PLACE-BASED LEADERSHIP DEVELOPMENT

Preventing Violence and Creating Safe Communities

FACILITATOR'S GUIDE

Dr Rob Worrall

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Facilitator's Guide

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ABOUT THE GUIDE

Introduction

Background to P-BLD

'Place-Based Leadership Development' (P-BLD) is the overall term for activities that aim to support the development of collective leadership within a given locality. The evidence-based P-BLD framework helps local leaders to build their individual and collective leadership capability to work more effectively together at the sectoral, intersectoral and wider territorial levels.

DIGNITY, Danish Institute Against Torture, conducts Intersectoral Urban Violence Prevention (IUVP) interventions with partner organisations in East Africa and Central America to support programmes of activities working towards achieving the United Nations (UN) Sustainable Development Goals (5, 11 and 16). The focus of the programme has been to create coalitions of intersectoral leaders as agents of change, while also working on creating citizen agency for social transformation. IUVP's interest is centred on reducing the 'risk of violence': reducing the vulnerability of at-risk groups by strengthening their agency for resilience and for preventing violence before it occurs. Since 2016 the Place-Based Leadership Development (P-BLD) programme has been merged with the IUVP programme across several municipalities, with Nakuru and Naivasha being at the most advanced stage.

The P-BLD for IUVP programme consists of a series of interlinked, interactive modules, where leader and leadership capabilities are developed through a personal and collective inter-relational learning journey of lived experience. It is designed to enable leaders to grapple with real-world issues while developing themselves as individuals at an intrapersonal level, and to improve the way they work with others at an interpersonal level. P-BLD acknowledges that an individual is shaped by personal experiences, and this determines how one sees the world. This is the programme's point of departure. It offers leaders an opportunity to undertake intrapersonal (leader) development and critical reflection from the outset.

The programme includes ten modules. Most of the interlinked modules (e.g. Modules 1 and 2, or Modules 3 and 4) are delivered in two-day blocks. Modules 9 and 10 are delivered in a three-day block. Usually, the blocks are spaced out over a considerable period of time. Facilitators may deliver Modules 1 and 2, for example, and then deliver Modules 3 and 4 several months later. Each block has core components. The sessions are deliberately focused on providing tools and mechanisms to promote reflective practice and self-development, which is an

important way of reducing the gap between formal theory and the realities of professional practice.

Broadly, the programme is designed to:

- Explore levels of self-awareness, with the participant undertaking self-assessments to develop their leadership skillsets (e.g. applying emotional intelligence, conflict management)

- Encourage the participant to think about their mindset and their openness to learning, listening to other perspectives and considering issues from the standpoint of a participant from a different sector

- Encourage the participant to explore their own and others' assumptions by asking questions of each other

- Enable and encourage the participant to become adaptive and open to exploring new ways of seeing the world by trying out creative, dynamic, unfamiliar, experimental and uncomfortable activities that facilitate individual and collective learning

- Facilitate teamwork in intersectoral collaboratives to address a major systemic challenge, such as the normalisation of sexual and other forms of violence against women and children

- Guide the participant through a collaborative methodology from the evolving P-BLD toolset (e.g appreciative inquiry, design thinking)

- Facilitate the participant (with their intersectoral groups) to design and propose action plans to be carried out at zero additional costs: in other words, through the redistribution of existing resources, enabling service redesign.

The groups are tasked with taking forward their actions and reporting back on their successes and failures at the start of the next module.

This process takes each participant through a journey of development of their mindset, skillset and the application of a collaborative toolset.

Pre- and post-module questionnaires are used consistently, drawing on the participants' lived experience of the programme and thereby contributing to building an evidence base of what works in order to enable systematic and ongoing evaluation.

Who can use this guide?

Development of leader and leadership capabilities requires a high level of self-awareness, an eagerness to critically reflect on our patterns of thinking, attitudes, behaviours and relationships, both personally and professionally. Therefore, for this guide to be helpful in the delivery of Place-Based Leadership Development and to facilitate others to build their leadership capabilities, those using the guide must:

- Be very open to challenging their own thinking, opinions and ways of doing things

- Welcome feedback from others and respond positively to criticism – seeing this as providing important insights to help their own learning, development and personal growth

- Have the self-confidence to critically reflect on their attitudes, thinking and behaviours – and to modify and change them – as an ongoing and deliberate practice

- Have the emotional intelligence needed to engage with others, to understand other people's perspectives, thoughts and feelings, and to be compassionate, supportive, challenging and reflective.

It is recommended that the facilitator should, ideally, have participated in a P-BLD programme themselves – or, as a minimum, have undertaken the P-BLD Facilitator Development Programme.

How to use this guide

The material in this guide has been chosen to help facilitators and leaders to develop their mindsets and behaviours and to support others in doing so. This is not training, and these are not skills that can be simply learned once. This is an *ongoing practice* of self-development that requires in-depth critical reflection, working on one's self-awareness, learning and personal growth. It requires long-term effort and sustained commitment. Revisiting this material, reflecting on how we operate as leaders, and continuously modifying and improving the ways we engage and work, are vital to being effective leaders.

Specifically, this guide has been put together to facilitate groups of people across sectors and agencies to build their individual and collective leadership capabilities. This requires the programme to be led by a facilitator, who will find everything they need in this guide and in the suggested pre-reading, further reading and slide packs.

In addition, the guide can support leaders who have participated in the P-BLD programme to reflect on their development, to continue to push themselves to develop further, and to help them to facilitate the development of others. This enables the building of collaborative mindsets, which is fundamental for achieving the SDGs – in particular, the peaceful societies and reduction of violence that are at the heart of SDG 16.

Facilitators and those going through the workshops are strongly encouraged to keep a journal of their development. This enables the ongoing practice of reflection on themselves, their learning and how they are changing their mindsets, behaviours and ways of operating – and, crucially, the impact that all of this has on their interactions, personal and professional relationships, and outcomes at work. This is explored in detail in Module 1.

Structure of the guide

The guide takes the reader through the following areas.

- **The philosophy of P-BLD:** Leadership research, evidence, theory and practice are explored, along with the conditions for achieving collective impact.

- **A guide to becoming a P-BLD facilitator:** This provides a description of the role, effective facilitation skills and helpful models and approaches.

- **The modules:** The main content of each module is further supported by an introduction to the key learning material and a set of presentation slides for workshop use.

  - Module 1 – Personal and Professional Identity, Development and Place

  - Module 2 – Leaders, Leadership and Values

  - Module 3 – Collective Inquiry: Shifting the Narrative from Supporting Violence to Enacting Tolerance (Part A)

  - Module 4 – Collective Inquiry: Shifting the Narrative from Supporting Violence to Enacting Tolerance (Part B)

  - Module 5 – Leading Change: Challenging the Norms of Sexual and Other Forms of Violence Against Women, Girls and Boys (Part A)

  - Module 6 – Leading Change: Challenging the Norms of Sexual and Other Forms of Violence Against Women, Girls and Boys (Part B)

  - Module 7 – Leading Your Sector and System: Becoming Champions of Social Transformation (Part A)

  - Module 8 – Leading Your Sector and System: Becoming Champions of Social Transformation (Part B)

  - Module 9 – Shaping the Future: Intra- and Inter-place Collaboratives for IUVP (Part A)

  - Module 10 – Shaping the Future: Intra- and Inter-place Collaboratives for IUVP (Part B).

- **An introduction to capturing evidence of the impact of your work:** This includes a high-level overview of research methodologies and practical approaches to data collection and impact measurement.

- **Additional Resources section:** This section offers a range of additional resources that can be used by P-BLD facilitators, including additional reading, tools and techniques.

Philosophy

Background

There is a myriad of sources on leadership and leadership theory in both academic and professional domains, which are growing at an exponential rate (Bass and Bass, 2008; Van Wart, 2009; Worrall, 2015). However, as if to emphasise a need to dig deeper to develop our understanding of such phenomena, one of leadership's pre-eminent scholars, Burns (1978), states that *'leadership is one of the most observed and least understood phenomena on earth'*. Nonetheless, ever since the 'Great Man' theories spawned the debate about whether leaders are born or made (formed through learning and lived experience), scholarly and popular literature has attempted to distil, summarise and provide lists of characteristics and attributes that are needed to be a leader (Stodgill, 1948).

There is considerable academic and grey literature (public policy and reform reports and professional publications) which has concluded that delivering more effective services and policy outcomes for citizens and communities requires improved leadership (PIU, 2006; Cabinet Office, 2009; Goss, 2010; Hartley and Tranfield, 2011). Formerly, the discussion was centred on the need for effective public service leadership, e.g. from local, regional and central government, elected politicians and salaried officials. However, since the 1990s, there has been a recognition that the context in which we are living and working has shifted dramatically. The Covid-19 pandemic is yet another example of the complexity of the challenges that we face, where no one agency or individual can marshal an adequate and effective response. This has also emphasised that our systems are built on high levels of economic and social interdependence at local, regional, national and global levels. This creates a focus on public leadership, with public service leaders being only one group among a plethora of traditional and non-traditional leaders from the public, private, voluntary, community and wider civil society who need to be involved in developing collaborative responses to the multifaceted and interdisciplinary issues that we face. Thus, a public leader is now anyone who is seeking to work effectively with others to achieve common purpose for the greater public good (Hartley, 2018).

Rather than acts 'done to/for' people, leadership is often seen as a relational and collaborative endeavour, an emergent property created through the social interactions of a group or community (Ospina and Schall, 2001; Drath et al., 2008).

Here, leadership is as much about mindset as it is about position. It is not a title that makes you a leader, but how you are within yourself and with others, and how you work and interact with people at all levels and from all sectors of the community (Worrall and Kjaerulf, 2017, 2018a–c, 2019; Worrall and O'Leary, 2019a, 2019b, 2020). The experience of Covid-19 has also underlined the growing recognition, which is evidenced in how things work on the ground, that global issues require a locally emergent and embedded response. The key question is this. How can we build on this shared sense of belonging and social connectedness (Lyons 2007, 2011) within places by encouraging and enabling people to work more effectively together in order to build locally specific responses to global issues and ensure the longer-term sustainability of communities?

The interconnected foundations for building this capability are found at the individual and collective levels, where a clear distinction can be made between leader and leadership development. The former is focused on the development of intrapersonal skills and human capital (Day, 2001), while the latter is focused on interpersonal skills and developing social capital. It is about enabling collective learning and the development of trust and common understanding of problems, so that people can work together to find workable solutions for the common good (Crosby and Bryson, 2005a, 2005b). Here, leadership development is a social and relational construct (Day, 2001; Van de Valk, 2008), which suggests we need to work on developing ourselves at an individual and collective level (Worrall, 2014, 2015).

Such place-based initiatives involve cross-sector groups of senior or emerging leaders, and offer more diverse models for sharing knowledge, developing relationships and building leadership capability for a county, local authority area or a wider sub-region. Early models can be traced as far back as 1959 when a programme entitled Leadership Inc. started in California in 1959. There was an upsurge in the late 1980s and mid 1990s, which meant that by 2001 there were 700 programmes in nearly all regions across the United States (Azzam and Riggio, 2003; CLA, 2001; Fredericks, 1998). These initiatives were brought to a wider audience by Chrislip and Larson (1994) in their influential book *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*. This was followed by *The Collaborative Leadership Fieldbook*, a 'practical toolkit for those working in the field' (Chrislip, 2002). Even more recently, the term 'integrative leadership' has been used by several US-based scholars (Crosby and Bryson, 2010a, 2010b; Page, 2010). Importantly, these initiatives have three core attributes:

1. Development and engagement of emerging and current leaders in community problem-solving

2. Leadership is exercised by individuals but in a group/community (or a place-based) context – local, regional and beyond

3. Leadership is exercised by crossing boundaries (private, public and non-profit sectors).

   (Worrall, 2015)

In the late noughties the growth of place-based leadership development initiatives in the UK was spurred on by central government support for pilot initiatives under the umbrella term 'Total Place' (LGID, 2011a–d). Local government – rather than community-based organisations – was the natural convenor to lead on 'place-shaping', i.e. promoting economic and social wellbeing within communities of place (Lyons, 2007, 2011). As noted by pre-eminent public leadership and governance scholars: *'whole system inter-organisational cross-service leadership in a particular locality is increasingly not an option but a necessity … to respond both to complex, fast-changing needs of their communities … and at the local level to "join-up" the wide range of disparate national policies and programmes'* (Benington and Hartley, 2009). Hambleton (2011) defines place-based leadership as *'all leadership activity that serves a public purpose in a given locality'*. In this guide, we define *'the means of building this capability'* as Place-Based Leadership Development (P-BLD) (Worrall, 2014). Moreover, research by OPM (2009) and IDEA (2007), alongside the P-BLD study that is the foundation of this guide (Worrall, 2014), show such collaboratives involve two common approaches:

1. Building knowledge and a deep understanding of the problems and issues faced by a place, balancing the use of data and evidence with engagement

2. Identifying the type of leadership needed to build relationships and create effective collaboration to address the issues that have been identified.

Moreover, the significance of place in public leadership research and the interest in developing effective place-based leadership continues to grow (Jackson, 2019).

Place-Based Leadership Development (P-BLD) and Intersectoral Urban Violence Prevention (IUVP) as evidence-based practice

DIGNITY's Intersectoral Urban Violence Prevention Programme works at the intersection between law and order and wider civil society. As such, it recognises that an intersectoral place-based approach – which acknowledges that no one agency has all the information, expertise, resources or even the mandate to tackle the global challenges of the twenty-first century – is one of the more appropriate mechanisms to find effective local responses to urban violence. Likewise, a growing body of research (Worrall, 2014, 2015; Iles and Preece, 2006) and considerable practitioner experience on collaborative and place-based leadership development in the UK (LGID 2011a–d; Wooldridge and Worrall, 2010; Worrall 2009a–c, 2010) suggested that there are seven stages in the creation of effective collaboratives of intersectoral leaders (see Table 1; and see Worrall, 2014; Worrall, 2015; Worrall and Kjaerulf, 2019).

Table 1: The initial conceptual framework of Place-Based Leadership Development

Stage	Description	Manifestation
Understand others' perspectives	Being open to seeing more than one world view, a more globally oriented perspective when considering what the causes of particular issues are, and how they should respond	A movement away from perceived assumptions about people and organisations and a movement towards a different perspective, and appreciation of a different way of seeing things
Mindset	A collective awareness of the need for leadership to be construed and enacted in a different way, and being comfortable with having values and assumptions challenged	A positive collective response to a disturbance in the system
Common (social) purpose	A coming together, a common agreement of what the social purpose of the collaborative actually is and what it is seeking to achieve beyond furthering the common good and by what means	Clear individual statements on common purpose
Sense-making	Seeing the main social issues from different perspectives and creating a shared understanding of what the problem is and potential approaches to resolve it	Telling of similar stories/ descriptions from shared experiences
Collaborative space	Potential use of initiative as a thinking laboratory; the flow of ideas could lead to the incubation of new initiatives and potential spin-off activities, which would not have happened otherwise	Reporting of new activities that happen because of connections within the collaborative
Creating social capital	The move from common agreement to common action, which has led to increased shared capability to address issues	There may have been significant benefits and/or added value from working together; this collaboration may also have influenced the development of other social initiatives
Creating a narrative of collective leadership	This is about the development of a common understanding of how leadership is construed, what its objectives should be, and how it manifests itself	Development of a common language in terms of how leadership is described, potentially with shared metaphors or illustrative examples

Source: Worrall (2014). 'Towards an Emergent Theory of Place-Based Leadership Development', Paper presented at the Doctoral Colloquium, British Academy of Management, Ulster University, Belfast, 8 September.

Moreover, from a further in-depth exploration of participants' lived experience of such collaboratives (Kempster and Parry, 2004) it was revealed that this process is overlain by a series of interlinked tensions, within a strengthened P-BLD framework. These are set out in Table 2 (see Worrall, 2014; Worrall, 2015; Worrall and Kjaerulf, 2018, 2019).

Table 2: The emergent Place-Based Leadership Development framework

Cluster I: Ownership and direction

1a. Degrees of dependence

The extent to which the sustainability of a collaborative is dependent on or independent from its commissioner/founder or its facilitator

1b. Direction

The extent to which dominant founders have a negative or positive influence on a collaborative's direction

Cluster II: Purpose and identity

2a. Purpose

The challenge of balancing a focus in individual participants' development with wider development for the common good

2b. Identity

The tension between the collaborative: (i) 'being' – a think-tank and influencer; and (ii) 'doing' – taking direct action for improvement

3a. Effectiveness and transparency

The tension between being selective to ensure effectiveness and having an open and transparent selection process

3b. Representativeness and accountability

The degree to which participants within collaboratives are and should be representative and accountable to wider place or just representing self

Cluster III: Process and experience

4. Differentiated place

Tension between traditional, hierarchical, siloed management and the ambiguous and shared boundaries/responsibilities of leading across complex, messy and multiple places

5. Rehumanising place

The more rational, logical and controlled approach to development counterbalanced by a more emotionally connected, visceral and human response

6. Influencing and being influenced

The extent to which people experience the collaborative as a means of influencing the external world or that they themselves are influenced by it

7. Where and who enacts leadership

The extent to which the collaboratives are about the enactment of leadership development or have a direct role in the enactment of leadership itself

Cluster IV: Outcomes

8. Creating value

How value is defined and created through relational connections, difference, and from intangible outcomes creating the conditions for more tangible ones

9. Collaborative disadvantage

The more critical and negative outcomes and impact of the collaborative

Within the urban violence context, this means that if traditional and non-traditional leaders are to work effectively together as peacebuilders, they need to share the same lived experience as collective rite of passage or transition towards transformative leadership learning (Cranton, 2012). Indeed, the multilevel approaches of IUVP and P-BLD are strongly aligned in theory and have been shown to be mutually reinforcing in practice (see Table 3).

Table 3: P-BLD and IUVP as mutually reinforcing practice

Factor	P-BLD	IUVP
Intersectoral/ professional/ agency	Based on sectors and professions working together	Requires sectors and agencies to work together – building on existing human, cultural and socioeconomic structures, resources, information and knowledge
Territoriality	Focus on relations within, across and to a specific locality	'Place-based' approach is key; focus on municipality-level collaboration
Inter-relational	Works on relationships with self, between self and other, organisations	Requires bringing together of historically opposed actors and sectors with deep levels of mistrust
Interconnectivity	Surfaces and works with interlinked tensions, contradictions and paradoxes	Working towards prevention of all forms of violence and their relationships (interlinked)
Transformative	Enables individuals and collective transformative learning and development (enables collective impact)	Requires mindset change in terms of attitude, value and (what is) acceptable behaviour (to achieve collective impact)

Source: Worrall and Kjaerulf, 2019 (Adapted from Worrall, 2014, 2015; Worrall and Kjaerulf, 2017)

Indeed, our practice-based research and lived experience has shown that the strengths and evidence-based holistic approach offered by the P-BLD framework (Worrall, 2014, 2015; Worrall and Kjaerulf, 2017) could enable and empower leaders of the future. Working together, we are committed to developing people who have the knowledge, mindset, confidence and skills to lead together in the grey zone – where cause and effect are complex, uncertain, volatile and ambiguous (Johansen, 2012). These leaders will be able to appraise and assess situations, build coalitions for change, and identify solutions through cultural understanding and awareness of the heuristic biases that often inform our world view. The starting point for building an evidence-base of the potential for the merging of P-BLD and IUVP was the design, delivery and evaluation of two pilot workshops in Nakuru and Naivasha in October and December 2016 respectively (Worrall and Kjaerulf, 2019). Our analysis of the data from detailed pre- and post-workshop questionnaires completed by cohorts of 25 participants in each place, demonstrated that the P-BLD programme was having a positive impact.

By surfacing and explicitly addressing emotional, relational and structural tensions within the context of IUVP, the P-BLD programme was enabling leaders

to share concerns and become more open to and respectful of each other's perspectives. This was clearly identified as a first step towards developing a more collaborative mindset (Worrall, 2014, 2015; Dweck, 2006, 2012), the significance and evidence of which has strongly emerged in the roll-out of the three-year programme in Nakuru and Naivasha (Worrall and Kjaerulf, 2017, 2018c; Knight et al., 2019) and further pilot P-BLD for IUVP workshops in Mbale, Uganda (Worrall and Kjaerulf, 2018b) and Cuilapa, Guatemala (Worrall and Kjaerulf, 2018b, 2018c).

The subsequent comprehensive independent evaluation of the three-year programme in Nakuru and Naivasha (Knight et al., 2019) has revealed strong evidence that P-BLD interventions are designed specifically for the local context working on themes identified by local partners to build their collective strengths. Knight et al. (2019) demonstrate the connections made between participation in the P-BLD programme and empowerment to move from an isolated solution – one organisation/sector solution – to more '*collective impact*' (Kania and Kramer, 2011; Kania et al., 2014; Worrall et al., 2019; Worrall and O'Leary 2019, 2020).

Indeed, this has also shown that a programme built on a strong evidence-base, taking into account the lived experience of the participants, and using these insights to constantly and consciously innovate its leadership development practice, has provided a platform for social innovation (Worrall et al., 2020).

Our consistent and rigorous approach to programme development, delivery, review, evaluation and improvement is reinforced by our MST–SC model, which in turn is informed by our Underlying Foundational Principles.

The approach

Understanding the Underlying Foundational Principles of P-BLD is crucial because, from our experience, evidence-based practice and critical reflection, P-BLD for IUVP intervention is effective not just because of the 'what' (the content) but also because of the 'who', i.e. having a P-BLD facilitator who is self-aware, well-informed, confident and adaptive. Your role as a P-BLD facilitator is to facilitate capacity-building among key stakeholders within a specific locality, to collectively address societal issues and concerns, and build future leaders who will go on to influence the culture of the organisations, sectors and the wider place (locality) in which they live and work.

P-BLD not only recognises but surfaces, works with and harnesses the power of the challenges and tensions that come with bringing individuals together who have diverse experiences, knowledge and skills, so that people can work more effectively together to find unique solutions to the challenges they face. P-BLD uses evidence- and strengths-based approaches which start from the premise that the people facing the issues are the ones best equipped to understand and deal with them. Collective impact is more sustainable and effective than isolated individual impact. To achieve this, you need to pay attention to and develop a strong awareness of

your own values, strengths and areas for development (covered in Section 3). Alongside this, you also need to understand the Underlying Foundational Principles of P-BLD (see below) and apply the tenets of practice (see p.29) in how you work with participants on the programme to facilitate the emergence of locally specific responses to systemic challenges.

Underlying Foundational Principles of P-BLD

1. The significance of place

There is no one theory or framework that covers all aspects of the term 'place' (Worrall, 2015). It is difficult to theorise because of its

> *confused and intractable qualities. Negatively, it can also be associated with exclusion and xenophobia. However, place remains important as it so fundamentally structures human experience.*
> **(Light and Smith, 1998)**

Drawing from several disciplines, we can construct a stronger edifice to explain the significance of a place-based approach for the complex socioeconomic challenges we face in the twenty-first century. At an individual level, the place where we live (village, town or city) provides a sense of who we are, of self and of identity. Through a process of socialisation, as we grow up, we develop a personal and emotional attachment to place that we share with others. In this sense, it is about the bonds that form between humans and locations as we are grounded or rooted to a common place.

Places bring people together at a level that is beyond the individual, teams/ units, the organisation or the sector. Through our intertwined roles as parents, siblings, grandparents and citizens, we have a shared interest in improving our collective social, economic, physiological and ecological wellbeing. As Light and Smith (1998) argue:

> *it is deeply human to make places, and to think in terms of places. Indeed, there seems to be good reason to believe … that place is a satisfying, … humane, and responsible way by which to approach larger questions of environmental prudence and social justice.*

It moves beyond the philosophical towards the practical. From this perspective, there is a growing belief that rather than just being managed, places can be nurtured and reshaped through collective managerial, community, civic and political leadership for the common good (Lyons 2007, 2011). This has become known as leadership of place or place-based leadership. Building this capability by focusing on leadership as collective problem-solving within a given place is known as Place-Based Leadership Development (P-BLD).

2. Inside out and outside in

P-BLD is founded on two interlinked and mutually reinforcing development processes. Firstly, it is about the growth of the self from the inside out – developing a high level of self-awareness of the key experiences that have shaped and influenced you as an individual. This involves deepening your understanding of what makes you tick, what are the chapters in the book of your life so far, and what you can learn from them. What are your core strengths as an intersectoral leader of place and what are your areas for development? It is about embracing and celebrating all that you are, your myriad identities, all that you have achieved, your story and ultimately getting to know yourself better. All this is so that you can, with the help of yourself and others, realise your full potential.

Secondly, P-BLD is about understanding that there are other stories out there, of other people with different opinions and experiences that are just as valid as your own. You can learn from these different experiences from the outside and this can also shape and adapt your assumptions and opinions. Being influenced from the outside can also be a fundamental part of your growth and development. There can be negative experiences, and we do not necessarily choose what is foisted on us from the outside, but we can choose how we react. We can choose how we respond in the face of challenges. We are influenced by society, and we influence society – by influencing others in how we behave, how we are with people, and how we act in line with our own core values.

3. Leader development and leadership development

Linked to the 'inside out and outside in' perspective, within P-BLD there is leader development and leadership development. They are both important, but they are different and interlinked processes (Day, 2001). Leader development is about the development of the individual: it is intrapersonal; it is about the development of human capital and is aligned to cause. Leadership development is about collective development: it is created through human interaction; it creates social capital and it is a relational and social construct. Leadership development is *a social process engaging members of a community, with leadership an effect rather than a cause, an emergent property of social interaction in context'* (Iles and Preece, 2006; see Slide 19).

Leader development is about the development of the self, the individual, from the 'inside out'. It involves a deep exploration of your own history, values, education and socialisation to understand the key events, experiences and critical incidents that have influenced how you are with yourself and others, the way you do things and how you apply the knowledge and experience you have to everyday professional and personal life. It is about understanding and critically reflecting on your strengths, and areas for development, and being open to self-development by learning from and applying these insights to help your personal growth. This is about starting from where you are now, where you think you should be, and learning to value who you are and what you have achieved. Your lived experience has unique

value – and so do the experiences of others. You need to learn to accept and work on yourself before you can effectively work with others.

Leadership development is about improving how we relate, mutually influence and collectively work with each other. It is intrinsically linked to leader development – those who are committed to development at the individual level are better able to optimise how they work with others. It is about interpersonal development, and leadership emerges from our interaction with others. As leaders, we should not prioritise doing things to people or telling people what to do (being a commander) or seeing people as a 'resource' to be controlled, deployed and bent to our will. Rather, we need to be highly aware of how we interact with people. As we establish and respect collectively agreed rules of engagement in how we work with each other, and we seek to understand others first and step back from clamouring for our individual voices to be heard, we find that our common ground starts to emerge. This might be our aspirations, concerns or goals – what we would like for the place(s) where we live, work and play. This in turn can lead to common purpose and in due course collective action.

Leader and leadership development are interlinked and mutually reinforcing, and both form part of a journey of individual and collective exploration, discovery, learning, growth and development.

4. Different pathways

We may all arrive at the same destination, having taken different pathways that have led to different experiences. There is not one 'right' pathway to take. As a leader of place, we need to be open to understanding that, while the road taken may be less travelled or familiar than our own path, it does not mean the experience along the way (whether positive or negative) is any less important. All journeys are equally valid. And when we listen to the experiences of others, we have an opportunity to learn, and an opportunity to encourage others to find their voices and share their stories.

5. Connectivity and relationality

P-BLD is about facilitating the development of relationships between people by enabling them to recognise what connects them and what they have in common, in terms of learning, experiences and aspirations for the future within the context of place. Some of us have privileged experiences, lead comfortable lives and feel proud of our achievements. Some of us have struggled, living in unsafe places, missing out on education or employment, our basic needs rarely being met. These experiences are equally valid, and they demonstrate that there are many different experiences in the same place, and many different places within one place.

P-BLD invites you to become more open to different perspectives, and to recognise when you are rejecting or dismissing other people's experiences because they do not align with your world view. P-BLD invites you to consider how you can share resources for the wider, common good, moving beyond seeking to meet your

own needs. In addition, accepting other people's perspectives and experiences may mean that you notice that sometimes your responses to situations might be one-dimensional, simplifying your interpretation of an event into 'cause and effect', because this is easier for us to think about and process. Being exposed to different world views and being challenged to think differently means that we move beyond simplistic understanding of what made X or Y happen. We begin to recognise the multitude of factors at play. Accepting other perspectives on the cause and impact of key issues can often mean accepting that they may be complex, multi-layered and chaotic, with multiple causes and effects that manifest themselves in new and novel ways and impact differently, depending on factors such as social class, education, gender and so forth. This requires an acceptance that there may need to be multidimensional and imperfect responses to address the impacts of the issue.

An additional layer of complexity is added by the acceptance that it is not only about how you relate to yourself, but also about the inter-relationships between people, organisations, sectors and wider place. In this context, finding solutions may mean sharing resources and may require different sectors being willing to work in new ways. This requires us to enable our participants to surface and work with the contradictions and tensions inherent in attempting to find common purpose for the common good. Individual leaders may often have to return to their organisation, community and/or sector and persuade others that sharing resources and power will benefit all – and that, from such a process, we will collectively gain more than we will give up.

6. Lived experience

As a P-BLD facilitator, it is important that you start with and draw out the lived experience of participants when seeking to build collective action to address a complex problem. It is not about what you know, or what your perspectives are – but rather what is the knowledge, experience and expertise/perspectives within the room. In drawing these out and listening to each other, we also undertake a shared journey, a voyage of discovery, learning more about each other, drawing on our collective experience and our different perspectives. This means that during the collaborative toolset stage (see MST–SC model), when we work together on cocreating a collective course of action, there is a clear approach that everyone supports as it emerges out of, and is a product of, our collective lived experience.

In P-BLD we start with exploring where people are at, what their experience has taught them about a particular issue, and the stories they have lived. We – and they – need to understand how this has shaped them. We do not start by telling people how they should be, but by encouraging them to reflect on how they have been and how they are. We are also mindful of the strength in people sharing at different levels: within self (via critical reflection) and with others – in dyads or triads, but also in wider intersectoral groups. Starting with where people are, sharing their experiences, also makes them realise that there is a lot of knowledge, expertise and

wisdom in the room. And while there are tensions that we allow to surface and work with, it also makes us realise that, in the concerns we have, there is a lot in common with others. At a visceral level, we realise that underneath job titles and positions, we are human beings – we are daughters, sons, mothers, fathers and so forth.

As facilitators, we also draw upon our own lived experience – not as an all-knowing oracle, but to illustrate certain common issues or shared perspectives. First, we ask questions to draw on the knowledge and lived experience that is in the room. We also use our analysis of the participants' lived experience from anecdotal (oral) and documented lived experience (data from completed pre- and post-questionnaires) to inform the design and delivery of subsequent modules. If there are core flipcharts, walls of sticky notes, and action plans – we also create visual images of these and insert them into the final slide pack to remind people what their collective lived experience has taught them and the actions that they have committed to.

In this regard, we use name cards (first name only) to organise cohorts into intersectoral groups so that there is a diversity of experience and that the interconnectivity between sectors is encouraged at one-to-one and group levels.

7. Cocreation

It is important that we work with the convening (main organising body) or backbone organisation (Turner et al., 2012a–d) in cocreating and adapting the design of the programme in terms of content, structure, systemic challenge and expected learning outcomes. In presenting the systemic challenge, it is for the convening organisation to present the current state of play and contextualise the issues and challenges. However, it is not for the convening organisation to provide the answers, but rather to ask the questions that it would like to see the intersectoral groups address and explore.

8. Stages of creating collaboratives of intersectoral leaders

As a P-BLD facilitator, it is important that you familiarise yourself with the seven interlinked stages involved in developing effective collaboration between intersectoral leaders (Slides 23–24):

1. Understanding the perspectives of others
2. Mindset
3. Common (social) purpose
4. Sense-making
5. Collaborative space
6. Creating social capital
7. Creating a narrative of collective leadership.

These stages emerged from the comprehensive literature review of what we know works in terms of effective collaboration, which was undertaken as part of background research into the development of P-BLD. (For an overview of definitions of each stage, see Worrall, 2014, 2015; Worrall and Kjaerulf, 2019.) This framework has guided the development of the P-BLD for IUVP programme and its validity was reinforced in the outcomes of the subsequent research (see in particular Worrall and Kjaerulf, 2018b, 2019).

9. The paradoxes and tensions of Place-Based Leadership Development

The final framework, which emerged out of the exploration of the lived experience of participants on the three place-based collaborative case studies in the original P-BLD research study, sets out a series of tensions that are faced by intersectoral leaders within collaboratives (see below and Slide 25). These tensions/paradoxes overlay the seven stages for effective collaboration, and will manifest to different strengths, depending on the specificities of a particular place and the issues being addressed.

The paradoxes and tensions of Place-Based Leadership Development

I. Ownership and direction

Degrees of dependence
Direction

II. Purpose and identity

Purpose
Effectiveness vs transparency
Identity
Representativeness vs accountability

IV. Outcomes

Creating value:
- Inherently relational
  - Impact on self
- Impact on organisation
- Creating conditions for tangible outcomes
- Impact on wider place

Collaborative disadvantages:
- Lacking commitment
- Impact of austerity
- Lack of engagement
- Forced emergence
- Unequal voices

Differentiated place
Rehumanising place
Influencing and being influenced
Where and who enacts leadership

III. Process and experience

Becoming a P-BLD Facilitator

This section draws on the pilot P-BLD facilitator workshop (delivered in Nakuru, Kenya and in Mbale, Uganda in 2019) and it will cover the following:

- An understanding of the fundamentals of P-BLD: we call this 'principles and approach' and we cover it in the context of deepening our understanding of the role of the P-BLD facilitator
- An understanding of facilitation and participant-centred approaches
- Essential skills for P-BLD facilitation.

The following points should be noted *before* you begin to use this guide.

If you **have been** a participant on the P-BLD programme, before taking on the role of P-BLD facilitator, you should as a minimum requirement have undertaken the pilot one-day P-BLD Facilitator Development Workshop.

Ideally you will also have the opportunity to undertake the extended P-BLD Facilitator Development Programme*.

If you **have not been** a participant on the P-BLD programme, before taking on the role of P-BLD facilitator, you should as a minimum requirement have undertaken the extended P-BLD Facilitator Development Programme.

Ideally you will also have the opportunity to participate in at least an initial two-day P-BLD Workshop.

Note: The extended P-BLD Facilitator Development Programme is being developed alongside this guide in September/October 2020 for delivery from November 2020 onwards.

The role of the P-BLD facilitator and overall approach

One of the initial key points to remember about being a P-BLD facilitator is that it is as much about how you are with yourself and with other people as it as about what you have to say. You need to seek to understand where others are coming from, rather than starting with your own experience and what you think. This means that you need to develop good habits as part of your P-BLD facilitator practice. One of these habits is listening – to others and, with experience, to yourself.

> *Wisdom is the reward for a lifetime of listening …*
> *when you'd have preferred to talk.*
> **Doug Larson**

In terms of listening to others, you want to draw out and draw on their lived experience. It is about the questions we ask (Sutherland, 2020) and also *how* we listen and give people space for their voices to be heard, so that they appreciate the value of their own experience and that of others. It is also about learning to be still, calm with yourself, and able to listen to your inner voice – which is your gut instinct or intuition. This is the voice that speaks to you from beyond the background noises, or the chaos and rush of the day, or within the excitement and evolving dynamics of the interactive session or even those 'tumbleweed' moments of silence. Its presence will make itself felt when you realise there are aspects of the session, or the activity or even the day that are not working and you need to take a different approach. Or it could be that the activities are going really well, and you realise the dynamism within or between groups is such that you can ask more questions (digging deeper), provide an additional challenge, or slightly adjust the activity to heighten the discomfort. All of this is with the intention of enhancing the learning and the individual and collective reflection after activities.

Trusting your intuition as a P-BLD facilitator will come with confidence and experience, and also on making sure you know the material you are working with. It takes time, but it will come. Facilitating trust-building between others is very much aided by initially (and on an ongoing basis) building it between you and your inner self (Gray, 2018). It is the development of a high level of self-awareness and a commitment to self-development and transformation which will develop your ease and confidence as a P-BLD facilitator.

This is linked to a second fundamental aspect of the role: being comfortable with being outside your comfort zone, and enabling others to step into an area or discuss a theme that is difficult, or to try a different approach. This is working in the zone of discomfort – or zone of uncomfortable debate (ZOUD). The activity in Slide 6 is a good illustration of this at a basic level – it is in the ZOUD that we discover our opportunity for our deepest learning. As Viscott (2003) states:

> *'If you want to feel secure, do what you already know how to do. But if you want to grow … go to the cutting edge of your competence, which means a temporary loss of security. So, whenever you don't quite know what you are doing, know that you are growing …'*

However, it is far easier to stay with the familiar and to do what we have always have done – to read the sources that reinforce our own subjective views, deepen our own prejudices and generalise so that we can build a wall around ourselves and create a world where all the problems and issues are the fault of the 'other'. It is said that 80 per cent of people live in the comfort zone and only 20 per cent in the zone of productive discomfort (Pink, 2009). This zone of productive discomfort is sometimes called the zone of learning. The people who live in this zone become adaptive learners and leaders, open to seeing the value in the perspectives and experiences of others, as discomforting as this may often be (Reynolds, 2014). The other point about this activity is that it is often the simple examples that have the most impact – the examples that people can instantly relate to and discuss. While theories and frameworks can deepen our knowledge and understanding in due course, getting people over the threshold into the same room by connecting them through simple questions is the first step. From here we build a commonality of lived experience – of how we are as humans (naturally preferring our comfort zone) and disliking change.

Riddles illustrate the point that we often have to think differently to understand what is going on – or what the answer is. We need to look at some issues with different eyes, from a different perspective, space, or using a different lens (see Slide 8).

The starting point for becoming an effective P-BLD facilitator is to start with your lived experience and your learning. What experience do you have of helping people learn? Perhaps as a manager, a teacher, parent or mentor? Be honest with yourself. What have been your most successful attempts and what have been the failures? What have you learned from each? From this reflection, what do you think are the core attributes for an effective P-BLD facilitator (Slides 10 and 11)? And from these reflections, from what you produce, which ones do you consider you have or are well versed in? Which ones do you need to develop? Remember: P-BLD is about developing your practice as a leader and this is just as much the case (or even more the case) for a P-BLD facilitator because of the power of influence you can have as a positive role model within the workshop. What do you want to briefly share with participants to illustrate what is important to you and what demonstrates your core values? It is important that you also do this when you get people to introduce themselves or each other. But remember: keep it brief – your role is to enable others to use their voices.

The eight tenets of practice in P-BLD
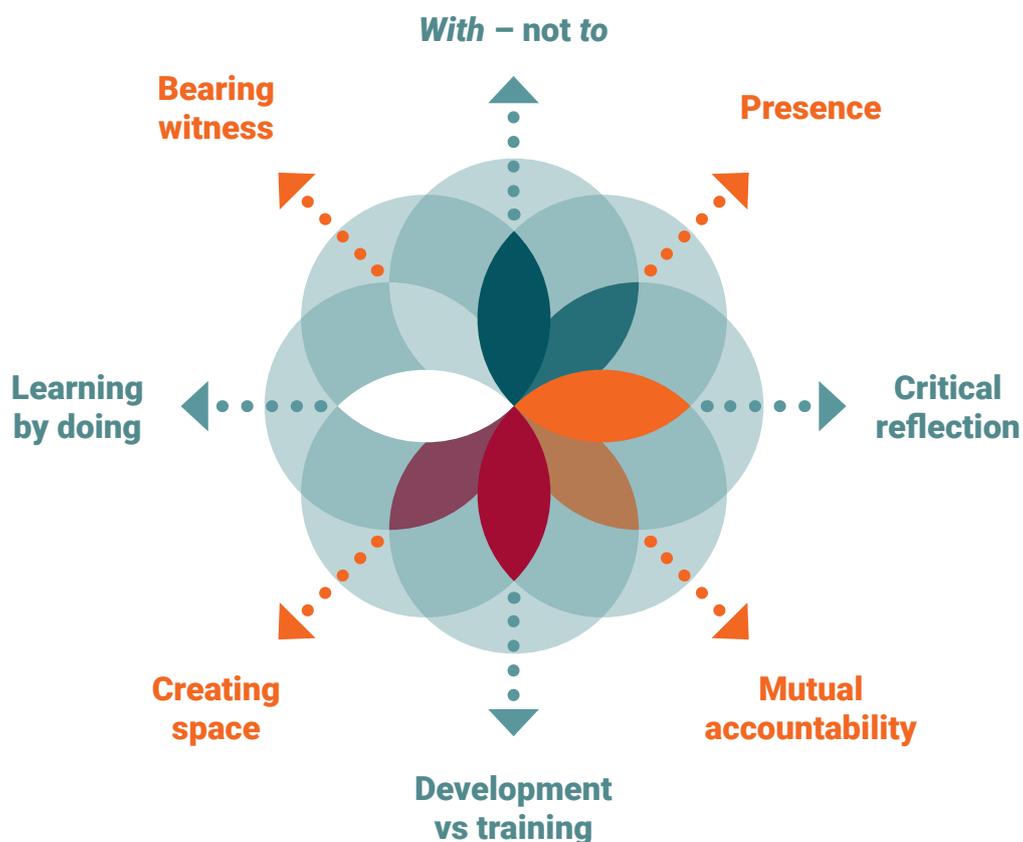
The eight tenets of practice in P-BLD are briefly explained below. Understanding the tenets of practice is crucial.

1. *With* − not *to*

As facilitators, we are working *with* people, building on their knowledge, experience and expertise. P-BLD is not something that is *done to* people. It provides opportunities for people to be taught through explaining concepts, theories, models and frameworks, but these are used to reinforce key learning points and reflections that have emerged from the questions we have asked people in the first place. We are there to facilitate, enable, guide (you can, of course, find the terminology that sits well with you, that is authentic to how you see and experience) but we are not the all-seeing, all-knowing wise oracle on the mountaintop. You need to 'know your stuff' and have experienced, reflected, learned from and grown through the application of key assessments and frameworks at the individual level and also your collective shared experience as part of the P-BLD Facilitators Development Workshop. However, for an effective P-BLD learning experience, the competent facilitator draws on the experience, knowledge, collective wisdom and reflections in the room and enables the answers to emerge through dialogue, interaction and reflection.

2. Critical reflection

The process of critically thinking about your individual behaviours, attitudes, beliefs and values is an important part of the learning and development process for a leader. This can be formal or informal. It should also be an approach you adopt and reflect on as a P-BLD facilitator, since sharing your perspectives and learning from your own lived experience can encourage participants to engage in such a process. There are several well-known models out there, and this is also covered as foundational learning in Module 1. As a reminder, Kolb's (1984) experiential learning model sees reflective observation as an integral part of the learning cycle. Experience leads to observation, reflection about that experience, and ultimately the development of new insights or conclusions which shape different action in the future.

You should also be aware that the term 'reflection' has many meanings. It can range from simply thinking about your experience to increase awareness of thoughts, feelings, values, or actions, to considering possible alternatives to a problem. As a P-BLD facilitator, you should be clear what you mean by it, and it may help to underline that Mezirow (1998) used the term 'critical reflection of assumptions' to specify the type of reflective practice central to all adult learning processes that evaluate or challenge one's underlying assumptions related to an experience.

Leadership as an area of study covers both traditional academic disciplines (such as psychology and sociology) and practical contexts (such as work and social settings). Leadership development is an ongoing process and does not stop because you complete a programme of study, nor does its completion ensure your effectiveness as a leader. Critical reflection can ensure a process of continuous learning that will enable you to deal with unanticipated future situations that cannot be predicted and/or do not have a simple textbook answer. Indeed, your development as a leader is intrinsically connected to lifelong learning (Vail, 1996; Huber, 2002). Practice and application of key concepts are crucial to retention of leadership concepts and well as development of your skillset (Townsend et al., 2005).

It is important the we encourage participants to adopt good habits, such as critical reflection, where they really start to reflect on what their learning experience is telling them. This is also about moving from beyond the learning to answering the 'so what' question, i.e. What am I going to do? What action am I going to take to apply the learning? It is also about giving people space to share their learning at one-to-one and group levels – in a safe place, without feeling overexposed, within the P-BLD sessions.

3. Development vs training

As a P-BLD facilitator it is important to know that we focus primarily on leadership development rather than leadership training.

Leadership training is a learning intervention, usually in a classroom setting, or as an e-learning course, which is primarily concerned with the transfer of

knowledge from the trainer/teacher to the recipient(s). In some cases, leadership training assumes that if you follow the models and prescriptions learned in class, you will have all that is needed to be an effective leader.

Leadership development is an ongoing and continuous process of learning, application, critical reflection and more learning, which never ends. P-BLD involves different interventions within the same programme. There are some teaching/ training elements, but there is much more focus on reading, critical reflection, and shared learning in pairs, triads and intersectoral groups. P-BLD includes drawing on multiple perspectives and receiving feedback from a range of people with different experiences and insights to your own. It also involves learning by application (learning by doing) both at the individual and collective levels. Here we try to implement in the field an agreed set of actions that have emerged from our collaborative working within the programme. We implement these actions *in* and *across* place, and report back on what we achieved and, more important, what we have learned.

P-BLD is about personal and collective growth, learning and development – ultimately for the common good. It is not a training programme that gives people answers that they need to learn by rote: it is an interactive process of reflection and learning at multiple levels. It is structured, but it is also visceral, challenging, emotional, relational and ultimately transformational.

4. Learning by doing

As individuals and as a collective, we learn more by doing – by applying our learning and reflecting on what we achieved and what we learned by the process of application – within the workplace or within our intersectoral violence prevention work across place. This process of learning is linked to bridging activities explained in Connecting Practices (see p.38). It is why, as a P-BLD facilitator, you should place a strong emphasis on implementing actions and applying learning between modules, and reporting back on what happened and what has been learned (the 'So what?' question) at an individual and a collective level.

5. Leader presence

This is linked to the 'Being' of the 'Knowing, Doing and Being' Leadership Development model (Snook and Nohria, 2011). Traditionally, a leader is said to have presence if they are charismatic, and/or can command the attention of people when they speak. Often, they are said to have a strong physicality – sometimes associated with being tall and having a well-developed physique. However, the charismatic leader can also start to believe in their own infallibility, and admiration can soon turn to fear as the leader is unable to hear perspectives or views that do not chime with or underline their own perspective on a particular issue. The leader starts to operate by command and control most of the time. Leader presence within P-BLD is subtle and quieter: it is about demonstrating how you value the people that you

interact with by being fully present within whatever situation you are in together. It can be summarised as the ABC of leader presence (and is directly demonstrated in Module 5).

Attitude: As a leader, you show you are open to and invite different perspectives. Before entering into discussions, you seek to **leave your own assumptions** at the door.

Being: In your interactions with people, they have the **full focus** of **your attention**. You are not distracted by phone calls or emails or the next meeting. If someone comes to your office, you come from behind your desk and sit opposite the person at the same level, especially if it is a sensitive issue.

Communication: As a leader, you **first seek to understand** by fully listening to what the person has to say. You ensure you have fully understood, by summarising what has been said so the person can confirm this. You then **seek to be understood** by giving your perspective.

Practising the ABC of leader presence is about modelling the right behaviours and developing those good habits that demonstrate to people how much you value them and that their voice, concerns and perspectives (their lived experiences) matter to you. As a P-BLD facilitator, the best way to demonstrate the importance of the ABC of leader presence is to model these behaviours yourself in how you interact with participants on your programme.

6. Mutual accountability and responsibility

We are responsible for committing to the work that needs to be done on self and also at the group level outside the formal workshops. However, we also hold each other to account by the expectation that we expect to report back on our learning and the outcomes, insights and reflection on these activities. We also expect that with formal workshops people are actively there and are not distracted by their mobile phones and work emails. While we understand that participants have important work to do, if you cannot be fully present, you should return to where you are most needed. We expect full commitment and no passengers. If a person cannot attend for Day One, they should not attend Day Two. They will not have been part of the same lived experience on Day One and this will create disequilibrium on Day Two. For the same reason, we do not accept substitutes being sent on Day Two. This is not a 'nice to have' training experience, but a commitment to personal and collective development, learning and growth. Ultimately, P-BLD is about developing collective action for achieving place-based social innovation and collective impact.

7. Creating space

As a facilitator, your role is to ensure that people feel safe and confident to share their concerns, perspectives and experiences, whether that is within a one-to-one or group setting within the P-BLD sessions. Participants should never feel that they are being exposed when they are most vulnerable. For some activities, such as the storytelling and values session (Module 1), in seeking feedback on the one-to-one activity of telling stories, it is better to ask how the experience *felt* or what people *learned* from the experience, rather than asking about the *content* (critical incidents). If, as part of the storytelling process, people want to share the actual content that emerged they will do so in due course. As a P-BLD facilitator, ensure that there is an agreed set of rules (the rules of engagement) about how participants will work together. The rules of engagement should come from the floor, not from you. This should be established from the outset and summarised on a flipchart – as a reminder to all present. As groups mature, we have found that groups self-regulate, and hold each other to account to ensure that individual behaviours are aligned to the rules of engagement and people are not encouraged to dominate the discussion or to wander off task.

8. Bearing witness

This works at multiple levels. We bear witness to each other. As a facilitator, it is about creating the conditions for people to feel safe to share their lived experiences – listening and enabling voices to be heard. At times, this occurs at a one-to-one level, such as the critical incident or life storytelling. As a starting point for this activity, you can share the 'key chapters' of your life story (see Module 1). When you show your vulnerability, it gives people assurance and confidence to show their own.

We may also be witnesses to the experiences of others, e.g. if we invite people from community-based or other organisations to allow them to share their experiences. This should be conducted in a respectful manner, without the participant being questioned or interrogated – and without participants feeling they need to defend their position, profession, organisation or sector. Likewise, the 'witness' should also seek to be respectful to those present. Sometimes we may not like the stories we hear, but they are people's lived experience and so this is their personal truth.

When we listen to the work, reflections and action plans of other groups, and acknowledge the process they have gone through to get there, we are also bearing witness and giving significance and importance to their voices and individual/collective lived experience.

