PERSONAL GROWTH, POWER OF COMMUNITY and EMPOWERMENT

Guide

Purpose and Outcomes

This toolkit presents the information needed for the facilitator for Module 2 - PERSONAL GROWTH, POWER OF COMMUNITY and EMPOWERMENT.

The aim of this section is to introduce the students, as individuals and as a collective, to understand the importance of embarking on the journey of personal development as a way to unleash their creativity and become more true to their own highest potential, while creating a community. In this way, individuals can aspire to become closer to the best versions of themselves and let go of the restraining thoughts, past patterns, and behaviours that may be holding them back from life's creative process.

The aim is not to replace psychotherapy or psychological treatment (for example related to trauma caused by life experiences), but to understand that this journey of self-recovery is worth taking and that they are not alone in their experience, each defining their own higher purpose, while sharing their expressions of a higher purpose through collective experiences.

As such, students are invited to share their personal stories from an authentic 'heart' space, while others are encouraged to actively listen and provide a shared 'safe space' for exchange of experiences and stories. Therefore, a sense of community is to be developed in the group, where the students co-coach one another, while the professor, as a guide and mentor, is orienting them in the overall process.

Working as a community and group, the students will work on creating a shared experience of the challenges and future possibilities, aiming to see things from different perspectives. A series of emerging future exercises will be held through co-sensing and learning to apply individual 'presencing' (being present and sensing).

Targets

This toolkit is to be used by facilitators when delivering the CREATE programme to the programme participants.

Content

1. This guide
2. Learning Objectives
3. Introduction to section
4. Topic Area 1: THE INNER DEVELOPMENT GOALS
5. Topic Area 2: AWARENESS-BASED SYSTEMS CHANGE
6. Case Study 1: Purpose Academy
7. Case Study 2: The Next Generation of Women in Insurance
8. Training Material and Exercises
9. Resources and Videos

Recommendations for Use

- The Module 2 toolkit presentation can be given directly to the participants.
- The order of presentations follows the table of contents.
- The presentation includes guides for activities and workshops to give practical and participatory examples, as well as theoretical knowledge of their corresponding topics.
- The presentation sections are recommended to be delivered in the following formats, although facilitators are free to adapt the format depending on their schedule and possibilities. Here are some ideas for splitting the content:
  - Ask the participants to read the section on competencies.
  - Two sessions (2 hours each maximum) - Masterclass format (online or physical):
    - Review competencies and discuss learning outcomes (10 minutes)
    - Introduction to Inner Development Goals
      - Talk through the IDG framework and question participants to express their views on each category of the framework.
      - Two sessions of 2 hours each - on the same day or split over two days.
      - Session 1- Dimensions 1 & 2: Being & Thinking dimensions
      - Session 2- Dimensions 3 & 4: Relating & Collaborating dimensions.
  - Two Sessions (2 hours each maximum) - Masterclass format (online or physical):
    - Introduction to Awareness Based System Change
      - Iceberg Model

- Introduction to Theory-U
- Discussion on Absencing
- Two sessions of 2 hours each - on the same day or split over two days.
- Session 1 - Iceberg Model
- Session 2 - Introduction to Theory-U and discussion on
  - Reflection Questions to ask participants
- Participants self-study:
  - Levels of Listening
    - Complete the DIALOGUE WALK and respond with the form
  - Stakeholder Interview (can be done in small teams (max. 4 persons).
- One session (2 hour workshop)
  - 3D Mapping (physical only format)
    - Follow the instructions and sequence guidelines.
    - Watch the video for an example
  - 4D Mapping (online or physical workshops are possible - see videos)
    - Follow the instructions and sequence guidelines.
    - Watch the video for an example
- Participants self-study:
  - Journaling
- Core-team for running Coaching Circles in parallel - can be set up after having completed the Iceberg Model and Introduction to Theory-U. (maximum 4-5 peers).
  - Ask each team to run Coaching Circles and have a meeting to share their experiences with the whole class (if they wish to participate).
    - Note: Coaching Circles may include sensitive or emotional content and come participants may not wish to share the details, and should be therefore free to choose whether they participate and/or how much information they disclose.
  - Teams can follow the guide provided to set up their Coaching Circles.

Further Reading

https://www.undp.org/publications/dfs-awareness-based-system-change-basis-transforming-systems-and-social-norms

Facilitators are encouraged to have read in advance to the sessions the Training Material and Exercises and the Resources and Videos provided in the Handbook, to be able to present to the participants the references and further information as needed.

Several links are provided in the presentation for further reference .