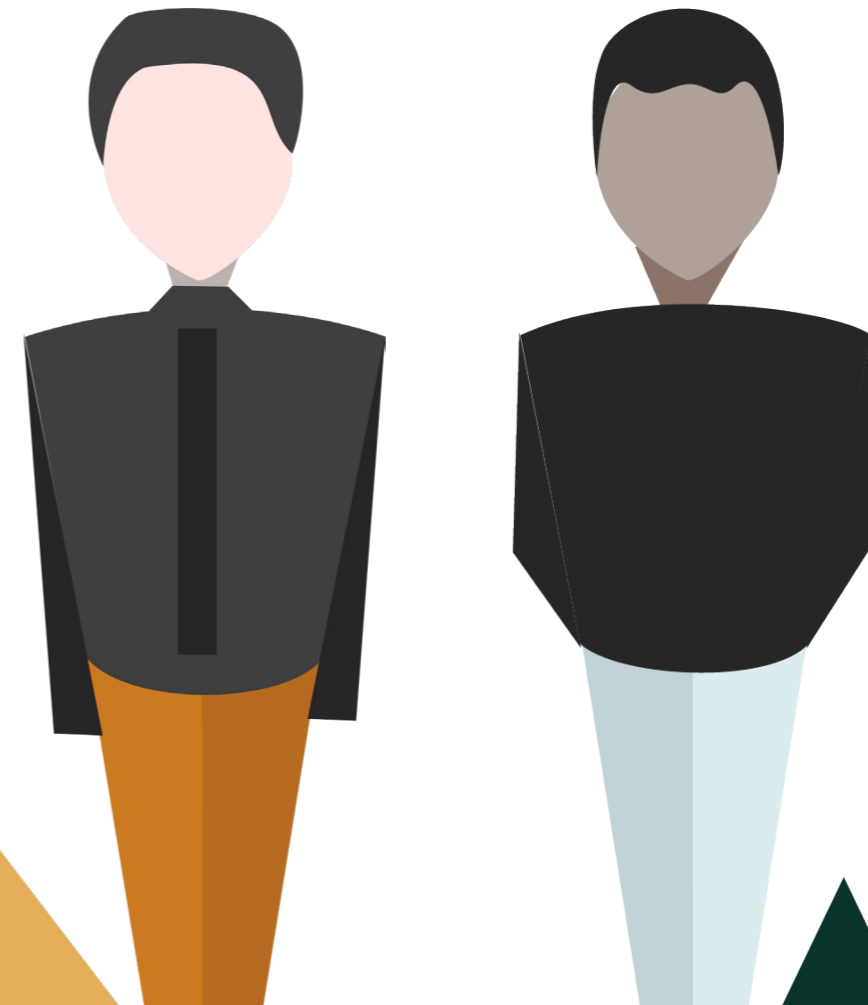


- It is often difficult to fully understand the needs of some stakeholders, especially those that are very far away from us. To overcome this challenge, assign each team member a stakeholder before your next meeting. Each person should do research on their assigned stakeholder and be comfortable enough to play the role of that stakeholder;
- At the meeting, ask each team member to give a short presentation on who they are or what their organization is. Encourage each team member to really get into their role, using the information they came across in their research;
- After the introductions, have mock discussions between a representative of your team and each stakeholder, as well as between two stakeholders. After each round, have a short discussion on your observations and feed these into your communication strategy.

### 3. Stakeholder mapping in a team



- You can do the stakeholder mapping activity as a team. For this, start with a joint brainstorming to identify all stakeholders. Discuss the ones that the team comes up with and try to group them, using Post-it notes. If there are some stakeholders that cause disagreement, use a different coloured Post-it for them;
- Distribute the stakeholders among the team members and ask everyone to take a few minutes to make notes about the influence and interest levels of their assigned stakeholder. Draw the influence and interest axes on a board or flipchart. One by one, ask each team member to present their assigned stakeholder and place them on the axis. Discuss with the team until you agree on the placement;
- When mapping out the strategy, make sure to assign one responsible team member to communication with each stakeholder. Pick one or two coordinators who will monitor progress and be responsible for organizing evaluations.



# Step 4

## MAKE IT LAST



Change initiatives often start with lots of excitement and motivation. The real leadership challenge is to keep this up through the inevitable challenges the team will face. To navigate the long haul, you need to maintain your personal integrity, deal with overwhelming situations, communicate to generate action and manage breakdowns in your team. It is also important to start thinking from the beginning about how you can broaden your idea's reach beyond the team that you start out with and come up with long-term strategies for your change initiative or organization.

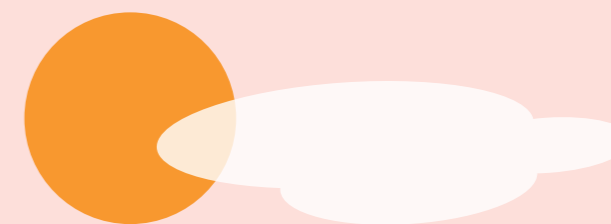
### OBJECTIVES:

- You will learn the differences between integrity, accountability and responsibility, and how to embody these as a leader and instill them in your work as a team;
- You will learn how to deal with feelings of being overwhelmed and how to improve your time management skills to avoid being overloaded with work;
- You will learn how to turn breakdowns in your project or team into breakthroughs that strengthen your commitment and action;
- You will develop an awareness of how new ideas spread and learn how to develop strategies that can help you reach a bigger audience;
- You will deepen your understanding of how different factors affect the lasting success of a team and learn to build the support systems that can drive results.

*“To keep on going, you have to keep up the rhythm. This is the important thing for long-term projects. Once you set the pace, the rest will follow. The problem is getting the flywheel to spin at a set speed – and to get to that point takes as much concentration and effort as you can manage.”*



**Haruki Murakami**

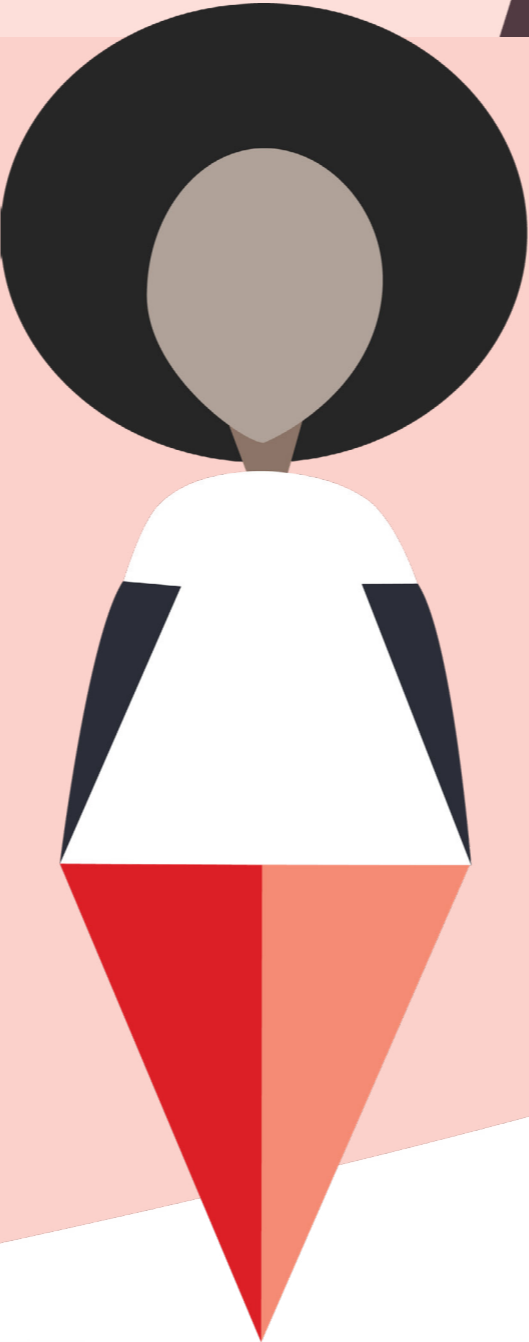


# Step 4

## MAKE IT LAST

This step contains five activities that will enable you to answer the following questions:

CHAPTER 4   MAKE IT LAST		
<b>ACTIVITY 13</b>	<b>INTEGRITY, ACCOUNTABILITY, RESPONSIBILITY</b>	How can you improve your personal integrity? How can you instill accountability in your change initiative? How can you lead by example to encourage others to take responsibility?
<b>ACTIVITY 14</b>	<b>OVERWHELM VERSUS OVERLOAD</b>	What are the steps you can follow if you or your team are feeling overwhelmed?
<b>ACTIVITY 15</b>	<b>BREAKDOWNS TO BREAKTHROUGHS</b>	How can you deal with breakdowns in your team or change initiative? How can you communicate effectively to overcome these and make a breakthrough?
<b>ACTIVITY 16</b>	<b>SOCIAL DIFFUSION</b>	How can your idea reach bigger crowds? What are the best strategies for going beyond your initial environment?
<b>ACTIVITY 17</b>	<b>OPERATIONAL STRATEGIES</b>	What are some strategies that will help your change initiative stand the test of time? What keeps a team going?





## Activity 13: Integrity, Accountability, Responsibility

*"As I have said, the first thing is to be honest with yourself. You can never have an impact on society if you have not changed yourself ... Great peacemakers are all people of integrity, of honesty, but humility."*



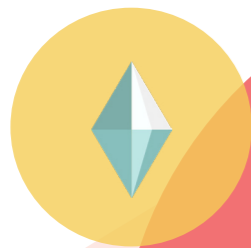
**Nelson Mandela**

### OBJECTIVE

You will learn the differences between integrity, accountability and responsibility, and how to embody these as a leader and instil them in your work as a team.

### ADAPTED FROM

The work of Sharon Knoll.



## THE FRAMEWORK

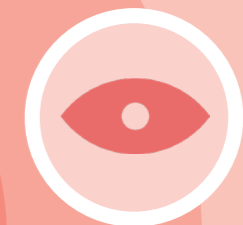
### THE INTEGRITY LENS



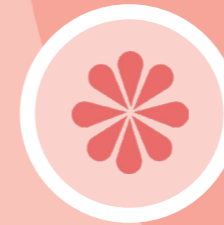
Do I do what I say?



