



ENTIRE

TRAIN THE TRAINER

TRAINER'S MANUAL

to conducting training on Stakeholder Dialogues
in Integrated Water Resource Management

Cairo, Egypt

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Collective Leadership Institute
Eisenhartstrasse 2
14469 Potsdam, Germany
www.collectiveleadership.com





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Legend

	Refers to the Course PowerPoint
	Refers to the Book
	Refers to Flip Charts
	Refers to video from Facilitator's resources
<i>H</i>	Refers to Handout (<i>See annex</i>)

2. HOW TO PREPARE

Room Set up

- Round tables (*max. 8 people per table*) spread in a bowl shape. The **idea** is that participants face the same direction and are able to see the Facilitator without having to turn their heads uncomfortably!
- One flip chart-stand for each table when possible, and also one for the Facilitator(s)
- One or 2 pin-boards for use during group work if available, the wall, if the venue allows can also be used to work or hang flip-chart sheets

Place on the tables:

- Course Programme/Agenda
- "Stakeholder Dialogues and Collaboration Book" / Course Workbook
- Table plates (*preferably double-sided, so that participants and the Facilitator can easily spot the names upon entering the room and throughout the sessions*)
- Name tags and water/beverages
- Pens and notebooks where applicable

Flip charts for this session (see annex for examples!)

- Prepare a **welcome** flip chart in advance
- Prepare a flipchart for **introduction of participants** (or use PowerPoint)
- Prepare the **agenda** for day 1 on a flip chart

Welcome coffee on the first day:

- The aim of the welcome coffee/tea (*with scones and muffins or as per custom in the region*) on the first day is to give the participants an opportunity to get to know and connect with each other informally before the course starts.
- Participants also have time to find their allocated places and settle in.
- During this time, the Facilitator is then able to sort out any last-minute logistical arrangements needing urgent attention.

Using coffee breaks and lunches strategically

- Except on the first day when there is a welcome coffee slot, CLI recommends two coffee breaks a day, one between 10:30 and 11:30 and the second one between 15:15 and 15:45. This will allow some comfort in participating and concentration as

some days may be too intense for the participants. However, this may vary according to the region's work day and coffee breaks culture.



- The Collective Leadership Institute (CLI) recommends that at least the lunch break is an hour and 15 minutes. Again, this may vary according to the region. In this case, the Facilitator is to plan the breaks and lunches accordingly.

Dinner

- CLI recommends that at least once, preferably on the second day, participants have dinner together; to further enhance the 'team feeling' within the group and also provide a space for some relationship building as participants continue to share their work experiences etc.

Different formats

- As a way to stay engaged with the participants, CLI recommends that the Facilitator changes medium between flip-charts, PowerPoint, own energisers (*suitable for the context*), bringing in own examples as applicable or suitable for the context. There are a few examples on dialogic practices provided for below.

Time allocation for input and exercise

- The Facilitator(s) must use the allocated times as a guide, in some instances, there might be a need for more time or less than the ones specified. What is **important** though is sticking to the delivery of the input as laid out in this guide, book, PowerPoint and hand-outs.



3. GETTING STARTED

3.1. THE BACKGROUND OF DIALOGIC FACILITATION

3.1.1. THE DIALOGIC APPROACH IN FACILITATION

Facilitation skills are a core competency for people involved in Stakeholder Dialogues and sustainable development initiatives. Dialogic facilitation is the ability to make things happen through and with others in a way that ensures an ongoing dialogic conversation between people. It is the ability to help a group through difficulties, to move to a certain end point or to reach a new level of thinking together. It is the skill that enables effective participation in intra- and inter-organizational settings. Dialogic facilitation ensures that:

- different perspectives or viewpoints of participants are considered which is particularly important in complex situations;
- the voices of all relevant participants or stakeholders are heard and listened to;
- meetings are held more efficiently and effectively;
- the quality of decisions is improved and problem solving is enhanced and;
- more participation, energy and enthusiasm is encouraged during implementation of decisions.

What is Facilitation?

Often, facilitation is defined as a process in which one person or two persons guide the conversation in a group. These are usually people who have the acceptance and trust of the members of the group, are sufficiently neutral with no decision making power and intervene to help the group in the way it identifies and solves problems and makes decisions. The end result of good facilitation is always increased group effectiveness. To intervene here means to assist the group in seeing a wider range of possibilities, to ensure that different angles are explored and that the conversation stays in an effective flow.

In these cases a person who is requested to facilitate is not a member of the group, he or she is an outsider, not involved into the content and only helps to guide the process with her or his professional skills. Such a Facilitator will have a range of tools depending on the professional background. These tools can entail an efficient style of visualization, a good process design, a mixture of large group and small group discussions and procedures how to come to decisions and document them. There are many different techniques of facilitation, but they all have the aim of increased group effectiveness.

What is Dialogic Facilitation?

Dialogic facilitation empowers every person in the room to make facilitative moves and become an active co-creator of better group results. It leads to purposeful, result-oriented high quality conversations.

Dialogic facilitation is built on the general approach to facilitation, but it does not necessarily require an outside person to do the facilitation. Although it is in some cases recommendable to ask for the assistance of an external Facilitator, particularly in situations where trust has been eroded, the day-to-day flow of work and the frequency of meetings do not allow to always employing the help of outsiders. The skills of facilitation therefore need to be available for every person in the group. Particularly people in leadership positions need to acquire facilitation skills when they call for meetings, ask for feedback, try to understand a difficult situation, or want to help other people identify their problems. Dialogic facilitation moves away from handing over the responsibility for group effectiveness to an outside neutral person. It aims to empower every person in the room to make facilitative moves and become an active co-creator of better group results. A person who facilitates in a dialogic way is concerned with the question: what is the conversation we really need to have here in order to move forward? Such a person is continually searching for an answer to that question in collaboration with her or his colleagues.

Dialogic facilitation requires a high degree of awareness about what happens in a group and subsequently in the conversation. It also requires a certain degree of

knowledge about oneself, awareness about how one communicates with others. A dialogic Facilitator will continuously cultivate a sense of inner knowing and self-observation. Coming to understand oneself and understand others is a cornerstone of dialogic facilitation.

People, who facilitate in a dialogic way, help the group to think together. This requires the ability to discern different phases of a conversation and an understanding of different moves that enable the conversation to move on or deepen. A Facilitator develops the ability to see and diagnose patterns in the conversation and helps the group become aware of its defence mechanisms. At the core of dialogic facilitation is the presence of the Facilitator who helps setting a tone and a context of the conversation that enables people to learn and transform their habitual way of communicating.

What is Dialogue?

Dialogue is a conversation between two or more people that serves the exploration of deeper understanding, coherence and possibilities. Collective intelligence occurs as a result of a high quality dialogue – the outcome of a conversation or collaboration is superior to the results the individuals would achieve.

Dialogue is as old as the human race. It is an art of talking together which enables a flow of meaning among people. It is, then, the art of thinking together in a way that leads to progress through understanding differences and enacting respect. People who have experienced dialogue, often feel they have re-discovered something that has seemed lost in the ordinary day-to-day conversations, something that seems to be absent in most of our conversations during meetings, conferences and workshops.

Dialogue enables people to bring out differences and make sense of them by fostering a way of thinking and reflecting together that allows inquiry in a setting where tension and conflict can be explored.

The ability to facilitate dialogue is an important capacity for sustainable development efforts. It helps people in projects, teams and stakeholder meetings to achieve the joint

goals. It also allows people to maintain perspective in the face of a crisis, to use conflict productively, to know what to ask or do when things don't move, to access collective intelligence, and to invent new possibilities that bring out the best in people. At the core of dialogue is the quality of your own presence, and your way of being in the world that help others to bring out their best. As a way of being and a practice among a group of people, it is also the cornerstone for an approach to large systems change. The purpose of negotiation is to reach a compromise between parties who differ, the intention of dialogue is to reach a new level of understanding and, in doing so, to form a new basis from which to think and act collectively. Dialogue, therefore, is the ground for collective leadership towards a more sustainable world.

What is required for Dialogue?

Since dialogue implies that no position is final and new and un-thought of possibilities or solutions might arise out of a conversation it requires a suspension of our habitual ways of talking with each other, it requires the capacity to listen to the already existing wholeness, to respect the integrity of another person in reaching out to understand, to observe and suspend one's own assumptions and to speak from an authentic voice.

Dialogue requires awareness about underlying paradigms and models of the world and how it works, it requires the capacity to notice when these paradigms and models are at odds with each other in a group, team, organization or community and the capacity to explore the tension rather than advocating a stance.

It requires awareness about oneself, one's own habitual way of bringing one's personality into a conversation and an observation of the pitfalls arising from that. It invites the person engaged in it to develop a stronger balance within herself/himself, a balance that allows exploring the common good or shared meaning.

Where can the Dialogic Approach be applied?

The dialogic approach can be meaningful in very different settings. It could just be a company's need to find an efficient solution to an urgent problem that needs to be

talked about in this specific way, it could be the regular getting together of a group of diverse or adverse stakeholders in a community, it could be a conversation between a public enterprise and its clients, it could be a gathering of union or management over a crisis, it could be a circle of people who decide to explore new possibilities or try to find solutions in a multi-stakeholder setting.

The Dialogic Facilitation Model: Principles

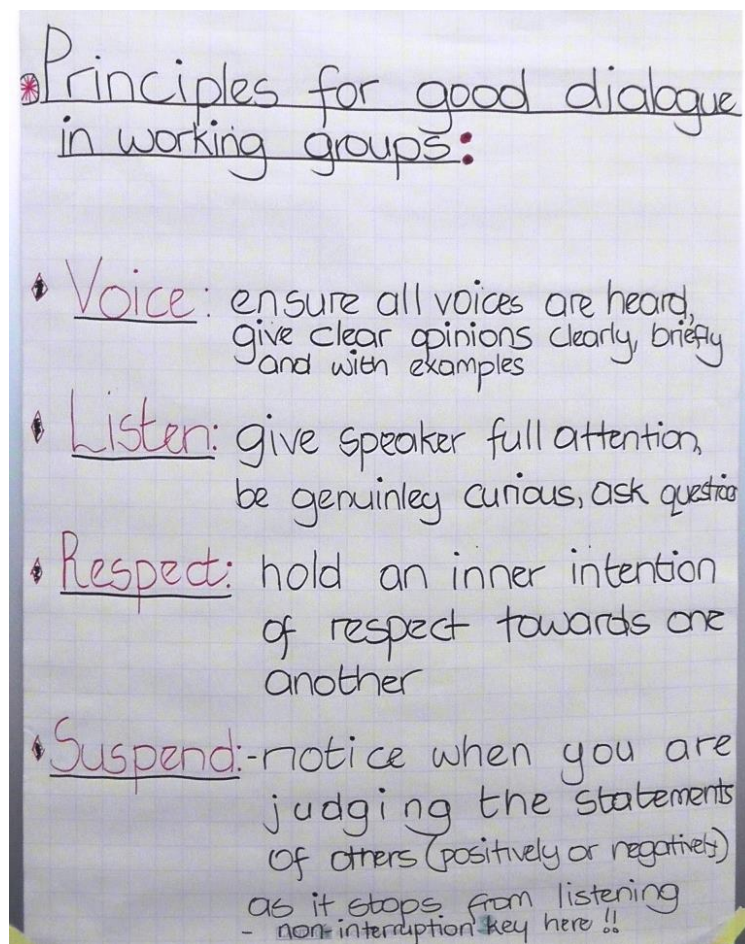
The dialogic facilitation model follows a number of principles:

- Every conversation or communication process is a **co-creative process** with participants individually and collectively holding the responsibility for the outcome.
- No matter how difficult or stuck a conversation seems to be, there exists an underlying **coherence** of the situation. The fragmentation on the apparent level is just a “syndrome of dysfunctionality” that, if understood, can reveal the underlying whole.
- Every conversation unfolds in a certain logic that is the result of fragmented or collective thinking. Visible and invisible **patterns of thinking** and communication create blocks in conversations which impede people to move from thinking alone to thinking together.
- **Awareness** about such underlying patterns and structures helps to change directions of conversations. People become more genuine and enter into a deeper level of communication. Ideally they start talking about what they really need to talk about. With that clarity unfolds.
- Hence, awareness about thought patterns and patterns of interaction is a gateway to having a higher quality of conversations and communication

processes and ultimately an **increased effectiveness** – leading to collective intelligence.

- A dialogic Facilitator is not an expert in facilitating “others” vis-à-vis group members. He or she has only stepped ahead into a developmental process towards increased awareness, and in doing so, helps the group or others to become more conscious about the relationship between thought patterns, communication patterns and communication results.

3.2. PRINCIPLES FOR A GOOD DIALOGUE



3.3. WELCOME AND INTRODUCTION OF PARTICIPANTS



45 min

Objectives

- Get people to interact with each other and enable a group atmosphere
- Get people to know each other (*Who am I working with here?*)
- Who is in the room? (*Show diversity of sectors, thematic areas, topics etc.*)

Input: Introduction of participants and Facilitators

- Welcome participants to course
- Brief introduction of Facilitator(s) (5 min)
- Participants introduce themselves at tables according to prepared flipchart or PowerPoint slide (*name, country, organization, project, prompt question on SD and collaboration, Facilitator to determine the question*) (10 min)
- One large round – name, country, organization, project (**every voice in the room shall be heard at least once!**) (15 min)

Input: Expectations (10 min)

- Either you have collected a list of expectations before the course which you can now refer to via the PowerPoint or
- You conduct a brief discussion on participants' expectations for the course and collect using meta cards for documentation

Input: Agenda (5 min)

- Prepare the agenda for day 1 on a flip chart or power-point. Go through this with the participants and ask if there are any questions.

Facilitation Notes:

- Note: In Tailor-Made courses, protocol often prescribes it appropriate for a high level official or host to officially open the session and greet the participants. Please proceed with this session as suitable.

