



## **Change Organisations to Enable Social Inclusion**

Project Number: 2017-1-AT01-KA204-035102

### **Seminar for Managers and Executives**

Manual for executive facilitators

Lebenshilfen Soziale Dienste GmbH  
Graz, AT  
<http://lebenshilfen-sd.at>

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Wege für Menschen

CUDV Center for Qualifying, Work  
and Social Care  
Crna na Koroškem, SL  
<http://www.cudvcrna.si/>



FENACERCI National Federation of  
Social Solidarity Cooperatives  
Lisbon, PT  
<http://www.fenacerci.pt/>



GORABIDE, Biscay Association in  
Favour of People with Intellectual  
Disabilities  
Bilbao, ES  
<https://gorabide.com/>



Leben mit Behinderung Hamburg  
Sozialeinrichtungen gGmbH  
Hamburg, DE  
<https://www.lmbhh.de>



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## INTRODUCTORY THOUGHTS

*“Discover the gift in your counterpart”*

This training programme aims at qualifying executive managers of institutions, services and organisations to coin, conduct and evaluate processes concerned with the promotion of social inclusion. Through learning experience with the seminar for disability carers, employees of all hierarchy levels gain fundamental knowledge and competence to promote social inclusion in their specific work practice.

Thus the following question emerges for this seminar, aimed at executive personnel:



What skills, knowledge and options for action do executive personnel additionally need if we perceive these persons (due to their exposed positions within decision-making processes) as special agents within this change process?

As a part of the whole COESI self-evaluation and training program, in this training great importance is attached to the initiation and immediate control of an inclusive change process. Hence this training is meant to be complementing the seminar for disability carers. The present seminar for managers and executives imparts fundamentals of change management, illuminates systems and interdependencies, describes success principles and possible risks of exclusion, depicts participation models for diverse parties and finally leads to a phase of the process where the participants put their own ideas of change into practice. Additionally, the training highlights the effect that the implemented inclusive change (of organizational culture) is mirrored in the way executives instruct employees, provide space for learning and exchange and facilitate change processes with all involved parties.

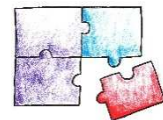
This training programme is based on the dimensions of inclusion – five valued experiences by John O’ Brien (see O’Brien 2016). Social inclusion is thus measured based on the person who so far does not or at least not sufficiently partake in social processes. This means that the efficiency of inclusive change processes can be measured by evaluation of both the objective situation and the subjective experience of the person concerned.

The quality of change in the present training programme is referring to the Theory U by C. Otto Scharmer (see Scharmer 2009). Change is always considered from the perspective of the future. It is not about trying to improve existing aberrations with existing measures of action. We also find this important aspect of change management with *person centred planning*, the methods and instruments of which are crucial to the initiation phase of any kind of future-oriented change process.

The training programme O4 aims at empowering executive personnel to further enhance their ability to identify possibilities for change and involve concerned parties in the process, as well as initiate inclusive change at short notice in the sense of *prototyping* and resource-orientation.

This training programme provides a detailed framework which is, however, not binding. Several training contents and methodical exercises can be designed differently in terms of timing. It is recommended to always stimulate the spontaneous exchange of practical experiences of managers and executives. For this purpose additional times are required to enable a comfortable and stress-free learning.

## FRAMEWORK OF THE TRAINING PROGRAMME



This training programme consists of three modular learning steps that are followed collectively by the participants.

Module 1: Learning the fundamentals and methodology of inclusive change management.

Module 2: Creation and initiation of a project that is related to inclusive change.

Module 3: Evaluation and possible control of the prototype of social inclusion.

The first two modules should be scheduled within a narrow time frame (if possible on two consecutive days but at most a week apart). There is a testing period between the second and third steps that should be no shorter than six weeks.

The time set for training O4 is as follows:

Module 1 4 to 5 hours

Module 2: 3.5 to 4 hours

Module 3: 3.5 hours

This time set doesn't include any coffee or lunch breaks.

## The Trainers' Part



The trainers also referred to as “facilitators”, have fundamental knowledge about the most important concepts of social inclusion. Furthermore, they are full-fledged group facilitators, experienced in the fields of person centred planning, person centred thinking and community oriented work. In addition, the facilitators should have internalized the basics of systemic thinking and project work. The ability for independent observation and supervision is beneficial for the process. This can only be guaranteed if there are no work specific interdependencies between the facilitators and the participants.

