



CULTURAL LEADERSHIP

Training Tools Compendium

IMPRINT

PUBLISHED FOR:



RESEARCH DETAILS:

The period of research and elaboration of the training was January 2020–September 2021. All references in this publication are correct at the time of completion of the training (September 2021). Any corrections, comments, and feedback can be sent to info@emc-imc.org.

EDITOR AND RESEARCH COORDINATOR OF THIS PUBLICATION:

European Music Council
% Haus der Kultur
Weberstr. 59a
53113 Bonn
Germany
info@emc-imc.org
www.emc-imc.org

CO-ORDINATOR:

Carolyn Auclair

AUTHOR:

Sergiu-Bogdan Imre

READING SUGGESTIONS:

We recommend that you download the publication and open it using a pdf reader. This publication is meant to be interactive and we encourage you to take notes in it. As this publication is quite long, we advise you not to print it.

SHIFT PROJECT COORDINATOR:

European Music Council
www.emc-imc.org

TOOLS PRODUCED FOR SHIFT FULLY AVAILABLE ONLINE:

www.shift-culture.eu

ANNOTATED BIBLIOGRAPHY FULLY AVAILABLE ON THE CULTURAL KNOWLEDGE BASE:

www.artsmetric.com/project-resources/shift

DESIGN:

Linus Rudolph
www.linusfolio.de

THE SHIFT PROJECT IS CO-FUNDED BY:



Co-funded by the
Erasmus+ Programme
of the European Union

SHIFT IS A COOPERATION PROJECT OF THE FOLLOWING PARTNERS:



ON
THE
MOVE





THIS IS SHIFT

The 17 [Sustainable Development Goals \(SDGs\)](#) were adopted by all UN Member States in 2015 and are the 'to-do list' for the entire world until 2030. The aims of these SDGs are 'to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere'. Although culture and arts have not been integrated as an explicit goal, we believe that the cultural and creative sectors have a key role in shaping the transition to more environmentally, socially and economically sustainable societies without leaving anyone behind. Culture and arts are fundamental and transversal in their capacity to support behavioural changes and mobilise collective engagement. As we still demand culture and arts to be integrated in the international agenda post 2030, its role can already be integrated by promoting knowledge to citizens as well as being a tool of the successful implementation of all the 17 SDGs and its targets.

The project SHIFT - Shared Initiatives For Training, co-funded as 'Strategic Partnership' by the Erasmus+ Programme of the European Union, was initiated by nine cultural networks:

- European Choral Association – Europa Cantat - ECA-EC
- ELIA - globally connected European network for higher arts education
- European Music Council - EMC
- European Union of Music Competitions for Youth - EMCY
- Fresh Arts Coalition Europe - FACE
- IETM – International network for contemporary performing arts
- International Music Council - IMC
- On The Move - OTM
- Trans Europe Halles - TEH

These networks recognised the need to join forces to work on the global agenda of the 17 UN Sustainable Development Goals and its leaders wished to improve their capacity for giving guidance to their teams, organisations, and members.

It was asked how to tackle the global challenges recognised in the SDGs such as climate change, gender equality, and inclusion of minorities.

Although these challenges are not new and have been part of the work of the SHIFT partners for a long time, it was agreed by the participating organisations that these topics were not yet taken from a leadership point of view. Three SDGs have been selected as starting points to activate change and increase the cultural sectors' awareness on the sustainable goals:

- SDG 5: Gender Equality
- SDG 10: Reduced Inequalities
- SDG 13: Climate Action

Even though the partners have decided to focus on three SDGs, there is a clear connection between these SDGs. Working on achieving one goal will have a positive impact on others such as good health and well-being (3), decent work and economic growth (8), sustainable cities and communities (11), life below water and on land (14 and 15)...

At the same time, the partners are aware that there might be conflicting recommendations to achieve the different goals. To give a very simple but vivid example: One graphic style might be particularly eco-friendly because it would use a very small amount of ink and be produced with less energy, but the same style might not be barrier-free and might be difficult to read for people with visual impairments. All the recommendations therefore have to be contextualised and used with high sensitivity.

The overarching work on cultural leadership has enabled the partners to develop and discover various ways of leading and supporting change to achieve these goals. It was crucial to give tools to leaders to be able to weigh out values and find a path making sense for their organisation at the time of taking the decision, while being aware of different other paths possible.

The partners are happy to share with you the researched and developed material on the four themes of SHIFT: cultural leadership, environmental sustainability, gender and power-relations, and inclusion. **Enjoy!**

ABOUT THE TRAINING TOOLS COMPENDIUM

This Compendium on training tools for cultural leadership results from the training workshop organised for SHIFT partners and held from 13-17 September 2021 in Cologne, Germany.

The SHIFT project was designed to develop the capacities of leading staff of cultural networks and platforms to tackle and act upon three UN SDGs: SDG5 - Gender Equality; SDG10 - Reduced Inequalities; SDG13 - Climate Action under the hat of Cultural Leadership. Through a training workshop, the SHIFT partners aimed to get some practical tools on how to implement and lead change in their organisations in regard to the selected topics for SHIFT. After these intensive and enriching days, it was asked how this knowledge could be transferred to the younger generation of leaders within the cultural networks and platforms. The SHIFT partners decided to highlight a few tools that were prepared and used in the September's workshop 2021.