Leadership as coalition-building and problem-solving

Finally, it is important to remember that, as a P-BLD facilitator, you are in the business of enabling the building of effective coalitions (collective leadership capability) so that they can address complex problems. Here leadership development has a clear purpose: there is a job of work to be done.

You need to start from where people are, from their lived experience, and build on it. Knowledge is drawn from the group and shared (Slides 28–29) and learners can set the agenda, especially in terms of the issue that needs to be addressed. For efficacy, the theme to be addressed by the collaborative toolset methodology is set beforehand through a process of consultation carried out by the convening organisation (see MST–SC model).

The facilinteractive spectrum (Slides 30–33) demonstrates that there is a range of approaches that can be used, and that a number of factors need to be taken into consideration, including your knowledge and confidence as a facilitator. As this develops, you will learn to 'read the room' more, listen to your inner voice and know when to adapt to the dynamics of a particular cohort of participants. However, from the outset, you need to avoid hiding behind a teaching mode because you are more comfortable with simple knowledge-transfer. A range of other approaches, tools and models can be adopted and are included in the Additional Resources section of this guide.

There will be some traditional teaching elements, but this is to build on and legitimise what has already been discussed within the room. The traditional teaching elements are more prominent in Modules 1 and 2. It is important that you are guided by what you learn from the P-BLD Facilitator Development Programme, and what you learn from this guide, but also from your own experience. Ask yourself: *What have been my best learning experiences? What are the elements that made it feel so successful?* Overall it is about getting the right 'agenda mix'. The essential elements are set out in Slide 34 for you to reflect on, work with and adapt as you become more experienced, confident and knowledgeable.

To develop as a P-BLD facilitator, it is important that you enthusiastically invite formal feedback (via the questionnaires) and informal feedback (from participants or team members of the convening organisation). Ask them how the experience went for them. Ask them what they noted. It is important you seek this feedback during the session itself, in case you want to adapt the process or approach as you go along. This will enable you to improve the dynamics and increase the energy/creativity (e.g. through movement).

An important aspect of your pre- and post-critical reflection process is to consider the types of questions you are asking of yourself and your participants, the learning and collaboration they are enabling and the overall impact they are having. International Organisational Development and Leadership Development Practitioner Dr Winston Sutherland has written an insightful essay entitled 'How

Has Covid Changed the Way We Think? A Think Piece'. In it, he reflects on how we ask questions, and the types of questions we should be asking ourselves to make sense of our current existence. Sutherland (2020) argues that we should take advantage of the opportunity to *'not be experts giving advice … [but to become] curious children asking questions which open up great possibilities and answers'*.

Such powerful questions, as they have been termed (Clutterbuck, 2012), are a greater way of solving problems – or, in our context, encouraging others to work collaboratively to address problems. It is advised that you read the Sutherland article, and reflect on its insights for you as a P-BLD facilitator.

> *If I had any advice to give, I would say it is to ask very simple questions. Questions which stop people in their tracks and make them think. Questions which start with – what, why, how, when, and who? The well-known principle which says, ask why five times and by the time you get to why number five you have got to the root of the problem, applies here. If your question starts 'Have you …' or 'Did you …?' etc. you are probably suggesting an answer. I call that a 'rouge' question. In other words, it's an answer masquerading as a question. If you genuinely want to 'up your game', post-Covid, I would say make yourself vulnerable. It's OK to not know the answer. Let the people around you help you because when people help you to create a solution, they feel valued and that generates unbelievable opportunities for better working relationships and even better outcomes for those whose lives we want to make better.'*
> **(Sutherland, 2020)**

Your role as a P-BLD facilitator is to facilitate many of the above interventions, and within a future P-BLD Facilitator Development programme and/or P-BLD programme, this may well include coaching and mentoring.

At the end of the day, you need to learn to do it your way and trust your own intuition (be guided by your inner self) as to what will and will not work as you develop a stronger connection and a closer and deeper relationship with your cohort(s).

MST–SC model

Drawing on over a decade's experience as a leadership development practitioner and researcher, and in particular on the evidence that has emerged from the implementation of the P-BLD for IUVP programmes, Dr Rob Worrall has developed the MST–SC (Mindset, Skillset, Toolset – Systemic Challenge) model. (For further information, refer to: Dr Rob Worrall Consultancy; Worrall et al., 2019; Knight et al., 2019; Slide 37). This model ensures a rounded and comprehensive approach to enabling groups to build on their strengths in working together towards common purpose and to harness their diverse knowledge, skills and experiences to find effective solutions to the organisational and community-wide challenges through

emergent and cocreated social innovation. It should be noted that this is a dynamic model. It is drawn from and guides programme design and implementation, and it will continue to evolve over time.
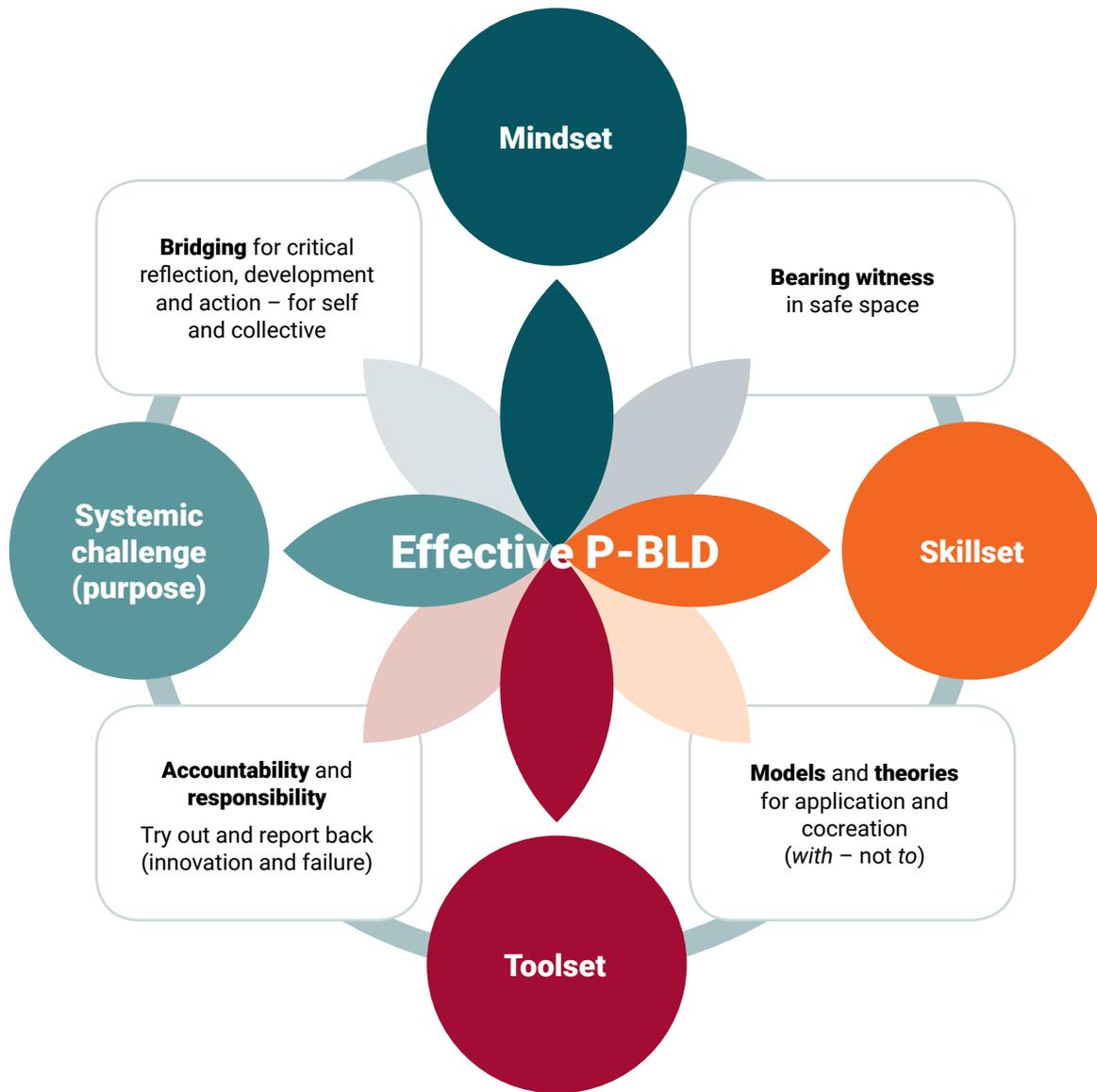
MST–SC (Mindset, Skillset, Toolset – Systemic Challenge) design model © Dr Rob Worrall

P-BLD enables participants to develop a more open approach to their own development capabilities, enabling people to see that they do not have to be held back by experiences that shape them and that they are capable of developing new ways of learning, thinking, doing and being.

Mindset

It starts with activities designed to encourage each participant to think about their mindset and their openness to learning, listening to other perspectives and considering issues from the standpoint of a participant from a different sector, for example. This includes applying the latest theories and frameworks from behavioural insights and other fields on the significance of developing the right mindsets at the individual, organisational/sectoral and wider place/system levels to enable transformational change.

Skillset

The subsequent activities are designed around participants exploring their level of self-awareness and undertaking self-assessments to develop their leadership skillset (e.g. applying emotional intelligence or conflict management). There is an underlying drive to enable and encourage participants to become adaptive (Heifetz, Linsky and Grashow, 2009) and open to exploring new ways of seeing the world and trying out creative, dynamic and unfamiliar, experimental and uncomfortable activities which facilitate individual and collective learning. By building self-awareness of strengths and areas for intrapersonal development in key domains, participants can enhance their skills and confidence to work with others at the interpersonal and inter-relational levels.

In addition, participants are encouraged to explore their assumptions, and the assumptions of others, by asking questions of each other. This is crucial for teaching and adult education practice and, by extension, it is crucial for effective leadership and management development. It is particularly relevant when leaders are faced with volatile, uncertain and complex contexts such as violence prevention (Nandlam and Bindlish, 2017). This approach is embedded in and supported by strengths-based modules for personal growth and transformation, such as developing emotional intelligence, and the understanding and effective management of the dynamics of intrapersonal and interpersonal conflict (Module 2).

Collaborative toolset

The remainder focuses on facilitating collaboration in intersectoral collaboratives to address a major challenge. Participants will be supported to work together in groups on a context-specific, systemic challenge through a structured facilitated process of collaboration. This shared lived experience enables participants to learn new approaches through working together, which they can subsequently apply to how they work with their partners.

Initially, the challenge could be a collaborative simulation introduced by the programme facilitator. Subsequent challenge themes are identified by the local backbone organisation in consultation with participants (as stakeholders) and informed by local, practice-based research (e.g. challenging the normalisation of sexual and other forms of violence against women and children). The current state of play on the particular issue across the particular place is presented by the local

backbone organisation in collaboration with other partners. Drawing on the lived experience of how the issue is experienced and viewed by participants, intersectoral groups are guided through a collaborative methodology from the evolving P-BLD toolset, such as appreciative inquiry or design thinking (Modules 7 and 8).

The actions and recommendations presented by each of the groups in plenary will form an integral part of the final slide pack circulated to all the participants. The proposed actions need to be carried out at zero additional costs: in other words, through the redistribution of existing resources, enabling service redesign. The groups are tasked with taking forward their actions and reporting back on their successes and failures at the start of the next module.

Connecting practices

Connecting practices – which are interlinked and happen at multiple levels – are also core to how P-BLD is designed, delivered and implemented as an individual and collective lived experience. You will recognise that some of these are part of the tenets of practice. Earlier, we explored the importance of *bearing witness* and providing a safe space in which people can share their voices and be heard.

Models and theories are introduced to enhance understanding and to guide the reflections, learning and collaborative work at individual and collective levels. Different models (frameworks) will speak to different people and they should be seen as a means to support what we are seeking to achieve. We may also seek to adapt the framework or model to take into account the lived experience of the IUVP context in a specific place. For example, our practice-based research has underlined the significance of *dialogue* at multiple levels – inner within self; and outer across organisations, sectors and wider place – and that this could be emphasised more with the future development of the P-BLD framework for IUVP.

Accountability and responsibility (also described as reporting back and holding to account) is vital to achieve full commitment from participants. It is this commitment that will lead to collective action and impact.

Finally, *bridging* for critical reflection, development and action – for self and collective. The assigned activities between sessions, workshops (from one day to the next) and the action plans that need to be implemented between one set of modules and the next, are not optional. These bridging activities are part of our individual and collective programme of development and action. This is why we start Day Two with a discussion about the learning from the bridging activity set out at the end of Day One. This is also why we start the first day of the next module with reporting back on the implementation of the agreed group actions created at the end of the last collaborative toolset activity of the previous module.

Get ready to facilitate

Developmental mindset

As a P-BLD facilitator, it is important that you are committed to your continued learning and personal growth. This is known as having a development mindset. If you are to instil in others the significance of learning being an ongoing individual and collective commitment, you need to be demonstrating the same commitment. In this sense, people are influenced just as much (or even more so) by what you *do* as by what you say. To be seen as authentic, you need to engage fully in good developmental practices.

You should also be able to confidently explain the core elements on which the design of P-BLD programmes are built. You should be able to explain that P-BLD is about place-based collaboration in action, and that it is built on common purpose and commitment to improving outcomes for the common good (for everyone within place). This approach accepts that the social dynamics of place are multi-layered, and effective action is built on the ties that bind us together across and within place. The first port of call for any P-BLD participant and for any facilitator, is about working on self. We are committed to developing people individually and collectively to shape the *future*, rather than simply to propagate the here and now. Our raw materials are the knowledge, experience and expertise that is in the room, and we are focused on bringing what is inside each one of us out into the open to be shared. It is expected that 30 per cent of the learning will come from the facilitator and the slide content, whereas 70 per cent will emerge from interactions between the people in the room.

Effectiveness comes from preparation. Use the checklist to make sure you have everything you need prior to commencement of a workshop. An ill-prepared facilitator sends out the message that they do not really care, that they are just going through the motions, and that they place no value on the participants or their time commitment. In short, it instils a feeling that there is a lack of respect. As a P-BLD facilitator, you need to be able to constructively challenge people to be open to different perspectives – and this needs to be based on insights gained from being an effective listener, which is clearly linked to developing your ABC of leader presence (see above) and the evolution and growth in your practice.

Another element that a P-BLD facilitator needs to develop is the ability to draw people into addressing areas of discomfort – so that they become comfortable with the uncomfortable and are willing to step out of their comfort zone and venture into the zone of uncomfortable debate (ZOUD – see Modules 5 and 6). This could simply be about opening up a dialogue on difficult issues that are there, that need to be addressed but are accepted and ignored in day-to-day society. Or it could be about discussing how your experiences, while legitimate and authentically lived, have led you to generalise (e.g. 'I was harassed by a police officer; therefore all police officers are bad.') It could be the discomfort associated with realising that

you can see something from a different perspective, but it is easier to tell yourself that your assumptions were right.

To enable people to operate effectively within the ZOUD, you need to enable them to be comfortable with each other, operate within agreed rules of engagement, and be clear that people are free to leave the ZOUD if they wish at any point. The ZOUD should be a defined physical space within the workshop, and there should be a clear ceremony or ritual for us collectively entering the space and leaving it at the end of the activity and/or dialogue process.

For P-BLD facilitators participating in a workshop, we will provide opportunities for them to observe and feedback to each other as they lead a group facilitation practice within the ZOUD.

Tools and techniques

Finally, as a P-BLD facilitator, you should be aware of the need to build up a bank of facilitation tools and techniques. There are a number of examples clearly explained within the slide pack, and which are used throughout the P-BLD programme. And there are others you will come across as you research and become more experienced. (As a starting point, consult the Additional Resources section of this guide.) At first, you will need to follow clear guidelines but, as you try out different tools and techniques and become more experienced (learning by doing), you will gradually learn to adapt them so that they work better for your style and alongside the dynamics of a particular group.

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MODULES

Module 1
Personal and Professional Identity, Development and Place

Introduction

The purpose of this module is to help participants:

- Understand how to build a deeper sense of self and professional identity through reflective practice
- Develop a shared appreciation of the significance of how values, beliefs and behaviours influence our development
- Appreciate how to build a collective identity and common purpose across place.

This is a developmental workshop, which means that participants must come prepared to challenge and be challenged, and play an active and full part in the workshop. Ask participants to be prepared to share the stories that have influenced their professional and personal development.

Module structure

Module 1 includes the following sections:

1. The learning cycle and reflective practice
2. Exploring your professional identity
3. Sharing stories and sharing values
4. Building common purpose
5. Learning review

Prereading

- Realin, J. (2002), "I Don't Have Time to Think!" Verses the Art of Reflective Practice', *Reflections*, 4, 1: 66–79 (see Appendix 1.2).

1. The learning cycle and reflective practice

In the slide pack for Module 1, Slides 5–6 provide a warm-up activity: The sensibility exercise.

Activity: The sensibility exercise

The purpose of the game is to encourage people to think about how they use their brains and the preferences and strengths of their thinking/working/learning style. This is a quick and simple activity for groups of any size (see Slide 5). Divide large groups into teams of about six people and appoint team leaders for self-facilitation and review.

- If you could have only one sense (sight, touch, hearing, smell or taste), what would you want it to be?
- If you had to lose one sense, what would it be?
- Rank your senses, in order of importance to you.

You will perhaps think of other questions on similar lines. Use one or several questions to prompt discussion and a later review of the issues.

Most people tend to favour their sense of sight. However, you will find plenty of variation in groups. Generally, the activity and discussion provides a quick and interesting way to explore personal strengths and preferences without the aid of a testing instrument.

The five senses are typically regarded as:

Sight	Hearing	Touch, Taste, Smell
Visual	Audio	Kinaesthetic

Intuition is a way of explaining the 'sixth sense'.

Review angles:

- What does this teach us about the different ways we prefer to: work, learn, communicate, think, solve problems and conduct relationships?
- What surprises you about other people's preferences?
- What surprises you about your own preferences?

After completing the sensibility exercise, guide participants towards a summary of the research/evidence base underpinning P-BLD (Slides 7–9). Slide 7 provides an overview of the initial frameworks for P-BLD, developed by Dr Rob Worrall and based on a comprehensive literature review.

Slide 8 represents an overview of the tensions that Worrall identified when looking into the lived experience of participants involved in three different place-based leadership development interventions, known as collaboratives. This relates to effective management of a series of tensions: within self; between self and others; between self and organisation; and in relation to self and wider place. You have to consider self-interest versus collective interest in relation to whether you:

- Have a narrow focus or a wider focus
- Stick with your view of what a place is like or are open to other views and experiences of place
- Want to find a narrow, partial solution to a problem, which may be easier for you OR work towards a solution that takes more time and collective effort, recognising complexities and leading to more impactful solutions.

Slide 9 provides an overview of the additional tensions which emerged from Worrall's extensive research on three collaboratives.

As facilitator, ensure you can provide an overview of these key slides. You can also guide participants to the paper (Worrall, 2014) and the thesis (Worrall, 2015) for further reading. (See slide pack – Refences to Module 1.)

The importance of mindset

Firstly, it is important to recognise that research on the competencies we require as leaders has evolved over time (Slide 10). We can no longer be passive receivers of information. Instead, we need to take responsibility for our active and continuing learning, growth and development. P-BLD starts with self: we need to see our own development as an involved and active process of continuous learning (Slide 11).

Ask participants the following questions: What are your expectations of the P-BLD programme? Your expectations are based on what assumptions? How open are you to really considering how you learn or do not learn? Is it an active or a passive process?

D. Laing, quoted in Goleman (1985), describes the central learning problem of adulthood:

The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice there is little we can do to change until we notice how failing to notice shapes our thoughts and deeds.

So why do we fail to notice?

- Our own histories
- Our own ways of seeing and understanding operate within the horizons of our own prior learning
- Formative learning occurs in childhood through socialising and schooling
- Approved ways of seeing and understanding are shaped by language, culture and experience and collaborate to set limits to future learning.

Learning how to learn

What is transformational learning or triple-loop learning?

The following is an explanatory note for Slide 14. It is complex so we encourage you to read it several times to grasp the full meaning.

First-level learning occurs where we simply follow a set pattern or process, and only make minor adjustments to make sure that we do not stray from the predetermined path. It means operating and thinking inside the box. We are limited by doing what we think is the right thing because we never question the way things are done. We are like thermostats that turn themselves on if it gets too cold and off again once the desired (predetermined) temperature is reached.

If we get the expected outcomes, we will continue to do things in the same way. There is no real learning. If there is something wrong and the 'thermostat' does not work as it is supposed to do, we might think about what we need to do differently – but the process will go no further. This is single-loop learning.

A common question is: *Are we doing things right?* This is linked to the 'doing' of leadership. In the worst-case scenario, if something does not work, we are pre-programmed to spring into action and to retry the same things that have already not worked (without thinking). However, if we move beyond single-loop learning, we will start to acquire new skills and abilities.

It is only if you can shift your mindset that you will be able to question the shape of the box. You will begin to question the rules that make you operate within certain parameters and guide how things are done. Looking from the outside, you can start to ask questions. Why are the boundaries of *what* we do and *how* we do things structured in this artificial way, like a box? Is it the right shape? Is it the winning shape? Could it not be a circle or a triangle? In asking these questions, we are asking: What is the winning strategy? How do we need to think differently? This is about strategy and tactics. In asking whether or not we are doing the right things, we engage in the 'knowing' and 'thinking' of leadership. By questioning our strategy/tactics, we are already operating at a higher level of learning than simply springing into action to run along the predetermined path. When we reframe and reshape our patterns of thinking, we move into double-loop learning.

If we step beyond the box and its immediate environment altogether, we create a shift in our context or point of view, and we move into completely alien territory. We are 'learning how to learn' by reflecting on how we learn in the first place. We start to question the underlying assumptions, values and beliefs that shape the way we think. Something we thought or felt, and which was manifested or demonstrated in our behaviour, has been questioned. We think about *how we think about the rules* (double-loop) and also *how the rules could be changed*. We start to understand and uncover a great deal more about ourselves and others in terms of our beliefs and perceptions. This is transformational or triple-loop learning. We ask the question: How do people need to be different? This is aligned to the 'being' of leadership. This can enable us to move beyond a predictable future of a path that has been set out for us. For example: some of us, because of our backgrounds and where we come from, might not be expected to continue in education beyond basic schooling. However, we can move towards a future that we chose to aspire to. We can move towards what we want to become – free and unhindered by any of the limited expectations of other people.

Kolb's learning styles theory and reflective practice

> *Learning is the process whereby knowledge is created through the transformation of experience.*
> **(Kolb, 1984)**

David Kolb published his learning styles model in 1984, from which he developed his learning style inventory. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. Saul Mcleod has produced a helpful synthesis of Kolb's learning styles (see Appendix 1.4).

The experiential learning cycle

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases'.

1. **Concrete experience** occurs when a new experience or situation is encountered – or when there is a reinterpretation of existing experience.

2. **Reflective observation** occurs in relation to the new experience. Of particular importance are any inconsistencies between experience and understanding.

3. **Abstract conceptualisation** occurs when reflection gives rise to a new idea – or when there is modification of an existing abstract concept.

4. **Active experimentation** occurs when the learner applies this to the world around them to observe the results.

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience, followed by (2) observation of and reflection on that experience, which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions), which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Kolb (1984) views learning as an integrated process, with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning occurs only when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

Learning styles

Kolb's learning theory (1984) sets out four distinct learning styles, which are based on the four-stage learning cycle. Kolb explains that different people naturally prefer one of the different learning styles. Various factors influence a person's preferred style, such as social environment, educational experiences, and the basic cognitive structure of the individual.

Whatever influences the choice of learning style, the preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make. Kolb presented these as two lines/axes, each with 'conflicting' modes at opposite ends.

A typical presentation of Kolb's two continuums is that the west–east axis is called the processing continuum (how we approach a task), and the north–south axis is called the perception continuum (our emotional response – how we think or feel about it).

Kolb believed that we cannot perform both variables (e.g. think and feel) on a single axis at the same time. Our learning style is a product of the decision between these two choices. It can be helpful to see the construction of Kolb's learning styles in terms of a two-by-two matrix. Each learning style represents a combination of two preferred styles.

The diagram above also highlights Kolb's terminology for the four learning styles: diverging, assimilating, converging and accommodating.

	Doing (Active experimentation – AE)	Watching (Reflective observation – RO)
Feeling (Concrete experience – CE)	**Accommodating (CE/AE)**	**Diverging (CE/RO)**
Thinking (Abstract conceptualisation – AC)	**Converging (AC/AE)**	**Assimilating (AC/RO)**

Below are brief descriptions of the four Kolb learning styles.

Diverging: feeling and watching – CE/RO

These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations at several different viewpoints. Kolb called this style 'diverging' because these people perform better in situations that require ideas-generation (e.g. brainstorming). People with a diverging learning style have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating: watching and thinking – AC/RO

The assimilating learning preference is for a concise, logical approach. Learners with this style require good, clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organising it in a clear, logical format. People with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. They are more attracted to logically sound theories than approaches based on practical value. This learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging: doing and thinking – AC/AE

People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less focused on people and interpersonal aspects. People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

Accommodating: doing and feeling – CE/AE

The accommodating learning style is 'hands-on' and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on 'gut instinct' rather than logical analysis. People with an accommodating learning style will tend to rely on others for information instead of carrying out their own analysis. This learning style is prevalent within the general population.

Knowing a person's (and your own) learning style enables learning to be orientated according to the preferred method. That said, everyone responds to and needs the stimulus of all types of learning styles to one extent or another. It is a matter of emphasising what fits best with the given situation and a person's learning style preferences.

Self and reflective practice

Growth mindset is the belief that our intelligence can grow with constructive feedback and targeted practice for improvement (Dweck, 2006). Growth mindset maintains that learning is elastic, can develop, and generally requires healthy discomfort as 'our reach exceeds our grasp' with new content or in novel learning situations.
(Boyd, 2014)

Transformative learning is the basis of transformative leadership. It is the development of revised assumptions and ways of interpreting experience or perspectives on the world by means of critical self-reflection. You may have a transformation of beliefs or attitudes, or a transformation of an entire perspective. In other words, when a habit of mind or point of view changes, you will have 'aha moments'.

Within the slide pack you will find a slide that asks participants to consider whether they have a growth mindset or a fixed mindset. The slide then highlights the characteristics of each. Ask participants to reflect on the type of mindset they have. Search YouTube for 'Growth Mindset vs. Fixed Mindset' and play the short animation for your participants.

The workshop then contains a group review exercise in which participants are asked to review the prereading article by Realin (2002) entitled '"I Don't Have Time to Think?" Versus the Art of Reflective Practice'. Realin describes reflective practice as:

the practice of periodically stepping back to ponder the meaning of what has recently transpired to ourselves and to others in our immediate environment. It illuminates what the self and others have experienced, providing a basis for future action. In particular, it privileges the process of inquiry, leading to an understanding of experiences that may have been overlooked in practice.
(Realin, 2002)

The slides then discuss the reasons why we should reflect, and methods and theories about reflection, including Kolb's learning cycle and specific tools of self-reflection (e.g. structured debriefing, reflective writing and journaling).

2. Exploring your professional identity

Self-image and professional identity

Professional identity has been described in many ways, and the most useful descriptions are those that express it as dynamic and ever-changing. Ibarra (1999) believes that the individual's professional identity develops through the exploration of possible new identities. Hall (2002) considers increased levels of self-awareness as a source of professional identity development.

**1
Ideal persona:
what it means to
be professional**

**2. Core ethics
(serving individual
and society)**

**Professional
identity**

**3. Societal
expectations of
the professional**

**4. Fulfilment of the
professional role within
the area of focus (job
pay and conditions)**

According to Baxter (2011):

> *Learning is a key element within the formation of new identities and central to the ways in which they develop and are sustained.*

As previously mentioned, work is experienced as a defining part of our identity. When our personal identity is challenged, our brains interpret this as an attack on our identity as a whole, prompting an attitude of resistance to change (Brown, 2012).

As with anything else, change-drivers can be external or internal. Their nature will result in different impacts on our internal sense of self and on the way we approach and act in our profession.

CHANGE-DRIVERS
- INTERNAL
- EXTERNAL

BEING-SELF
VALUES, BELIEFS,
NEEDS, IDENTITY

DOING-SELF
CAREERS, ROLES,
TASKS, SKILLS

Activity: Walk and talk

For this activity, participants walk in pairs (side by side) either in a separate part of the workshop space or, ideally, in an outdoor space.

Using the learning cycle and reflective practice explored earlier, take an opportunity to reflect on your professional identity (see Slide 40).

- What is the most significant thing you have learned so far?
- What similarities can you make between what you see as you walk around and the goals of this workshop?
- What else do you still want to learn in this workshop?

3. Sharing stories and sharing values

Storytelling is a way to share and learn ideas, values and practices. Storytellers remember something of their life or of the lives of others. The listeners can relate to the story and retell it, maybe adding a little of their own experience. Thus, stories bring people together. Stories offer a connection between a past that is told, the present and the future. It is through stories that people connect around feelings, information and shared experiences.

McAdams (1985) introduced the idea that identity might be construed as an integrative life story that individuals start developing in their early adulthood or late adolescence years. Narrative identity is the internalised and evolving narrative of the self in the form of a story, recollecting the past and imagining the future, which helps to provide cohesion, purpose and continuity when we think about our lives.

According to Mackenzie (2012), a good leader is a good storyteller:

It is the executives that connect the story of the 'bigger picture', the vision to their teams that shape company morale and it is the kind of stories told to clients and stakeholders that determine the deals that are made and delivered on.

Storytelling ensures that a person delivering information will use their voice as a resource to get attention and share knowledge without focusing on irrelevant technical props (Mackenzie, 2012). Mackenzie (2012) described the threefold model of verbal communication as a framework for effective storytelling. This model involves the head, heart and body.
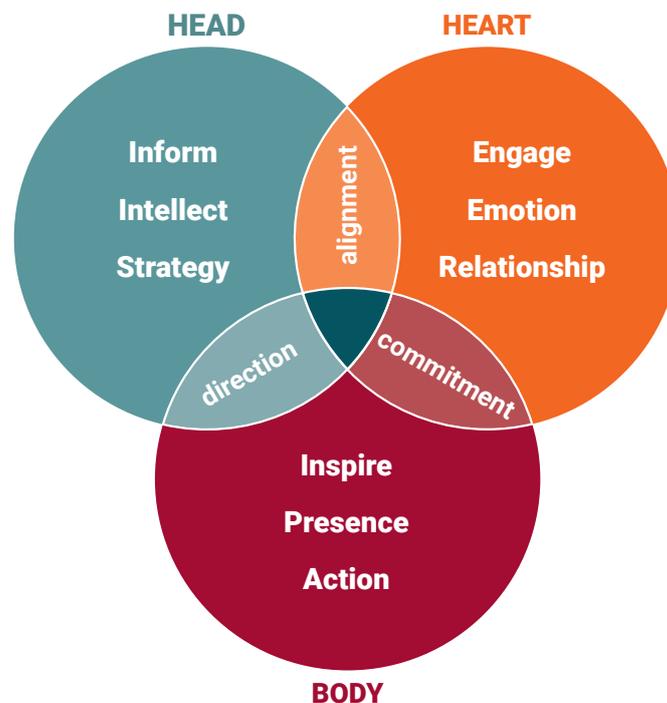
Threefold model of verbal communication: a framework for effective storytelling

Mackenzie (2012) suggests that the aim when telling a story is to reach a person on three different levels and to learn by drawing on three levels of education. The purpose of storytelling is to:

- Inform: share intellectually what we know
- Engage: communicate in a way that captures the attention of the audience
- Inspire: stimulate imaginative curiosity.

Moreover, storytelling is a type of teaching that fosters education and learning. It affects:

- Thinking: the home ground of informative learning
- Feeling: the home ground of emotional intelligence
- Action: making things happen.

Activity: Storytelling

The practice of creating and telling your story can have a powerful impact on your learning and reflective practice.

Using the guide to storytelling found on Slide 49, facilitate the group to develop and tell their stories, individually and in pairs.

Individually

- Develop your story using a clear structure.

In pairs

- Share your story with a partner.
- The listener can ask up to three questions.
- The listener needs to feedback on what the story tells them about the narrator's values.

4. Building common purpose

Collective identity for collective action

As facilitator, you could start this section by asking participants what makes their place (city or municipality) unique. What would they say to visitors about what is special here? What is the unique identity of this place? The slide pack could include a map or photos of the place. Once you have collected feedback in plenary, reflect on the points made and how these things shape the unique collective/place identity.

The concept of social identity was introduced in social psychology in the 1970s by Henri Tajfel and John Turner as a way of interpreting the behaviour of individuals who felt a sense of belonging to a group.

Collective identity refers to a person's sense of belonging to a group. The identity of the group – the 'collective' – becomes a part of the person's individual identity. By participating in social activities, a person can develop a sense of belonging to a group that becomes an integral part of their sense of identity.

In order to achieve collective action, members of a group need to develop a collective identity that is founded on a shared understanding (Mosimane et al., 2013). Developing a shared understanding of goals and purposes enables all members of a collective to contextualise their appreciation and expectations of the group as it grows (Mosimane et al., 2013). The collective identity will adjust to reflect the variability in the supply of benefits according to the ever-changing demand on common pool resources (Mosimane et al., 2013).

Collective action is facilitated and sustained where there are shared interests and understandings that are actualised and reinforced through collective identity.
(Mosimane et al., 2013)

Relationships are key resources, especially when physical or financial resources are scarce. To ensure growth and prosperity, multi-agency working becomes essential when working as part of a collective.

Positive	Challenge
Collaboration: a source of considerable satisfaction	Gives rise to considerable discomfort
Learning	Mutual understanding of what it means to do a good job
Shared resources	Capacity of individuals to maintain professional identity in face of competing demands
Collective responsibility	Competing notions of professionalism and discourses
Gaining knowledge of other roles and professional areas: informative and enriching	Differing notions of confidentiality and competing priorities
Conflict-reading and differences give rise to productive discussions and renegotiations of meaning, creating a new inter-agency professional	Conflict leads to cognitive dissonance and people question their sense of purpose; can lead to increased stress, absence and attrition

Affective commitment

The fact is that people are good. Give people affection and security and they will give affection and be secure in their feelings and their behaviour.
(Lowry, 1973)

Meyer and Allen's (1984) three-component model of organisational commitment has become the dominant model for study of workplace commitment. They divide organisational commitment into: affective commitment (AC), normative commitment (NC), and continuance commitment (CC).

Specifically, affective commitment refers to the employee's positive emotional attachment to the organisation. Such an individual also strongly identifies with the goals of the organisation and desires to maintain their membership. Individuals are committed to an organisation because they *want* to be.

The level of affective commitment of an individual towards an organisation has been proven to be an indicator of major organisational consequences such as turnover, absenteeism and organisational citizenship behaviours (Mercurio, 2015).

Activity: Straw castles

- Divide the workshop into five groups.
- Each group is assigned 100 straws and a roll of sticky tape.
- Purpose: You have 20 minutes to building the tallest castle you can, using only the material provided.
- There will be a time update every 5 minutes.

Post-activity questions

- Why did you choose not to merge with other groups to create a larger castle?
- What was the common purpose or end goal of the activity? Did you achieve it or did your group assign other outcomes to the activity?
- What would have enabled your group to be more successful?
- How did your group members communicate with each other on the activity? Were you collaborative? Did you make decisions by consensus?

5. Learning review

Group reflection

It is an important part of each workshop to reflect on the material, discussions and learning from the day. Use the last part of the session to facilitate a discussion on the following questions.

- What are the key messages you will take away from today?
- What have you learned about yourself?
- What are the implications of this learning?
- Which activity did you find most useful? Why?
- How will you apply your learning in the wider collaborative?

Post-module questionnaire

Use Appendix 1.5: Post-Module 1 Questionnaire to capture feedback about the workshop from each of the participants. This questionnaire can be adapted, if the learning outcomes are adapted. Collect the questionnaires and collate the results in a file.

Life Values Inventory

Your life values represent what is most important to you as a person. They develop throughout your life, and your experiences allow you to prioritise your values to create a 'value system'. It is through this value system that you view yourself and your world.

Essentially, your life values create your personal truth, from which you build a sense of who you are, what is important to you, self-esteem, resilience and ideas about what you need to feel fulfilled in life. Your life values – your value system – helps you to identify and filter opportunities and to decide which paths to take in your personal and professional life.

Appendix 1.6: Life Values Inventory is a short questionnaire designed to help you to identify your life values. These are different for everybody. There is no right or wrong in this activity. In understanding your life values, you increase your understanding of yourself, what drives you, and how you differ from others.

Prepare participants to complete the Life Values Inventory before they arrive for Module 2. They need to attend Module 2 prepared to talk through their life values and to share with their fellow participants.

References

Key concepts for further reading and self-assessments

Click on the links below.

VAK learning styles and VAK test:
https://www.businessballs.com/self-awareness/vak-learning-styles-self-test/

Kolb's theory:
https://www.businessballs.com/self-awareness/kolbs-learning-styles/

Multiple intelligence theory and various versions of MI test, including young people's version:
https://www.businessballs.com/self-awareness/howard-gardners-multiple-intelligences/

Personality theory:
https://www.businessballs.com/self-awareness/personality-theories-and-types/

Benziger brain-type theory:
https://www.businessballs.com/self-awareness/benziger-personality-assessment-model/

Johari Window model:
https://www.businessballs.com/self-awareness/johari-window-model-and-free-diagrams/

Life Values Inventory:

Visit this site to learn more about the Life Values Inventory. 'Understanding Your Values' is a particularly helpful document.
https://www.lifevaluesinventory.org

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Module 2
Leaders, Leadership and Values

Introduction

The purpose of this module is to help participants:

- Understand how to develop self as a values-based leader
- Become more effective at relationship management
- Be able to lead through influence and reciprocity
- Understand how to further develop emotional intelligence to work more effectively with others.

Module structure

Module 2 includes the following sections:

1. Being there
2. Values-based leadership
3. Leading and influencing
4. Transformational leadership and emotional intelligence
5. Pause, review and forward planning.

The module finishes with a 45-minute session entitled: Pause, review and forward planning. This encompasses an outline of the bridging activity for Module 3 and allows participants to complete the post-module questionnaire.

Prereading and preparation

As this is a developmental workshop, participants must come prepared to challenge, be challenged and play an active and full part in the learning activities and discussions.

Participants are expected to have completed the bridging activity from Module 1: Life Values Inventory. Each participant should come prepared to share their results and discuss the implications with a fellow participant.

As a facilitator, it is important that you understand the significance of emotional intelligence for becoming an effective leader. Emotional intelligence (EI) is linked to the idea of better understanding yourself (leading self) and then being able to understand and work more effectively with others. It is linked to intrapersonal (leader) development and interpersonal (leadership) development.

In preparation for effective delivery of this session, facilitators should read 'Leadership that Gets Results' by D. Goleman (2000) and/or listen to the YouTube webcast that explains the main points of the paper (search YouTube for '28 Goleman's Leadership That Gets Results'). Goleman's paper was published in *Harvard Business Review*. It describes six leadership styles and the role of EI in choosing appropriate styles of leadership for the context (see Appendix 2.2).

When reading the Goleman article, make notes and develop a clear and thorough understanding of EI. While reading and reflecting, also consider the importance of EI in the context in which your participants are operating and how you want to communicate this to your participants. You may want to ask this question at some point in the session and, once you have responses from participants, share your own response.

In addition, in order to get a good overview of EI and the Assessing Emotions Scale (AES) instrument, consider reading the chapter on EI in Mayer et al. (2011: see References). If you would like to explore further, you can also review *Assessing Emotional Intelligence: Theory, Research and Practice* (Stough et al., 2009: see References).

In addition, please ensure you read the instructions on the AES (Appendix 2.8). Complete it and reflect on your scores and what they tell you about your areas of strength and areas for development.

Also take advantage of the Mood and Emotions Log (Appendix 2.9) to develop your EI, using it consistently for a period of at least 10 days. If you miss a day, just add an additional day at the end. If instruments such as the AES become part of your 'lived experience', you will be more informed, empowered and authentic as you facilitate this session, which will build confidence in participants and encourage them to commit fully to the process. Strongly encourage participants to use the log too – you could share some of your key learning points, or explain how using it impacted you. Don't overdo this, though: we want participants to explore this as part of their own growth, rather than over-anticipating what will happen on their journey.

1. Being there

The initial exercise for Module 2 is Activity: Being there (see Appendix 2.3). It encourages participants to think about the extent to which they are present and aware of all that is around them. It encourages participants to develop their leader presence, to be present in the moment, to use their senses and their awareness to notice and read their environment. It links closely to the idea of the 'being' of leadership, to make sure that when we are with people and in situations, we give them our full attention. People receive our behaviour when we are with them as a measure of how much we value them. This activity also links back to the 'Sensibility' activity in Module 1. There, you asked participants to consider the extent to which they use all their senses to inform their own development and how they 'read' situations, people and activities – not just what they hear, but what they see, sense, feel and so forth.

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Activity: Being there

The ideal way of introducing this activity is to ask people what they noticed that morning on the way to the venue and once they arrived. You can use Module 1 to make a mental note of physical things on or around you, at the venue and on the way to the venue. Then you can develop 10 questions in relation to what the participant has noticed. If you can include all the senses or most of the senses within your questions, that is even better.

Review the sample activity provided in Appendix 2.3 and use the template to create your own activity before Module 2 begins.

The activity is fun, and you can introduce a gently competitive aspect by getting people to work in pairs or groups. The key messages are about being present, as set out above. If necessary within the workshop, now is a good time to address the issue of how *present* we are during the modules. Are we distracted by mobile phones or tablets? Or are we valuing the participants and facilitator by giving each other our full attention?

As facilitator, ensure that (after the answers have been given and discussed) you ask what people have learned from the activity. Participants can discuss within their groups for a few minutes before you facilitate feedback – but do make sure you elicit and capture the feedback. Remember that participants are more likely to own and apply lessons that come from their own reflections and learning. You can encourage participants by using questions and statements such as the following: *What does that mean? So, what is that telling you?* While you can summarise the main lessons, ensure that people's voices are heard. Keep an eye on time management by, for example, asking one person from each group to provide feedback (rather than seeking individual feedback from every participant). You can encourage each group to nominate a note-taker as 'rapporteur' to feedback, and remind the groups that this should be a revolving role.

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2. Values-based leadership

As a P-BLD facilitator, it is important that you reflect on your own personal values, understand what values are important to you and how these are reflected in your behaviour. It is important for participants to understand your expectations of others, how you expect to work with them and what they should expect from you as facilitator. You are in a leadership position in the workshop – a position of influence. You need to ensure that you are confident in how you are as a person. Confidence grows by developing a high level of self-awareness. This is linked to your own intrapersonal (leader) development and it then also enables you to work more effectively with others at an interpersonal (leadership) level.

Values are not lived or experienced through general statements being made, but rather through behaviours – how we behave with and towards others. Negative behaviours that support the perpetuation of violence can become normalised (i.e. accepted as just being how people are towards each other). These norms are then passively accepted as part of 'how things are done around here'. It is very important that, as facilitator, you get participants to think about their values within the wider context of Intersectoral Urban Violence Prevention (IUVP).

This session starts with consideration of the results from the Life Values Inventory (LVI). The key point here is for you to have completed the LVI ahead of Module 2 and have reflected on the results and what you learned about your core values. This means that, when participants complete their LVIs, because of your lived experience you will be better informed about the significance of the exercise.

Life Values Inventory and values-based leadership

Refer to Module 2 Slide 4, which links to the bridging activity from the previous module.

As facilitator, it would be good for you to read *Life Values Inventory – Facilitator's Guide* (Brown and Kelly, 2002). Participants should have completed the questionnaire the evening before and come prepared to share their results.

If you are under time pressure, rather than having a long plenary discussion, you could ask participants to complete the exercise in pairs as listener and narrator. You could set a time limit for this pair work, during which each participant reflects back to their partner what they learned about the other person. The key point is that we encourage participants to become active listeners and reflectors and to learn from each other.

Your summary should encourage people to remember that, if we have a clear set of values, our behaviours should ideally be in line with these. It is our behaviours that bring our values to life. If there is a difference between what we *say* our values are, and how we *actually* live, this dissonance can cause real issues. In the same way, we need to ensure that our values align with those practised by the organisations we work for.

You may ask participants challenging questions in relation to how LVI is applicable within the IUVP context. In doing this, ensure that you connect to the fact that negative or toxic values can encourage behaviours that support and even condone violence. This behaviour then becomes part of the everyday way in which people behave – it becomes normalised. Ahead of this session, you will find it useful to read the WHO publication *Changing Cultural and Social Norms that Support Violence* (see References).

Finally, it is important that you have a good understanding of the development and significance of values-based leadership. As part of the preparation, you will find it useful to read 'The Emerging Significance of Values Based Leadership – A Literature Review' (see References).

The slide pack shares two values-based leadership models which you can encourage participants to explore further. This will be helped by the online resources from the Barrett Values Centre (see Barrett, 2013) and the simpler model offered by Kraemer described in the next section (and in Appendix 2.4). As part of this session, remind participants that there are several other models of values-based leadership out there. Encourage participants to explore different frameworks and identify the one that 'speaks' to them.

You could also consider asking participants to work in groups to explore and develop a pictorial presentation of how values are linked to norms and behaviours at the individual, interpersonal, interorganisational and wider place levels.

Becoming your best self

According to Professor Harry Kraemer, Clinical Professor of Strategy at Kellogg School of Management, leadership is not about the position you achieve in a hierarchy. '*You have to be able to lead yourself before you can lead others,*' Kraemer said in a recent webinar. This theory is what he refers to as values-based leadership. It comprises four principles (Kraemer, 2011, 2015):

- Self-reflection
- A balanced perspective
- True self-confidence
- Genuine humility.

Engaging each of these principles means that you can be a well-rounded leader who earns the respect of others, as well as self-respect.

Self-reflection

Kraemer's first principle of leadership is self-reflection, and he makes sure to emphasise that it is not the same as self-absorption. '*It's thinking about, "What are my values, what am I going to do about it?"*' says Kraemer. Self-reflection is not a one-time process, and it's not as though leaders should self-incubate; they won't

re-emerge newly formed after retreating into themselves for several hours. Self-reflection is an ongoing process that addresses three key questions:

1. If I'm not self-reflective, is it possible for me to know myself?
2. If I don't know myself, can I lead myself?
3. If I can't lead myself, can I lead others?

When leaders can reflect on what they know they do well, and where they have room for improvement, it allows them to check in with their values and anchor themselves to their principles. *'Through self-reflection, you do two things — the right thing and the best you can do,'* says Kraemer.

A balanced perspective

The second principle is a balanced perspective. Values-based leaders have an opinion, but they understand all sides of the issue because they recognise there are multiple sides to the story. Leaders who listen to all their team members not only make more informed decisions, but they are more transparent when they make the final decision. In fact, leaders who follow through by explaining final decisions to their team members earn more respect because every team member will know he or she is listened to and understood. The leaders who gain all perspectives will ultimately do the right thing rather than focus on being right.

The other key component of a balanced perspective is work–life balance, which Kraemer simply calls 'life balance'. After all, work is but one part of our lives, and leaders need to take care of the other important pieces — family, health and spirituality, for example. Gaining life balance allows you to frame decisions and bring your whole self to the conference-room table when you have to make big decisions. If you don't take care of yourself, can you be in the position to lead an organisation?

True self-confidence

The third principle of values-based leadership is true self-confidence. It seems like there is a clear difference between true self-confidence and no self-confidence. Kraemer points out that the 'true' is the necessary distinguisher. According to Kraemer, many people can fake a confident exterior, but behind the façade is a lack of conviction. On the other hand, a truly self-confident person is comfortable saying, 'I don't know' and 'I was wrong'. That's because a truly self-confident person cares more about doing what's right than being right.

A truly self-confident leader is also transparent — with themselves and with others. Such a leader has a full grasp of what they know and do not know and will work towards growth. In doing so, they are more relatable to their team and they are better players. Nobody likes a know-it-all.

Genuine humility

Values-based leadership includes genuine humility as its fourth principle. While successful people can attribute their accomplishments to a variety of factors – including their inherent skills, luck and good timing – the truly humble remembers where they came from. The leaders who remember who they were and how they were when they first joined the workplace are the ones who won't get caught up in the hype. As Kraemer says: '*They don't read their own press clippings.*'

The truly humble leader is sensitive to the fact that they've had success, yet continuously connects to their experiences of moving up the ranks and not having all the answers. Doing so allows them to relate well to every member of their team. Their team members, in turn, will be loyal.

Putting it all together

Living all four principles of a values-based leader allows you to become your best self. Once you have achieved your best self, you are in a position to lead others, says Kraemer. To live these values, leaders need to start by examining their organisations, whenever they step into new roles or new organisations. Start by determining if the values and expectations are clear and do the following.

- Make it clear how you are going to operate the organisation.

- Attract and hire great people to build a good team. To keep that team healthy, give good feedback so people know what they are doing, why they are doing it and how well they are doing it.

- Set expectations and effectively communicate them. This is not something you do in a mere email blasted to the entire company. Repeat the message and stay transparent to unite your team around the cause.

- Continuously motivate your team and examine how you can help them increase their effectiveness.

- Focus on execution and implementation to generate growth for your people and profits.

- Be prepared for the three Cs: change, controversy and crisis. Something will inevitably go wrong; however, staying anchored to doing the right thing and the best you (collectively) can do pulls you through in the end.

- A leader's job is not finished there — in fact, it is never done. Leaders cannot establish a framework and let it operate on its own. They need to stay close to what is happening to assess where they need to course-correct to continue generating growth.

Are you done?

After becoming your best self – best leader, best partner and best team member – there is one more thing Kraemer advises you to do: become the best citizen.

Being the best citizen is proactively tackling the biggest social challenges that exist globally. We often assume that someone else in the room will do something, instead of doing it ourselves. This is not leadership behaviour. If you are wondering whether you are ready to become a leader, Kraemer recommends asking yourself: *Are you watching the movie, or are you in the movie?* Watching the movie means that you understand there is a problem. You may even tell others that something needs to be done. But if you are in the movie, you actually do something to effect change.