The trainers work in tandem because contents repeatedly need to be visualized (one of the trainers provides input, asks questions and guides through the training course, while the other one notes down, collects and visualizes the results).

The trainers consider themselves primarily as contributors of ideas and information, but also as listeners and questioners, process facilitators as well as mental supporters (the participants have the possibility to talk and discuss issues during the phases of practical change between the modules)

## Group of Participants



The training is designed for a group of 10 to 14 participants. A larger number is not recommended for the sake of good and efficient learning and self-awareness. Owing to the participants' individual work experiences there is a broad scope for exchange and feedback.

## Location



The size of the room should be sufficient to accommodate both work in plenary as well as in several small groups.

It is advisable to set up the room as following:

- ⇒ circle of chairs (no tables),
- ⇒ in the centre: pictures of different parts of town and cardboard footprints that form a path through the pictures,
- ⇒ in the other part of the room: four separate tables for teamwork,
- ⇒ flip chart,
- ⇒ pin board.

## Methodology and didactics of the training



The methodology stipulates both practice and transfer of knowledge with the entire group of participants, as well as splitting the group into tandems or small groups. The didactics of the training always stipulates a short input or a question posed by the facilitator as a first step in order to then proceed to practice and exchange of experiences. Subsequently the acquired knowledge or experience is to be transferred to the participants' immediate practice.

The methodological approaches are derived from participatory workshops, the person centred approach, the concept of relational social work and from creative and agile working schemes. It is very important that the trainers realise when a greater degree of exchange is required and when breaks or times for recovery are needed by the group. The training must not be perceived as a mere sequence of exercises, but rather as step-wise approximation to the core subject. The focus of the learning should be on the personal interaction of each individual.

## CURRICULUM

**Module 1: Learning the fundamentals and methodology of inclusive change management.**

<b>Input</b>	<b>Duration</b>
<b>Welcome</b>	15 min
<b>“My shoes and I”</b>	30 + 15 min
<b>The golden thread</b>	20 min
<b>“My” institution/ my workplace</b>	30 + 10 min
<b>The person involved</b>	20 min
<b>My understanding of inclusion and discovering the dimensions of inclusion according to John O’Brien</b>	50 min
<b>A common understanding of inclusion</b>	40 min
<b>Time travel</b>	40 min
<b>A goal is spawned</b>	40 min
<b>Conclusion of the day</b>	20 min
<b>Total (without breaks)</b>	330 min



## Module 2: Creation and initiation of a project that is related to inclusive change

Input	Duration
Welcome	25 min
We take up the thread again	20 min
Inclusion-oriented change processes	30 min
The people involved and our assumptions about them	45 min
Conditions for success and risks of exclusion	40 min
The path to the goal (Mini PATH	90 min
Conclusion of the day	20 min
<b>Total (without breaks)</b>	<b>270 min</b>

## Module 3: Evaluation and possible control of the prototype of social inclusion

Input	Duration
Welcome	15 min
Personal evaluation of the project	60 – 90 min
Having stamina – how do things continue?	90 min
Reflection and conclusion of the training	45 min
<b>Total (without breaks)</b>	<b>210 – 240 min</b>

## MODULE 1

### Day 1 Learning the fundamentals and methodology of inclusive change management.

#### Arrival ... and feeling welcome

Welcome by the facilitators; orientation in the room.

The participants discover the location and look for a convenient seat.



The facilitators welcome the participants personally and introduce themselves by giving their name and function.



*Materials: -*

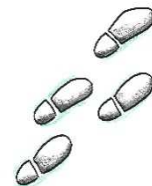


*Duration: 15 min*

#### “My shoes and I” (introductions)

Activity: The participants introduce themselves and their workday as well as their main work tasks

Method: referring to the shoes that everybody is wearing the participants each describe their last workday. When and where were the shoes put on? Which paths did they take? At which places did they mainly walk or mainly pause? Where and when were they taken off? What did they “experience”?



The facilitators initiate this activity and introduce themselves first. Thus the participants can grasp the meaning of the exercise.

Classification of this task, referring to Beth Mount:

“Look at your shoes and discover where your feet are during most of your workday. Are they mainly inside your institution? Or outside in the community? If they stay solely inside the institution, inclusive work is impossible.”

Subsequently, a short round of exchange can be helpful to recognize and appreciate the participant’s similarities and differences.