Example of a 4-day agenda

Day 1	The concept of Stakeholder Collaboration and its function in societal change
Day 2:	The Dialogic Change Model as a pragmatic approach to successfully engage stakeholders
Day 3	Building commitment by using the Dialogic Change Model as a pragmatic approach to successfully conducting Stakeholder events
Day 4:	Key factors for the successful implementation of Stakeholder Collaboration by using the Dialogic Change Model and process quality monitoring. Conveying the course content to one's home organization

4. STAKEHOLDER DIALOGUES

4.1. CONCEPTUAL INPUT



30 min

Objectives

- Participants develop a common understanding of what stakeholder dialogues and collaboration is and how it is used in societal change
- Participants understand that dialogue is a pragmatic approach to tackling complex challenges

Input: *Understanding Stakeholder Dialogues and Collaboration*

- What are stakeholders?
- What is meant by stakeholder dialogues and collaboration?
- Examples of stakeholder dialogues and collaboration
- The benefits of stakeholder dialogues and collaboration
 - Quality of decisions
 - Credibility of decisions
 - Creative solutions
 - Outreach
 - Quality of cross-sector relationships
 - Likelihood of implementation
- **Important:** SD are not a project management instrument, they are an approach to reach societal and global change
- *Where possible use examples from your own experience to demonstrate these points*

Facilitator's Notes:

- **In general:** The Facilitators must familiarise themselves with the book, together with this guide and make notes of page numbers etc. where necessary, well before the course

- It is important in this session that the Facilitators set the tone right by respecting participants as experts in their field with extensive experience. This does not need to be said, but shown in the form of making reference to their context, their projects and information gathered from pre-engagement questionnaires.

- The Facilitator(s) must expect a lot of questions in this session! Manage Q+A, allow questions, but put an end eventually so questions don't pre-empt the following sessions. Close the session politely but firmly even if there are questions left i.e. by pointing out that there's a lot of knowledge in the room, the next 3 days will unpack all of that through mutual exchanges and with the first group work.

- The Facilitator may make use of the flip-chart to emphasise the input where applicable.

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4.2. GROUP WORK- SUCCESSFUL IMPLEMENTATION OF STAKEHOLDER DIALOGUES



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30 min

Objectives

- To collect and assess knowledge, experience, expertise in the room on stakeholder dialogues and collaboration
- Sensitize the group on factors that impact successful stakeholder collaboration

Factors for Successful Implementation of Stakeholder Dialogues

Input: *After the presentations of group work*

Depending on what the participants would have presented on, it is important that the Facilitator wraps up the session by adding or emphasising on the following:

- Good preparation: leads to trust, commitment
- Physical structure: the setting in which a dialogue takes place is important
- Process structure: agendas, regularity of meeting, a “home” like a project secretariat
- Selection of stakeholder is important
- Follow-up: outcome-orientation in meetings (agreements of results, next steps) and follow-up
- Reach win-win - Reach constructive engagement by achieving the point where there’s a benefit for everyone (benefits can be of different nature, financial, material, influence, participation, rights...)
- Understand each other’s power and influence! Don’t underestimate stakeholders because they might have less legal decision making power or financial resources than others, they might still be very influential. Power does not necessarily translate into political power.
- Build trust and relationship – this is how you create commitment, but this point is often neglected.
- Know that there are hidden agendas – phase 1, container building – this is where you analyse and talk to actors to get to know what their goals are.

When all groups have presented, give time for insights:

- What is in common?
- What insights did people get?
- Give further explanation, if necessary

Facilitator's Notes:

- The Facilitator must distribute hand-outs and explain group work
- The Facilitator must remind group that they have to present their results on a flip chart
- The Facilitator must go around the tables during the group work to answer any questions participants might have
- 10 min before end of group work: participants must be reminded of the time left to finish the exercise and be reminded to take notes if they haven't started yet
- Presentations should be at a maximum of 5 minutes per table
- Appreciate with applause at the end of each presentation

If time is an issue, the Facilitator must ask participants not to repeat points that have already been presented on by other groups. The Facilitator must emphasize the commonalities during the wrapping up.

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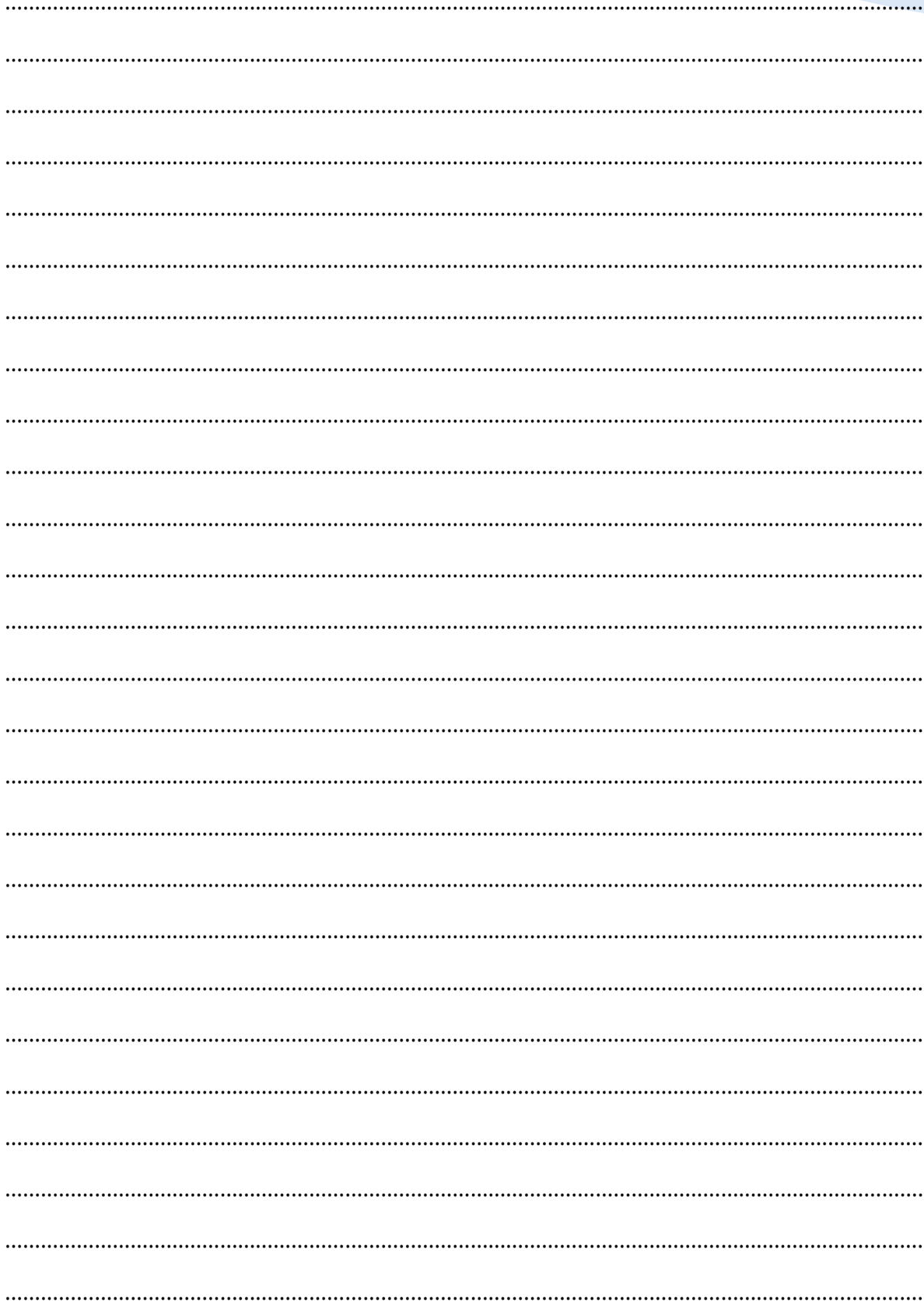
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5. THE DIALOGIC CHANGE MODEL

5.1. CONCEPTUAL INPUT



Chapter 2



45 min

Objectives

- Participants understand the overview of the Dialogic Change Model
- Participants understand the shape and flow of the model

Input: *The Dialogic Change Model - Overview*

Instructions for input

- Give input introduction as laid out below
- First round in presenting the model overview: give an outline of the model without going into the three elements of each phase

The 4 Phases of the Dialogic Change Model

- **PHASE 1** - Exploration and consultation
 - **PHASE 2** - Establishing the stakeholder dialogue (this is about structure and requires a structured approach)
 - **PHASE 3** - Implementation and management (*is about getting things done*)
 - **PHASE 4** - Sustaining and further developing the Stakeholder Dialogue
- Second round in presenting the model overview: go through the model, give some detail on the elements of each phase
 - Illustrate each phase with an example!! (*see book, use your own examples applicable to the context*)
 - Allow questions regarding the process and the model in general after presenting the entire DCM, otherwise people might pre-empt the rest of the session with questions ahead

- The Facilitator may make use of the flip-chart to emphasise the input where applicable.

Input introduction

- Working towards a more sustainable world requires bringing together differing world-views and balancing conflicts of interests for responsible business, people-oriented public services and a strong civil society
- Bringing together actors with different backgrounds and various interests in a Stakeholder Dialogue require developing one's affinity for dealing with diversity, as well as one's communication and management skills.
- **The Dialogic Change Model** allows for the result-oriented, structured planning and implementation of a Stakeholder Dialogue in four phases.
- The model is based on CLI's experience with stakeholder processes, but it's not supposed to be a blueprint
- CLI's experience: it's helpful to structure stakeholder dialogues and be aware of crucial needs at various points of a stakeholder dialogue process

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6. PHASE 1 - DIALOGIC CHANGE MODEL

6.1. CONCEPTUAL INPUT



45 min

Objectives

- Participants understand the importance of engagement in stakeholder dialogue and collaboration processes as emphasized in Phase 1 of the Dialogic Change Model
- Participants understand the different methods one can implement in conducting an extensive Phase 1
- Participants apply the phase to their cases

Input: Phase 1

- Go deep in giving input on: Elements of the DCM Phase 1
 - Creating Resonance, Understanding the context and Building a container for change
- **Note: In giving an extensive input that embodies the process of raising the energy for change and dialogue needed in Phase 1, the Facilitator must add** in great detail the following; objectives of phase 1, its duration, goal & common mistakes for the participants' benefit. ***(A detailed table on this bullet point can be found in Chapter 2 of the book)***

It is important that the concept of a container (as well as other concepts), introduced in Phase 1 is explained in more details. Further information on the 'container' can be found in Chapter 2 of the book.

- **Container and Container Building – (What is a container?)** A group of people that are prepared to 'hold' the process and drive it, ideally people who have the inner conviction and are in the position to vitally contribute to the process. This

group plays an important role in moving the process towards a real SD and results.

- The space in which a good and effective conversation takes place is often called a **“container”**, as a kind of vessel that can hold a lot; the individual and the group, feelings, emotions, the truth, tension, difference, sympathy, antipathy, the stories of the individuals and the story of the group.
- The more intact such a container is, the higher the quality of the conversation. The way people hold each other in respect despite difference of opinion is a key determining factor for the quality of the container. If the container is strong, the group can move through all four phases of a dialogic conversation.
- *Put an emphasis on: **Informal stakeholder engagement vs.** formal stakeholder engagement*

Facilitator’s Notes:

- *Tools to introduce and train-on in Phase 1 - Stakeholder Analysis*
- Allow for questions, as participants are familiarising themselves with language and concepts
- Give examples on real cases, where this phase was applied successfully or not, also at this time, depending on how much time you have left for this slot, you may invite the participants to share about cases where elements of this phase was present or lacking. This part helps the Facilitator to assess the grasp of the input given so far

Notes:

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6.2. GROUP WORK – STAKEHOLDER ANALYSIS

\mathcal{H}		Chapter 6			30 min
Objectives <ul style="list-style-type: none"> ➤ Participants test their understanding of Phase 1 of the Dialogic Change Model by trying it on their work cases ➤ Participant conduct stakeholder analysis and mapping on their work cases 					

Input: Stakeholder Analysis

- **Before you distribute the hand-out for the exercise:** Give a short input on the Stakeholder Analysis tool. You might also need to use the flip-chart for the drawing, if that allows you to connect more with the participants
- Stakeholder analysis is an important instrument that is used to identify and analyze all key actors who are relevant to a particular dialogic change initiative.
- It is best done in the team that intends to initiate and conduct the Stakeholder Dialogue. The purpose of applying this instrument is to develop a strategic view of the human and institutional landscape and the relationships between different stakeholders.
- Although this instrument can be used throughout all phases of the Stakeholder Dialogue, it is crucial to conduct a stakeholder analysis at the outset of a dialogue initiative, in order to have a clear understanding of the context as well as potential support or impediments. There are many methods for carrying out a stakeholder analysis.
- Detailed information on Stakeholder Analysis can be found in Chapter 6 of the book. Refer to the 4 steps as outlined in the book.

