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PERSONAL GROWTH, POWER OF COMMUNITY and EMPOWERMENT



Toolkit - Contents

A. Competencies covered by this module

B. What you will learn

1. Inner Development Goals
2. Awareness Based Systems Change
 - Journalling and Personal Growth, Coaching Circles
 - 3D mapping for systemic perspective
 - 4D mapping for embodiment of system change
 - Case Clinics

A. Competencies

According to **EU's Key Competences for Lifelong Learning**;

The key competences are a combination of knowledge, skills and attitudes.

- **Knowledge** is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.
- **Skills** are defined as the ability to carry out processes and use the existing knowledge to achieve results.
- **Attitudes** describe the disposition and mindset to act or react to ideas, persons or situations.

All key competences are considered equally important and aspects essential to one domain will support competence development in another. For example, skills such as critical thinking, problem solving, team work, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences.

Skills

Competencies covered by this module

Key Competencies being developed through this module:

- Personal, social and learning to learn competence
- Citizenship competence
- Cultural awareness and expression competence
- Entrepreneurship competence

Competencies

Personal, social and learning to learn competence:

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

Skills

Personal, social and learning to learn competence

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Skills

Personal, social and learning to learn competence

Skills to be developed:

Skills include the ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions. This includes the ability to learn and work both collaboratively and autonomously and to organise and persevere with one's learning, evaluate and share it, seek support when appropriate and effectively manage one's career and social interactions. Individuals should be resilient and able to cope with uncertainty and stress. They should be able to communicate constructively in different environments, collaborate in teams and negotiate. This includes showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy

Skills



Citizenship competence

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.



Skills

Citizenship competence - Skills

Skills to be developed:

Skills for citizenship competence relate to the ability to engage effectively with others in common or public interest, including the sustainable development of society. This involves critical thinking and integrated problem solving skills, as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level. This also involves the ability to access, have a critical understanding of, and interact with both traditional and new forms of media and understand the role and functions of media in democratic societies.

Skills

Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Skills

Entrepreneurship competence - Skills

Skills to be developed:

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.

Skills

Cultural awareness and expression competence

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

Skills

Cultural awareness and expression competence - Skills

Skills to be developed:

Skills include the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms. Skills also include the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.

Skills

B. What we learn

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.

Learning Objective

1. Inner Development Goals



Learning Objective:

- Introduction to the Inner Development Goals (IDGs), as a way for migrant women's local and cultural heritage and background to be a source of empowerment and inspiration for design, towards accelerating the path to meet the SDGs.



1	Being — Relationship to Self
2	Thinking — Cognitive Skills
3	Relating — Caring for Others and the World
4	Collaborating — Social Skills
5	Acting — Driving Change

Learning Objective

Inner Development Goals – Masterclass

Material: Handbook

Format:

- Masterclass format (online or physical):
 - 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**

Dimension 5, “Acting”, can be explored in detail through the next section, Awareness Based System Change. At the end of Session 2 reserve 20 minutes to discuss the Action dimension and set exercises to prepare for the next section.

Activity

Acting — Enabling change

In preparation for the next section, **Awareness Based System Change**, explore the “**Action**” dimension.

Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.

Courage:

- Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.

Creativity:

- Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.

Optimism:

- Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

Perseverance:

- Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

Inner Development Goals – Masterclass

Watch the video on Awareness Based Collective Action, from the UNDP:

[VIDEO: Accelerating progress towards different futures - Awareness based collective action M3S2](#) Especially Otto Scharmer's talk from [this point here \(Min: 2:34\)](#), 12 minutes long.

Reference to IDG guidelines and tools on the IDG website: <https://idg.tools/> (Open Source)

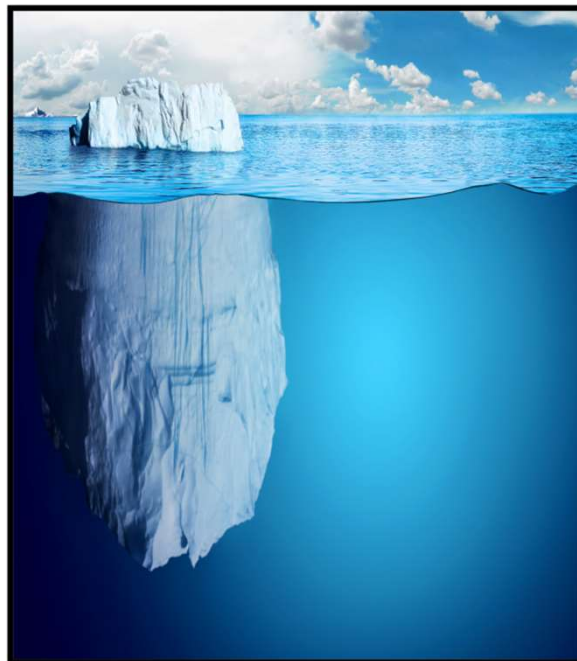
Supporting documents and
references

2. Awareness Based System Change

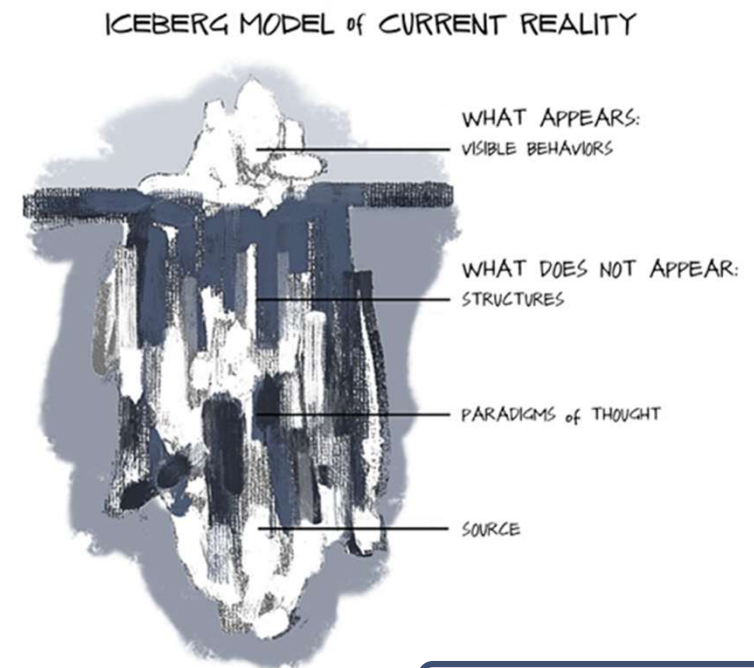
Learning Objective:

- Developing skills for 'awareness based system change', by applying Theory-U in practice

Looking deeper
and beyond than
which is visible.