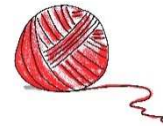


*Materials: -*



*Duration: 30 minutes plus 15 minutes exchange of experiences*

### **The golden thread** - being in control and keeping track



Short introduction of the objective of this workshop:

- ⇒ *Why this workshop?* (Connection with existing targets of the organization, embedding the objective into the COESI program)
- ⇒ *What do we want to do and experience together at O4?* (Workshop agenda and modules. What is the structure of the individual modules? What will happen when?)
- ⇒ *What are we going to do today?* The day’s schedule and general conditions (breaks, learning methods, principles of learning collectively and from each other, clarifying roles of the involved parties at this workshop)



*Materials: flip chart with visualized agenda, for the centre: golden (or whatever colour) thread that will repeatedly be taken up again during the following activities.*



*Duration: 20 minutes*

## “My” institution / My workplace

Activity: Every participant takes a look at their own institution or a service from a perspective that is not his or her own (and thus gives the other participants an understanding of his or her institution or workplace). Note cards containing the following possible perspectives are distributed among the participants:

- ⇒ a direct neighbour of the institution
- ⇒ a passing pedestrian
- ⇒ a client who has been receiving assistance at the institution for a long time
- ⇒ an employee who has recently started working there
- ⇒ a parent or sibling of someone receiving assistance at the institution
- ⇒ CEO of the organization
- ⇒ a long-term employee who recently retired and left the institution
- ⇒ a staff member of the responsible funding body
- ⇒ the mailman who regularly delivers the mail
- ⇒ ...

Every participant pegs their card visibly to their clothes and thus performs a change of roles. With this activity the facilitators make sure that the participants try to consistently stick to their respective roles and the change of perspective. The facilitators and other participants are welcome to ask the reporting person questions in order to make the change of perspective easier. In this process the following questions are crucial: What is my personal impression of the institution? What people are visible? What does the institution stand for (values, place in the cityscape, in the community)? What is my connotation with the institution?



The facilitators write down important keywords about the institutions on note cards (red for negative attributes, yellow for neutral attributes, and green for positive attributes). They can also put the participants in a position to pick up and assess together remarkable feedback in a round of exchange.



*Materials: labelled note cards containing the role descriptions*



*Duration: about. 30 minutes plus 10 minutes for exchange of experiences*

### **The persons involved** (with whom we can/should/must network)

Who is to be involved when we think of our community? (In addition to those mentioned in the last role play)

On the pin board individual people, groups, institutions and clubs are listed on separate metaplan or figurative cards. The group of participants are asked to amend the list. The facilitators note down additional role descriptions of more people to be involved and thus extend the possible network. It is also possible to provide relationships and connections by visual symbols. In addition, attributes can be assigned to the persons involved and the size of the card or figure can describe the actual importance.

A large virtual network map evolves, with an institution in the centre or as a part of the network, respectively.



*Materials: pin board, note cards, pens*



*Duration: 20 minutes*

### **My Understanding of Inclusion and Discovering the Dimensions of Inclusion according to John O'Brien**

The star with the five dimensions of inclusion is presented in the room (if possible being visualized on paper, big format like DIN A 2 or bigger)

The facilitators introduce the polestar by explaining its origin and the meaning within COESI. In the following, the participants are supposed to methodologically look into the dimensions of inclusion.



*Materials: poster: Five Dimensions of Inclusion*



*Duration: 10 minutes for explanation plus optional time for exchange regarding the chart and the concept of the dimensions*

In this context the participants are presented with a short input about the “Four Levels of Listening” contained in the “Theory U” by Otto Scharmer. The facilitators use simple examples in order to explain the different levels of listening and understanding and what these require. The four levels are shown side by side on a flip chart/ PowerPoint slide and then correlated with each other in a phased model (see attached glossary).

Subsequently, the participants are asked to work in tandems with their seatmates and ask each other the following questions. They should be trying not to use the first two levels of listening (downloading; factual listening) but instead improve their empathic abilities.



The participants describe their views of an inclusive world, bearing in mind the dimensions of inclusion.

- ⇒ At what stage is a society inclusive?
- ⇒ Who acts how and with whom within this inclusive community?
- ⇒ What skills and talents are required to act inclusively?

The tandems use the method of dialogue interviews (see attached glossary)



*Materials: flip chart, PowerPoint slide*



*Duration: 40 minutes*

*After finishing, all participants return in plenary.*

The facilitators might ask the participants what their experiences were with this level of listening: What was helpful, what was difficult? How can dialogue walks or dialogue interviews be used in my particular institution?

### **A common understanding of inclusion**

Fishbowl about the topic: “What does social inclusion mean nowadays?”