Facilitator's Notes:

- Ask participants to break into groups, and choose a Facilitator, note-taker and presenter for that group.
- At this stage, please share the 'Principles for Good Dialogue in Working Groups' flipchart
- Reporting back after group work: Depending on group size: 15-20 min presentation time and discussion

Notes:

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6.3. GROUP WORK – INITIAL PROCESS DESIGN FOR STAKEHOLDER ENGAGEMENT



Chapter 2

H



30 min

Objectives

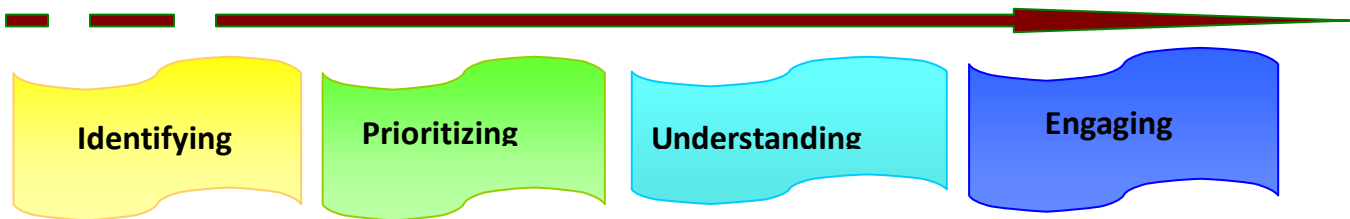
- Participants test Phase 1 of the Dialogic Change Model on their work cases
- Participant work on initial process design for stakeholder engagement and apply on their work cases

Input: *Principles of successful process design for engagement in Phase 1*

- **Before you distribute the hand-out for the exercise:** Give a short input on the principles of good process design
- Get the system into a conversation with itself: build a pattern of inspiring and outcome-oriented conversations

- Build a strong “*container*”: a cross-sector core group committed to conducting the stakeholder dialogue
- Build relationships: ensure that people get to know each other formally and informally, ensure that all voices are heard, create contact, encounter, meeting each other as human beings
- Integrate the four dimensions of change as appropriate

The process of stakeholder engagement in a graphic



Facilitator’s Notes:

- Ask participants to continue working from the previous groups for this exercise, and remind them on the ‘Principles for a Good Dialogue in Working Groups’ flipchart
- Reporting back after group work: Depending on group size: 15-20 min presentation time and discussion

Notes:

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7. PHASE 2 – DIALOGIC CHANGE MODEL

7.1. CONCEPTUAL INPUT



Chapter 2



75 min

Objectives

- Participants understand how to build commitment by using the Dialogic Change Model as a pragmatic approach to successfully conducting Stakeholder Dialogues events

Input: Phase 2

- Brief recap on Phase 1 – *(phase 1 was all about engaging, informal exploration...Phase 2 focuses on bringing structure to the process...)*
- Go deep in giving input on: Elements of the DCM Phase 2
 - Clarifying common goal and resources
 - Plan the future together
 - Consolidate agreements and establish structure
- **Note: In giving an extensive input that embodies the process geared towards consolidating the system of stakeholder collaboration and formalising stakeholders' commitment to change needed in Phase 2, the Facilitator must add** in great detail the following; objectives of phase 2, its duration, goal & common mistakes often made for the participants' benefit. **(A detailed table on this bullet point can be found in Chapter 2 of the book under Phase 2 input)**
- *Additional important elements to give input on:*
 - Process planning
 - Principles of result-oriented dialogic processes
- Focus on container building and principles for a good container

- The importance of real engagement in the process leading up to consolidating agreements
- Allow for questions as participants are familiarising themselves with the concepts

Notes:

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7.2. GROUP WORK – PROCESS DESIGN FOR STAKEHOLDER DIALOGUE EVENTS



Chapter 5



60 min

Objectives

- Participants learn how to develop process designs for successful stakeholder dialogue events by applying the theory on their cases

Input: *Process Design for Stakeholder Events*

*Give a detailed input via PowerPoint on the principles below. More input can be found in **Chapter 5** of the book.*

- Build a strong Container
- Build resonance for the goal and the Stakeholder Dialogue among actors that matter
- Get the system into the room and into a conversation with itself
- Diagnose the current reality together
- Build relationships
- Allow differences to emerge first, but in a structured way
- Create task-orientation
- Bring in expertise as needed
- Find the common ground
- Create expert groups or task forces
- Keep the common goal clear

Facilitator's Notes:

- Explain group work (power-point)
- Distribute Hand-out for exercise
- Facilitate participants grouping again, working on the following tasks:
 - It is important that all groups come up with a draft process steps and a draft time table for the event!
 - Announce that coffee break is integrated - each group decides when to take a break
 - Announce clearly when to resume in plenary

Report back from groups

- After every presentation – APPLAUSE
- Allow for questions of the others
- Comment yourself, if applicable

Notes:

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7.3. GROUP WORK - THE CIFCARR TOOL



H

60 min



Objectives of this session

- Participants understand the power of process and structure and know how to prepare conversations, meetings and workshops in a dialogic way. They learn how to apply divergence and convergence in dialogic facilitation.

Input: CIFCARR Tool

- The Facilitator must give an input before inviting participants to the exercise:

When preparing meetings or events, we usually tend to focus more on the content and less on the design. The CIFCARR tool provides guidelines assuring that the 6 key components have been taken into consideration.

After having identified the main issues and the challenges your event faces, and decided on the type of application needed (strategic dialogue, planning sessions, team building, conflict resolution, small and/or large group settings, etc.), you can apply the CIFCARR tool to guide you through your reflection and as a check list.

- **C** – Container: How will you create cohesion in the group?
- **I** – Intention: How will you create a common purpose?

- **F** – Frame: How will you create an appropriate structure?
- **C** – A Collective Action: How will you design the actual work and content areas?
- **R** – Results: How will you capture the results?
- **R** – Reflection: How will you ensure there is valuable reflection?
- The role of process and structure
- Revisiting the Dialogic Change Model phase 2
- Introducing a framework for preparing and implementing Dialogic Facilitation

Facilitator's Notes:

- Introduce the exercise to the participants
- Distribute hand-outs
- Check in on participants while they are working
- The Facilitator may make use of the flip-chart to emphasise input or to illustrate examples where applicable

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8. PHASE 3 - DIALOGIC CHANGE MODEL

8.1. CONCEPTUAL INPUT



Chapter 2



75 min

Objectives

- Participants understand key factors for the successful implementation of Stakeholder Dialogues by using the DCM and know when and how to monitor the quality of process

Input: Phase 3

- Brief recap on Phase 1 and 2
- Go deep in giving input on: Elements of the DCM Phase 3
 - Ensure transparency and communication
 - Create results and celebrate successes
 - Establish learning mechanism
- **Note: In giving an extensive input that embodies the process of joint implementation and the opportunity for joint review needed in Phase 3, the Facilitator must add** in great detail the following; objectives of phase 3, its duration, goal & common mistakes often made in this phase for the participants' benefit. *(A detailed table on this bullet point can be found in Chapter 2 of the book)*
- Go into detail and put an emphasis on ensuring transparency and communication, creating results and celebrating success stories and establishing learning and monitoring mechanisms

Facilitator's Notes:

- Let participants discuss at tables about phase 3 in their projects

- Let participants share their experiences, challenges and insights
- Allow for questions from participants
- The Facilitator may make use of the flip-chart to emphasise input or to illustrate examples where applicable

8.2. GROUP WORK – PROCESS MONITORING IN STAKEHOLDER DIALOGUES



Chapter 4 and 6



75 min

Objectives

- Participants understand importance of monitoring their process and are able to apply CLI's Process Monitoring Tool

Input: *8 Key Factors for Successful Initiatives*

- Explain why monitoring is important at this phase of a stakeholder dialogue
- Explain that process monitoring is important for a container/core group, but for all stakeholders, only if trust has developed
- Illustrate different monitoring types: activity monitoring, result monitoring, impact monitoring, process monitoring
- Present CLI's process monitoring tool for Stakeholder Dialogues and its focus on the quality of the stakeholder dialogue process (More info on Chapter 4 & 6):

Factors for successful initiatives

- Leadership and high level sponsorship
- Cohesion and relationship management
- Goals and process clarity
- Knowledge and competence

- Credibility
- Inclusiveness
- Ownership
- Delivery and outcome orientation

Facilitator's Notes:

- Distribute the handout, participants have an option to do exercise on SD.NET
- Participants can work in groups or individually
- Collect finished power-point presentations
- Copy on laptop, make sure they are open and available for presentation
- Time people when they present to manage time
- The Facilitator may make use of the flip-chart to emphasise input or to illustrate examples where applicable

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9. PHASE 4 - DIALOGIC CHANGE MODEL

		 20 min
Objectives <ul style="list-style-type: none"> Participants understand what next steps can be instituted when a process has reached the agreed-upon results and how these steps should be taken 		

Input: Phase 4

- Recap on Phase 1, 2, and 3
- Go deep in giving input on: Elements of the DCM Phase 4
 - Build next level container, Create management structures and
 - Establish governance and learning systems
- **Note: In giving an extensive input that embodies the process of transition from a stakeholder dialogue to a more institutionalised structure in Phase 4, the Facilitator must add** in great detail the following; objectives of the phase 4, its duration, goal & common mistakes for the participants' benefit. **(A detailed table on this bullet point can be found in Chapter 2 of the book)**
- Point out that not all stakeholder dialogue processes require this phase

Facilitator's Notes:

- Allow for questions from participants
- Invite participants to share examples of Phase 4 projects they've worked in.

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10. USEFUL INPUT, TOOLS AND EXERCISES

10.1. FORMS OF STAKEHOLDER DIALOGUES

10.1.1. CONCEPTUAL INPUT



Chapter 1

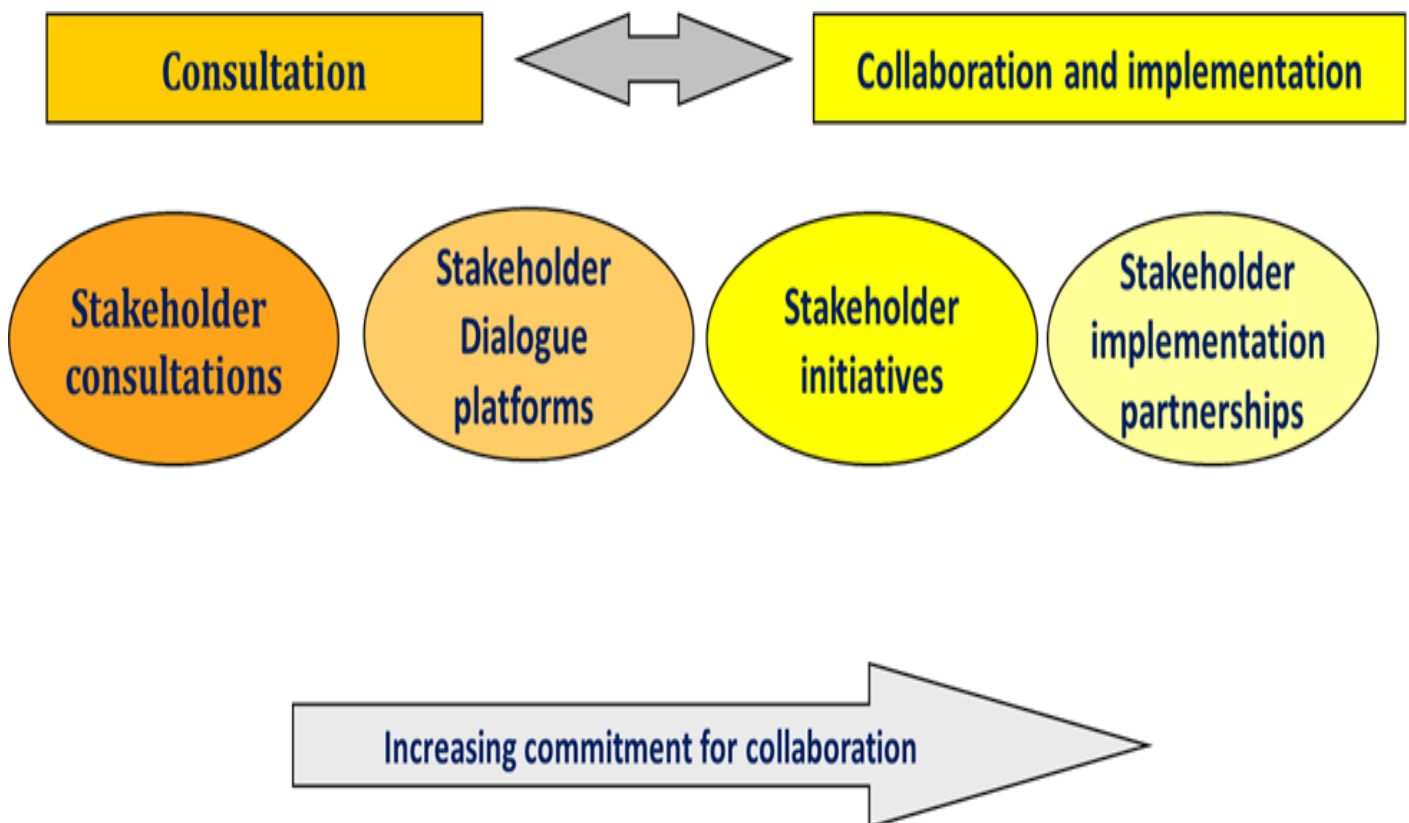


45 min

Objectives

- Participants understand the different forms of Stakeholder Dialogues and Collaboration
- Participants critically look at their own examples and are able to categorize them

Forms of Dialogue graphic



Input: *Forms of Stakeholder Dialogues and Collaboration*

- Briefly explain the characteristics of these clusters
- Then explain in individual form and referring to example that are applicable for your participants

One can broadly distinguish between two underlying purposes of stakeholder dialogues:

- Stakeholder dialogues that are geared towards **consultation** and
- Stakeholder dialogues that have a stronger focus on **implementation**
- The higher the focus on implementation, the higher the commitment required from different stakeholders to collaborate and take over responsibility for results..
- The different forms of stakeholder dialogues can take place at international, regional, national, sub regional or at the local level.

Common mistakes:

There are 'activities/processes' that claim to be SDs, but are not:

- Think tanks – research institutes, no SD
- Some CSR/charity activities, i.e. companies building schools in communities to 'tranquilize' the neighbourhood
- A real SD by a company would be i.e. if trees need to be removed for the business activities and the company sits together with community reps around the issues: What does that mean for the community? What can be done to reduce damage for community life?
- Government/politics: A regulation needs to be pushed through and then implemented. You cannot change the decided regulation in a SD, but you can get to the core of people involved shaping the regulation's implementation

10.1.2. GROUP WORK



Chapter 1



30 min

Objectives

- Participants reflect on the forms of stakeholder dialogues, assess what forms their current projects are and forms they will be dealing with in the future

Facilitator's Notes:

- Introduce the group work
- Distribute hand-out and explain group work from respective PPT slide
- Remind group that they have to present their results on a flip chart
- Go around the tables during the group work to answer any open questions
- When all groups have presented, give time for insights:

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10.2.CHECK IN



10 min

Objectives of a check in session

- To get participants into a mode of 'presence' during the course and also 'park' factors that might be interfering with being present.
- To afford the Facilitators an awareness of factors that might be affecting participants' mental and participating energy, and possibly assist where possible or understand.