The Iceberg – A Systems Thinking Tool
From Peter Senge



Learning Objective

Awareness Based System Change - Activity

Material: Handbook

Format:

Masterclass format (online or physical):

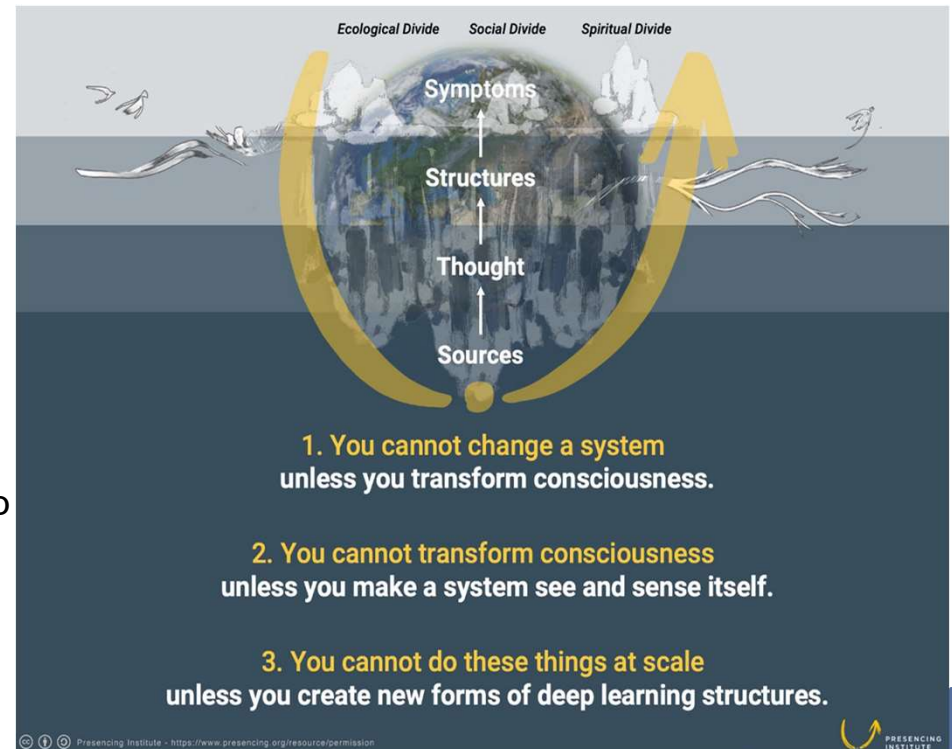
Topics:

- 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 absencing.



Activity

Awareness Based System Change - Activity



Master class: ICEBERG MODEL

According to the work of the Presencing Institute (Scharmer, 2013), the Ego to Eco framework can start by exploring the “iceberg model” of the current socio economic system.

- It assumes that beneath the visible level of events and crises, there are underlying structures, mental models, and sources that are responsible for creating them. If ignored, these deeper layers of reality will keep us locked into re-enacting old patterns time and again
- Like the tip of an iceberg, the symptoms of our current situation are the visible and explicit parts of our current reality. This symptom level includes a whole landscape of issues and pathologies that constitute three divides: what we call the ecological divide, the social divide, and the spiritual divide.

"In the face of accelerating social and environmental breakdowns, how can we build our collective capacities for transformation to bring about a just, inclusive, and regenerative society for all?" - Otto Scharmer

Activity

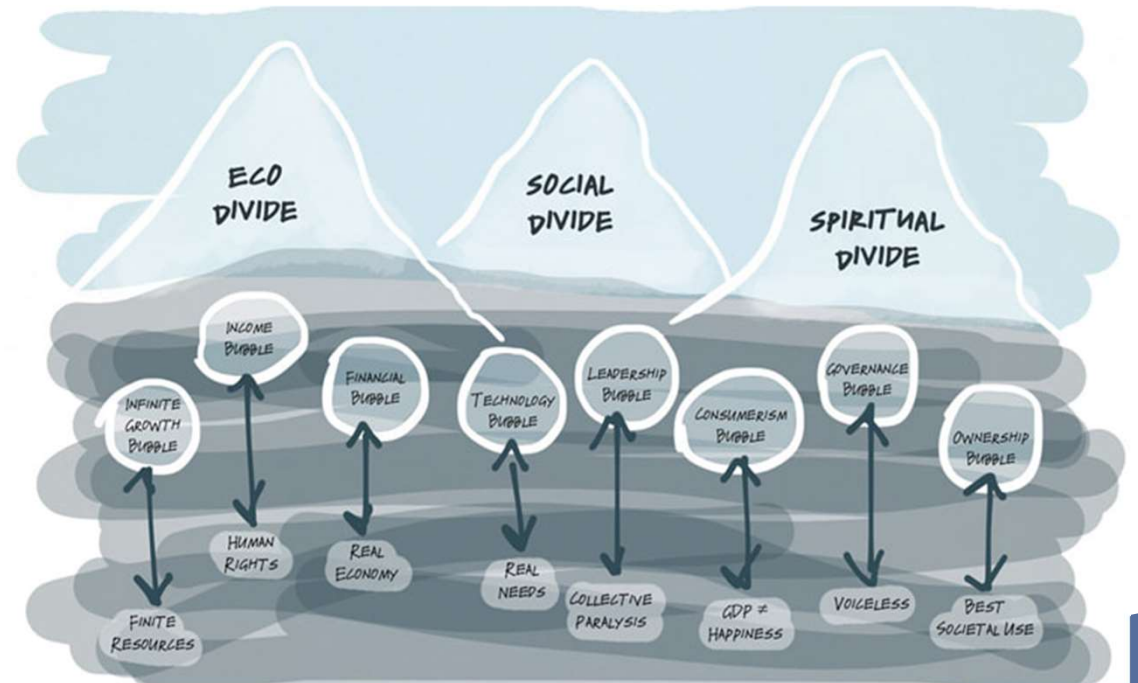
Awareness Based System Change - Activity

Master class: An introduction to Theory-U

Today, it's not enough to create change at the level of symptoms and structures.

We need to work even deeper, to change the underlying paradigms of thought, and to connect with our deeper sources of creativity and self.