Am I speaking up on what I stand for?



Am I the change I wish to see?



Are my actions and my values connected?



Do I have the courage to create?



Am I delivering on what I plan to accomplish?

**Integrity** is an ethical concept that refers to the quality of being honest and having strong moral principles. It involves a personal choice to hold yourself to consistent standards.

**Accountability** refers to the obligation to account for certain tasks and activities in a transparent manner. An individual or organization that is accountable reports on, explains or is answerable for the consequences of certain actions.

**Responsibility**, as we define it here, is not the simple kind where you are asked to bring something to an event or do your homework. It is the deeper manifestation of your values in action and a strong connection to the cause you care about.

### ACCOUNTABILITY

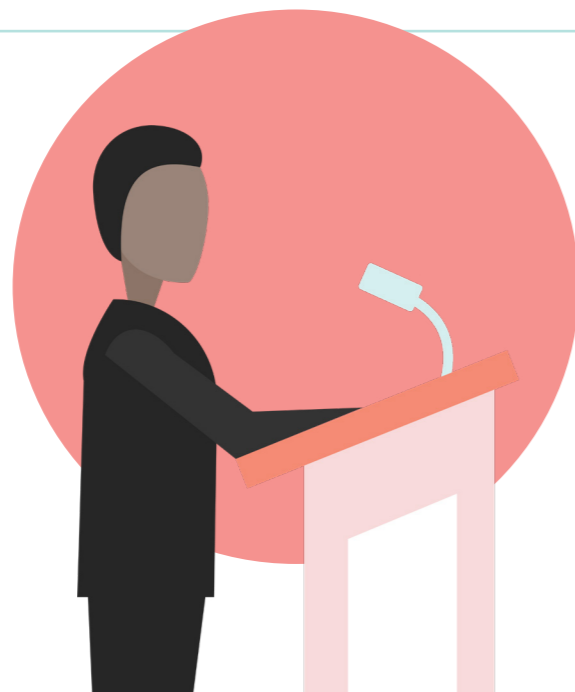
- You are accountable for specific tasks that others count on you to do.
- Accountability may be requested or assigned, but some organizational authority must exist.
- Accountability is a set of specific actions, best carried out by only one person. Overlapping accountabilities can lead to confusion, work being done twice or tasks being overlooked altogether.

### RESPONSIBILITY

- Responsibility can only be taken for yourself, not assigned. You cannot force someone to be responsible. It is a value turned into a principle.
- Responsibility cannot be forced on someone, but it can be encouraged by personal example.

The power to be effective in authority lies in having integrity and being responsible.

**AS A LEADER, ENSURE ACCOUNTABILITY, ENCOURAGE RESPONSIBILITY AND DEMONSTRATE INTEGRITY.**



## How?

You can do this, first and foremost, by being a role model. Use the integrity lens to hold yourself to high standards. Demonstrate responsibility in the way you lead. When you slip (which is natural) don't be afraid to acknowledge your shortcomings and repair the consequences to the best of your ability.

Within a team, some types of conversations will be useful to generate action and lay the groundwork for accountability and responsibility.



## 1 STEP 1 GENERATE ACTION

When taking action as a team, clarify who has committed to what and by when. This is the fundamental basis for **accountability**.

**Forms:** Promise, request, accept/decline, make a counter-offer, promise to respond at a specific later time, commit.

**Things to keep in mind:** Actions versus behaviour: asking for specific action and asking someone to change their behaviour are different things. Asking for behaviour change, if not handled carefully, can backfire.

Compliance versus commitment: instead of focusing on trying to get someone to do something (compliance), try to create a basis for mutual commitment (enrolment).

Flexibility: be flexible; don't get stuck in a position of needing a certain request to be met. Focus on the impact that you are trying to achieve, and accept personal differences with your team members.

## 2 STEP 2 CELEBRATE SUCCESSES

When a task is achieved, recognize and celebrate the success.

Positive reinforcement will encourage **responsibility** and develop a sense of **ownership** over the team's successes.

**Forms:** Can take any form as long as the intention to express accomplishment is reflected.

**Things to keep in mind:** End every meeting, every project and every day with conversations for accomplishment. By highlighting what has been achieved so far, you can lay the foundation for what's next.



## 3 STEP 3 RECOGNIZE EFFORTS

Recognize and appreciate the efforts of individuals and the team, regardless of the results.

This will make the culture of responsibility stronger and motivate the team to perform better.

**Forms:** Can take any form as long as it is honest and sincere.

**Things to keep in mind:** When it comes to giving and receiving recognition, most organizations have a culture of embarrassment. Don't be stopped by this.

While it is never too late to acknowledge someone, acknowledgement is especially effective when given immediately after the action being praised.

## 4 STEP 4 ENSURE COMPLETION

If a task remains incomplete despite the accountability framework, use it as a reminder of commitments to ensure completion.

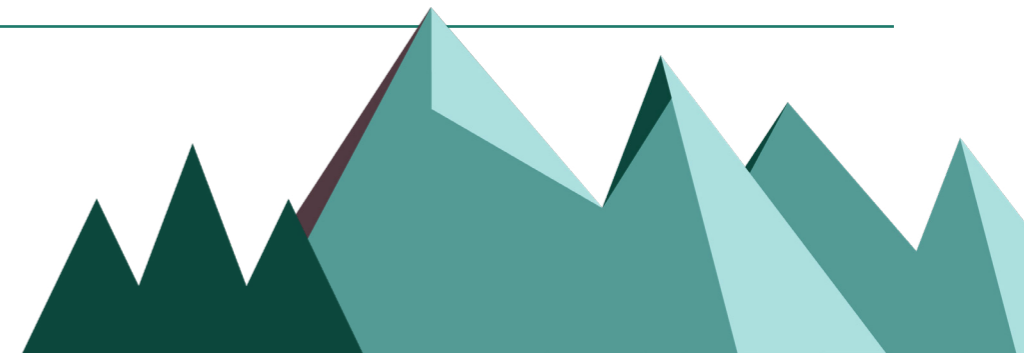
Whenever a task or action is complete, recognize the completion and start new work on a firm foundation.

This will ensure all team members are working towards common goals and help the team perform without conflict.

**Forms:** Discussing the status of task, expressing disappointment, expressing points of view, apologies, thanks, appreciation, complaints/concerns.

**Things to keep in mind:** We have a tendency to live in a mood of incompleteness. This shows up in background conversations and keeps us from being present and noticing what is happening now.

Breakdowns in relationships – in your team or between certain individuals – can be a warning sign that conversations for completion are not taking place. Especially when people are rude or unkind to each other, this might be one of the underlying causes.







## EXERCISE

### What you'll need



Silent space



Time:  
20 - 30 minutes



Pen and paper



Primarily for individuals

Fill in the worksheet below with your answers. You don't have to share it with anyone. Try to be as honest as you can, and remind yourself that the first step is to be aware of your weaknesses, not just your strengths.



Do I do what I say?

Are my actions and values connected?

Am I the change I wish to see?

Am I delivering on what I plan to accomplish?

Am I speaking up on what I stand for?

Do I have the courage to create?

#### KNOW

(What does the voice in my head say about how I am doing?)

#### DO

(What can I do better? Name at least two specific actions.)

#### SAY

(Is there anything I need to say out loud? Are there any people I have affected with my actions/lack of action?)

### STARTING SMALL

Think of three small actions that you can take in your day-to-day life and promise yourself that you will implement them starting from now.

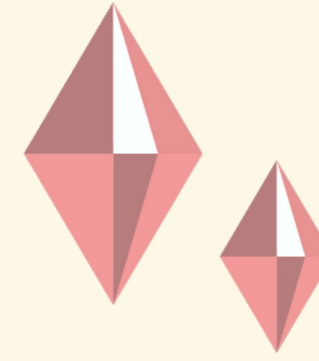
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I WILL...

I WILL...

I WILL...

Think of the last time you worked in a team. It might have been a piece of homework, something you accomplished with your family or a project you did with friends. Fill in the table below as you reflect.



### REFLECTIONS

#### WHAT COULD HAVE BEEN DONE DIFFERENTLY?

If possible, identify what type of conversation would have made things better.

---

Did you have a clear understanding of the tasks that you were accountable for at all times? Did you know the scope, expected timeline, etc.?

Did you feel like the results that you achieved were recognized? Did you feel like you were accomplishing something?

Throughout the process, did you feel like your efforts were recognized? Even at times when results weren't achieved, was there any discussion of efforts?

If certain things were incomplete, how was this dealt with? Once the work was complete, was there a clear sense of completion? Do you remember anything specific that marked completion?

Finally, reflect on your role with regard to your answers above. Do you think you were clear in your communication with others when it came to implementing tasks? Were you good at recognizing the accomplishments of others? Do you remember making an effort to recognize efforts? What role did you play in ensuring completion, if any? What could you have done differently?