A variety of training methods is presented in three different chapters. They do not have an order of priority to use, and they do not need to be used one after the other.

The first chapter contains the method of 'Competence Framework for Leading Change', which aims to prepare and accompany users for all the phases that one can go through when introducing change in their organisation. This exercise will help perform a self-assessment on which competences could be needed but as well to get prepared for the different phases and see where one can improve competencies.

The second chapter focuses on 'Change and My Organisation', a method that enables one to analyse the current situation and to reflect on the changes needed specifically related to the four SHIFT topics. Three questions will help one to reflect on the current situation in one's organisation, the changes needed and ways to implement it.

The third chapter is a collection of participatory methods to introduce change within a group of people in an organised way. This is a non-exhaustive list of methods on how to work together towards a common goal and discuss change, opportunities and ways to tackle the challenges.

This publication is meant to be interactive and goes hand in hand with the [Cultural Leadership Toolkit](#) and [Annotated Bibliography](#), where you will find a lot of useful resources on the different types of cultural leadership practices.

TABLE OF CONTENTS

Click chapter buttons to navigate the handbook

IMPRINT	2
THIS IS SHIFT	3 - 4
ABOUT THE TRAINING TOOLS COMPENDIUM	5
TABLE OF CONTENTS	6 - 7
1 Competence Framework for Leading Change.....	8 - 24
About the Competence Framework	9 - 10
Self-Assessment Exercise	10
Step-by-Step	10
Overview	10
Phase 1 - Preparing for Change	11 - 15
Component 1.1 - Assessing people's readiness for the change process.....	12
Component 1.2 - Communicating about the change process.....	13
Component 1.3 - Engaging stakeholders in the change process.....	14
Component 1.4 - Planning the change process as a suite of small, achievable steps	15
Phase 2 - Implementing Change.....	16 - 20
Component 2.1 - Minimising the resistance throughout the change process	17
Component 2.2 - Planning the change process collaboratively	18
Component 2.3 - Being creative and innovative.....	19
Component 2.4 - Managing the change process	20

Phase 3 – Sustaining Change	21 – 23
Component 3.1 – Integrating change in the culture and practice of the organisation	22
Component 3.2 – Ensuring the visibility of the change.....	23
Self-Assessment Summary.....	24
2 Change and my Organisation	25 – 29
About Change and my Organisation.....	26
1. What is the Current Situation (Challenges, Issues, Successful Initiatives, Best Practices, etc.) in your Organisation in terms of:.....	27
2. From your Perspective, what Kind of Changes are Required within your Organisation in terms of:.....	28
3. Think about Ways of Implementing these Changes in terms of:.....	29
3 A Non-exhaustive List of Participatory Methods and their Brief Descriptions.....	30 – 45
About Participatory Methods	31
1. Brainstorming	32
2. Carousel	33
3. Fishbowl	34
4. Nominal Group Technique.....	36
5. Simulation	39
6. Small Group Discussion	40
7. Buzz	41
8. Discussion	42
9. Force-field Analysis	44
BIBLIOGRAPHY	46
ACKNOWLEDGEMENTS.....	47



1

COMPETENCE FRAMEWORK FOR LEADING CHANGE

ABOUT THE COMPETENCE FRAMEWORK

The Competence Framework is underpinned by Kurt Lewin's change model. It was designed following an extensive literature review that incorporates academic or corporate research, including other theoretical approaches such as John Kotter's change model, as well as input from practitioners via published articles or books.

With Lewin's model as a foundation, the Framework explored the components of each stage of the change process and the competences that are required for each of these components. In order to be as specific as possible, each of the components was broken down in concrete competences (knowledge, skills and attitudes).

According to Lewin's change model, the process of change follows a sequence starting with an initial phase that creates the perception that there is a need for change, also referred to as 'unfreezing'.

Each phase contains several components as follows:

Phase 1 - Preparing for Change

Component 1.1 - Assessing people's readiness for the change process

Component 1.2 - Communicating about the change process

Component 1.3 - Engaging stakeholders in the change process

Component 1.4 - Planning the change process as a suite of small, achievable steps

Phase 2 - Implementing Change

Component 2.1 - Minimising the resistance throughout the change process

Component 2.2 - Planning the change process collaboratively

Component 2.3 - Being creative and innovative

Component 2.4 - Managing the change process

Phase 3 - Sustaining Change

Component 3.1 - Integrating change in the culture and practice of the organisation

Component 3.2 - Ensuring the visibility of the changes

The Competence Framework should be seen as a 'live' document, and as you go and perform your self-assessment, you are encouraged to add competences that are not mentioned and that you either consider you already master or you need to acquire in order to lead change in your organisation.

It is followed by a phase called 'changing' during which the organisation transitions to the new and desired state that includes new behaviour, processes and ways of thinking.

Eventually, the process comes full circle with its last phase, the 'refreezing', which refers to the acceptance of the new processes or behaviours and their integration and regular use as new norms of organisational culture.

For the purpose of this Competence Framework, the phases have been renamed to 'Preparing for Change', 'Implementing Change' and 'Sustaining Change' in order to be more explicit.