Most learning methodologies focus on learning from the past. Theory U proposes a framework and methodology for understanding and practicing another learning cycle – learning from the future as it emerges.



The eight 'Acupuncture Points' for economic and societal transformation Otto Scharmer, 2012 (Presencing Institute)

Activity

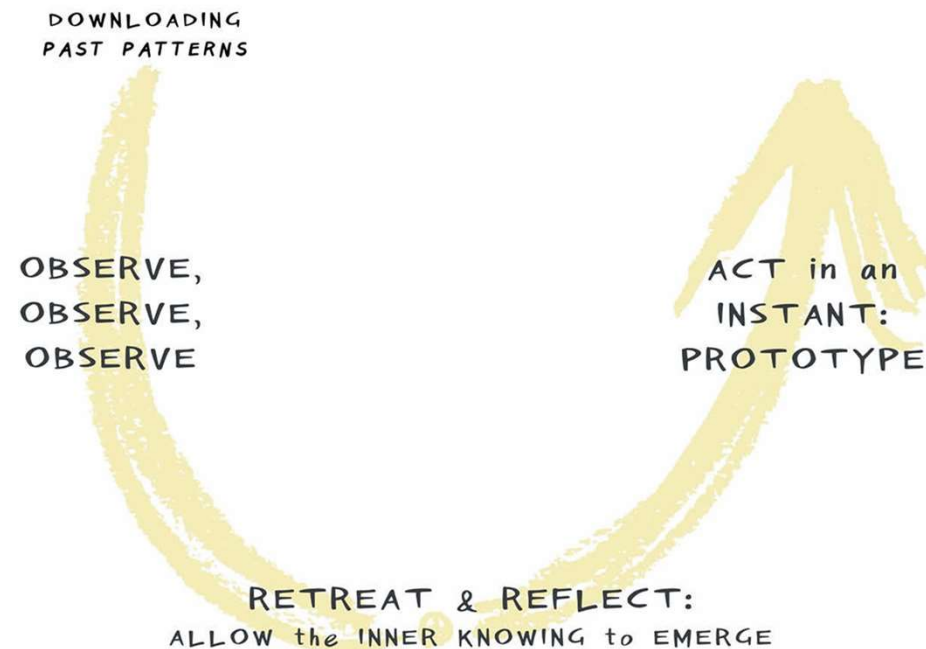
Awareness Based System Change - Activity

Master class: An introduction to Theory-U

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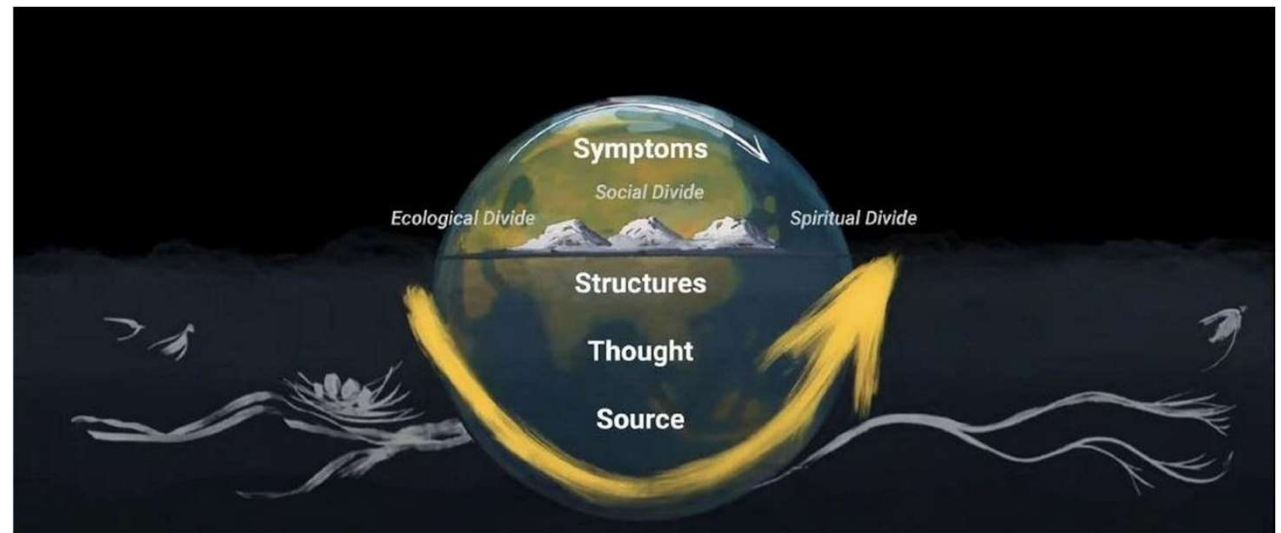
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Awareness Based System Change - Activity

Master class: An introduction to Theory-U



Iceberg Model of Awareness Based Systems Change. Image: Presencing Institute

Watch video on the 'Knowing Doing Gap and the role of Theory-U:

VIDEO: [Otto Scharmer - The Challenge of Our Time & The Role of u-lab](#)

Activity

Reflection Questions to ask participants

REFLECTION QUESTIONS:

1. Where do you experience a world that is ending and dying? (you can refer to society, to your organizational/group/collective context and/or to yourself.)
2. Where do you experience a world that is wanting to be born? (in society, in your organizational/group/collective context, in your personal context...)
3. Where have you experienced moments of disruption or emergent change and what did you notice about your inner response to these moments?
4. Lastly, how do the ecological, the social-economic and the spiritual divides show up in your personal experience of work and life? (in society, in your organizational/group/collective context, in your personal context...)