Using the insights gained from the above-mentioned dialogues, a fishbowl discussion (see attached glossary) involving all the participants is conducted.

The core issue is:

- ⇒ What has to change within care services and institutions for the people with disabilities in order to enhance inclusion?

Attendant questions:

- ⇒ Which barriers should we tear down in our services and institutions?
- ⇒ What bridges should we build?
- ⇒ What should we do more of? What should we do less of or stop doing altogether?

The fishbowl consists of three chairs placed in the centre. One of the trainers starts off and takes one of the seats and then asks two other participants to sit down with him. Before they begin, the facilitator explains the procedure of a fishbowl discussion and embarks on presenting his own theory/thoughts/comments about social inclusion.

The other trainer makes notes of the results on pin board and clusters the different statements. If possible the trainer tries to find pictures illustrating the meaning of the statements. This graphic recording of the discussion will show the multitude of perspectives, expectations and aspects of social inclusion. At the end the trainer who made the graphic recording summarises the discussion.



*Materials: flip chart with core issue and attendant questions  
Pin board with white wall paper*



*Duration: 40 minutes*

## Time travel

The participants are asked to enter a “time capsule”. For this purpose, two rows of five chairs each are placed in the middle and the participants are asked to take seats. Then the facilitators start telling a story that takes the participants from the here and now to the future (see attached glossary).



Upon the return to the present, the facilitators have already pegged the participants’ pictures of the future to the pin board. At the next step, these pictures serve as an inspiration for the development of change goals.



*Materials: (optional) accessories for the design of a “room of the future”, note cards, pens; different arrangement of chairs, perhaps change of rooms*



*Duration: 40 minutes*

### **A goal is spawned** - The beginning of a new future



Every participant gets five minutes to take inspiration from the pictures of the future and develop and describe informally a suitable goal for their own institution. Thereafter the participants are asked to work in tandems and draft their goals precisely. Here the SMART formula is a helpful control feature. In addition to the principles of a good setting of goals it is important that the phrasing is also and foremost about the perspective of people with disabilities who so far have been excluded from participation. Hence, the SMART setting of goals has to be extended by the aspect of how attractive and comprehensible the goal is in real life for people with disabilities:

Is this goal really in accordance with the clients' lives, based on the polestar of inclusion? Or is it just based on, and consolidating previous (power) structures? The participants draft their goals on “goal cards”. To this end the action plan according to COESI is a valuable instrument. The ideas for change can be adapted and compared.



*Materials: goal cards*



*Duration: 40 minutes*

### **Conclusion of the Day**

Final round, for example contemplating the question: “What has surprised me today?”

Alternatively: the facilitator asks the participants to find a newspaper headline (and write it on a sheet of paper) that summarizes the idea of change that had evolved earlier in the day. Every participant is assigned a different newspaper or magazine and is to write a header matching the style of the paper, respectively. The choice of papers and magazines should



include everything from professional journals to the tabloid and other daily press. Afterwards the results will be presented without comments in a quick exhibition. The method is named “editorial deadline” and is to be performed quickly.



*Materials: DIN A4 paper containing newspaper and magazine titles*



*Duration: 20 minutes*

## MODULE 2

### Day 2      **Creation and initiation of a project that is related to inclusive change**

#### **Welcome and entry into communal doing**

Various forms of entry can be selected, for example postcards or pictures which are put to the centre of the chairs. Each participant is asked to select a card and to inform about his or her emotional state, thoughts and hopes with respect to this second meeting. Any other form of entering into a dialogue with each other is also constructive.



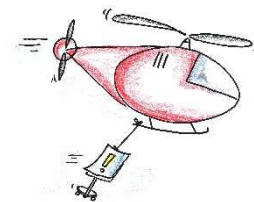
*optionally postcards with different motifs or picture cards or symbol cards*



*Duration: 25 minutes*

#### **We take up the thread again**

Participants from the same institution or services work together. They produce a collage that represents an ideal implementation of their goal.



The completed goal posters are shown in a gallery and can be regarded during a break.



*Materials: flip chart or DIN A2 paper, magazines, sticker, scissors, glue, pens, etc.*



*Duration: 15 minutes*

## Inclusion-oriented change processes - a short introduction

The facilitators provide the participants with an outline of inclusive change management that emphasizes on principles of success and highlights risks of exclusion. Inclusive change processes require special know-how about the topic of inclusion as well as process know-how in order to initiate and control change processes efficiently and sustainably. The special know-how has already been bolstered up through input, as well as enhanced by self-evaluation in the seminar for disability carers. So far, this present training for executives has been leading the participants to detailed changes of their services and institutions and now is up to activate task management skills. (see attached glossary “designing change processes”) To enhance this, it would be helpful if the facilitators depicted the basic assumptions and principles of successful inclusive change management on a flip chart or PowerPoint slide.