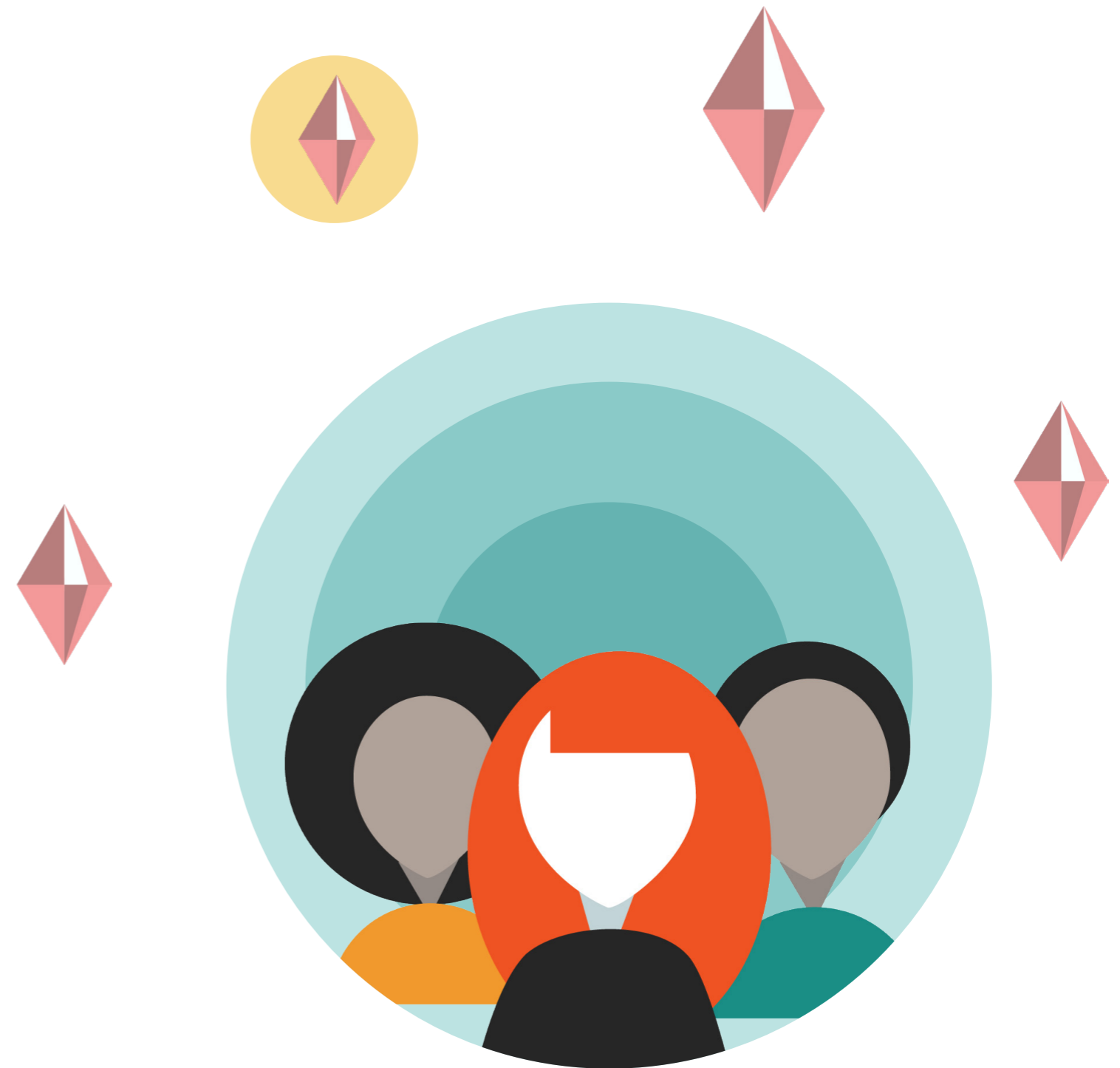
## WHY IS THIS IMPORTANT?

Integrity is about consistency, honesty and the accuracy of your actions. It is an everyday exercise, chosen constantly, that starts small and shapes your character. Sometimes, you'll come across people and situations that try to take you out of the habit of integrity; come back to it and consistently practice it, every day, to keep it. Integrity anchors the concept of accountability in your own values. Adopting the integrity lens can help you make sure that your actions reflect your values and beliefs while driving results.

As a leader, being consistent about the expectations you set for yourself and for your team can play a crucial role in gaining commitment and achieving results. Becoming aware of how your work reflects your values can be a useful mechanism to get you back on track when things get difficult. When things are tricky with team members, looking inwards can help you to gain insights that enable you to move forward. In order to have integrity in the team, you need to start with each individual and their sense of integrity. Make asking the questions in the integrity lens a habit in your life, and also in your team.

Often in organizations, you will find areas where people are holding themselves accountable for things they have no say in, as well as entire areas where no one is accountable at all. That is why, from the very beginning of your journey, it is important to think about accountability not only as a means of ensuring compliance but also as the core of the team's culture.

As a leader, it is important for you to encourage responsibility by acting as a role model. It empowers a team when many or all of its members are responsible for its success; it is acceptable and often desirable for many people to be responsible for the same thing. When I am responsible, I am not a victim and can't blame. I am the solution and can see many new openings for action.





## DIG DEEPER

### 1. Integrity in a team



- Do the above exercise with your team by filling out the table on a flipchart or board. Revisit the table at critical moments of your project or at regular intervals that makes sense for you (such as once a month) to have an honest discussion on where you are as a team.

### 2. Looking at others



- Who represents integrity for you? Think of someone you know or a famous leader who stands out for their integrity. Write down their key characteristics;
- Discuss your example with friends, family or your team. Ask them to give you their own example too. Think about the similarities and differences between their characteristics. Pay attention to if responsibility and accountability also come up in the descriptions.

### 3. Integrity buddies



- Pick a close friend or team member as your integrity buddy for a set amount of time. Together, go through the worksheet and decide on three to five actions on which you will motivate each other. Every 2 weeks, check back in and have an honest conversation on each other's progress. See if there is anything you can do to support one another. In between check-ins, try to find creative ways to keep up your dedication.





# Activity 14: Overwhelm versus Overload

*"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."*

Marie Curie



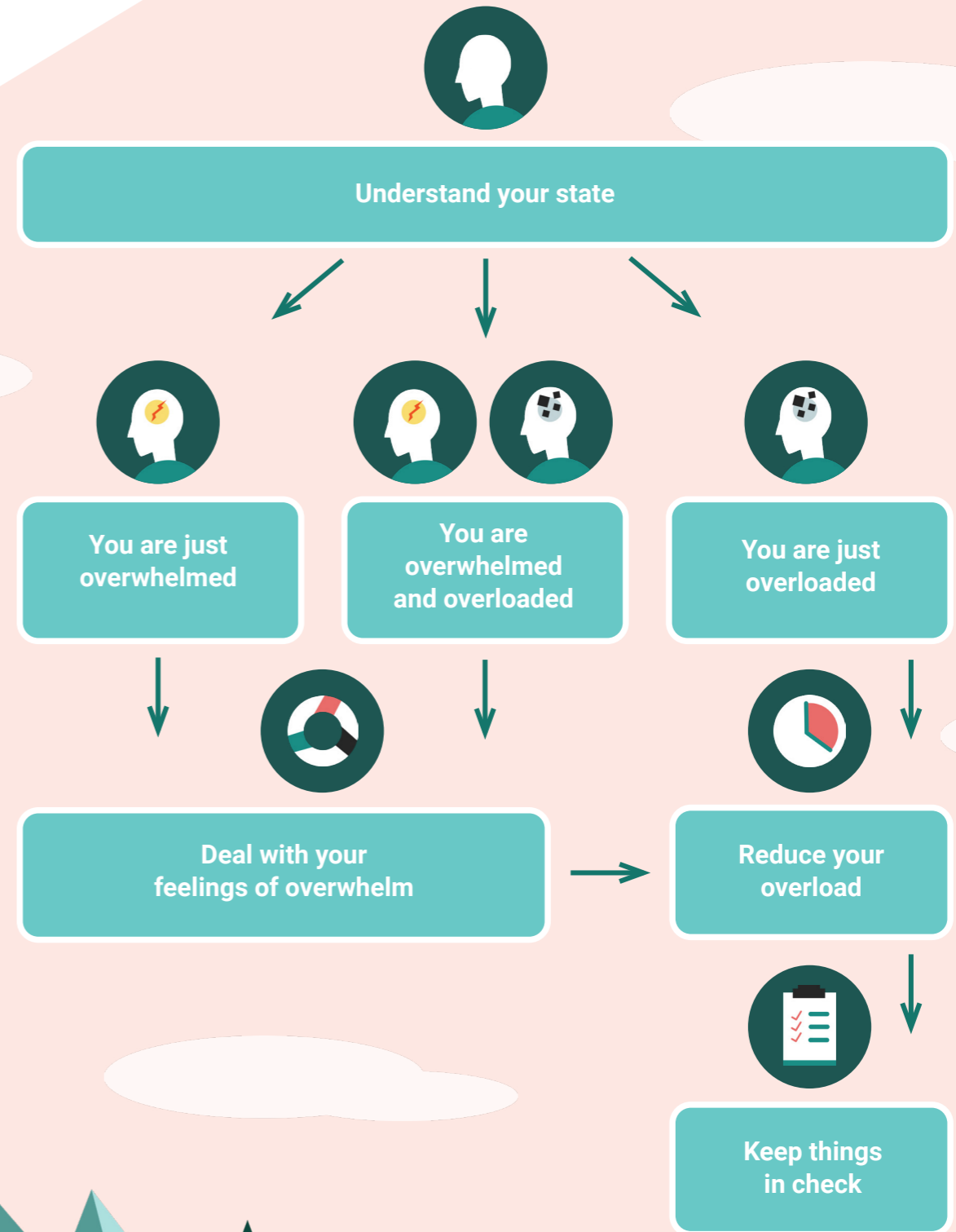
## OBJECTIVE

You will learn how to deal with feelings of being overwhelmed and how to improve your time management skills to avoid being overloaded with work.

## ADAPTED FROM

The work of Monica Sharma.

# THE FRAMEWORK



When was the last time you felt overwhelmed?



When was the last time you were overloaded?



What is the difference between feeling overwhelmed and being overloaded?

**FEELING OVERWHELMED...**

**BEING OVERLOADED...**

is a mental state that causes you stress. It is a feeling, not reality.

is the state of having taken on too many things for your capacity and time.

In this state, the pressure of your future to-do list leaves you unable to focus on the task that is in front of you.

This is often caused by not being aware of your boundaries or having pushed yourself beyond what can be done easily.

Managing overwhelm is a mental exercise of being mindful and staying in the present moment.

Managing overload is a rational exercise of prioritizing and organizing your work and time.

**Step 1. Understand your state. Are you overwhelmed and/or overloaded?**



**Step 2. Deal with your feelings of overwhelm.**

**1. Recognize your commitment.**

- If you had no commitment, you would not feel pressured or overwhelmed;
- Ask yourself, what is the commitment or vision in the background that gives rise to your sense of being overwhelmed?

**2. Recognize that being overwhelmed is a feeling – not a reality.**

**3. Know that you do not need to have all the information and knowledge before you take action.**

- We often sustain the state of feeling overwhelmed because we are waiting for one thing or another to clear up. In reality, you probably can take action without waiting for things that are not in your control to happen.