Applying all the principles of values-based leadership will position you to be a leader who makes an impact. However, you never finish the journey. Continue to live by these principles and stop every so often to self-reflect, rebalance your perspective, test your self-confidence and practise genuine humility to be the best citizen, best partner and, most of all, the best person you can be.

You can use Appendix 2.4 (Values-Based Leadership: Becoming Your Best Self) as a handout and encourage participants to read and reflect on the materials and themselves.

3. Leading and influencing

Working with stakeholders

A stakeholder is a person with an interest or concern in something. Stakeholders are individuals, groups or organisations that are affected by the activity of the business. As the work you do and the projects you run become more important, you will affect more and more people. Some of these people have the power to undermine your projects and your position. Others may be strong supporters of your work.

Stakeholder management

Stakeholder management is the process by which you identify your key stakeholders and win their support. Stakeholder analysis is the first stage of this, where you identify and start to understand your most important stakeholders. The first stage of stakeholder analysis is to brainstorm who your stakeholders are. The next step is to prioritise them by power and interest, and to plot this on a power/interest grid. The final stage is to get an understanding of what motivates your stakeholders and how you need to win them over.

Stakeholder mapping and analysis

Stakeholder management is critical to the success of every project in every organisation. By engaging the right people in the right way in your project, you can make a big difference to its success – and to your career.

As you become more successful in your career, the actions you take and the projects you run will affect more and more people. The more people you affect, the more likely it is that your actions will impact people who have power and influence over your projects. These people could be strong supporters of your work – or they could block it.

Stakeholder management is an important discipline that successful people use to win support from others. It helps them ensure that their projects succeed where other projects fail. Stakeholder analysis is the technique used to identify the key people who have to be won over. You then use stakeholder planning to build the support that helps you succeed.

Some benefits of using a stakeholder-based approach are as follows.

- You can use the opinions of the most powerful stakeholders to shape your projects at an early stage. Not only does this make it more likely that they will support you, but their input can also improve the quality of your project.
- Gaining support from powerful stakeholders can help you to win more resources – this makes it more likely that your projects will be successful.
- By communicating with stakeholders early and frequently, you can ensure that they fully understand what you are doing and understand the benefits of your project – this means they can support you actively when necessary.
- You can anticipate what people's reaction to your project may be, and build into your plan the actions that will win people's support.

How to use the tool

Use the tool (provided in Appendix 2.5) with your participants. The first step in stakeholder analysis is to identify who your stakeholders are. The next step is to work out their power, influence and interest, so you know who you should focus on. The final step is to develop a good understanding of the most important stakeholders so that you know how they are likely to respond, and so that you can work out how to win their support – you can record this analysis on a stakeholder map. The steps are explained in detail below.

Step 1: Identify your stakeholders

The first step in your stakeholder analysis is to brainstorm who your stakeholders are. As part of this, think of all the people who are affected by your work, who have influence or power over it, or have an interest in its successful or unsuccessful conclusion. The table below shows some of the people who might be stakeholders in your job or projects.

Your boss	Shareholders	Government
Senior executives	Alliance partners	Trades associations
Your co-workers	Suppliers	The press
Your team	Lenders	Interest groups
Customers	Analysts	The public
Prospective customers	Future recruits	The community
Your family		

Remember that, although stakeholders may be both organisations and people, ultimately you must communicate with people. Make sure that you identify the correct individual stakeholders within a stakeholder organisation.

Step 2: Prioritise your stakeholders

You may now have a long list of people and organisations that are affected by your work. Some of these may have the power either to block or advance. Some may be interested in what you are doing; others may not care. Map out your stakeholders and classify them by their power over your work and by their interest in your work. For example, your boss is likely to have high power and influence over your projects, and is also likely to have high interest. Your family may have high interest in your job, but are unlikely to have power over it. A person's position on the grid shows you the actions you have to take with them.

- **High power, interested people:** These are the people you must fully engage and make the greatest efforts to satisfy.

- **High power, less interested people:** Put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.

- **Low power, interested people:** Keep these people adequately informed, and talk to them to ensure that no major issues arise. These people can often be very helpful with the detail of your project.

- **Low power, less interested people:** Again, monitor these people, but do not bore them with excessive communication.

Step 3: Understand your key stakeholders

You now need to know more about your key stakeholders. You need to know how they are likely to feel about and react to your project. You also need to know how best to engage them in your project and how best to communicate with them. Key questions that can help you understand your stakeholders include the following.

- What financial or emotional interest do they have in the outcome of your work? Is it positive or negative?
- What motivates them most of all?
- What information do they want from you?
- How do they want to receive information from you? What is the best way of communicating your message to them?
- What is their current opinion of your work? Is it based on good information?
- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders in their own right?
- If they are not likely to be positive, what will win them over to support your project?
- If you do not think you will be able to win them over, how will you manage their opposition?
- Who else might be influenced by their opinions? Do these people become stakeholders in their own right?

A good way of answering these questions is to talk to your stakeholders directly. People are often quite open about their views; asking people's opinions is often the first step in building a successful relationship with them.

You can summarise the understanding you have gained on the stakeholder map, so that you can easily see which stakeholders are expected to be blockers or critics, and which stakeholders are likely to be advocates and supporters of your project. A good way of doing this is by colour coding: showing advocates and supporters in green, blockers and critics in red, and others who are neutral in orange.

Influence model

The Influence Model, also known as the Cohen-Bradford Influence Model (2005), was created by Allan R. Cohen and David L. Bradford, both leadership experts and distinguished professors.

The Influence Model is based on the law of reciprocity – the belief that all the positive and negative things we do for (or to) others will be paid back over time.

The Influence Model is useful in the following situations.

1. You need help from someone over whom you have no authority.

2. The other person is resisting helping you.

3. You do not have a good relationship with the person from whom you need help.

4. You have one opportunity to ask the person for help.

5. You do not know the other person well.

The Influence Model is described in detail in Appendix 2.6.

In the workshop, seek to engage participants in a discussion. Use Slides 20–24 as a starting point, and ensure the activities are contextualised both to the place and the IUVP context. What follows is a suggested structure for using the slides to support learning and the supporting activities.

Slide 24

ASK participants:

- What does 'reciprocity' mean?

    A mutual or cooperative exchange of favours or privileges.

- Can someone provide an example of reciprocity that has happened to them in the past?

- Did you do something good or provide something to someone else that had a positive result for both the other person and yourself?

ALLOW time for a few responses.

PRESENT the slide, using the following talking points:

- Cohen and Bradford talk about the Law of Reciprocity. This is the belief that people should be paid back for what they do.

- Essentially, it means that one good turn deserves another. (Or one *bad* turn deserves another – it can be positive or negative.)

- In general, people tend to expect that, when they do things for others, those people 'owe' them something in return. One act (positive or negative) is repaid with an equally valuable act in return.

- Ideas of reciprocity are closely linked to the concept of influence.

Slide 25

PRESENT the slide, using the following talking points:

- To be able to influence someone, the receiver must see a benefit of some kind.

- Basically, you are offering something valued in return for what you want or need.

- Give-and-take can be positive or negative.

- In a positive exchange, the 'trade' you offer can be an offer to share information, assist with a project, etc.

- A negative exchange could result in the loss of a benefit, or a lack of cooperation, or a cost that results from an undesirable response. This negative exchange might start by withholding something valued or needed, or giving someone something that they do not want.

- Normally, we are using this approach of positive exchange without even thinking about it. For example, we try to make good relationships with our colleagues, managers and stakeholders.

- Learning more about this process can help us when we are dealing with people who are more difficult to influence.

Slide 26

EXPLAIN that 'currency' describes what is traded under the law of reciprocity.

ASK for a volunteer to read the definition of currency.

ASK participants:

- What are some things that are valued in your workplace – by you or your colleagues?

ALLOW a few moments for participants to respond.

WRITE responses on a flipchart. (Examples may include: compensation/payment, recognition, promotion, cooperation, collaboration, fairness, reliability, information, loyalty, trust, etc.)

Personal currencies

A currency is something of value that you have (e.g. skill, expertise, access or information) that you trade for something you want or need. In a variety of workplaces and professional settings, at least five types of currencies come into play.

Appendix 2.7 provides a list of personal currencies. Although it is not comprehensive, it offers a view of possible currencies that may be useful when thinking about the things people care about, and what you have to offer. Use this list as a handout to facilitate participants to reflect on the different types of currencies and to identify any that they have.

Personal currency can be categorised into different types.

- **Inspiration:** This reflects inspirational goals that provide meaning to the work that a person does.

- **Task:** This relates to a person's ability to perform assigned tasks, or to the satisfaction that arises from accomplishment.

- **Position:** This relates to enhancing a person's position in the organisation, and indirectly aiding the person's ability to accomplish tasks and advance their career.

- **Relationship:** This means being connected in order to strengthening the relationship with someone.

- **Personal:** This relates to being valued because they enhance the individual's sense of self.

Common negative currencies

Negative currencies are things that people do not value, and often wish to avoid. Use these with caution in your practice of influence. Although they are sometimes necessary, they may result in additional negative chain reactions (such as retaliation) and/or damage to relationships.

When using negative currencies, try to use positive framing. For example, a statement such as 'I know you wouldn't want to be left out' is likely to be better received than the direct threat in a statement such as 'If you do not cooperate, I will see to it that you are left out'.

Negative currencies include:

- **Withholding 'payments' of a valued currency**, e.g. not giving recognition.
- **Creating undesirable situations,** e.g. raising your voice, refusing to cooperate.

Slide 27

PRESENT the slide, using the following talking points:

- Influence becomes possible when you have something that others want.

- The concept of 'currencies' can help you figure out what you might have that you could offer in exchange for cooperation, or something that you want or need.

- If you are not in a position of great power, then think creatively to figure out what you can give that may be useful or valuable to your colleagues.

- You need to be aware of the many different things that people care about in your workplace. Many of the most valuable currencies are things that do not cost you anything to give (e.g. gratitude, recognition or information sharing).

- You may not be in a position where you control some of the currencies that are valued by the person you are trying to influence; however, you can think creatively to find some common ground.

- We have already mentioned that exchanges can be positive or negative.

- Negative currencies are things that people do not value, or wish to avoid.

- Use caution when employing a negative currency. Although negative currencies are sometimes necessary, they may spark undesirable chain reactions and/or damage relationships.

Slide 28

PRESENT the slide, using the following points:

- The answers to these questions are usually complicated.

- To influence, you must have a goal in mind.

ASK if participants have any questions or comments before continuing. Ask participants to check back against stakeholder analysis.

Slide 29

EXPLAIN that it is important to sort out our personal desires and ambitions from goals that benefit the organisation.

- Personal career advancement is not a goal that will help you influence others.

- Strategic thinking about goals and priorities is useful for gaining clarity.

- Try to determine what the primary objective is, and what is secondary. For example: promotion or recognition may be your secondary goal, but your primary goal should be something that will benefit your organisation, stakeholders or the people you serve.

- Try to determine both the short-term objectives and long-term goals.

- Try to separate critical needs from preferences. What is critical to achieving the goal?

Slide 30

ALLOW a few moments for participants to look at the model. Refer participants to Appendix 2.6: The Influence Model.

ASK participants to recall their partner discussions, and what they would like to influence in their own work setting. Ask participants to keep this in the back of their mind as they review the model.

Ask a volunteer to read each step in the model aloud, beginning at 'Start'.

PRESENT the model, using the following points:

- **Assume everyone is a potential ally.**

- Do not write off someone as your adversary or enemy prematurely.

- Start with a positive approach, assuming that everyone (including managers, directors and other people in authority positions) has the potential to be your ally if you work at it.

- Where do your interests overlap? How can this relationship be mutually beneficial?

- If you think that it is worthless or hopeless to try to influence someone, then you are giving up!

- **Clarify goals and priorities.**

- Think strategically about what you want to influence.

- What will benefit your organisation? Is this a critical need? What are the short- and long-term steps?

- **Diagnose the world of the 'other'.**

- What will it cost someone to cooperate with you? Do they risk losing anything (e.g. reputation)? How can you minimise these costs?

- What is important to them? What forces might shape their goals, concerns and needs?

- Understanding the pressures that someone is under can help you to avoid blaming and to start seeing them as an ally.

- **Identify relevant currencies.**

- Give thought to what resources you have that your ally desires.

- Remember that your ally will value more than one currency. Be creative and think broadly!

- Also consider what resources your ally commands.

- **Deal well with relationships.**

- Good relationships are the foundation of all influence. They are the means by which we get things done.

- What is the nature of your relationship with the person you are trying to influence? Is it positive, negative or neutral? Do you have a history of working with this person? Is there any damage that you should try to repair before moving ahead?

- How does this person want to be related to? Try to relate to them in the way that they prefer.

- **Influence via give-and-take.**

- Using all the information you have gathered, determine your approach and begin trying to make exchanges.

- Try to plan an approach that has the best chance of being judged on its merits. Remember that both the task and the relationships are important.

ASK if participants have any questions or comments before continuing.

Slide 31

ASK participants:

- What makes it difficult to influence other people?

ALLOW a few minutes for participants to respond.

WRITE responses on a flipchart. (Examples may include: lack of information, time constraints, distance, mistrust, hierarchy, conflicting priorities, etc.)

PRESENT the slide, using the following points:

- *Often, we use the influence model instinctively.*
- *However, it can be extremely beneficial to take a systematic approach to influencing others in particular situations.*
- *For example, you might consider using this under the following situations.* [Read the bullet list on the slide – or ask a participant to read it.]

Slide 32

ASK participants to answer the questions on this slide.

Slide 33

REVIEW using the following key points:

- Influence is a skill that can be learned and practised strategically.
- All influence operates based on principles of exchange. It is the art of give-and-take.
- Strategic influence requires advance preparation.
- It is important to consider potential costs to you, as well as to the other party, for cooperating with your idea or project.
- You have a wide range of currencies at your disposal.
- Influence requires thoughtful communication at every stage.
- Influence happens over time. Do not think you have failed if you have not convinced someone to cooperate with you in one meeting or interaction!

- Influence will work best if you are working towards a goal that will benefit the organisation.

- Trust, reputation and good relationships are the foundation for successful influence. Good relationships are the means for accomplishing your goals.

ASK if participants have any comments or questions before continuing.

4. Transformational leadership and EI

Understanding EI

As described earlier, you will be significantly better prepared to deliver this module if you have read 'Leadership that Gets Results' by D. Goleman (2000) and/or listened to the webinar (search YouTube for '28 Goleman's Leadership That Gets Results'). This describes six leadership styles and the role of EI in choosing appropriate styles of leadership for the context (see Appendix 2.2).

Ensure you read the instructions on the AES (Appendix 2.8). Complete it and reflect on your scores and what they tell you about your areas of strength and areas for development. Also take advantage of the Mood and Emotions Log (Appendix 2.9) to develop your EI.

EI broadly refers to abilities to recognise emotions in other people (from verbal and non-verbal behaviour) and to recognise your own emotional state (emotional self-awareness).

There is a large volume of research that now suggests that EI is important for leadership effectiveness and that it is more important than IQ for leadership. This is likely to be because those with high emotional intelligence are able to accurately recognise emotional states in others and be able to select the most appropriate way of interacting with that person when they are experiencing that emotion (e.g. knowing how to talk with someone when they are very upset, angry, worried or happy). In addition, people with high emotional intelligence are able to recognise and understand how their own behaviours may impact on the emotional states of other people (e.g. knowing how to give 'bad news' to people or how to raise a 'delicate matter' that might cause upset).

Research by Petrides and Furnham (2000), Ciarocchi et al. (2001) and Saklofske et al. (2003) revealed a four-factor structure of EI. Each 'factor' is a group of abilities that together make up 'global EI' ability:

1. Perception of emotion
2. Managing emotions in the self
3. Managing others' emotions
4. Utilisation of emotions.

These four factors can be measured using the Assessing Emotions Scale (AES) (Appendix 2.8).

Activity: Assessing Emotions Scale (AES)

Read the instructions on the AES (Appendix 2.8). Complete it and reflect on your scores and what they tell you about your areas of strength and areas for development.

There are several slides prepared for you to help describe and discuss EI and what the scores might mean.

Make sure you emphasise to participants that there is not an 'ideal score' when people undertake the assessment. Ask participants to share and discuss their results in pairs.

Remind participants that they may take part in this assessment only if they feel comfortable in doing so. It is important to ensure that participants never feel 'exposed' during the workshop.

Activity: Emotions and Moods Log

The good news is that, if participants want to improve their EI, there is increasing research evidence that this is possible. The slide pack refers to a number of these studies, with the strongest evidence coming from a study by Nelis, Quoidbach, Mikolajczak and Hansenne (2009), who studied the effects on participants of a four-week training programme in EI skills. The training increased EI levels and the effects actually increased over time, after the training was completed. The researchers pointed out that keeping an Emotions Diary (known as an Emotions and Moods Log) was the most effective instrument. It can be used to help improve emotional self-awareness. It has the potential to improve:

- Perception of emotion (in self)
- Managing emotions in the self
- Utilisation of emotions.

Therefore, you can invite participants to use Appendix 2.9 to complete a record of their emotions and moods and to see what patterns they can notice.

5. Pause, review and forward planning

Group reflection

It is an important part of each workshop to reflect on the material, discussions and learning from the day. Use the last part of the session to facilitate a discussion on the following questions.

● What are the key messages you will take away from today?

● What have you learned about yourself?

● What are the implications of this learning?

● Which activity did you find most useful? Why?

● How will you apply your learning in the wider collaborative?

Post-module questionnaire

Use Appendix 2.10 to capture feedback about the workshop from each of the participants. Collect the questionnaires and collate the results in a file.

Bridging activity: Reflections

As facilitator, it is important that you develop good habits such as critical reflection. This is where you reflect on what you have learned from events and experiences, and how you are going to apply that learning. Likewise, it is important that you encourage participants to engage in proactive critical reflection, where we commit time to writing down what we have learned from each session and overall from each module. To encourage this habit, ensure that you dedicate time at the beginning of the next session or the next module to share and listen to each other's reflections.

A number of modules and guides can be found online. Facilitators and participants are encouraged to have a specific journal or exercise book in which they write down their reflections. It often helps to have a specific structure or framework to follow. A good practical guide is the *Reflective Practice Journal* by Barbara Bassot (3rd edn. published in July 2020 by Macmillan Education). It is also appropriate to have a specific set of questions for people to answer to help their reflections and learning. As part of this structure process, an individual also needs to ask the 'So what?' question. *So what am I going to do with this learning? How will I apply it within everyday personal and/or professional life?* Slide 53 of Module 2 offers a set of questions you could use or adapt to reflect the specific context in which your participants find themselves.

When asking participants to share their reflections, it is good to work in pairs or small groups so that participants do not feel over-exposed or vulnerable to the point of being uncomfortable. As part of this process, encourage people to take it in turns to be narrator and then listener. The listener makes sure that the narrator shares their answer to the 'So what?' question as part of the process. If this does

not happen, the listener prompts the narrator to take that step. The listener could also share what they have learned from the narrator by way of feedback. As facilitator, ensure that you are clear on time limits and ensure that each person has the opportunity to be listener and narrator.

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Module 3
Collective Inquiry: Shifting the Narrative from Supporting Violence to Enacting Tolerance (Part A)

Introduction

The purpose of Module 3 is to help participants:

- Reflect on and explore the perpetuation of values and behaviours that normalise violence in homes, schools and neighbourhoods

- Develop an in-depth understanding of the importance of challenging norms, values and acceptable behaviours, and developing a culture of tolerance

- Apply a new strengths-based approach to identifying individual and collective leadership actions to enable the emergence of a positive culture of non-toleration of violence

- Commit to owning and reporting back on the testing out of these actions as leaders in IUVP.

Module structure

Module 3 includes the following sections:

The module starts with an introduction, including purpose, objectives and a review of the bridging activity from Module 2.

1. Setting the scene: *Bogotá Change* documentary
2. PBLD, IUVP and shifting mindsets
3. Introducing Appreciative Inquiry
4. Appreciative Inquiry session 1: Discovery

The module finishes with a 'checking out' session that asks the following questions. *What was it like to inquire? What am I taking away from today?* In addition, there is 30-minute briefing on the bridging activity and Appendix 3.9: Post-Module Questionnaire (Part A).

As this is a developmental workshop, participants must come prepared to challenge, be challenged and play an active and full part in the learning activities and discussions.

Prereading and preparation

Note that, in terms of programme design, Module 3 and Module 4 are closely interlinked: within them is a core theme (systemic challenge) that is explored over two days. This is the collaborative toolset (Appreciative Inquiry or AI) element of the Mindset, Skillset, Toolset structure that emerged as the P-BLD programme developed. The challenge and its context (current state of play) is set by the backbone organisation/convenor of the programme, in close collaboration and discussion with the facilitator. The AI tool (methodology) is used to explore a systemic challenge within IUVP. In the case of the pilot P-BLD for IUVP programme, this was **shifting the narrative from supporting violence to enacting tolerance**.

This is the same two-day format followed for Modules 5 and 6, 7 and 8, and 9 and 10.

Some prereading is required to prepare you for facilitating Modules 3 and 4, exploring AI, collective impact, and implementing systemic change. Note that this prereading also applies to participants.

- An introduction to AI: https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/
- Kania, J., Hanleybrown, F., and Splanksy Juster, J. (2014), 'Essential Mindset Shifts for Collective Impact', Stanford Social Innovation Review, Fall: 2–5. Available from: https://ssir.org/articles/entry/essential_mindset_shifts_for_collective_impact
- Chan, W.Y., Hollingsworth, M.A., Espelage, D.L., and Mitchell, K.J. (2016), 'Preventing Violence in Context: The Importance of Culture for Implementing Systemic Change', *Psychology of Violence*, 6, 1: 22–6.

1. Setting the scene: *Bogotá Change* documentary

Bogotá Change directed by Andreas Dalsgaard, is the unique and surprising story of two mayors, Antanas Mockus and Enrique Peñalosa, who have changed behaviour patterns in the Colombian capital, bringing Bogotá out of a negative spiral of violence and chaos and remaking it as something of a visionary role model for other megacities.

> *The real secret behind Mockus and Peñalosa's success is that they are two people characterised by extreme honesty and integrity in everything they do.*

Of course, this underlines the significance of their core values as leaders.

As facilitator, watch the documentary beforehand (search YouTube for 'Bogotá Change documentary'). Ensure that one of the key leaders from the backbone organisation also watches the documentary. This will facilitate discussion in the workshop. In addition, it would be good to have a discussion before the module about the questions you may want to ask participants to reflect on while they watch the documentary. One core question could be as simple as: *How is this relevant to our context?*

There are obvious links here with values as lived behaviours, and the importance of this for enabling positive change. This also links back to value-based leadership in Module 2, which should be brought in as part of the discussion.

2. P-BLD, IUVP and shifting mindsets

Activity: Riddles

Slide 8

This is a suggested icebreaker. There are many others you could use, but this activity seems to work well. The groups work to agree answers to the riddles. Each group can look at all the riddles, but ensure that each group answers only one question in plenary. You can also ask people what they learned from the activity. From experience, one of the key learning points is that it is important to think outside the box or to take a different perspective.

This session (Slides 7–16) seeks to recap some of the core foundational concepts of P-BLD. It revisits the importance of values, and how these impact on how we behave and what is seen as acceptable behaviour (or seen as just part of 'our culture').

It is also an important reminder that, while we work to change norms that condone violence, this is difficult to achieve. They are '*deeply embedded attitudes, values and behaviours*' (Hughes, 2010) which P-BLD specifically surfaces, works and engages with. These challenges include the following.

● The dark-side of leadership; '*incorporating the destructive, violent aspects of leadership*'. This relates to corruption, self-enrichment and crude abuse of power (Vince and Mazen, 2017).

● Societal, cultural and historical embedded values and attitudes that permit violence: '*If you hit your woman you love her; if you don't hit your woman you don't love her*' (Nakuru example). This relates to violent innocence (Vince and Mazen, 2017).

● Colonial remnants of repression: police force for the rich versus police service for all. This relates to symbolic violence (Tomlinson, O'Reilly and Wallace, 2013).

● How to de-monopolise access to knowledge and information, thereby access to power.

If possible, preread all the texts referenced in the above list. At a minimum, read Chan et al. (2016).

As facilitator, remind people about *Bogotá Change* and how the symbolism of values-based leadership clearly signals how a leader's behaviour sets the standard and expectations of what is acceptable, which will strongly influence their followers.

Essential mindset shifts for collective impact in IUVP

A senior representative of the convening organisation should present an overview of Slides 17–27, having read the article several times to deepen their knowledge. This is an overview of the prereading on the collective impact (as opposed to isolated individual impact) that we aim to achieve through P-BLD. You can also advise the presenter to read the article 'Collective Impact' by Kania and Kramer (2011) as part of their preparation for this session.

In Rob Worrall's original doctoral thesis (Worrall, 2014), he used the term 'collaborative advantage'. In his research, this was an outcome of 'real' collaboration, as opposed to 'collaborative disadvantage' – where the process of collaboration breaks down or where there is not a full commitment by all partners, i.e. a partner proselytising about collaboration while working against it in practice (see also Kanter, 1994; Huxham, 1996; Vangen and Huxham, 2005, 2010). Worrall (2014) believes that collective impact is an extension of collaborative advantage, with the former being a more developed concept of the latter, but with both terms coming from the same strengths-based (as opposed to deficit-based) stable.

Of course, this session is also an extension of the concept of mindset and in what way collective changes in how we think and act need to change to enable collective impact. As facilitator, it is important that you spend time really getting

to know and understanding core concepts such as collective impact. This will enable you to find your own authentic way of confidently explaining the concepts to participants. It is also important that you are able to relate the collective mindset shifts that are needed:

- Who needs to be involved?
- How do they work together?
- How do they progress (towards achieving collective impact)?

These discussions depend on what your collaborative (group of intersectoral leaders) seeks to achieve (see Slide 27). As facilitator, encourage the presenter to work on this slide so that it represents the specific context they and their partners work within.

3. Introducing Appreciative Inquiry

Appreciative Inquiry

Appreciative Inquiry (AI) is one of a number of strengths-based approaches to achieving transformational change. 'Strengths-based' means starting with what works – rather than the traditional deficit-based approach, which identifies a problem and seeks to understand what has caused it (see Slide 36). The core principles of Appreciative Inquiry, which describe the basic tenets of the underlying AI philosophy, were developed by David Cooperrider and Suresh Srivastva, starting with an article in 1987 (see References). These five principles are the building blocks for all AI work:

1. Constructionist
2. Simultaneity
3. Anticipatory
4. Poetic
5. Positive.

Drawing on these principles, in Slide 38 we have set out what we see as core to the AI approach.

As facilitator, you will need to familiarise yourself with the principles and practice of AI. The key way to do this is to go directly to the source of this approach. Therefore, it is recommended that you consult the introduction to AI mentioned earlier, as it will give you a reasonable grounding: https://appreciativeinquiry. champlain.edu/learn/appreciative-inquiry-introduction/.

Remember that AI is a methodology and approach that comes with a unique mindset and spirit. In terms of being appreciative, it:

- Recognises the best in people – their strengths, values, hopes and aspirations
- Appreciates what is working now, what we are good at, what we want more of, what assets and resources we have
- Increases in value.

In terms of inquiry, it favours:

- Discovering and learning
- Being curious
- Being open-minded to new possibilities
- Searching for solutions and better ways forwards.

Therefore, there is a clear link between AI and the type of mindset that we want our participants to develop. Reflect on this and remind participants that practising AI can help develop our individual and collective openness towards a world view that holds that in every situation, community, organisation, situation, no matter how dismal it may feel – *something works*. AI recognises that what matters is how to grow more of what already works. Furthermore, it is the very inquiry itself – the purposeful quest to discover what works, to learn from it and to apply that learning to a promising future – that energises, motivates and inspires us. We need to spend more time thinking about things that work well, so that we can understand why they work well and apply that wisdom to our future plans.

Of course, the slide structure that has been set out can also be adapted to suit your needs and your own approach as facilitator. As you become more confident and familiar with AI, you will want to emphasise the content of some slides over others, and you may also want to reorder or redesign slides. In the early stages of using AI, ensure that you follow all stages of the process (Slide 39).

Activity: One of the best?

Slide 40

This activity provides an opportunity for participants to become familiar with practising AI. Participants work with a partner and share a story about what has been one of their best experiences of their working life – when they felt most engaged and enthused. Encourage participants to stick to the theme. Notice and resist the temptation to drift into negative experiences. While one person shares their story, the other person listens and interviews them, helping the person to stay focused on their best experience and using the following questions:

- What's really important about this experience?
- What do you value most about it?

Slides 40 and 41 cover this exercise. Accompanying handouts are contained in Appendix 3.3 (an outline of the exercise) and Appendix 3.4 (which provides some key principles for conducting AI).

Defining the inquiry, challenging norms and developing an alternative narrative

As facilitator, it is important that you are clear about the focus of the inquiry and the current context and state of play of the area(s) you wish to focus on. As a core practice of P-BLD, this context should be set by a speaker from the convening organisation, and not by the facilitator. As facilitator, you need to develop your knowledge, expertise and practice in taking groups of participants through the process. You are not expected to be an expert in the theme that is being explored. In fact, not being an expert is an advantage, as you are less likely to express subjective opinions on the theme (based on knowledge, expertise and/or experience in the field). This means that you are more likely to be able to ask and challenge.

AI is also based on the idea that the best way to improve the situation, to enable transformational improvement, will come from those in the room. What you will need to do, however, is to work with the presenter who defines the focus of the inquiry, to ensure that it is clear what we are seeking to explore.

Working through four of the five stages
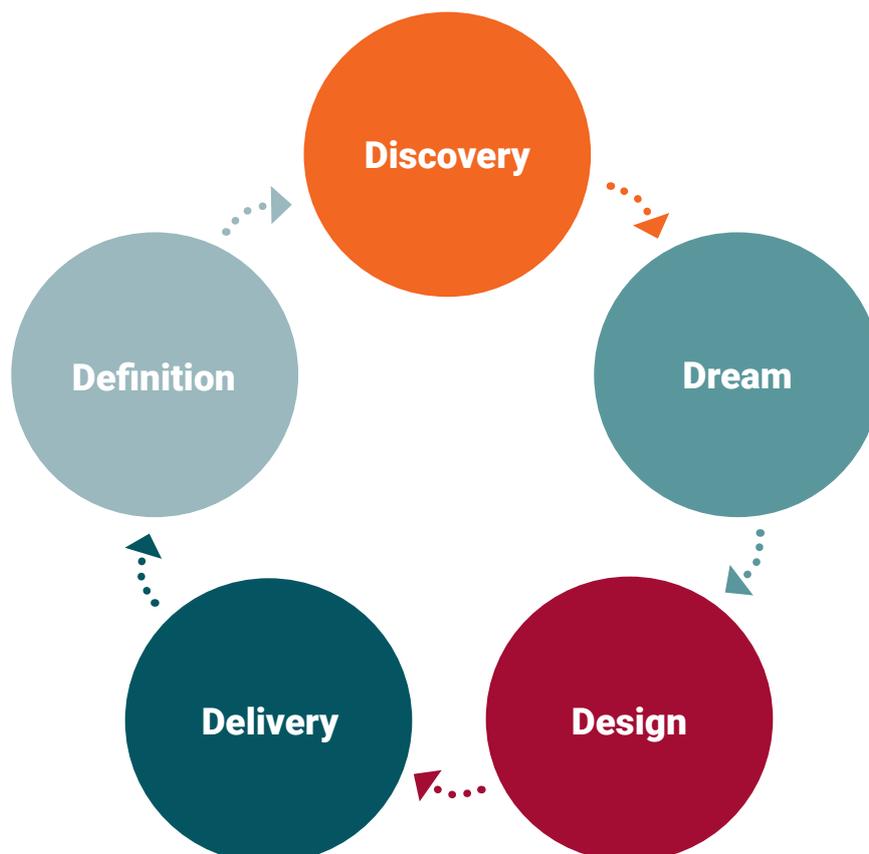
The only way to develop your confidence in using AI is to use it in practice with groups of participants. Fortunately, the approach that we take here is supported by a series of handouts as instructional guides for the participants at each stage. This also helps to guide the facilitator at each stage. Therefore, as part of your preparation as facilitator, read all the handouts and work through the slide pack. The first port of call for the participants is the facilitator. Participants will expect you to be able to explain what they need to do at each stage. The handouts are there as 'backup' for participants – not as a replacement for being guided by you. In addition, ensure that participants reflect on their learning at the appropriate stages, as guided by the slide pack and the appropriate handout. Encourage each of the groups to agree a name, as this helps forge a collective identity.

During the **Discovery** stage, participants work as individuals and in pairs, and these activities pave the way for the main collaborative work and commitment to collaborative action which takes place.

At the **Dream** stage (imagining the ideal future), groups are encouraged to create a visual representation of the ideal future, as if it is the current reality. Ensure that people feel they have the freedom to create whatever visual depiction they want to make – but it needs to be pictorial, not a list of bullet points. It is important that the group writes a headline for this ideal state. As facilitator, use your own imagination here (e.g. paint a picture of the ideal state being so groundbreaking that the collaborative is being presented with an award for its achievements at a national or international level).

The **Design** stage is where participants imagine what activities happened to enable the achievement of the ideal state. You could suggest that it has to take five years to achieve the ideal state and that groups need to discuss what steps were taken in the first 12 months. This has to be in the form of practical steps that the group can try ahead of the next module and then feedback on its experience (bridging activity). Ideally, these activities are written up 'live' as each group shares the results of its action planning. This will require someone to write up these activities as they are shared in plenary. The write-up should be to a common template, as per the module slides.

5. Appreciative Inquiry session 1: Discovery

Activity: Discovery

Slide 53

In this session, each participant finds a partner. They ask their partner to share a story of their best experience of challenging norms, values and behaviours that normalise violence. Remind them to:

- Use this as an opportunity to practise and contract to this way of working.
- Trust the process.
- Stick to the questions that they have been offered.

This exercise is covered in Slide 53 and Appendices 3.5 and 3.6.

The next part of the session (Slide 55) requires participants planning who they need to share this information with, and how and when they will do it. Participants use Appendix 3.7: Sharing the Discovery Action Plan.

The last part of the session is the bridging activity in which participants are asked the following questions: *What was it like to inquire in this way? What am I taking away from today?* (Slide 56) Participants use Appendix 3.8: Checking Out.

As a final reminder, ensure participants complete Appendix 3.9: Post-Module Questionnaire (Part A). Collect the completed questionnaires before participants leave.

Module 4

Collective Inquiry: Shifting the Narrative from Supporting Violence to Enacting Tolerance (Part B)

Introduction

The purpose of Module 4 is to help participants:

- Reflect on and explore the perpetuation of values and behaviours that normalise violence in homes, schools and neighbourhoods

- Develop an in-depth understanding of the importance of challenging norms, values and acceptable behaviours, and developing a culture of tolerance

- Apply a new strengths-based approach to identifying individual and collective leadership actions to enable the emergence of a positive culture of non-toleration of violence

- Commit to owning and reporting back on the testing out of these actions as leaders in IUVP.

Module structure

Module 4 includes the following sections:

1. Welcome, reconnecting and bridging activity
2. Appreciative Inquiry session 2: Dream and Design
   Dream: Activities 1−3
   Design: Activities 4−5

The module ends with participants completing Appendix 4.8: Post-Module Questionnaire (Part B).

1. Bridging activity: Reconnecting

Module 4 starts with the bridging activity, in which participants discuss answers to the following questions. *What was it like to inquire? What am I taking away from today?* Participants were also asked to consider these questions in Module 3 (see Slide 56 and Appendix 3.8: Checking Out).

Module 4 is an activity-based module. The activities are outlined below with reference to the relevant slides and handouts.

2. Appreciative Inquiry session 2: Dream and Design
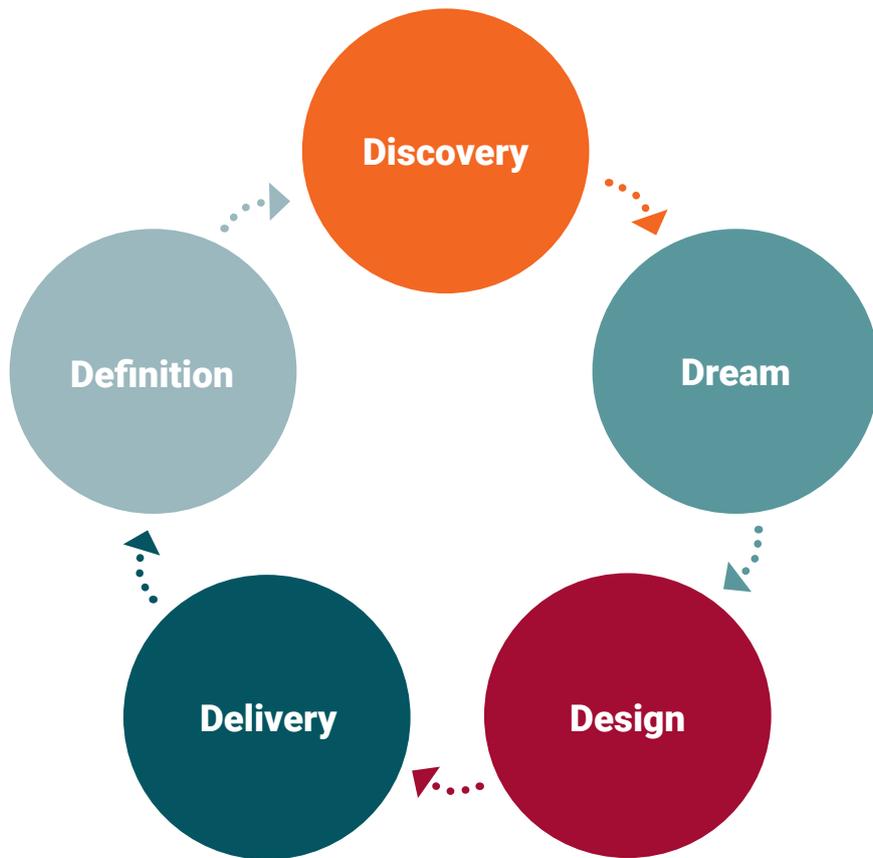
As facilitator in this session, you will take participants through five activities that make up the Dream and Design parts of the AI process.

Activities

Activity: Envisaging the ideal future

Slide 62

Ask participants to work in small groups to envisage an ideal future in which individual and collective feelings of safety, tolerance and security are the norm, rather than the exception. This can be imagined as an outcome of individual and collective experiences of challenging norms, values and behaviours that normalise violence (from the Discovery phase). Ask participants to spend 5–7 minutes individually reflecting on what it is like and to record this on sticky notes. Then ask participants to work as a group to share their visions, create and depict their collective dream, and draw it or develop a graphic. Come up with a newsflash or headline statement that describes the future. For an accompanying handout, see Appendix 4.1: Dream: What Could Be.

Activity: Sharing the dream

Slide 63

Each group presents their dream, using Slide 63 and Appendix 4.2: Open Inquiry Questions.

Activity: Identifying the enablers

Slide 64

Participants carry out interviews in groups of three, each playing one of the following roles: interviewer, interviewee or witness. Ask participants to imagine that they wake up tomorrow and everything is as it should be. Using Slide 64 and Appendix 4.3: Getting to the Dream, provide participants with the questions that they need to ask, e.g. *How did you get there? What made it possible?*

Activity 4: Design action planning

Slide 66

Use Slide 66, Appendix 4.4: Game Plan Template and Appendix 4.5: Action Plan Template to facilitate participants in their groups towards an action plan. Slides 67–73 were created during the pilot P-BLD for IUVP programme and should be replaced by whatever emerges from the groups you are working with. The text in red can be written over, using the slides as templates. Each participant will then receive a copy of the final version of the slide pack, where each group can clearly see the commitments it needs to seek to *Deliver* ahead of the next module.

Finally, use Slide 74 and Appendix 4.6: Connecting Ideas to ask participants to consider the following question: *If there is one thing that has not been said yet in order to reach a deeper level of understanding, what would that be?*

Activity 5: Reflection and check-out

Slide 75

Ask participants to use Appendix 4.7: Checking Out to reflect on the following questions: *What was it like to inquire in this way? What am I taking away from today?*

As a final reminder, ensure participants complete Appendix 4.8: Post-Module Questionnaire (Part B). Collect the completed questionnaires before participants leave.

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Module 5

Leading Change: Challenging the Norms of Sexual and Other Forms of Violence Against Women, Girls and Boys (Part A)

Introduction

Modules 5 and 6 are the content for a two-day workshop, at the end of which participants will be able to:

- Share experience of the implementation and outcomes of the agreed group actions from the Appreciative Inquiry (undertaken during Modules 3 and 4) and next steps

- Create a safe space for uncomfortable debate, leading to an enhanced level of dialogue

- Discuss and agree individual leader and collective leadership roles of the collaborative in combatting the normalisation of sexual and other forms of violence

- Collectively develop a prevention strategy for sexual and other forms of violence (using the Spectrum of Prevention).

Pre-Modules 5 and 6 Questionnaire

Before starting this module, invite participants to complete Appendices 5.1 Joining Instructions and 5.3: Pre-Modules 5 and 6 Questionnaire, which can be adapted to reflect any revision you make to the learning outcomes for the module.

Module structure

Module 5 includes the following sections:

1. Reconnecting with P-BLD

2. Delivering impact

   (a) Setting the scene: The normalisation of sexual and other forms of violence against women, girls and boys

   (b) Leading change: Challenging the norms of sexual and other forms of violence against women, girls and boys

3. Place-based leadership, discomfort and innovation

4. Creating our safe ZOUD.

This is followed by a bridging activity – Appendix 5.8: The ZOUD and Me. The module finishes with Appendix 5.9: Post-Module Questionnaire (Part A).

Prereading and preparation

This is a developmental workshop, which means that participants must come prepared to challenge and be challenged, and play an active and full part in the workshop. This involves active listening, inclusive conversations and a collaborative approach.

In order to be fully prepared for – and get the most out of – the two days, it is important that you carry out research on the key themes. You can do this in the following ways.

- Reflect on your attitudes and assumptions about the normalisation of sexual and other forms of violence and mistreatment against women and children

- Draw on your own knowledge and experience of attitudes towards the rate of incidents and forms of violence in your own community and neighbourhood

- Familiarise yourself with academic/policy literature on the causes of sexual and other forms of violence and mistreatment against women and children, and effective preventative strategies.

Below are links to several key online sources and documents. **As a minimum, please read items 1–4.**

1. United Nations (2015), Website for the 2030 Agenda for Sustainable Development. The Sustainable Development Goals (SDGs) for 2030 were adopted by the United Nations General Assembly on 25 September 2015. SDG 5 indicates strong international support for combatting sexual violence and violence against children. Available from: https://sdgs.un.org/

2. Prevention Institute (2006), *Sexual Violence and the Spectrum of Violence: Towards a Community Solution.* Michigan: Prevention Institute. Available from: https://www.preventioninstitute.org/sites/default/files/publications/Sexual%20Violence%20Spectrum.pdf

3. WHO (2017), *Child Maltreatment: The Health Sector Responds.* Geneva: World Health Organization. Available from: https://www.paho.org/hq/dmdocuments/2017/who-child-maltreatment-2017-ENG.pdf

4. UNICEF (2017), *A Familiar Face: Violence in the Lives of Children and Adolescents*. New York: UNICEF. Available from: https://www.unicef.org/publications/index_101397.html

5. UNESCO (2017), *School Violence and Bullying: Global Status Report.* Available from: https://unesdoc.unesco.org/ark:/48223/pf0000246970

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8. UNITY/Prevention Institute (2017), *Making the Case: Cradle to Community. From a Cycle of Violence to a Culture of Safety*. Michigan: UNITY/Prevention Institute. Available from: https://www.preventioninstitute.org/unity/publications/cycle-violence-culture-safety-leveraging-connections-prevent-multiple-forms

9. WHO (2017), *Responding to Children and Adolescents Who Have Been Sexually Abused: WHO Clinical Guidelines*. Geneva: World Health Organization. Available from: https://apps.who.int/iris/bitstream/handle/10665/259270/9789241550147-eng.pdf?sequence=1

1. Reconnecting with P-BLD

Leader presence

What does leader presence mean to you?

The traditional view of having leadership presence is about the ability to take command of a room, being in charge among your peers, having the confidence to share your thinking and opinion, and expecting to be listened to. This is quite a male-macho perspective of the leader and what leadership is about. It is a 'commander telling people what to do' style of leadership.

Therefore, the following question (see Slide 6) is an important one to ask participants: *What does leader presence mean to you?*' It provokes self-reflection on the kind of leader that an individual would like to become. You can elicit responses and develop the discussion further by asking participants which leaders within media, politics or history they view as having leader presence. This additional question may provoke further enquiries, such as: *Is this the kind of leader you would like to be?*

Another type of leader presence is one in which the leader demonstrates how they value the people they interact with (see Slide 7). In this leader presence:

- **A** stands for **attitude**. This involves suspending judgement and being open to being challenged and seeing things from a different perspective, and being open to learning.

- **B** stands for **being** with people. This involves not being distracted, and giving followers or peers your undivided attention when you are with them.

- **C** stands for **communication**. A good leader learns to listen before speaking – seeking to understand and then be understood. These leaders are sensitive and considerate in how they respond to people and the language they use.

This is strongly connected to the concept of the 'being' of leadership; whereas in the traditional perspective, 'knowing' and 'doing' (commanding) are dominant. Leaders who do not consider the ABC of leader presence can also become overly dominant and overbearing.

Reconnecting

This set of slides (8–21) provides an opportunity to reconnect participants with some of the key principles and tenets of practice of P-BLD, and how it connects to and supports IUVP. As facilitator, you can use this as a revision and reminder session by asking questions and challenging people to explain the significance of the concepts, tools and frameworks within the slides.

The balancing act

This reminds participants that we have choices between:

- Having a narrow focus on self-interest and self-development OR wanting to work with others and develop for the common good
- Seeing only your view on how you see the place where you live/work OR being open to other perspectives and ways of seeing place and the wider world
- Approaching issues as linear cause and effect A+B+C and unidimensional OR complex, multifaceted and multi-layered with multiple causes and solutions.

Note: Self-leader (intrapersonal) development is crucial for P-BLD; and its focus is to develop self, self-awareness and understanding in order to be better able to work with others.

Key tenets of practice

The key tenets of practice are core principles about how you as a facilitator work with participants and how participants work with each other. Be clear on what the principles mean. Be able to explain them and ensure that you practise what you preach. Model these good habits and practice.

P-BLD framework

Wider place

Organisation

Other

Self

The P-BLD framework is composed of a series of steps towards creating intersectoral collaboratives (expecting the stages that P-BLD participants will need to go through and experience) and the final practice- and research-informed framework which shows the multilevel and layered tensions that also need to be surfaced and worked with as part of the P-BLD process. Understanding the significance of tensions (or paradoxes) is essential in achieving collective impact. A core reading on this topic is *Collective Impact in Action: Thinking Differently and Embracing Paradox* (Cheuy, 2014).

A few critical perspectives on leadership within the African context argue that changing deeply embedded attitudes (which lead to the acceptance of norms that support violence) is very challenging because of different secondary themes. These themes include the dark-side of leadership-ego, self-interest, self-gratification and advancement (see Slide 15).

Slide 17 observes core concepts of the importance of developing a growth mindset if we are not to be limited in how we think we can learn, grow and develop. The significance of this concept continues to grow and be evidenced in the academic and grey literature on leader and leadership development, innovation, collaboration and organisational development. Following this, it is important to link P-BLD to the core concept of achieving collective impact through intersectoral collaboration (as opposed to narrow, limited and isolated impact – one organisation or sector).

As facilitator, it is vital that you understand collective impact. The core reading from Modules 3 and 4 will be helpful here: 'Essential Mindset Shifts for Collective Impact' (Kania et al., 2014). You need to be able to understand its significance and explain it to participants so that they are encouraged to embrace it. You also need to set out the important role of the backbone organisation as the convenor for intersectoral collaboratives.

2. Delivering impact

The first part of the slides around delivering impact reproduces the action plans that P-BLD participants created during the AI activity of Modules 3 and 4. (These are based on the templates that you will also have used for Modules 3 and 4.)

Activity: Group presentations

Slide 31

In this session, each group delivers a short presentation to report back on the following questions:

- What is your experience of implementing the agreed action plan (from Modules 3 and 4)?
- What is the evidence of impact (outcomes from the collective inquiry)?
- What actions as a group will you now take forward?
- What other opportunities do you see for taking forward the collective inquiry?
- What have you found most valuable about the experience and what are you going to do with it?

As facilitator, you can capture the information from the presentations in the tables provided in Slides 32–36 (based on four groups of participants). These can be very short bullet points or titles – just to help everyone remember the key information and to facilitate feedback and reflection at later stages of the workshops.

Slides 32–36 represent a summary of the activities that were reported back by each group responding exactly to and following the order of the questions set. Use the same templates to provide a summary for your participants on the final slide pack that you send them post-Modules 5 and 6. This will help participants to reflect on their learning and the actions to take forward.

This consistency, structure and rigour is reflective of the good practice that a P-BLD facilitator should adopt. It enables you to be consistent in how data is collected and presented back in the final slide pack sent to participants, as evidenced in Slides 32–36. This demonstrates good practice to participants and in turn reinforces and reminds participants of their commitment to follow through.

Setting the scene and leading change

These slides were prepared by the convening organisation MidRift Human Rights Network, who are responsible for: leading the overall IUVP programme in Kenya; selecting and bringing together the participants; and agreeing the core theme for the modules. In this case, the presentation comes in two parts. Part I (Setting the scene) sets out the process of how violence against women and children becomes an acceptable part of behaviour in the Kenyan context; in other words, how it becomes 'normalised'. Part II (Leading change) sets out a three-stage approach, drawn from research and practice, of how these harmful social norms can be changed and deemed unacceptable.