Description:

A check-in is a practice used in workshops, meetings, and retreats etc. with the aim to bring participants into a mode of presence, awareness and commit to the proceedings. It is also a chance for Facilitators to understand the mood around the room, which in turn might help in leading the proceedings of the program that day and possibly assist where they can.

- Participants share their check-in based on a prompt question or instruction
- Order of sharing is flexible, it can be one participant after another or as participants are ready to share
- In some cases, a participant might pass the check-in round, that's ok too.

Facilitator's notes:

It is important that this part is kept short and simple, note that some participants might go on for long, be clear in the beginning about the time they have.

It is also not necessary to do a check in on the first day as everyone is getting to know the person they are sitting next to etc.

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10.3.DIMENSIONS OF CHANGE

	Chapter 5	 45 min
<p>Objectives of this exercise</p> <ul style="list-style-type: none"> ➤ Participants become more aware of other's theories of change ➤ Participants understand that stakeholder dialogues and collaboration needs to be a holistic process that integrates the 4 dimensions of change 		

Input: *Dimensions of change*

- People have a particular view on the world (*how they feel how things are*)
- According to this, they also have an often implicit theory of change (*knowing how things will change best*), most of the time this is not visible or outspoken
- With that, they also develop theory of practice (*how things should be done*), at that level people tend to differ, fight and have conflicts about what is important

Input and instructions for the exercise:

- Prepare the **dimensions of change** on 4 flip charts before the exercise
- Invite participants to stand in a circle around the cross
- Lay down each flip-chart on the quadrant as per picture provided in annex, in the exact order. While laying down each flip-chart, you continue giving input in animated form for better illustration of the 'competing' dimensions!
 - Individual Change
 - Behavioural Change
 - Structural Change
 - Cultural change
- Ask participants review the charts and then place themselves where they think societal change starts (*important: not where change takes place!!*). Some participants might choose to stand in the middle, encourage them to choose a corner for the sake of the exercise.

- When participants have gathered in the quadrants, ask them to talk to the people in their quadrant and get into a discussion on **why** they stand in that quadrant.
- Ask one person from each quadrant to argue for their point of view and convince others to change quadrants. This gets people in a discussion on the dimensions of change. Let the discussion flow and only interrupt if heavy conflicts arise.
- Ask participants if they have changed their view and want to move in another quadrant (*they usually won't!*).
- Ask participants to get back into the circle
- Ask for insights

Wrapping up exercise:

- Mostly: most people stick to their position once they've taken it
- Important to bear in mind that a successful stakeholder dialogue and collaboration process needs people with all of 4 perspectives
- As collaboration Facilitators, it is important to be aware of yourself on: What is my theory of change? Where do I think lies the leverage for change? What are my preferences? Where do I need to develop further?
- Pointing to the flip-chart: To plan and implement stakeholder collaboration, the (*initiators, Facilitators, and supporters*) to SDs need to look at three levels:
 - 1) **Self-awareness:** What is my preference? How can I widen my scope and so that I do not only emphasize one corner?
 - 2) **System's awareness:** What else is there among the people I work with? What are the implicit dimensions of change that are important for others and how can I respect and acknowledge this?

- 3) **Process competence:** Learning the art of integrating all dimensions (*right dimensions at the right time, when does my project need time for informal dialogue, when capacity building etc.*)

Facilitator's Notes:

- **Note: Before this session,** prepare a large cross on the ground using a masking tape. There should be enough room for all participants to stand around in a circle. Make sure the flip charts are ready!

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10.4.COACHING AS A LEADERSHIP PRACTICE - THE GROW MODEL

Input and Background:

- The **GROW coaching model** is a tried and tested coaching model to structure coaching sessions.
- The power of the GROW coaching model is that it leads to a clearly defined end result through four phases. The coachee is personally active in identifying problems and generating ideas for solutions. The means that anything that comes out of the coaching session has a lot of chance to stick.
- The GROW coaching model stands for learning through experience: reflection, insight, making choices and pursuing them. The success of a coaching trajectory

with the GROW coaching model also depends on the time and energy invested into the process by the client.¹

Instructions: Participants must work in pair

1. Select an engagement or communication challenge in your process.
2. Select a partner to engage in peer coaching.
3. Follow the GROW model described below to coach each other.
4. Allow 15 minutes per coaching conversation.

A Guideline to GROW

Prepare by glancing through the series of stages and suggested questions below. Decide on your overall approach and how you will begin (your framing of the session). Use the questions as given or improvise as you feel is appropriate and depending on your level of confidence. **Conclude with an appreciative review** by the coachee how they experienced the session and what they found to be the most helpful. The coach then shares observations on the same.

G: Goals

R: Reality

O: Options

W: Will

What are your Goals?

- What, specifically, is it that you want?
- Is any part of it *measurable*?
- How will you know if you have reached this goal?
- When exactly do you want to achieve it? (short/long term?)
- Any sub-goals along the way?
- Is it challenging for you? Is it realistic?
- Which elements of it are under your own control?

What is your Reality?

- What have you done already to try to reach this goal?
- What effect did that have?
- What is happening right now?
- Who else is *needed* for you to reach the goal?
- Who else is *affected* by your reaching this goal?
- Who else is successful in what you are trying to do? What can you learn from them?
- What obstacles or constraints *within yourself* are holding you back?
- What obstacles or constraints *external to yourself* are holding you back?

¹ <http://www.yourcoach.be/en/coaching-tools/grow-coaching-model.php>

- What is *REALLY* stopping you?

What are your Options?

- What could you do as the next step?
- What else could you do?
- What else could you do?!!
- What else could you do?!!!
- What could you do, if
 - money, time or other resources were no problem?
 - you were in complete control?
 - you started with a clean sheet (no politics, no history)?

(If there is enough time, what are the advantages/disadvantages of each option?)

What will you do next & do you have the will?

- What are the first steps you will take towards this in the next: 72 hours, week, month?
- What is your own level of commitment to achieving this goal?
- How would you score this yourself (0-10)?
- Are there other priorities that will take your energy and motivation?
- Is there any 'unfinished business' to get in the way?
- If your Commitment Score was less than 8 – will you actually do it? Would it not be better to drop the idea and find something which you *really* want? Do you need to feel *guilty* if you drop it?

Summary

- How clear are you about your goal and your action plan?
- How great is your enthusiasm for taking this active step?
- How determined are you to do what is necessary to achieve your goal?

Facilitator's Notes:

- No need for an input, introduce the session from the text in the box area above, and lead participants to the exercise.

10.5.FEED FORWARD

Facilitator's Notes:

(Marshall Goldsmith, <http://www.marshallgoldsmithfeedforward.com/>)

Providing feedback has long been considered to be an essential skill for leaders. As they strive to achieve the goals of the organization, employees need to know how they are doing. They need to know if their performance is in line with what their leaders expect. They need to learn what they have done well and what they need to change. Traditionally, this information has been communicated in the form of “downward feedback” from leaders to their employees. Just as employees need feedback from leaders, leaders can benefit from feedback from their employees. Employees can provide useful input on the effectiveness of procedures and processes and as well as input to managers on their leadership effectiveness. This “upward feedback” has become increasingly common with the advent of 360° multi-rater assessments.

But there is a fundamental problem with all types of feedback: it focuses on a *past*, on what has already occurred—not on the infinite variety of opportunities that can happen in the future. As such, feedback can be limited and static, as opposed to expansive and dynamic. Over the past several years, I have observed more than ten thousand leaders as they participated in a fascinating experiential exercise. In the exercise, participants are each asked to play two roles. In one role, they are asked provide *feedforward*²—that is, to give someone else suggestions for the future and *help as much as they can*. In the second role, they are asked to accept *feedforward*—that is, to listen to the suggestions for the future and *learn as much as they can*.

Ten Reasons to Try Feedforward

Participants are then asked why this exercise is seen as fun and helpful as opposed to painful, embarrassing or uncomfortable. Their answers provide a great explanation of why feedforward can often be more useful than feedback as a developmental tool.

1. *We can change the future. We can't change the past.* Feedforward helps people envision and focus on a positive future, not a failed past. Athletes are often trained using *feedforward*. Racecar drivers are taught to, “Look at the road ahead, not at the wall.” Basketball players are taught to envision the ball going

² The term “feedforward” was coined in a discussion that I had with Jon Katzenbach, author of *The Wisdom of Teams*, *Real Change Leaders* and *Peak Performance*.

in the hoop and to imagine the perfect shot. By giving people ideas on how they can be even more successful, we can increase their chances of achieving this success in the future.

2. *It can be more productive to help people be “right,” than prove they were “wrong.”* Negative feedback often becomes an exercise in “let me prove you were wrong.” This tends to produce defensiveness on the part of the receiver and discomfort on the part of the sender. Even constructively delivered feedback is often seen as negative as it necessarily involves a discussion of mistakes, shortfalls, and problems. *Feedforward*, on the other hand, is almost always seen as positive because it focuses on solutions – not problems.
3. *Feedforward is especially suited to successful people.* Successful people like getting ideas that are aimed at helping them achieve their goals. They tend to resist negative judgment. We all tend to accept feedback that is consistent with the way we see ourselves. We also tend to reject or deny feedback that is inconsistent with the way we see ourselves. Successful people tend to have a very positive self-image. I have observed many successful executives respond to (and even enjoy) *feedforward*. I am not sure that these same people would have had such a positive reaction to feedback.
4. *Feedforward can come from anyone who knows about the task. It does not require personal experience with the individual.* One very common positive reaction to the previously described exercise is that participants are amazed by how much they can learn from people that they don’t know! For example, if you want to be a better listener, almost any fellow leader can give you ideas on how you can improve. They don’t have to know you. Feedback requires knowing about the person. *Feedforward* just requires having good ideas for achieving the task.

5. *People do not take feedforward as personally as feedback.* In theory, constructive feedback is supposed to “focus on the performance, not the person”. In practice, almost all feedback is taken personally (no matter how it is delivered). Successful people’s sense of identity is highly connected with their work. The more successful people are, the more this tends to be true. It is hard to give a dedicated professional feedback that is not taken personally. *Feedforward* cannot involve a personal critique, since it is discussing something that has not yet happened! Positive suggestions tend to be seen as objective advice – personal critiques are often viewed as personal attacks.
6. *Feedback can reinforce personal stereotyping and negative self-fulfilling prophecies.* *Feedforward* can reinforce the possibility of change. Feedback can reinforce the feeling of failure. How many of us have been “helped” by a spouse, significant other or friend, who seems to have a near-photographic memory of our previous “sins” that they share with us in order to point out the history of our shortcomings. Negative feedback can be used to reinforce the message, “this is just the way you are”. *Feedforward* is based on the assumption that the receiver of suggestions can make positive changes in the future.
7. *Face it! Most of us hate getting negative feedback, and we don’t like to give it.* I have reviewed summary 360° feedback reports for over 50 companies. The items, “provides developmental feedback in a timely manner” and “encourages and accepts constructive criticism” almost always score near the bottom on co-worker satisfaction with leaders. Traditional training does not seem to make a great deal of difference. If leaders got better at providing feedback every time the performance appraisal forms were “improved”, most should be perfect by now! Leaders are not very good at giving or receiving negative feedback. It is unlikely that this will change in the near future.

8. *Feedforward can cover almost all of the same "material" as feedback.* Imagine that you have just made a terrible presentation in front of the executive committee. Your manager is in the room. Rather than make you "relive" this humiliating experience, your manager might help you prepare for future presentations by giving you suggestions for the future. These suggestions can be very specific and still delivered in a positive way. In this way your manager can "cover the same points" without feeling embarrassed and without making you feel even more humiliated.
9. *Feedforward tends to be much faster and more efficient than feedback.* An excellent technique for giving ideas to successful people is to say, "Here are four ideas for the future. Please accept these in the positive spirit that they are given. If you can only use two of the ideas, you are still two ahead. Just ignore what doesn't make sense for you." With this approach almost no time gets wasted on judging the quality of the ideas or "proving that the ideas are wrong". This "debate" time is usually negative; it can take up a lot of time, and it is often not very productive. By eliminating judgment of the ideas, the process becomes much more positive for the sender, as well as the receiver. Successful people tend to have a high need for self-determination and will tend to accept ideas that they "buy" while rejecting ideas that feel "forced" upon them.
10. *Feedforward can be a useful tool to apply with managers, peers and team members.* Rightly or wrongly, feedback is associated with judgment. This can lead to very negative – or even career-limiting - unintended consequences when applied to managers or peers. *Feedforward* does not imply superiority of judgment. It is more focused on being a helpful "fellow traveler" than an "expert". As such it can be easier to hear from a person who is not in a position of power or authority. An excellent team building exercise is to have each team member

ask, “How can I better help our team in the future?” and listen to *feedforward* from fellow team members (in one-on-one dialogues.)

11. *People tend to listen more attentively to feedforward than feedback.* One participant in the *feedforward* exercise noted, “I think that I listened more effectively in this exercise than I ever do at work!” When asked why, he responded, “Normally, when others are speaking, I am so busy *composing* a reply that will make sure that I sound smart – that I am not fully *listening* to what the other person is saying. In *feedforward* the only reply that I am allowed to make is ‘thank you’. Since I don’t have to worry about composing a clever reply – I can focus all of my energy on listening to the other person!”

In summary, the intent of this article is not to imply that leaders should never give feedback or that performance appraisals should be abandoned. The intent is to show how *feedforward* can often be preferable to feedback in day-to-day interactions. Aside from its effectiveness and efficiency, *feedforward* can make life a lot more enjoyable. When managers are asked, “How did you feel the last time you received feedback?” their most common responses are very negative. When managers are asked how they felt after receiving *feedforward*, they reply that *feedforward* was not only useful, it was also fun!

Quality communication—between and among people at all levels and every department and division—is the glue that holds organizations together. By using *feedforward*—and by encouraging others to use it—leaders can dramatically improve the quality of communication in their organizations, ensuring that the right message is conveyed, and that those who receive it are receptive to its content. The result is a much more dynamic, much more open organization—one whose employees focus on the promise of the future rather than dwelling on the mistakes of the past.