**4. Know how to connect specific actions to the big picture.**

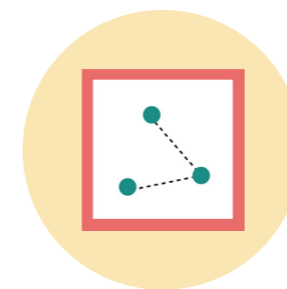
- Another common pattern when feeling overwhelmed is to think that you cannot start anywhere. We often fixate on bigger things (like handing in a homework assignment) and delay action on smaller things (like starting to exercise). Take a step back and see how you need to start small to achieve big.

**5. Get help.**

- Turn to your support system and share your feelings. Don't be shy about openly asking for support. This doesn't mean only advice. If you need some time out or would like some company or help in achieving a certain task, don't be shy about asking for it.

**6. Take action.**

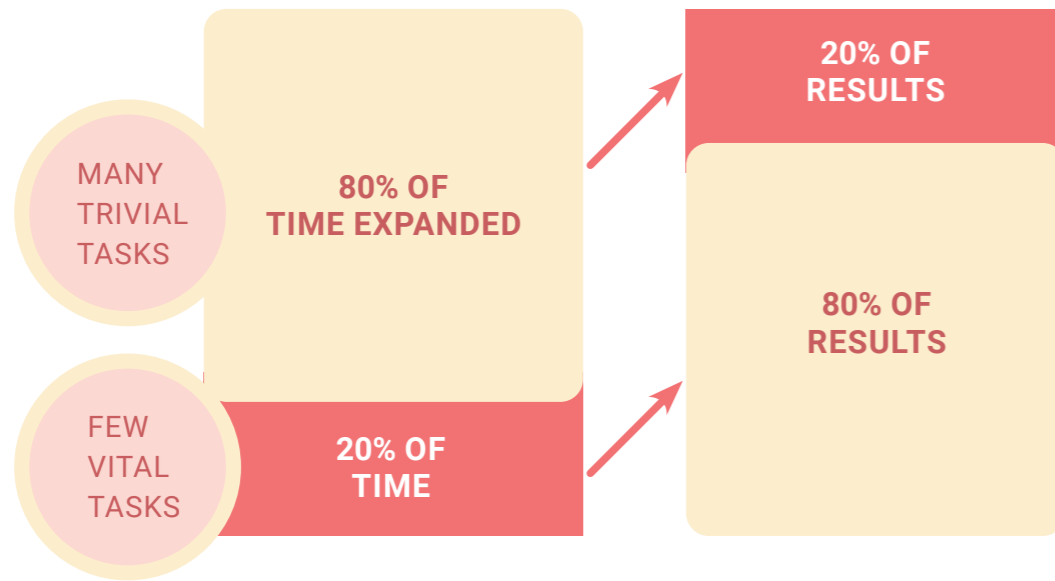
- Most importantly, start somewhere. Start with simple and easy things. Be active, exercise, do the things you like doing.



### Step 3. Take steps to reduce your overload.

- Understand your commitments and time.
- Prioritize and reduce.

**Remember!** According to the 80/20 rule (or the Pareto principle), in many cases, roughly 80% of the results come from 20% of the efforts. In other words, what is important is to recognize where those few vital tasks lie for your change initiative.



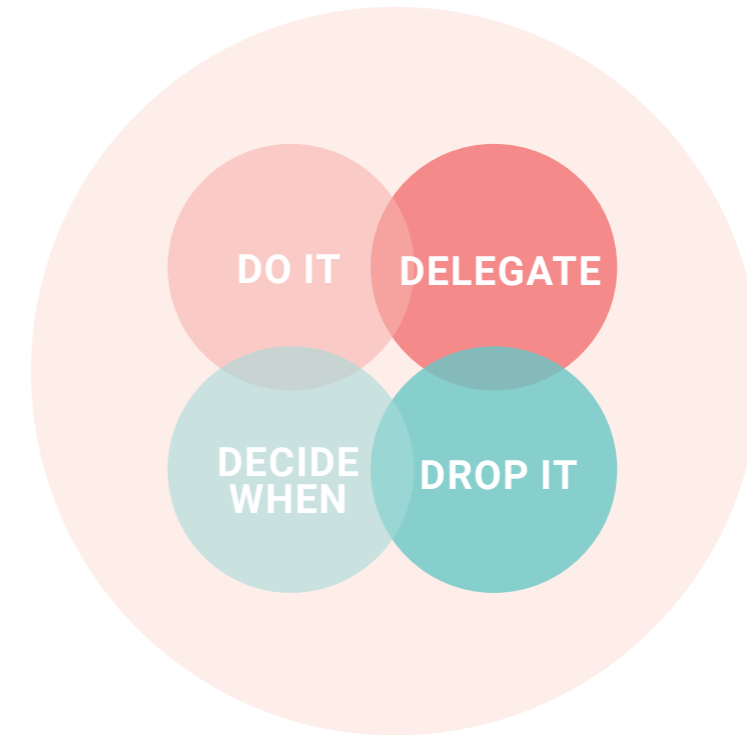
Here is a useful tool to categorize your commitments based on **urgency** and **importance** and identify where your priorities should be:

- **Is it urgent?** Urgent means it requires immediate attention, **now!** A phone call that you have to answer, a problem you need to solve, a stakeholder dropping in to your office – these are urgent;
- **Is it important?** Importance, on the other hand, has to do with results. Importance is strongly related to your mission and values, and your most important goals. If a task has to be completed to enable you to achieve your larger vision, it is important.

What often happens is that we are stuck in responding to the urgent and unable to carve out the time for the important. Make sure you break this vicious cycle.

Here are some guidelines on how to go about responding to your different tasks:

- Manage your time.
- Build in at least 25% of your time for unforeseen tasks.
- Build in time for rest and pleasure.
- Look into ways to increase your productivity.
- Minimize distractions.
- Understand your energy and focus cycles.



### Step 4. Keep things in check.

Make sure you are keeping an eye on how you are doing. Revisit the exercise in Activity 2 to check you are taking care of your body and mind. Plan some time at the end of every week and every month to reflect on where you are at. Write things down – have a journal or digital platform where you keep a log of your timetable. This will make it easier to see where things are going wrong and make changes when you need to.





## EXERCISE

### What you'll need



Silent space



Time:  
25 - 30 minutes



Pen and paper



Primarily for individuals

Can you think of a time when you had a tight deadline approaching? How did you feel? Can you think of a time when you were drowning in things you had to do? How would you describe your state? (If you are in a situation like this right now, you can answer these questions based on how you are currently feeling.)

Thinking of the same time, fill in the table below. Again, answer the questions for now if you are thinking about your current situation.

#### REFLECTIONS

#### I COULD HAVE ...

What was my underlying commitment?

Did I have a deep understanding of my feelings and state at the time?

Did I delay taking action because I was waiting for things to clear up?

Was I able to understand the small steps I needed to take to achieve my goal?

Did I get help?

Did I take action?

Now, let's use the planning of your change initiative as a starting point for effective time management and try out some measures that can prevent overload. If you prefer, you can continue the exercise using the example you were thinking of for the first parts of the exercise.

WRITE YOUR WORK ITEMS IN THIS COLUMN

WRITE YOUR EXPECTED RESULTS IN THIS COLUMN

Flag up the most important results using a highlighter or by circling with a pen. Can you identify certain work items that will bring in the most significant expected results?

If you are having trouble identifying the most important 20% of your efforts, then try to use a past example. Think of an important success for you and break down the efforts that led to it, trying to identify those that were the most instrumental.





Fill in the table below based on your work items. You can limit this to work items related to your change initiative or include all the to-do items you have. Include at least one example in each of the boxes to get you started.

	IMPORTANT	NOT IMPORTANT
URGENT		
NOT URGENT		

Based on all the above, write at least five key takeaways related to your effectiveness and time management:

- 1
- 2
- 3
- 4
- 5

## WHY IS THIS IMPORTANT?

Managing workload (and therefore, stress levels) and making efficient use of time (and therefore, prioritizing well) are hallmarks of a good leader. Drawing a distinction between when you are feeling overwhelmed and are overloaded can help you navigate your reactions to changing circumstances; and take the necessary steps to deal with these.

When your mind is relatively clear and quiet, your own common sense and wisdom will prove a reliable guide on how much you can usefully take on at any given time. When you are able to manage your time effectively, you protect your creative energy, relax and lead with ease.



## DIG DEEPER

### 1. Record your current schedule



- Before implementing any of the time management exercises in this activity, getting a clear understanding of how you are managing your time right now can be useful. For this exercise, record your schedule in a journal for 3 days. Don't leave anything out. Try to include as much detail as possible;
- Once you are done, analyse how your time was spent. Do you notice specific times when you were less productive than you wanted to be? Were there any distractions or interruptions in your way? Do you recognize any time that could have been put to more productive use?
- Combine these observations with the outcomes of the previous exercise to improve your time management even more.

### 2. Create your overwhelm protocol



- List five things that help you calm down or feel better. Do you have any specific rituals? Are there some people whose company you prefer? Do you have a go-to place to feel happier?
- Based on these, create your own "overwhelm protocol". Whenever you notice that you are feeling overwhelmed, start implementing at least two items from the list you have created.

### 3. Time management with a team



- To go through the exercise in this activity with your team, make a list of all the work items that need to be done and write each one on a Post-it. Discuss the time frame for these work items. You can also refer to your list of activities from Activity 11;
- On a board, draw the urgent–important quadrant from the exercise and ask team members to put the Post-its in the quadrant where the work items belong. Discuss the placements as a team;
- Finally, draw a timeline, preferably for the next month and the next three months. This time, move the Post-its around to see whether your plan for the work items makes sense. If there are certain periods that are overloaded, try to move work items or discuss ways to manage them.