As facilitator, you need to work with the convening organisation for them to set the scene for how things are, and in some cases, approaches for achieving change. Encourage the presenter to focus on how things are, but not to come up with a prescribed set of answers (i.e. this is what we should do by this date). The presentation needs to challenge participants (*Is this how things should be?*) and also encourage them to be empowered and take responsibility (claim agency for) finding collective localised responses to address the issues in question. As facilitator, you also need to pay attention, study and understand the content of the presentation(s). You are not expected to be an expert or to have the answers. It is for you to have the *questions* and to encourage participants to work together to answer them – to identify their common purpose and work collectively to achieve their goals.

3. Place-based leadership, discomfort and innovation

This session builds on the idea that, while we have been educated and socialised into embracing the illusion that the world's issues have one cause that can be answered by one unidimensional response, the reality is more complex.

We are used to stability, certainty, simplicity and predictability, and many aspects of our daily lives conform to this comfortable monotony. However, there are many aspects of modern life and the wider world which are volatile, uncertain, complex and ambiguous in relation to cause, effect and appropriate response – which often have to be multidimensional and adaptive.

On the bright side, it is by learning to become comfortable with the uncomfortable that we can find more appropriate responses. We can deal with the world as it is, and not how we would like it to be. Yes, this is challenging – but it is in working with the tensions and contradictions that face us when trying to deal with complex issues such as urban violence, that we find innovative, novel and often imperfect, temporal (time-bound) but more effective solutions.

Alternatively, in seeking to agree with each other so as not to create disharmony, we may enter into group think. This is a psychological phenomenon where we agree with other people just to keep the harmony of the group, even though we secretly don't agree. Search YouTube for 'Groupthink – a short introduction'. When group think happens, we may seek simple answers based on our past experience of situations, and conveniently ignore the difference between the past and what we face now. This can ultimately lead a group of people to the worst solution to a problem (Lassila, 2008).

Where Volatile, Uncertain, Complex and Ambiguous (VUCA – see Slide 62) is the main model proposed, we see each dimension in itself and then how these dimensions interact in a particular context. There are additional models to suggest that we need to learn to be more collaborative, purposeful and courageous leaders in the face of uncertainty, and that we need to embrace paradox (i.e. become comfortable with the uncomfortable).

Such thinking is aligned to P-BLD, which encourages leaders to work *with* tensions and not avoid them. When we avoid any discomfort and look for tried-and-tested solutions, this fails to really address the complexity of the issues we face, and it leads to unidimensional, suboptimal responses. This raises questions about the extent to which a leader is able to enter areas of uncomfortable discussion about the issues they would normally seek to avoid. For example: if sexual violence is one area that is uncomfortable for a leader, they might unknowingly encourage it by ignoring what is going on in the everyday behaviours of colleagues. A leader needs to be able to take their people safely into those areas that we normally try to avoid.

Activity: Avoiding discomfort

Slide 68

This activity enables participants to reflect on the extent to which they avoid discomfort in their everyday personal and professional lives by seeking to avoid difficult issues.

Zone of uncomfortable debate (ZOUD)

It is said that 80 per cent of people spend most of their time in the zone of comfort and only 20 per cent spend time in the zone of discomfort.

One way of reinforcing the idea of the ZOUD is to ask the participants to join hands and form a circle with you. Initially, everybody extends their arms to form the largest possible circle. Ask participants to follow your steps. First, you take one step in a clockwise direction – and the group moves with you. Then you take one step in an anticlockwise direction – and the group moves with you. Ask the group how this felt.

Now ask the group to take one step towards the centre (to form a smaller circle). Again, take one step in a clockwise direction. Then take one step in an anticlockwise direction. Ask the group how this felt.

Now ask the group to take one more step towards the centre (to form an even smaller circle). Repeat the steps: clockwise, then anticlockwise. As you move closer and closer towards the centre, it becomes more uncomfortable. This is an illustration of moving from the zone of comfort to the zone of discomfort.

Slide 70 sets out what the costs are if we do not enter into the ZOUD.

Models by Professor Robin Hambleton explain that the clashes or tensions that arise from the interaction of different perspectives, experiences and approaches of different professionals within a place-based setting, create the potential for developing new and novel approaches (within these zones of innovation).

Slide 75 relates to the social dynamics of place – setting out how social innovation is created when this approach is embraced with the context of P-BLD and IUVP.

Note: It is important that you are well prepared to coherently explain these different models and how this thinking is core to the P-BLD approach – and how it is supported by the research and frameworks set out here. Read and become familiar with the sources where these concepts are explained (see Key References). Ensure that you can explain this new thinking in your own terms. Starting off as a facilitator, you might feel uncomfortable. However, as facilitator you need to enter into your own ZOUD. You need to learn to embrace discomfort and understand your own reactions to living and working with ambiguity.

4. Creating our safe ZOUD

As part of your preparation for this section, read the following 'think pieces': Appendices 5.4, 5.5 and 5.6.

Activity: Two truths and a dream wish

Slide 78

This activity, explained in Appendix 5.7, builds rapport between participants. It asks people to share information about their lived experience – things they have achieved and things they aspire to achieve or experience in the future.

Activity: The ZOUD and me

Slide 79

This activity challenges individuals to reflect on how ready they are to embrace working in the ZOUD, based on their lived experience. *How comfortable are you to deal with difficult issues?* It is crucial that you encourage participants to embrace the in-depth reflection needed to get the most learning out of the exercise. Slides 80–82 are examples of reflections shared in plenary that were written up and included in the slide pack for Module 6.

Key learning points

The key point here is that you are asking people to share their *learnings* from undertaking the activity. They do not have to share their answers to the questions if they don't want to. It relates to what they learned about: themselves from doing the activity; the concept of the ZOUD; and the benefit and purpose of applying the concept within the context of P-BLD for IUVP.

Ensure that any points shared by participants are written on flipcharts and then recorded and incorporated into the final version of the slide pack, which is sent to participants.

Activity: Agreeing our behavioural guidelines in the ZOUD

Slide 83

This activity aims to ensure that we are clear about the rules of engagement when we enter into the ZOUD. This builds confidence between people and makes them more comfortable with being open with each other when they enter the ZOUD. Slides 83–84 are examples of behavioural guidelines that came out of the plenary discussions; the guidelines were then typed up and referred to the next day, during Module 6.

After this activity, a discussion of the four core values for participatory decision-making will offer some key points to enable participants to think about how they work collectively together.

Bridging activity: Preparing to enter the ZOUD

Slide 87

Encourage participants to reflect on how they need to approach working within the ZOUD during Module 6. As facilitator, emphasise the importance of this activity in preparation for the next day's activities. Provide participants with Appendix 5.8: The Zoud and Me. Ask them to reflect on this and on their learnings earlier from Activity: Two truths and a dream wish.

As a final reminder, ensure participants complete Appendix 5.9: Post-Module Questionnaire (Part A). Collect the completed questionnaires before participants leave.

Module 6

Leading Change: Challenging the Norms of Sexual and Other Forms of Violence Against Women, Girls and Boys (Part B)

Introduction

Module 6 constitutes Day Two of the two-day workshop started in Module 5, at the end of which participants will be able to:

- Share experience of the implementation and outcomes of the agreed group actions from the Appreciative Inquiry (undertaken during Modules 3 and 4) and next steps

- Create a safe space for uncomfortable debate, leading to an enhanced level of dialogue

- Discuss and agree individual leader and collective leadership roles of the collaborative in combatting the normalisation of sexual violence and violence against children

- Collectively develop a prevention strategy for sexual or other forms of violence (using the Spectrum of Prevention).

Module structure

Module 6 includes the following sections:

1. Welcome and reconnecting
2. Exploration: Sharing views
3. Leading change: Challenging norms
4. Towards development of a prevention strategy
5. Bringing it all together.

The module finishes with Appendix 6.5: Post-Module Questionnaire (Part B).

Prereading and preparation

This is a developmental workshop, which means that participants must come prepared to challenge and be challenged, and play an active and full part in the workshop. This involves active listening, inclusive conversations and a collaborative approach.

1. Welcome and reconnecting

Activity: The human knot

Slide 91

The 'human knot' is a fun warm-up activity that encourages participants to reflect on the importance of collaboration for achieving goals (i.e. we can solve this together). Encourage participants to briefly share their learning in plenary. Completing this activity reinforces the learning.

Check people are OK in the ZOUD

Leaving the ZOUD is OK

Be sensitive

Be open-minded

Be understanding

This is a good point to remind participants about what came out of the rules of engagement activity (in relation to the ZOUD) the day before. It is also a good opportunity to ask participants to share their learning and reflections from having completed the bridging activity overnight. As facilitator, focus on drawing out key points and reflections from Appendix 5.4: The ZOUD.

2. Exploration: Sharing views

Activity: Sharing views

Slide 94

Before this activity, ask participants to form a circle with you and to follow as you step clockwise and anticlockwise (as demonstrated in Module 5). Explain that, because of the subject matter, in the next activity you will be asking participants to enter the ZOUD. Remind participants that they can leave the discussion at any time if they feel too uncomfortable with it.

The activity is described on Slide 94. It begins with individual reflection, on the causes and prevention of violence against women and children. Follow this with discussion in pairs and then groups.

Ensure that groups engage in discussion and dialogue in a respectful manner, where each group member is able to have their voice heard. This activity works very well with four groups. Each group is given two pieces of flipchart paper, each with a circle and text in the middle. The first sheet shows 'Causes' and the second sheet shows 'Prevention'. The groups present their completed sheets in plenary and these are integrated into the final slide pack sent to participants (see Slides 95–106).

3. Leading change: Challenging norms

This slide section starts with a facilitated discussion on who is to blame for the damaging norms related to violence against women and children, as discussed in the previous activity and presented in Module 5. The key point is that society is to blame but that we are all part of society; and if one accepts that we are all leaders, then we all have a decisive role to play – even if challenging such norms is uncomfortable. Otherwise, we ignore what is going on and blame it all on the 'others', the rest of society. By now, participants are probably recognising that ignoring what is happening and not taking action ('ignorance is bliss') creates its own discomfort. As is often remarked: Today it is happening to someone else's daughter or son, but tomorrow it could be your daughter or son.

You can facilitate the discussion by drawing on the activities from Module 5 (the previous day) and on individual reflections on why it is so crucial to challenge these damaging norms. You will explore these questions, as outlined in Slide 94.

It is good practice to seek to capture collective responses to the questions, using a flipchart. You could also use sticky notes, asking participants to move about and put their thoughts onto a relevant flipchart, such as 'Who is to blame?' or 'What is the role of the leader?' You could then have an additional discussion to identify themes.

The Influence Model: four building blocks of change

The Influence Model is described on Slide 117, presenting the four building blocks of change:

1. Role modelling
2. Fostering understanding and conviction
3. Reinforcing with formal mechanisms
4. Developing talent and skills.

Activity: Leading change

Slide 118

Introduce a model for leading change and ask participants to reflect on how this could be applied to IUVP. Ensure you read relevant articles so that you are clear about the significance of the model (see References).

Following the activity, start to introduce the idea of *boundary spanning* and being a *change agent*. Ensure you read relevant articles so that you are clear on the significance of the model.

Remember: During discussions, you need to judge whether this is an opportune moment to introduce this model. Factors to consider include time management and the capacity of participants to benefit from an additional model or framework at this juncture. It is for you to decide the approach. Keep the flow and manage the time.

4. Towards development of a prevention strategy

This final section introduces a collaborative tool known as the Spectrum of Prevention (Appendices 6.1 and 6.2).

6	**Influencing policy and legislation**
5	**Changing organisational practices**
4	**Fostering coalitions and networks**
3	**Educating providers**
2	**Promoting community education**
1	**Strengthening individual knowledge and skills**

The Spectrum of Prevention 'identifies multiple levels of intervention and helps people move beyond the perception that prevention is merely education. The spectrum is a framework for a more comprehensive understanding of prevention that includes six levels for strategy development. These levels … are complementary and when used together produce a synergy that results in greater effectiveness than would be possible by implementing any single activity or linear initiative' (Prevention Institute, Appendix 6.1).

Appendix 6.3: Stakeholder Analysis on Policy Implementation is another helpful tool for the following activity. It asks participants to apply the Spectrum of Prevention model to the core theme, and then present their findings back in plenary (see activity below).

Activity: Develop a presentation

Slide 124

Here you ask participants to discuss and prepare a presentation of a strategy for preventing sexual violence/mistreatment of women OR children. Encourage participants to reflect on the questions provided on the slide. Ask them to explore what might already be happening, what new activities are needed, who should be involved and what the priorities are.

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5. Bringing it all together

Capturing the activities is an important way of documenting the ideas that participants have shared. It creates ownership and commitment to those activities.

A template table for facilitators is provided in Slides 127–130 to capture the activities outlined in the presentation and to align the activity to a level of the Spectrum of Prevention. In this example, there were two groups – but you could decide that there should be more. You can remove the placeholder text and replace it with the work created by your group. The resultant progress on the suggested actions should be reported back in the modules that follow: Modules 7 and 8.

In the 'Next steps' section (Slide 131), the aim is to build on this work and use the Spectrum of Prevention with a wider group of stakeholders. The resultant progress on the suggested actions should be reported back in Modules 7 and 8.

Activity: Saying goodbye

Slide 132

It is important to practise and demonstrate appreciation of colleagues to foster personal and professional growth. Appendix 6.4: Appreciation Sentences offers a template that can be printed and shared with participants to complete. Each participant states how they have appreciated aspects of the ways a fellow participant has interacted with them over the past two days of the modules.

This encourages participants to appreciate each other and to feel valued and appreciated themselves.

As a final reminder, ensure participants complete Appendix 6.5: Post-Module Questionnaire (Part B). Collect the completed questionnaires before participants leave.

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Module 7
Leading Your Sector and System: Becoming Champions of Social Transformation (Part A)

Introduction

Modules 7 and 8 are the content for a two-day workshop, at the end of which participants will be able to:

- Share experience of the development of and outcomes from the Prevention Strategy (undertaken during Modules 5 and 6) and next steps

Mindset

- Extend the ZOUD, and achieve the tipping point for challenging the normalisation of sexual violence within and across their sector(s)
- Understand the seven mindsets of design thinking

Skillset

- Understand their preferred mode of handling conflict and learn new modes to become more effective in different situations

Toolset

- Understand design thinking as a toolset for developing more effective, human-centred solutions
- Use design thinking to succeed at the challenge designed and agreed on in the previous module.

Pre-Module 7 Questionnaire

Before starting this module, invite participants to complete Appendix 7.2: Pre-Modules 7 and 8 Questionnaire.

Module structure

Module 7 includes the following sections:

1. Becoming a change agent
2. Reconnecting with P-BLD
3. Delivering impact
4. Extending your leadership influence as an agent of social transformation
5. Embracing and using different modes of conflict
6. Learning review.

The module finishes with Appendix 7.6: Post-Module Questionnaire (Part A).

1. Becoming a change agent

One of the driving themes behind this module is the idea that empowered leaders can become agents for social change and transformation. Such leaders are vital to ensure we can develop locally specific responses to global issues. While it is acknowledged that empowering participants to become social change agents can seem daunting, the key influence factor is the extent to which they claim agency (i.e. acting on the belief that each of us has the capacity to make a difference through deliberate action). Bandura (2008), looking at the self and human agency from the agentic perspective of social cognitive theory, argues that we are not simply 'done to'. There are ways in which each individual can influence their functions, their own life and circumstances and, by extension, their external environment (by working with others).

Core properties of human agency

According to Bandura, there are four core properties of human agency.

1. Intentionality

People form intentions that include action plans and strategies for realising them. This usually involves other participating agents; therefore, collective endeavours require commitment to shared intentions and coordination. Within families and educational, professional and social groups, effective group performance is guided by 'collective intentionality' (Searle, 1990), in which one negotiates and accommodates self-interests to achieve unity of effort within diversity.

2. Forethought

This enables the temporal extension of agency, where individuals set themselves goals and anticipate likely outcomes of prospective actions to guide and motivate their efforts. We can use visualised goals so that, when projected over time, a forethoughtful perspective provides direction, coherence and meaning to our lives.

3. Self-reactiveness

In order for the intention and plans to be realised, an agent has to engage in self-regulation. This enables a vision to be realised by adopting personal standards, constructing appropriate courses of action, monitoring and evaluating our own actions. We do things that give us satisfaction and a sense of self-worth, and refrain from actions that bring self-censure.

4. Self-reflectiveness

People are agents of action and also self-examiners of their own functioning. Through functional self-awareness, we reflect on the meaning of our pursuits, our personal efficacy, and the soundness of our thoughts and actions. As Bandura (2008) argues, the metacognitive ability to reflect upon oneself is the most distinctly human core property of agency (Astin and Astin, 1996).

This Social Change Model of Leadership Development is seen as 'the leadership development model' for the twenty-first century. It strongly aligns with the foundational tenets of P-BLD practice. The Social Change Model of Leadership Development was created in 1993 by the Higher Education Research Institute of the University of California Los Angeles (UCLA). It denotes *leadership* as a purposeful, collaborative, values-based process (rather than a mere position or title) that results in positive *social change*.

The Social Change Model of Leadership Development (1996, Version III) aligns with P-BLD in several ways.

- It emphasises the need to understand self and others to create community change.
- It is less about the leader and more about the leadership community.
- It is inclusive in that it is designed to enhance the development of leadership qualities in all participants – those who hold formal leadership positions, as well as those who do not. (P-BLD also emphasises leadership as a mindset.)
- It sees leadership as a process, rather than a position. The values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship and service are explicitly promoted. (P-BLD also emphasises leadership as a product of human social interaction.)
- It works at different levels: individual, group and community. (P-BLD also considers organisation/sector and wider place.)
- It emphasises the importance of having a strong values-based approach (see table below).

Values are core critical elements of the Social Change Model. The following table shows seven key values.

Individual	Consciousness of self	Awareness of the beliefs, values, attitudes and emotions that motivate one to take action.
	Congruence	Thinking, feeling and behaving with consistency, genuineness, authenticity and honesty.
	Commitment	Motivational energy to serve, and that drives the collective effort. Commitment implies passion, intensity and duration.
Group	Collaboration	Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
	Common purpose	Working with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
	Controversy with civility	Recognises two fundamental realities of any creative group effort: that differences in viewpoints are inevitable, and that these differences must be aired openly but with civility.
Community	Citizenship	Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.

Source: University of California, Berkeley

Activity: Becoming a change agent

Slide 6

The key point to remember with this initial activity, is that we simply want participants to reflect on and share their thoughts and perspectives on what it means to be a change agent. We want participants to assert their individual and collective role and potential influence (power) as change agents for enabling social transformation. At this point, do not overburden participants with theory: it is more important that *you* as facilitator understand the underlying theoretical underpinning. Keep it simple in the workshop. Draw a circle on a flipchart. Add the words 'change agent' to the middle of the circle and extend lines out to capture participant responses. You can also write these up and include them in the final version of the slide pack sent to participants (see Slide 7 as an example).

In this activity, you are asking the participants how they see the role of a change agent and the kind of behaviours they should be exhibiting. This sets the tone for the two days of Modules 7 and 8, and it brings to the fore the expectations participants have of themselves and each other.

You could remind participants that change is often foisted on us from the outside (outside-in), whereas transformation starts with the inside (inside-out). Transformation starts with us as individuals.

2. Reconnecting with P-BLD

Reconnecting to the ZOUD and social innovation

This section is a revision of the key concepts and models from Modules 5 and 6. Do not present the material to participants a second time. Instead, facilitate a discussion on people's key learning points, and the significance of this for leading IUVP. You could start with a general discussion, showing the title slide (Slide 9).

If participants are not forthcoming, you can run through the slides one by one in this section. However, the key approach should be about questioning to elicit responses and a discussion – rather than just telling. Remember: we know *you* know; we need to know what *they* know, and *how* they have applied the learning (the 'So, what?' question).

It is worth reminding participants that **social innovation** can be defined as:

a novel solution to a social problem that is more effective, efficient, or sustainable than existing solutions and for which the value created accrues primarily to the society, rather than to private individuals.
(Deiglmeier and Greco, 2018)

In other words, social innovation involves: '*vital mindset shifts in leadership from individual wealth motives to collective consciousness for the greater good*' (Deiglmeier and Greco, 2018).

3. Delivering impact

These slides cover the agreed action plans from Modules 5 and 6 in relation to using the collaborative tool of the Spectrum of Prevention. However, the key section here is the bridging activity, reporting back on implementing the action plans, as per the questions set at the end of Modules 5 and 6.

4. Extending your leadership influence as an agent of social transformation

Leadership influence as an agent of social transformation

This section builds on the initial activity that asks participants what they understood by the term 'change agent'. This section argues that leadership is for a purpose: problem-solving. It argues that complex problems, such as urban violence prevention, require adaptive leadership.
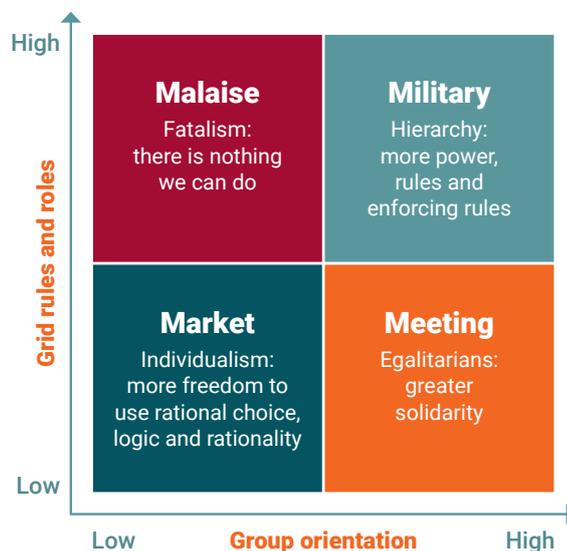
In looking at these four primary ways of organising social life, we can introduce the model by Douglas and Wildavsky (1982). It sets out four types of organisational culture. It is based on the extent to which there are: formal roles/rigidity (e.g. government bureaucracy) or flexible roles (e.g. an informal club). It is also based on the extent to which groups are important (e.g. a football team) or individualism reigns (e.g. a meeting of entrepreneurs). It argues that, across time, space and subculture, social organisation can be categorised into four 'world views', which have important societal correlates (Slide 30). Therefore, the important question for participants is: *What type of leadership culture do you want to develop as a collaborative in IUVP?* Ask your participants this question.

Three models of leadership are shown in Slides 32–34: moral, servant and steward. These are all founded on the idea of the leader serving the community/organisation/society for the greater good. These models offer three different perspectives on the type of leadership on which we would like participants to model their individual and collective approach. (It links back to a previous question: *What is your purpose as an individual leader?*)

The concept of 'tipping point' is then introduced. This is linked to the popular book by Malcolm Gladwell (2000), which uses various examples (such as Hush Puppies shoe sales in the mid-1990s and the steep drop in New York crime rates after 1990) to explain how ideas, products, messages and behaviours can spread like wildfire. This theory argues that a minority of people can influence social change dynamics, so that the new behaviours become adopted by the majority. (Recent research suggests the critical mass is about 25 per cent. See Centola et al., 2018.) This concept is then connected to the idea that we learn best when we are pushed into trying things that are outside our comfort zone (adaptive learning).

Being an agent of transformational social change means being out on the edge (behaving in a way that the majority do not) and becoming a model of positive behaviour and influence (being part of the minority that builds the critical mass). Being uncomfortable in a situation, if you can learn to handle it, can lead to significant personal growth. We can become comfortable with the uncomfortable.

Activity: Adaptive learning discussion

Slide 44

The key question here for participants is within the social dynamics of place: *What is your role in encouraging adaptive learning (trying new ways, behaviours and approaches – social innovation), despite the risk of failure, to achieve collective impact?'*

Participants are then asked about their role in achieving the tipping point and becoming an agent of social transformation. It is important that the responses are recorded and included in the final slide pack sent to participants.

continued

As explored in Module 5, traditional styles of leadership can have quite a male-macho perspective of 'leader as commander'. Therefore, the question about adaptive learning is an important one for participants. It provokes self-reflection on the kind of leader an individual would like to become. You can elicit responses and develop the discussion further by asking participants which leaders within media, politics or history they view as having leader presence. This additional question may provoke further enquiries, such as: *Is this the kind of leader you would like to be?*

Activity: Building platforms of influence: Your sector, your challenge

Slide 47

This the main activity for the section on leadership influence as an agent of social transformation. Participants are asked to imagine they had transformed mindsets (within their sector) to enable action on a significant issue in the context of urban violence prevention.

This is a pair activity so that individual participants do not feel exposed, and every participant has enough time to tell their story. This should enable people to consider how they can become leading influencers of transformational social change within their sector. It is important for participants to be able to 'feel' what such an achievement would be like (see Slide 48). Ensure you allow enough time for this activity so that participants can maximise their learning.

5. Embracing and using different modes of conflict

This is the skillset section of the two-day workshop. It introduces the idea that conflict is a natural part of collaboration, but what matters is how we *manage* it. It is an exploration of the different styles (approaches) we can use, depending on the situation we face.

Slides 49–58 can be used to facilitate a collective discussion about: how people define conflict; what causes conflict; its positive and negative effects; and what gets in the way of managing conflict effectively. Give participants time to discuss these questions individually or in groups. Draw out and record the answers in plenary. You can also add the answers to additional slides as part of the final slide pack sent to participants. For example, on Slide 50, the response circles that

surround the central question 'What is conflict?' are reproduced from the flipchart notes from one such plenary discussion.

In the next section, as facilitator, your role is to enable participants to think about the different ways they respond to conflict and to reflect on how responses can be moderated and adapted by choosing a different approach or style. You might want to start by asking this question: *How do you respond to conflict?*

Our thinking in this section is facilitated by discussing the model developed by Dr Ralph Kilmann and Dr Kenneth W. Thomas, pioneers in the study of conflict management (Slide 60). The model shows five different responses that a person may have in a conflict situation where two or more people appear to be incompatible. The model is concerned with considering a person's behaviour along two different dimensions:

1 **assertiveness,** the extent to which the person attempts to satisfy his own concerns, and

2 **cooperativeness,** the extent to which the person attempts to satisfy the other person's concerns.

These two underlying dimensions of human behaviour (assertiveness and cooperativeness) can then be used to define five different **modes** for responding to conflict situations. A description of the five different modes is given in Appendix 7.3. You now need to take the time to explain each of the five modes, before providing participants with Appendix 7.3.

Activity: Conflict-handling modes and scenarios

Provide participants with Appendix 7.3: Conflict-Handling Modes and Scenarios. In their table groups, participants read the scenarios and discuss what would be the best mode to use to respond to the conflict situation. Ask one or two group members to focus on a specific scenario and then share their reflections with the rest of the group.

As the participants share and discuss their perspectives, encourage them to reflect on their preferred mode and to consider whether they might be over-reliant on a particular mode. Ask participants to consider which mode(s) they would like to use more often. Refer to Slides 61 and 62 for additional guidance.

In plenary, ask each of the table groups to feedback on one scenario. In discussing the five conflict modes and when best to use each one, ensure participants understand that 'avoiding' is not always negative. It depends on the situation, i.e. *Is it an issue worth tackling?*

Activity: Conflict Management Diary

As part of the preparation for this reflective activity, you could share and summarise the steps for managing conflict (below).

Provide participants with Appendix 7.4: Conflict Management and Reflective Practice. Invite participants to engage in further critical reflection to consider their responses in past and future conflict situations.

Steps for managing conflict

1. **Confront** the conflict. Acknowledge to yourself that a conflict exists. Communicate to the other party that there is a conflict. Assert positively your wants, wishes and preferences.

2. **Understand** the other person's position. Listen, give feedback and restate their position to show you understand. Use 'I' statements rather than 'you' statements ('blame language').

3. **Define** the problem(s). Try to reach a mutually acceptable definition of the problem. Acknowledge your strengths and vulnerabilities. Be prepared to change, if necessary. Be honest.

4. **Search** for and evaluate alternative solutions. Collaborate to obtain a mutually acceptable solution. Separate creating alternatives from evaluating them. Solve the most manageable problems first. Jointly ask: *Which solution looks best?* not *Which solution do I prefer?*

5. **Agree** on and implement the best solution(s). Treat the agreement like a contract. Seek great clarity and specificity. State who will do what, by when, etc.

Slides 61 to 67 provide a summary of the factors to consider when deciding which approach to use. Additionally, some general guidance is provided on managing conflict.

6. Learning review

Bridging activity

Slide 68

Appendix 7.5: Bridging Activity asks participants to reflect on the following questions for Day Two of the workshop, and to be prepared to feedback.

- What are your key learning points from today?
- How are you going to apply them when working across your sector to achieve the tipping point?

As a final reminder, ensure participants complete Appendix 7.6: Post-Module Questionnaire (Part A). Collect the completed questionnaires before participants leave.

Module 8
Leading Your Sector and System: Becoming Champions of Social Transformation (Part B)

Introduction

Module 8 constitutes Day Two of the two-day workshop started in Module 7, at the end of which participants will be able to:

- Share experience of the development of and outcomes from the Prevention Strategy (undertaken during Modules 5 and 6) and next steps

Mindset

- Extend the ZOUD, and achieve the tipping point for challenging the normalisation of sexual violence within and across their sector(s)
- Understand the seven mindsets of design thinking

Skillset

- Understand their preferred mode of handling conflict and learn new modes to become more effective in different situations

Toolset

- Understand design thinking as a toolset for developing more effective, human-centred solutions
- Use design thinking to build an effective violence observatory.

Module structure

Module 8 includes the following sections:

1. Welcome, reconnecting and bridging activity
2. Action plan: Better by design
3. Phase 1: Inspiration – Empathise and Design
4. Phase 2: Ideating and Defining a prototype
5. Phase 3: Implementation
6. Learning review.

The module finishes with Appendix 8.3: Post-Module Questionnaire (Part B).

Prereading and preparation

For the section entitled 'Action plan: Better by design', there is considerable guidance online about the design thinking approach. In P-BLD we use the models and slide pack provided by the IDEO organisation, available from https://www.designkit.org. As part of your preparation as facilitator, explore the website, watch the podcasts, and read through the Facilitator's Guide for Human-Centred Design (HCD), available from https://www.designkit.org/resources/7. You may also want to take a look at the Design Kit, available from https://www.ideo.com/post/design-kit (see References).

This section includes an icebreaker activity. Of course, there are several other icebreaker or reconnection activities you could use. Many of these can be found online, such as: https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/Facilitator-Toolkit.pdf.

There is no prereading for participants.

This is a developmental workshop, which means that participants must come prepared to challenge and be challenged, and play an active and full part in the workshop. This involves active listening, inclusive conversations and a collaborative approach.

1. Welcome, reconnecting and bridging activity

Bridging activity

Slide 72

This is essentially a review of what participants learned during Day One of the workshop (Appendix 7.5: Bridging Activity).

Remind participants to reflect on their learning and their commitment to action (the 'So what?' question) from Module 7. Participants should be prepared to share their learning and action points at the beginning of Module 8. In completing Appendix 7.6: Post-Module Questionnaire (Part A), participants will have laid the foundations for this reflection.

As facilitator, ask people to feedback to each other on the two questions in the bridging activity. They can work in pairs or groups of three, and then as a whole group. This encourages people to hold each other to account in terms of making clear commitments to action. At the group level, you could encourage one person to provide feedback in plenary. This feedback could also be written on flipchart paper (one sheet for each group), depending on the time available.

Activity: Draw your neighbour

Slide 73

This activity is a light-hearted way of encouraging people to assess how well they know each other. They can either draw each other or draw an introduction to themselves and get the other person to decipher what it says about them. You may want to show one or two of your own drawings to emphasise that the participants don't need to be Picasso. If people are drawing each other, have them work in pairs and give them a time limit by which they should simultaneously show each other their 'masterpiece'. You could fix the drawings to a flipchart or display them on a wall and, during the coffee break, ask other groups to guess who the pictures depict.

This activity is a useful reminder to participants that the rest of the workshop will require them to work outside their comfort zone, using imagination and creativity.

2. Action plan: Better by design

This is the collaborative toolset part of the two-day workshop that includes Modules 7 and 8. There are a couple of significant points you need to reflect on as you prepare to deliver and facilitate Day Two (including the preparation work outlined at the beginning of this module).

You will be reminding participants that leading social transformation also requires transformation of self (from the inside out). This is one of the key messages from Module 7. It links back to opening your mindset so that you can learn and work outside your comfort zone to enable adaptive and deeper levels of learning and reflection. It also links to your skillset – learning to embrace and manage conflict effectively, as a core part of collaboration.

VIABLE

Business

Start here ••••••▶

DESIRABLE

Human

FEASIBLE

Technology
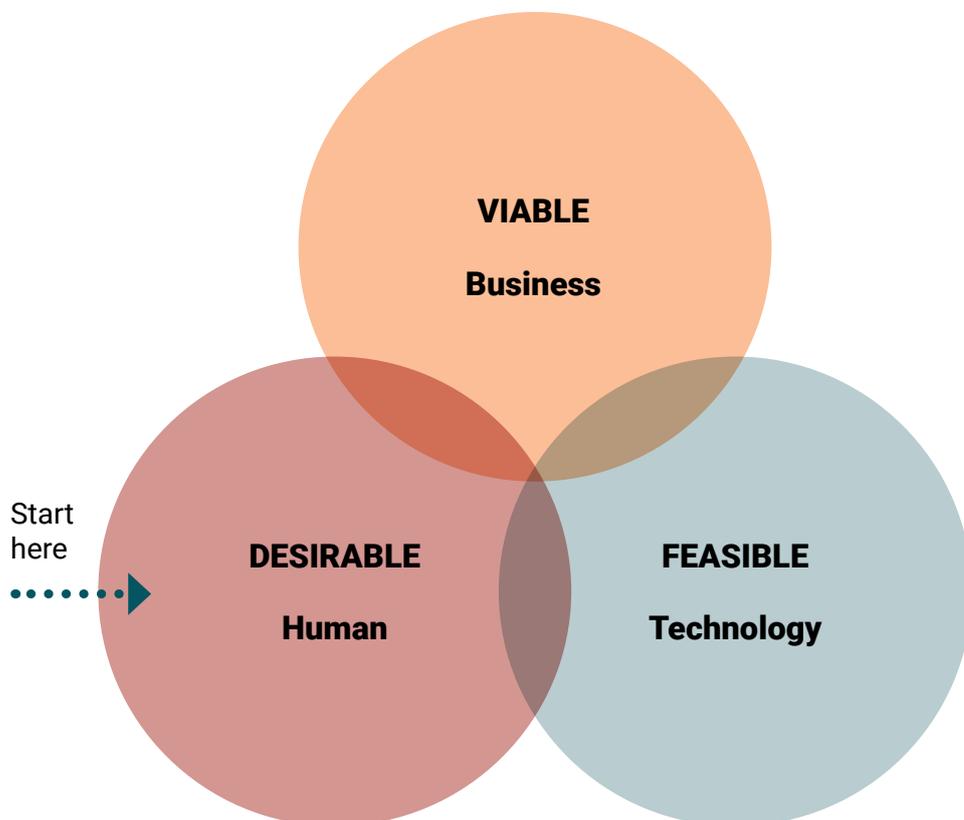
Source: www.designkit.org

The introductory section provides an overview of Human Centred Design (HCD) and how it enables social innovation. This guide provides one example of how HCD has worked in the developing world, and there are numerous other examples you could use and adapt from www.designkit.org. HCD puts the service- or product-user at the centre, seeking to ensure that what is produced fits their real needs. The IDEO slide pack includes an introductory animated podcast. As facilitator, ensure you familiarise yourself with such resources, so that you are able to respond to any questions in an informed way.

If participants perceive that you are informed and that you understand the philosophy and approach of HCD, they will be more likely to feel confident to embrace a new way of working. Remember: for many participants, working with HCD for the first time will be outside their comfort zone. It would be opportune to explicitly mention this as a process of learning in which we may all feel some discomfort at the start. Remind participants about the ZOUD and the need to have a growth mindset. The HCD resources include an animated podcast called Creative Confidence, which will be useful for participants.

Familiarise yourself with the Mindsets section of HCD so that you are confident in leading and facilitating any discussion on this section. As part of this preparation you should study the concepts of:

● Convergence and divergence (as an integral and continual part of the natural flow of the HCD process)

● the five stages and three phases.

The final slide in this section provides an overview of some of the available methods within HCD. There is not enough time to cover everything: you can give participants only a brief grounding in the core ideas and concepts that underpin HCD. However, you can encourage participants to follow up their exploration as part of their post-workshop reflections and further learning.

In terms of the stages of HCD, during the workshop, you will work on the Inspiration and Ideation stages. The process will need to be adapted to what we are able to achieve within our specific workshop context. This requires creativity and imagination.

Learning about the audience for whom you are designing

Brainstorming and coming up with creative solutions

Returning to your original user group and testing your ideas for feedback

EMPATHY   **DEFINE**   **IDEATE**   **PROTOTYPE**   **TEST**

Redefining and focusing your question, based on your insights from the empathy stage

Building a representation of one or more of your ideas to show to others

Source: www.designkit.org

3. Phase 1: Inspiration – Empathise and Design

This section covers the Inspiration Phase. The first two stages of this are Empathise and Design. The focus is on understanding people as service- and product- users. Slide 93 provides a summary of what will be covered – it is about diversity of ideas and divergence.

An example of Framing the Design questions (with answers) to be worked through are provided in Appendix 8.1: Framing Your Design: Example. A blank template is provided in Appendix 8.2: Framing Your Design: Template. However, in order to speed up the process, we have already selected the Design Question (Framing the Design) and this is presented by the convening organisation (in this case, MidRift Human Rights Network), which is built around the need for a violence observatory.

The tendency here could be to provide participants with a finished work, i.e. 'This is why it is needed; this is what we have done so far; this is what we plan to do; and please confirm we are right'. While it is important to set the context (this is why it is needed), and these could be some of the challenges, the design question should be open enough to encourage service-users (and perhaps data providers) to want to engage in the process.

Slides 95–101 are example slides from a previous delivery of this programme. Use these to develop your own slides to take participants through the process.

In practice, this means there needs to be close working between the presenter and the facilitator to make sure that the question is clear and that participants are not provided with so much information that it feels like the overall approach has been decided. Remember: regardless of the design question, in framing the question, we want to build commitment and buy-in.

Research

In the real world, we would carry out research in the field. In Day Two of a two-day workshop there will not be time to do all this. Therefore, you need to simulate this part of the process.

Note that the participants could be providers of data but also service-users of the data. In relation to Slide 102, remember that we are taking a strengths-based approach and assuming that the answer will emerge from the everyday lived experience of the people who are experts on their own lives. *Just listen and learn.* Listen to what is being told to you, rather than assuming you have the answers. This links back to how important it is to frame the design in an open manner.

Activity: Data sharing

Slide 106

Get participants to think about what stops data being shared. You can discuss whether the barriers are because of issues such as data protection and confidentiality – or whether these are excuses founded in mistrust. This is an important debate to be had, as it gets participants thinking about their mindset in relation to data sharing and what they do to facilitate such a process.

Activity: Prepare for the field

Slide 108

This is where we create the field, since we do not have the time to send participants out to interview and observe partners (potential service-users or data providers). Here participants play two roles: the interviewer and the interviewees. In practice, we found that the process ran smoothly. As facilitator, the key aspect is for you to explain what is being done, and why and how it relates to real-life practice. Please ensure that participants take copious notes and, where possible, facilitate one-to-one interviews to maximise data generation.

4. Phase 2: Ideating and Defining a prototype

This is the most exciting phase of the process – Ideation (Ideating and Defining a prototype). The different elements are self-explanatory. As facilitator, the key for this activity is for you to rehearse the process by yourself initially. You will then be able to explain each of the activities, the time allowed for each one, and what needs to be produced. In this second phase, ensure that a number of representatives from the convening organisation are also briefed and that they have an opportunity to ask any questions. The representative is essentially a participant like any other – but they could also offer guidance and clarification to the group if needed. However, it is important that the representative does not seek to dominate or drive the group dynamics.

As facilitator, it is important that you explain the three-step process, and that at this point each representative observes whether there are any questions from their group. If the representative is well briefed, they should be able to answer any queries and clarify for you, as facilitator, where necessary.

The time allowed for each step should be well managed to ensure it fits within the programme. Of course there is some flexibility, but do not allow groups to overrun by too long, as this could undermine the dynamism. An element of competition (not being seen to be slowest wagon in the convoy) can also help keep up the pace and excitement. All groups should start each step at the same time.

Activity: Ideation − Steps 1, 2 and 3

Slide 113

1	2	3
Download your learnings	Find themes and insights	Craft 'How might we' questions

Source: www.designkit.org

Based on the interviews (or field research) your participants have undertaken, the three-step ideation activities are designed to:

● 'Synthesise' (summarise, simplify and consolidate) the key learning gained from those interviews

● Identify key themes and insights from that data

● Develop positive, aspirational 'How might we' questions: *How might we change/tackle/provide …?*

These questions need to have balance – not too broad, and not too narrow. These same questions will be used in the next activity in the process for ideating and defining a prototype. Slides 114–116 take you through the three steps.

Activity: Brainstorming

Slide 118

This process should be quick-fire and dynamic. Ensure participants are clear about the rules. Encourage participants to offer up wild ideas and, at the same time, ensure that each person is listened to. It should not be a 'free for all': it is your role as facilitator to ensure everybody participates, and that you don't always hear from the same people who may be keen to explain their ideas in detail. Again, representatives may need to remind participants about this.

Remind groups that they need to get down to their main idea (or set of ideas).

Activity: Prototyping

Slide 120

1	2	3	4
Storyboard	Rapid prototyping	Get feedback	Integrate feedback and iterate
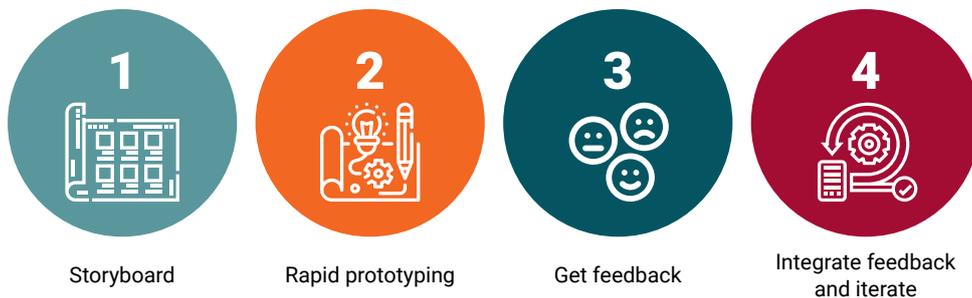
This section briefly describes the HCD process (Slides 121–126). It is not possible to undertake all the steps within the workshop (unless you decide to extended it by a day or two).

This activity leads groups to build their prototype. The group makes clear what 'How might we' question they seek to answer, and whether it is a tool, process, role or environment they seek to create. Each group presents their prototype to their partner group (the one they interviewed, and were interviewed by, in the Research stage) and shares the questions they need to answer as part of their presentation.

Finally, the groups provide structured feedback to each other. As facilitator, a key role here is to ensure good time management so that both groups receive equal time and attention.

5. Phase 3: Implementation

This final phase – Implementation (Testing) – cannot be carried out during the workshop. This session generally allows 45 minutes for discussion around this final phase of the process, but you might decide to have a shorter discussion.

If there is time, there could be a facilitated discussion with the convening organisation responding to the ideas, and initial discussions on how it can work with each group to test out a prototype, or further develop it to be tested out at a future date (to be agreed). If time does not allow for detailed discussion, ensure there is a clear commitment to discuss implementation (testing out) as a follow-up to the workshop.

6. Learning review

Whatever is agreed in terms of implementation, the results should be reported back in Modules 9 and 10. In essence, this will be the bridging activity. The Learning Review questions (Slide 133) provide a structure for what needs to be considered. Use your intuition in terms of how to handle this final section. It is important to ensure you get a clear commitment to implement (try out) and report back on progress and learning.

As a final reminder, ensure participants complete Appendix 8.3: Post-Module Questionnaire (Part B). Collect the completed questionnaires before participants leave.

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Module 9

Shaping the Future: Intra- and Inter-place Collaboratives for IUVP (Part A)

Introduction

Modules 9 and 10 are the content for a three-day workshop, at the end of which participants will be able to:

- Share experience of the development of and outcomes of developing an action plan (undertaken during Modules 7 and 8)

- **Mindset:** Nurture an open mindset – learning intellectual humility

- **Skillset:** Master conflict by understanding your triggers and choices

- **Toolset:** Work in collaboratories – using dynamic tensions to create innovative responses to shared Urban Violence Prevention Priorities

- Celebrate and appreciate all we have achieved: individually, collectively and across place.

Module structure

Module 9 includes the following sections:

Day One of the workshop starts with registration and completion of Appendix 9.4: Pre-Modules 9 and 10 Questionnaire.

1. Welcome, introductions, purpose and objectives
2. Nurturing your growth mindset
3. Mastering conflict
4. Learning review.

Day One finishes with Appendix 9.5: Post-Module Questionnaire (Part A).

Prereading and preparation

- Snow, S. (2018), 'A New Way to Become More open-minded', *Harvard Business Review, November.* (See Appendix 9.2.)

This is a developmental workshop, which means that participants must come prepared to challenge and be challenged, and play an active and full part in the workshop. This involves active listening, inclusive conversations and a collaborative approach.

As facilitator, it is recommended that you also read:

- 'Six Tricks to Mastering Conflict' (see Appendix 9.3).
- Krumrei-Mancuso, E.J., and Rouse, S.V. (2016), 'The Development and Validation of the Comprehensive Intellectual Humility Scale', *Journal of Personality Assessment 2016*, 98, 2: 209–21.

Also, in readiness for the section entitled 'Nurturing Your Growth Mindset', complete The Intellectual Humility Test, available from: https://www.shanesnow.com/take-the-intellectual-humility-assessment.

1. Welcome, introduction, purpose and objectives

Overall approach

As in preceding modules, Modules 9 and 10 are designed as complementary (Parts A and B). However, rather than being delivered sequentially for two days in each place, they bring together two place-based collaboratives (with 25 participants each) to collaborate, work and learn together over three days in one place.

The **core learning objectives** are the three key developmental areas within the P-BLD philosophy and programme:

1. **Mindset:** Nurture an open mindset – learning intellectual humility
2. **Skillset:** Master conflict by understanding your triggers and choices
3. **Toolset:** Work in collaboratories – using dynamic tensions to create innovative responses to shared Urban Violence Prevention Priorities.

At the culmination of the three-year programme, the team were enabled to design a three-day (more intensive) intervention to include both intra- and inter-place learning and collaboration. The team realised this would be more demanding and challenging for all participants, compared to the two-day, single-group intervention in each place, which had characterised the preceding modules. However, the team also considered that this was an ideal opportunity to deepen understanding and strengthen relationships between participants from the two different places, and ensure deeper levels of dialogue and insight to shape the implementation of core themes from the violence prevention policy.

The design was guided by the evolving Evidence- and Practice-Based Model for the Design of Effective P-BLD for IUVP Programmes, which has been showcased at several practitioner learning events in the UK and Ireland, and which is the subject of a separate academic paper currently being written for submission to the *International Journal of Public Leadership* (Worrall & Kjaerulf: in development).
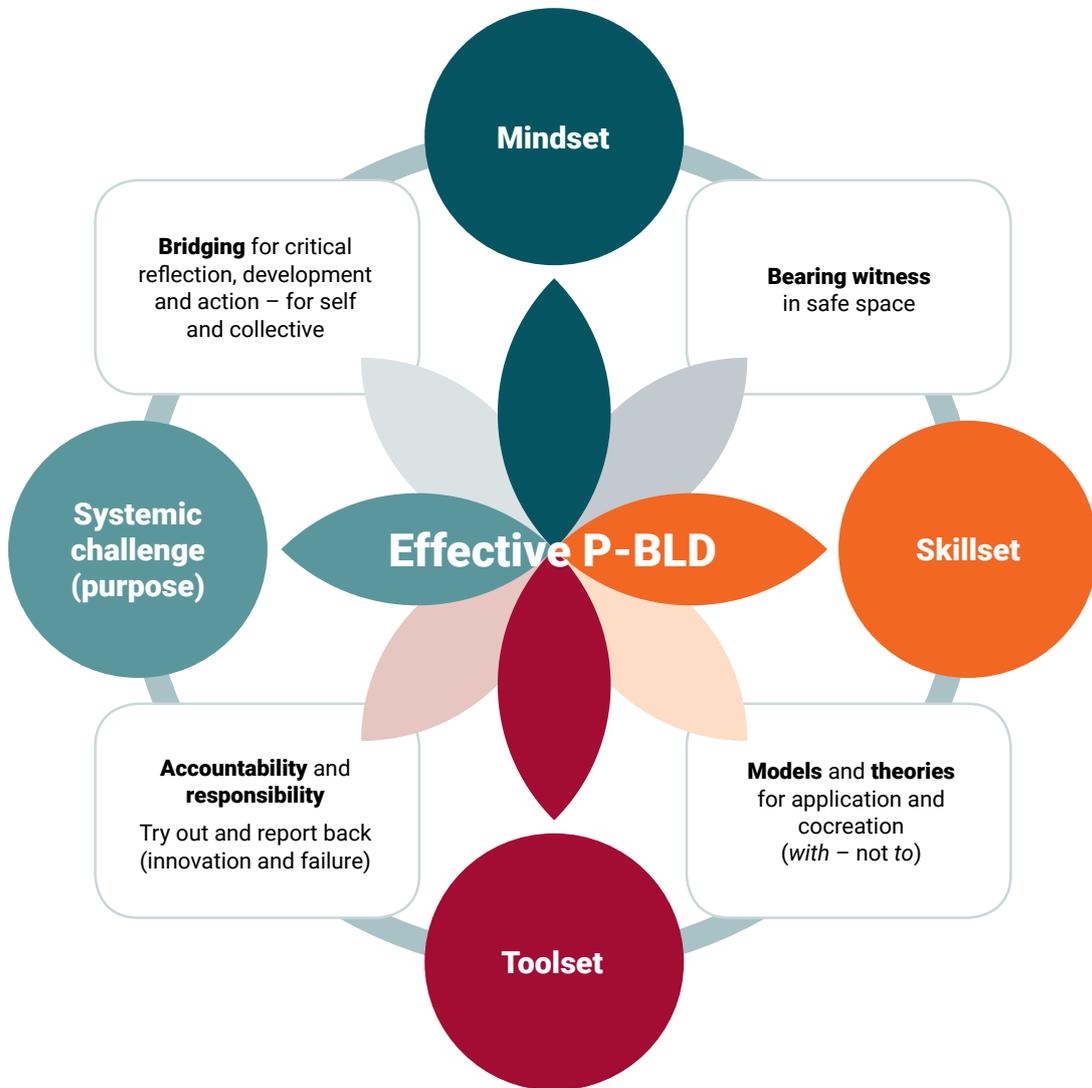
Evolving Evidence- and Practice-Based Model for the Design of Effective PBLD for IUVP Programmes

In addition, the team were keen to offer continuity and also growth in their core approaches, influenced by the latest academic and practitioner-focused research and practice. As facilitator, ensure you consider time management during this module, as you will be working with twice as many participants (50) and over three days instead of two. Again, preparation is key. Work closely with the convening organisation to ensure there are adequate breakout rooms or ideally (and weather-permitting) external spaces for the intragroup and intergroup activities. The plenary session also needs to be held in a room where there is adequate space for 50 people (about 8 group tables) with adequate daylight and refreshments, and where

the energy and dynamism can be kept going. It is also important to have space for a meeting with those supporting you from the convening organisation – for a detailed run-through of the three days. Workshop management becomes complex on Days Two and Three, and you need to be clear where people should be at different times.