Self-Assessment Exercise

You are invited to go through the competences listed below and perform a self-assessment based on the following proficiency levels:

PROFICIENCY-LEVEL	PROFICIENCY-LEVEL DEFINITION
Level 5 - Expert	<ul style="list-style-type: none">• I master the competency and I am able to apply it regardless of the difficulties I may encounter, being fully responsible for the results• I serve as a key resource and advise others
Level 4 - Advanced	<ul style="list-style-type: none">• I am confident in applying the competency independently and take responsibility for the results• I generally require little or no guidance
Level 3 - Intermediate	<ul style="list-style-type: none">• I apply the competency if required and in difficult situations• I require occasional guidance
Level 2 - Basic	<ul style="list-style-type: none">• I apply the competency in regular situations when the consequences of possible mistakes are negligible• I require frequent guidance
Level 1 - Awareness	<ul style="list-style-type: none">• I know what the elements of this competency are• I require close and extensive guidance

Step-by-Step

In order to assess your competences, you are invited to go through the entire document page by page. Each page contains the description of one Competency Component and an assessment table. It also offers you, based on your personal experience and professional expertise, the possibility to add further elements that you consider important and relevant.

Overview

[Page 24](#) offers you the possibility to transfer all the results from each individual Component in order to get an overview of your results.

PHASE 1 – PREPARING FOR CHANGE

The process of initiating change requires leaders to be aware of the fact that people will tend to adhere to the current status quo and resist change. Preparing people that are used to well-established routines to step out of their comfort zone will be one of the first goals of leaders when proposing organisational changes. As such, it is very important for leaders to learn how ready their colleagues are to face disruptions and novel approaches.

Their communication skills will play a key role in convincing others of the need for change and the benefits that this will bring to the organisation. A proper planning, with 'small victories' and getting people onboard the change process will be key indicators predicting the success of the change process.

Should you have any other components to suggest, please use the space below:

Component 1.1 – Assessing people’s readiness for the change process

Knowledge

- Understand how people develop and use resistance / defence mechanisms against significant change

Skill(s)

- Actively listen to others and to identify all possible barriers to a successful change process
- Find solutions and remove the identified barriers in the process of change
- Enable others to take responsibility for concrete actions within the change process
- Provide support, throughout the entire process, to those that experience anxiety due to significant changes

Attitude(s)

- High level of personal responsibility and transparency towards the others
- Persistence when facing resistance and opposition
- Remains optimistic in difficult situations and when under pressure

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

Component 1.2 – Communicating about the change process

Knowledge

- Have a clear picture about the required change, its context, the reasons leading to it and its benefits for the organisation

Skill(s)

- Support people to develop a clear understanding of what is expected to be done differently, as a result of changes in the organisation
- Create a sense of urgency and necessity to operate a change
- Motivate people to accept the change as a positive element in the organisation's development
- Actively listen to people's concerns and to the problematic issues they associate with the proposed change

Attitude(s)

- Transparency and honesty
- Openness to listen to people's objections and counter-arguments
- Concern for the organisation and sense of urgency for improvement

Feel free to add here other competency elements:

Self-Assessment

Level 1 **Level 2** **Level 3** **Level 4** **Level 5**

Component 1.3 – Engaging stakeholders in the change process

Knowledge

- Awareness of the power relations and political power of different groups within and outside the organisation, their position in relation to the proposed changes, as well as the likeliness that they win or lose from the proposed change.
- Understanding of the policies and developments from the field (at local, national or international level) that affect the organisation.

Skill(s)

- Minimise the opposition of groups that might lose their influence or power
- Engage all groups, regardless of their stance towards the change, in proposing improvements to the change process
- Anticipate opposing stances for which, currently, there are no counter-arguments or solutions
- Use data effectively to justify the need for change, to enhance the credibility of the proposed change and to instil a sense of urgency

Attitude(s)

- Openness to listen to counter-arguments

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

Component 1.4 – Planning the change process as a suite of small, achievable steps

Knowledge

- Knowledge of long-term planning tools, including retro-planning

Skill(s)

- Formulate SMART objectives, indicating the possibility of reaching tangible and measurable results on a regular basis
- Plan the change process on a long-term and in such a way that positive results are achievable on a regular basis
- Document results and regularly highlight success

Attitude(s)

- Confidence in the accomplishment of the change process

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

PHASE 2 – IMPLEMENTING CHANGE

During the implementation phase, people are confronted for the first time with concrete actions that change the initial status quo of the organisation. Consequently, it is also the first time when people will be experiencing difficulties with this new reality. Unease, fear, confusion may be among the feelings that will strongly impact people. With the right tools, attitude and abilities, the leader can minimise people's resistance to the new approaches and support them in their learning journey. Involving people in the change process, enabling them to propose new and creative solutions can help both instil a sense of ownership of the change process and offer them beneficial learning opportunities.