Additionally, a concise outline of the quality of change processes and the systemic point of view on change would be suitable (see attached glossary on *Systems Theory Regarding Change Processes*)



*Materials: PowerPoint slide*



*Duration: 30 minutes*

## The people involved and our assumptions about them

Before the participants (according to process management) start to identify the most important persons to be involved in the change process, they should be successful in thoroughly reviewing the present systems within their organisations/ institutions and to put themselves in the position of the acting players:

- ⇒ Which persons have so far been included?
- ⇒ What is their main motivation? What is their opinion about the current system?
- ⇒ What habitual procedures (patterns) are there? What could these procedures be useful/ obstructive for?
- ⇒ Which (secret) rules are there within the system?

⇒ What is our history - as an institution or organisation? What is the history of the individuals involved?

⇒ What aspirations/ ideas for the future do the involved people have?

A 15 minutes' exchange of information is to be held at the tables in small groups (3-4 participants). The assertions and assumptions are to be noted down as keywords on flip charts that are spread on the tables. After this, every group presents their assumptions and the group can start a possible discussion.



*Materials: flip charts, pens, presentation space on the wall*

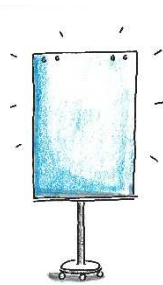


*Duration: 45 minutes*

### **Conditions for success and risks of exclusion**

After the participants have discussed in depth about the motivations and values of the persons to be involved and thus have gained a comprehensive picture of them, it is worth at the next step to explore the impulses that can have an effect on a change process. There are aspects that generate a positive outcome (principles of success) as well as aspects that discourage or exclude people (risks of exclusion).

The facilitators introduce the following activity: there is a poster on the wall, dealing with a question. The facilitator asks the participants to personally recall what change processes they have been able to go along with and actively contribute to. What were the reasons for this positive attitude?



The heading is “What has so far motivated me the most to engage actively in change processes? What has kept up my motivation right through till the end?”

The participants have ten minutes for this activity. They receive pens and are asked to write their personal perspectives without any comment on the poster. As a conclusion, the facilitators compile the principles of success.

Thereafter the participants are asked to use “headstand questions” and thus in plenary further investigate the conditions of success. In order to achieve this, the facilitators ask questions about the conditions of failure (see glossary “headstand questions”)

The participants record the answers on a flip chart / pin board. Thereafter the facilitator reads them out loud. Afterwards the participants receive note cards and write down their principles for success and a high degree of inclusion, by turning around the just given negative answers into positive ones.

The facilitators cluster these answers on a pin board and thus discover, together with the participants, risks of exclusion like e.g. lack of transparency or unintentional social exclusion of certain players by temporal or formal general conditions.



*Materials: flip chart paper, pens, note cards, pin board*



*Duration: apt. 40 minutes*

### **The path to the goal (Mini-PATH)**

The participants plan their project applying Mini-PATH. The facilitators walk around and inspire through questions to seriously and in practice get involved with the project. Mini-PATH can both be worked on alone, or in a small group that pursues the same goal. (Glossary: Mini-PATH)



*Materials: Mini-PATH poster (see Glossary)*



*Duration: 90 minutes*

## Conclusion of Day 2

The facilitators hand out a paper showing a picture of a petrol pump. The symbol stands for the required fuel, which is needed by any participant to start powerfully. Of course, the picture of a petrol pump can be replaced by any other symbol standing for energy, such as a wind turbine. The facilitators assign the following task to the group: Everybody should write down one sentence or word which may function as his or her personal fuel. Then the paper is put in an envelope and addressed to oneself. Thus the participants will receive a personal motivation after the facilitators have sent the envelope by mail to the participants' workplace about seven days after the training.