We have also designed in an opportunity to test out others as co-facilitators on Days Two and Three (which is explained later).

Activity: Bridging review

Slide 5

The structure for the reporting back is set out in the slides, and is a reproduction of the instructions given for the inter-module bridging activity at the end of Modules 7 and 8. We would expect the groups who developed the action plans in Modules 7 and 8 would report back on their experience of its implementation. As an example from a previous workshop, the convening organisation – MidRift Human Rights Network (MHRN) – provided an update on the development of the violence observatory in consultation with the groups.

As facilitator, ensure that the presentations provided by the groups follow the same structure set out in the bridging review slide that was shared in Modules 7 and 8. The slide can be adapted, depending on the theme for the collective toolset/systemic challenge element of Modules 7 and 8. However, remind your groups of the need for consistency in the structure of the implementation and learning review they present at the beginning of Modules 9 and 10.

As facilitator, you may wish to capture the presentations and include them in the final slide pack sent to participants. If you do not want four group PPT presentations, you can ask groups to present using flipcharts. Then the groups can review each other's flipcharts as each group presents their case (like visiting a market or trade stall). However, as facilitator, you need to manage the time and most of the work in preparing these presentations. Whether PPTs or flipcharts are used, the preparation needs to be carried out *before* the day of the workshop. One way of reinforcing the need for this preparation is to include a reminder to all participants in the joining instructions. (In doing this, you can also refer participants to the slide pack for Modules 7 and 8, which should include the actions the groups committed to.) If it is mainly the convening organisation that carries out the actions in liaison with the group, then the group should enquire what was done and report back on how effective the actions were, the challenges experienced, key learning, and so on (as per the bridging review questions). At this stage in the programme, you will be familiar with the participants and you will know how to maximise their contribution and learning. You will have gained enough experience to have the confidence to adapt your approach to fit the context and the specific situation.

2. Nurturing your growth mindset

The slides in this section start by reminding participants about some of the most significant concepts in relation to the development of a growth mindset that is open to learning (Slides 7–10). As facilitator, be well prepared for this section. Review the content, ensure you can present clearly and knowledgeably, and be ready to confidently respond to any questions from participants.

Remember: A confident facilitator gives participants assurance. Participants will be more open in engaging in the learning review and answering any questions. One way of rehearsing is to present the slides to a colleague who is unfamiliar with the content. If you can clearly explain the content to a novice (someone not involved in the programme), you know your subject. As part of your 'rehearsal', encourage your 'guinea pig' to ask any questions they may have. If there are questions you cannot answer, you may need to do further reflection and reading. Remember that, when you review the slides with participants, you *ask questions*, rather than repeating what you know. This may seem contradictory – but it is in asking participants questions and explaining any nuances that you show your confidence and knowledge. This is much more valuable than simply paraphrasing the slide contents. This 'questioning' approach is a good way to review people's learning, since it makes the exercise interactive. People sit up and engage, rather than resting on their laurels and expecting to be told what they think they already know. There are many valuable questions you can ask: *Can anyone explain this concept? What is significant here? What do we mean by …?* Remember the value of simple but powerful questions.

The remainder of the slides (11–18) provide a way for individuals to nurture their growth mindset. As facilitator, as minimum preparation for this section, read the article by Snow (2018 – see Appendix 9.2). If possible, read the more academic article by Krumrei et al. (2016). As facilitator, it also makes sense for you to complete the Intellectual Humility Test beforehand. You can then share your lived experience of undertaking the test: what you thought before (in terms of how you measured against the criteria) and what the results suggested. For example: after taking the test, one concern that could come to light might be that you take yourself too seriously or that you find it difficult to separate ego from intellect. Whatever your findings might be, share your experience *after* the participants have shared theirs. Look for connections that reinforce or shed a different light on the experiences of participants.

Avoid over-intellectualising this session. In other words, don't make it too academic. Draw more on the Snow (2018) prereading than on Krumei et al. (2016). Of course it is important that there is a scientific foundation to the assessment – but it is more important that participants understand that they can nurture their growth mindset through personal development and being open to the Three Es: education, exposure and experience (Slide 16). From experience, we know that building this session around the story of Benjamin Franklin really chimes with people.

It helps them accept the 'nurturing mindset' concept and internalise the learning, with many people later in the workshop using the expression *'I could be wrong, but …'*. It is useful to remind participants that how they respond to *other* people will impact on how people respond to *them*. Remind participants that it is good to be open to different perspectives and ideas, and not to simply shut down the conclusions other people have come to directly from their lived experience. A good way of working with what people have learned through the prereading is to ask them: *What conclusions do you draw from the prereading?*

As follow-up actions, you may invite participants to undertake the assessment and also read the more academic article (Krumei et al., 2016) – if they have not already done so, and would like to learn more. Encourage participants to reflect on the actions they will take to embrace the Three Es. You can also share your reflections on your own action points in response to this challenge for further growth.

3. Mastering conflict

This section asks participants to consider how they deal with conflict within everyday life and in relation to IUVP. It is based on the premise that we cannot always change what life throws at us (what happens to us) but we do have a choice in how we respond. It builds on (but takes a different perspective on) and extends the discussion on the use of different modes to manage conflict. It is important that participants realise that, to be responsible leaders in social transformation (see Module 7 and 8), they must be mindful of the power they can exert over others in the way they respond.

This reminds us of the power of influence – positive or negative – that each of us can have over other people.

Activity: Main sources of power

Slide 20

Start this section by asking participants what they consider their sources of power to be. Participants jot down their individual answers. You could draw the triangle on the flipchart, ask the groups to come up with their three agreed sources, and (once they are agreed) read them out. You could collect responses on a flipchart as groups read them out in plenary, and see if you can group them within the three sources of positional, personal (influence) and resources. In the final slide pack you send to participants, include the individual and the collective responses.

HEART
Being
(your character
and intentions)

HEAD
Knowing
(your beliefs
and attitudes)

HANDS
Doing
(your actions
and behaviours)
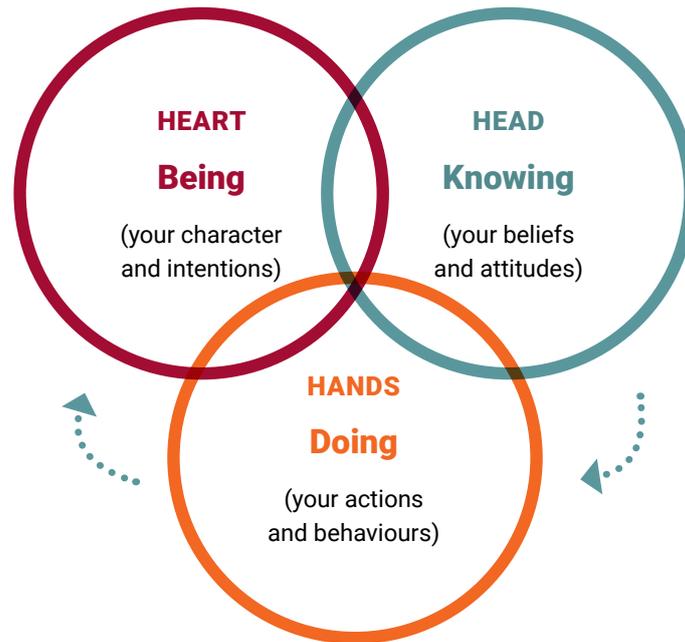
Slide 22 reinforces the idea that each of us needs to take responsibility for how we are, since effective collaboration starts with ourselves (Blanchard, Ripley and Parisi-Carew, 2015). These three circles also replicate the interconnected Knowing-Being-Doing circles model of leadership development, as shown in Modules 1 and 2 (Snook and Nohra, 2012), which is one of the foundational concepts of P-BLD. Slide 23 builds on this and makes the point that taking responsibility for our actions, how we are, what we have committed to delivering, and effective relationship building (relational leadership) enables us to achieve the desired results.

This in turn depends on the extent to which we have developed a strong sense of self-awareness and the abilities to master self-control and our reactions to conflict. These ideas draw on a model/assessment known as the Conflict Dynamics Profile (CDP), which measures our behavioural response to conflict. Because of time/cost considerations, we do not ask participants to undertake this assessment.

Activity: Self-reflection

Slide 26

Ask participants to consider how they respond to conflict – and specifically what triggers them. What are the 'hot buttons' that, when pressed, may make an individual respond in a negative way? If we can master our response, we are able to build stronger interpersonal relationships, and this enables more effective collaboration.

This is a self-reflection exercise. Encourage participants to be honest with themselves and to write down (only for themselves) their responses to the four questions.

The Conflict Dynamics Profile® model, developed by Eckerd College in St. Petersburg, Florida, USA, suggests that our behavioural responses (both constructive and destructive) directly influence how a conflict unfolds. In addition, understanding our triggers can inform our choice of how we respond as well. Constructive responses, both active and passive, tend to prevent precipitating events from developing into emotional, person-oriented conflicts. In contrast, destructive responses (especially active ones) tend to exacerbate the situation and thus make it more likely that an emotional, person-oriented conflict will result.

A summary of the potential constructive/destructive response is provided in the following table.

CONSTRUCTIVE: Seven ways of responding to conflict that have the effect of reducing conflict.	DESTRUCTIVE: Eight ways of responding to conflict that have the effect of escalating conflict.
Active	**Active**
Perspective taking: Putting yourself in the other person's position and trying to understand that person's point of view.	**Wining at all costs:** Arguing vigorously for your own position and trying to win at all costs.
Creating solutions: Brainstorming with the other person, asking questions, and trying to create solutions to the problem.	**Displaying anger:** Expressing anger, raising your voice, and using harsh, angry words.
Expressing emotions: Talking honestly with the other person and expressing your thoughts and feelings.	**Demeaning others:** Laughing at the other person, ridiculing the other's ideas, and using sarcasm.
Reaching out: Reaching out to the other person, making the first move, and trying to make amends.	**Retaliating:** Obstructing the other person, retaliating against the other person, and trying to get revenge.
Passive	**Passive**
Reflective thinking: Analysing the situation, weighing the pros and cons, and thinking about the best response.	**Avoiding:** Avoiding or ignoring the other person and acting distant and aloof.
Delay responding: Waiting things out, letting matters settle down, or taking a 'time-out' when emotions are running high.	**Yielding:** Giving in to the other person to avoid further conflict.
Adapting: Staying flexible, and trying to make the best of the situation.	**Hiding emotions:** Concealing your true emotions, even when feeling upset.
	Self-criticising: Replaying the incident over in your mind, and criticising yourself for not handling it better.

The key point is for each of us to identify and recognise our own triggers. A summary description is provided in the following table.

Unreliable	Those who are unreliable, miss deadlines and cannot be counted on.
Overly analytical	Those who are perfectionists, over-analyse things and focus too much on minor issues.
Unappreciative	Those who fail to give credit to others or seldom praise good performance.
Aloof	Those who isolate themselves, do not seek input from others or are hard to approach.
Micro-managing	Those who constantly monitor and check up on the work of others.
Self-centred	Those who are self-centred or believe they are always correct.
Abrasive	Those who are arrogant, sarcastic and abrasive.
Untrustworthy	Those who exploit others, take undeserved credit or cannot be trusted.
Hostile	Those who lose their temper, become angry or yell at others.

Additional information on the Conflict Dynamics Profile and how to use the online psychometric assessment associated with the model can be found at www.conflictdynamics.org.

The final point made is that, in dealing with conflict, we need to be assertive rather than aggressive. Crucially, we need to be *seen* to be assertive and not aggressive. At the same time, we want to avoid being too passive, since this can be interpreted as not caring or not being engaged (being a passenger). Read and provide an overview of the six points in the Bradberry (2018) article 'Six Tricks to Mastering Conflict' (Appendix 9.3). You can share this with participants as post-module reading and hint that you may ask a few questions about it in the morning! Remind participants that, according to Bradberry (2018), mastering conflict requires emotional intelligence, which we explored in Module 2.

4. Learning review

Slide 33 offers an opportunity for participants to consider their learning points and how they are going to apply them. One way to help groups reconnect is to facilitate discussion about their three key learning points and actions. This is first done in pairs, and then as a group (at their tables). Each group then puts together a summary of the main learning points and key actions. You will need to explain what will happen the next day, and participants will need to do their homework in preparation. If participants prefer (and particularly where time management is an issue), these activities of self-reflection and pair-discussion on key learning points and actions could be undertaken after the workshop, in their own time. Ideally, all participants will be staying in the same place for the three days, so there would be time for this 'homework' in the evening.

When groups come back together for Module 10, to save time, you may need to create larger groups that will share feedback (pair-reporting will take a lot of time). Think this through and make a plan in advance. Adapt the slides to your needs, and ensure you explain what you want people to do the evening before, and what will happen the next day. Also manage group feedback time so that every group has equal time.

As a final reminder, ensure participants complete Appendix 9.5: Post-Module Questionnaire (Part A). Collect the completed questionnaires before participants leave.

Module 10

Shaping the Future: Intra- and Inter-place Collaboratives for IUVP (Part B)

Introduction

Module 10 is the final session of the programme. Having worked on **Mindset** and **Skillset** in Module 9, at the end of Module 10 participants will focus on **Toolset** and will be able to:

- Work in collaboratories – using dynamic tensions to create innovative responses to shared Urban Violence Prevention Priorities
- Celebrate and appreciate all we have achieved: individually, collectively and across place.

Module structure

Module 10 includes the following sections:

Day Two of the workshop starts with the bridging activity.

1. Reconnecting
2. Creating our collaboratories and priorities for the future
3. Place-based collaboratory and responding to the challenge

Day Two ends with Appendix 10.2: Post-Module Questionnaire (Part B).

Day Three

4. Presentations within four inter-place parallel collaboratories
5. Learning review.

Day Three ends with Appendix 10.3: Post-Module Questionnaire (Part C)

Prereading and preparation

As facilitator, prepare for this session by reading the following texts.

- Eneroth and Plank (2019), *Human Dynamics of Change* (pp.7–14 in particular).
- Worrall, R. (2014), *Illuminating the Way: Towards an Emergent Theory of Place-Based Leadership Development*. BAM Conference Proceedings Doctoral Symposium, University of Ulster Business School, Belfast.
- Appendix 10.1: The DAC Model (also see Drath et al., 2008).

Day Two

1. Reconnecting

Bridging activity

Slide 37

In the previous module, we spent time considering how to master conflict: how to disagree without provoking conflict, while creating a working environment that allows our differences to fuel innovation and creativity.

Facilitate a group discussion about the bridging activity. Reflect on the following questions:

1. What were your key learning points from yesterday?
2. How can we:
   - Learn to disagree on matters of substance without allowing that disagreement to provoke affective conflict?
   - Maintain constructive working environments but allow our differences to fuel innovative thinking, stronger collaborative working?
3. How are you going to apply them?

2. Creating our collaboratories and priorities for the future

> **Learn** and **work together** to address complex social problems, leading to **high levels of trust**, the development of **deeper relationships**, common (place-based) purpose (clear **direction** on what they are trying to achieve) coordination and integration of different activities (**alignment**) and a shared approach (or **commitment**) to social responsibility and **mutual accountability**.
> (Drath et al., 2008)

Collaboratories are the vehicles being created to enable effective collaboration for whatever systemic challenge has been identified. The definition provided for this draws considerably on relational leadership theory and current thinking on how to achieve effective collaboration, and most notably the Direction, Alignment and Commitment (DAC) model developed by Drath et al. (2008) and the collaboratives that were the case studies of Worrall's (2015) research. The DAC model has similar elements to Worrall's (2014, 2015) initial framework for effective P-BLD. The prereading – Worrall (2014) and the DAC Model overview (Appendix 10.1) – will help to prepare you for this session. If you would like to go into more depth, see References (particularly Drath et al., 2008). The DAC model is described using Slides 39–40, and you can share Appendix 10.1 with participants after the session.

As an example, the working systemic challenge for Modules 9 and 10 for Nakuru and Naivasha was using dynamic tensions to create innovative responses to shared Urban Violence Prevention Priorities. In other words, developing action plans and shared commitments to deliver the priorities set out in the new Urban Violence Prevention Policy adopted by the Nakuru County Assembly. Whatever systemic challenge is chosen for Modules 9 and 10 of your programme, there are two points that need to be explained and worked through:

- The theory and practice of collaboratories
- The strategic context of the chosen theme: Where are we now, and what do we need your help with?

Create collaboratories

From the outset of this session, the convening organisation must divide the group into collaboratories to maximise diversity of sector, gender balance and to make sure that no groups are overtaken by strong or dominant characters. We need to ensure equal voice.

Collaboratories should be made up of two groups: one group from one area and one group from another area. This enables a collaboratory to bring together different sets of colleagues and to practise working as two groups with a shared goal and mission.

This means you will create four collaboratories, made up of eight groups. Each of the four collaboratories will have its own theme, goal or mission – so you will be working on four themes moving forward.

Usually, from the afternoon of Day Two, the groups present to each other in parallel within four separate collaboratories working inter-place (A−B, C−D, E−F and G−H). They then form the same four groups to deliver their final presentations in plenary on Day Three.

We are asking participants to work together over two days to achieve place-based collective action for collective impact, which will produce collective impact (as opposed to isolated impact). You can remind participants of these key terms from earlier modules. These are connected to and overlain onto the social dynamics of place (Slide 41) which involves the interplay of intersectoral working in a contested space where our individual values and assumptions are challenged, and we have to become comfortable with the uncomfortable as we take on different perspectives. In this context, we may well need to admit that our behaviours may reinforce or normalise antisocial behaviours that support the preservation of inequalities and undermine basic individual human rights. The process of working together, being open to these different perspectives, leads to a collective socialisation process where we agree a set of shared and inclusive norms and behaviours which re-humanise place. We are all equal and are all responsible for how our society develops – it is not a case of 'them and us'.

Source: J Kullberg, *Dynamics of Change*, p.86.

Each change or act of doing things differently is unique to every individual, team and situation. (There will be people who feel they will gain; and others who, at first view, will feel they are losing something.) We need to adjust and align our approach. Remember: The first response from people will be **emotional** and **not rational**. We need to understand this and take into account the two reactions in our approach(es). We need to involve all stakeholders to facilitate mutual understanding and cooperation through dialogue – and this takes time. Leading change is messy when it involves people. Leading the human side of change is complex because it involves emotions. Effective collaboration happens at the speed of trust. We will be working with the tensions between the human, messy, intangible, soft side – and the rational, non-human, tangible, hard side. Slides 42–49 will guide you through these concepts with participants, in readiness for an activity reflecting on the change curve.

Activity: Change curve

Slide 50

Here, you facilitate an activity in which participants reflect on themselves, then engage in group discussions at their tables, and then share their group findings with the entire workshop.

This activity is about reflection: *Where do you place yourself in the change curve?*

Encourage honesty and open communication.

Read thoroughly pages 7–14 (at least) of *Human Dynamics of Change* by Eneroth and Plank (2019). This will help you to explain that these tensions must be worked through in teams and how, when we do this, the tensions develop to a higher level of learning. The dynamics are even more complex when it involves teams or groups of people from different sectors.

As we work with tensions in relation to expectations, participants will be at different places, depending on whether they are leading the change, or whether it has just been announced to them. Remember that **change** is an **external journey** outside of us, and **transformation** is the **inner journey** we have to go through to accept that change. We need to enter the ZOUD and deal with the issues that people are worried about. It will be some kind of loss (e.g. loss of status, salary or certainty). This means that people will go through a grieving process and will need to understand what is in it for them as an individual before they can eventually embrace it. You are asking people to reflect on a change they are facing up to within the context of IUVP and where they are on it. It could be specifically within the context of the Violence Prevention Strategy. For example: It could be about the need to be more open and transparent on the sharing of data. It could be about

the need to speak out when violence is perpetuated against others – and the importance of *continuing* to speak out, even when some people accept or condone this violence. Transformation towards higher individuals and collective learning takes time.

A key point for you as facilitator is that you need to decide how these slides (51–54) should be worked with. You could present them, or you could ask groups to take ownership of explaining the relevance of key concepts. Time is limited, so you may want to also consider whether you work with all the slides or whether you refer participants to some follow-up reading. Whatever you decide, remind participants that they need to reflect on how much more complex the intersectoral place-based context is, compared to an organisational team or even a sectoral one.

Priorities for the future

Slides 59–78 provide an overview of the context for the Violence Prevention Policy, the rational and the priority themes. This section clearly sets out the four priority themes that the inter-place groups are expected to work on – developing an action plan, before presenting them to another group within their collaboratory.

The slides here are offered as an example of the style of presentation that the convening organisation should provide to participants. It is a briefing for a collective task that needs to be carried out. It sets out the *what* – but does not prescribe the *how*.

3. Place-based collaboratory and responding to the challenge

The groups are all allocated a separate space and then they come together in one of the spaces to present to each other (A–B, C–D, etc.). It is for the groups to negotiate, for example, whether A goes to B or B goes to A; which group presents first; etc. Use Slides 81–82 to explain the activity and how groups should be working together.

Each group also has a group facilitator who is one of the participants (who has ideally undertaken a P-BLD Facilitator Development Workshop) and also acts as a guide to make sure that groups understand the task, keep to time and that everyone has an equal voice.

As facilitator, brief the group facilitators *before* the groups go their separate ways. Ideally, group facilitators will be assigned to a group that they do not know (e.g. a group facilitator from Nakuru works with a group from Naivasha, and vice versa). Remind the group facilitators how much time has been allotted for each part of the activity.

The group facilitator is not there to tell the groups what to do and should only seek to clarify any aspects of the process that are unclear. However, the group facilitator will remind their group to stick to their mission and to avoid drifting.

Activity: Group presentations within collaboratories

Slide 83

Having four collaboratories – with two groups in each – enables group-to-group presentations so that each group presents their case and recommendations for action on the shared priority. The group listening to the presentation provides a critique of what they have heard, engages in discussion about the content, and provides feedback for the presenting group to consider.

- **Collaboratory 1: A presents to B; B presents to A**
- **Collaboratory 2: C presents to D; D presents to C**
- **Collaboratory 3: E presents to F; F presents to E**
- **Collaboratory 4: G presents to H; H presents to G**

Through intergroup dialogue after both presentations have been given, each collaboratory agrees priority recommendations and actions from both presentations.

Learning review

The final activity of the day is the learning review (Slide 84). In this activity, encourage participants to work in the evening to reflect on and make notes in response to the two questions.

If there needs to be further discussion on selection of recommendations and actions from the two presentations in each collaboratory, there will still be time on Day Three for further dialogue ahead of the plenary presentations.

As a final reminder, ensure participants complete Appendix 10.2: Post-Module Questionnaire (Part B). Collect the completed questionnaires before participants leave.

Day Three

4. Presentations within four inter-place parallel collaboratories

This session provides the collaboratories the opportunity to present to the whole group. This requires the two groups within each collaboratory to work together, to agree their priorities and recommendations, and to make decisions about how best to present their ideas for maximum impact and engagement.

Slides 91–107 provide examples from collaboratory presentations in a previous programme.

Activity: Group presentations within collaboratories

Slide 89

- **Collaboratory 1: A collaborates with B**
- **Collaboratory 2: C collaborates with D**
- **Collaboratory 3: E collaborates with F**
- **Collaboratory 4: G collaborates with H**

Final presentations need to be visual and provide an overview of the priority theme, the challenge, the proposed recommendations and the learnings from the process of intra- and inter-group collaboration.

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5. Learning review

Use Slides 111 to 113 to provide time and space for participants to reflect on their development during Modules 9 and 10.
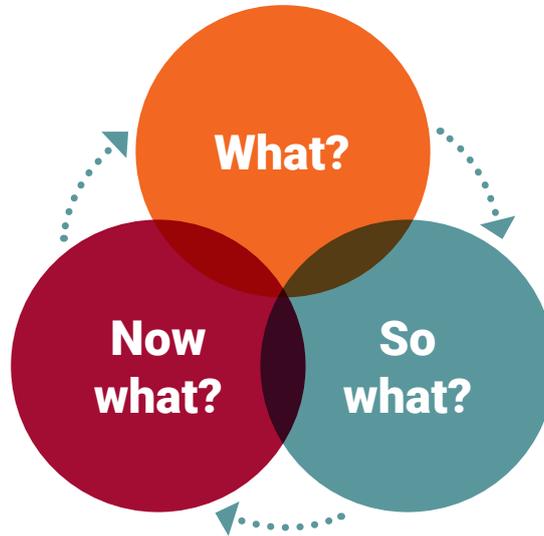
Encourage participants to think about what comes next for them, and how they will put their learning and development into practice. Ensure this is a positive and engaging session, focusing the aspects of the material that they found most impactful, most important and perhaps created the aha moments.

Day Three ends with Appendix 10.2: Post-Module Questionnaire (Part B).

Activity: Learning review

Slide 111

Using the interviewing skills gained earlier in the programme, divide the group into pairs and encourage partners to share their key learning points by taking turns to be the interviewer and the interviewee. The interviewer should ask open questions to enable their partner to share:

- What have you learned from the past three days?
- What have been the most challenging aspects?
- What challenges do you still face as a leader?
- How are you planning to address these challenges?

Facilitate a wider group discussion by asking pairs to present back in a plenary session.

The final element of the three days is the celebration and presentation of certificates.

There should be a strong acknowledgement of the journey the participants have undertaken individually and collectively. Ideally, there will be time and space given over to participants sharing their reflections on their learning, and their individual and collective leadership development journeys. There will be a guest of honour, who should be prepared to deliver a supportive speech that sets out the significance of the collective leadership capability and how it can be used going forward to drive social innovation and achieve collective impact in urban violence prevention.

As facilitator, ensure that you recognise and appreciate all you have achieved – and share your reflections, feedback and learning with the participants. You may also want to remind participants that the end of the programme is merely the end of the *beginning*. What matters is what they *do* with all this knowledge, capability and learning – how they apply it individually and collectively for the common good in their respective places. An effective leader is always learning, applying what they have learned, reflecting on their experiences, and seeking new challenges and experiences to learn and lead again.

As a final reminder, ensure participants complete Appendix 10.3: Post-Module Questionnaire (Part C). Collect the completed questionnaires before participants leave.

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APPENDICES

Appendix 1.1
Structure of Module 1

Date _____

Venue _____

Location _____

Outcomes

The purpose of Module 1 is to help you:

- Understand how to build a deeper sense of self and professional identity through reflective practice
- Develop a shared appreciation of the significance of how values, beliefs and behaviours influence our development
- Appreciate how to build a collective identity and common purpose across place.

Prereading

Realin, J. (2002), "'I Don't Have Time to Think!" Verses the Art of Reflective Practice', *Reflections*, 4, 1: 66–79.

Preparation

This is a developmental workshop. We ask you to come prepared to challenge and be challenged, and play an active and full part in the workshop.

Complete the prereading.

Please come prepared to share the stories that have influenced your professional and personal development.

Sample Session Outline

Time	Session detail	Facilitator
09.15–09.45	Complete Pre-Modules 1 and 2 Questionnaire	Name
09.45–10.00	Welcome and introductions	
10.00–11.30	**The learning cycle and reflective practice** The importance of mindset Learning how to learn Kolb's learning styles theory and reflective practice Self and reflective practice Activity: The sensibility exercise	
11.30–11.45	Break	
11.45–12.45	**Exploring your professional identity** Self-image and professional identity Activity: Walk and talk	
12.45–13.30	Lunch	
13.30–14.45	**Sharing stories and sharing values** Activity: Storytelling	
14.45–15.00	Break	
15.00–16.30	**Building common purpose** Collective identity for collective action Affective commitment Activity: Straw castles	
16.30–17.00	**Learning review** Group reflection Post-Module 1 Questionnaire Life Values Inventory	

Appendix 1.2
Prereading

The prereading for Module 1 is:

Realin, J. (2002), "I Don't Have Time to Think!" Verses the Art of Reflective Practice', *Reflections*, 4, 1: 66–79.

1. Find the article online.

2. Before you read the article, consider the following questions.

    (a) In your day-to-day work environment, how do you learn from the events and situations you experience?

    (b) Do you take the time to review what happened, how you reacted, and what lessons you can take away?

    (c) Do you think it is important to make time to reflect on your significant experiences?

3. Read the article closely and highlight/note any key insights for you.

4. Now consider the following questions.

    (a) What are the key arguments in this article? What do you take away from it?

    (b) What are the implications for you and how you work and learn?

    (c) What are the implications for the people you work with in your organisation, sector or wider place?

Appendix 1.3
Pre-Modules 1 and 2 Questionnaire

Thank you for taking the time to complete this pre-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. **Personal details**

    Name: _____

    Organisation: _____

    Job title: _____

    Date of workshop: _____

    Location of workshop: _____

    Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44

    ☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. **Professional experience**

    (i) Number of years in your current role: _____

    If you have several current roles, please state the number of years in the role for which you are a participant in the P-BLD workshop.

    (ii) Describe your main responsibilities in your current role.

    _____
    _____
    _____

    (iii) Your previous professional experience has been mainly in which sector?

    ☐ Public ☐ Private ☐ Not for profit

3. **Previous leadership and management development or training**

   Give brief details of previous formal leadership and management development or training. Please include formal qualifications, non-accredited programmes and being coached and/or mentored.

   _____

   _____

   _____

4. **Current line management responsibilities**

   For how many colleagues do you have formal line management responsibility? _____

5. **Territorial responsibility (levels of place)**

   What is your level of territorial responsibility within your formal job role?

   Municipality ward, city, town, county or other?

   _____

   _____

6. **Levels of active collaboration**

   Briefly explain the extent to which you currently actively collaborate with other sectors.

   Please specify the following points.

   (i) When did the collaboration start? _____

   (ii) Is the collaboration under the umbrella of the MidRift/Dignity UVP project only? Or is the collaboration wider (under another framework)?

   Please give brief details.

   _____

   _____

   (iii) What aspects of collaboration do you find the most challenging?

   Please explain why.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

(iv) In relation to violence prevention, which organisation(s) and/or sector(s) do you find it most challenging to work with?

Please explain why.

_____

_____

(v) In relation to violence prevention, do you think that the organisation(s) and/or sector(s) you mentioned above find it equally challenging to work with your organisation and/or sector? _____

Why do you think this?

_____

_____

7. **Leadership: comfort versus challenges**

Within your current role:

(i) Which aspects of leadership do you find most challenging? Explain why.

_____

_____

_____

(ii) Which aspects of leadership are you most at ease with? Explain why.

_____

_____

_____

8. **Reflection**

Please share any immediate reflections or observations you have on completing this questionnaire.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 1.4
Kolb's Learning Styles

Learning is the process whereby knowledge is created through the transformation of experience.
(Kolb, 1984)

David Kolb published his learning styles model in 1984, from which he developed his learning style inventory. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. Saul Mcleod has produced a helpful synthesis of Kolb's learning styles.

The experiential learning cycle

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases'.

1. **Concrete experience** occurs when a new experience or situation is encountered – or when there is a reinterpretation of existing experience.

2. **Reflective observation** occurs in relation to the new experience. Of particular importance are any inconsistencies between experience and understanding.

3. **Abstract conceptualisation** occurs when reflection gives rise to a new idea – or when there is modification of an existing abstract concept.

4. **Active experimentation** occurs when the learner applies this to the world around them to observe the results.

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience, followed by (2) observation of and reflection on that experience, which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions), which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Kolb (1984) views learning as an integrated process, with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning occurs only when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

Learning styles

Kolb's learning theory (1984) sets out four distinct learning styles, which are based on the four-stage learning cycle. Kolb explains that different people naturally prefer one of the different learning styles. Various factors influence a person's preferred style, such as social environment, educational experiences, and the basic cognitive structure of the individual.

Whatever influences the choice of learning style, the preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make. Kolb presented these as two lines/axes, each with 'conflicting' modes at opposite ends.

A typical presentation of Kolb's two continuums is that the west–east axis is called the processing continuum (how we approach a task), and the north–south axis is called the perception continuum (our emotional response – how we think or feel about it).

Kolb believed that we cannot perform both variables (e.g. think and feel) on a single axis at the same time. Our learning style is a product of the decision between these two choices. It can be helpful to see the construction of Kolb's learning styles in terms of a two-by-two matrix. Each learning style represents a combination of two preferred styles.

The diagram above also highlights Kolb's terminology for the four learning styles: diverging, assimilating, converging and accommodating.

	Doing (Active experimentation – AE)	Watching (Reflective observation – RO)
Feeling (Concrete experience – CE)	**Accommodating (CE/AE)**	**Diverging (CE/RO)**
Thinking (Abstract conceptualisation – AC)	**Converging (AC/AE)**	**Assimilating (AC/RO)**

Below are brief descriptions of the four Kolb learning styles.

Diverging: feeling and watching – CE/RO

These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations at several different viewpoints. Kolb called this style 'diverging' because these people perform better in situations that require ideas-generation (e.g. brainstorming).

People with a diverging learning style have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating: watching and thinking – AC/RO

The assimilating learning preference is for a concise, logical approach. Learners with this style require good, clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organising it in a clear, logical format. People with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. They are more attracted to logically sound theories than approaches based on practical value. This learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging: doing and thinking – AC/AE

People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less focused on people and interpersonal aspects. People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

Accommodating: doing and feeling – CE/AE

The accommodating learning style is 'hands-on' and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on 'gut instinct' rather than logical analysis. People with an accommodating learning style will tend to rely on others for information instead of carrying out their own analysis. This learning style is prevalent within the general population.

Take-away message

Knowing a person's (and your own) learning style enables learning to be orientated according to the preferred method. That said, everyone responds to and needs the stimulus of all types of learning styles to one extent or another. It is a matter of emphasising what fits best with the given situation and a person's learning style preferences.

Appendix 1.5
Post-Module 1 Questionnaire

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44
    ☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. **Achievement of learning outcomes**

Please indicate your level of satisfaction that the following aims were achieved.

Understand how to build a deeper sense of self and professional identity through reflective practice

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Develop a shared appreciation of the significance of how values, beliefs and behaviours influence our development

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Appreciate how to build a collective identity and common purpose across place

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

4. **Individual learning and impact**

(i) Which aspects of the session do you think would add value to your role in the workplace and across your locality?

_____

_____

_____

_____

(ii) What were your key learning points from the session?

_____

_____

_____

_____

(iii) How do you plan to implement the learning back into the workplace and across your locality?

_____

_____

_____

_____

5. Activities

(i) What I liked best about the session was:

_____

_____

(ii) What I liked least about the session was:

_____

_____

(iii) In relation to violence prevention, how has the experience of joint working and collaborative learning during Module 1 challenged your perception of different organisations and/or sectors?

_____

_____

_____

(iv) In relation to violence prevention, will your experience of joint working and collaborative learning make it easier to work with the organisations and/or sectors you find the most challenging? Can you explain why?

_____

_____

_____

6. Additional comments

Please share any other comments you would like to make about Module 1.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 1.6
Life Values Inventory

Values are the beliefs that influence a person's behaviour and decision-making. For example, if a person believes that telling the truth is very important, they will try to be truthful when they deal with other people.

The Life Values Inventory includes a list of beliefs that guide people's behaviour and help them to make important decisions.

Read the description of each value. Then choose the response (1–5) that **best describes** how often the belief guides **your** behaviour.

VALUES	Almost never guides my behaviour		Sometimes guides my behaviour		Almost always guides my behaviour
1. Being healthy	1	2	3	4	5

For example: If a belief in being healthy almost never guides your behaviour, circle 1. If a belief in being healthy almost always guides your behaviour, circle 5. If the best answer for you is between 1 and 5, circle number 2, 3 or 4 – whichever number **most accurately** describes how this belief guides your behaviour.

Remember:

- Answer every item (42 values).
- Usually, your *first* idea is the best indicator of how you feel.
- There are no right or wrong answers.
- Your choices should describe *your own values* (not the values of others).

VALUES	Almost never guides my behaviour		Sometimes guides my behaviour		Almost always guides my behaviour
1. Challenging myself to achieve	1	2	3	4	5
2. Being liked by others	1	2	3	4	5
3. Protecting the environment	1	2	3	4	5
4. Being sensitive to other people's needs	1	2	3	4	5
5. Coming up with new ideas	1	2	3	4	5
6. Having financial success	1	2	3	4	5
7. Taking care of my body	1	2	3	4	5
8. Downplaying compliments or praise	1	2	3	4	5
9. Being independent (doing things I want to do)	1	2	3	4	5
10. Accepting my place in my family or group	1	2	3	4	5
11. Having time to myself	1	2	3	4	5
12. Being reliable	1	2	3	4	5
13. Using science for progress	1	2	3	4	5
14. Believing in a higher power	1	2	3	4	5
15. Improving my performance	1	2	3	4	5
16. Being accepted by others	1	2	3	4	5
17. Taking care of the environment	1	2	3	4	5
18. Helping others	1	2	3	4	5
19. Creating new things or ideas	1	2	3	4	5
20. Making money	1	2	3	4	5
21. Being in good physical shape	1	2	3	4	5
22. Being quiet about my success	1	2	3	4	5
23. Giving my opinion	1	2	3	4	5
24. Respecting the traditions of my family or group	1	2	3	4	5
25. Having quiet time to think	1	2	3	4	5
26. Being trustworthy	1	2	3	4	5
27. Knowing things about science	1	2	3	4	5
28. Believing that there is something greater than ourselves	1	2	3	4	5
29. Working hard to do better	1	2	3	4	5
30. Feeling as though I belong	1	2	3	4	5
31. Appreciating the beauty of nature	1	2	3	4	5
32. Being concerned about the rights of others	1	2	3	4	5
33. Discovering new things or ideas	1	2	3	4	5
34. Being wealthy (having lots of money, land or livestock)	1	2	3	4	5
35. Being strong or good at a sport (being athletic)	1	2	3	4	5
36. Avoiding credit for my accomplishments	1	2	3	4	5
37. Having control over my time	1	2	3	4	5
38. Making decisions with my family or group in mind	1	2	3	4	5
39. Having a private place to go	1	2	3	4	5
40. Meeting my obligations	1	2	3	4	5
41. Knowing about maths	1	2	3	4	5
42. Living in harmony with my spiritual beliefs	1	2	3	4	5

Summary of my scores

Each of the letter groups below (A–N) represents a related set of values. For each letter, add up your score for the relevant group of questions.

For example: for letter A, add your scores for Questions 1, 15 and 29. Record the scores below. Then record your scores in the section entitled 'My scores and my values'.

A _____
Questions 1 + 15 + 29

H _____
Questions 8 + 22 + 36

B _____
Questions 2 + 16 + 30

I _____
Questions 9 + 23 + 37

C _____
Questions 3 + 17 + 31

J _____
Questions 10 + 24 + 38

D _____
Questions 4 + 18 + 32

K _____
Questions 11 + 25 + 39

E _____
Questions 5 + 19 + 33

L _____
Questions 12 + 26 + 40

F _____
Questions 6 + 20 + 34

M _____
Questions 13 + 27 + 41

G _____
Questions 7 + 21 + 35

N _____
Questions 14 + 28 + 42

My scores and my values

A [   ] **ACHIEVEMENT**
It is important to challenge yourself and work hard to improve.

B [   ] **BELONGING**
It is important to be accepted by others and to feel included.

C [   ] **CONCERN FOR THE ENVIRONMENT**
It is important to protect and preserve the environment.

D [   ] **CONCERN FOR OTHERS**
The wellbeing of others is important.

E [   ] **CREATIVITY**
It is important to have new ideas or to create new things.

F [   ] **FINANCIAL PROSPERITY**
It is important to be successful at making money or buying property.

G [   ] **HEALTH AND ACTIVITY**
It is important to be healthy and physically active.

H [   ] **HUMILITY**
It is important to be humble and modest about your accomplishments.

I [   ] **INDEPENDENCE**
It is important to make your own decisions and do things your way.

J [   ] **LOYALTY TO FAMILY OR GROUP**
It is important to follow the traditions and expectations
of your family or group.

K [   ] **PRIVACY**
It is important to have time alone.

L [   ] **RESPONSIBLITY**
It is important to be dependable and trustworthy.

M [   ] **SCIENTIFIC UNDERSTANDING**
It is important to use scientific principles to understand and solve problems.

N [   ] **SPIRITUALITY**
It is important to have spiritual beliefs and to believe that
you are part of something greater than yourself.

Appendix 2.1
Structure of Module 2

Date   _____

Venue   _____

Location   _____

Outcomes

The purpose of Module 2 is to help you:

- Understand how to develop self as a values-based leader
- Become more effective at relationship management
- Be able to lead through influence and reciprocity
- Understand how to further develop emotional intelligence to work more effectively with others.

Prereading

Goleman, D. (2000), 'Leadership that Gets Results', *Harvard Business Review*, March–April: 78–90.

Preparation

This is a developmental workshop. We ask you to come prepared to challenge and be challenged, and play an active and full part in the workshop.

Complete the prereading for Module 2 (see Appendix 2.2).

Complete the bridging activity from Module 1 (Appendix 1.6: Life Values Inventory). Please come prepared to share your results and discuss their implications with a fellow participant.

Sample Session Outline

Time	Session detail	Facilitator
09.15–09.30	Welcome and overview of Module 1	Name
09.30–09.45	Activity: Being there	
09.45–11.15	**Values-based leadership** Feedback on Life Values Inventory Basic needs and growth needs Seven levels of leadership Four principles of values-based leadership	
11.15–11.45	Break	
11.45–12.45	**Leading and influencing** Stakeholder analysis Personal and positional sources of power Influence and reciprocity	
12.45–13.30	Lunch	
13.30–15.30	**Transformational leadership and emotional intelligence** Transformational leadership Emotional intelligence Assessing and developing your emotional intelligence Activity: Assessing Emotions Scale (AES) Activity: Emotions and Mood Log	
15.30–15.45	Break	
15.45–16.30	**Pause, review and forward planning** Group reflection Post-Module Questionnaire Bridging activity: Reflections	

Appendix 2.2
Prereading

The prereading for Module 2 is:

Goleman, D. (2000), 'Leadership that Gets Results', *Harvard Business Review*, March–April: 78–90.

1. Find the article online.

2. Before you read the article, consider the following questions.

   (a) In your day-to-day working environment, what words would you use to describe your approach to leading and managing people?

   (b) When this approach has a positive impact, what are the factors that enable it to work so well?

   (c) Think of a situation where your approach has not worked so well. Why do you think this was the case?

3. Read the article closely and highlight/note any key insights for you.

4. Now consider the following questions.

   (a) What are the key arguments in this article What do you take from it?

   (b) What are the implications for how you lead and manage people in the future?

   (c) What are the potential implications for the people you work with in your organisation, sector or wider place?

Appendix 2.3
Activity: Being there

Read the sample activity below. Then use the blank template to create your own activity for your group.

Sample

	QUESTION	ANSWER
1	What are the colours of the gateman's uniform?	
2	What was the colour of Rob's tie yesterday?	
3	What is the motto of the Peniel Guesthouse?	
4	How many plastic cards are in your purse or wallet?	
5	What is the name of the nursery on the right as you approach the Peniel Guesthouse venue?	
6	What colour are the floor tiles in the restaurant where we have lunch?	
7	The Peniel Guesthouse is located on what street?	
8	What symbol was missing from some of Rob's slides from yesterday's session?	
9	In terms of identification, what was missing from the consent form?	
10	Without looking, how many windows does the marquee have?	

Template

	QUESTION	ANSWER
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Appendix 2.4
Values-Based Leadership: Becoming Your Best Self

According to Professor Harry Kraemer, Clinical Professor of Strategy at Kellogg School of Management, leadership is not about the position you achieve in a hierarchy. *'You have to be able to lead yourself before you can lead others,'* Kraemer said in a recent webinar. This theory is what he refers to as values-based leadership. It comprises four principles (Kraemer, 2015):

- Self-reflection
- A balanced perspective
- True self-confidence
- Genuine humility.

Engaging each of these principles means that you can be a well-rounded leader who earns the respect of others, as well as self-respect.

Self-reflection

Kraemer's first principle of leadership is self-reflection, and he makes sure to emphasise that it is not the same as self-absorption. *'It's thinking about, "What are my values, what am I going to do about it?"'* says Kraemer. Self-reflection is not a one-time process, and it's not as though leaders should self-incubate; they won't re-emerge newly formed after retreating into themselves for several hours. Self-reflection is an ongoing process that addresses three key questions:

1. If I'm not self-reflective, is it possible for me to know myself?
2. If I don't know myself, can I lead myself?
3. If I can't lead myself, can I lead others?

When leaders can reflect on what they know they do well, and where they have room for improvement, it allows them to check in with their values and anchor themselves to their principles. *'Through self-reflection, you do two things — the right thing and the best you can do,'* says Kraemer.

A balanced perspective

The second principle is a balanced perspective. Values-based leaders have an opinion, but they understand all sides of the issue because they recognise there are multiple sides to the story. Leaders who listen to all their team members not only make more informed decisions, but they are more transparent when they make the final decision. In fact, leaders who follow through by explaining final decisions to their team members earn more respect because every team member will know he or she is listened to and understood. The leaders who gain all perspectives will ultimately do the right thing rather than focus on being right.

The other key component of a balanced perspective is work–life balance, which Kraemer simply calls 'life balance'. After all, work is but one part of our lives, and leaders need to take care of the other important pieces — family, health and spirituality, for example. Gaining life balance allows you to frame decisions and bring your whole self to the conference-room table when you have to make big decisions. If you don't take care of yourself, can you be in the position to lead an organisation?

True self-confidence

The third principle of values-based leadership is true self-confidence. It seems like there is a clear difference between true self-confidence and no self-confidence. Kraemer points out that the 'true' is the necessary distinguisher. According to Kraemer, many people can fake a confident exterior, but behind the façade is a lack of conviction. On the other hand, a truly self-confident person is comfortable saying, 'I don't know' and 'I was wrong'. That's because a truly self-confident person cares more about doing what's right than being right.

A truly self-confident leader is also transparent — with themselves and with others. Such a leader has a full grasp of what they know and do not know and will work towards growth. In doing so, they are more relatable to their team and they are better players. Nobody likes a know-it-all.

Genuine humility

Values-based leadership includes genuine humility as its fourth principle. While successful people can attribute their accomplishments to a variety of factors – including their inherent skills, luck and good timing – the truly humble remembers where they came from. The leaders who remember who they were and how they were when they first joined the workplace are the ones who won't get caught up in the hype. As Kraemer says: '*They don't read their own press clippings.*'

The truly humble leader is sensitive to the fact that they've had success, yet continuously connects to their experiences of moving up the ranks and not having all the answers. Doing so allows them to relate well to every member of their team. Their team members, in turn, will be loyal.

Putting it all together

Living all four principles of a values-based leader allows you to become your best self. Once you have achieved your best self, you are in a position to lead others, says Kraemer. To live these values, leaders need to start by examining their organisations, whenever they step into new roles or new organisations. Start by determining if the values and expectations are clear and do the following.

- Make it clear how you are going to operate the organisation.

- Attract and hire great people to build a good team. To keep that team healthy, give good feedback so people know what they are doing, why they are doing it and how well they are doing it.

- Set expectations and effectively communicate them. This is not something you do in a mere email blasted to the entire company. Repeat the message and stay transparent to unite your team around the cause.

- Continuously motivate your team and examine how you can help them increase their effectiveness.

- Focus on execution and implementation to generate growth for your people and profits.

- Be prepared for the three Cs: change, controversy and crisis. Something will inevitably go wrong; however, staying anchored to doing the right thing and the best you (collectively) can do pulls you through in the end.

- A leader's job is not finished there — in fact, it is never done. Leaders cannot establish a framework and let it operate on its own. They need to stay close to what is happening to assess where they need to course-correct to continue generating growth.

Are you done?

After becoming your best self – best leader, best partner and best team member – there is one more thing Kraemer advises you to do: become the best citizen.

Being the best citizen is proactively tackling the biggest social challenges that exist globally. We often assume that someone else in the room will do something, instead of doing it ourselves. This is not leadership behaviour. If you are wondering whether you are ready to become a leader, Kraemer recommends asking yourself: *Are you watching the movie, or are you in the movie?* Watching the movie means that you understand there is a problem. You may even tell others that something needs to be done. But if you are in the movie, you actually do something to effect change.

Applying all the principles of values-based leadership will position you to be a leader who makes an impact. However, you never finish the journey. Continue to live by these principles and stop every so often to self-reflect, rebalance your perspective, test your self-confidence and practise genuine humility to be the best citizen, best partner and, most of all, the best person you can be.

Appendix 2.5
Stakeholder Mapping and Analysis

Stakeholder management is critical to the success of every project in every organisation. By engaging the right people in the right way in your project, you can make a big difference to its success – and to your career.