10.5.1. FEED FORWARD APPLICATION

The feed-forward giver

- Does not provide feedback to the past
- Listens without judgement on the ideas/approach of the presenter
- Does provide ideas, thoughts and suggestions to what the presenter can do in the future. (Even CrAzY ideas!!!)




The feed-forward receiver

- Takes notes re the suggestions received
- Does not comment on the suggestions

Final

- Mutual appreciation
- Receiver discuss the ideas given at a later stage within their groups

10.6.NAVIGATING DIFFERENCES

	Chapter 1 	 45 min
Objectives of this exercise <ul style="list-style-type: none"> ➤ Participants become aware of spaces and difference under which multi-sectoral initiatives operate under ➤ Participants learn how to navigate their sectoral differences in order to coordinate successful multi-stakeholder and multi-sectoral processes 		

Input: Navigating Differences

- Give a short input on the importance of understanding how different sectors work, their conditions and what motivates them, their rationale and their interests

Option 1 for facilitating this slot:

Ask the participants to form 3 groups under the sectors mentioned below. It is important that participant go to the group in which they have experience/knowledge in. experiences with

- Public sector
- Civil society
- Private sector

It is important that participants join the group they are knowledgeable on!!

After groups have formed, interview each group round after round using the following questions (*no hand out or group work – just interview simulation*):

First round

- What is your main interest?
- What is your source of power?
- Motivation: When and why would you participate in a stakeholder dialogue?

Second round

- What do you find difficult in collaborating with xxx (*the other sector groups*)

Third round

- *Need*: Under what conditions/pre-requisites would you participate in a stakeholder process?
- What do others need to take into account if they want to engage you in a stakeholder dialogue process?

Option: show back-loaded ppt slide on differences in interests

Refer to chapter in book to read more about the subject

OPTION 2 for facilitating this slot:

- Get participants to form 3 groups as above
- Distribute optional the hand-out on “*Navigating differences*”
- Let groups work on their picture
- Present in plenary
- Applause after each group
- Questions
- Final comments from Facilitator if applicable

Option: show back-loaded ppt slide on differences in interests

Refer to chapter in book to read more about the subject

OPTION 3 (*most appropriate for tailor-made courses*) **for facilitating this slot:**

- Give power-point input on navigating differences
- Let groups discuss strategies for each stakeholder group relevant to engage in their project (*prepare Handout*)

10.7. ENERGIZERS AND WARM-UPS

CLI would like to recommend that the Facilitators find suitable energisers and warm-ups to refresh participants’ concentration and enhance comfort in-between sessions!

11. DIALOGIC EXERCISES, TOOLS AND PRACTICES

11.1. ACTION MODES

11.1.1. THE DAMN DAM EXERCISE - BACKGROUND

This exercise entails a mock-meeting during which three participants are asked to play the role of World Bank Executive, the head of Energy Company Eskom-South Africa and the Zambian Ministry of Energy government representative presenting the building of a new dam along the Zambezi River. The remaining participants are asked to caucus and mock-oppose the building of the damn during a mock stakeholder meeting.

After a vocal discussion during which the opposing groups argue against the building of the dam (*on the basis of a lack of consultation, ecological implications, human rights considerations etc.*) it becomes evident that some individuals actively participate in the discussion (*either by moving the discussion forward or by opposing what is said*) while some become bystanders and followers, holding back on participating in the discussion.

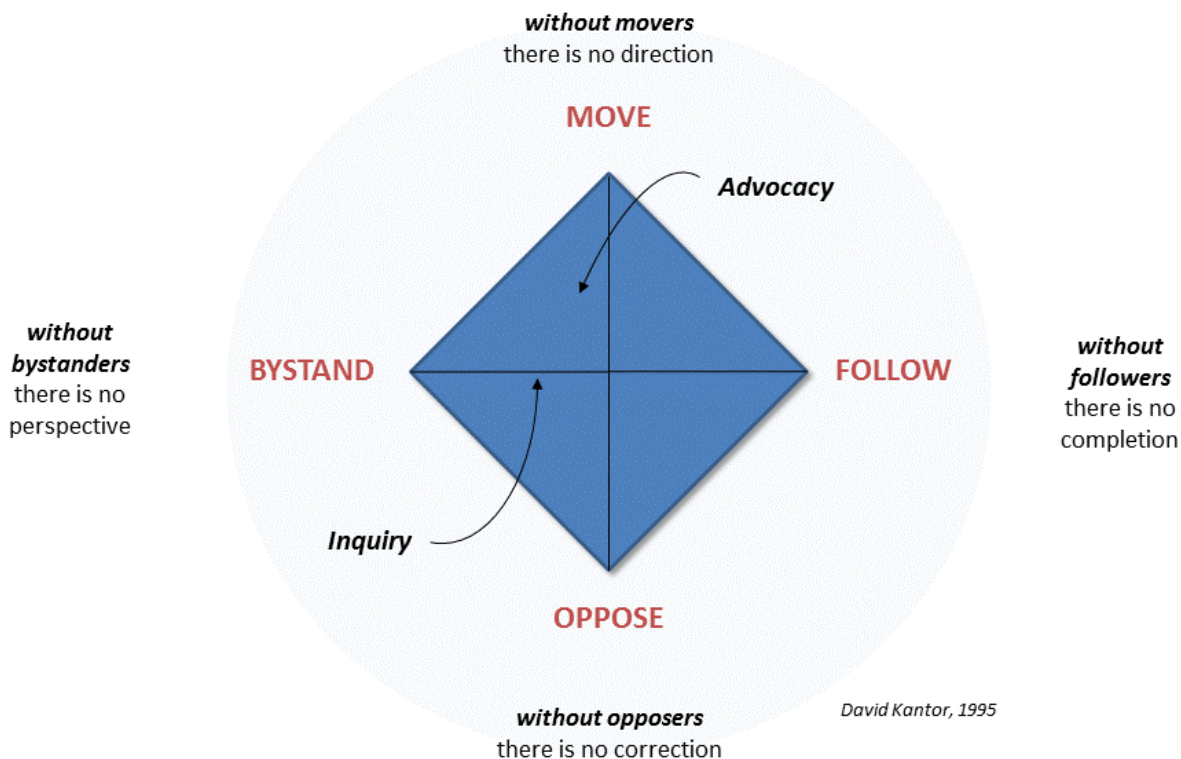
The session Facilitator explains that in conflict situations (*political contexts, family dynamics etc.*) there are usually people who 'move' processes and people who oppose them. There are also those who stand by without engaging and those who tend to follow/support.

Facilitator notes:

- 1) Invite people to gather in a circle, preferably a large empty space (if necessary outside venue room)
- 2) Choose 2 persons : one a representative of the Ministry of Energy, the other a representative of Eskom-South Africa (*or make it context specific and choose people who from what you know can take up this role in the play*)
- 3) Explain who they are and that they decided to build a dam

- 4) Tell them they need to prepare for a public meeting to announce their decision to build the dam, give them a few minutes aside from the group to prepare (*few minutes of only verbal preparation!!*)
- 5) From the rest of the group, pick participants representing i.e. a local community chief, an NGO, an international NGO (Depending on size of group max. 3-4). Explain the scenario that they will soon receive official visitors with a message to convey
- 6) Return to the Ministry and Company representatives: remind them again that now they will step in front of the community where the dam shall be build and convey the message
- 7) Bring both groups together, let role play evolve
- 8) Interrupt after 7-10 minutes, ask both opposing groups to review their strategies (*do they need more supporters? Maybe it's time to get them*). Involve the group if appropriate: Who do they think is the weaker group? Who needs support?
- 9) Resume the meeting
- 10) Let role play evolve again, if discussion evolves only slowly, interrupt again after 10 minutes, let them review their strategies again and resume again.
- 11) Interrupt play after 30-40 minutes
- 12) Bring participants into a circle: ask them what they observed
- 13) Then introduce Kantor model: worked well cards on the floor, start with move, then oppose, then bystand, then follow, refer to what has been happening in the role play as you lay cards.

4 action modes



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11.1.2. CONCEPTUAL INPUT

David Kantor's model for awareness in the 4 action modes highlight the **two main axes at which people consciously and subconsciously position** themselves:



"Society needs individuals to act according to all 4 modes in order to enable dynamic change process. Without **movers** there would be no direction, without **opposers** there would be no discussion and hence no correction, **bystanders** ensure that there is perspective while without **followers** there would be no completion. Dynamic Stakeholder Dialogues have people representing all modes." - David Kantor, 1995

Concluding the exercise (important to build a bridge for practical application!), explain why this is important for the people present:

As a Stakeholder Dialogue Facilitator/manager it is important to develop awareness and competence on three levels

- 1.) **Self-awareness:** knowing our preferences/tendencies is important to know our strength and limitations
- 2.) **Systems awareness:** knowing what else is there, what are strengths and of others, what do we still need in the system (*Recommendation: observe the next meeting?*)
- 3.) **Process competence:** understanding what the joint process needs at what time (i.e. informal dialoguing, capacity building, official conference, formalization of agreements). What is needed and how can we bring it in?

11.2. ENABLING COLLECTIVE INTELLIGENCE

	Chapter 5	 45 min
Objectives of this exercise <ul style="list-style-type: none"> ➤ Participants learn how they can enable collective intelligence in their processes 		

Exercise Instructions:

- 1) Invite participants to this exercise
- 2) Ask them to find a partner, take a chair and sit somewhere in the room facing each other
- 3) Ask them to agree on who will be the speaker and the listener. *Task* – the speaker should talk about a something very important to him/her and try to get the listener engaged
- 4) Get the attention back (*they usually start immediately*), ask if they have chosen their roles

Round 1

- 5) Instruct the listener to do whatever is possible to NOT LISTEN (*this can be demonstrated by pretending to read a book, checking messages on the phone, polishing fingernails, looking outside the window etc.*)
- 6) Ready steady go
- 7) Let it flow for 3 minutes
- 8) Interrupt
- 9) **Reflect together:** ask the speakers how it felt, if people are too polite, tell that others would have said: frustrating, angry, upset, etc.
- 10) Conclude: not being listened to feels like an offense
- 11) **Give a short input:** the way people speak is often dependent on the way people listen, remind participants of meetings where they spoke at or had to give a presentation and others did something else.

This means constant double attention, on the speech and on thoughts. Why don't they listen? Am I not good enough? Do they not like me? Etc. This leads to insecurity or to repeating (*give an example of people who say something, and then at the end say: "and what I really wanted to say..." and then "in a nutshell...."*), these people repeat because they did not feel listened to.)

Round 2

- 12) Ask participants to remain in the same pairs, and start the conversation again with the listener now really listening, attentively, and engaged
- 13) Let it flow for 5-8 minutes (*depending on the time available*)
- 14) **Evaluate:** ask speakers and listener how it went
- 15) **If not mentioned:** listening atmosphere make both side more creative
- 16) Give a short input on how listening and speaking goes hand in hand stakeholder processes and how they are married to each other...
- 17) **Ask participants to form in a circle:** put the cards voice and listen on the floor (*according to the model, see WSD book*) and explain their importance again, refer to stakeholder dialogues, if people cannot **VOICE** their view, they do not feel taken

seriously and disengaged, if people feel that they are not **LISTENED** to they will disengage, if a group dominates others, people will not develop ownership, etc.

- 18) Then add **RESPECT** and explain that an atmosphere of listening is greatly enhanced by respecting people as human beings, even if one does not agree with the opinion, and add suspend.

Explain that developing the ability to **SUSPEND** judgements (*give an example of a quarrelling married couple, interrupting people, judging people after the first word they say, or other examples that can be taken from real life*), emphasise that the capacity to **SUSPEND** judgement is extremely important in SDs, particularly for SD Facilitators as they need to embody the dialogic practices (*mention: nobody is perfect*)

- 19) Ask participants to place themselves in a quadrant where they think they are strongest the most. Ask them to discuss with participants in the same quadrant on how that particular quadrant has helped them in their lives/work environment.

OR: Ask participants to place themselves in a quadrant where they think they need to develop more competency and let them discuss this with others in that spot, What difference would that make in their lives/work context?

- 20) Wrap up by (see action mode)

Why do we need this?

- 1) **Self-awareness:** knowing our preferences is important to know our strength and limitations
- 2) **Systems awareness:** knowing that effective communication requires all 4, we can look at what is missing, where is a system stuck, recommendation: observe the next meeting)
- 3) **Process competence:** when we know what is missing: we can think about what we can bring in

Invite participants to have share feedback, comments and conversation.

**An example of how the cards will look like when place on the floor during the exercise*

Dialogic Practices Graphic

Dialogic practices

How do I contribute to people voicing themselves? How do I help people to take collective responsibility?

VOICE

How do I help enabling an atmosphere of inquiry into the different points of view?

SUSPEND

Enabling collective intelligence

LISTEN

How do I contribute to a climate of tolerance and mutual understanding?

RESPECT

How do I help people see the larger issues and the common goal behind the difference on the surface?

12. FACILITATION PRACTICES

12.1. SYSTEMIC QUESTIONS: THE POWER OF INQUIRY

12.1.1. QUESTIONS AS INSPIRATION

"Asking the proper question is the central action of transformation, (because).....the key question causes germination of consciousness."

Clarissa Pinkola Estes (*Women who run with the wolves*, p 52)

12.1.2. CRAFTING STORIES OF POSSIBILITIES: SYSTEMIC QUESTIONS OF INQUIRY

Every human being owns her/his own construction of reality, an inner world informed by experiences, feelings, assessments, thoughts, etc. Systemic questions help to elicit this inner world and make it more transparent, both for the Facilitator/coach and for the group. By applying the questions the Facilitator/coach takes the group or the person compassionately through his/her world. By doing this, the person's world changes, he/she discovers new areas and new ways of seeing reality. The role of the Facilitator/coach is not to rigidly guide the people or the person, but to walk along with her/him as a companion with the purpose of unleashing the client's power of self-healing.

For the purpose of differentiation and learning the questions are classified into a number of categories. During facilitation all the categories can be applied, depending on the content and the process.

1. Contextual Questions

These questions address the context in which a certain problem exists, an event has happened or a facilitation request has been placed. They serve to map the ambient reality within which the client acts.