Awareness Based System Change - Activity

Absencing:

Discuss 'Absencing' with the participants:

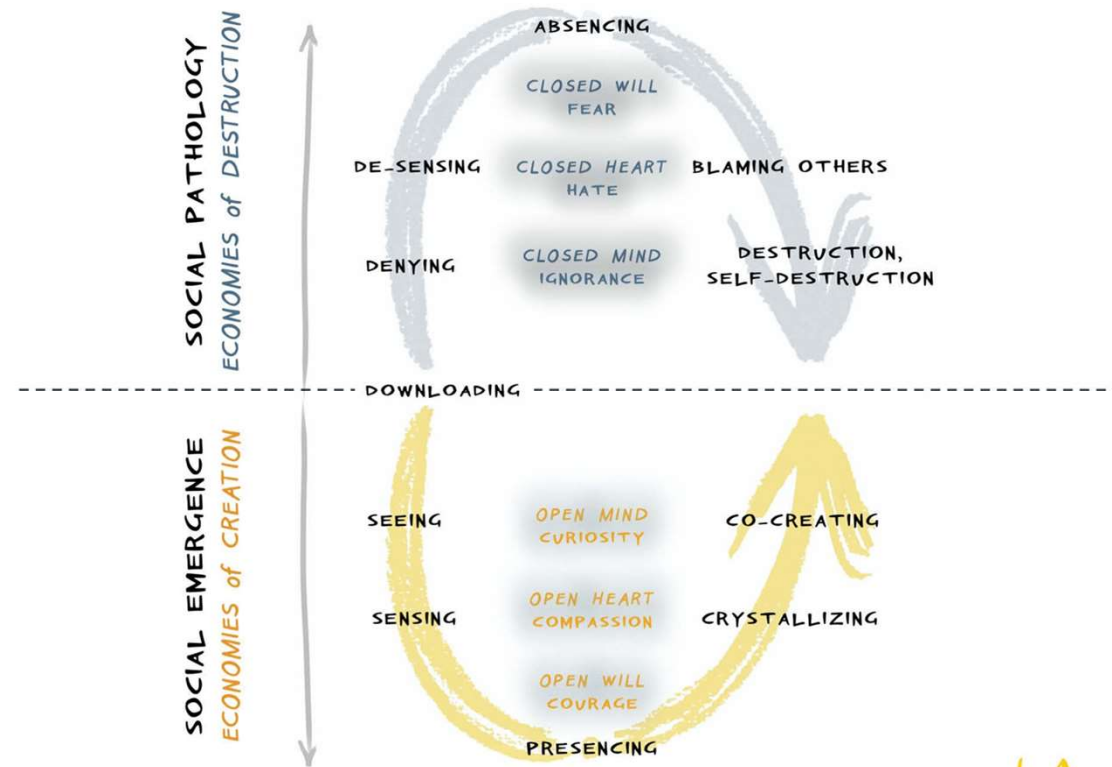
In our everyday reality, we often experience the tension between two different social fields: the field of presencing (sensing and actualizing the highest future possibilities) and the field of absencing (disconnecting from our sources of the emerging self), as indicated in the visual (on the side).

Whenever we find ourselves getting stuck in old patterns of downloading that put us into the collective space of absencing, our job is to bring ourselves back on track by realigning our attention with our intention. There are many mindfulness and other practices that strengthen that capacity. One such example follows.

Watch Video with the participants :

Otto Scharmer - Transcending Fear and Prototyping Our Pathway Into the Future.

VIDEO: <https://www.youtube.com/watch?v=EGVWRuh4wCk>



CC BY-SA Presencing Institute - Otto Scharmer - <https://www.presencing.org/#/resource/permission>

PRESENSING
INSTITUTE

Activity

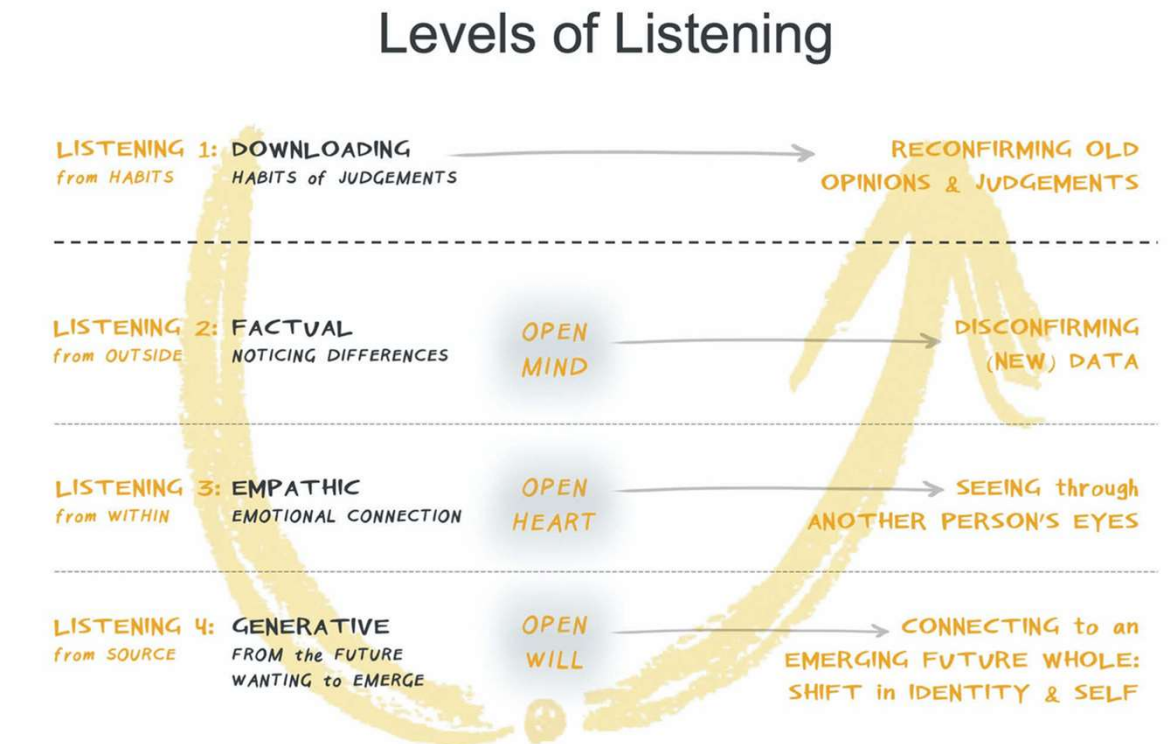
Awareness Based System Change - Activity

- 1) Levels of Listening
- 2) Stakeholder Interviews
- 3) 3D Mapping
- 4) 4D Mapping
- 5) Journaling
- 6) Coaching Circles

Activity

Awareness Based System Change - Activity Levels of Listening

One of the core ideas of Theory U is that form follows attention or consciousness. We can change reality by changing the inner place from which we operate. The first step in understanding the impact of attention on reality is to look at our own individual practice of listening. The image below introduces four levels of listening, representing four distinct places from where our listening can originate.