Should you have any other components to suggest, please use the space below:

Component 2.1 – Minimising the resistance throughout the change process

Knowledge

- Understand how people develop and use resistance / defence mechanisms against significant change

Skill(s)

- Actively listen to others and to identify all possible barriers to a successful change process
- Find solutions and remove the identified barriers in the process of change
- Enable others to take responsibility for concrete actions within the change process
- Provide support, throughout the entire process, to those that experience anxiety due to significant changes

Attitude(s)

- High level of personal responsibility and transparency towards the others
- Persistence when facing resistance and opposition
- Remains optimistic in difficult situations and when under pressure

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

Component 2.2 – Planning the change process collaboratively

Knowledge

- Have a sense of the team members, their prior experiences, their strengths and weaknesses
- Have a clear understanding of what resources are needed for the change process
- Awareness of instruments and tools for planning both for long-term and short-term
- Understanding the advantages and disadvantages of working in teams

Skill(s)

- Develop and implement coherent long-term as well as short-term plans for change
- Involve others in the planning process, leveraging on their strengths and providing incentives to those that want to learn and improve their weaknesses during the change process
- Inspiring others to take ownership and control of the change strategy
- Use conflictual situations as sources of learning and moving forward

Attitude(s)

- Respect for the diversity of the group
- Openly show support to others and support their positive ideas
- Appreciation for different points of view

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

Component 2.3 – Being creative and innovative

Knowledge

- Understanding that new, novel approaches are required in the implementation of the change

Skill(s)

- Propose new ideas and solutions to the challenges faced along the process of change
- Reflect about and question current norms and approaches
- Recognise the innovation potential in others and supports them
- Take initiative, propose or facilitate group work that results in the proposal of new processes, methods, policies, systems, partnerships

Attitude(s)

- Openness to new ideas and solutions
- Encouraging others to come forward with their own ideas and proposals

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

Component 2.4 – Managing the change process

Knowledge

- Grasping well the processes and tools of organisational change as well as the necessary steps
- Awareness of the changes required in the structure, processes, procedures or management styles within the organisation
- Has a clear overview of the needs of the group

Skill(s)

- Formulate SMART objectives
- Mobilise resources, create structures and processes that are required for the transitioning process
- Respond quickly and adapt in challenging situations arising throughout the implementation of change
- Identify gaps and propose solutions whenever needed
- Proposes clear change management activities (in terms of communication, training, development, etc.) to the organisation, the teams or on an individual basis
- Anticipate the effects of the change in various areas of the organisation
- Mastering tools designed for change processes, including risk management

Attitude(s)

- Constructive approach in problematic situations
- Taking initiative
- Resilience and refusing to accept the status quo

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

PHASE 3 – SUSTAINING CHANGE

A change may be considered successful if it enables the development of an organisation's processes, policies or systems and if it becomes part of the new culture of the organisation. The process of ensuring the sustainability of the change is particularly important as it enables the organisation to keep and integrate the change, rather than losing it and reverting to the previous state.

Should you have any other components to suggest, please use the space below:

Component 3.1 – Integrating change in the culture and practice of the organisation

Knowledge

- Understand the holistic dimension that can be attained by involving people in the process of integrating change
- Clear plan for integrating change in the organisation

Skill(s)

- Ensure the application of the change across the organisation and at the best possible quality standards
- Promote the use of the new tools or the implementation of the changes in all organisational aspects
- Encourage everyone to review regularly their results and ensure success is acknowledged and lessons are learned
- Reward everyone's personal efforts that reinforce the new norm or state
- Build on every positive result obtained as a result of the changes

Attitude(s)

- Motivation to work with and include the entire team in the integration process

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

Component 3.2 – Ensuring the visibility of the change

Knowledge

- Understand the role that each person can play in sustaining change

Skill(s)

- Identify and highlight the change and its effects on the organisation (inside and outside the organisation) on every occasion
- Acknowledge people for their roles and results in the change process
- Encourage people to talk about the change and the success it brought
- Present the new status quo of the organisation as the current norm to outsiders and newcomers

Attitude(s)

- Enthusiasm and willingness to share the results achieved

Feel free to add here other competency elements:

Self-Assessment

Level 1 Level 2 Level 3 Level 4 Level 5

SELF-ASSESSMENT SUMMARY

Phase 1 – Preparing for Change

Component 1.1 – Assessing people’s readiness for the change process

Component 1.2 – Communicating about the change process

Component 1.3 – Engaging stakeholders in the change process

Component 1.4 – Planning the change process as a suite of small, achievable steps

Phase 2 – Implementing Change

Component 2.1 – Minimising the resistance throughout the change process

Component 2.2 – Planning the change process collaboratively

Component 2.3 – Being creative and innovative

Component 2.4 – Managing the change process

Phase 3 – Sustaining Change

Component 3.1 – Integrating change in the culture and practice of the organisation

Component 3.2 – Ensuring the visibility of the changes

Level 1

Level 2

Level 3

Level 4

Level 5



2

CHANGE AND MY ORGANISATION

ABOUT CHANGE AND MY ORGANISATION

The chapter on Change and my Organisation, enables one to analyse the current situation and to reflect on the changes needed specifically related to the four SHIFT topics: Cultural Leadership; Environmental Sustainability; Gender and Power Relations and Inclusion.

The three questions we asked, will help one to reflect on the current situation in one's organisation, the changes needed and ways to implement it.

1. What is the Current Situation (Challenges, Issues, Successful Initiatives, Best Practices, etc.) in your Organisation in terms of:

The overall organisational leadership?

You could reflect on the:

- Organisational structure
- Decision-making processes
- Internal and external communication, etc.

Gender and power relations?