For example:

- What are the major aspects of the current situation?
- What has happened?
- Who has participated in what?
- Who supports? Who resists?
- What is the smaller or larger system?
- How did this come about?
- Who intends what?
- Who has what kind of responsibility
- How did the project develop?
- At which stage is the project or plan?
- What effects has a certain action or non-action?

2. Differentiation Questions

These questions seek out distinction. Sometimes people present an undifferentiated picture of a situation with almost no contradictions between the perspectives of different players. It is even helpful to find out small differences, since they often carry important information:

For example:

- Who is more worried about the progress?
- Who thinks this is a problem, who not?
- Who is suffering most?
- How does the approach between x and y differ?
- Is everybody of the same opinion?
- How important is this for you on a scale between 0 and 10?
- How do you assess the percentage of people supporting the change?
- What is easier for you to handle, x or y?
- Has your contentedness increased or decreased?
- With whom are you working most?
- Who is interested in the change, who not?

- What is most important for you?

3. Future Questions

People often tend to dwell in the past, focusing on problems and failed solutions. These questions open up the space for future possibilities, new thoughts and creative ideas.

For example

- Which ideas do you have for the future?
- Imagine the time was 10 years ahead and you looked backwards: how did you successfully solve the problem/overcome the present situation?
- How would things be in 10 years' time if nothing changed?
- Which ideas do you have for future cooperation with x or y?
- What is going to be a significant influence on your future actions?
- What do you see as your main tasks in the future?
- Where do you want to be professionally in 3 years' time?
- What are the major challenges that are lying ahead of your organization/project?

4. Hypothetical Questions

Systems under stress often prevent themselves from thinking in terms of options or creative possibilities. Using hypothetical questions, one gets to know previously unconsidered possibilities as well as interdependencies within the system.

For example:

- What would happen if the project had to close down tomorrow or the department was to be shifted somewhere else?
- Assuming you had all the power to decide on subject x, what would you do?
- Assuming the difficult people suddenly changed their opinion, how would it influence your action?
- What would happen if x or y happened?

- Imagine you had all the resources you need, what would you do?
- If x happened how would it influence the situation?
- Imagine you had all the freedom you need: what would be your next steps?

5. Circular or Triadic Questions

These questions generate a larger perspective on a certain subject or problem. They enable both client and coach to think from others' point of view.

For example

- What would x say, if he knew, what we are talking about?
- What would y say about this situation?
- How does x see you?
- How does x think about the project, problem, etc.?
- What do you think about the cooperation between x and y?
- Which factors or persons have influence over x, or the project or the outcome?
- Who shares your point of view?
- How would management/employees assess the current situation?
- What would x do if he/she were in your position?

6. Relational Questions

These questions serve to unveil issues of relationships, which are often not easily expressed. They can only be placed if a certain degree of trust has already been developed.

- What are others thinking about you?
- What are others saying about the project?
- Who thinks what about x?
- Do people like you/the project?
- What is the issue people talk most about in your organization/department/project?
- How do other people talk about this?
- How do you feel about x?

- What rumors exist?
- Which taboos exist?

7. Behavioural and Procedural Questions

These questions sharpen the perception of the actual processes and procedures, or, more simply, try to find out what has happened.

For example:

- With whom did you talk about it?
- How are you working with x?
- How does the information get from a to b?
- How long did this take?
- Where does this information come from?
- Who decides on a ?
- How is the decision making process organized?
- What did you do then?
- What kind of support do you have for x?
- Who are the key players?
- Who participates in x ?
- Who influences x ?
- What happened next?

8. Semantic for Meaning

These questions focus on the inner world of the client, the attributes which he/she applies to events or experiences.

- How would you explain this?
- How important is a or x for you?
- Which emphasis would you place on x?
- What meaning/significance has this for you?
- What experience do you have with x?

- What do you think about a or x?

9. Factual Questions

These questions are directed at factual information.

For example:

- How many people are part of the project?
- What are the documented achievements?
- For how long did you work for x ?

Notes:

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12.2.A STARTING GUIDE INTO DIALOGIC FACILITATION PRACTICES

Dialogues can require different levels of facilitation to help achieve communicative progress.

The three methodological key aspects are:

- Guiding the conversation
- Naming
- Engaging

The choice of intervention methodology by a dialogue Facilitator depends on the situation (very formal settings often only allow “guiding the conversation”). The more familiar participants have become with the dialogue process the more can the Facilitator also create awareness of the process that influences the communication (“naming”) or change the discourse to a more profound communication (“engaging”).

Guiding the conversation

Typical forms:

- Bypassing difficulties by asking participants what they suggest would be alternative ways to handle the problem.
- Making sure those who are not actively involved are asked for their opinion
- Acting like a traffic cop in the conversation, making sure everybody is heard
- Proactively raise questions
- In task-based settings, making sure activities remain focused
- In a dialogic conversation, seeking to maintain balance and easing the flow of conversation
- Key roles: deepening the inquiry and holding the container

Examples:

- “...x..., did you get your question answered?”
- “Does anyone else have a comment about this?”
- “What alternative ways of seeing this could be there?”

Naming

Typical forms:

- Expressing your observations about difficult problems in communication as they arise in the service of moving things along.
- Expressing your observations about patterns of interactions and critical moments in order to release stuckness and intensify the flow of meaning
- Inviting reflection on the process of the conversation or certain issues that happened.
- Expressing what you feel about the field or energy of the situation and checking with the group

Examples:

- “I believe this was the third time XYZ asked a question and no one answered. Did anyone else notice that?”
- “I have the feeling we are not getting anywhere with this: could there be a different way to approach this?”
- “I notice that only a few speak, while most of us are silent: how can we ensure that everybody participates?”

Engaging

Typical forms:

- Identifying and inquiring into difficult patterns in the service of uncovering their sources.
- Inviting individuals or the group to look deeper into a certain issue that was raised.
- Asking for the emotions involved.
- Expressing reflection of your own situation.

- Engaging requires intuition for the state of safety and togetherness of the group. People would only participate in a deeper conversation when they feel they can say what they think.

Examples:

- “That was the third time John was not answered. What is it about **us** that lead us to bypass John’s requests?”
- “I sense very low attention and energy. Do others? What do you think is producing this?”
- “I feel there is an issue in the room that is not really expressed: do you feel the same?”

12.2.1. CREATING A CONTAINER FOR CONVERSATIONS

There are various ways a dialogic Facilitator can help creating a strong container for a conversation to take place. Many of them we know intuitively, so the following list is a list of examples of creating a container and not exhaustive:

- Consider the atmosphere of the space in which the conversation will take place. Choose spaces, which are not obstructive or keep people from connecting with each other.
- Open up the possibility of a **check-in** at the beginning of the meeting or conversation. This is awkward in the beginning when people are not used to it, but as people get to know it, check-ins becomes more and more useful. A check-in allows every person to say where he or she is at this very moment.
- Any kind of consciously created informal atmosphere at the beginning of a meeting or conversation is helping build connection.
- Assist people who do not know each other well in the beginning of a meeting or workshop by asking them to check-in in small groups or ponder on a question for a

couple of minutes. Then let people come back to the attention in the large group and let them check-in each one individually.

- When you introduce yourself, set a personal tone, make clear why you have chosen a certain approach to conversation and what is important for you.
- Create opportunities for people to “chat” and meet individually before the conversation starts.
- Have a **check-out** of each person individually before the conversation ends.

12.3.GETTING DIFFERENT VIEWPOINTS IN THE ROOM

Depending on the history of how conversations took place in an institutional setting, people often do not freely express their points of view. Particularly in an organization, which operates dominantly in the closed-power-paradigm, differences in opinions are not necessarily asked for. From a dialogic standpoint this means that opposers are intentionally or unintentionally silenced or bypassed. This sometimes seems to have the immediate positive effect of getting a decision made or getting the work done, but in the medium to long term perspective the ignorance towards opposers always pays back negatively. The issue here is not to necessarily agree with opposers, but hearing their voices, listening carefully to what they have to say and considering what they say might actually provide a valid contribution.

Disrespected or silenced opposers either leave the organization or they express their points of view in informal communication. Such “un-discussable” can have an enormous impact on the performance of an institution. But getting diversity of viewpoints into a conversation does not only relates to opposers, it also relates to people who are not expressing themselves because they are disengaged or do not trust themselves to have anything important to say.

There are various moves a Facilitator can use to bring in diversity in perspectives, the following list is just an example:

- Ask people who do not speak what they think about a particular issue: I wonder what xyz is thinking about this
- Summarize the content of a conversation and ask, if you have captured it in the right way, or if you have left out important aspects
- Inquire into opposing views: e.g. “what makes this so important for you?” “How have you arrived at such a conclusion?” “What makes you believe in this?”
- Make differences in perspectives and point of views respectfully transparent
- Think about what is missing and probably ask: What is missing here?

There are also some “tools” to ensure that the diversity of views comes out:

- In a meeting with more than 10 people, ask them to talk about an issue in small groups first, and then let them bring their ideas, insights, opinions back into the large group. Some people like to talk about the “real issues” in small groups.
- Use Metaplan cards or “stick-it” or flip chart paper to let each person of the group write down his or her point of view, idea, or perspective on a problem or any other issue. Let people stick these cards to a wall and go through them together with the group one by one. This ensures that all aspects are heard. The cards can then be clustered together with the group.

Notes:

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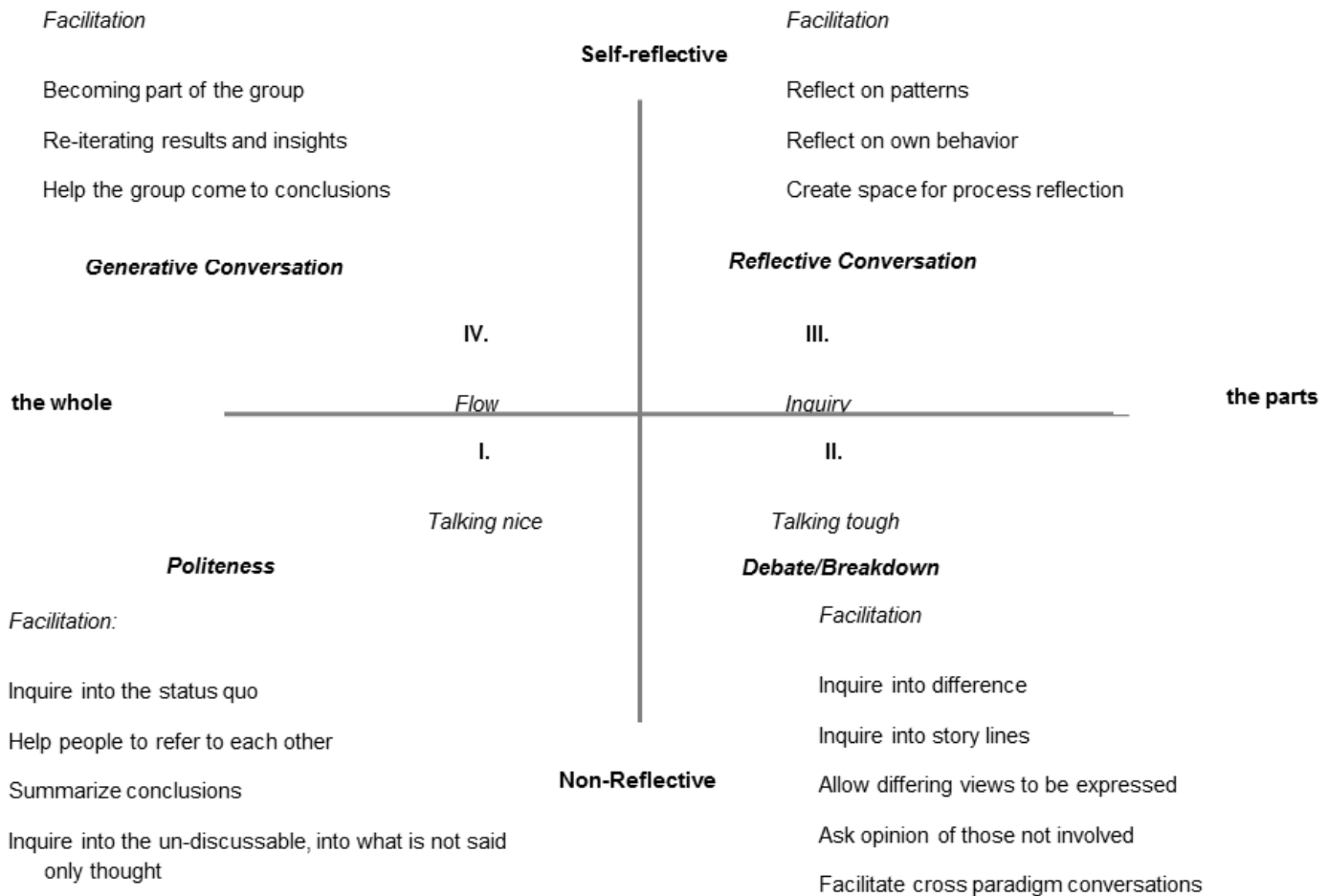
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12.4.FOUR PHASES OF A CONVERSATION: FACILITATION PRACTICES

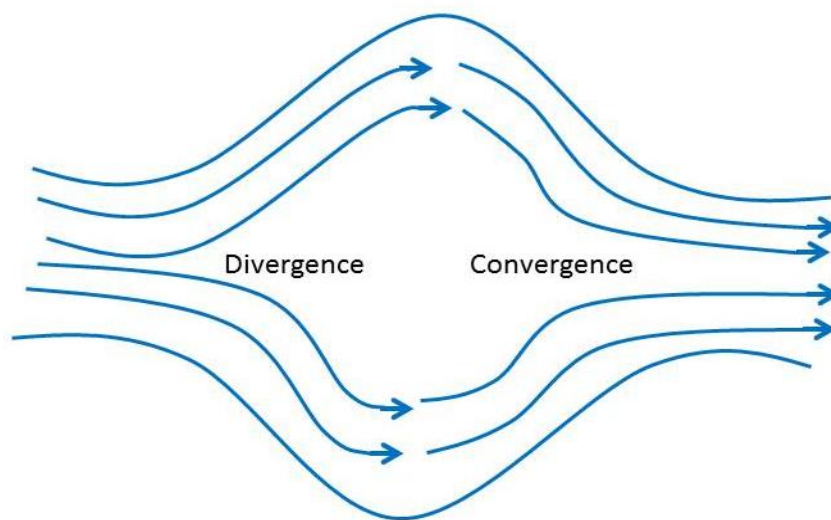


Adopted from Otto Scharmer 2000 and DIALogos 2001

12.5.THE FLOW OF DIVERGENCE AND CONVERGENCE

There is an underlying rhythm to most successful change processes. Some of the tools and processes we portray here have integrated own understanding of deep-rooted change into their proposed workshop designs. For many of the tools though, we need to design an overall workshop flow of activities and a daily rhythm that supports our

intentions. There are several models that can help us think through the most appropriate underlying structure of a process. One simple version is the model of divergence and convergence. The divergent phase of a process is a time of opening up possibilities, issues, or themes. It is about generating alternatives, gathering diverse points of view, allowing disagreements in and suspending judgment. We are often afraid of opening up to allow for real divergence to occur, because we are uncomfortable or even fearful of the messiness of too many new and divergent ideas and perspectives. Yet the greater the divergence, the freedom of voicing wild ideas, at the beginning of a process is, the greater the possibility of surprising and innovative outcomes.