Levels of Listening exercise for participants

DIALOGUE WALK

Dialogue Walk is a tool to help the cementing process of learning. You cannot learn when you are always in action, so time to sit down and reflect is an important part of learning and change. Story telling can happen in a dialogue walk. Listening with open mind, open heart, unconditional loving attention. We often become aware of our Self with a capital S through others. Where you discover Self is with people who see more in you than is currently being revealed.

Levels of Listening exercise for participants

Choose a partner, someone you don't already know, and share the story that brought you here.

Origins:

- Share basic biographic information

Share One Story of a Defining Moment

- Once upon a time...
- And everyday...
- Until one day...
- Because of that...
- Until finally...

Now:

- What is brewing in your life and work?
- What threshold are you facing?
- What is calling you from the future (wanting to emerge)?

Practice deep listening (Levels 3-4)

Each person takes 20 minutes

2) Stakeholder Interviews

Overview

Stakeholder Interviews are conducted by practitioners with their key stakeholders; this could include customers, bosses, subordinates, or peers both within and outside the organization. The interviews allow you to step into the shoes of your interviewees and see your role through the eyes of these stakeholders.

Purpose

The purpose of a stakeholder interview is to see your work from the perspective of your stakeholders. It answers the questions: What do my stakeholders want from me? What do they need me for?

Stakeholder Interviews can be used in all phases of the U-process. Most common use is during the preparation phase of a project.

Activity

2) Stakeholder Interviews

PRINCIPLES

- Create transparency and trust about the purpose and the process of the interview; establish a personal connection early on.
- Suspend your voice of judgment (VOJ) to see the situation through the eyes of your interviewee. What matters at this point is not whether you agree with what your interviewee is telling you. What matters now is that you learn to see the situation through the eyes of the stakeholder.
- Access your ignorance (access your open mind): As the conversation unfolds, pay attention to and trust the questions that occur to you. Don't be afraid to ask simple questions or questions you think may reveal a lack of some basic knowledge.
- Access your appreciative listening (access your open heart): Connect to your interviewee with your mind and heart wide open. Thoroughly appreciate and enjoy the story that you hear unfolding and put yourself in your interviewee's shoes.
- Access your listening from the future field (access your open will): Try to focus on the best future possibility for your interviewee that you feel is wanting to emerge. What might that best possible future look like?
- Leverage the power of presence and silence: One of the most effective interventions as an interviewer is to be fully present with the interviewee and the current situation—and not to interrupt a brief moment of silence. Moments of silence can serve as important trigger points for deepening the reflective level of a conversation. More often than not, these opportunities go unused because the interviewer feels compelled to jump in and ask the next question. Be courageous. Stay with the opening of the NOW.

Activity

2) Stakeholder Interviews

USES & OUTCOMES

Stakeholder interviews offer:

- Enhanced clarity about how your work matters from the viewpoint of your stakeholders
- An understanding of how your stakeholders assess the value you create for them
- Ideas for quickly improving a situation
- The identification of barriers and roadblocks that need to be removed
- A better and deeper personal relationship with your key stakeholders
- Use with...Listening and Mindfulness tools

EXAMPLE: One participant in a leadership capacity-building workshop.

“As a newcomer, I sensed that there wasn’t a lot of trust in the organization. With many questions in mind, I was asked to do ‘stakeholder’ interviews as a preparation for a leadership seminar. The first thing I realized was that stakeholder interviews are 180 degrees different from normal conversations - no checking out and bargaining over my pre-prepared plans and trying to convince the other person. On the contrary, I had to shift my perspective and put myself into the stakeholders’ shoes: ‘How does she or he look at my job?’ I had to find out how I could serve my stakeholders so that they could be successful...

But then it was amazing: The interviews were incredibly helpful. They saved me months of work and communication! I learned things from the perspective of my stakeholders that I would never have heard in ‘normal communications’. Shortly after the interviews, people I didn’t know came and said, ‘We’ve heard about these open communications you’ve had. We must tell you that they’ve created a lot of trust. How did you do that?’”

Activity

2) Stakeholder Interviews

Process

SET UP

People & Place

Stakeholder interviews work best face-to-face. If in-person interviews are not possible, conduct them by video conference or phone.

Time

Both figures are estimates and need to be adjusted to the specific context:

30-45 minutes for a phone interview.

30-90 minutes for a face-to-face interview.

Allocate an additional 30 min before the interview to prepare and 30 min after for review.

Materials

Use the interview guidelines (questionnaire), but feel free to deviate when necessary. Paper and pen to take notes.

Activity

2) Stakeholder Interviews

SEQUENCE

Step 1

Identify the stakeholders who are relevant to your current situation or challenge/opportunity.

Define/revise questions to adjust to the specific context. Schedule appointments.

Decide whether to send the questions to the interviewee in advance.

Step 2

Before you meet the interviewee, allow for some quiet preparation or silence.

For example, take 20-30 minutes prior to an interview to relax and anticipate the conversation with an open mind and heart.

Step 3

- During the interview, listen with your mind and heart wide open, take notes, follow the principles below.
- Ask questions spontaneously: Feel free to deviate from your questionnaire if important questions occur to you. The questionnaire is designed to serve you and your work—not the other way around.
- Sample questionnaire:
 - What is your most important objective, and how can I help you realize it? (What do you need me for?)
 - What criteria do you use to assess whether my contribution to your work has been successful?
 - If I were able to change two things in my area of responsibility within the next six months, what two things would create the most value and benefit for you?

Activity

2) Stakeholder Interviews

SEQUENCE (Continued)

Step 4

Right after the interview, take time to reflect on key insights, capture your key thoughts in writing.

Step 5

Close the feedback loop: Right after each interview, send a thank-you note to your interviewee (within 12 hours)