As you become more successful in your career, the actions you take and the projects you run will affect more and more people. The more people you affect, the more likely it is that your actions will impact people who have power and influence over your projects. These people could be strong supporters of your work – or they could block it.

Stakeholder management is an important discipline that successful people use to win support from others. It helps them ensure that their projects succeed where other projects fail. Stakeholder analysis is the technique used to identify the key people who have to be won over. You then use stakeholder planning to build the support that helps you succeed.

Some benefits of using a stakeholder-based approach are as follows.

- You can use the opinions of the most powerful stakeholders to shape your projects at an early stage. Not only does this make it more likely that they will support you, but their input can also improve the quality of your project.
- Gaining support from powerful stakeholders can help you to win more resources – this makes it more likely that your projects will be successful.
- By communicating with stakeholders early and frequently, you can ensure that they fully understand what you are doing and understand the benefits of your project – this means they can support you actively when necessary.
- You can anticipate what people's reaction to your project may be, and build into your plan the actions that will win people's support.

How to use the tool

Use the following tool with your participants. The first step in stakeholder analysis is to identify who your stakeholders are. The next step is to work out their power, influence and interest, so you know who you should focus on. The final step is to develop a good understanding of the most important stakeholders so that you know how they are likely to respond, and so that you can work out how to win their support – you can record this analysis on a stakeholder map. The steps are explained in detail below.

Step 1: Identify your stakeholders

The first step in your stakeholder analysis is to brainstorm who your stakeholders are. As part of this, think of all the people who are affected by your work, who have influence or power over it, or have an interest in its successful or unsuccessful conclusion. The table below shows some of the people who might be stakeholders in your job or projects.

Your boss	Shareholders	Government
Senior executives	Alliance partners	Trades associations
Your co-workers	Suppliers	The press
Your team	Lenders	Interest groups
Customers	Analysts	The public
Prospective customers	Future recruits	The community
Your family		

Remember that, although stakeholders may be both organisations and people, ultimately you must communicate with people. Make sure that you identify the correct individual stakeholders within a stakeholder organisation.

Step 2: Prioritise your stakeholders

You may now have a long list of people and organisations that are affected by your work. Some of these may have the power either to block or advance. Some may be interested in what you are doing; others may not care. Map out your stakeholders and classify them by their power over your work and by their interest in your work. For example, your boss is likely to have high power and influence over your projects, and is also likely to have high interest. Your family may have high interest in your job, but are unlikely to have power over it. A person's position on the grid shows you the actions you have to take with them.

- **High power, interested people:** These are the people you must fully engage and make the greatest efforts to satisfy.
- **High power, less interested people:** Put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.

- **Low power, interested people:** Keep these people adequately informed, and talk to them to ensure that no major issues arise. These people can often be very helpful with the detail of your project.

- **Low power, less interested people:** Again, monitor these people, but do not bore them with excessive communication.

Step 3: Understand your key stakeholders

You now need to know more about your key stakeholders. You need to know how they are likely to feel about and react to your project. You also need to know how best to engage them in your project and how best to communicate with them. Key questions that can help you understand your stakeholders include the following.

- What financial or emotional interest do they have in the outcome of your work? Is it positive or negative?

- What motivates them most of all?

- What information do they want from you?

- How do they want to receive information from you? What is the best way of communicating your message to them?

- What is their current opinion of your work? Is it based on good information?

- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders in their own right?

- If they are not likely to be positive, what will win them over to support your project?

- If you do not think you will be able to win them over, how will you manage their opposition?

- Who else might be influenced by their opinions? Do these people become stakeholders in their own right?

A good way of answering these questions is to talk to your stakeholders directly. People are often quite open about their views; asking people's opinions is often the first step in building a successful relationship with them.

You can summarise the understanding you have gained on the stakeholder map, so that you can easily see which stakeholders are expected to be blockers or critics, and which stakeholders are likely to be advocates and supporters of your project. A good way of doing this is by colour coding: showing advocates and supporters in green, blockers and critics in red, and others who are neutral in orange.

Appendix 2.6
The Influence Model

The Influence Model (also known as the Cohen-Bradford Influence Model) shows how reciprocity can be used to gain influence.

Have you ever tried to get something (e.g. advice, support or key information) from someone who didn't want to help you? Sometimes, it can be extremely difficult to get people's help, especially when we have no authority over them. This is where an approach such as the Cohen-Bradford Influence Model can help us identify what other people value. We can then use that information so that everyone gets the outcome they want.

About the model

The Influence Model, also known as the Cohen-Bradford Influence Model (2005), was created by Allan R. Cohen and David L. Bradford, both leadership experts and distinguished professors.

Cohen and Bradford believe that authority can be problematic. Authority doesn't always guarantee that you'll get support and commitment from those around you; and it can create fear, and motivate people to act for the wrong reasons. This is why it's so useful to learn how to influence others without using authority.

The Influence Model is based on the law of reciprocity – the belief that all the positive and negative things we do for (or to) others will be paid back over time.

For example, if you give your boss a helpful tip that cuts hours off their workload, you might expect, perhaps subconsciously, that your boss will do something nice for you in the future.

The Influence Model is useful in the following situations.

1. You need help from someone over whom you have no authority.
2. The other person is resisting helping you.
3. You do not have a good relationship with the person from whom you need help.
4. You have one opportunity to ask the person for help.
5. You do not know the other person well.

The model has several steps. These are:

1. Assume that everyone can help you.
2. Prioritise objectives.
3. Understand the other person's situation.
4. Identify what matters – to you and to them.
5. Analyse the relationship.
6. Make the 'exchange'.

Once you are familiar with the model, it is not necessary to think each step through consciously. Below are more details on each step and how to apply the model.

1. Assume that everyone can help you

Influencing someone else – especially someone who seems to be 'being difficult' – can make you feel upset, nervous or unsure. However, don't write anyone off: approach this situation by looking at the other person as a potential ally.

2. Prioritise objectives

In this step you need to identify *why* you are trying to influence this person. What is it that you need from them? What are your primary and secondary goals?

Here, it is important to keep your personal wants and goals out of the situation. For instance, you may subconsciously want to be seen as 'right' or you may want to 'have the last word'. These personal motivations often get in the way of effective negotiation. Focus on your work goals, and leave personal motivators or drivers aside.

3. Understand the other person's situation

In this step, you need to understand your potential ally's world, and understand how this person is judged. For instance, what performance metrics do they work by? How are they rewarded?

These factors play an important role in what your ally can give, and what they might want from you in return.

To evaluate this, ask yourself the following questions:

1. How is this person 'measured' at work?
2. What are this person's primary responsibilities?
3. Does this person experience peer pressure from their boss or colleagues?
4. What is the culture of this person's organisation?
5. What does this person's boss expect from them?
6. What seems to be important to this person?

You can also use empathy to step into the world of your potential ally, and to understand what drives their behaviour.

This step can be challenging; and it will determine whether or not you can identify what factors are important to them, which is the next step.

4. Identify what matters – to you and to them

This is likely to be the most important step in the Influence Model. Here, you need to identify what truly matters to your potential ally.

If you pay attention, you should be able to hear or see the things that this person values most.

Cohen and Bradford identified five types of factors that are most often valued in organisations. These are:

- Inspiration
- Task
- Position
- Relationship
- Personal.

Inspiration

Factors may relate to inspiration, vision and morality/strength. People who value these factors want to find meaning in what they're doing. They may go out of their way to help if they know in their heart that it's the right thing to do, or if it contributes in some way to a valued cause. You can appeal to these people by explaining the significance of your project or request, and by showing that it's the right thing to do. Appeal to their sense of integrity and virtue.

Task

Factors may relate to the task at hand and to getting the job done. Here, you'll want to exchange resources such as money, personnel or supplies. You could offer to help these people on a current project they're working on. Or you could offer your expertise, or your organisation's expertise, in exchange for their help.

Task-related factors are often highly valued in new organisations (where supplies and resources may be scarce) and in organisations or teams that are struggling to get the finances, supplies or information they need. Keep in mind that an important task-related factor is challenge. Many people, especially those who want to test or expand their skills, value the opportunity to work on challenging tasks or projects.

When you are exchanging resources, it is vital not to engage in anything that may be seen to be bribery.

Position

People who value this type of factor focus on recognition, reputation and visibility. They want to climb the organisational ladder, and to be recognised for the work they're doing.

Here you'll want to appeal to this sense of recognition by publicly acknowledging their efforts. You could offer them lunch with your CEO, or the opportunity to work with a high-profile team. Or, if applicable, remind them that the project or task will be recognised by respected people in your industry.

Relationship

People who value relationships want to belong. They want strong relationships with their team and colleagues. These people value feeling connected to you or your organisation on a personal level. Offer them emotional support and understanding. Use active listening, so that they can talk about their problems. Say thank you: show gratitude for the good work they're doing for you, or have done for you in the past.

Personal

This is probably the simplest of the five. These factors relate to the other person on a personal level. You can appeal to this person by showing them sincere gratitude for their help. Allow them the freedom to make their own decisions if they're helping you on a team. Keep things simple for them, so they don't feel hassled in helping you.

Note: A common mistake in identifying the type of factor that is important to people is underestimating its importance to them. Just because *you* don't need to feel important, be recognised or feel loved by your team doesn't mean that no one else does. Make sure you keep an open mind when identifying the factors.

5. Analyse the relationship

In this step, you need to analyse what kind of relationship you have with this person. If you know them well and you're on good terms, you can directly ask them for what you need.

If you're not on good terms, or you're a complete stranger, then you need to focus on building trust and building a good relationship before you move on to the final step. To do this, take time to get to know the person you're interacting with. Make sure you use active listening techniques when you're speaking with them. Develop your emotional intelligence skills, which will help you recognise not only your own feelings, but the feelings of those around you.

6. Make the 'exchange'

Once you feel you know what your ally wants or needs, and you've determined what you have to offer, you can make the 'exchange' and put your findings into action.

Make sure that when you make the offer or exchange, it's done in a way that builds trust. Show respect, empathy and understanding to the other person. Show your gratitude to them for helping you, and keep looking for ways to help others.

Example

Mark works in the Accounts department in his organisation. He's implementing a new software package that will streamline the collections process, eliminating several unneeded steps. However, he needs help from his colleague, Rob, to solve a problem. Rob has exactly the expertise Mark needs.

The problem is that Rob is extremely busy with his own projects, and has so far been unwilling to help. So, Mark uses the Influence Model, as shown in the following steps.

1. Assume that everyone can help you

Mark already knows that Rob could be an ally; they've always got along in the past. The only reason that Rob is unwilling to help is because he's snowed under with his own projects, most of which have tight deadlines.

2. Prioritise objectives

Mark takes a moment to clarify his goals. Why does he need to influence Rob? This is simple: Rob has the expertise Mark needs to overcome a problem he's stuck with. His goal is to gain Rob's help, perhaps for half a day, to solve the problem.

3. Understand the other person's situation

Mark looks at the professional world that Rob inhabits. Rob works full-time in IT. Mark knows the IT department is deadline-driven. Rob is often under immense pressure to troubleshoot problems as they come up, but also to deliver major projects that have quick turnaround times. As a result, Rob frequently stays late and comes in early to meet all his demands.

4. Identify what matters – to you and to them

Mark believes that task-related factors are important to Rob. What he needs most is another set of hands to help him complete some of his current projects. If he could catch up, he'd probably be willing to help Mark with his own project.

5. Analyse the relationship

Mark is already on good terms with Rob. They don't talk often, since they work in different departments. But they've chatted a few times in the hallway, and Mark would consider Rob a friend.

6. Make the 'exchange'

Mark decides on his exchange. He's going to offer Rob a full day of his own time to help Rob catch up on his projects. In return, Mark will ask for half a day of Rob's time to help him with his own project.

When he approaches Rob, Rob looks surprised at the offer. But he accepts immediately. Mark shows his appreciation by showing up early on his day to help Rob, and working hard the entire day. When the time comes for Rob to help Mark, the same holds true: Rob shows up early, and the two workers get the problem figured out by lunchtime. Mark then takes Rob out for lunch to show his gratitude.

Appendix 2.7
Personal Currencies

In a variety of workplaces and professional settings, at least five types of currencies come into play:

- Inspiration
- Task
- Position
- Relationship
- Personal.

Although this list is not comprehensive, it provides a view of possible currencies that may be useful when thinking about the things people care about, and what you have to offer.

Below are examples of the different types of currencies. Read the examples and circle any currencies you have.

Examine the negative currencies and circle any that apply to you.

You may add any additional currencies that are not mentioned.

Remember: A currency is something of value that you have (skill, expertise, access, information, etc.) that you trade for something you want or need.

Inspiration-related currencies Reflect inspirational goals that provide meaning to the work that a person does	
Vision	Being involved in a task that has larger significance for the unit, organisation, customers/clients or society
Excellence	Having a chance to do important things really well
Moral/ethical correctness	Doing what is 'right' by a higher standard than efficiency
Task-related currencies Relate to a person's ability to perform assigned tasks, or to the satisfaction that arises from accomplishment	
New resources	Obtaining money, budget increases, personnel, space, equipment, etc.
Challenge/learning	Getting to do tasks that increase skills and abilities; opportunities to participate in 'stretch assignments'
Assistance	Receiving help with existing projects or unwanted tasks
Organisational support	Receiving overt or subtle backing or direct assistance with implementation
Rapid response	Getting something more quickly
Information	Obtaining access to organisational or technical knowledge

Position-related currencies Enhance a person's position in the organisation, and indirectly aid the person's ability to accomplish tasks and advance their career	
Recognition	Acknowledgment of effort, accomplishment or abilities
Visibility	The chance to be known by 'higher-ups' or significant others in the organisation
Reputation	Being seen as competent, committed, etc.
Importance/'insiderness'	A sense of centrality and belonging
Contacts	Opportunities for linking with others
Relationship-related currencies Connected to strengthening the relationship with someone	
Acceptance/inclusion	Feeling closeness and friendship
Understanding	Having concerns and issues listened to
Personal support	Receiving personal and emotional backing
Personal-related currencies Valued because they enhance the individual's sense of self	
Gratitude	Appreciation or expression of indebtedness
Ownership/involvement	Owning and influencing important tasks
Self-concept	Affirming values, self-esteem and identity
Comfort	Avoiding hassles

Common negative currencies

Negative currencies are things that people do not value, and often wish to avoid. Use these with caution in your practice of influence. Although they are sometimes necessary, they may result in additional negative chain reactions (such as retaliation) and/or damage to relationships.

When using negative currencies, try to use positive framing. For example, a statement such as 'I know you wouldn't want to be left out' is likely to be better received than the direct threat in a statement such as 'If you do not cooperate, I will see to it that you are left out'.

Withholding 'payments' of a valued currency
Not giving recognition
Not offering support
Not providing challenge
Threatening to quit the situation
Creating undesirable situations
Raising voice, yelling
Refusing to cooperate when asked
Escalating issue upwards to common boss
Going public with issue, making lack of cooperation visible
Attacking a person's reputation, integrity

Additional currencies

Appendix 2.8
Assessing Emotions Scale

About the scale

The Assessing Emotions Scale (also known as the Emotional Intelligence Scale, the Self-Report Emotional Intelligence Test, and the Schutte Emotional Intelligence Scale) was created by Schutte, Malouff and Bhullar in 2007.

Using the scale

Each of the following statements relates to your emotions and your reactions. Decide whether or not each statement is generally true for you. Use the 5-point scale to respond to the statement.

1 = Strongly disagree
2 = Somewhat disagree
3 = Neither agree nor disagree
4 = Somewhat agree
5 = Strongly agree

Remember: There are no right or wrong answers. Give the response that best describes you.

1. I know when to speak about my personal problems to others.	1	2	3	4	5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1	2	3	4	5
3. I expect that I will do well on most things I try.	1	2	3	4	5
4. Other people find it easy to confide in me.	1	2	3	4	5
5. I find it hard to understand the non-verbal messages of other people.	1	2	3	4	5
6. Some of the major events of my life have led me to re-evaluate what is important and not important.	1	2	3	4	5
7. When my mood changes, I see new possibilities.	1	2	3	4	5
8. Emotions are one of the things that make my life worth living.	1	2	3	4	5
9. I am aware of my emotions as I experience them.	1	2	3	4	5
10. I expect good things to happen.	1	2	3	4	5
11. I like to share my emotions with others.	1	2	3	4	5
12. When I experience a positive emotion, I know how to make it last.	1	2	3	4	5
13. I arrange events others enjoy.	1	2	3	4	5
14. I seek out activities that make me happy.	1	2	3	4	5
15. I am aware of the non-verbal messages I send to others.	1	2	3	4	5

16. I present myself in a way that makes a good impression on others.	1	2	3	4	5
17. When I am in a positive mood, solving problems is easy for me.	1	2	3	4	5
18. By looking at their facial expressions, I recognise the emotions people are experiencing.	1	2	3	4	5
19. I know why my emotions change.	1	2	3	4	5
20. When I am in a positive mood, I am able to come up with new ideas.	1	2	3	4	5
21. I have control over my emotions.	1	2	3	4	5
22. I easily recognise my emotions as I experience them.	1	2	3	4	5
23. I motivate myself by imagining a good outcome to tasks I take on.	1	2	3	4	5
24. I compliment others when they have done something well.	1	2	3	4	5
25. I am aware of the non-verbal messages other people send.	1	2	3	4	5
26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	1	2	3	4	5
27. When I feel a change in emotions, I tend to come up with new ideas.	1	2	3	4	5
28. When I am faced with a challenge, I give up because I believe I will fail.	1	2	3	4	5
29. I know what other people are feeling just by looking at them.	1	2	3	4	5
30. I help other people feel better when they are down.	1	2	3	4	5
31. I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5
32. I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
33. It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

Scoring

- Score by simply summing all items.
- Scores can range from 33 to 165.
- Higher scores indicate more characteristic emotional intelligence.

The scale comprises four subscales which assess different factors of emotional intelligence. Complete the table below to analyse your scores.

	Score
OVERALL SCORE Sum all items. Items 5, 28 and 33 are reverse scored.	
Perception of emotion Sum all items: 5, 9, 15, 18, 19, 22, 25, 29, 32, 33. Items 5 and 33 are reverse scored.	
Managing emotions in the self Sum all items: 2, 3, 10, 12, 14, 21, 23, 28, 31. Item 28 is reverse scored.	
Managing others' emotions Sum all items: 1, 4, 11, 13, 16, 24, 26, 30.	
Utilisation of emotions Sum all items: 6, 7, 8, 17, 20, 27.	

Appendix 2.9
Mood and Emotions Log

This log aims to help you increase your emotional self-awareness by recording how you feel and experience moods and emotions over a period of 1–2 weeks. You may, of course, use the log over a longer time period, if you wish.

This log is based on the Emotions Diary technique, which was developed and tested by Nelis, Quoidbach, Mikolajczak and Hansenne (2009) and was found to be effective in developing emotional intelligence.

In accordance with the study by Nelis et al., we suggest that you complete the log every day over a period of 10–14 days, which should include 'typical' work days.

The log is designed for you to discover **patterns** in mood and experienced emotions, identify possible **triggering events** for moods and emotions, and analyse how experienced moods and emotions may *influence* your work behaviour and performance.

Each person has a distinct and unique 'emotional life'. This log will help you to understand your own emotional functioning and, by doing so, will enable you to improve your self-management of moods and emotions.

For each day, complete the log sheets.

Alternatively, use the log sheets as prompts for you to consider and integrate into your existing journaling practice.

After 10–14 days, review your completed logs and use the section entitled 'Reviewing your analysis' to reflect on what you have discovered.

Day _____

Mood graph

Circle the face(s) that sum up your mood.

Time period	Very negative	Negative	Neutral	Positive	Very positive
Early morning (up to 10 a.m.)	☹ ☹	☹	😐	☺	☺ ☺
Late morning (10 a.m. to noon)	☹ ☹	☹	😐	☺	☺ ☺
Midday (noon to 1 p.m.)	☹ ☹	☹	😐	☺	☺ ☺
Early afternoon (1 p.m. to 3 p.m.)	☹ ☹	☹	😐	☺	☺ ☺
Late afternoon (3 p.m. to 5 p.m.)	☹ ☹	☹	😐	☺	☺ ☺
Evening (5 p.m. onwards)	☹ ☹	☹	😐	☺	☺ ☺

What influenced my moods today?

- If I experienced particularly positive/negative moods today, why did this happen?
- How did my moods influence my behaviour? Did they make me more/less likely to do something?
- Did an experienced 'negative' mood make any specific task unpleasant or difficult to face?
- Did an experienced 'positive' mood make any specific task enjoyable or easy?

Write your thoughts here:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Emotions diary

Which of the following emotions did you experience strongly today?

Circle the relevant emotions.

Anger	Contentment	Embarrassment
Fear	Amusement	Relief
Disgust	Excitement	Shame
Sadness/Distress	Guilt	Sensory pleasure
Contempt	Pride in achievement	Satisfaction

For each emotion you experienced, complete the following analysis.

(If you circled more than three emotions, focus your analysis on the three strongest emotions you experienced.)

Emotion 1	Name the emotion
Triggers	**Analyse the triggers**
Why did I experience this emotion?	
What were the 'triggers' for this emotion?	
What happened prior to the experience that seemed to cause me to feel this way?	
Effects	**Analyse the effects**
How did experiencing this emotion affect my behaviour?	
Did the experience of this emotion affect the way I behaved towards other people? How?	
How did experiencing this emotion affect the way I thought about myself?	
Did experiencing this emotion affect my performance on any task or job? How?	

Emotion 2	Name the emotion
Triggers	**Analyse the triggers**
Why did I experience this emotion?	
What were the 'triggers' for this emotion?	
What happened prior to the experience that seemed to cause me to feel this way?	
Effects	**Analyse the effects**
How did experiencing this emotion affect my behaviour?	
Did the experience of this emotion affect the way I behaved towards other people? How?	
How did experiencing this emotion affect the way I thought about myself?	
Did experiencing this emotion affect my performance on any task or job? How?	

Emotion 3	Name the emotion
Triggers	**Analyse the triggers**
Why did I experience this emotion?	
What were the 'triggers' for this emotion?	
What happened prior to the experience that seemed to cause me to feel this way?	
Effects	**Analyse the effects**
How did experiencing this emotion affect my behaviour?	
Did the experience of this emotion affect the way I behaved towards other people? How?	
How did experiencing this emotion affect the way I thought about myself?	
Did experiencing this emotion affect my performance on any task or job? How?	

Reviewing your analysis

Once you have completed your log, look for any significant trends or patterns in it. Consider the following points.

Mood graph

- Is there a pattern to the mood graph? Are there particular times of the day/week when you tend to be in a positive/negative mood? If so, why might this be?

_____

_____

_____

Examine how your experienced moods may influence your work behaviour/performance.

When experiencing positive moods:

- Are there certain kinds of tasks or work situations that seem very attractive/enjoyable?
- Are there tasks you seem to do better in a positive mood? Are there situations you handle very well when in a positive mood?
- Are there tasks/situations that are very unattractive/unpleasant when you are in a positive mood?

_____

_____

_____

When experiencing negative moods:

- Are there certain kinds of tasks or work situations that seem very attractive/enjoyable?
- Are there tasks you seem to do better in a negative mood? Are there situations you handle very well when in a negative mood?
- Are there tasks/situations that are very unattractive/unpleasant when you are in a negative mood?

_____

_____

_____

Mood variability

Does the log show consistency in mood – or does it show change and variability in mood? If you keep the mood log over a period of days, is there constancy in mood (negative, positive or neutral) or do you appear to switch a lot?

_____

_____

Emotions diary

- Over the period, are there any particular emotional states you seem to experience frequently? What are they?

  _____

  _____

Negative emotional states

- If there are negative emotional states you experience frequently, look at the triggers for these states. Are there common triggers or causal factors for these emotions?

  _____

  _____

- How might you minimise the possibility of experiencing those triggers in future?

  _____

  _____

- Do negative emotional states strongly affect your behaviour towards others? Is there any common pattern or 'behavioural signature' to how negative emotional states affect the way you interact with other people?

  _____

  _____

- If negative emotional states have a damaging effect on the way you interact with others, what could you do to minimise the impact of this?

  _____

  _____

- Does it appear that negative emotional states strongly affect your performance on tasks? How?

  _____

  _____

- If negative emotional states impair your performance on important tasks, could you do anything to minimise the impact?

  _____

  _____

Positive emotional states

- Are there common triggers or causal factors for positive or pleasant emotional experiences?

  _____

  _____

- If there are common triggers for positive emotional states, are there ways you could increase the chances of experiencing those triggers? Can you make it **more** likely you will experience these 'positive emotional states'?

  _____

  _____

- Do positive emotional states strongly affect your behaviour towards others? Is there any common pattern or 'behavioural signature' to how positive emotional states affect the way you interact with other people?

  _____

  _____

- Does it appear that positive emotional states strongly affect your performance on tasks? How?

  _____

  _____

Appendix 2.10
Post-Module 2 Questionnaire

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44

☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved.

Understand how to develop self as a values-based leader

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Become more effective at relationship management

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Be able to lead through influence and reciprocity

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Understand how to further develop emotional intelligence to work more effectively with others

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

4. Individual learning and impact

(i) Which aspects of the session do you think would add value to your role in the workplace and across your locality?

_____

_____

_____

_____

(ii) What were your key learning points from the session?

_____

_____

_____

_____

(iii) How do you plan to implement the learning back into the workplace and across your locality?

_____

_____

_____

_____

5. Activities

(i) What I liked best about the session was:

_____

_____

(ii) What I liked least about the session was:

_____

_____

(iii) In relation to violence prevention, how has the experience of joint working and collaborative learning during Module 2 challenged your perception of different organisations and/or sectors?

_____

_____

_____

(iv) In relation to violence prevention, will your experience of joint working and collaborative learning make it easier to work with the organisations and/or sectors you find the most challenging? Can you explain why?

_____

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6. Additional comments

Please share any other comments you would like to make about Module 2.

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Appendix 3.1
Structure of Modules 3 and 4

Date _____

Venue _____

Location _____

Outcomes

The purpose of Modules 3 and 4 is to help you:

- Reflect on and explore the perpetuation of values and behaviours that normalise violence in homes, schools and neighbourhoods

- Develop an in-depth understanding of the importance of challenging norms, values and acceptable behaviours, and developing a culture of tolerance

- Apply a new strengths-based approach to identifying individual and collective leadership actions to enable the emergence of a positive culture of non-toleration of violence

- Commit to owning and reporting back on the testing out of these actions as leaders in IUVP.

Prereading

Kania, J., Hanleybrown, F., and Splanksy Juster, J. (2014), 'Essential Mindset Shifts for Collective Impact', *Stanford Social Innovation Review*, Fall: 2–5.

Chan, W.Y., Hollingsworth, M.A., Espelage, D.L., and Mitchell, K.J. (2016), 'Preventing Violence in Context: The Importance of Culture for Implementing Systemic Change', *Psychology of Violence*, 6, 1: 22–6.

Preparation

This is a developmental workshop. We ask you to come prepared to challenge and be challenged, and play an active and full part in the workshop.

Complete the prereading.

Please come prepared to share your reflections on elections and their implications for IUVP in the context of your collaborative.

Sample Session Outline

Time	Session detail	Facilitator
09.00–09.30	Complete Pre-Modules 3 and 4 Questionnaire	Name
09.30–09.45	Welcome, introductions, purpose and objectives	
09.45–10.15	Bridging activity: Learning review from Module 2	
10.15–11.30	Setting the scene – *Bogotá Change* documentary Activity: Facilitated discussions on learning points for Insert place name Context: values, norms and behaviours	
11.30–11.45	Break	
11.45–12.45	**PBLD, IUVP and shifting mindsets** Activity: Riddles Essential mindset shifts for collective impact in IUVP	
12.45–13.30	**Introducing Appreciative Inquiry (AI)** Appreciative Inquiry Activity: One of the best? Defining the inquiry, challenging norms and developing an alternative narrative	
13.30–14.00	Lunch	
14.00–14.45	Appreciative Inquiry session 1: Discovery Activity: Discovery	
14.45–15.00	Break	
15.00–15.30	Activity: Checking out	
15.30–16.00	Post-Module Questionnaire (Part A) Bridging activity: Reflecting on Discovery	

Time	Session detail	Facilitator
09.10–09.30	Welcome Bridging activity: Reconnecting	Name
09.30–11.00	Appreciative Inquiry session 2: Dream Activity: Envisaging the ideal future Activity: Sharing the dream	
11.00–11.15	Break	
11.15–12.00	Appreciative Inquiry session 2: Dream (continued) Activity: Identifying the enablers	
12.00–13.00	Lunch	
13.00–15.30	Activity: Design action planning	
15.30–15.45	Break	
15.45–17.00	Activity: Reflection and check-out Post-Module Questionnaire (Part B)	

Appendix 3.2
Pre-Modules 3 and 4 Questionnaire

Thank you for taking the time to complete this pre-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. **Personal details**

   Name: _____

   Organisation: _____

   Job title: _____

   Date of workshop: _____

   Location of workshop: _____

   Age range: ☐ 21 or under   ☐ 22 to 34   ☐ 35 to 44

                    ☐ 45 to 54   ☐ 55 to 64   ☐ 65 or over

2. **Professional experience**

   (i) Number of years in your current role: _____

   If you have several current roles, please state the number of years in the role for which you are a participant in the P-BLD workshop.

   (ii) Describe your main responsibilities in your current role.

   _____

   _____

   _____

   (iii) Your previous professional experience has been mainly in which sector?

   ☐ Public   ☐ Private   ☐ Not for profit

3. **What do you think are the main challenges to urban violence prevention in a post-election context?**

   _____

   _____

   _____

4. **What do you find most difficult in challenging behaviours and attitudes that perpetuate violence?**

_____

_____

_____

5. **How do you believe such challenges can be overcome?**

_____

_____

_____

6. **As a leader in IUVP, what is your role in increasing respect for and tolerance of others?**

_____

_____

_____

7. **What are you hoping to get out of the next two days?**

_____

_____

_____

8. **Reflection**

Please share any immediate reflections or observations you have on completing this questionnaire.

_____

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Appendix 3.3
Appreciative Interview

1. Work in pairs to share a story that relates to the question below.

   *What has been one of the best experiences of your working life −
   a time when you felt most engaged and enthused?*

2. One person tells the story and the other person listens and interviews.

3. Swap roles after 5 minutes.

Guidelines

When telling the story

- Stick to the theme and focus on one of the best experiences.
- Notice and resist any tendency to drift off into negative experiences.

When listening and interviewing

Use the questions below to help the person stay focused on their best experience.

- *What's really important about this experience?*
- *What do you value most about it?*

Appendix 3.4
Conducting Appreciative Inquiry

Belief rather than doubt is the stance to adopt.
This is not a time for scepticism questions that imply a need for 'proof'.
Magruder Watkins et al., 2011

Assume wellbeing and strength rather than deficit.

You are looking for examples and incidents of things at their best.

The inquiry is the intervention.

You are not just gathering data. The questions you ask affect the emotional state of the person you are asking them of, and the ongoing, ever-changing image this person has of the organisation/collaborative and the process of change.

It's not just the questions: it's the way you ask them.

As you know, the way in which you ask questions will influence people and shape their expectations about the value and sincerity of the interview. When you are focused and interested, the interviewee will experience being fully heard. This means you have applied and practised active listening.

You are seeking the stories – not opinions or analysis.

You want the person to be almost reliving the experiences they are talking about and telling you about – what they thought or felt at the time, rather than examining the experiences in a detached way and telling you what they think of those experiences now. Seek the story, rather than the opinion or analysis. This way, you are more likely to get the *genuine experience*, rather than a refined 'official line' or something the person thinks you want to hear.

Once you have the story, you can move on to values, life-giving factors and wishes.

The motivating power of values and wishes comes from the emotional charge. The emotions that the stories evoke will allow the person to identify what is really important about the experience and what they want in the future.

Appendix 3.5
Discovery Activity

This phase is about the work; to appreciate the best of what is.

You are invited to think of those times when you have a sense that it is working well, when you feel the most effective, engaged and productive. In doing this, the aim is to uncover the unique factors that made these high points possible.

1. Work in pairs to share a story that relates to the question below.

   What has been your best experience of challenging norms, values and behaviours that normalise violence?

2. One person tells the story and the other person listens and interviews.

3. Swap roles after 10 minutes.

Guidelines

Consider these useful questions to ask each other.

- *What's really important about this experience? What do you value most in it?*
- *What made this experience possible?*
- *When things are working at their best in terms of reducing the acceptance of violence as normal, what does this look or feel like?*

Appendix 3.6
Discovery Activity: Quadrants

When _____ is at its best …

What's important?	What made it possible?
What does it look or feel like?	**One wish for the IUV collaborative**

Appendix 3.7
Sharing the Discovery Action Plan

When _____ **is at its best …**

Who do I need to share this with?

How/when will I do it?

Appendix 3.8
Checking Out

What was it like to inquire in this way?

What am I taking away from today?

Appendix 3.9
Post-Module Questionnaire (Part A)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44

☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. **Achievement of learning outcomes**

   Please indicate your level of satisfaction that the following aims were achieved during Day One.

   Reflect on and explore the perpetuation of values and behaviours that normalise violence in homes, schools and neighbourhoods

   ☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

   Develop an in-depth understanding of the importance of challenging norms, values and acceptable behaviours, and developing a culture of tolerance

   ☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

4. **Individual learning and impact**

   (i) How has participating in today's activities impacted on your own attitudes towards the perpetuation of violence?

   _____

   _____

   (ii) What were your key learning points from the session?

   _____

   _____

   (iii) What actions will you take to apply this learning as a leader – within your workplace and across the wider place?

   _____

   _____

5. **Overall impact**

   (i) Do you feel that there is now a common and agreed definition of the problem we are seeking to address? How would you express this?

   _____

   _____

   (ii) From your personal perspective: if we start to address the problem, what will be the visible indicators of success? What will have changed?

   _____

   _____

6. Activities

Which activity was the most challenging for you so far? Why?

_____

_____

7. Work in progress

What are you most looking forward to about tomorrow's session?

_____

_____

8. Final reflections

Describe how you are feeling now that you have completed this questionnaire.

_____

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Appendix 4.1
Dream: What Could Be

What's your ideal future?

What would the collaborative be like if your team was organised around your best experience with people?

1. Reflect for a few moments on what the future could be like.

    Try not to worry too much about what is possible or not possible for now.

    Ask yourself the following questions:

    - *How would the collaborative's work on IUVP be if all your wishes came true?*

    - *No matter what happens, what will we want to continue in our future?*

    > Imagine it is a year from now and the collaborative has won an award for the most impactful IUVP programme.
    >
    > - How does it feel?
    > - What are we doing differently?
    > - What enabled us to win the award?
    > - What is it like to work as part of such a successful team?
    > - What if our positive experiences were the everyday norm?
    > - How would we know this was the case?
    > - How would the outside world know?

2. Share your thoughts around the table.

3. Collate your thoughts and come up with some way of sharing your vision for the future with the rest of your colleagues.

Appendix 4.2
Open Inquiry Questions

What was the best bit about ...?

What was really important about your experience of ...?

What made it possible?

What did you value most about ...?

Without being overly modest, what did you do well?

If you had one wish for the future in relation to ... what would it be?

What did you find you were able to build on?

Who were your friends/allies?

What would make it even better?

What could be the new story in relation to ...?

What are the possibilities in relation to .... that you might not have seen before?

What might the impact of ... be?

What options can you create here?

How do you feel about this?

What else might you need to pay attention to?

What might you achieve here?

Appendix 4.3
Getting to the Dream

Imagine you wake up tomorrow and everything is at it should be.

How did you get there?

What made it possible?	What are you doing differently?
What do you see others doing differently?	**How does it feel?**

Appendix 4.4
Game Plan Template

What might this look and feel like?
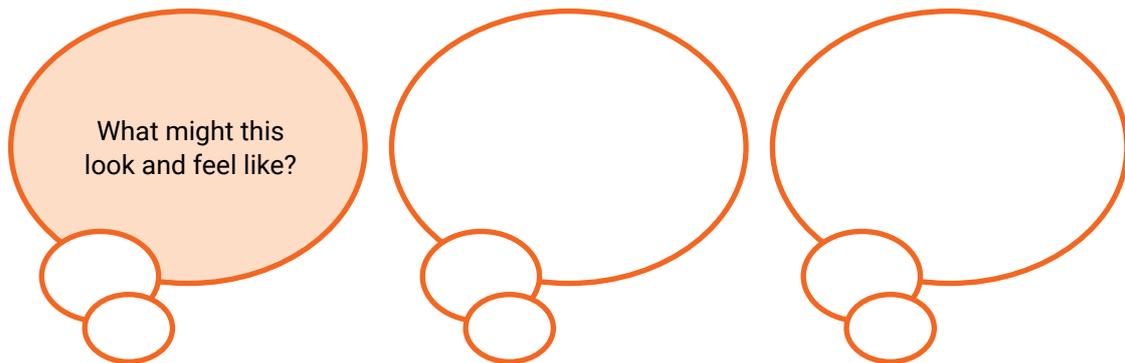
Stages and tasks

What are we going to do?
Who is going to do it?
When?

Our goal

What else do we pay attention to?

What are the signs that things are moving in the right direction?
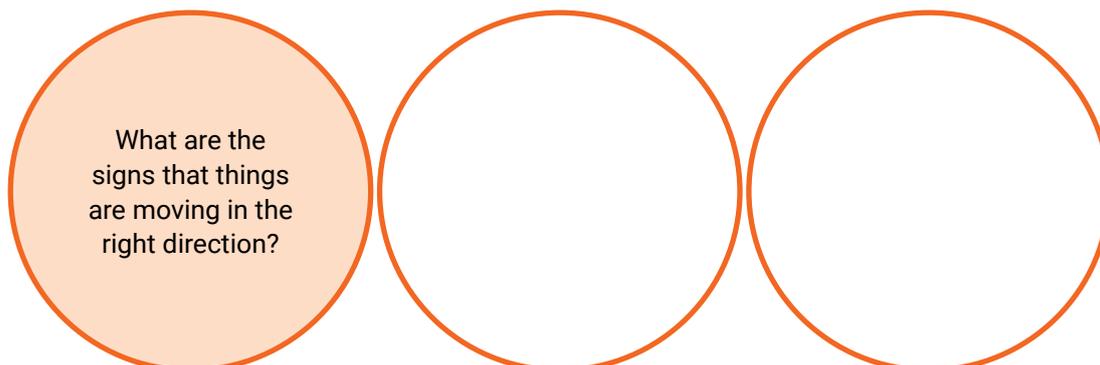
Appendix 4.5
Action Plan Template

What might this look and feel like? ➡			

Stages and tasks Our goal	What are we going to do?	Who is going to do it?	When?

What are the signs that things are moving in the right direction? ➡			
What else do we pay attention to? ➡			

Appendix 4.6
Connecting Ideas

The following questions help us to connect ideas and find deeper insight.

What's taking shape?
What are you hearing underneath the variety of opinions being expressed?

What's emerging here for you?
What new connections are you making?

What had real meaning for you from what you've heard?
What surprised you?
What challenged you?

What's missing from this picture so far?
What is it we're not seeing?
What do we need more clarity about?

What's been your/our major learning insight or discovery so far?

What is the next level of thinking we need to do?

If there is one thing that has not been said in order to reach a deeper level of understanding/clarity, what would that be?

Appendix 4.7
Checking Out

What was it like to inquire in this way?

What am I taking away from today?

Appendix 4.8
Post-Module Questionnaire (Part B)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under   ☐ 22 to 34   ☐ 35 to 44

☐ 45 to 54   ☐ 55 to 64   ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved during Day Two.

Apply a new strengths-based approach to identifying individual and collective leadership actions to enable the emergence of a positive culture of non-toleration of violence

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

Commit to owning and reporting back on the testing out of these actions as leaders in IUVP

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

4. Individual learning and impact

(i) Has participating in the past two days changed you? Can you describe this impact?

_____

_____

_____

(ii) What do you consider that you need to do differently? Why?

_____

_____

_____

(iii) What are your priorities for action between now and the next P-BLD session?

_____

_____

_____

5. Conditions for collective impact

(i) What has been the focus of the inquiry today? How is it going to be addressed?

_____

_____

_____

(ii) How will your region have changed as a result of our actions? What will we see that is different? How will we feel?

_____

_____

_____

(iii) Having participated in this two-day 'collective inquiry', will this change the way you work with partners within the context of IUVP? If so, how? Describe the change.

_____

_____

_____

(iv) What will you do to report implementation of the agreed actions to fellow participants? Do you have any ideas for improving information sharing? *Please be specific.*

_____

_____

_____

(v) How do you feel about reporting back, and sharing failures as well as successes?

_____

_____

_____

(vi) How will we keep the momentum going?

_____

_____

_____

6. Final reflections

Describe how you are feeling about your experiences of the last two days.

_____

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_____

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Appendix 5.1
Joining Instructions

Date _____

Dear Colleague,

Modules 5 and 6: Leading Change: Challenging the Norms of Sexual and Other Forms of Violence Against Women, Girls and Boys

Date _____

Venue _____

Location _____

As part of the ongoing P-BLD programme for IUVP, you are invited to take part in a two-day workshop.

In the first part of the workshop, groups will report back on the outcomes, achievements and challenges of implementing the action plans developed during the collective inquiry (Modules 3 and 4). Following this, the majority of the time will be focused on a number of activities that will enable us to create safe space for and participate in purposeful dialogue towards agreeing collective action for challenging the normalisation of sexual and other forms of violence.

In order to be fully prepared for – and get the most out of – the two days, it is important that you carry out research on the key themes. You can do this in the following ways.

- Reflect on your attitudes and assumptions about the normalisation of sexual and other forms of violence and mistreatment against women and children.

- Draw on your own knowledge and experience of attitudes towards the rate of incidents and forms of violence in your own community and neighbourhood.

- Familiarise yourself with academic/policy literature on the causes of sexual and other forms of violence and mistreatment against women and children, and effective preventative strategies.

Below are links to several key online sources and documents. As a minimum, please read items 1–4.

1. United Nations (2015), Website for the 2030 Agenda for Sustainable Development. The SDGs for 2030 were adopted by the United Nations General Assembly on 25 September 2015. SDG 5 indicates strong international support for combatting sexual violence and violence against children. Available from: https://sustainabledevelopment.un.org/

2. Prevention Institute (2006), *Sexual Violence and the Spectrum of Violence: Towards a Community Solution*. Michigan: Prevention Institute. Available from: https://www.preventioninstitute.org/sites/default/files/publications/Sexual%20Violence%20Spectrum.pdf

3. WHO (2017), *Child Maltreatment: The Health Sector Responds*. Geneva: World Health Organization. Available from: http://www.paho.org/hq/index.php?option=com_docman&task=doc_view&gid=39717&Itemid=270&lang=fr

4. UNICEF (2017), *A Familiar Face: Violence in the Lives of Children and Adolescents*. New York: UNICEF. Available from: https://www.unicef.org/publications/index_101397.html

5. UNESCO (2017), *School Violence and Bullying: Global Status Report*. Available from: http://unesdoc.unesco.org/images/0024/002469/246970e.pdf

6. Know Violence in Childhood (2017), *Ending Violence in Childhood: Overview. Global Report 2017*. New Delhi, India: Know Violence in Childhood. Available from: http://www.knowviolenceinchildhood.org/publication

7. WHO/ISPCAN (2006), *Preventing Child Maltreatment: A Guide to Generating Evidence and Taking Action*. Geneva: WHO/International Society for the Prevention of Child Abuse and Neglect. Available from: http://apps.who.int/iris/bitstream/10665/43499/1/9241594365_eng.pdf

8. UNITY/Prevention Institute (2017), *Making the Case: Cradle to Community. From a Cycle of Violence to a Culture of Safety*. Michigan: UNITY/Prevention Institute. Available from: https://www.preventioninstitute.org/publications

9. WHO (2017), *Responding to Children and Adolescents Who Have Been Sexually Abused: WHO Clinical Guidelines*. Geneva: World Health Organization. Available from: https://www.who.int/reproductivehealth/publications/violence/clinical-response-csa/en/

During the sessions, you will be introduced to a number of new key concepts and approaches linked to P-BLD, such as the zone of uncomfortable dialogue (ZOUD). The focus is on achieving a deeper level of dialogue and exploring individual and collective attitudes towards the normalisation of sexual and other forms of violence. It is expected that together the collaborative will be able to identify individual leader and collective leadership responsibilities for addressing such behaviours and attitudes, and reducing their prevalence over the longer term.

We look forward to working with you all during the two days and hope that you will find the development sessions purposeful and transformational.

Yours sincerely,

Insert name   Insert name

P-BLD Facilitator   **Senior Manager**
                                               Local Convening Organisation

Appendix 5.2
Structure of Modules 5 and 6

Date _____

Venue _____

Location _____

Outcomes

The purpose of Modules 5 and 6 is to help you:

- Share experience of the implementation and outcomes of the agreed group actions from the Appreciative Inquiry (undertaken during Modules 3 and 4) and next steps

- Create a safe space for uncomfortable debate, leading to an enhanced level of dialogue

- Discuss and agree individual leader and collective leadership roles of the collaborative in combatting the normalisation of sexual and other forms of violence

- Collectively develop a prevention strategy for sexual and other forms of violence (using the Spectrum of Prevention).

Prereading

Please refer to Appendix 5.1: Joining Instructions.

Preparation

This is a developmental workshop. We ask you to come prepared to challenge and be challenged, and play an active and full part in the workshop.

Sample Session Outline

Time	Session detail	Facilitator
09.00–09.30	Complete Pre-Modules 5 and 6 Questionnaire	Name
09.30–09.45	Welcome, introductions, purpose and objectives	
09.45–10.05	Reconnecting with P-BLD	
10.05–11.15	Delivering impact	
11.15–11.30	Break	
11.30–12.30	Setting the scene and leading change	
12.30–13.30	Place-based leadership, discomfort and innovation Activity: Avoiding discomfort	
13.30–14.00	Lunch	
14.00–15.30	Creating our Safe ZOUD Activity: Two truths and a dream wish Activity: The ZOUD and me Activity: Agreeing our behavioural guidelines in the ZOUD Four core values for participatory decision-making	
15.30–15.45	Refreshment break	
15.45–16.00	Bridging activity: Preparing to enter the ZOUD Exploration to reflect on: ● Appendix 5.7: Two Truths and a Dream Wish *Complete Appendices 5.7 and 5.8 in the evening in preparation for Day Two.*	
16.00–16.30	Post-Module Questionnaire (Part A)	

Time	Session detail	Facilitator
09.00–09.30	Welcome and reconnecting Activity: The human knot	Name
09.30–11.00	Activity: Sharing views	
11.00–11.15	Break	
11.15–12.45	Leading change: Challenging norms Activity: Leading change	
12.45–13.15	Lunch	
13.15–15.30	Towards development of a prevention strategy Activity: Develop a presentation	
15.30–15.45	Break	
15.45–16.30	Bringing it all together	
16.30–17.00	Activity: Saying goodbye Post-Module Questionnaire (Part B)	

Appendix 5.3
Pre-Modules 5 and 6 Questionnaire

Thank you for taking the time to complete this pre-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. **Personal details**

   Name: _____

   Organisation: _____

   Job title: _____

   Date of workshop: _____

   Location of workshop: _____

   Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44

   ☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. **Professional experience**

   (i) Number of years in your current role: _____

   If you have several current roles, please state the number of years in the role for which you are a participant in the P-BLD workshop.

   (ii) Describe your main responsibilities in your current role.

   _____
   _____
   _____

   (iii) Your previous professional experience has been mainly in which sector?

   ☐ Public ☐ Private ☐ Not for profit

3. **What do you think are the main challenges in combatting behaviours and attitudes that perpetuate sexual and other forms of violence against women and children?**

_____

_____

_____

4. **How do you believe such challenges can be overcome?**

_____

_____

_____

5. **As a leader in IUVP, what is your role in increasing respect for and tolerance of others?**

_____

_____

_____

6. **What are you hoping to get out of the next two days?**

_____

_____

_____

7. **Reflection**

Please share any immediate reflections or observations you have on completing this questionnaire.

_____

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_____

Appendix 5.4
The ZOUD: What Is It and Do You Need to Go There More Often?

Katherine Barton (Barton Insights)

For those who are unfamiliar with the ZOUD, no, I am not talking about some trendy new bar, meditative state or far-flung fictional galaxy; I am talking about a concept I only came across recently myself – the 'Zone of Uncomfortable Debate'.

Already those words probably conjure up very personal images of discomfort – maybe clumsy words, awkwardness, anger, offence taken, palpitations, nausea, anxiety, emotional reactions, negative repercussions. Certainly, something to be avoided!

We all have memories of difficult conversations we have had, or dread those that we know need to happen; whether that is having to give a colleague feedback on their poor performance or telling a romantic partner that we are unhappy. Although the phrase was originally introduced by a Professor Cliff Bowman as part of his research into high-performance teams, the ZOUD is just as relevant in your personal life and I think a reflection on both is useful.

It's even worth observing what feelings, thoughts and recollections come to mind as you read this. What do they reveal about your relationship with the ZOUD? Do you perhaps enter there more easily in some areas of your life than others? Or with certain people? What's your team or company's relationship with the ZOUD – is it encouraged or seen as something bad? You'll find additional questions below to help you explore this further.

But first you may ask: Why does this matter? Why should we be more willing to enter this 'danger zone'? Let's consider then what happens without it – individually and in a corporate context.

At an organisational level, we can end up with a familiar, comfortable 'cosy club' or 'groupthink', as Yale research psychologist Irving Janis called it. The team's (often unconscious) priority is harmony and group cohesiveness. There is a lack of critical debate/evaluation/disagreement, little exploration of alternative ideas and a strong degree of self-censorship (to fit in, to be accepted by the group). But this is not the environment for creative thinking, robust decisions, high performance or pushing boundaries. Equally, mistakes can be allowed to happen, as no one dares to speak up. The slogan for this approach might be: 'Don't rock the boat.'