If divergence is all that occurs, however, we risk facing frustration and the process will not render positive results. Convergence is therefore as important to plan for and build into the process. It is about arriving at, and making explicit, the conclusions, insights, and next steps of the process, and perhaps what the newly developed, shared questions are. The two movements of divergence and convergence can take place multiple times during a process, and they can also occur as one pattern. Some tools are better suited for supporting divergence, others for convergence (taken from Mille Bojer, Marianne; Roehl, Heiko; Knuth, Marianne; Magner, Colleen: "Mapping Dialogue. Essential Tools for Social Change", Taos Institute Publications, Ohio: 2008, p. 20f.)

Creativity is essentially the ability to create ideas - all innovations start with an idea - it is a divergent process:

- While some people seem to be naturally creative, everyone has the ability to think creatively and imaginatively.

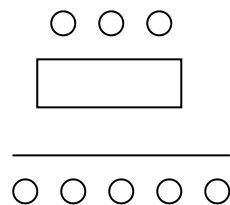
Innovation, on the other hand, is the successful implementation and commercialisation of creative ideas – it is a convergent process:

- Today opportunities for innovation increasingly lie in business processes and business models that have the ability to transform the business and disrupt markets or industries.

(Adapted from Ashridge Business School work on Creativity and Innovation; Nichols & West, 2004)

12.6.SETTINGS INFLUENCING DIALOGUE

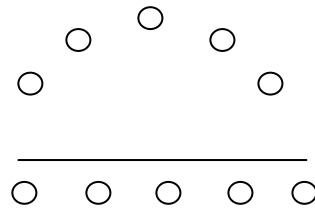
12.6.1. THE CONFERENCE SETTING



Here, the table creates a barrier between the more important people and the rest; it establishes a hierarchy between speakers and listeners. As a common pattern, then, the people in the front will talk, while others may comment. Quite often this will raise opposition in the form of a question.

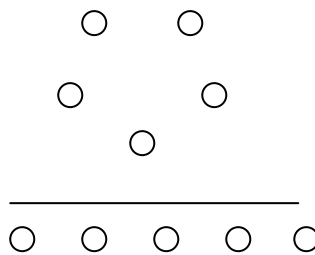
This setting does not promote discussion, insight, encounter and experience.

12.6.2. THE PANEL DISCUSSION



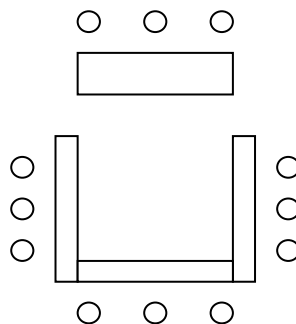
Here, it often depends on the moderator what comes out: People within the panel have a better chance at discussing with each other. As with the setting above, however, the panel does not easily support discussion among the audience, who are likely to resort to making statements. One possibility is to put an empty chair on the panel for the audience to come up to the panel for asking questions.

12.6.3. THE FISHBOWL



In the fishbowl, the people in the front and their relationships are highly exposed to the audience; this setting can only be fruitful when there is trust between speakers and audience, and needs to be well-prepared. It is more apt for intra-institutional change meetings than for larger multi-stakeholder processes.

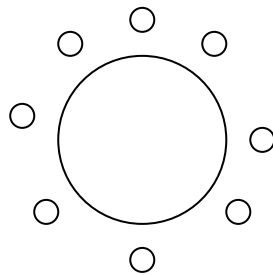
12.6.4. THE U-SHAPE



The U-shape also establishes a hierarchy between the VIP in the front and other participants. The discussion among people sitting in the 'U' will typically follow the pattern of Mover-(Mover-)Bystander on either of the two sides, and Opposers at the bottom who sit directly opposite the VIP-table.

To what extent these Mover-Bystander-Opposition roles develop in the meeting, however, has a strongly cultural aspect; in some cultures, opposition may not be raised openly.

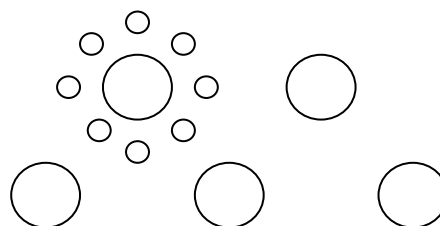
12.6.5. THE ROUND TABLE



Here, the chef or moderator has not privileged position; it is easier to raise opposition.

To create an intimate atmosphere and give participants the opportunity to engage into the issue of the conversation, the number of people at the table should be at maximum eight, and the diameter of the table should not exceed 1,30 m.

12.6.6. SEVERAL ROUND TABLES



This is a solution to accommodating more than eight people in a meeting while still allowing for an engaged discussion within in the table groups (again, max. eight at a table).

Depending on the issue and purpose of the meeting and existing relationships within the group as a whole, participants should rather be seated together in stakeholder

groups (usu. safer; apt to let stakeholder groups elaborate a joint position) or in mixed groups (fruitful to exchange views, and work on solutions, definitions etc. that are acceptable to all). It is advisable to orchestrate the seating in the beginning to make certain people meet certain other people, and because it creates a moment of openness to change.

13.JOURNALING

Background

We write journals for many different reasons prompted by many different purposes. We may want to capture an experience, record an event, explore our feelings or make sense of what we know. We may want to narrate something of importance so that others can see what we saw in it. Sometimes we write primarily for ourselves, sometimes for other people. Journal writing is as varied as those who engage in it. Journal writing can be viewed through many different lenses: as a form of self-expression, as a record of events or as a form of therapy. It can be a combination of these and other purposes. In this chapter I want to examine journal writing through the lens of learning.

This perspective views the varieties of journal writing as ways of making sense of the world and how we operate within it. It looks at journal writing as a form of reflective practice, which is, as a device for working with events and experiences in order to extract meaning from them. Writing can be used to enhance what we do and how we do it. It may relate to learning in formal courses, to our professional practice or to any aspect of informal learning.³

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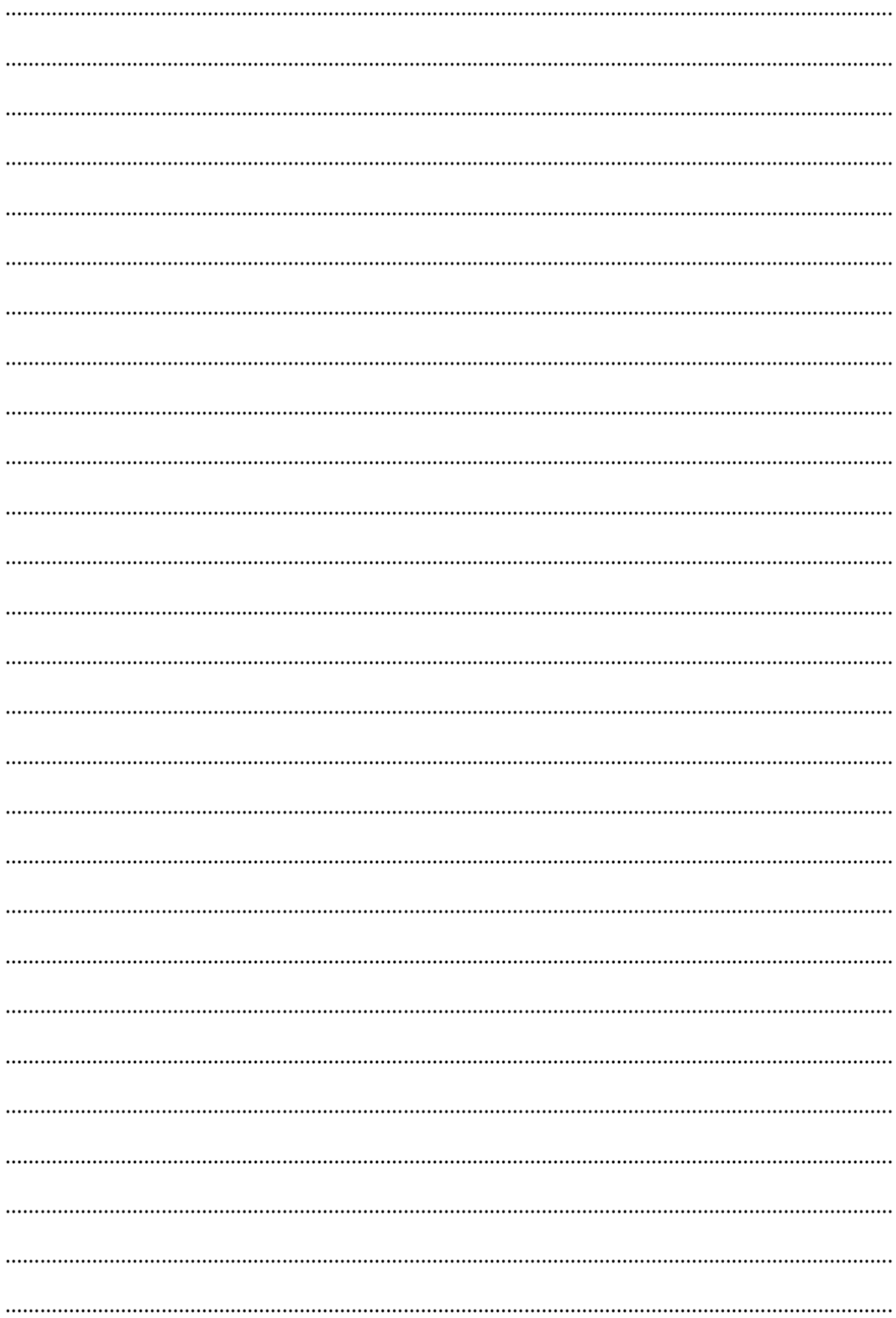
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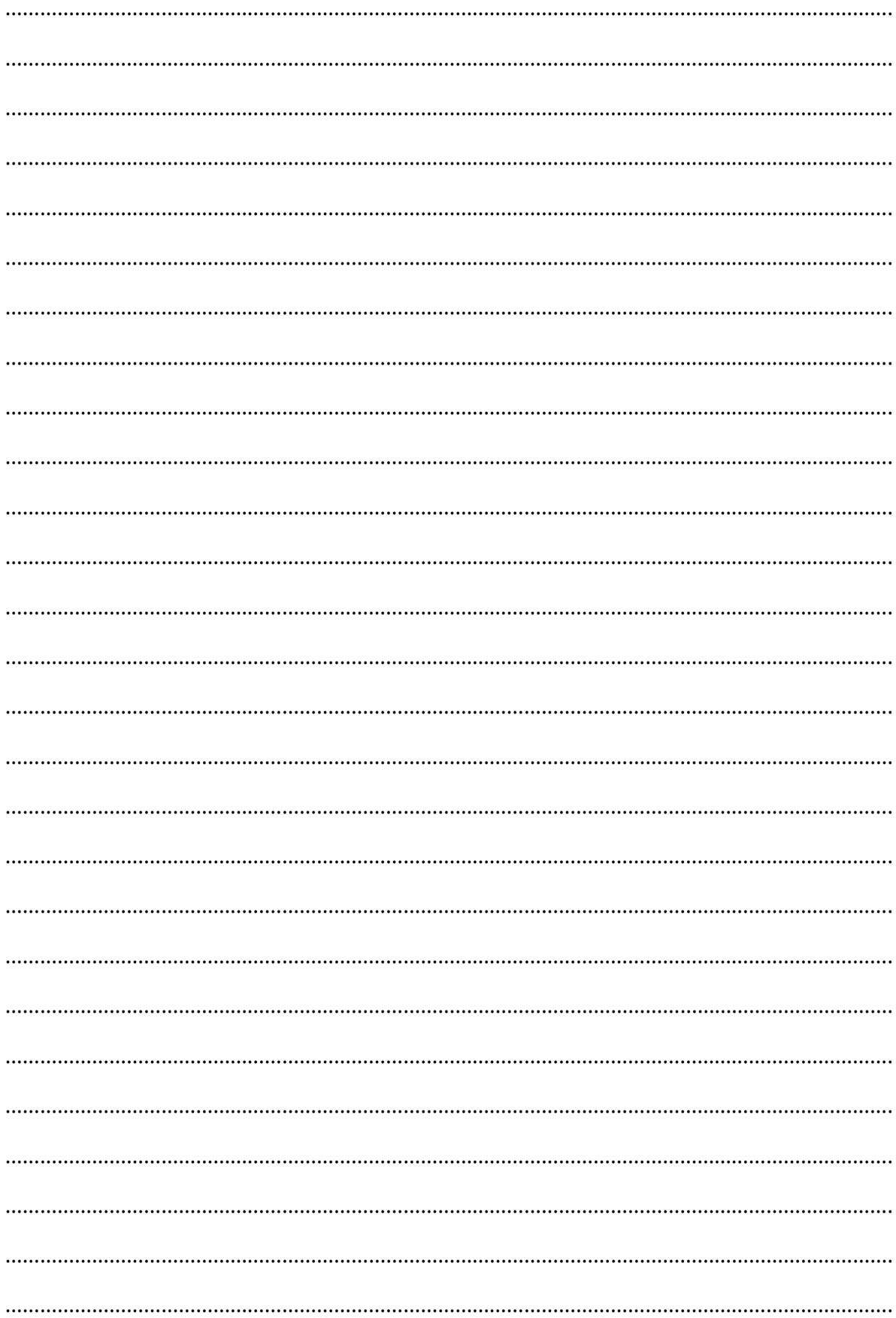
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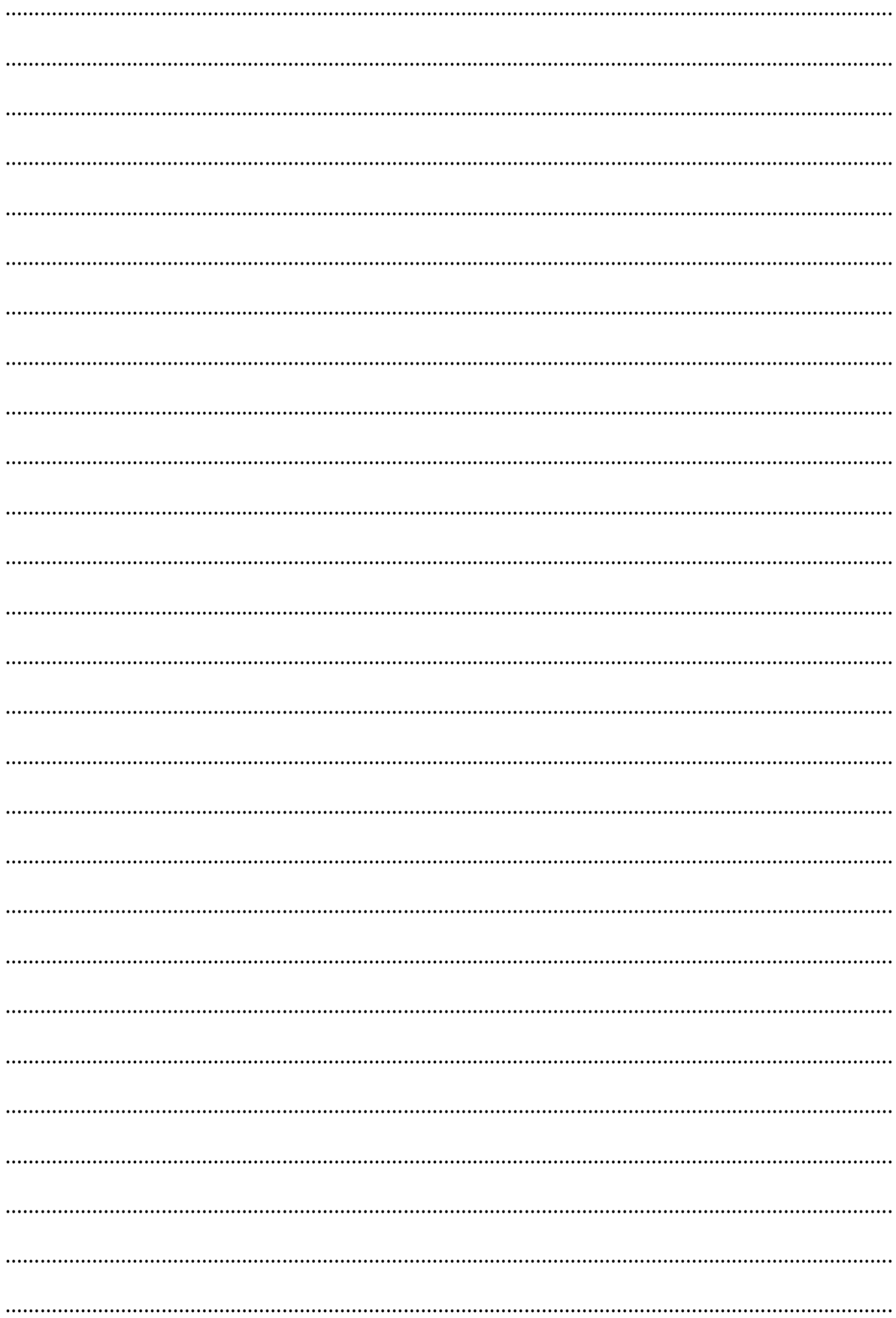
³ Boud, D. (2001). Using journal writing to enhance reflective practice. In English, L. M. and Gillen, M. A. (Eds.) Promoting Journal Writing in Adult Education. New Directions in Adult and Continuing Education No. 90. San Francisco: Jossey-Bass, 9-18