## Activity 15: Breakdowns to Breakthroughs

*"Challenges are gifts that force us to search for a new center of gravity. Don't fight them. Just find a new way to stand."*

Oprah Winfrey



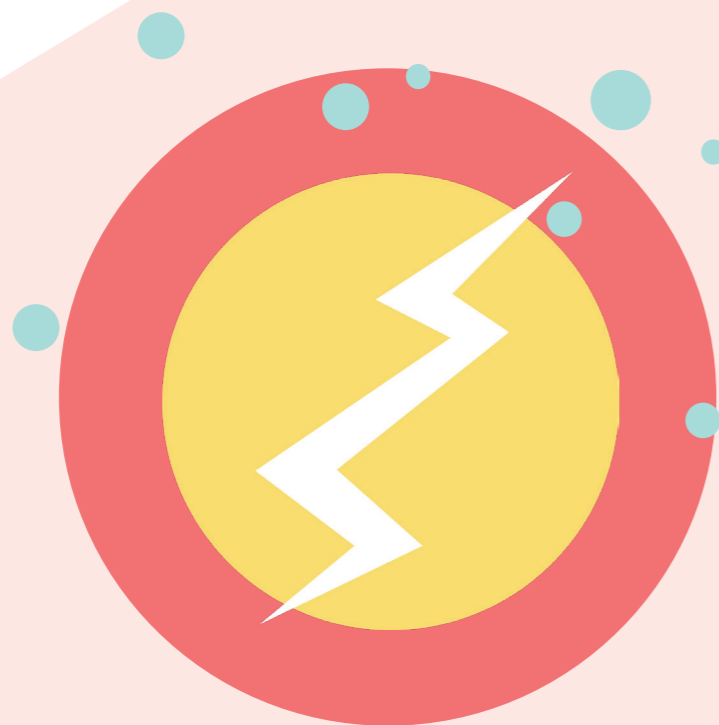
### OBJECTIVE

You will learn how to turn breakdowns in your project or team into breakthroughs that strengthen your commitment and action.

### ADAPTED FROM

The work of Monica Sharma and *Reweaving Our Human Fabric* by Miki Kashtan.

**Breakdowns** are moments when there is a major obstacle to the functioning of a team or project. Think of it like a car with a flat tire – you either need to change something or abandon the road. First, let's remember:



## THE FRAMEWORK

### BREAKDOWNS...

There will be **breakdowns**

This is very natural for every team and project.

Breakdowns relate to a commitment or **vision for the future**

You understand that there has been a breakdown because all of you are committed to achieving something together.

Breakdowns allow us to **see new approaches**

Without failure, it is not possible to learn and grow.

Breakdowns allow for **innovation**

They open up space for new ideas.

Breakdowns call for collaboration and using the **wisdom of the team**

Therefore, if handled in the right way, they are opportunities for the team to feel closer and grow together.

Most importantly, breakdowns carry the **possibility of a breakthrough**

**Breakthroughs** are those “Aha!” moments when, through a team effort, you come up with a way to do things differently to overcome the breakdown.

For there to be a real breakthrough, and not just a temporary fix, you need to:

- ✓ **Source wisdom.** The way forward should be shaped by your and your team’s inner power to create change.
- ✓ **Address complexity, simply.** Come up with simple solutions that have the potential to generate significant outcomes, even if they are addressing complex systems.
- ✓ **Ensure visibility and measurability.** Go for a high-profile idea, one that will be certain to be noticed, and make sure you can measure at least some of the key results.
- ✓ **Leverage.** Build on the strengths of your team or the efforts you are already making to increase the likelihood of success.
- ✓ **Seek relatively quick results.** Your breakthrough idea can target longer term results, but it needs to create specific results in the near future as well.
- ✓ **Not “business as usual.”** Shift the ways things are done in at least one of the following areas: productivity, efficiency, innovation, creativity, effectiveness, participation.
- ✓ **Not an “add-on.”** Make sure your idea relates to concerns and commitments that already exist. It is not about doing different things ... it is about doing the same thing differently.



### Now, how do we get from a breakdown to a breakthrough?

First and foremost, when breakdowns happen, you need to have an open, honest conversation with your team.

- ✓ **Get ready.** Make sure you are in a positive and comfortable environment (remember Activity 3) and have enough time and space for the team to process the breakdown and move towards a breakthrough.
- ✓ **Declare the breakdown.** Summarize the situation that the team is facing, which is a result of many things that may or may not be in your control. Be concise and objective.
- ✓ **Create space for real dialogue.** As a team, commit to having an open dialogue where everyone will actively listen to each other and focus on exploring a way out, rather than convincing others of their truth.

Entering dialogue entails a willingness, however small, to be changed by the process. The idea of convincing presupposes that the position of the person aiming to convince others is right and unchangeable. Attempting to convince someone almost always results in the other person feeling like they weren’t heard, which can cause resentment and conflict. Instead, listen empathetically and keep an open mind.

- ✓ **Remember the commitment or vision in the background.** Remember why you are together as a team and why you are doing what you are doing. Revisit your shared values and vision; remember that you are facing the breakdown because you are committed to these.
- ✓ **Take a closer look at the breakdown.** Distinguish between what really happened and the story about what happened. Focus on the reality. Do not generalize; be specific. Create a safe space for communication and get everything on the table. Tell the truth. Make a list of the different issues and commit to resolving them.
- ✓ **Work on a breakthrough idea.** You can use activities from Step 3 or any other method that works for your team to brainstorm and develop ideas about the way forward.
- ✓ **Have a conversation for action.** Remember the conversations from Activity 13 and set out specific actions with specific time frames and team members who are responsible for them.
- ✓ **Have a conversation for completion.** Focus on what you learned as a team. Acknowledge each other.



## EXERCISE

### What you'll need



Silent space



Time:  
25 - 30 minutes



Pen and paper



Can be done in groups

Think of a time when you had a breakdown in your family, school or change initiative. Describe the situation. Be specific and objective in your description. Try to avoid including your interpretations.

What sort of actions resolved the breakdown? If it wasn't resolved, can you think of any ideas that could have worked? Use the table below to see whether these actions reflect the characteristics of a breakthrough.

**Describe the action**

**Was it sourced from the group's wisdom?**

**Was it visible and measurable?**

**Did it leverage strengths of the team?**

**Did it have relatively quick results?**

**Was it business as usual?**

**Was it an add-on?**

Think about the conversations that took place around the breakdown. Do you remember any particular points? Were some of the conversations that should have been had avoided? Think about what you would like to have heard and fill in the following chart to reflect what a breakdown conversation could have looked like.

**Was the situation seen as a breakdown? What were the reactions to the challenge at the time?**

**Did the team come up with a breakthrough idea? If yes, how did it happen?**

**Did people think that a new way of doing things was needed to overcome the challenge?**

**Did the situation get resolved with clear action items everyone committed to?**

**What was the commitment and vision behind the breakdown?**

**Was there a sense of completion or an appreciation of lessons learned?**



## WHY IS THIS IMPORTANT?

Breakdowns are inevitable in any change initiative. In every team or organization, there will be roadblocks that require a shift in how things are done. Thinking of the current situation as one of the necessary milestones on the way to a breakthrough is key. In this way, breakdowns become a valuable opportunity to discover what the next set of actions might be.

A “fail forward” attitude to your work will help you and your team transform your relationship with a “problem”. It is natural to have feelings of failure and inadequacy in relation to challenges. But, using what you’ve learned from this activity, you can begin to see problems as a necessity, or even as an adventure allowing for innovation or a new way of being.

Following the framework set out above helps you to accept realities without feeling regret and to examine them with an eye to developing a way forward. In this way, you are not a victim but the driver of your own growth and success. Especially in teams, this can help you stay focused and grow closer. Teams that are able to emerge from challenges with stronger focus and commitment are the ones that last longer and have more impact.



## DIG DEEPER

### 1. Fact and fiction



- On a piece of paper, write down all the issues that you identify in relation to the breakdown. Don't filter out anything; just try to express all concerns and problems;
- Once you are done with your list, separate fact from fiction by dividing the items into actual events and interpretations;
- Use the ones that are actual events as the basis of your breakthrough intervention. For the ones that are not fact, acknowledge that these emotions or interpretations you have are valid and probably need further thought. Deal with these separately in any way that works for you;
- You can also do this exercise as a team, using a jointly created facts list as a starting point for your joint discussion of a team breakdown. Just make sure team members are able to make their initial lists in private and are not forced to reveal their emotions to the whole team.