You could reflect on the:

- Roles and positions of members and staff
- Gender-sensitive internal educational activities
- Mainstreaming gender and power relations in projects
- Gender-sensitive communication
- Dealing with resistance in applying a gender-sensitive approach, etc.

Environmental sustainability?

You could reflect on the:

- The degree to which your organisation is already promoting and acting on an environmental sustainability
- The existence of environmental sustainability policies
- Dealing with resistance in applying an environmentally sustainable approach, etc

Inclusion?

You could reflect on the:

- The degree to which your organisation is promoting inclusion
- The existence of inclusive policies within the organisation
- Dealing with resistance in applying an inclusive approach, etc.

2. From your Perspective, what Kind of Changes are Required within your Organisation in terms of:

The overall organisational leadership?

You could reflect on the:

- Organisational structure
- Decision-making processes
- Internal and external communication, etc.

Gender and power relations?

You could reflect on the:

- Roles and positions of members and staff
- Gender-sensitive internal educational activities
- Mainstreaming gender and power relations in projects
- Gender-sensitive communication
- Dealing with resistance in applying a gender-sensitive approach, etc.

Environmental sustainability?

You could reflect on the:

- The degree to which your organisation is already promoting and acting on an environmental sustainability
- The existence of environmental sustainability policies
- Dealing with resistance in applying an environmentally sustainable approach, etc

Inclusion?

You could reflect on the:

- The degree to which your organisation is promoting inclusion
- The existence of inclusive policies within the organisation
- Dealing with resistance in applying an inclusive approach, etc.

3. Think about Ways of Implementing these Changes in terms of:

The overall organisational leadership?

You could reflect on the:

- Organisational structure
- Decision-making processes
- Internal and external communication, etc.

Gender and power relations?

You could reflect on the:

- Roles and positions of members and staff
- Gender-sensitive internal educational activities
- Mainstreaming gender and power relations in projects
- Gender-sensitive communication
- Dealing with resistance in applying a gender-sensitive approach, etc.

Environmental sustainability?

You could reflect on the:

- The degree to which your organisation is already promoting and acting on an environmental sustainability
- The existence of environmental sustainability policies
- Dealing with resistance in applying an environmentally sustainable approach, etc

Inclusion?

You could reflect on the:

- The degree to which your organisation is promoting inclusion
- The existence of inclusive policies within the organisation
- Dealing with resistance in applying an inclusive approach, etc.



3

A NON-EXHAUSTIVE LIST OF
PARTICIPATORY METHODS AND
THEIR BRIEF DESCRIPTIONS

ABOUT PARTICIPATORY METHODS

This chapter is a collection of participatory methods to introduce change within a group of people in an organised way. This is a non-exhaustive list of methods on how to work together towards a common goal and discuss change, opportunities and ways to tackle the challenges. You can read through the nine following methods:

1. Brainstorming
2. Carousel
3. Fishbowl
4. Nominal Group Technique
5. Simulation
6. Small Group Discussion
7. Discussion
8. Force-Field Analysis

1. BRAINSTORMING

Brainstorming is a problem-solving situation in which participants are given a problem and asked to bring into the discussion any ideas that come to mind, no matter how outlandish. All ideas are gathered and recorded, without evaluation, before any are discussed. Idea gathering is usually limited to 5-15 minutes.

When to use:

- To develop novel or creative solutions to problems
- To develop creativity
- To stimulate participation by group members

Requirements:

- Board or flip chart for recording ideas
- Chalk or pens
- Tape for posting flip chart pages

Advantages:

- Encourages unusual suggestions
- Breaks mind sets and allows for new approaches
- Although only a small number of the ideas usable, surfaces a significant number of valuable ideas
- Maintains interest because of fast-moving pace of session
- Encourages participation by all group members

Considerations:

- Requires skill on the part of the leader to keep the session moving and the ideas coming, as well as to refrain from judging ideas generated
- Productivity of the group depends upon the abilities of the participants and their understanding of the process
- Requires a non-threatening environment

Related strategies:

Creative thinking, problem solving

Personal reflection notes:

2. CAROUSEL

Never mind what group, people have a lot to share. A small exercise to discover it.

When to use:

- Can be great to work out common elements or, etc. (it all depends on the task you give)
- Participants are asked to form groups standing in two lines, facing each other
- Each group has to perform a task related to the group facing it. Roles can be changed afterwards or task performed by both groups in the same time
- Once this is done, each group takes a big step to the right (or to the left, important is to keep the same direction) facing now another group and performing the same task again, in the same way as before. The group that arrives to the end of a line will move to the first place on the opposite line
- The groups can change positions several times, until the full circle is completed, until the first two groups meet for the second time

Requirements:

- Big free space in a room, chairs, some tape or rope to border the places groups will be placed in

Advantages:

- Interaction between all participants
- Sharing information in two ways (from one group to the other and the other way around)

Considerations:

- Groups should make the movements to one direction in the same time
- Should be limited to a single task
- Can be loud and chaotic!

Related strategies:

- Fishbowl

Personal reflection notes:

3. FISHBOWL

A fishbowl is a discussion group that is divided in two parts: the inner circle, consisting of four or five people who discuss a topic, and the outer group, consisting of up to 20 people who observe (usually standing).