*Materials: DIN A4 sheet depicting a petrol pump*



*Duration: 20 minutes*

## MODULE 3

### Day 3 Evaluation and possible control of the prototype of social inclusion

#### Welcome



*Materials: depending on the method*



*Duration: 15 minutes, depending on method*



#### Personal Evaluation of the Project

The different participants' target projects are to be evaluated by applying one of the following methods:

- ⇒ Peer Counselling
- ⇒ Six Thinking Hats, according to Edward de Bono
- ⇒ Focussing Reflection



The exchange regarding the project status can also take place in the form of a free dialogue. It is not mandatory that a methodical peer counselling takes place. However, such a methodical peer counselling usually results in a greater depth and increases the chance to realise different perspectives.



*Materials: depending on the method: note cards containing outlines of dialogue parts, flip chart for making notes of results*



*Duration: depending on method 60 – 90 minutes*

## Having Stamina – How do things continue?

The facilitators explain what prototyping really means. What's behind this idea of trial, fast evaluation and adaptation instead of time-consuming project analysis?

All participants practise *prototyping* by themselves: adaptation, incorporating new insight. What developed differently in practice from how it was expected? Why did this happen? Which players did not participate at all, which players behaved differently from what was expected, which players had I missed out?



The participants are provided an insight into the idea of *prototyping* by C. Otto Scharmer's Theory U. How can I manage to evaluate and possibly adapt a project so that it corresponds to the goal and the needs of the involved parties?

Upon every participant having identified their individual "problem" with implementation, the facilitators exemplify a solutions circle for one of the participants, presenting how the problem is concretised, the strengthening resources to overcome it are enumerated, possibilities pointed out and in conclusion first steps are agreed upon.



*Materials: contents regarding the definition of prototyping in PowerPoint or a flip chart, flip chart with a solutions circle*



*Duration: 90 minutes*

## Break up and end of the training

At the end of the three day training program it is helpful to "inspect" the common experiences and methodical exercises again. The facilitators can show the course of the steps performed in the seminar on the floor, for example with the aid of metaplan cards or symbols, and can pass through this course together with the group. The participants should be able to let know their thoughts and optional personal learning effects with respect to each exercise or experience. Thus, it should be possible to summarize the contents, facilitate a transfer of knowledge and receive a feedback on the mutual work at the end of the training.





It is useful to initiate and implement a group of participants that will stay in continuous exchange regarding the development of the change process.

The common learning should not be considered completed at the end of the third day of the training, but rather be deepened by further cooperative counselling. A time lag of three months for the next meeting appears recommendable.

### **Reflection and conclusion of the training**



*Materials: depending on the conclusion*



*Duration: 45 minutes*

## TRAINER MANUAL

### KNOWLEDGE: FOUR LEVELS OF LISTENING BY CLAUS OTTO SCHARMER



#### Level 1 Downloading

We all know this. Someone speaks. Someone listens. The things heard are translated into the language of the listener. Thus the only things that make it to the listener are those he is already familiar with, those that go with and confirm his view of the world, those he anticipated. Nobody does this “translation” consciously. It is just the simplest way to absorb, without any effort, whatever reaches ears and brain. We turn inward and are confirmed in what we believe.

⇒ Closed thinking

#### Level 2 Factual Listening

Of course this is familiar to us as well. We listen and begin to understand that there are differences: what I hear does not match with how I see the world. Someone tells me something I had not expected and that opposes my opinion. I don't know it, I am surprised, but I take note of it.