### 2. Revisit past wins

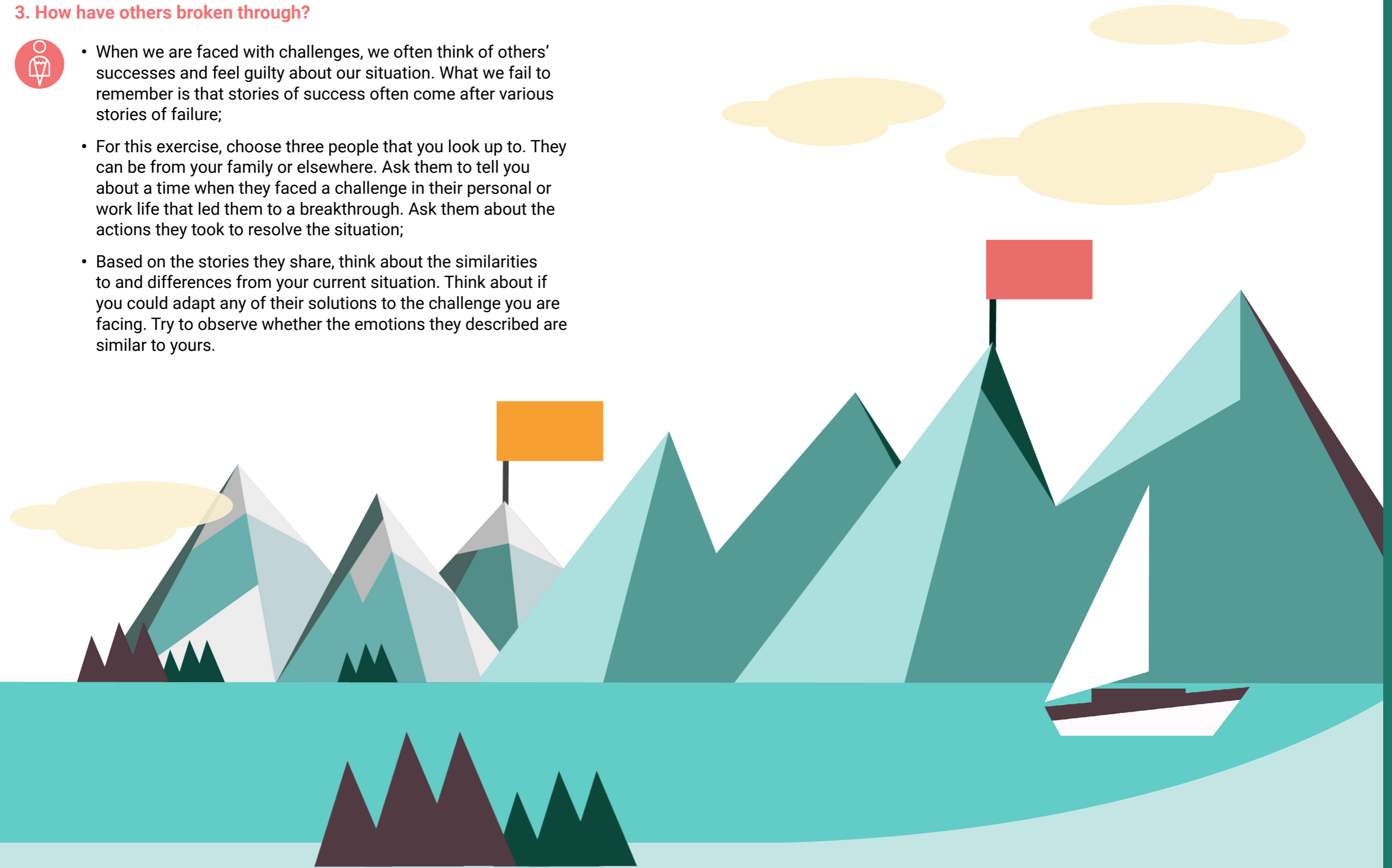


- Remembering how you or your team overcame past challenges can be a very helpful tool to find the strength you need to face the challenge at hand. For this exercise, write down three wins that you had in the past and try to remember the events in as much detail as possible;
- If you are doing this with your team, find a partner and share your memories. Describe what happened, how you felt and what you learned from it. When you are done sharing, discuss how this past success could be useful in resolving your present breakdown. Try to see whether the breakthroughs you had in the past had similar elements to the present situation;
- If you are doing the exercise on your own, answer these questions in your journal.

### 3. How have others broken through?



- When we are faced with challenges, we often think of others' successes and feel guilty about our situation. What we fail to remember is that stories of success often come after various stories of failure;
- For this exercise, choose three people that you look up to. They can be from your family or elsewhere. Ask them to tell you about a time when they faced a challenge in their personal or work life that led them to a breakthrough. Ask them about the actions they took to resolve the situation;
- Based on the stories they share, think about the similarities to and differences from your current situation. Think about if you could adapt any of their solutions to the challenge you are facing. Try to observe whether the emotions they described are similar to yours.





## Activity 16: Social Diffusion

*"The tipping point is that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire."*

Malcolm Gladwell



### OBJECTIVE

You will develop an awareness of how new ideas spread and learn how to develop strategies that can help you reach a bigger audience.

### ADAPTED FROM

Everett M. Rogers's *Social Diffusion Theory*.

The process by which an innovation (a new idea or behaviour) is communicated and adopted over time in groups and organizations is called **social diffusion**.

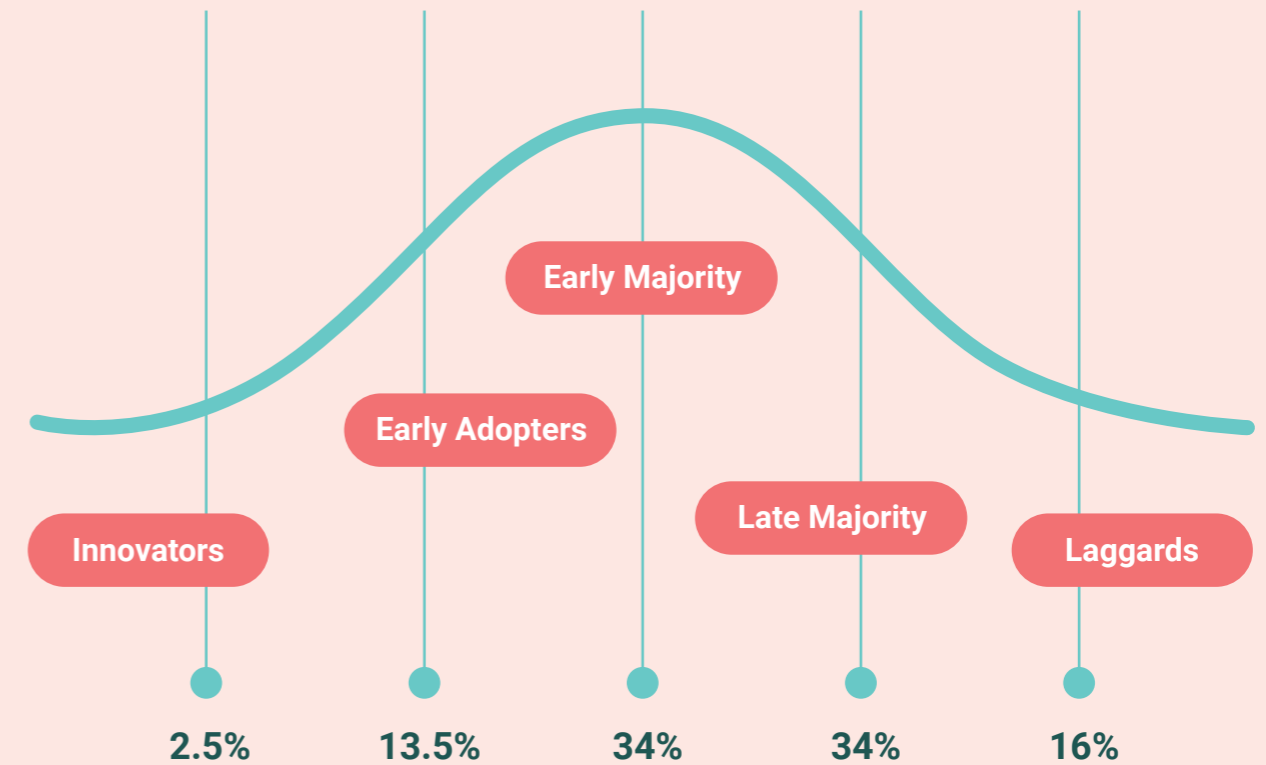


## THE FRAMEWORK

### How does change spread?

Innovations are not simultaneously adopted by everyone in a social system; they are often spread through a process that is triggered by a small portion of the group (those who have the tendency to adopt new ideas).

## THE SOCIAL DIFFUSION CURVE



When promoting an innovation, it is important to be able to understand the characteristics of the social group and reach the early adopters who can carry the new idea forward.

As you can see from the curve, the majority of the general population tends to fall in the middle categories, and as a changemaker (or innovator) the key is to develop tactics that can appeal to different adopter categories.

CATEGORY	CHARACTERISTICS	TACTICS
<b>Innovators</b>	<ul style="list-style-type: none"> <li>• They are the ones who want to be the first to try an innovation.</li> <li>• They are willing to take risks and are often the first to develop new ideas.</li> <li>• With your ideas for change, you are probably an innovator!</li> </ul>	<ul style="list-style-type: none"> <li>• Very little, if anything, needs to be done to appeal to this population.</li> </ul>
<b>Early adopters</b>	<ul style="list-style-type: none"> <li>• These can be seen as the opinion leaders of the group.</li> <li>• They enjoy leadership roles and embrace opportunities for change.</li> <li>• They are good at recognizing the need for change, which makes them more open to new ideas.</li> <li>• They are key to influencing others and bringing about wider adoption.</li> </ul>	<ul style="list-style-type: none"> <li>• You can invest time in having one-on-one contact with them and come up with ways for them to understand and experience the innovation.</li> <li>• Practical information about how to be engaged with and/or implement change will be important for them.</li> </ul>

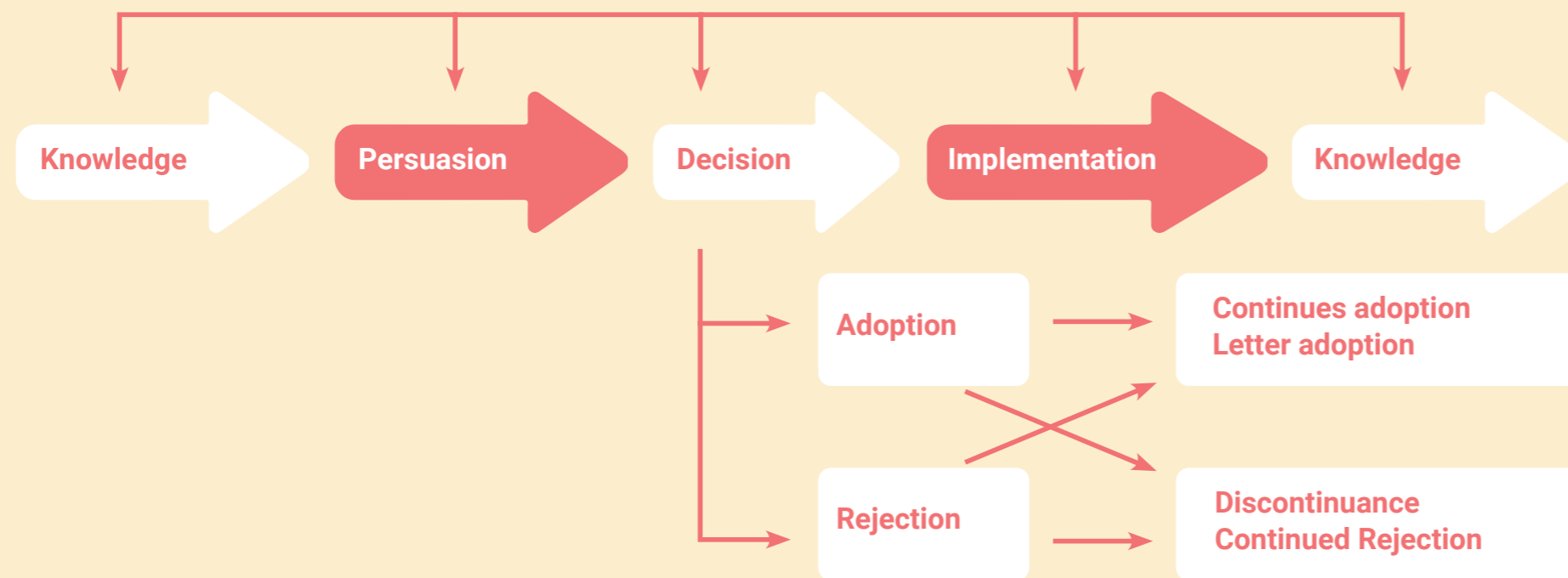


<b>Early majority</b>	<ul style="list-style-type: none"> <li>• They are rarely leaders, but they tend to adopt new ideas before the average person.</li> <li>• They will typically need to see evidence that the innovation works before they are willing to adopt it.</li> </ul>	<ul style="list-style-type: none"> <li>• Success stories and evidence of the innovation's effectiveness will help to bring them on board.</li> </ul>
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<b>Late majority</b>	<ul style="list-style-type: none"> <li>• They are sceptical of change and won't adopt an innovation until it has been tried by the majority.</li> </ul>	<ul style="list-style-type: none"> <li>• Information on how many other people have tried the innovation and have adopted it successfully can be effective in convincing them.</li> </ul>
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<b>Laggards</b>	<ul style="list-style-type: none"> <li>• More traditional and conservative, very sceptical of change. They are the most difficult ones to bring on board.</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics, pressure from people in the other adopter groups and persuasive messaging may work on them over time.</li> </ul>
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### How do people decide on whether or not to adopt a new idea?