Variations include:

1. members of the outer group may "tap in" or exchange places with members of the inner group;
2. the inner group (half the total group) discusses something for a specific period of time and then rotates with the outer group, who then discusses for a specific period of time;
3. each member of the inner group has an alter ego in the outer group to advise and provide guidance. A fishbowl usually runs 20-30 minutes, enough time to let all interested people express their thoughts but not so long as to drag; it should end on a high note.

When to use:

- To open a discussion or stimulate thinking by allowing individuals to present different points of view
- To foster group participation
- To view group process
- To provide formative evaluation

Requirements:

- Physical space for inner and outer circles
- Chairs

Advantages:

- Encourages group participation by all members
- Maintains group interest
- Surfaces ideas and attitudes concerning a topic area

Considerations:

- As the purpose is to stimulate thinking, choice of topic is important
- Should be an open-ended topic and one familiar to all the participants
- This strategy should be coupled with a follow-up strategy which allows for a more in-depth examination of the topic (e.g. work group)
- It is wise to have a fail-safe device in the form of a "plant" (a person to help get the discussion started). The role of such an individual would only be to give some direction and ask questions if the group does not appear to be getting involved
- The identity of individuals should not be made known to the group
- The role of the instructor in this strategy is merely to set it up and to listen
- Participation in the discussion should be only as a "tap in"

Related strategies:

- Brainstorming, creative thinking

Personal reflection notes:

4. NOMINAL GROUP TECHNIQUE

Every partridge knows its way of scratching - Kikuyu Proverb

NGT was developed by Andre L. Delbecq and Andrew H. Van de Ven in 1968. Since that time, NGT has gained extensive recognition throughout the world and has been widely applied in health, social service, education, industrial and governmental organisations.

NGT meetings normally consist of one to five groups (five to nine people each) seated around tables open on one end. The open end is used for a flip chart pad on an easel to be used by the leader for the collection and public display of ideas furnished by participants of the group. The leader has markers for writing ideas on the chart pad and masking tape for taping sheets containing ideas on the wall of the room.

Participants of each group are provided with pencils and one dozen small writing cards each. The leader opens the meeting with a statement about the purpose of the meeting, clarification of the importance of each member's contributions and a clear indication of how the meeting's output will be used.

Although a meeting might involve several groups at separate tables, for purposes of illustration, we shall explain the process as if there were one table consisting of between five and nine participants.

The process consists of six steps

Step 1: Silent generation of ideas in writing

The leader reads the focus question to participants out loudly while writing it in plain sight at the top of the pad. Care must be taken by the leader to choose clear and unambiguous wording for the question so as to generate the most specific responses possible. An appropriate question, "How can we make better use of our time at meetings?" for example, should produce many useful ideas. This question is far superior to the more general question: "How can our meetings be more productive." The leader then asks participants to write down as many ideas as they can think of in answer to the question. Participants are cautioned by the leader to work silently and independently.

Step 2: Round-robin recording of ideas

Starting at one end of the table, the leader asks a participant to read one of their answers out loud. The answer is recorded by the leader on the pad. The next participant is asked for one of their answers. This process is continued until every answer of every participant has been recorded. As sheets on the pad are filled, the leader tears them off and tapes them to the wall. Participants are encouraged by the leader to "Pass" if they have nothing further to offer with the understanding that they may re-enter later with any new ideas that may occur to them. Discussion of ideas and side conversations at the table are strongly discouraged by the leader.

Step 3: Discussion for clarification

The leader explains that the purpose of this step is to ensure that everyone understands what is meant by each idea on the pad. The ideas are taken one at a time as written. Discussion of an item is to focus on understanding, not agreement or disagreement. Participants are told that everyone is responsible for clarifying an idea and not just the person who offered it.

Step 4: Preliminary vote on ideas of importance

The leader asks participants to select five ideas from the list of ideas displayed on the sheets taped to the wall and to write each item down on a separate card. The leader collects the cards and shuffles them to retain anonymity. The leader then tallies the vote and records the results on the flip chart in front of the group.

Step 5: Discussion of the preliminary vote

Participants are told by the leader to examine the voting pattern on the chart and to comment on anything about the pattern that seems unusual, surprising or inconsistent. The leader stresses that the discussion may persuade some participants to change their votes but that no one is being pressured to do so.

Step 6: Final vote

The final vote is simply a repeat of Step 4. It combines individual judgements into a group decision. When it is over, the leader thanks participants for their efforts, repeats what will be done with the meeting output and closes the meeting.

Pros and Cons of NGT

Unlike brainstorming, in which participants interact with one another from the start, NGT is designed to let people work in the presence of one another in a structured manner but to write down their ideas independently rather than talk about them.

Because of this characteristic, NGT groups have been found to outperform interactive groups consistently in the quality of ideas produced. This seems to be because participants of NGT groups are less subject to being inhibited by one another and are less prone to make premature judgements. NGT does have some drawbacks. Considerable preparation for NGT meetings is necessary. For this reason, it is less useful as a spontaneous training technique than brainstorming. These drawbacks can be alleviated, however, by leaving out some of the steps described above thereby simplifying the process and saving time.

Summary

Structured techniques for group problem solving like brainstorming and NGT are valuable additions to the trainers' repertoire of learning activities. They are particularly useful as a source of creative ideas and to demonstrate the tremendous potential of a group to analyse and remedy its own problems. NGT is more formal and time-consuming than brainstorming but is sometimes preferred by people in training who are uncomfortable with the more spontaneous, interactive methods.