In a personal context, a sign of avoiding the ZOUD could just be an underlying dis-ease – a carefully preserved façade that everything is OK while plainly ignoring the elephant in the room (i.e. that you can't stand each other anymore!). For many, living with dis-satisfaction, resentment, unhappiness or frustration is far preferable to the discomfort of facing facts and raising an issue. We wait for the situation to go away, for someone else to deal with it or mention it or we resign ourselves to it. It seems so ridiculous written down, to fear a conversation, but I have no doubt that many of you can relate to this.

So, what's the answer? Well, self-awareness is obviously the starting point, so that you can recognise when you are avoiding or are likely to avoid the ZOUD; then at least you can be alert and choose more consciously how to proceed.

Ask yourself:

- Am I better at entering the ZOUD personally or professionally?

- Does it make a difference whether it's one-to-one or in a group?

- Do certain types of people trigger different reactions within me? Does seniority, age, gender, appearance, confidence, nationality or personality make a difference?

- What or who makes me more likely to avoid the ZOUD?

- How well does my manager, my team or my romantic partner enter the ZOUD?

- Do I invite feedback or respond well if someone challenges me?

- Am I supportive of others when they enter the ZOUD?

- Is there an area of my life where I am avoiding the ZOUD right now?

How you enter and manage the ZOUD is also important. It is not an invitation to be aggressive, disrespectful or needlessly confrontational. It will take practice and, by its very nature, may never feel like a pleasant place to be. Here's how you can have greater success with the ZOUD:

- **Build good rapport** – whether that's with an individual or a team. The stronger the relationship and greater the trust, the more deeply you can enter the ZOUD. It sounds obvious, but is easily forgotten when time is scarce or in an eagerness to adopt a new, frank approach without fully understanding its application.

- **Educate people** – whether that's your significant other or immediate team. Create a culture of the ZOUD. People are more likely to embrace it if they can recognise when and why you are leading them there. Give them the skills too to handle the ZOUD, so that everyone is on board and your discussions can be more open and effective all round.

- **Where relevant/possible, prepare.** What's the best way to approach the subject or to phrase your feedback? When? Where? Then (re)view that through the other's eyes – how would you now amend and improve your plan?

- **Get used to hanging out with tension.** It is a likely and a natural part of being in the ZOUD – a key sign you are there. You may even experience a temporary break in rapport with others. ***Beware –** *at this point, you may try to exit the ZOUD to reduce your/their discomfort,* for example by changing the subject or by retracting or modifying your comments to reduce their impact and the heightened tension. So, watch for this and hang on in there!

- **Stay focused on your outcome and higher goal** (i.e. this is about improving a relationship or a product launch or a colleague's performance/career). **Don't get drawn into an argument or side tracked by someone handling the ZOUD poorly.** Make sure your feedback remains objective rather than personal or emotionally reactive.

- **Keep in mind that sometimes support is more appropriate than challenge.** How resilient is the person or team? What do they need more of in that moment? *Challenging Coaching* by Ian Davy and John Blakey is an excellent book for exploring this and getting the right balance in an executive/corporate context.

- Finally, while this post is about entering the ZOUD more willingly and consciously, check that you're not going to extremes and using it as an excuse to vent or attack or antagonise. Are you always the first to raise uncomfortable issues? Is it too often? How well do you do this? What would others say? Would it be more appropriate to address the issue at a later time or more privately? **Choose your moments.**

This might all seem like hard work and it can certainly be tempting to keep the peace and ignore the obvious for the sake of an easy life at work or at home. And of course, the ZOUD is not intended for every conversation – thank goodness!

But there is a pay-off for braving the ZOUD – **new insights, breakthroughs, greater trust and authenticity, better relationships, better decisions, avoiding mistakes and problems in the long-term, peak performance, finding improved ways of doing things, more dynamic or motivating debate and an opportunity for growth personally and professionally.**

So, while it may not be your preferred place to go, there's certainly a case for adding the ZOUD to your or your company's communications repertoire. It seems the ZOUD is not something to be avoided after all ...

Appendix 5.5
Safe Space

Sassy Facilitation

A set of ground rules for creating consensual, productive, and drama free high-stakes conversations

This is a set of dialogue ground rules: a way to instantly create (and replicate) a Safe Space for sharing high-stakes information, talking productively about triggering situations, or calling out dysfunctional dynamics in a relationship, meeting or process. It is infinitely adaptable. By selecting which sub-principles to emphasise, you can implement the four principles (below) to best support your situation, depending on the level of personal or group risk. Some components may be inappropriate for some settings, and invaluable in others. The more risk involved, the more carefully you want to frame the conversation.

Examples include: organisational meetings, coworking groups, neighbour conversations, interpersonal relationship negotiations, and any discussion where there is an imbalance of power in the participants or where high investment and/or risk is involved.

How do I have a Safe Space Conversation?

While you can incorporate these ground rules into conversation norms in a lot of ways, the following script is a good place to start:

- *'Hey, this conversation might be kind of intense, so I'd like to use this set of ground rules while we talk. Can we try that?'*
- *'Shall I tell you about the principles, or would you like to read them? Do they make sense to you? Is there anything we should add?'*
- *'Let's invoke these rules from now until we're done chatting. OK? OK!'*
- *'So, I've been meaning to talk to you about ...'*
- *'Well, that was [challenging/helpful/etc.] Thank you for the talk, and for setting up these ground rules with me.'*
- *'And, hey, now that we've set up these rules, if you ever need to have a high-stakes chat with me, you can just say: "Can we have a Safe Space conversation?" Then we'll be on the same page!'*

Equalise the space

- Confidentiality: Share experiences and lessons, not gossip and identifying details.

- Make space/take space: Challenge yourself to step out of your pattern.

- Challenge the idea or the practice being voiced, not the person voicing them.

- Everyone has equal worth, and all perspectives are equally valid.

Check your assumptions

- No judgments or 'disclaimers/self-judgments'.

- Everyone is an individual, not just a representative of a group.

- 'I statements': own your perspective, don't project it.

- Believe in our common best intentions.

The right to be human

- Respect each other's right to be human (to have a bad day, to be triggered, to fail, etc.).

- Honour our differences (family of origin, culture, orientation, race, class, gender, ability, etc.). Our differences make us who we are.

- Acknowledge emotions appropriately.

- Practise giving and receiving forgiveness.

Consensual dialogue

- Active listening: Attention focused, appropriate eye contact, check body language, enquire about (and use) preferred pronouns.

- Take a risk and speak up, but maintain everyone's right to pass.

- Silence is OK: Pauses in the pace of dialogue invite all the voices in the room.

- 50 per cent rule: Each party is responsible for an equal part of the 'problem' and the 'solution'.

Appendix 5.6
Creating Safe Spaces for Courageous Conversations

C. Egle

A conversation is a dialogue not a monologue.
That's why there are so few good conversations:
Due to scarcity, two intelligent talkers seldom meet.
Truman Capote

Susan Scott, in her book *Fierce Conversations*, says that all relationships are based in conversation. 'The conversation is the relationship.' Without conversations, our relationships falter and wain. This goes for businesses too. One of the things I constantly see in all types of organisations I work with is the lack of Courageous Conversations happening because people are unskilled, afraid or indifferent to stepping up to challenge the status quo. Scott states that business is fundamentally an extended conversation with colleagues, customers, and the unknown future emerging around us. What gets talked about in a company and how it gets talked about determines what will happen, or won't happen. A leader's job is to engineer the types of conversations that produce epiphanies.

What is required is an engagement in dialogue. Quantum physicist, David Bohm, describes dialogue as a process of 'awakening', as a free flow of meaning created among all participants. It originates from two Greek words, *dia* and *logos* which translates to 'meaning flowing through'. Dialogue differs from both debate and discussion which mean to 'beat down' and to 'break things up' respectively.

When we can learn to dialogue, which is to carry on 'learningful' conversations that balance inquiry and advocacy, we expose people to their own thinking and open that thinking to the influence of others. This means we set the stage for discussing the 'undiscussibles'. These undiscussibles are generally the things that really need discussing. They are the things that are blocking deep, honest, meaningful conversations from occurring. When we can have the courageous conversations that address these undiscussibles we create an environment for positive change and growth within a relationship, team or organisation.

The first step in creating a safe space for dialogue is to create a set of guidelines that set the scene for standards of expected group behaviour. Roger Schwarz, in his paper *'Are You Using Ground Rules Effectively?'*, provides a set of behavioural guidelines for effective participation in dialogue. These are:

- State views and ask genuine questions.
- Share all relevant information.
- Use specific examples and agree on what important words mean.
- Explain your reasoning.
- Focus on interests, not positions.
- Test assumptions and inferences.
- Jointly design the next steps.
- Discuss undiscussable issues.

Once we have agreed on these guidelines and we understand what they actually mean in practice (i.e. behaviours) we can begin to navigate the conversations with shared respect and openness. Some other guidelines I think are useful are:

- Listen.
- Be present.
- Suspend judgment.
- Seek first to understand then to be understood.
- Choose language carefully.

A courageous conversation is one in which we come out from behind ourselves, into the conversation, and make it real. This requires a set of agreed guidelines to assist us in commencing the process to establish shared meaning that leads to aligned action.

Appendix 5.7
Two Truths and a Dream Wish

- As an individual, think of **two true facts** about yourself and/or your life experience. Think of **one** thing that is *not* **true** but that you would like it to be.

  For example:
  Someone who has never been to South Africa might say:
  'I often travel to South Africa for holidays.'

- Form a circle.

- Take it in turns to share the two facts and your dream wish – but say each statement as if all of it is fact.

- The rest of the group must guess which part is the wish.

Appendix 5.8
The ZOUD and Me

This bridging activity is for your personal reflection and you are not expected to hand it in. Only share what you are comfortable with.

Reflect on the following questions.

1. Am I better at entering the ZOUD personally or professionally?

2. Does it make a difference whether it's one-to-one or in a group?

3. Do certain types of people trigger different reactions within me? Does seniority, age, gender, appearance, confidence, nationality or personality make a difference?

4. What or who makes me more likely to avoid the ZOUD?

5. How well does my manager, my team or my romantic partner enter the ZOUD?

6. Do I invite feedback or respond well if someone challenges me?

7. Am I supportive of others when they enter the ZOUD?

8. Is there an area of my life where I am avoiding the ZOUD right now?

Appendix 5.9
Post-Module Questionnaire (Part A)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44

☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. **Achievement of learning outcomes**

Please indicate your level of satisfaction that the following aims were achieved during Day One.

Share experience of the implementation and outcomes of the agreed group actions from the Appreciative Inquiry (undertaken during Modules 3 and 4) and next steps

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Create a safe space for uncomfortable debate, leading to an enhanced level of dialogue

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

4. **Individual learning and impact**

(i) How has participating in today's activities impacted on your own attitudes towards the perpetuation of violence?

_____

_____

(ii) What were your key learning points from the session?

_____

_____

(iii) What actions will you take to apply this learning as a leader – within your workplace and across the wider place?

_____

_____

5. Overall impact

(i) Do you feel that there is now a common and agreed definition of the problem we are seeking to address? How would you express this?

_____

_____

(ii) From your personal perspective: if we start to address the problem, what will be the visible indicators of success? What will have changed?

_____

_____

6. Activities

Which activity was the most challenging for you so far? Why?

_____

_____

7. Work in progress

What are you most looking forward to about tomorrow's session?

_____

_____

8. Final reflections

Describe how you are feeling now that you have completed this questionnaire.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

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_____

Appendix 6.1
Spectrum of Prevention

Prevention Institute

The Spectrum of Prevention is a systematic tool that promotes a multifaceted range of activities for effective prevention. Originally developed by Larry Cohen while working as Director of Prevention Programs at the Contra Costa County Health Department, the Spectrum is based on the work of Marshall Swift in treating developmental disabilities. It has been used nationally in prevention initiatives targeting traffic safety, violence prevention, injury prevention, nutrition and fitness.

The Spectrum identifies multiple levels of intervention and helps people move beyond the perception that prevention is merely education. The Spectrum is a framework for a more comprehensive understanding of prevention that includes six levels for strategy development. These levels, delineated in the table below, are complementary and when used together produce a synergy that results in greater effectiveness than would be possible by implementing any single activity or linear initiative. At each level, the most important activities related to prevention objectives should be identified. As these activities are identified they will lead to interrelated actions at other levels of the Spectrum.

Level of spectrum	Definition of level
6. Influencing policy and legislation	Developing strategies to change laws and policies to influence outcomes
5. Changing organisational practices	Adopting regulations and shaping norms to improve health and safety
4. Fostering coalitions and networks	Convening groups and individuals for broader goals and greater impact
3. Educating providers	Informing providers who will transmit skills and knowledge to others
2. Promoting community education	Reaching groups of people with information and resources to promote health and safety
1. Strengthening individual knowledge and skills	Enhancing an individual's capability of preventing injury or illness and promoting safety

Appendix 6.2
Prevention Activities

The Spectrum of Prevention

6	**Influencing policy and legislation**
5	**Changing organisational practices**
4	**Fostering coalitions and networks**
3	**Educating providers**
2	**Promoting community education**
1	**Strengthening individual knowledge and skills**

Prevention Activities within the Spectrum

Influencing policy and legislation	Support the Comprehensive Sex Ed Bill and work to create future bills that require all sexuality education classes to include components about sexual violence and teen pregnancy prevention.
Changing organisational practices	Work with your organisation/agency to ensure that sexual violence is a part of all curriculum regarding teen pregnancy prevention and support for parenting teens.
Fostering coalitions and networks	Contact your local sexual assault programme and create a work group to develop curriculum, folding sexual violence prevention into current materials.
Educating providers	Create training(s) for adults working with parenting teens and/or doing teen pregnancy prevention on how to properly address sexual violence. Participate in a local sexual assault programme's 40-Hour Advocacy Training.
Promoting community education	Develop a seminar or class with a local sexual assault programme for new teen parents on sexual violence prevention.
Strengthening individual knowledge and skills	Include addressing sexual violence in one-on-one work with teens and have a strong referral system in place.

Minnesota Department of Health

Appendix 6.3
Stakeholder Analysis on Policy Implementation

**Workshop on Stakeholder Analysis
using Collaboration Multiplier Tool (Prevention Institute, California)**

Nakuru, Kenya, 30 November 2017
IUVP stakeholders and the MidRift team

Partner	• **NATIONAL GOVERNMENT** • **Police IUVP in Nakuru County: Human Security Solution** • **Our Security Our Responsibility** • **Different security sector actors**
Importance	• Related to core organisational mandate
Organisational goals	• Prevent crime and violence • Maintain law and order • Protect life and property
Expertise	• Investigative expertise • Knowledge of the penal code and other laws • Collect and preserve evidence • Capacity to capture and analyse data on violence • Ability to provide referral service to victims of violence • Have a budget
Assets and strengths	• Gender desks staffed with persons knowledgeable in laws and procedures • Trust, dialogue and confidence building from CPCs, which enhances reporting and prevents crimes
Key strategies	• Arrest and recommend prosecution of offenders • Shoot to kill • Collect and use actionable intelligence • Community sensitisation forums on IUVP through community policing forums • Collect and use actionable intelligence • Collect data through National Crime Research Centre to inform policy formulation
Desired outcomes	• Improved safety and security
Partnership	• Community Policing Committees (CPCs) • Private security agencies
Organisational benefit	• Contribute to the realisation of their organisational mandate • Expand partnerships • Knowledge and skills through capacity building • Access to new approaches, evidence and data

Partner	● **NGEC**
Importance	● Related to core organisational mandate ● Ensure gender equality, equity and inclusiveness
Organisational goals	● Ensure inclusivity ● Ensure reduction of GBV ● Create referral systems for GBV victims
Expertise	● Investigate GBV cases ● Provide data ● Provide referral systems ● Collect and preserve data
Assets and strengths	● Staff knowledgeable in matters of GBV ● Trust, dialogue and confidence building from GBV clusters, which enhances reporting and prevention of crimes
Key strategies	● Create a referral system ● Community sensitisation forums ● Collect data through research institutes
Desired outcomes	● Improved safe and secure environments for all persons
Partnership	● CPCs, NPS, Ministry of Health, CSOs, FBOs, County Government ● Vulnerable groups (e.g. elderly) ● County government ● National Police Service ● Kenya National Library Services ● CSOs ● Other key stakeholders
Organisational benefit	● Contribute to the realisation of their organisational mandate ● Expand partnerships ● Knowledge and skills through capacity building ● Access to new approaches, evidence and data

Partner	**NATIONAL STEERING COMMITTEE (NSC)**
	SCPCs and CPC/forums
Importance	Related to core organisational mandate
	Peace building and conflict mitigation
Organisational goals	Conflict: early warning and early response
	Prevent violence
	Create awareness
	Protect life and property
	Apprehend offenders
	Coordinate partners in peace-building activities
Expertise	Capacity building
	Community dialogue on peace building
	Community dialogue on conflict resolution
	Community forum on violence prevention
	Timely response on reported incidents
Assets and strengths	Equipped office
	Existing peace structures
	SCPCs and CPF
Key strategies	Create a referral system
	Community sensitisation forums
	Collect data from institutions
Desired outcomes	Improved safe and secure environments for all persons
Partnership	CPCs, NPS, Ministry of Health, CSOs, FBOs, County Government
	Council of elders
	County government
	National Police Service
	NGEC
	Community policing committees
	Other key stakeholders
Organisational benefit	Information sharing
	Contribute to the realisation of their organisational mandate
	Expand partnerships
	Knowledge and skills through capacity building
	Access to new approaches, evidence and data

Partner	**COUNTY GOVERNMENT**
	Executive
	Council of Governors
Importance	Implement IUVP policy, laws and regulations
	Budget appropriation for IUVP
	Participate in making laws, policies and regulations
Organisational goals	Provide services and the enabling environment
	Execute and enforce county laws and regulations on IUVP
	Enforce national laws (e.g. health and social services)

Expertise	- Expertise in county laws and regulations 10 persons with professional skills: Public Service & Enforcement; Health, Education & Social Services; Roads & Infrastructure; Youth; Trade & Industry; Land & Physical Planning - Gender (GBV)
Assets and strengths	- At least 20 professional staff led by the governor - Implement budget responsibility for IUVP - Organisational structures to the ward level - Working closely with partners (GBV) - Inter-governmental collaboration - Interaction at the COGs - Personnel (enforcement officers)
Key strategies	- Formulate CIDP, budget, laws and policies on IUVP - Implement the 5-year County Integrated Development Plan (CIDP) - Adhere to the budget implementation (fiscal discipline) - Public participation in budget making and law making - Award bursaries to needy and/or vulnerable students who would be susceptible to violence - Multi-sector approach to GBV (CTWG, sub-county clusters) - Rehabilitate and integrate street families/children - Enrol youth in vocational training centre and provide bursaries - Talent identification and nurturing (sports and the arts) - Implement the 30% government procurement regulation - Women economic empowerment programmes
Desired outcomes	- Safe and secure county - Appropriate legislation for preventing crime and violence - Enhanced service provision to county residents - Overall reduction in crime and violence for sustainable development - Prevention and response to GBV - Reduced number of street children and families (reduced crime) - Youth get skills, which leads to job creation (reduced unemployment) - Economic empowerment
Partnership	- UN-HABITAT (urban planning and built environment) - County assembly - National government - Business community - CSOs - Ministry of Interior - FBOs - Media - COGs - Community members
Organisational benefit	- Reduced idlers because of job creation - Efficient, effective and participatory policy formulation and implementation in safety and security - Acceptance and ownership by the public - Improved environment for doing business and investment, which leads to a wider tax base and more employment opportunities for youth - Safe and secure environment enables the governor to implement their manifesto, which improves chances of re-election

Partner	● **COUNTY ASSEMBLY (LEGISLATURE)** ● **COUNTY ASSEMBLY SPEAKERS' FORUM**
Importance	● Legislation ● Overseeing ● Representation
Organisational goals	● Pass legislation, policies and budgets, which promotes peace and security in the county ● Ensure proper use of funds ● Oversee county executive to ensure laws and policies that promote peace and security are implemented ● Ensure community needs and concerns are well taken care of
Expertise	● Mobilisation skills ● Collectively they have qualifications in different disciplines ● Ability to negotiate, and build alliances ● Knowledge on the law-making process
Assets and strengths	● Constitutional mandate to pass laws, regulations and budgets for IUVP ● Assembly committees ● Professional support staff and budget ● Political connections ● Can approve the CPA ● Direct access to community; can influence ● In the overseeing role, ensure resources are properly utilised
Key strategies	● Create laws that support rule of law – prevent crime ● Use committees to engender accountability ● Intermediation for citizens to claim their rights
Desired outcomes	● Appropriate legislation for preventing crime and violence ● Enhanced service provision to county residents ● Overall reduction in crime and violence for sustainable development
Partnership	● County Executive ● CSOs ● Senate ● Nakuru business community ● County assembly speakers' forum
Organisational benefit	● Get the credit for legislation and enhance chances of re-election ● Enhanced living conditions (safety and security) for constituents ● Lower costs in criminal justice system and associated healthcare expenditure, which liberates funds for development

Partner	NATIONAL COUNTY DIRECTOR OF EDUCATION: SCHOOLS (In charge of all primary and secondary schools in the county)
Importance	• Safety and security of teachers, subordinate staff and students
Organisational goals	• Create the environment for teaching and learning in schools • Nurture learners to become responsible, law-abiding citizens
Expertise	• Expertise in education policy and pedagogy
Assets and strengths	• Authority to facilitate access to schools • Managerial and coordination skills • System of psychosocial support in schools
Key strategies	• Incorporate IUVP in school clubs and societies • Exchange programmes on IUVP • Music and drama festivals with IUVP themes • Use library spaces as a platform for learning about IUVP • Inspect schools and give recommendations • Identify needy and/or vulnerable students for bursaries
Desired outcomes	• Teaching and learning environment in schools: free from crime and violence • Graduates with desirable norms and values who are responsible, law-abiding citizens
Partnership	• County government • National Police Service • Kenya National Library Services • CSOs • Parent Teacher Associations (PTAs) • Teachers Service • Commission • National Government Constituency Development Fund
Organisational benefit	• Learning environment free from student strikes and/or violence • Positive behavioural change in violence prevention among students and teachers • Better student performance

Partner	● **MINISTRY OF HEALTH**
Importance	● Maintain physical and mental health of the residents of the county ● Reduce all forms of violence through IUVP ● Rehabilitate those who have been affected ● Follow-up of the survivor ● Two-way referrals as appropriate ● Counselling the survivors ● File the required documents and represent the survivor to get justice
Organisational goals	● Provide preventive and curative medical services ● Affordable, accessible and sustainable healthcare services ● Have a healthy nation
Expertise	● Expertise in medical sciences ● Knowledge in counselling and psychosocial support ● Expertise in preserving evidence ● Maintain chain custody
Assets and strengths	● Capture and analyse data on violence ● Provide referral services to victims of violence ● Physicians for human rights, who advocate for rights of medical staff and violence victims ● Budget to execute their mandate of violence prevention ● Implement existing GBV policies ● Advise government on the emerging issues on GBV
Key strategies	● Train women on prevention of violence ● Provide medical camps ● Inform policy in violence prevention by providing data ● Chief barazas ● Meetings within the community ● Local churches ● Caravan of GBV ● Social media
Desired outcomes	● Overall reduction in incidents of violence ● Increased citizen knowledge in rights, violence prevention and preserving evidence ● A nation free from GBV ● Justice served to survivors of GBV
Partnership	● CSOs ● National government ● External organisations and governments ● Business community ● National Police Service ● Judiciary
Organisational benefit	● Reduction in violence cases attended to, which releases personnel and resources to other functions ● Better coordination and cooperation with other actors in IUVP ● Consume the data captured internally/externally after analysis

Partner	• **NAKURU BUSINESS COMMUNITY** • **Nakuru Business Association** • **Chamber of Commerce and Industry** • **Kenya Association of Manufacturers** • **KENASVIT** • **Passenger transporters**
Importance	• Safety and security of self, investments and customers/clients • Reputation
Organisational goals	• Create an environment for members to make more profits • Expand business • Create links and associations
Expertise	• Mobilise resources from private and public sources • Generate political goodwill through connections • Boardroom experience
Assets and strengths	• Financial resources (taxes) • Ownership of and access to public spaces • Ability to influence decisions and policy • Professionalism and gravitas
Key strategies	• Employ private security for self and business • Public security
Desired outcomes	• Thriving business • Increased revenue and profits • Customer satisfaction
Partnership	• Politicians • Schools • Churches • Membership club • Lions • Sports Club • Rotary • County government
Organisational benefit	• Improved environment for doing business and creating investment • Less expenditure on private security • Increased sales and profits

Partner	● **CIVIL SOCIETY ORGANISATIONS (CSOS)**
Importance	● Sensitise people on their rights and obligations related to safety and security ● Reduce crime and violence ● Increase access to rights
Organisational goals	● Safe and secure environment ● Empowered citizenry able to participate in IUVP ● Attain mutual accountability between duty bearers and rights holders ● Integrity and transparency in IUVP ● Legitimate and inclusive institutions ● Collaborate with relevant stakeholders ● Equity and equality in the provision of services, and fairness in applying the rule of law
Expertise	● Experienced and skilled HR for IUVP capacity building ● Interpersonal and relational skills ● In-depth knowledge on IUVP approaches (evidence-based; human security approaches; public health approach; trust building; leadership development; conflict resolution; coalition building; collective action and impact)
Assets and strengths	● Strong CSO network: can demand accountability from county government on IUVP issues in the CIDP ● Structured and constructive partnership with county government: can influence county legislation and policy processes towards IUVP ● Can implement a process of informed participatory county budgeting for IUVP ● Can engage with political, social and economic actors
Key strategies	● Promote extensive and regular inter-sectoral dialogue on IUVP ● Build capacity on evidence-based violence prevention ● Leadership coalition building ● Community trust building ● Advocacy (civic education) ● Build trust between citizens and police ● Challenge normalisation of violence ● Create basic conditions for collective action and impact ● Promote dialogue ● Create mutual accountability ● Evidence-based research on IUVP ● Pool resources
Desired outcomes	● Create an environment that is safe and secure ● Collective action and impact in IUVP through County Policing Authority and other initiatives ● County policy on UVP ● Establish CPA ● Effective and efficient use of county resources in service delivery and built environment
Partnership	● County government (Health, Public Service, Finance) ● Community organisations (groups for youth and women) ● Ministry of Interior, Ministry of Education (national) ● Academic/research institutions ● Business community ● Media (radio, newspapers, TV) ● CSOs, faith-based organisations ● External partners (DIGNITY, DFID, UNDP)
Organisational benefit	● Successful municipality programme that can be replicated in other municipalities around the country ● CSOs gain experience, skills, and expertise to manage multisector, complex collective impact programmes ● CSOs gain international outlook and become an attractive partner for South-South collaboration ● All this makes the CSOs attractive to additional international and local funding.

Sector/ Stakeholder	Expertise/ Assets	Desired Outcomes	Strategies
• **Human security solution** • **(Different security sector actors)**	• Investigative expertise • Knowledge in the penal code and other laws • Gender desks staffed with people knowledgeable in laws and procedures • Trust, dialogue and confidence building from CPCs: enhances reporting and prevention of crimes • Collect and preserve evidence • Can capture and analyse data on violence • Can provide referral service to victims of violence • Budget	• Improved safety and security	• Arrest and recommend prosecution of offenders • Shoot to kill • Collect and use actionable intelligence • Community sensitisation forums on IUVP through community policing forums • Collect and use actionable intelligence • Collect data through National Crime Research Centre to inform policy formulation
• **NGEC**	• Investigate GBV cases • Provide data • Can provide referral systems • Collect and preserve evidence • Staff knowledgeable in matters of GBV	• Improved safe and secure environments for all persons	• Create a referral system • Community sensitisation forums • Collect data from institutions
• **NSC** • **SCPCs and CPC/forums**	• Capacity building • Timely response on reported incidents • Equipped office • Existing peace structures • SCPCs and CPF	• Improved safe and secure environments for all persons	• Create a referral system • Community sensitisation forums • Collect data from institutions
• **Nakuru Business Community** • **Nakuru Business Association** • **Chamber of Commerce & Industry** • **Kenya Association of Manufacturers** • **KENASVIT** • **Passenger transporters (SACCOs and companies)**	• Financial resources (taxes) • Own and/or have access to public spaces • Ability to influence decisions and policy • Professionalism and gravitas	• Thriving business • Increased revenue and profits • Customer satisfaction • Create an enabling business environment • Promote public order	• Employ private security for self and business • Public security

Sector/ Stakeholder	Expertise/ Assets	Desired Outcomes	Strategies
● **Civil Society Organisations (CSOs)**	● Expertise ● Experienced and skilled HR for IUVP capacity building ● Interpersonal and relational skills ● In-depth knowledge on IUVP approaches (evidence-based; human security approaches; public health approach; trust building; leadership development; conflict resolution; coalition building; collective action and impact) ● Assets ● Strong CSO network: can demand accountability from county government on IUVP issues in the CIDP ● Structured and constructive partnership with county government: enables us to influence county legislation and policy processes towards IUVP	● Create an environment that is safe and secure ● Collective action and impact in IUVP through County Policing Authority and other initiatives ● County policy on UVP ● Establish CPA ● Effective and efficient use of county resources in service delivery and built environment	● Promote extensive and regular inter-sectoral dialogue on IUVP ● Advocacy (civic education) ● Challenging normalisation of violence ● Building capacity on evidence-based violence prevention ● Community trust building ● Build trust between citizens and police ● Create basic conditions for collective action and impact ● Evidence-based research on IUVP ● Social accountability (creating mutual accountability) ● Pool resources
● **National County Director of Education: Schools (In charge of all primary and secondary schools in the county)**	● Expertise in education policy and pedagogy ● Authority to facilitate access to schools ● Managerial and coordination skills ● System of psychosocial support in schools	● Teaching and learning environment in schools: free from crime and violence ● Graduates with desirable norms and values who are responsible, law-abiding citizens	● Incorporate IUVP in school clubs & societies ● Exchange programmes on IUVP ● Music and drama festivals with the IUVP themes ● Use library spaces as a platform for learning about IUVP ● Inspect schools and give recommendations ● Identify needy and/or vulnerable students for bursaries

Sector/Stakeholder	Expertise/Assets	Desired Outcomes	Strategies
• **County government** • **Executive** • **Council of Governors**	• Organisational structures to the ward level • Working closely with partners (GBV) • Inter-governmental collaboration • Interaction at the COGs • Personnel (enforcement officers)	• Safe and secure county • Appropriate legislation for preventing crime and violence • Enhanced service provision to county residents • Overall reduction in crime and violence for sustainable development • Prevention and response to GBV • Reduced number of street children and families (reduced crime) • Youth get skills, which leads to job creation (reduced unemployment) • Economic empowerment	• Formulate CIDP, budget, laws and policies on IUVP • Implement the 5-year County Integrated Development Plan (CIDP) • Adhere to the budget implementation (fiscal discipline) • Public participation in budget making and law making • Award bursaries to needy and/or vulnerable students who would be susceptible to violence • Multi-sector approach to GBV (CTWG, sub-county clusters) • Rehabilitate and integrate street families/children • Enrol youth in vocational training centre and provide bursaries • Talent identification and nurturing (sports and the arts) • Implement the 30% government procurement regulation • Women economic empowerment programmes
• **County Assembly** • **Legislature** • **County Assembly speakers' forum**	• Mobilisation skills • Collectively they have qualifications in different disciplines • Ability to negotiate, and build alliances • Knowledge on the law-making process • Constitutional mandate to pass laws, regulations and budgets for IUVP • Assembly committees • Professional support staff and budget • Political connections • Can approve the CPA to community; can influence • In the overseeing role, ensure resources are properly utilised	• Appropriate legislation for preventing crime and violence • Enhanced service provision to county residents • Overall reduction in crime and violence for sustainable development	• Create laws that support rule of law – prevent crime • Use committees to engender accountability • Intermediation for citizens to claim their rights

Police

Expertise and resources:
- Investigative expertise
- Knowledge in the penal code and other laws
- Collect and preserve evidence
- Capture and analyse data on violence
- Provide referral service to victims of violence
- Budget

Desired outcomes:
- Improved safety and security

Key strategies:
- Arrest and recommend prosecution of offenders
- Shoot to kill
- Community sensitisation forums on IUVP through community policing forums
- Collect and use actionable intelligence
- Collect data through National Crime Research Centre to inform policy formulation

SHARED OUTCOMES
- Improved safety and security

PARTNER STRENGTHS
- Trust, dialogue and confidence building from CPCs: enhances reporting and prevention of crimes
- Financial resources (taxes)
- Ownership of and access to public spaces
- Influence decisions and policy
- Hold authority over the public
- Established work relations between police and business

JOINT STRATEGIES/ ACTIVITIES
- Arrest and prosecute offenders
- Community policing
- Collect and use actionable intelligence
- Accountable private security for self and business

Nakuru Business Community

Expertise and resources:
- Resource mobilisation from private and public sources
- Generate political goodwill through connection
- Boardroom experience

Desired outcomes:
- Thriving business
- Increased revenue and profits

Key strategies:
- Employ private security for self and business

County Government – Executive

Expertise and resources:
- Expertise in county laws and regulations
- 10 persons with professional skills (Public Service & Enforcement; Health; Education & Social Services; Roads & Infrastructure; Youth; Trade & Industry; Land & Physical Planning)
- At least 20 professional staff led by the governor
- Budget implementation responsibility for IUVP

Desired outcomes:
- Safe and secure county
- Appropriate legislation for preventing crime and violence
- Enhanced service provision to county residents
- Overall reduction in crime and violence for sustainable development

Key strategies:
- Formulate budget, laws and policies on IUVP
- Implement the 5-year County Integrated Development Plan (CIDP)
- Adhere to budget implementation (fiscal discipline)
- Public participation in budget making and law making

SHARED OUTCOMES
- Safe and secure county and institutions of learning

PARTNER STRENGTHS
- Budget to support IUVP activities
- Expertise in policy issues
- Management and coordination skills

JOINT STRATEGIES/ ACTIVITIES
- Formulate and implement IUVP policies in schools, clubs and societies
- Support County Integrated Development Plan formulation
- Award bursaries to students vulnerable to violence, identified by County Director

National County Director of Education: Schools
(In charge of all primary and secondary schools in the county)

Expertise and resources:
- Expertise in education policy and pedagogy
- Authority to facilitate access to schools
- Managerial and coordination skills
- System of psychosocial support in schools

Desired outcomes:
- Teaching and learning environment in schools: free from crime and violence
- Graduates with desirable norms and values who are responsible, law-abiding citizens

Key strategies:
- Incorporate IUVP in school clubs and societies
- Exchange programs on IUVP
- Music and drama festivals with IUVP themes
- Use library spaces as a platform for learning about IUVP
- Inspect schools and give recommendations

County Assembly – (Legislature)

Expertise and resources:
- Mobilisation skills
- Collectively, they have qualifications in different disciplines
- Ability to negotiate and build alliances
- Knowledge of law making
- Constitutional mandate to pass laws, regulations and budgets for IUVP
- Assembly committees
- Professional support staff and budget
- Political connections
- Can approve the CPA

Desired outcomes:
- Appropriate legislation for preventing crime and violence
- Enhanced service provision to county residents
- Overall reduction in crime and violence for sustainable development

Key strategies:
- Create laws that support rule of law and prevent crime
- Use committees to engender accountability
- Intermediation for citizens to claim their rights

SHARED OUTCOMES
- Increased safety and security in Nakuru County for sustainable development
- Enhanced service provision to county residents

PARTNER STRENGTHS
- Skilled human resources
- In-depth knowledge in IUVP approaches and law-making
- Budgets for IUVP activity
- Can lobby and advocate policy adoption and implementation

JOINT STRATEGIES/ ACTIVITIES
- Formulate policies and laws that support rule of law and prevent violence
- Oversee the County Executive to engender accountability
- Promote citizen participation in governance processes

Civil Society Organisations (CSOs)

Expertise and resources:
- Qualified and highly skilled human resource for IUVP capacity building
- Interpersonal and relational skills
- In-depth knowledge on IUVP approaches (evidence-based; human security approaches; public health approach; trust building; leadership development & conflict resolution; coalition building; collective action and impact)

Desired outcomes:
- Increased safety and security in Nakuru County
- Collective action and impact in IUVP through the County Policing Authority and other initiatives
- Effective and efficient use of county resources in service delivery and built environment

Key strategies:
- Promote intersectoral dialogue on IUVP
- Leadership coalition building
- Civic education
- Challenge normalisation of violence
- Build capacity on evidence-based violence prevention
- Community trust building
- Build trust between citizens and police
- Create basic conditions for collective action and impact
- Create mutual accountability

Ministry of Health

Expertise and resources:
- Expertise in medical sciences
- Knowledge in counselling and psychosocial support
- Expertise in preservation of evidence
- Capture and analyse data on violence
- Provide referral services to victims of violence
- Physicians for human rights, who advocate for rights of medical staff and violence victims
- Budget to execute their mandate of violence prevention

Desired outcomes:
- Overall reduction in incidences of violence
- Increased citizen knowledge in rights, violence prevention and preservation of evidence

Key strategies:
- Train women on prevention of violence
- Provide medical camps
- Inform policy formulation in violence prevention through provision of data

SHARED OUTCOMES
- Improved safety and security

PARTNER STRENGTHS
- Collect and preserve evidence
- Capture and analyse data on violence
- Provide referral service to victims of violence
- Budget

JOINT STRATEGIES/ ACTIVITIES
- Community sensitisation forums on IUVP
- Inform policy formulation in violence prevention through provision of data

Police expertise and resources:
- Investigative expertise
- Knowledge in the penal code and other laws
- Collect and preserve evidence
- Capture and analyse data on violence
- Provide referral service to victims of violence
- Budget

Desired outcomes:
- Improved safety and security

Key strategies:
- Arrest and recommend prosecution of offenders
- Shoot to kill
- Community sensitisation forums on IUVP through community policing forums
- Collect and use actionable intelligence
- Collect data through National Crime Research Centre to inform policy formulation

Appendix 6.4
Appreciation Sentences

Sent to _____ ✂

You really made a difference by …

Sent to _____ ✂

I'm impressed with …

Sent to _____ ✂

You got my attention with …

Sent to _____ ✂

One of the things I enjoy most about you is …

Sent to _____ ✂

I just wanted to let you know …

Sent to _____ ✂

We couldn't have done it without you because …

Sent to _____ ✂

What an effective way to …

Sent to _____ ✂

The gift you have given me is …

Amacom/American Management Association

Appendix 6.5
Post-Module Questionnaire (Part B)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44
☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved during Day Two.

Create a safe space for uncomfortable debate, leading to an enhanced level of dialogue

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Discuss and agree individual leader and collective leadership roles of the collaborative in combatting the normalisation of sexual and other forms of violence

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Collectively develop a prevention strategy for sexual and other forms of violence (using the Spectrum of Prevention)

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

4. Individual learning and impact

(i) Has participating in the past two days changed you? Can you describe this impact?

_____

_____

_____

(ii) What do you consider that you need to do differently? Why?

_____

_____

_____

(iii) What are your priorities for action between now and the next P-BLD session?

_____

_____

_____

5. Conditions for collective impact

(i) What has been the focus of the inquiry today? How is it going to be addressed?

_____

_____

_____

(ii) How will your region have changed as a result of our actions? What will we see that is different? How will we feel?

_____

_____

_____

(iii) Having participated in this two-day session, do you feel better equipped to challenge the norms of sexual and other forms of violence?

_____

_____

_____

(iv) What will you do to share what you have learned more widely with your partners and stakeholders?

_____

_____

_____

(v) How do you feel about reporting back and sharing failures as well as successes?

_____

_____

_____

(vi) Who else needs to be involved? How will you bring them on board so that they can effectively contribute to the development and implementation of the prevention strategy?

_____

_____

_____

6. Final reflections

Describe how you are feeling about your experiences of the last two days.

_____

_____

_____

Appendix 7.1
Structure of Modules 7 and 8

Date _____

Venue _____

Location _____

Outcomes

The purpose of Modules 7 and 8 is to help you:

- Share experience of the development of and outcomes from the Prevention Strategy (undertaken during Modules 5 and 6) and next steps

Mindset

- Extend the ZOUD, and achieve the tipping point for challenging the normalisation of sexual violence within and across your sector(s)
- Understand the seven mindsets of design thinking

Skillset

- Understand your preferred mode of handling conflict and learn new modes to become more effective in different situations

Toolset

- Understand design thinking as a toolset for developing more effective, human-centred solutions
- Use design thinking to succeed at the challenge designed and agreed on in the previous module.

Preparation

This is a developmental workshop. We ask you to come prepared to challenge and be challenged, and play an active and full part in the workshop.

Sample Session Outline

Time	Session detail	Facilitator
09.00–09.45	Complete Pre-Modules 7 and 8 Questionnaire	Name
09.45–10.15	Welcome, introductions, purpose and objectives Activity: Becoming a change agent	
10.15–10.45	Reconnecting with P-BLD Reconnecting to the ZOUD and social innovation	
10.45–11.15	Delivering impact Activity: Group presentation	
11.15–11.30	Break	
11.30–13.00	Extending your leadership influence as an agent of social transformation Activity: Adaptive learning discussion Activity: Building platforms of influence: Your sector, your challenge	
13.00–14.00	Lunch	
14.00–15.30	Embracing and using different modes of conflict Activity: Conflict-handling modes and scenarios Activity: Conflict Management Diary	
15.30–15.45	Break	
15.45–16.00	Learning review Bridging activity	
16.00–16.30	Post-Module Questionnaire (Part A)	

Time	Session detail	Facilitator
09.30–09.45	Welcome and reconnecting Bridging activity Activity: Draw your neighbour	Name
09.45–11.00	Action plan: Better by design	
11.00–11.15	Break	
11.15–12.45	Phase 1: Inspiration – Empathise and Design Activity: Data sharing Activity: Prepare for the field	
12.45–13.15	Lunch	
13.15–15.30	Phase 2: Ideating and Defining a prototype Activity: Ideation – Steps 1, 2 and 3 Activity: Brainstorming Activity: Prototyping	
15.30–15.45	Break	
15.45–16.30	Phase 3: Implementation	
16.30–17.00	Learning review Post-Module Questionnaire (Part B)	

Appendix 7.2
Pre-Modules 7 and 8 Questionnaire

Thank you for taking the time to complete this pre-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. **Personal details**

   Name: _____

   Organisation: _____

   Job title: _____

   Date of workshop: _____

   Location of workshop: _____

   Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44
               ☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. **Professional experience**

   (i) Number of years in your current role: _____

   If you have several current roles, please state the number of years in the role for which you are a participant in the P-BLD workshop.

   (ii) Describe your main responsibilities in your current role.

   _____

   _____

   _____

   (iii) Your previous professional experience has been mainly in which sector?

   ☐ Public   ☐ Private   ☐ Not for profit

3. **What do you think are the main challenges in combatting behaviours and attitudes that perpetuate sexual and other forms of violence against women and children?**

_____

_____

_____

4. **How do you believe such challenges can be overcome?**

_____

_____

_____

5. **As a leader in IUVP, what is your role in influencing people's attitudes and behaviours within your sector so that sexual and other forms of violence against women and children are deemed unacceptable by the majority?**

_____

_____

_____

6. **What are you hoping to get out of the next two days?**

_____

_____

_____

7. **Reflection**

Please share any immediate reflections or observations you have on completing this questionnaire.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 7.3
Conflict-Handling Modes and Scenarios

Part A

Source: The TKI Conflict Model is Copyright © 2009–2020 by Kilmann Diagnostics.
All rights reserved. Used with permission. Original figure is available at:
https://kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki/

Each of us is capable of using all five conflict-handling modes. None of us can be characterised as having a single style of dealing with conflict. But certain people use some modes better than others and, therefore, tend to rely on those modes more heavily than others – whether because of temperament or practice.

Your conflict behaviour in the workplace is therefore a result of both your personal predispositions and the requirements of the situation in which you find yourself. The Thomas-Kilmann Instrument is designed to measure your use of conflict-handling modes across a wide variety of group and organisational settings.

Source: The description of the five conflict-handling modes (above) is courtesy of Kilmann Diagnostics (https://kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki/).

Conflict Scenario 1

You are working with a colleague from another organisation, seeking to gain funding for a violence prevention initiative in your community. You have to deliver a presentation to the funding body. You both have different approaches for how you want to deliver your pitch; either one could potentially be successful. It is now the morning on which you have to present your proposal.

What is the best conflict mode for this situation?

Conflict Scenario 2

You are a member of the Community Policing Committee (CPC) at your local police station. You've convened a CPC meeting with an intersectoral working group to review and improve a process for reporting the number and frequency of criminal and violent incidents being reported to the police. There have been allegations by members of the community over reports and response by the police. On the other hand, the police point out inadequacy in funding and resources because of the expansive geographical coverage served by the station. Therefore, there are human and financial resource implications, and some organisations feel they want to scale back their commitments, and that others should take a fairer share of the burden. The CPC and intersectoral working group are working well, and the positive progress that has been made means that this agenda item is being discussed a month ahead of schedule. There is considerable time until the review has to be completed. Moreover, partners all seem committed to a consensual, win-win approach.

What is the best conflict mode for this situation?

Conflict Scenario 3

You have just taken on a role as the new county civil society liaison person. You are seeking to build relationships between the county government and civil society. Your predecessor saw county government as the most important in the reciprocal relationship, and expected organisations to convene meetings at the county social hall. Meetings are held every month. You are aware of requests for alternative venues to be used. Your predecessor had always resisted this call by pointing out that the county provided the minute-taker. As a result, there was quite a lot of tension at the last meeting with the outgoing community liaison office.

What is the best conflict mode for this situation?

Conflict Scenario 4

Nakuru County violence prevention policy has been passed by the county assembly and adopted into law. You are chairing an implementation secretariat, bringing together intersectoral working groups. Group partners have worked consistently and tirelessly for 12 months to agree on a work plan and programme of actions to implement the eight themes of the violence prevention policy. In the penultimate meeting, two partners have become obsessive about a disagreement over who should take lead in theme one, even though both have the same organisational objectives. This could derail the whole programme of actions. You notice the two partners are becoming more vocal in their disagreement, and they seem to be having a very heated debate separate to the main discussion. You are concerned that if it's not addressed, it could hold up the agreement and reflect badly on the working group.

What is the best conflict mode for this situation?

Conflict Scenario 5

A project has come to an end and for the most part has been successfully completed. However, it has been decided that the initiative will not continue beyond the funding period. No funding remains, but there are some material resources, such as desks, IT equipment, paper and stationery. These items are being claimed by two of the main partners in the project. However, they cannot come to agreement on which partner should have which items. The items are being stored in a safe location and there is no immediate need for them to be disposed of or taken from there.

What is the best conflict mode for this situation?

- **Competing** is assertive and uncooperative – an individual pursues his own concerns at the other person's expenses. This is a power-oriented mode in which one uses whatever power seems appropriate to win one's own position – one's ability to argue, one's rank, economic sanctions. Competing might mean 'standing up for your rights', defending a position which you believe is correct, or simply trying to win.

- **Accommodating** is unassertive and cooperative – the opposite of competing. When accommodating, an individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

- **Avoiding** is unassertive and uncooperative – the individual does not immediately pursue his own concerns or those of the other person. He does not address the conflict. Avoiding might take the form of diplomatically side stepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

- **Collaborating** is both asserting and cooperative – the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution, which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative, which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

- **Compromising** is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle ground position.

Part B

Suggested Answers

Conflict Scenario 1: Accommodate/Compete

It is likely that one person will have to accommodate and the other person will have to compete so that you can meet the deadline and be ready to deliver the presentation. You will then have to work together to be on time. Compromise is another option, but that would not be the best approach, as you don't have enough time.

Competing is generally used when important decisions have to be made in an emergency and/or when time is limited.

If you cannot come to an agreement in this situation, the decision may be taken out of your hands and made for you by a superior.

Pitfalls of using this mode

If using the competing mode outside situations that are time-limited and/or crucial, leaders could be seen as autocratic, and team members could be seen as controlling. This could be destructive to relationships.

Conflict Scenario 2: Collaborate

The best option here is collaboration. While there are resourcing issues, there is general consensus that the reporting process has been working, which would suggest a generally positive atmosphere between partners. In addition, the working group is ahead of schedule and there is time to discuss the resource issues in-depth. Everybody seems committed to finding a win-win situation.

Pitfalls of using this mode

There can be issues if one or more involved in the process are not really committed to it and/or if time is limited, i.e. if an urgent decision needs to be made.

Conflict Scenario 3: Accommodate

The best option here is accommodating. It is apparent that relations between your predecessor and partner organisations were very tense. You are new to the role and you want to start off on the right foot, so agreeing that a meeting can be held elsewhere could be the first step in demonstrating that you want to build positive relationships with partners. Moreover, in showing yourself to be selfless (in terms of the venue choice for this first meeting), you are satisfying the concerns of other partners, and it is not really costing you anything. This could be seen as a significant gesture where the issue (the venue) or outcome is not that important to you.

Pitfalls of using this mode

Consistently using this mode can result in being taken advantage of by others. In this particular situation, you may also want to consider organising individual meetings with the main partners ahead of the collective meeting.

Conflict Scenario 4: Avoid

The best option may be to have a break in proceedings and have a separate, quiet discussion with the two partners. You might suggest that the issue is 'parked' and taken up outside the meeting. This could avoid further escalation that might cause further damage or delay.

You can acknowledge the issue is important to them both, but ask them if they want to sacrifice all the progress made on reaching agreement on a programme of actions. Remind them that they have been a crucial part of the progress so far.

Pitfalls of using this mode

If the situation has not become heated and an important decision has to be made under time constraints, avoiding making a decision on that specific issue could cause real problems.

Conflict Scenario 5: Compromise

In this scenario, there is a need to find a practical solution that satisfies both parties to some extent. It does not avoid the issues, nor does it necessarily explore the issue in as much depth as collaborating, and the overall result may not be optimal. It is about splitting the difference between the two positions, exchanging concessions, or seeking the middle ground. It may not resolve underlying relational problems, which may rise to the surface if the partners work together in the future.

Pitfalls of using this mode

This approach becomes an issue if time is limited or if one or more of the partners involved is not committed to the process.