A person adopts an innovation if they are aware of the innovation (knowledge), persuaded to give it a try (persuasion), weigh the positive and negative results of the change (decision), decide to implement it (implementation) and continue to use it (confirmation).

You should make sure that you are using communication channels and content that can reach the targeted adopters at the different stages of the adoption process.

Finally, the following are some elements that determine how likely it is for an innovation to be adopted or how quickly it will spread.

- **Relative advantage:** Is it somehow seen as better than the idea, programme or product it replaces?
- **Compatibility:** How consistent is it with the values, experiences and needs of the potential adopters?
- **Complexity:** Is it difficult to understand and/or use?
- **Trialability:** Can it easily be tested or tried by the adopters?
- **Observability:** Are the results tangible?



## EXERCISE

### What you'll need



Silent space



Time:  
15 - 20 minutes

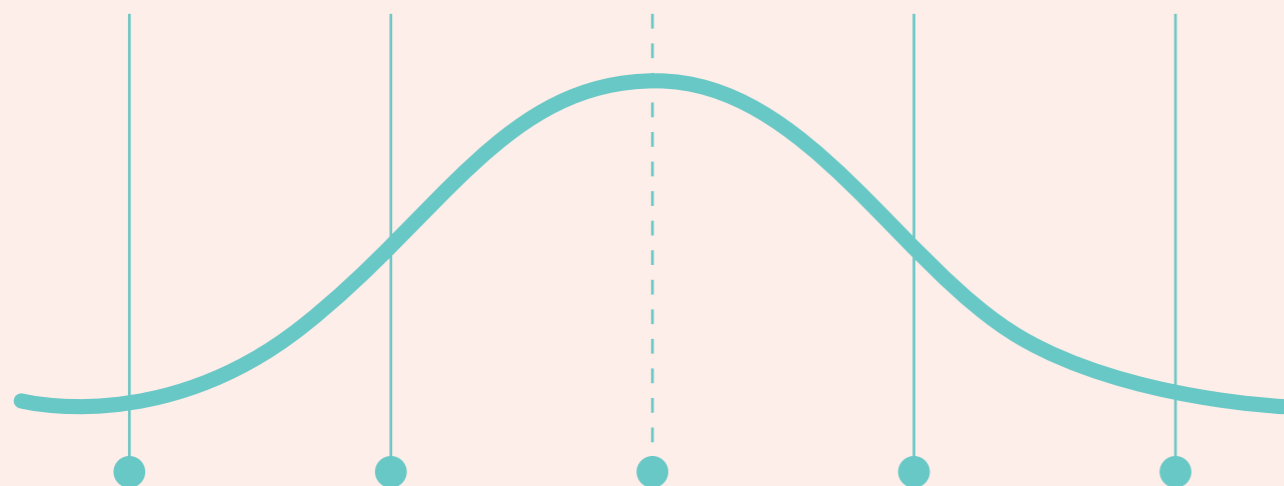


Pen and paper



Primarily for individuals

Fill in the social diffusion curve for your change initiative. Think of your team as the innovators. Who are some people who could join your team as innovators? Think of different groups in your school, community or area to identify who is likely to be in the different categories.



Innovators

Early Adopters

Early Majority

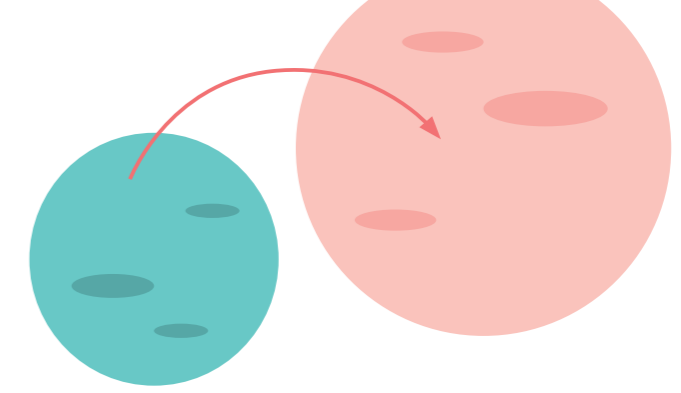
Late Majority

Laggards

Now that you have identified the adopter categories, think of tactics you can use to ensure that your change initiative is adopted. Think of the sort of communication tools and content you can use, as well as people who can be instrumental in gaining the trust of those in the different categories. Indicate where your efforts should be focused. You don't need to reach all categories at once.

CATEGORY	MAIN CHARACTERISTICS	TACTICS
Early adopters		
Early majority		
Late adopters		
Laggards		





Finally, let's take a look at the innovation decision process. All individuals and organizations that you deal with as a team will be making a decision to either adopt your approach or reject it. What are the tactics you can use at different points in this process?

**KNOWLEDGE**

**PERSUASION**

**DECISION**

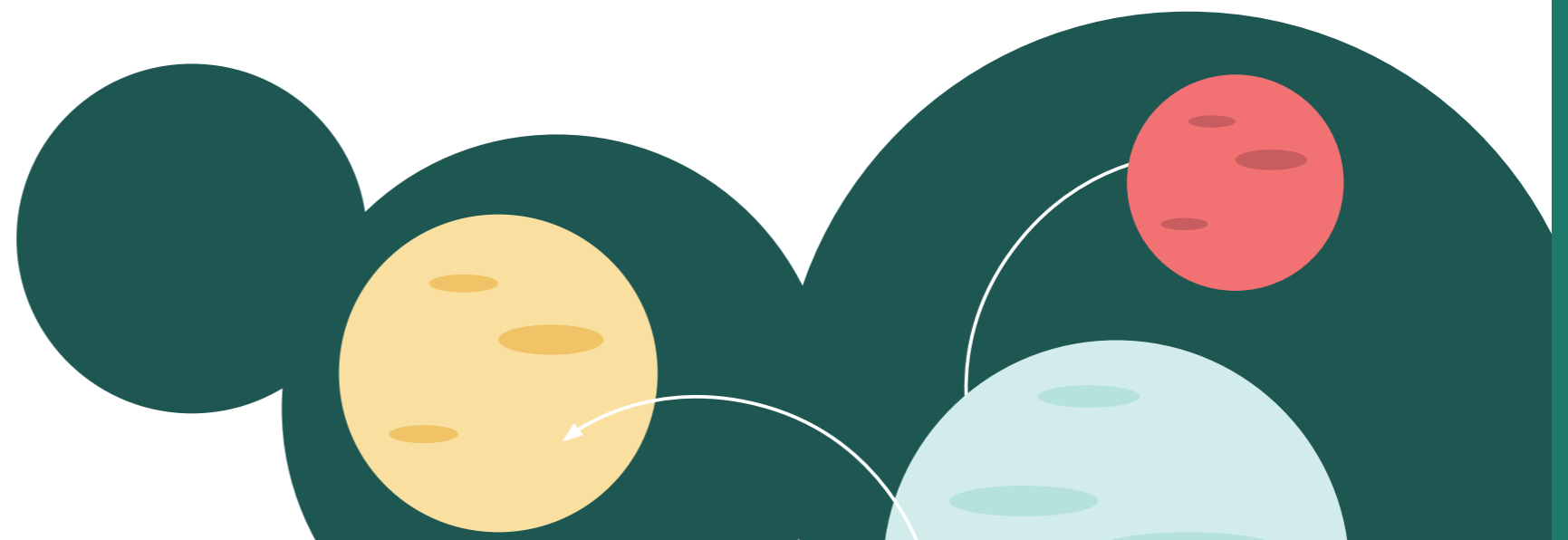
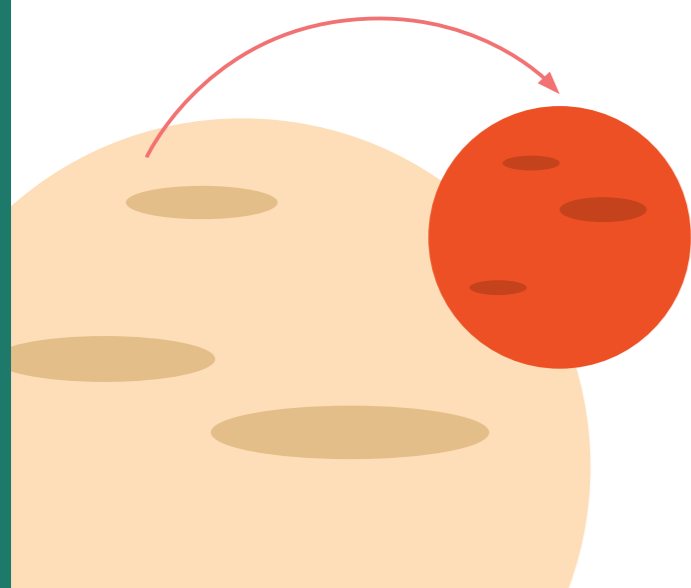
**IMPLEMENTATION**

**CONFIRMATION**

**What can we do for this step?**

**What are some channels we can use to help us gain a broader reach?**

**Who are the key people or messages we should focus on?**



## WHY IS THIS IMPORTANT?

The ideas and actions you are undertaking as part of your change initiative are at their core innovations. This is because they often go against the way things are always done and are new ways of thinking and acting.