Activity

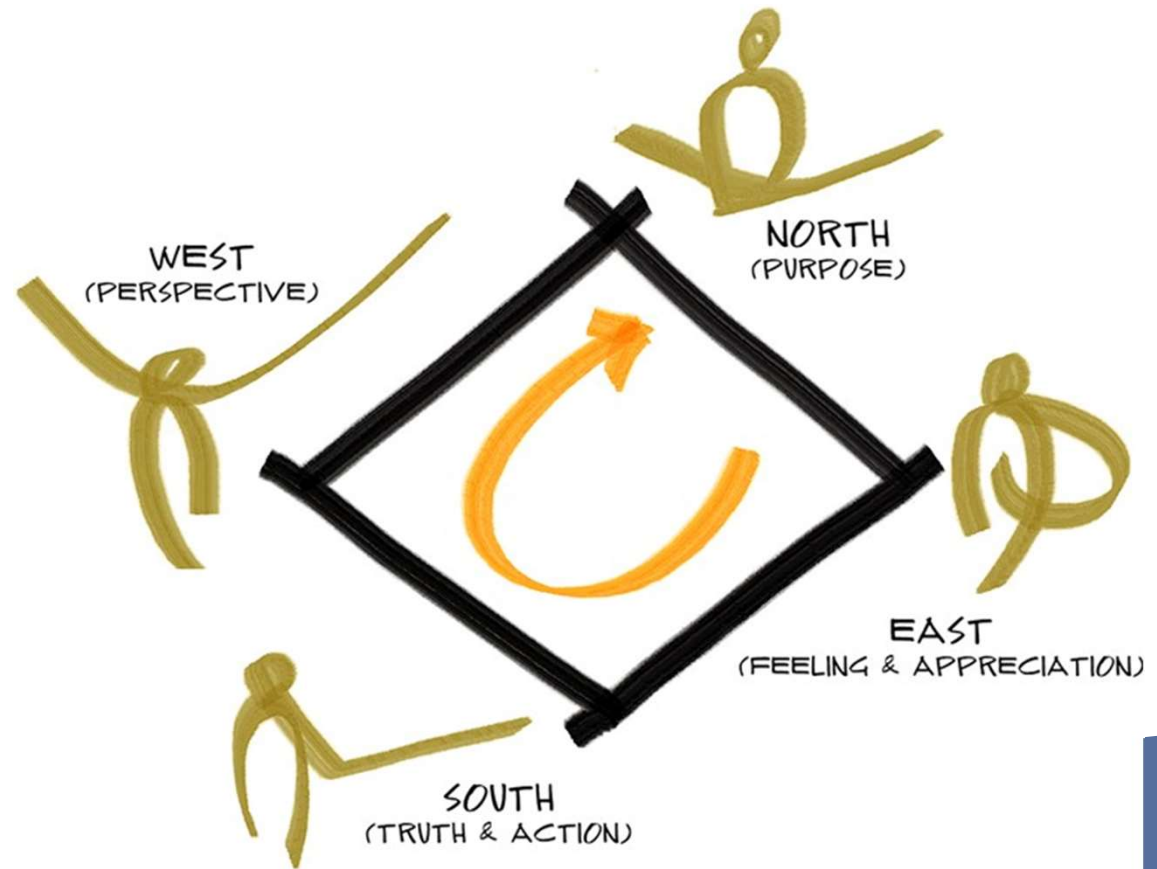
3) 3D Mapping

Overview

3D Sculpting of an individual or collective 'system' (e.g. project, issue, organization, ecosystem, transition point, etc.), when combined with Inquiry from four specific vantage points (each housing different inquiry questions), allows for a 360-degree view of current reality and its underlying [emerging future] potential.

Purpose

To create an externalized view of current reality and gain insight, from multiple perspectives, into some of the systemic underlying causes and shaping factors.
To sense and surface the inherent possibilities pushing through current reality, and to begin to activate them.



Adapted from the Ashland Institute, <http://id.mind.net/~tai/tai.html>

Activity

3) 3D Mapping

UNDERPINNING CONCEPTS

Symbols: When depicting the 3-dimensional model of current reality and future possibility, we use an assortment of materials and objects to represent in symbolic form the forces at play, arranged according to one's sense of their relationship and proportion, spatial proximity or distance, showing concrete elements as well as intangible essences or dimensions. Anything can be made to represent anything.

Archetypes: An Archetype represents a universal aspect of the human psyche or stream of consciousness rooted in the larger field. When we step into these streams of perception, we experience the world through different lenses almost like different facets on a prism. Gazing on the scenarios of our lives and work through these facets, new wisdom and perspective begin to appear. We use four out of many Archetypes - Sovereign, Warrior, Magician and Lover - each identifiable in the myths and stories of all time and all cultures. Sometimes, however, the language of Archetypes may not be ideal for certain audiences. It's also quite acceptable to use alternative generic references and/or the four cardinal direction points for each of the four perspectives. Examples:

- East / Embodied EQ (Emotional Intelligence) / Feeling & Relationship -- rather than Lover;
- South / Practicality / Action / Truth -- rather than Warrior;
- West / Perspective & Insight / Reflection & Learning -- rather than Magician;
- North / Vision / Purpose / Understanding -- rather than Sovereign.

Four Quarters: Drawing from indigenous teachings and symbolic use of the cardinal points of the compass, we locate the Lover in the East, the Warrior in the South, the Magician in the West, and the Sovereign in the North. These locations may vary slightly from one teaching to another.

Activity

3) 3D Mapping

SET UP

People & Place

Individual version: 2 people; Team: 2 - 5 team members, one of whom can double as peer coach

Time

Individual: roughly 60 min per person; Team: roughly 60-90 min

Materials

Assortment of items (play dough, cotton, pipe cleaners, figurines, small objects or shapes, etc).

Large square of blank paper or card to build the model on.

Table or floor-space that allows 360-degree movement around it (for the four different viewing points).

Activity

3) 3D Mapping

SEQUENCE

Step 1 (~10 - 15 min)

Decide who will sculpt first. Then form a model/sculpture - using any of the available materials or any other items to hand - that represents your current situation and the emerging future possibilities of your work and life. Briefly describe to your partner what you have depicted.

Step 2 (~ 25 - 30 min)

Reflect on your sculpture from four directions / perspectives. The coach reads aloud the question (below), listens deeply and may write down key points, then moves on to the next question. Be sure to physically move position between each set of questions.

“When you look at this sculpture...”

EAST (Feeling) What do you love? What ignites your best energies?

What other emotions come up?

If this emotion could talk, what would it say?

SOUTH (Truth & Action)

What are the key conflicts, and hard truths that you are facing going forward?

WEST (Perspective)

What is ending in this situation [wanting to die], and

What is wanting to emerge [wanting to be born]?

NORTH (Purpose)

If this situation were designed for you to learn, what might it be trying to teach you?

Spark of the future: What is the deeper purpose or call of the future that

Activity

3) 3D Mapping

SEQUENCE

Step 1 (~10 - 15 min)

Decide who will sculpt first. Then form a model/sculpture - using any of the available materials or any other items to hand - that represents your current situation and the emerging future possibilities of your work and life. Briefly describe to your partner what you have depicted.

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“When you look at this sculpture...”