Appendix 7.4
Conflict Management and Reflective Practice

This template provides a series of questions that can help you develop your reflective practice in considering how you handle conflict. As conflict arises, please pay attention to how you respond and reflect on whether your natural response is the best way to deal with the conflict. We encourage you to reflect on the following questions.

- Think back to a difficult conversation or moment you had in your organisation. Give a brief description of the moment of conflict.
- Identify the mode(s) you were in.
- What did you say or do that showed this?
- Identify the mode(s) the other person was in.
- What did they say or do that showed this?

Think about how you might move through the different modes, in what can be a dynamic process. Reflect on the following questions.

- Was there a moment when the conflict shifted? What changed?
- When the conflict shifted, what mode(s) were you in?
- When the conflict shifted, what mode(s) was the other person in?

Appendix 7.5
Bridging Activity

Reflect on the following questions.

- *What are your key learning points from today?*
- *How are you going to apply them when working across your sector to achieve the tipping point?*

Be prepared to feedback.

Appendix 7.6
Post-Module Questionnaire (Part A)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44

☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved during Day One.

Share experience of the development of and outcomes from the Prevention Strategy (undertaken during Modules 5 and 6) and next steps

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Extend the ZOUD, and achieve the tipping point for challenging the normalisation of sexual violence within and across your sector(s)

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Understand the seven mindsets of design thinking

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

4. Individual learning and impact

(i) How has participating in today's activities impacted on your own attitudes towards challenging the normalisation of sexual violence within and across your sector?

_____

_____

(ii) Do you feel more empowered to lead and influence a transformation in attitudes and behaviours across your sector?

_____

_____

(iii) What were your key learning points from the session?

_____

_____

(iv) What actions will you take to apply this learning as a leader – within your workplace and across the wider place?

_____

_____

5. Overall impact

(i) Do you feel that there is now a common and agreed understanding of why we need to build platforms of influence within our respective sector? How would you express this?

_____

_____

(ii) From your personal perspective: if we start to address the problem, what will be the visible indicators of success? What will have changed?

_____

_____

6. Activities

Which activity was the most challenging for you so far? Why?

_____

_____

7. Work in progress

What are you most looking forward to about tomorrow's session?

_____

_____

8. Final reflections

Describe how you are feeling now that you have completed this questionnaire.

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Appendix 8.1
Framing Your Design: Example

1. What is the problem we are trying to resolve?

   We want to improve the lives of children.

2. Can you reframe the problem as a design question?

   How might we improve the lives of children?

3. State the ultimate impact you are trying to have.

   We want to ensure that very young children in low-income communities thrive.

4. What are the possible solutions to your problem?

   Thinking broadly, it is OK to start with one or two hunches. However, ensure that you allow for surprising outcomes.

   - Better nutrition
   - Parents engaging with young children to spur brain development
   - Better education around parenting
   - Early childhood education centres
   - Better access to neonatal care and vaccines

5. Now write something about the context and constraints you are facing.

   Because children are not in control of their circumstances, we need to address our solution to their parents. We want a solution that could work across different regions.

6. Does your original question need a tweak? Try it again.

   How might parents in low-income communities ensure children thrive in their first years?

Appendix 8.2
Framing Your Design: Template

1. What is the problem we are trying to resolve?

    _____

2. Can you reframe the problem as a design question?

    _____

3. State the ultimate impact you are trying to have.

    _____

4. What are the possible solutions to your problem?

    _Thinking broadly, it is OK to start with one or two hunches.
    However, ensure that you allow for surprising outcomes._

    _____

    _____

    _____

    _____

5. Now write something about the context and constraints you are facing.

    _____

    _____

6. Does your original question need a tweak? Try it again.

    _____

Appendix 8.3
Post-Module Questionnaire (Part B)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range:
☐ 21 or under   ☐ 22 to 34   ☐ 35 to 44
☐ 45 to 54   ☐ 55 to 64   ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved during Day Two.

Understand your preferred mode of handling conflict and learn new modes to become more effective in different situations

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

Understand design thinking as a process for creating more effective, human-centred solutions

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

Use design thinking to succeed at the challenge designed and agreed on in the previous module

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

4. Individual learning and impact

(i) Has participating in the past two days changed you? Can you describe this impact?

_____

_____

_____

(ii) What do you consider that you need to do differently? Why?

_____

_____

_____

(iii) What are your priorities for action between now and the next P-BLD session?

_____

_____

_____

5. Conditions for collective impact

(i) What has been the focus of the inquiry today? How is it going to be addressed?

_____

_____

_____

(ii) How will your region have changed as a result of our actions?
What will we see that is different? How will we feel?

_____
_____
_____

(iii) Having participated in this two-day session, do you feel better
equipped to lead transformational social change using novel approaches
and processes?

_____
_____
_____

(iv) What will you do to share what you have learned more widely with
your partners and stakeholders?

_____
_____
_____

(v) How do you feel about reporting back, and sharing failures as
well as successes?

_____
_____
_____

(vi) Who else needs to be involved and how will you bring them on
board so that they can effectively contribute to the development and
implementation of the prevention strategy?

_____
_____
_____

6. Final reflections

Describe how you are feeling about your experiences of the last two days.

_____
_____
_____

Appendix 9.1
Structure of Modules 9 and 10

Date _____

Venue _____

Location _____

Outcomes

The purpose of Modules 9 and 10 is to help you:

- Share experience of the development of and outcomes of developing an action plan (undertaken during Modules 7 and 8)

- **Mindset:** Nurture an open mindset – learning intellectual humility

- **Skillset:** Master conflict by understanding your triggers and choices

- **Toolset:** Work in collaboratories – using dynamic tensions to create innovative responses to shared Urban Violence Prevention Priorities

- Celebrate and appreciate all we have achieved: individually, collectively and across place.

Preparation

This is a developmental workshop. We ask you to come prepared to challenge and be challenged, and play an active and full part in the workshop. This involves active listening, inclusive conversations and a collaborative approach.

Sample Session Outline

Time	Session detail	Facilitator
09.00−09.45	Complete Pre-Modules 9 and 10 Questionnaire	Name
09.45−10.15	Welcome, introduction, purpose and objectives	
10.15−11.15	Activity: Bridging review	
11.15−11.30	Break	
11.30−13.00	Nurturing your growth mindset	
13.00−14.00	Lunch	

Time	Session detail	Facilitator
14.00–15.30	Mastering conflict Activity: Main sources of power Activity: Self-reflection	
15.30–16.00	Learning review Post-Module Questionnaire (Part A)	

Time	Session detail	Facilitator
09.30–09.30	Reconnecting Bridging activity	Name
09.30–10.30	Creating our collaboratories and priorities for the future Activity: Change curve	
10.30–10.45	Break	
10.45–13.00	Place-based collaboratory and responding to the challenge	
13.00–13.30	Lunch	
13.30–16.30	Activity: Group presentations within collaboratories	
16.30–17.00	Learning review Post-Module Questionnaire (Part B)	

Time	Session detail	Facilitator
09.00–09.15	Welcome back and check-in	Name of facilitator and group facilitator
09.15–11.15	Group presentations within collaboratives	
11.15–11.30	Break	
11.30–13.30	Plenary presentations Q&A with audience Observations from P-BLD facilitators	
13.30–14.00	Lunch	
14.00–15.30	Wrap-up Review of individual and collective learning Action plans for continued development Final reflections Post-Module Questionnaire (Part C)	
15.30–16.30	Celebration Looking to the future	

Appendix 9.2
Prereading

The prereading for Modules 9 and 10 includes:

Snow, S. (2018), 'A New Way to Become More open-minded', *Harvard Business Review, November.*

1. Find the article online.

2. Before you read the article, consider the following questions.

   (a) In a group discussion, how important is it for you to get your point of view across?

   (b) How often do you go out of your way to take the time to seek out viewpoints that may be different from yours on key issues?

   (c) How important is it for you to maintain a curious and inquiring mind?

3. Read the article closely and highlight/note any key insights for you.

4. Now consider the following questions.

   (a) What are the key arguments in this article? What do you take from it?

   (b) What are the implications for you and for how you work and learn?

   (c) What are the potential implications for the people you work with in your organisation, sector or wider place?

Appendix 9.3
Prereading

The prereading for Modules 9 and 10 includes:

Bradberry, T. (2016), 'Six Tricks to Mastering Conflict', *Forbes*, 8 December.

1. Find the article online.

2. Before you read the article, consider the following questions.

    (a) Think of a recent situation when you and another person had a disagreement. How did you handle it?

    (b) What was the outcome? How did this make you feel?

    (c) On reflection, is there anything you would like to have done differently?

3. Read the article closely and highlight/note any key insights for you.

4. Now consider the following questions.

    (a) What are the key arguments in this article? What do you take from it?

    (b) What are the implications for how you could handle future disagreements or conflict?

    (c) What are the potential implications for the people you work with in your organisation, sector or wider place?

Appendix 9.4
Pre-Modules 9 and 10 Questionnaire

Thank you for taking the time to complete this pre-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. **Personal details**

    Name: _____

    Organisation: _____

    Job title: _____

    Date of workshop: _____

    Location of workshop: _____

    Age range: ☐ 21 or under   ☐ 22 to 34   ☐ 35 to 44
    ☐ 45 to 54   ☐ 55 to 64   ☐ 65 or over

2. **Professional experience**

    (i) Number of years in your current role: _____

    If you have several current roles, please state the number of years in the role for which you are a participant in the P-BLD workshop.

    (ii) Describe your main responsibilities in your current role.

    _____

    _____

    _____

    (iii) Your previous professional experience has been mainly in which sector?

    ☐ Public   ☐ Private   ☐ Not for profit

3. **Can you describe your mindset in how you will approach the next three days?**

_____

_____

_____

4. **What are the skills, knowledge and behaviours you have developed from being part of the workshop so far? How can you apply these to the final modules?**

_____

_____

_____

5. **As a leader in IUVP, what is your role in shaping the future and ensuring UVP priorities are addressed?**

_____

_____

_____

6. **What are you hoping to get out of the next three days?**

_____

_____

_____

7. **Reflection**

Please share any immediate reflections or observations you have on completing this questionnaire.

_____

_____

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Appendix 9.5
Post-Module Questionnaire (Part A)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44
☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved during Day One.

Share experience of the development of and outcomes of developing an action plan (undertaken during Modules 7 and 8)

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Mindset: Nurture an open mindset – learning intellectual humility

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

Skillset: Master conflict by understanding your triggers and choices

☐ Very dissatisfied   ☐ Dissatisfied   ☐ Satisfied   ☐ Very satisfied

4. Individual learning and impact

(i) How has participating in today's activities impacted on your own thinking about the further development of a growth mindset?

_____

_____

(ii) Do you feel more empowered to face and overcome conflict as an individual?

_____

_____

(iii) Do you feel better able to work with other people who may have perspectives that are different from yours?

_____

_____

(iv) What actions will you take to apply this learning as a leader – within your workplace and across the wider place?

_____

_____

5. Overall impact

(i) Do you feel that there is now a common understanding of why it is important in IUVP to continually challenge and develop one's mindset? How would you describe this?

_____

_____

(ii) From your personal perspective: if we are able to engage in constructive (rather than destructive) conflict, what will be the visible indicators of success? What will have changed?

_____

_____

6. Activities

Which activity was the most challenging for you so far? Why?

_____

_____

7. Work in progress

What are you most looking forward to about the session to come?

_____

_____

8. Final reflections

Describe how you are feeling now that you have completed this questionnaire.

_____

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Appendix 10.1
DAC Model

It Isn't About Individuals — Leadership Is a Social Process

The list of 'what makes a good leader' is a long one. It's as if we've taken every positive human quality and made it into a requirement for effective leadership. It's time to step back and take a different approach.

Leadership is not all about individual leaders and their capabilities. Instead, leadership is a social process that enables individuals to work together to achieve results they could never achieve working as individuals.

So, how can you tell if leadership is happening in a team, in a work group, on a task force, or across the organisation?

Consider the exchanges between managers and employees, the interactions among team members, the quality of relationships throughout the organisation, and the enactment of organisational processes. Leadership can happen within teams, work groups, task forces, divisions, communities, and whole organisations, and across teams, levels and functions.

Regardless of the group, for leadership to happen, the interactions and exchanges among people have to create:

- **Direction:** Agreement on what the collective is trying to achieve together.
- **Alignment:** Effective coordination and integration of the different aspects of the work so that it fits together in service of the shared direction.
- **Commitment:** People who are making the success of the collective (not just their individual success) a personal priority.

Leadership Outcomes

Direction, Alignment, Commitment (DAC)

Agreement in the group on overall goals

Mutual responsibility for the group

Coordinated work within the group

Direction · Leadership · Commitment · Alignment
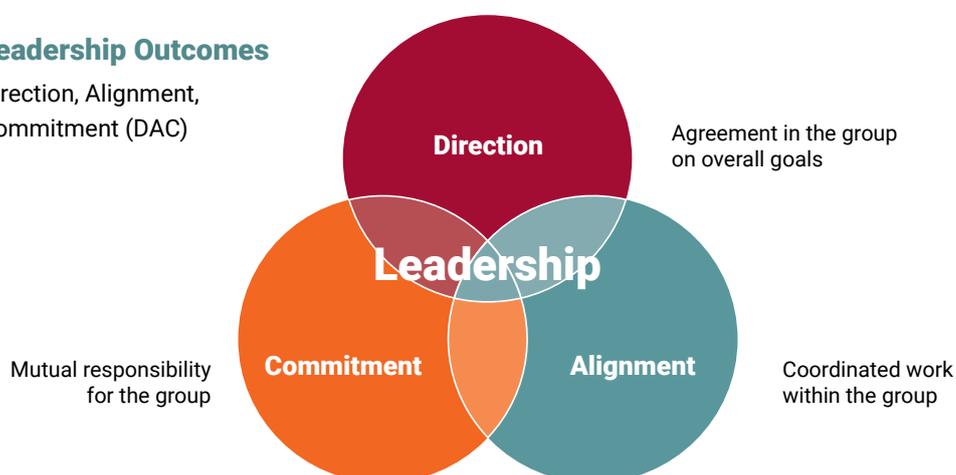
These three outcomes — direction, alignment and commitment (DAC for short) — make it possible for individuals to work together willingly and effectively to realise organisational achievements. So, when we say making leadership happen, we mean making direction, alignment and commitment happen.

In fact, we think the only way to know if leadership has happened is to look for the presence of these three outcomes.

But there isn't 'a' single leader making leadership happen. The actions, interactions, reactions and exchanges of multiple people are producing the DAC.

Understanding Direction, Alignment and Commitment (DAC)

Here's how to tell whether your team or organisation is weak or strong in each area of DAC (direction, alignment, and commitment).

Direction: agreement in the group on overall goals — what the group is trying to achieve together.

- *In groups with strong direction:* Members have a shared understanding of what group success looks like and agree on what they're aiming to accomplish.
- *In groups with weak direction:* Members are uncertain about what they should accomplish together, or they feel pulled in different directions by competing goals.

Alignment: coordinated work within the group and integration of the different aspects of the work so that it fits together in service of the shared direction.

- *In groups with strong alignment:* Members with different tasks, roles or sets of expertise coordinate their work.
- *In groups with weak alignment:* Members work more in isolation, unclear about how their tasks fit into the larger work of the group and are in danger of working at cross-purposes, duplicating efforts or having important work fall through the cracks.

Commitment: mutual responsibility for the group, when people are making the success of the collective (not just their individual success) a personal priority.

- *In groups with strong commitment:* Members feel responsible for the success and wellbeing of the group, and know that other group members feel the same. They trust each other and will stick with the group through difficult times.
- *In groups with weak commitment:* Members put their own interests ahead of the group's interests and contribute to the group only when it's easy to do so or when they have something to gain.

What does DAC look like in action? How can you recognise DAC? Here's a quick summary of how to recognise whether direction, alignment and commitment are happening in your organisation or team.

	Happening	Not happening
Direction	● There is a vision, a desired future, or a set of goals that everyone buys into. ● Members of the collective easily articulate how what they are trying to achieve together is worthwhile. ● People agree on what collective success looks like.	● There is a lack of agreement on priorities. ● People feel as if they are being pulled in different directions. ● There is inertia: people seem to be running in circles.
Alignment	● Everyone is clear about each other's roles and responsibilities. ● The work of each individual/group fits well with the work of other individuals/groups. ● There is a sense of organisation, coordination and synchronisation.	● Things are in disarray: deadlines are missed, rework is required, there is duplication of effort. ● People feel isolated from one another. ● Groups compete with one another.
Commitment	● People give the extra effort needed for the group to succeed. ● There is a sense of trust and mutual responsibility for the work. ● People express considerable passion and motivation for the work.	● Only the easy things get done. ● Everyone is just asking 'What's in it for me?' ● People are not 'walking the talk'.

Strategies to Create DAC in Your Organisation or Team

So how do you, as a manager, create DAC and make leadership happen in your organisation? Here are three important strategies:

Pay attention to *whether* leadership is happening. Start looking for evidence of DAC. By paying attention to outcomes, you will not only begin to discern where more is needed, but you will also start to see the kinds of processes and interactions that are producing the desired levels of direction, alignment and commitment.

Make *more* leadership happen. When you notice that there aren't many leadership processes in place, create them. When there are useful leadership processes in place, make sure people have the skills to participate in them effectively. And when existing leadership processes no longer seem to be producing the needed direction, alignment and commitment, explore new ones. For example, consider:

● To create more direction: *Does a more diverse group of people need to be involved?*

● To create more alignment: *When a new strategic initiative is being launched, does your staff have the skills to analyse its implication for their own work?*

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- To create more alignment: *Do you need to meet more regularly with your peers to prioritise work?*
- To create more alignment: *Are clearer accountability structures needed?*

- To create more commitment: *Are more honest conversations about proposed changes needed?*
- To create more commitment: *Can you match members of your staff with projects that they are most enthusiastic about, while still assuring that all the projects are adequately resourced?*

Improve your own ability to participate in cultivating leadership. It's useful to continually deepen and broaden your individual skills and abilities. With a broader repertoire of capabilities, you'll be able to participate more effectively in a wide range of processes.

If you're wondering where to focus your development efforts, consider that one lens for examining this question is DAC:

- *If there's one place in your organisation where you would desperately like to see more DAC, where would that be?*
- *What would you need to get better at doing so more leadership happens in that setting?*

How to Increase DAC on Your Team

CCL has been using the DAC framework with people across level, sector, function, culture and demographic for over 20 years. Here's what you need to implement DAC on your team.

1. First, assess current levels of DAC in the group. The best way to do this is to get input from everyone involved. If you rely on just your own perspective, you're probably missing key information. You can **take our quick, free assessment of DAC levels with your team** to gauge the degree to which your team agrees on statements such as:

- *We agree on what we should be aiming to accomplish together.*
- *We have group priorities that help us focus on the most important work.*
- *The work of each individual is well coordinated with the work of others.*
- *People are clear about how their tasks fit into the work of the group.*
- *We make the success of the group — not just our individual success — a priority.*

2. If you learn that the group has low levels of direction, alignment or commitment, dig a bit deeper. Some factors that contribute to weak DAC include:

- Direction hasn't been articulated or talked about.

- We jump into tasks and projects without a plan or connecting it to others' work.

- We don't bring in others with relevant expertise, or manage work assignments effectively.

- Resources aren't appropriately allocated.

- We're unclear who is responsible for what tasks or who has authority to make what decisions.

- We see duplication of effort, or gaps where aspects of the work fall through the cracks.

- Group members don't see themselves as having the ability or influence to address problems.

- Individuals don't feel like they get the credit they deserve for their contributions to the group.

3. Identify changes that could improve direction, alignment or commitment. There are countless ways to address the problems you find – but this is where your group can tailor efforts specifically to what matters most. You'll want to engage the insights and creativity of the group to come up with changes to address key issues.

You can also draw on outside expertise for ideas and solutions. Keep in mind that direction, alignment and commitment are group-level outcomes. Any aspect of the group can impact them. To enhance DAC, you might need to change things such as:

- The quality or frequency of interactions among group members

- The relationships among particular members

- The formal or informal processes for making decisions or getting work accomplished

- The skills of individual group members

- Shared assumptions and cultural beliefs of the group as a whole.

Of course, the DAC approach isn't a quick fix. But it does provide clarity and a way forward. Talk to people about where direction, alignment and commitment are happening and where they aren't. Enlist others in your experiments with new leadership processes, and seek input on how to improve your own capabilities.

Because leadership is shared work — at the end of the day, you can only *make leadership happen* with others.

Appendix 10.2
Post-Module Questionnaire (Part B)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under ☐ 22 to 34 ☐ 35 to 44

☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved during Day Two.

Toolset: Work in collaboratories – using dynamic tensions to create innovative responses to shared Urban Violence Prevention Priorities

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

4. Individual learning and impact

(i) Has participating in Day Two changed you? Can you describe this impact?

_____

_____

_____

(ii) What has been your most significant learning point from today's activities?

_____

_____

_____

(iii) In the context of IUVP, what are the implications of this learning for how you work collaboratively from here?

_____

_____

_____

5. Developing Intra- and Inter-place collaboration for IUVP

(i) From your perspective, what has been the purpose of today's activities? What has been achieved so far in this regard?

_____

_____

_____

(ii) How will your region have changed as a result of our actions? What will we see that is different? How will we feel?

_____

_____

_____

(iii) Having participated in the session over the past two days, do you feel better equipped to lead transformational social change using novel approaches and processes?

_____

_____

_____

(iv) What will you do to share what you have learned more widely with your partners and stakeholders?

_____

_____

_____

(v) How do you feel about reporting back, and sharing failures as well as successes?

_____

_____

_____

(vi) Who else needs to be involved and how will you bring them on board so that they can effectively contribute to shared learning and increased collaboration?

_____

_____

_____

6. Final reflections

Please share any immediate reflections or observations you have on completing this questionnaire.

_____

_____

_____

Appendix 10.3
Post-Module Questionnaire (Part C)

Thank you for taking the time to complete this post-module questionnaire. It is completely confidential and the data will only be used to:

- Inform research and practice
- Help improve the design and delivery of our P-BLD initiatives to ensure maximum impact.

1. Personal details

Name: _____

Organisation: _____

Job title: _____

Date of workshop: _____

Location of workshop: _____

Age range: ☐ 21 or under   ☐ 22 to 34   ☐ 35 to 44
☐ 45 to 54   ☐ 55 to 64   ☐ 65 or over

2. Overall experience

Please rate each of the elements in the table below.

	Poor 1	Satisfactory 2	Good 3	Very good 4	Excellent 5
The venue					
The content					
What I learned will be useful to me					
The session was aimed at the right level for me					
The facilitator seemed to really know the subject					
The facilitator presented the subject well					
The course materials (slides/handouts)					
My level of interest					
Programme administration					
My overall satisfaction					

Additional comments:

_____

_____

_____

3. Achievement of learning outcomes

Please indicate your level of satisfaction that the following aims were achieved during Day Three.

Celebrate and appreciate all we have achieved: individually, collectively and across place

☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

4. Individual learning and impact

(i) You have spent three days learning, working and collaborating. How do you feel? Describe it as best you can.

_____

_____

(ii) How have you changed as a leader by being on this programme? What have these changes enabled you to achieve? How do you know?

_____

_____

(iii) In the context of IUVP, how would you describe your individual achievements as a leader? How have you developed?

_____

_____

5. Developing Intra- and Inter-place collaboration for IUVP

(i) From your perspective, what has been achieved over these final three days? How will we know if this has made a difference in terms of IUVP going forward?

_____

_____

_____

(ii) What is the most important achievement of the P-BLD for IUVP programme at a local level? Why do you choose this particular achievement?

_____

_____

_____

(iii) What is the most important achievement of the P-BLD for IUVP programme at a strategic level? Why do you choose this particular achievement?

_____

_____

_____

(iv) How could leaders in your region(s) continue to learn from each other's lived experiences? How often should there be formal events to enable this inter-place learning? What other approaches could be tried?

_____

_____

_____

(v) What role do you feel you can play in the development of emerging and future leaders in the context of IUVP in your region?

_____

_____

_____

(vi) Who would you like to bring on and develop as future leaders for IUVP? Why? _____

_____

_____

6. Looking to the future

(i) Would you consider being a mentor for future leaders, sharing your insights and experience to enhance their individual development?

_____

_____

_____

(ii) What are the most important attributes for facilitators of P-BLD for IUVP?

_____

_____

_____

7. Final reflections

Please share any other comments you would like to make.

_____

_____

_____

EVIDENCE & IMPACT

Evidence and Impact Measurement

Introduction

This guide seeks to support facilitators to deliver P-BLD to groups of leaders to develop their collective leadership capabilities. During the delivery of P-BLD, pre- and post-module questionnaires are completed by participants, to capture their changes in perceptions and feedback about their experience and learning. This provides immediate, helpful data about their learning during the modules and offers the opportunity to make changes in content, environment or style of delivery – enabling facilitators to continuously improve the programme. The questionnaires also enable participants to provide information about the impact of the programme on individual leadership skills and capacity for collective leadership, from their perspectives.

There are many ways of capturing data and information that will help to indicate if your P-BLD programme is having an impact. To begin thinking about the impact of P-BLD, below are some questions to consider:

- Have participants demonstrated changes in their mindsets about leadership? What is leadership? How do you 'do' leadership?

- Have participants demonstrated changes in their behaviour, e.g. how they tackle disputes with colleagues, how they engage people in problem-solving or how they mobilise other agencies to work together?

- Have participants instigated any change in the ways they work with others in their organisation, other organisations, agencies and sectors?

- Can you link any changes in the ways participants are working together with changes in the ways organisations/sectors are working together? Is anything being done differently?

- If changes can be identified, have any of these changes had an impact on your objectives, e.g. reducing violence, improving support for domestic violence survivors, or empowering young people to have their voices heard?

Think about your answers to these questions. How will you know? How do you know participants have changed the way they think, behave or operate? How do you know things are working differently in policing, prisons or education?

This section of the guide will help you to answer these questions. It provides a high-level introduction to research and evaluation methods. It will help you to capture the data and information you need to evidence the impact of interventions and changes in ways of working. This includes considering data collection tools, approaches to analysing data, ethics, data protection and some practicalities for undertaking this work collaboratively.

Thinking about how to evidence impact

Below are some questions for you to consider:

- What is knowledge?
- How is knowledge acquired?
- How do we know what we know?

Thinking about these questions often sparks a debate about the difference between opinion, belief, facts and knowledge. We need to consider how 'trustworthy' those types of information are. We often point to 'facts' as trustworthy and 'opinions' as untrustworthy. It can be difficult to draw lines between fact and opinion. As demonstrated many times in the P-BLD modules, we see the world through our viewpoint, our lens, and we interpret things through our personal value system.

It is within the context of this debate that research methods have been designed and tested. If you are creating a new medicine to treat a disease, you will likely use data related to the health of patients to establish if the medicine cures the disease. You are likely to agree that the medicine either works or does not, in any given situation or against specific demographics, etc. We could describe this as being a 'single truth'. It is either right or wrong; effective or ineffective. Simply described, this is a 'positivist' school of thought (paradigm) and any single truth can be measured using quantitative data, i.e. numbers.

If you are running a leadership development programme to prevent urban violence, you will probably assess leadership attributes to establish if the programme 'works'. As you know from the content of P-BLD, there are many steps between improving leadership skills and reducing violence in communities. For example, individual leadership skills impact on collective leadership capacity and capability. This impacts on collaborations between organisations and agencies. This impacts on sharing information and resources. This impacts on engagement and sensitisation work with communities. This impacts on networks and influence in relationships and in the actions and behaviours of individuals, groups, communities and society … and so on.

Therefore, we need to measure the various elements of this journey: emotional intelligence, conflict management, negotiation skills, communication skills, flexibility and willingness to adapt, strength of relationships between agencies,

levels of influence over resources, etc. In asking these questions, it is difficult to define a 'single truth', since the measure of many of these elements are self-perceptions and perceptions of others. One P-BLD participant may not recognise their own skills in conflict management, but that doesn't mean this is an unreliable measure. What if 100 colleagues of that particular participant strongly believe that this person has made significant progress in conflict management, which resulted in a partnership project between a secondary school and a human rights organisation to engage young people in debate about life choices?

This shows us that there might be more than one version of 'reality', where the 'reality' of the efficacy of this P-BLD participant is constructed by many people's perceptions, beliefs, experiences and examples of what has 'changed on the ground'. Therefore, multiple versions of reality exist when we are trying to find out if, what, why or how this P-BLD participant made an impact on violence reduction. This is described as a *constructionist* paradigm or an *interpretive* paradigm, where the reality of the situation needs to be explored and interpreted, generally with 'why' and 'how' questions. To gather data to answer these questions, a qualitative methodology would be used to create reliable and consistent ways to capture and analyse people's perceptions, experiences and descriptions of their realities.

The following table provides a summary of the foundations of research design. It will help you to track through your thinking about what reality you seek to measure and understand, and how you can reliably do so using research methods.

See Resources for more details about a video entitled 'Ontology, epistemology and research paradigm'. This three-minute video (available on YouTube) provides a simple summary that you may find helpful.

Foundations of research design

Paradigm Which school of thought do you prescribe to?	Ontology What is reality?	Epistemology How do you measure or find out about reality?	Methodology Which types of research will align with your epistemology?	Methods How can you collect data to analyse?
Positivist	• There is a single truth or reality.	• Reality can be measured in reliable and consistent ways. • Test a hypothesis: Does X cause Y?	• Quantitative • Experimental	• Sampling measures • Statistical analysis • Questionnaires • Surveys • Secondary data analysis • Structured interviews
Constructionist/ Interpretive	• There is no single reality or truth. • Reality is constantly recreated by individuals and groups.	• Reality needs to be interpreted to find the meaning behind phenomena. • Test a hypothesis: Why and how does X cause Y?	• Qualitative • Phenomenology • Grounded theory • Discourse analysis • Action research	• Semi-structured or unstructured interviews • Focus groups • Case studies • Observations • Life histories • Narrative inquiry

Impact assessment

While this discussion of research design focuses on how we think about cause-and-effect, and how reliably we can draw lines between what we *do* (inputs, activities, outputs) and the *outcomes* we see in society, impact measurement takes this a step further.

An impact study, assessment or evaluation provides information about the impact produced by an intervention. An impact study recognises that impacts can be: positive and/or negative in relation to your desired goal; direct consequences of your inputs; or indirect results from the change your inputs stimulated.

An impact study seeks to establish direct 'outcomes' (also described as 'observed change') with 'causal attribution' as a direct result of the intervention. These changes are within the 'sphere of influence' of the intervention. Identifying 'impact' from the intervention requires assessment of changes in 'state'; these are often undetermined but relate to the desired goal. For example, urban violence prevention is the goal, and the P-BLD programme sought to improve intersectoral working and collective leadership and action as the 'outcome'. However, the impact could not have been known – having a new police station built, publishing a new violence prevention policy, increasing the numbers of volunteers in the community engaged with policing, etc.
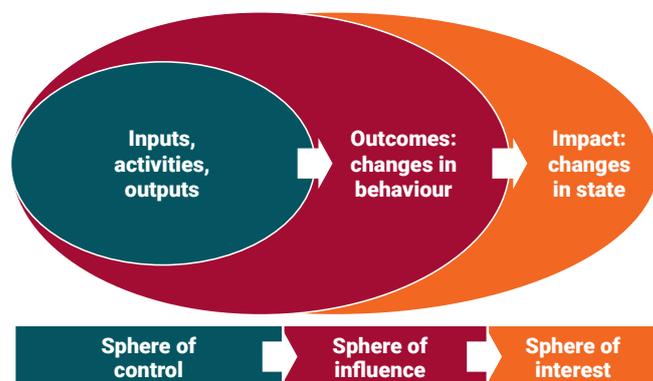
The risk with impact studies is their failure to systematically collect data that demonstrates causal attribution – and where changes in state cannot be linked to interventions, those interventions tend to lose funding and support. Similarly, where impact studies incorrectly identify outcomes as a direct result of an intervention, it can lead to wasted resources, if the intervention is replicated in other places and we fail to see any outcomes or impact.

For more information about impact studies, visit this website: www.betterevaluation.org.

Read *Evaluation and Impact Study – Place-Based Leadership Development for Intersectoral Urban Violence Prevention: The Cases of Nakuru and Naivasha, Kenya* (Knight et al., 2019). This report reflects on the activities and emerging impact identified in Nakuru and Naivasha up to autumn 2019.

Overview of research methodologies

You do not need to become an expert in research methodologies to support an evaluation of your P-BLD programme. However, it is helpful to understand the decisions taken about types of research methods, and to be aware of some of the terminology. Please be aware that this section aims to provide a very high-level overview only. Additional helpful information can be found on this website: Skills You Need: Research Methods, available from: https://www.skillsyouneed.com/learn/research-methods.html.

Quantitative research methods

Data sources for quantitative research studies could include the following.

- Management data (e.g. crime reports, numbers of hours worked, number of interventions provided, number of days between contacts)
- Questionnaire data, including:
  - Self-completion, online or paper
  - Telephone questionnaire
  - Health/psychology/wellbeing questionnaires; you have already used several of these during the P-BLD modules (e.g. emotional intelligence or conflict modes)
  - Perceptions/experiences
  - Use of local services
  - Life history
- Content data (e.g. media reports, policy review, television/film content analysis).

The use of quantitative research methods allows for control of many variables and can be very specific about the data collected.

Quantitative research methods:
- Are representative of the study population, seeking to provide reliability and validity through the data collection tools used
- Should be replicable, so that multiple study populations could participate in the same research and provide results to be compared
- Should facilitate the removal/control of external factors and bias in the data collected and results.

Lower-level quantitative studies provide:
- Data analysis to identify correlations between two variables (e.g. number of P-BLD modules attended, and personal confidence in leadership skills – Slide 22)
- Pre- and post-intervention measures to provide comparisons (Slide 24).

Higher-level quantitative studies:

- Use 'control groups' so that results/outputs/outcomes can be reliably compared across those who received/participated in an intervention with those who did not
- Undertake randomised controlled trials (RCTs) to allow the comparison of intervention and non-intervention groups with removal and control of all external variables.

Analysis of quantitative data can be undertaken using simple description of the results (e.g. providing scores, averages and ranges of results). More advanced analysis is often undertaken using statistical analysis software, some of which is described in Slides 18–24.

Qualitative research methods

Data sources for qualitative research studies could include the following.

- Consultations and questionnaires
  - Questionnaires and surveys that include open text questions (e.g. the pre- and post-module questionnaires in this programme)
- Narrative inquiry/narrative analysis/life stories
  - Captures personal and human dimensions of experience over time
  - Takes account of the relationship between the individual and the cultural context
  - Face-to-face or phone interviews
  - Focus groups, discussion groups
  - Diaries, photographs, videos
- Community and creative writing projects
  - Use the existing forums (physical or online) to create a community of members who contribute thoughts over a long period (e.g. duration of legislation development)
  - Journaling
- Participatory research
  - Engage those who are providing comments online to develop and deliver impact research with you
  - Bring data collection into workshops.

Analysis of qualitative data generally includes achieving a deep understanding of the data and coding data into categories and themes (Slides 27–30).

Case studies

The 'case study' is used in multiple ways in social science research, business, law and policymaking. While the case study is largely considered to be a qualitative research methodology, we have categorised it separately because it can also

be considered a research design in itself, because of its use of various research methods in a wide range of disciplines and contexts. For a detailed exploration of the case study as a qualitative research design and method, see Baxter and Jack (2008, Appendix 1).

Simply put, case studies:

- Allow in-depth, multi-faceted explorations of complex issues in real-life settings

- Often use several methods of data collection to bring together data and information about a 'case'

- Seek to describe, explain or explore an issue or phenomena (e.g. develop understanding and explain the causal links between an input/activity/ intervention and any change/outputs/impact)

- This could include 'triangulating' both qualitative and quantitative measures to create a detailed, insightful picture of the case being studied. The case could be a geographical space, a community of people, a family, a single organisation, a collaboration of several organisations, etc.

Analysis of case study data will include the appropriate approaches to analysis based on the types of data collected (as described earlier).

Practical application for P-BLD

While this section of the guide gives you lots of information about research methodologies, there are three activities you need to focus on and deliver as facilitator:

1. Pre- and post-module questionnaires
2. Journaling
3. Case studies.

These three activities are designed to help you evaluate your own P-BLD facilitation practice and to capture detail about the inputs, activities, outputs, change and impact that may occur because of your P-BLD programme.

1. Pre- and post-module questionnaires

You will find pre- and post-module questionnaires in the Appendices for each module. You will notice that the questions change as the modules progress, reflecting the shift in content, development and practice.

The results of these questionnaires need to be collated into one file that you keep securely. Undertaking a high-level analysis of this data will provide you with insight into your P-BLD group – their experience, expectations and feedback.

You can use this information to develop your own practice as facilitator, adapting to the needs and areas of focus of your participants, and identifying opportunities for you to improve your knowledge, delivery or style.

You can also collate this information over time to provide evidence of any 'change' for participants.

Ideally, an external and independent researcher will collate and analyse the data collected in these questionnaires. This will provide a more robust and less biased assessment of the information gathered.

2. Journaling

You were introduced to journaling in Module 1. Journaling is an important practice to capture your personal journey and development over time. It also captures evidence of change in yourself, ways of working, relationships with others, new ideas, areas of influence, new partnerships, new projects and any impact identified in the wider state.

This is particularly important in complex, fast-paced situations, where you and your colleagues, partners and collaborators may need to work quickly to adapt to new issues, problems, risks or incidents. Capturing evidence of change and things working differently can be important in building evidence for the impact of P-BLD, and explaining the links between P-BLD and changes in the wider state. Journaling needs to become a regular practice for you, so make the time and keep your records safe. It can be difficult to find the time, but these records will be vital in the longer term.

3. Case studies

The broad case study research design and methodology was discussed briefly in the previous section. As highlighted, the case study is used in many different ways in social science research and in practice. We recognise that it is more important to capture potential change and impact as a result of P-BLD, rather than miss the opportunity simply because evaluation methods are too complex or time-consuming. With this in mind, we propose a very simple approach to capturing small case studies of the impact of P-BLD. Use the following format to capture stories and data:

(a) **Challenge**   *The issue, problem or goal being addressed*
(b) **Action**   *What action was taken? What interventions were delivered?*
(c) **Role of P-BLD**   *What was the role of P-BLD in leading to the action taken?*
(d) **Impact**   *What impact can be identified in relation to the actions taken?*

You can work with P-BLD participants to conduct interviews if you have the capacity to do so. This enables you to collect information to complete sections (a) to (d) above. A summarised example is produced on Slide 19, from the *Place-Based Leadership Development for Intersectoral Urban Violence Prevention: Evaluation and Impact Study* (Knight et al., 2019). This report provides eight high-level case studies of impact.

Capturing collective action

P-BLD is based on the fundamental principles of people working together in collaboration, with collective leadership and collective action leading to collective impact.

Capturing data and information about collective action will, therefore, provide vital insight and feedback about the P-BLD programme. Think about the following questions:

- How does participating in a P-BLD programme impact on developing relationships between agencies or sectors?

- What are the most important aspects of the P-BLD programme for enabling people to work collectively?

- Where people have not developed new networks or collaborative working during or after P-BLD, why is this? What were the barriers? How could P-BLD be improved to support better outcomes?

- Where collective action has been undertaken, who was involved? Have new collaborations really been formed? Is this collective action sustainable?

- P-BLD facilitates action and intervention without new or additional resources. What role does collective action play in maximising the impact of existing resources? Is more being achieved through these new collaborations? Is less being achieved?

To enable answers to these questions, data and information need to be systematically captured. The following section provides an example of a basic first step to capturing activities that are designed and delivered in collaborative ways. Collecting this data over time enables you to explore the following questions.

- Which agencies and sectors tend to be more involved? Which are rarely involved?

- Does the level of participation of specific agencies or sectors change over time? Does it change in relation to other factors (e.g. who provides resources, where activities take place, which communities are engaged, and which key people lead the work)?

- Which key objectives or themes in the activities are most common? Can you identify reasons for this (e.g. specific resources, lead agencies or people who best facilitate collective action)?

- What were the main outputs and outcomes from each collective activity?

- What were the recommendations for follow-up work? Did this follow-up work happen? What did it lead to? Does this provide a bigger picture of impact? If not, why not?

Collective Action Monitoring Tool (an example for practical use)

Action		Date	18/01/20	27/02/20
		Action/Event	Public forum	Human Rights Club
Partners involved		Partners involved	• Police: gender and child protection • Human rights agency	• Police: Community • Schools/universities • Local councils • Human rights agency • Community development office
		Details	• A public event run by the police and supported by a human rights agency	• Human rights agency, Police Chief Inspector and LC1 attended the Human Rights Club for a discussion
		Lead organisation(s)	• Police	• Secondary school
		Partner contribution	• Police: transport • Human rights agency: water	• School: physical meeting space
Objectives		Main themes	• Election violence	• Leadership • Children's rights
		Main objectives	• Raise awareness • Joint action planning	• Sensitisation • Increase reach into communities
Outputs/What next?		Outputs in relation to objectives	• 28 community members participated; 20 of these were new. • 1 new police field officer joined the meeting. • 10 community members took 101 booklets to talk through with their families and friends. • A local shop displayed posters.	• 12 young people attended the club discussion. • The police and LC1 explained their roles. • Two debates about children's rights were held.
		This work led to …	Police and human rights agency agreed to run a joint awareness event each month until the election.	3 young people agreed to attend the next LC1 public meeting and encourage their friends to join.
		What were the recommendations?	Human rights agency needs to: engage community development in future meetings; bring in their community influencers; provide legal aid advice for domestic violence survivors.	The LC1 will invite two further LC1s and an LC2 to the next Human Rights Club.
		What came out of the follow-up?	1. Next four community meeting dates agreed. 2. Community development committed two volunteers to the next meeting. 3. Human rights agency made a new contact with the field officer and will keep them engaged to support other work.	1. An LC1 and an LC2 signed up for the next Human Rights Club. 2. Two further schools are being engaged; LC1 to run similar debates.

Moving to a shared measurement system

Collective impact was introduced in Modules 3 and 4, which explained the five conditions necessary to facilitate collective impact according to researchers at Stanford University (Kania and Kramer, 2011). One of those five conditions is the implementation and use of a shared measurement system, defined as:

> *agreement on the ways success will be measured and reported with a short list of key indicators across all participating organisations.*
> **(Kania and Kramer, 2011)**

Essentially, this means the collaboration will come together to agree their shared mission, goal and objectives, and agree how to measure specific outputs and outcomes. It is important that the measures reflect the activities of the collaboration. While some output measures may be agency-specific, collective responsibility will be taken at all times.

The shared measurement system needs to be designed by the people working together across agencies and sectors. They will know: what data is accessible; how to collect new data; and the levels of resource available to support, manage and coordinate the necessary approaches. This can be one of the main challenges – finding the resource and capacity to develop and maintain the shared measurement system, coordinating regular and consistent data sharing.

Agreeing common measures across multiple agencies can be challenging, with competing priorities and reactive agencies that often shift their priorities related to recent political, social or economic incidents. Key stakeholders sometimes have concerns about transparency of their agency data, highlighting weaknesses in their 'performance' or facilitating comparative measurement across community organisations working on similar issues or in the same space.

Some of the main considerations for setting up a shared measurement system are explored in Slides 32–33. Considerations include data collection, data management, information sharing agreements and using findings to influence policy.

The long-term ambitions of the P-BLD programmes are to create the five conditions for collective impact. Therefore, your role as a facilitator of P-BLD is to know and understand what a shared measurement system is, and how you can work with agencies to move towards this goal.

For further information about shared measurement systems, a short summary can be found on this social change consulting website: FSG: Shared Measurement Systems Introduction, available from:
https://www.fsg.org/blog/shared-measurement-collective-impact.

You may also access a free one-hour webinar at: FSG: Implementing a Shared Measurement System – Free Webinar, available from:
https://www.fsg.org/tools-and-resources/implementing-shared-measurement.

Ethics and data protection

When undertaking research, evaluations and impact studies, it is vital to protect the participants and the organisations/agencies, communities and groups who are engaged in the work. This means keeping their personal information confidential, providing anonymity where necessary and possible, and ensuring that any data and information shared with you is safe and protected.

Several guides are available in relation to ethics and data protection, e.g. Inspiring Impact: Research Ethics and Data Protection, available from: https://www.inspiringimpact.org/learn-to-measure/plan/research-ethics-and-data-protection/.

Below are the most important points for consideration.

- **Informed consent:** Explain what participation in the evaluation/study means, what will be required, and how the person's information and data will be collected and used.
  - For a sample Participant Consent Form, see Knight et al. (2019), p.88.
  - For a sample Participant Information Sheet, see Knight et al. (2019), p.89.

- **Voluntary participation:** It is important that participants are not coerced into taking part. Not only would this be potentially harmful for an unwilling participant, but it also brings into question the reliability of the data they share.

- **Keeping data safe:** This means collecting and storing participants' data in secure files, including locked cabinets and encrypted, password-protected files and folders.

- **Anonymity:** Generally, keep participants anonymous. There are times when it is appropriate and safe for participants to be known during evaluation/studies but, generally, participation is kept confidential, particularly in relation to reports and findings being shared.

Conclusion

It is imperative that data is captured throughout interventions and programmes, and that thorough evaluation and impact studies are undertaken, if evidence about 'what works' is to be created.

Remember that this section of the guide aims to give you a helpful steer towards facilitating evaluation and capturing impact – you are not expected to become expert researchers and statisticians! This introduction should be enough to enable you to support evaluation of your own P-BLD programmes and to develop your facilitator practice.

By using the pre- and post-module questionnaires, implementing a regular journaling practice and capturing key case studies throughout your P-BLD programme, you will be well prepared for supporting evaluation.

References and resources

https://www.inspiringimpact.org/resource-library/
Provides many helpful resources for designing and delivering 'impact practice' and impact evaluations, including example frameworks, data collection tools and reports.

https://www.skillsyouneed.com/learn/research-methods.html
Provides summary information about research methods, data collection and analysis.

https://methods.sagepub.com/methods-map
Explains what the various terms mean in the field of research methods ('ethics', 'research design', 'data quality and management', 'secondary data', etc.).

https://www.betterevaluation.org/en/themes/impact_evaluation
Describes what an impact evaluation is, how and when to undertake one, and who to involve.

https://www.researchgate.net/publication/325022648_An_introduction_to_research_paradigms
Provides a detailed consideration of philosophy, paradigms, ontology and epistemology in designing research.

https://www.youtube.com
Search for 'Ontology, epistemology and research paradigm' uploaded by Lynette Pretorius. Provides a quick explanation of the basic relationship between research paradigm, ontology and epistemology in academic research settings.

https://www.inspiringimpact.org/learn-to-measure/plan/research-ethics-and-data-protection/
Provides a simple guide to ethical guidelines and data protection in research, evaluation and impact studies.

https://www.fsg.org/blog/shared-measurement-collective-impact
Offers a short introduction to shared measurement systems.

https://www.fsg.org/tools-and-resources/implementing-shared-measurement
Offers access to a one-hour free webinar about how to implement a shared measurement system (provided by FSG, a social change consultancy).

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Additional Resources

This section contains a range of additional resources that can be used by P-BLD facilitators. This includes further reading and a range of sources that contain additional frameworks, tools and techniques that are linked to mindset, skillset and the collaborative toolset.

Mindset

Reading

- Buchanan, A., and Kern, M.L (2017), 'The Benefit Mindset: The Psychology of Contribution and Everyday Leadership', *International Journal of Wellbeing*, 7, 1, 1–11. Available from:
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- Gonzalez, J. (2018), 'Moving from Feedback to Feed Forward'. Available from:
  www.cultofpedagogy.com/feedforward

- Simoons, P. (2017), 'What Does the Collaborative Mindset Require?'.
  Available from:
  https://www.petersimoons.com/2017/03/four-elements-collaborative-mindset/

Skillset

Reading

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Barrett Values Centre. Available from:
https://www.valuescentre.com/books/dynamics-change/

- Yukl, G. (1990), 'Influence Tactics and Objectives in Upward, Downward and Lateral Influence Attempts', *Journal of Applied Psychology*, April, 75, 2: 132–140.

Tools

- Plank, K., and Eneroth, T. (2019), *The Dynamics of Change: Reflections on the Human Side of Leading People through Organisational Change*.
Barrett Values Centre. Available from:
https://www.valuescentre.com/books/dynamics-change/

- Life Values Inventory
https://www.lifevaluesinventory.org/the-process.html

- Personal Sphere of Influence Model
See: Wagner, W., Ustick, R.D., and Komives, S. R. (2007), *Leadership for a Better World: Understanding the Social Change Model of Leadership Development – Instructor Manual*. San Francisco: Jossey-Bass.

- 10-minute storytelling tool
Benedictine University. Available from:
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Toolset

Reading

- Cabaj, M. (2014), 'Evaluating Collective Impact: Five Simple Rules', *The Philanthropist*, 26, 1: 109–24. Available from: https://www.tamarackcommunity.ca/hubfs/Resources/Publications/Evaluating%20Collective%20Impact%205%20Simple%20Rules.pdf

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- Kania, J., Fay Hanleybrown, F., and Splansky Juster, J. (eds.) (2014), 'Insights on Collective Impact', *Special Supplement: Collective Impact Forum/Stanford Social Innovation Review*, 1–24. Available from: https://ssir.org/supplement/collective_insights_on_collective_impact

Tools

1. Facilitator guides and icebreakers: https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/Facilitator-Toolkit.pdf

2. Facilitator's Guide for Human Centred Design: https://www.designkit.org/resources/7

3. What is Appreciative Inquiry? A Short Guide: https://cvdl.ben.edu/blog/what-is-appreciative-inquiry/

4. Designing a workshop: https://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/workshops/main

5. The Art of Change Making – Interactive resource (select resource based on type of leadership challenge): https://www.leadershipcentre.org.uk/artofchangemaking/

6. The Art of Change Making – PDF version: https://www.leadershipcentre.org.uk/wp-content/uploads/2016/02/The-Art-of-Change-Making.pdf

7. Understanding the social change model of leadership development: https://drexel.edu/studentlife/get_involved/Overview/