⇒ Open mind

#### Level 3 Empathic Listening

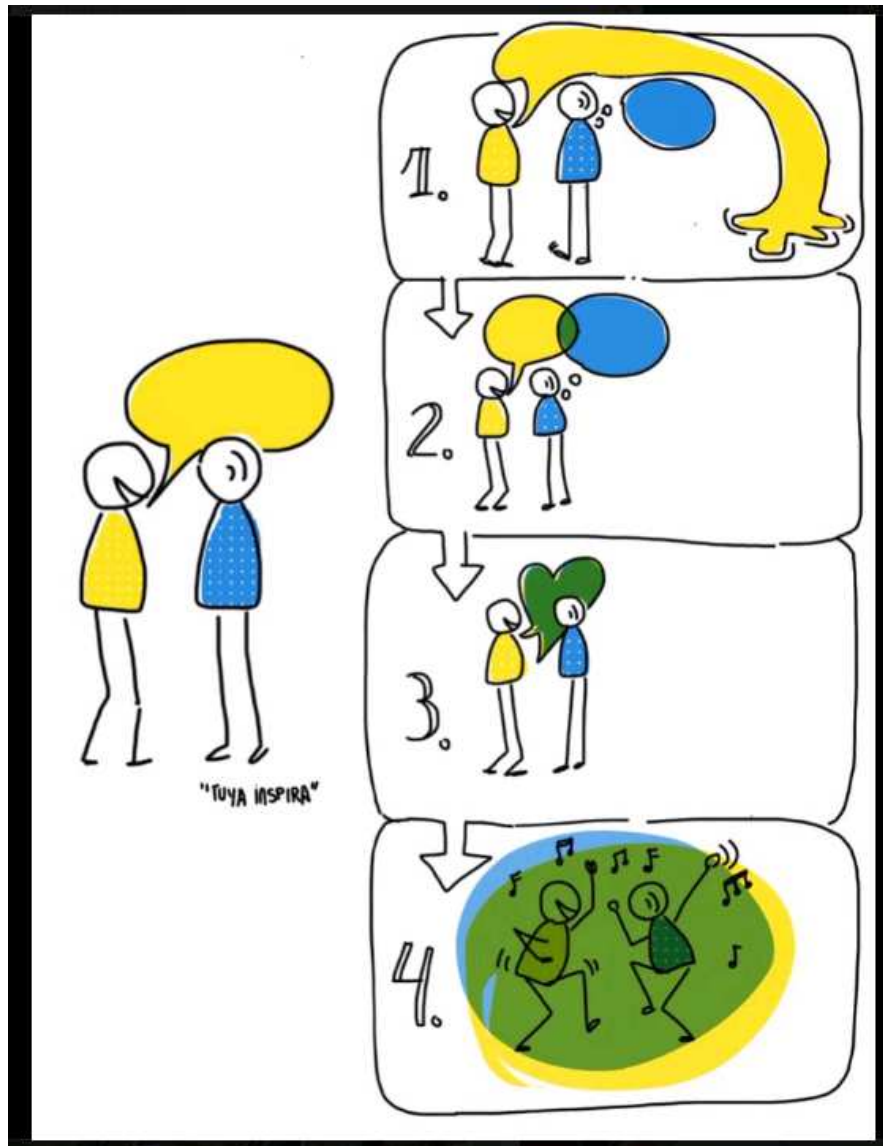
Only in the course of life people learn to simultaneously listen to and empathize with a speaker. Perception takes place out of a situation. I do not only listen from a personal point of view or imagination, but I try to sense the speaker's environment, and empathize with him or her. At the same time, I drop my own agenda. I don't only listen with my head but use my feelings as antennae and as a source of information. I see through the eyes of another person, I take a new perspective and open up my heart to possible change.

⇒ Open heart

## Level 4 Generative Listening

This discloses a new dimension. I open up to add something new. A creative process regarding my own development can take place and I accept fundamental change because the things heard convince me.

⇒ Open will



© Ester Ortega Levels of listening

This theory reveals that listening can be a very active and conscious activity. The listener makes his own decision about how far he opens up or whether he only hears what he wants to hear, whether he decides to be empathic or even completely gets involved with different arguments - and on which level the conversation is for him. Does he stay in closed thinking mode or does he open up? As a result, this determines whether or not the speaker will feel that he is really being listened to and being understood. Starting even from the third level of

empathic listening, a perception of closeness and acceptance arise. At the level of generative listening the things said really spark off something with the listener. This conversation has been fruitful for both sides and afterwards they can feel connected in a different way than before, because they now share a small part of the world.

### **METHOD: DIALOGUE INTERVIEW**

The participants find a quiet space in the room and sit down face-to-face (without tables). They take turns speaking to each other for ten minutes each, about what crosses their minds about the questions posed. The (listening) dialogue partner does not interrupt and avoids asking questions, commenting on or adding his personal opinion about the things heard. He listens carefully and is only allowed to ask comprehension questions in case he does not understand what the speaker means by a certain term. The speaker is trying to speak in a way that his counterpart can understand him well.

### **METHOD: DIALOGUE WALK**

Similar to the dialogue interview, the dialogue partners are also asked to discuss a personally important question. The parts of listener and narrator are equal. Only the scope (a minimum of 20 minutes each part) and the type of communication differ. The participants are asked to go for a walk, dealing with a pre-set problem. During the walk the participants should manage to walk side by side, pay undivided attention to the narrator and enhance their listening capability. Hence thinking should be even better stimulated.

### **Prototyping – the micro-cosmos of the future**

Otto Scharmer recommends to begin change processes with the development of a small prototype. This could also be denoted as small islands of experiences and success. One can practise how new things are developed and enjoy the successful and quick implementation. It is however also possible to learn that even an intensive preparatory work may not result in success straightaway, and to learn how to readjust in such situations. Thus, a wealth of experience is formed which allows to handle upcoming bigger projects in a professional way. “Prototypes are landing runways for the future and make it possible to discover the future by practical actions.” (see Scharmer, Käufer, 2008). In this connection it is important to note that no final or perfect solutions are needed. New things are allowed to grow, change and develop.