[illegible]

This image shows a full page of a handwriting practice worksheet. It consists of approximately 20 horizontal rows. Each row is defined by two parallel dotted lines, creating a series of uniform gaps for letter height. The lines are evenly spaced across the entire page, providing a guide for consistent letter formation. There is no text or other markings on the page.





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14. ANNEX

14.1. HAND-OUTS

Note: Please use these handouts as guidelines for your group work instructions. They can be amended as context requires.

14.1.1. FACTORS FOR SUCCESSFUL IMPLEMENTATION OF STAKEHOLDER DIALOGUES

Please select a moderator and a reporter at your table.

From your experiences in Stakeholder dialogues, conferences, round table meetings, etc., discuss and shortlist as follows:

- 3-5 major factors that contribute to successful Stakeholder Dialogues and Collaboration.
- 3-5 major factors that contribute to the failure of Stakeholder Dialogues and Collaboration.

30 minutes
2 min presentation

14.1.2. STAKEHOLDER ANALYSIS - PHASE 1: EXPLORING AND ENGAGING

Please select a moderator and a reporter at your table.

Start with the case presenter giving a brief overview of the case (10 min.). Then move on to the tasks below. Discuss in the group and cover as many questions as feasible.

Keep the principles of good dialogue in mind as you manage your discussion and contributions.

TASK 1: Stakeholder analysis:

- Who is the driver of the dialogue process?
- Who are the relevant stakeholders?
- What is their relationship with each other (stakeholder landscape, system's mapping, see handbook 'Working with Stakeholder Dialogues, page 171)?
- How does the interest/influence grid look like (see handbook 'Working with Stakeholder Dialogues', page 168)?
- Where can you see conflicts arising?

What is your conclusion regarding steps to be taken to engage all relevant stakeholders in phase 1 and build a good container for change?

For more information, please refer to Chapter 6 in the book

30 minutes stakeholder analysis
5 minutes presentation, results on flip chart or pin board

14.1.3. INITIAL PROCESS DESIGN FOR STAKEHOLDER ENGAGEMENT

Following up on your cases earlier, please proceed to task 2 as follows:

Keep the principles of good dialogue in mind as you manage your discussion and contributions.

TASK 2: Initial process design:

Based on your conclusions from task 1:

- Who are the key people to talk to initially?
- Who needs to be in the initial container?
- Who needs to support the idea (high level sponsorship, broader container)?
- How would you get commitment from the people that you wish to have in the “core group/container”?

For more information, please refer to Chapter 6 in the book

30 minutes process design
5 minutes presentation, results on flip chart or pin board

14.1.4. PROCESS DESIGN FOR STAKEHOLDER EVENTS

Phase 2: Building and formalizing

Please select a moderator, a presenter and a “guardian” of the book.

Decide in the group what kind of stakeholder dialogue event you planning in the next few months. This exercise is better applied based on an actual event coming up either in your projects or programmes.

Review phase 2 in Chapter 2 and principles of successful process designs for stakeholder events in Chapter 5 of the book.

TASK:

Develop a process roadmap in preparation of a stakeholder event.

EXPECTED RESULTS:

- **The process roadmap leading up to this event (taking principles of phase 1 and 2 into account)**
- **The design of major elements (e.g. rough program) of the event**

While preparing the results, the following must be taken into account:

1. The Dialogic Change Model checklist, phase 2 (see pages 178-179)
2. Please make sure that your programme allows for the following:
 - a. **Tangible outcomes:** e.g. MoU (Minimum / maximum agreements among stakeholders)
 - b. **Relationship Outcomes:** People feeling ownership, commitment, trust building, etc.
 - c. **Relationship Outcomes:** People getting to know each other better, people understanding each other's position

In your presentation (maximum 5 minutes) please indicate:

- o The **sequence of actions** you plan leading up to the event reflecting the above objectives?
- o The **rough design (program) of the event** (reflecting the above objectives)

Keep the principles of good dialogue in mind as you manage your discussion and contributions.

60 minutes,
5 min presentation

14.1.5. PROCESS MONITORING IN STAKEHOLDER DIALOGUES

Please select a moderator and a reporter, and discuss the following at your table:

- Please use the monitoring tool to assess your stakeholder dialogue process.
- Please draw conclusions for adjustment of your engagement strategy or planned stakeholder event.

Keep the principles of good dialogue in mind as you manage your discussion and contributions.

30 minutes
2 minutes presentation

14.1.6. FORMS OF STAKEHOLDER DIALOGUES

Select a moderator and a reporter at your table.

Please discuss Stakeholder Dialogues you have experienced:

- Was the purpose geared more towards consultation or more towards cooperation and joint implementation?
- Did the form fit the purpose?

You can obtain more information in Chapter 1 of the book.

Summarize on a flipchart, the range of purposes and forms represented in your group.

For reporting back into the plenary: Please choose one example and share your insights into how form fitted the purpose and any other lessons learnt.

30 minutes preparation

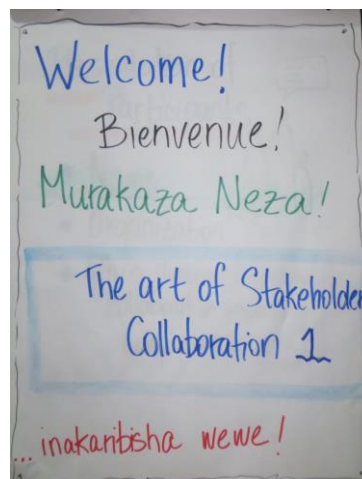
2 minutes presentation

1.1 FLIPCHARTS

14.1.7. INTRODUCTION OF PARTICIPANTS

- Name
- Organization, country
- Position, project
- What has been your most encouraging experience with stakeholder collaboration?

14.1.8. WELCOME FLIPCHART



Dimensions of Change - Wonderland

Transforming Individual consciousness

- self awareness
- reflection
- individual education
- transformation of mental models
- individual value orientation

"People change by themselves"

"Consciousness determines being"

Transforming Culture and relationships

- changing collective patterns of thought
- collective reflection
- changing collective value systems
- interpersonal communication
- awareness of interdependence
- respect

"Only through collective reflection & dialogue will people act in a different way."

Dimensions of Change - Flatland

Changing Behaviour patterns

- broad education
- influencing through information
- setting conditions
- incentive systems
- use of new technologies

"People need to be influenced in order to change habits."

Changing Structures + systems

- reform regulations
- create new bodies/organisations
- create laws/policies
- change structures
- M+E systems to measure change

"Structure determines behaviour & consciousness."

15.ABOUT ENTIRE

Empowering regional civil society networks to take an active role in Integrated Water Resources Management (IWRM) in the Southern Mediterranean Region (ENTIRE) is a two year program funded by the European Union Neighbourhood Civil Society Facility program. The main objective of ENTIRE is to strengthen the role of civil society organizations in Integrated Water Resources Management (IWRM) in the Southern Mediterranean Region (SMR) working specifically in Algeria, Egypt, Jordan, Lebanon, Morocco, West Bank, the Gaza Strip, Syria and Tunisia.

The implementing agencies of the project are the Collective Leadership Institute (CLI), the Arab Countries Water Utilities Association (ACWUA), the Arab Network for Environment & Development (RAED) and the German Water Partnership (GWP). This cooperation is a result of successful networking activities between the German - Arab Water Sector Network and the Collective Leadership Institute. The project supported mainly the capacity building of selected ACWUA and RAED member organisations on stakeholder dialogues in IWRM.

More details about the project can be found on the [ENTIRE website](#).

CONTACT

Collective Leadership Institute (CLI)

Contact Person: Alejandra Müller

Email: alejandra.mueller@collectiveleadership.com

Arab Countries Water Utilities Association (ACWUA)

Contact Person: Rami Salameh

Email: rami_salameh@acwua.org

Arab Network for Environment & Development (RAED)

Contact Person: Essam Nada

Email: e.nada@aoye.org

German Water Partnership (GWP)

Contact Person: Azmi Ghneim

Email: ghneim@germanwaterpartnership.de

16.ABOUT CLI

The Collective Leadership Institute (CLI), founded in 2005, is an internationally operating non-profit organization based in Germany (Potsdam) and South Africa (Cape Town) with a mission to scale-up collaboration skills globally for a better management of public goods, responsible business and a sustainable world. We focus on educational programs in the area of Stakeholder Dialogues and Collective Leadership for Sustainability, supporting stakeholders from the private sector, the public sector and civil society in creating and implementing collaborative change initiatives for innovative and sustainable solutions to global, societal and local challenges.

Fostering economic development, addressing climate change, ensuring food security, meeting health challenges, enhancing good governance and improving natural resource management – can only be achieved through robust collaboration among a wide range of stakeholders and institutions with different interests, viewpoints and competences. Leadership in navigating such complex challenges depends on the capacity of a collective to catalyze and implement change for the common good.

Based on 20 years of experience in making collaboration successful and on sound scientific research, the Collective Leadership Institute's methodologies:

- strengthen the collaboration skills of individuals and teams,
- help build functioning stakeholder collaboration around an issue of common concern within and across organizations
- empower large groups of actors to address complex challenges jointly, and
- build competences to transform systems towards sustainability.

The CLI combines extensive working experience in the public and the private sector as well as in the field of cooperation between the two, with in-depth knowledge of the conceptual and practical aspects of Public Private Partnerships (PPP), Cross-Sector-Partnerships, Collaborative Change Management, Multi- Stakeholder-Dialogue (MSD) and Public-Private Dialogue (PPD). We have sound experience in development cooperation from grassroots level to high level international cooperation with global reach.

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