(see the text on the right)

EAST (Feeling) What do you love? What ignites your best energies?

emotions come up?

What other

If this

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SOUTH (Truth & Action)

What are the
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WEST (Perspective)

What is
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What is
wanting to emerge [wanting to be born]?
What is

NORTH (Purpose)

If this
situation were designed for you to learn, what might it be trying to teach you?

Spark of the
future: What is the deeper purpose or call of the future that you feel now?

Activity

3) 3D Mapping

Step 3 (~ 10 - 15 min)

- Adjust or change your sculpture such that it better represents the emerging future that you are perceiving.
- Capture the essential points that have come clear to you throughout this process (coach may write key points).
- Ask: *“What would you need to do to give life to this emerging future?” “What questions do you need to explore?”*

Watch the video on 3D mapping for an overview of the process and experience: <https://vimeo.com/318641291>

Activity

4) 4D Mapping (SPT)

Social Presencing Theatre (SPT)

Overview

This is the main technique of Social Presencing Theater. Other forms (such as 4D Mapping) are variations on this practice. It is a process by which one experiences going through the whole U journey by moving from Sculpture 1 (current reality) to Sculpture 2 (emerging future). We do not know what the movements will be or where they will stop, but we can follow the movement and then reflect on our experience. Surprising insights can arise.

Purpose

The invitation here is to notice the inclination of individuals and groups of people to move toward a saner, freer, healthier, more creative situation. It's to sense more deeply into the current reality, rather than trying to 'fix' the situation from the same mind-set or frame of reference that created the stuck situation. Instead, we feel deeply into the situation, suspending our problem-solving habit. By paying attention to our 'body- knowing' and to the social field, we discover new directions or fresh insights that were not accessible just by thinking.

Activity

4) 4D Mapping – exercise for participants

USES & OUTCOMES

- Become more sensitive to and honest about the feeling-quality of a current situation.
- Suspend concepts; build trust in body-knowing.
- Feel ourselves as part of a co-creative system.
- Feel what is emerging, a future that we want to create.

This exercise can be used by individuals or teams as a practice for letting the intelligence of the body guide us in decisions and actions. Fully embodying our situations gives us direct feedback that informs our decisions. Noticing the interdependence of many factors and influences in every situation gives us a broader perspective.

SET UP

People & Place

Groups of 4-6 people

Sufficient space so that groups can work without distraction

Time

Part 1 is 10 minutes. Each person shares a gesture and a few minutes of reflection at the end.

Part 2 is 5 minutes. All participants practice together.

Part 3 is 10-15 minutes per person. Each person sets up Sculpture #1, moves to Sculpture #2, and there is time for reflection after each person's 'stuck'

Activity

4) 4D Mapping – exercise for participants

Process

Show Sculpture 1

Sit together in groups of five.

Reflect on a place where you feel stuck, where there is a breakdown or an area of life or work that feels stuck.

Let that feeling of being stuck in this particular situation come into your body as a shape or a gesture.

Embody your feeling of stuck. Make it concrete and visible in the space.

One by one share this with the others in your group. Allow space between each person.

Brief reflection on what you saw or felt as a witness.

Movement from Sculpture 1 to Sculpture 2

In parallel, each person embodies their stuck shape (Sculpture 1) and then allows that shape to move. When the movement comes to an end, stop (Sculpture 2).

In the remaining time, go back to your stuck shape and allow it to move through to its next form (Sculpture 2), which may be different each time you do it.

Activity

4) 4D Mapping – exercise for participants

Group Stuck

Take 2 minutes to sit with the group in silence and feel the social body of the group.

One person places the others in their stuck sculpture to emphasize, augment, or clarify their feeling of stuck.

As a collective, stay with the feeling of stuck, deepening into it.

Pay close attention to the collective or social body as it begins to move, shift, or change. Don't talk during this phase.

When the movement stops, rest in this Sculpture 2.

Remaining in the Sculpture 2, each person says one sentence from the "I" voice.

Reflect as a group on what you noticed, saw, and felt.

Gap of silence

Next person does their Stuck Exercise, same as above.

Reflection

The reflection is built into each part of the exercise. Participants can reflect through several lenses.

What is the difference between the stuck shape and Sculpture 2? How are they different? What was the movement from Sculpture 1 to Sculpture 2?

Where did the movement begin in the body? Where in the social body?

In the group stuck, each person holds or expresses a different aspect of the system, but also embodies the whole system. Reflect on what literally happened, on the quality of experience and on the feeling.

What insights or questions arose?

Watch the video on 4D mapping for an overview of the process and experience:

Online workshop example: <https://vimeo.com/404670494> (or <https://vimeo.com/537858671>)

Physical workshop example: <https://www.youtube.com/watch?v=TUiGvHJYcXw>

Activity

5) Journaling

Overview

Guided journaling leads participants through a self-reflective process following the different phases of the U. This practice allows participants to access deeper levels of self-knowledge, and to connect this knowledge to concrete actions.

Purpose

The guided journaling process allows participants to step into a possibly deeper level of reflection than in an unguided process, and identify concrete action steps. Journaling practices can be used in all phases of the U-process, especially during the Sensing and Presencing stages.

PRINCIPLES

Journaling is a personal process. Never require participants to share their journaling notes in public.

After completing a journaling practice, you may create an opportunity for participants to reflect on the experience.

Emphasize that they can decide what they want to share.

Journaling means that you think *through the act* of writing -- not first think and reflect, and then write up the reflection. With the instruction emphasize that participants should just start writing and see what emerges.

Activity

5) Journaling

USES & OUTCOMES

Access levels of self-reflection & knowledge.
Learn how to use Journaling as a reflective tool.
Connect self-reflection to concrete action steps.
Use with...Awareness or Embodiment practices.

SET UP

People & Place

Journaling Practice can be used in groups of any size. The exercise follows the co-sensing phase, meaning that participants have already moved through the left side of the U-Process.

It is important that the room is quiet and that no noises or other distractions in the environment interrupt the participants.

Time A minimum of 45 minutes is required. Depending on the context this process can take up to 60-90 min.

Materials Pen and paper for each participant

Activity

5) Journaling

Process

Step 1 : Preparation

Prepare a quiet space that allows each participant to enter into a process of self-reflection without distractions.

Step 2 : Guided Journaling Questions

Read the first question; invite the participants to journal guided by that question. After a few minutes of writing, read the next question. Go one by one through the questions. Move to the next question when you sense that the majority of the group is ready. Don't give participants too much time. It is important to get into a flow and not to think too much. Instruct them to just write their response, not the question itself. They can number their responses.