Personal reflection notes:

5. SIMULATION

A simulation is an enactment of a real-life situation.

Uses:

- Allows learners to experience decision-making in “real” situations without worrying about the consequences of their decisions
- A way to applying knowledge, develop skills and examine attitudes in the context of an everyday situation

Advantages:

- Practical
- Learners are able to discover and react on their own
- High involvement of the learner
- Immediate feedback

Considerations:

- Time-consuming
- The facilitator must be well prepared, especially with logistics
- A simulation is often a simplistic view of reality

Process:

- Prepare the learners to take on specific roles during the simulation
- Introduce the goals, rules and time frame for the simulation
- Facilitate the simulation
- Ask learners about their reactions to the simulation
- Ask learners what they have learned from the simulation and develop principles
- Ask learners how the simulation relates to their own lives
- Summarise

Personal reflection notes:

6. SMALL GROUP DISCUSSION

A small group discussion is an activity that allows learners to share their experiences and ideas or to solve a problem.

Uses:

- Enhances problem-solving skills
- Helps participants to learn from each other
- Gives participants a greater sense of responsibility in the learning process
- Promotes teamwork
- Clarifies personal values

Advantages:

- Learner develop greater control over their learning
- Participation is encouraged
- Allows for reinforcement and clarification of the topics through discussion

Considerations:

- The task given to the group needs to be very clear
- The group should be aware of time limits for the discussion
- Participants should be able to listen to each other, even if they don't agree
- Group discussion should not be dominated by any one or two people
- Questions help guide the discussion
- Everyone should be encouraged to participate

Process:

1. Arrange the learners in groups of four to seven
2. Introduce the task that describes what should be discussed
3. Ask each group to designate a discussion facilitator, a recorder and a person to present the group's findings to the larger group
4. Check to make sure that each group understands the task
5. Give groups time to discuss – this should not require the trainer's involvement unless the learners have questions for the trainer
6. Have one person from each group summarise the findings of the group (this could be a solution to a problem, answers to a question or a summary of ideas)
7. Identify common themes that were apparent in the groups' presentation
8. Ask the learners what they learned from the exercise
9. Ask them how they might use what they have learned

Personal reflection notes:

7. BUZZ

A large group is split into several discussion groups followed by reports from the appointed chairperson of each smaller group and summary by a representative.

Uses:

- When you want to promote the quick exchange of ideas on a single topic in a short period of time. Ideas are presented back to the larger group for discussion
- When the group is too large for general discussion or brainstorming
- When the experiences of the learners can lead them to discover solutions for themselves

Advantages:

- Rewards people for listening
- Focuses people on the right things
- Gives you a way to lighten your session

Considerations:

- Dynamics of the group can sometimes affect the process

Process:

1. Give participants a list of concepts that you want them to discuss
2. Allow them 2-4 minutes to discuss
3. Each group will present in plenary the results

Personal reflection notes:

8. DISCUSSION

Good communication is as stimulating as black coffee.

Discussion is the interaction of two or more people on a topic of mutual interest. Discussions come in at least three varieties, depending on the role played by the trainer. In the guided discussion, the trainer takes an active and direct part in the discussion. In the structured discussion, the trainer allows participants to manage the discussion, following trainer-established rules and procedures. In the free discussion, the trainer sets the process in motion by introducing a topic and leaves questions of how to proceed up to the participants themselves.

Uses:

Each of the three discussion methods can stimulate some degree of participant involvement in the learning process. Guided discussions are of value principally in stimulating logical thinking. However, much subject-matter expertise is required of the trainer who plans to lead a guided discussion. Participant-centre techniques, on the other hand, help participants become more self-reliant as a team and less dependent on the trainer. The role of the trainer in discussions of this kind shifts to coach and interpreter. Through mutual exploration, struggle and discovery, participants gain insights that are truly their own and the self-confidence that comes from having attained these insights.

Process:

Guided discussion

The guided discussion is a trainer-centre activity. It requires a trainer that is a subject matter expert in the topic under discussion, is familiar with the question-and-answer method, and knows the direction the discussion is to take. To a large extent, guided discussion is a two-way activity - the trainer interacts with various training participants, one at a time, while other participants observe. Through a series of questions that build logically upon one another, the trainer attempts to lead the participant towards a predetermined decision. For this reason, guided discussion is not a suitable technique for making decisions. Rather, it is designed to encourage participants to think about, relate to and internalise new ideas.

Structured discussion

The structured discussion might be described as a trainer-designed, participant-centre activity that can be used to engage participants at a training programme in-group problem solving. A structured discussion does not require the trainer to have subject matter expertise. Normally, the trainer divides the group into several small groups of about equal size and assigns the same or different tasks to each group. After tasks are assigned, a period of time is allowed for the small groups to discuss the task. Instructions may be given to the small groups about appointing a leader, a reporter and a timekeeper. At the end of the discussion phase, small groups are asked to come back together and to report their findings, sometimes written on flip-chart paper and taped to a wall of the training room.