Understanding how ideas and actions spread within social systems is therefore crucial to ensure that your change initiative has an impact on as many people as possible. When you come up with a great idea, you shouldn't leave it up to chance to see if it will spread. Being aware of the dynamics of change and adoption of new ideas can help you to take action to gain more supporters.

Navigating social networks is a key part of being a leader for social change. From personal relationships with family and friends to communication with broader communities of interest, social networks are the main channels through which new ideas travel and get adopted. Being able to identify these social networks and how to use them is therefore essential in ensuring that the change is long-lasting and transformative.



## DIG DEEPER

### 1. Ugly ducklings



- Think about an example of an idea or product that people at first made fun of or rejected but then adopted. How did it happen in your opinion?
- Can you identify any key people or networks that were instrumental in its adoption? What was the tipping point? What made people or organizations try it and accept it?

### 2. Creating personas



- An effective technique in understanding the needs of different adopter categories is to create example personas. Try to imagine one person who exemplifies the characteristics of each category;
- Make the personas as realistic as possible. Try to create a personal profile for each category and develop stories. If you are doing this with your team, distribute one category to each person and ask them to present their imaginary personality to the others. Then discuss what would work in reaching and convincing that person. What are the key parts of their story that you can address? What are the messages and channels that would work for this persona?

### 3. Innovation profiles in a team



- Every one of us is in different adopter categories for different ideas and products. Think of an innovation that you have encountered in your life. This might be a product, a technology or a cause. What was your initial reaction to it? When did you adopt it and what was the process of adoption like? Thinking of the social diffusion curve, where do you think you would be on it? Can you think of other examples where you were in a different category? Why was that?
- With your team, share your answers to these questions. Based on the innovation profiles, discuss some takeaways that you can use in your change initiative.



# Activity 17: Operational Strategies

*“Ultimately, leadership is not about glorious crowning acts. It’s about keeping your team focused on a goal and motivated to do their best to achieve it, especially when the stakes are high and the consequences really matter. It is about laying the groundwork for others’ success, and then standing back and letting them shine.”*



**Chris Hadfield**

## OBJECTIVE

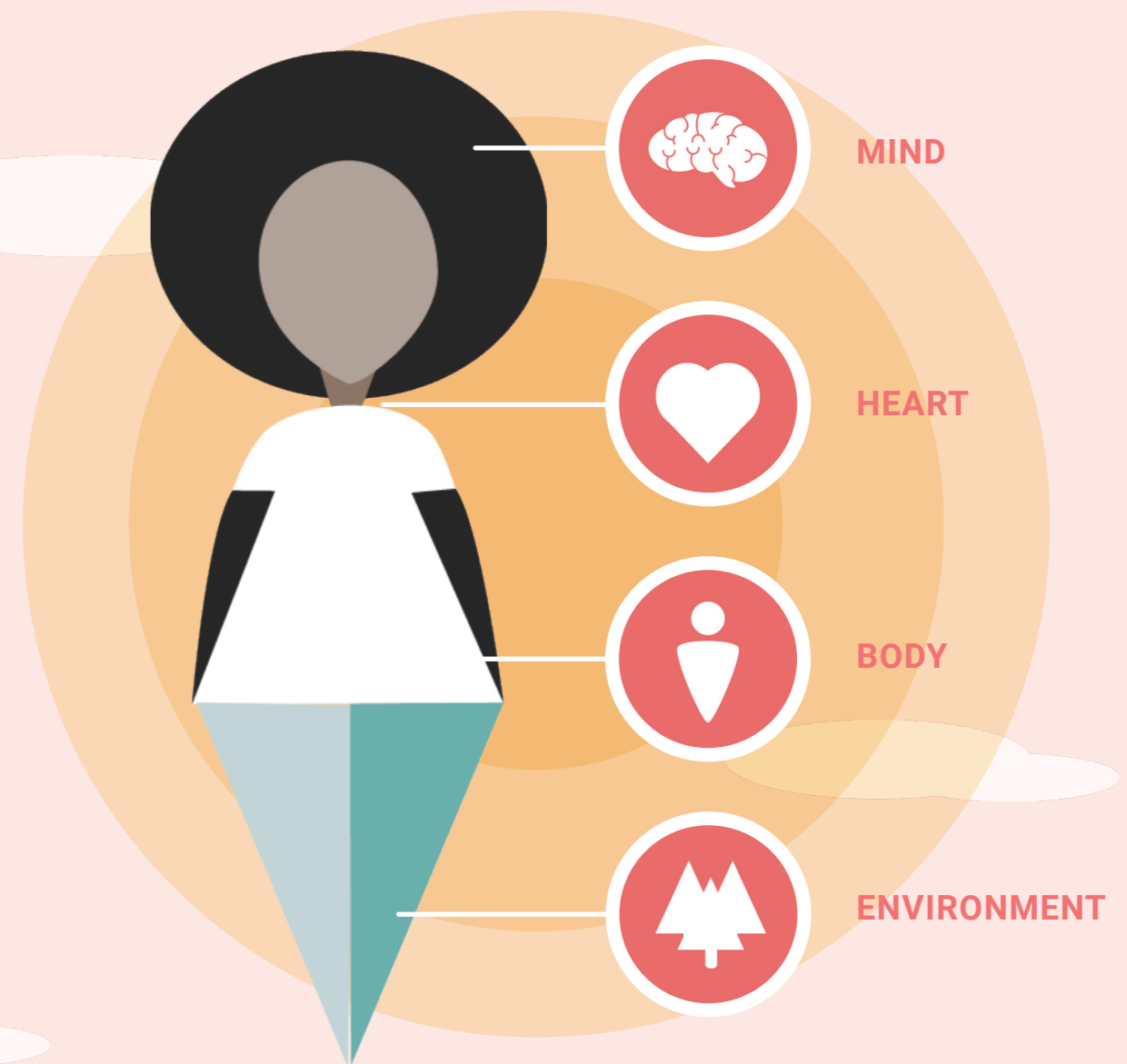
You will deepen your understanding of how different factors affect the lasting success of a team and learn to build the support systems that can drive results.

## ADAPTED FROM

The work of Monica Sharma.

# THE FRAMEWORK

REMEMBER WHAT YOU LEARNED IN ACTIVITY 3 ABOUT WHAT KEEPS YOU GOING AS A LEADER?



The same also applies to your team. To be successful over time, teams need support, motivation and an enabling environment.



### **Mind | Information for healthy decision-making**

As a team, you need to have accurate and up-to-date information about the factors that affect your decision-making. Are you aware of the latest policy developments? Are you able to effectively make use of data when deciding on next steps? Are your advocacy messages based on facts? Do you have information on what is out there, what others are doing, what the best practices are?



### **Body | Leadership development**

Are the team members able to develop their leadership skills? Do they have access to tools that can help them become effective leaders? Are they given opportunities to lead and learn from these experiences? Do they have incentives to take initiative and drive results? Is there a culture of progress and learning?



### **Heart | Support for changemakers, organizational culture**

Do you have a support system for the changemakers in your team? Are there multiple sources of support that they can rely on? Do you have a strong organizational culture that feeds on your shared interests and makes use of creativity? Do you have fun together? Do you feel like you belong to a team? Are you proud of the work you are doing as part of your change initiative?



### **Environment | Enabling environment (policy, resources, support)**

As a leader, are you taking steps that can make the environment better for your team? Are you effectively advocating for positive policy changes? Are you part of any groups or networks that can support your work? Are you making efforts to access more resources? If your environment is an unfavourable one, have you looked at ways to get support and guidance from people or organizations in more favourable environments?





## EXERCISE

### What you'll need



Silent space



Time:  
25 - 30 minutes



Pen and paper



Can be done in groups

Refer to the guiding questions set out in the framework above to fill in the table below. As the team leader, revisit this activity periodically and make sure it is up to date.

When you hit a bottleneck, consider revisiting this exercise to identify what kind of support can help to keep you and your team going.

MIND

BODY

HEART

ENVIRONMENT

**Where are you right now as a team? List your strengths and weaknesses**

**What can you do as a leader? List two action items per section**

**What can you do as a team? List two action items per section**

## WHY IS THIS IMPORTANT?

In this final activity, you will pull together the different components from all the previous frameworks to put in place the systems that will help your change initiative achieve results. We often put more emphasis on and effort into building teams and getting the initiative off the ground. As a result, it is very common in organizations to overlook what is needed to maintain and support efforts over time. Operational strategies provide a simple checklist to understand the needs of your team and ensure that you have the right conditions to achieve your goals.





## DIG DEEPER

### 1. Identifying support systems



- Taking a look at the support systems that keep our communities or institutions functioning can be a starting point for identifying effective operational strategies. With or without knowing it, successful organizations often have similar mechanisms that help them to achieve their results;
- For this exercise, pick one institution or organization that displays successful results. This could be your school, a company or another team working for social change. Try to pinpoint the support systems that they have in place to maintain their success. Think of whether you could apply these to your team;
- To do this exercise in your team, ask each team member to pick an example and present it to the others. Have a group discussion on the aspects you think could work for you.

### 2. Plan a team retreat



- Stepping out of your routine as a team and setting some time aside to spend quality time without talking about the day-to-day of your change initiative can be a great starting point for discussing needs and taking action;
- With your team members or on your own, plan a team retreat. If possible, put at least a full day aside and try to meet in a different place from usual. A retreat is not a long meeting; it is an opportunity to have deep discussions, create together and discuss where you see yourself as a team. In planning your retreat, try to include lots of fun or unexpected activities. Emphasize teamwork and trust over discussions focused on work.

### 3. Operational strategies in a team



- You can also develop operational strategies as a team. This is often a great way to make sure everyone's needs are addressed and it can increase the commitment of all team members to supporting each other;
- To do this activity in a team, ask all members to first sketch out what they personally need for their mind, body, heart and environment. After this, draw your organization's personality on a board and have a joint discussion about what your team needs for each category. At the end of the discussion, prioritize two items for each category and decide on actions that you will take to provide this support. Agree on when you will meet again as a team to review your progress.