Activity

5) Journaling

A 17-STEP JOURNALING PRACTICE FOR STEPPING INTO THE FIELD OF THE FUTURE

1. Over the past days, what have you noticed about your (emerging) self?
2. Who have been your 'Guardian Angels' (helpers) in your life's journey so far?
3. 'Crack': Where do you feel the future in your life and work right now?
4. Frustration: What about your current work and/or personal life frustrates you the most?
5. Happiness: What are your most important sources of energy and happiness in your life and work?
6. Helicopter: Watch yourself from above (as if in a helicopter). What are you doing? What are you trying to do in this stage of your professional and personal journey?
7. Helicopter II: Watch your collective journey from above: what are you trying to do collectively in the present stage of your collective journey?
8. Question: Given the above, what Questions do you now need to ask yourself?
9. Listen to your younger self: Look at your current situation from the viewpoint of yourself as a young person, at the beginning of your life journey: What does that young person have to say to your current self?
10. Footprint: Imagine you could fast-forward to the very last moments of your life, when it is time for you to pass on. Now look back on your life's journey as a whole. What would you want to see at that moment? What footprint do you want to leave behind on the planet?

Activity

5) Journaling

Continued; A 17-STEP JOURNALING PRACTICE FOR STEPPING INTO THE FIELD OF THE FUTURE

11. From that future point of view: What advice do you give to your current self?
12. Now return again to the present and crystallize what it is that you want to create: your vision and intention for the next 3-5 years. What vision and intention do you have for yourself and your work? What are some essential core elements of the future that you want to create in your personal, professional, and social life? Describe or draw as concretely as possible the images and elements that occur to you.
13. Feel the connection with the larger global community of change makers present across the planet in this moment: What is our collective highest future possibility? What could we be an instrument for? What could we collectively create within the next 3-5 years?
14. Letting-go: What would you have to let go of in order to bring your vision into reality? What is the old stuff that must die? What is the old skin (behaviors, assumptions, etc.) that you need to shed?
15. Prototyping: Over the next 3 months, if you were to prototype a microcosm of the future in which you could discover 'the new' by doing something, what would that prototype look like?
16. People: Who can help you make your highest future possibilities a reality? Who might be your core helpers and partners?
17. Action: If you were to take on the project of bringing your intention into reality, what practical first steps would you take over the next 3 days?

Activity

6) Coaching Circles (Case Clinics)

Overview

Coaching Circles are designed to run collective Case Clinics to guide a team or a group of peers through a process in which a case-giver presents a case, and a group of 4 - 5 peers or team members help as coaches, based on the principles of the U-Process and process consultation. Case Clinics allow participants to:

Generate new ways to look at a challenge or question

Develop new approaches for responding to the challenge or question

Purpose

To access the wisdom and experience of peers and to help a peer respond to an important and immediate leadership challenge in a better and more innovative way.

PRINCIPLES

The case should be a leadership challenge that is current and concrete.

The case giver needs to be a key player in the case.

The participants in the case clinics are peers, so there is no hierarchical relationship among them.

Don't give advice or 'fix'; instead listen deeply.

Activity

6) Coaching Circles (Case Clinics)

USES & OUTCOMES

Concrete and innovative ideas for how to respond to a pressing leadership challenge.

High level of trust and positive energy among the peer group.

Use with: Mindfulness and Listening practices.

AN EXAMPLE

Participants of a master class program form peer learning groups. They do their first case clinic while they are in the program, and then use the process during monthly calls that successively allow each participant to present a case.

SET UP

People & Place

Groups of 4 - 5 peers

Sufficient space so that groups can work without distractions

Time: A minimum of 70 minutes is required

Materials: Chairs for each group to sit in a circle or around a table, and handout instructions for the process

Activity

6) Coaching Circles (Case Clinics) – process guide

Step	Time	Activity
1	2min	Select case giver and time keeper
2	15min	<p>Intention statement by case giver</p> <p>Take a moment to reflect on your sense of calling. Then clarify these questions:</p> <ul style="list-style-type: none">- Current situation: What key challenge or question are you up against?- Stakeholders: How might others view this situation?- Intention: What future are you trying to create?- Learning threshold: What do you need to let go of – and what do you need to learn?- Help: Where do you need input or help? <p><i>Coaches listen deeply and may ask clarifying questions (don't give advice!).</i></p>
3	3min	<p>Stillness</p> <ul style="list-style-type: none">- Listen to your heart: Connect with your heart to what you're hearing.- Listen to what resonates: What images, metaphors, feelings and gestures come up for you that capture the essence of what you heard?

6)

Coaching Circles (Case Clinics) – process guide

Step	Time	Activity
4	25min	<p><i>Mirroring: Images (Open Mind), Feelings (Open Heart), Gestures (Open Will)</i></p> <p>Each coach shares the images/metaphors, feelings and gestures that came up. Having shared the individual gestures (that capture the essence of the case situation), the coaches may collectively form a group sculpture that starts with sculpture 1 (representing current reality) and then slowly moves from sculpture 1 (current) into sculpture 2 (emerging future).</p> <p><i>Take your time. Go with the flow.</i> The case giver is an observer. While still in the final sculpture 2 (i.e. before dissolving it, if possible), coaches debrief their experience of moving from 1 to 2. Be succinct and factual (i.e. "I placed myself here... I began to move because... I moved here because...").</p>
5	20 min	<p>Generative dialogue</p> <p>Then sit down and continue the conversation, starting with the case giver:</p> <p>Having listened to the mirroring and having observed the journey of sculpture 1 to 2, the case giver reflects on what these images and collective gestures evoke: e.g. "Seeing myself from outside, this touched me, this resonated with me, these questions come up for me now..."</p> <p>Everyone reflects on the case giver's remarks and move into a generative dialogue, exploring new perspectives and views on the case giver's situation and journey.</p>
6	8 min	<p><i>Closing remarks</i></p> <p>By coaches</p> <p>By case giver: How do I now see my situation and way forward: What's clarified for me (Open Mind)? How do I feel now / how's my energy (Open Heart)? What actions will I take (Open Will)?</p> <p><i>Thanks & acknowledgment:</i> An expression of genuine appreciation to each other.</p>
7	2 min	<p><i>Individual journaling</i> to capture the learning points</p>

Further reading and references

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

**Supporting documents and
references**



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