Free discussion

A free discussion could be called a trainer-facilitated, participant-centred activity in which participants take the responsibility for what happens. Free discussions are used to share information, test out new ways of thinking and build group unity and consensus. The trainer who introduces the topic and then steps aside to allow the group to function in any way it wishes initiates the discussion. As a facilitator, the trainer rarely intervenes in the task of the group but focuses instead on the process used by the group to carry out the task. The trainer must have good listening and observational skills and be able to interpret what is taking place in the group, so those participants can learn from it.

Personal reflection notes:

9. FORCE-FIELD ANALYSIS

Instructions:

1. Explain to participants that they will identify some priorities / goals for their organisation. To reach these goals, they will need to explore the forces within their organisation that could help or hinder the policies, procedures, behaviours, practices, etc. related to the goals.
2. Divide participants in groups of 4-6 people.
3. Distribute the Force-field analysis guidelines and explain to participants what they consist in. Answer their questions. Tell them they will need to identify one common change in policy, behaviour or practice that they want for their organisation. Then, give out the Force-field worksheet and ask participants to complete it.
4. Back to plenary, ask the groups to share their findings and ideas for action. Take notes by completing the worksheet on the white/paper board with all the proposals. Ask participants how realistic, feasible and practical their proposals are. Facilitate a discussion to allow some actions to be agreed on as priorities.

Debriefing and evaluation:

- What driving / restraining forces that you identified caught your attention? What actions did you identify and how realistic and successful could they be if undertaken in your organisation?
- What could be the major obstacles that need to be overcome?
- Whose support, within and outside of the organisation, would be most important? What are the concrete changes you need to make in your organisation in order for these actions to be implemented?
- Which of the actions (strengthening or weakening) would be more effective or easier to set in place?
- What are the next steps you need to take?

Handout - Force-field analysis guidelines

The Force-field analysis is a useful tool for analysing a situation when change is needed. It helps identifying the driving and restraining forces that are present and can support or hinder the change. The following steps will allow you to conduct a Force-field analysis.

Stating a goal

1. Which policy, behaviour, practice would you like to change? (present situation)
2. How should this policy, behaviour or practice be? (desired situation)
3. State clearly the change you wish to initiate in the form of a goal. For instance “ensuring participation in decision-making”. Write it on the worksheet.

Identifying the driving and restraining forces

4. Identify some of the people, groups, organisations, laws, procedures, personal attitudes, etc. that can help you move towards the desired situation and reach your goal. Write each of them on an arrow of the “Driving forces” column (you can add some arrows if needed).

5. Identify some of the people, groups, organisations, laws, procedures, personal attitudes, etc. that can hinder the process. Write each of them on an arrow of the “Restraining forces” column (you can add some arrows if needed).

Considering actions to be taken to make a change

To happen, change requires intensifying driving forces and reducing restraining ones.

6. Looking at the driving forces you identified, which actions could be taken to add to or strengthen them (you can add some arrows if needed)?
7. Looking at the restraining forces you identified, which actions could be taken to remove or weaken them (you can add some arrows if needed)?
8. Could some actions be taken to change some restraining forces into driving forces?

Personal reflection notes:

BIBLIOGRAPHY

For the Competence Framework

Folkman, J. (2020) 5 Required Skills For Leading Change (Available at: www.forbes.com/sites/joefolkman/2020/01/16/5-required-skills-for-leading-change/)

Hartzell, S. (2021) Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing (Available at: <https://study.com/academy/lesson/lewins-3-stage-model-of-change-un-freezing-changing-refreezing.html>)

Kotter, J. P. (1996) Leading Change. Harvard Business School Press: Boston, MA

Lewin, K. (1947). Field theory in social science. New York: Harper & Row

Payne, V. (2005) Planning and Managing Change. American Management Association (Available online at: www.amaselfstudy.org/courses/planning-and-managing-change)

Spiro, J. (2009) Leading Change Handbook. Concept and Tools (Available at: www.wallacefoundation.org/knowledge-center/Documents/leading-change-handbook.pdf)

Workitect (2014) Workitect's Competency Development Guide (Available online at: www.workitect.com/PDF/managing-change-cdg.pdf)

For the Non-exhaustive List of Participatory Methods and their Brief Descriptions

The brochure produced for the "Training of Trainers - Methods and Techniques used in Intercultural Youth Projects", organised by Life Foundation (10-19 May 2004) in Oradea, Romania: available here: www.salto-youth.net/downloads/toolbox_tool_download-file-233/ToT_ICL_Manual.pdf

Gender and development, the CEDPA (the Centre for Development and Population Activities) training manual series, Vol. III, pp. 38-42



SHIFT CULTURE

SHARED INITIATIVES FOR TRAINING

ACKNOWLEDGEMENTS

We would like to acknowledge the contributions to the development of the training made by all of the SHIFT partners (ECA-EC, ELIA, EMC, EMCY, IETM, IMC, FACE, OTM, TEH) and the partners leading on the development of the training on Cultural Leadership and in particular Sergiu-Bogdan Imre, and Fairouz Tamimi (TEH), Yohann Floch (FACE), Ruth Jakobi and Carolyn Auclair (EMC).

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which solely reflect the views of the authors. The commission cannot be held responsible for any use which may be made of the information contained herein.

The views expressed in this publication are those of the authors and not necessarily of the publisher or editor.

This document is licensed under a Creative Commons CC BY NC SA 4.0 International license.