For further information we highly recommend literature on the Theory U by Otto Scharmer as well as tool books that are available free of charge on the internet.

## **METHOD: FISHBOWL**

The idea of a fishbowl conversation is to engage a heterogeneous group of people as diverse as possible in deep discussions about certain key questions. The form of the fishbowl provides for controversial discussions. Likewise, it highlights and channels differing positions.

The inner circle (of chairs) serves to promote lively discussions.

Setting of the location for a fishbowl discussion: There should be enough space to accommodate an inner circle of three up to seven chairs (depending on the size of the group) and to place all of the audience and observers in one or more circles of chairs around the inner circle.

Fishbowl procedure: The fishbowl conversation, dealing with pertinent key-questions, is preceded by concentrated discussions - as for example in smaller groups or in tandems. One representative of each of these smaller groups is asked to participate in the inner circle. The facilitator and possibly relevant professional representatives join in. The remaining participants take seats around this group of people and follow the discussion in the inner circle.

One or two chairs of the inner circle remain unoccupied. Any participant from the outer circle who wants to contribute to the discussion can occupy an empty chair at any time. As soon as this participant has expressed a request or an interest, he returns to the outer circle, thus giving someone else the possibility to join the inner circle. For evaluation, all participants are asked to contribute their individual reviews of the proceedings of the discussion. The outcome of the discussion can collectively be summarized directly after these reviews.

Rules of the fishbowl:

- ⇒ the fishbowl discussion only takes place in the inner circle
- ⇒ only one person speaks at a time
- ⇒ any person from the outer circle can occupy the empty chair in the middle
- ⇒ the person on the empty chair has the right to speak immediately
- ⇒ after finishing the contribution, the person returns to the outer circle

## **METHOD: TIME CAPSULE**

The purpose of this method is to enable the participants to formulate a not yet existent, positive and feasible future. This method is to ignite mental impulses that are not related directly to the present situation with its actual conditions and obstacles, but that take a fresh look at any options.

Implementation of this method:

The participants are seated on chairs that are arranged in rows like in an airplane, or similar. Then the time travel is launched: the facilitator vividly tells the story of this time travel (For example: “We start the time machine and set it to the year 20???. We leave the actual moment and travel through time. We travel past several cold winters and sunny summers. Past endless meetings, impressive experiences, great challenges and thrilling encounters with other people...”) With this step - by telling this story - it is necessary that the facilitator tandem succeeds in taking the participants along both mentally and emotionally, and propel them to a future that does not yet exist. It could be useful to stimulate the participants’ creativity by utilizing small accessories or changing rooms (for example, a table with Christmas decoration could symbolize the Christmas celebration in the future where the participants will meet again and can discuss the here and now of the future).

Important: The facilitators try to introduce a vivid picture of the here and now of the future and make clear that the participants are to draft a desirable future. During the first step no direct comparison with the present should be made, but the potential of feasibility should be emphasized.

The facilitators write down the most important aspects of the participants’ conversations on note cards and thus record the core aspects of a possible future. These aspects are then pegged to a pin board, they are visible for everyone and thus constitute a link to a possible target of change.

After finishing, the time capsule is set back to the present and the group travels back to the present taking their newly acquired knowledge back with them.

Background of the method:

The participants are asked to keep the conversations about the accomplished goals in the present tense. This makes it easier to perceive the future as something real and feasible. The aim is for our present-day self to engage in a dialogue with our future self that has been able to cope successfully with challenging situations and create something new. The answers to our present-day questions and challenges are in our future self. The starting point of the “creative dialogue among one’s selves” is also mentioned in the Theory U by C. Otto Scharmer. The facilitators enhance the conversation during the future-mode by asking inspiring questions. Some examples:

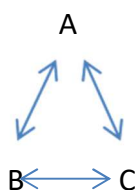
- ⇒ If you look back on the past years from the present stage, what has been happening?
- ⇒ What have you done to make the present so much more worthwhile living in than the past?
- ⇒ Who is actively engaged in processes at present, which has not yet been involved in the past? How have you reached or facilitated this engagement?
- ⇒ How does it feel looking at the present?
- ⇒ What have you stopped doing during the past years?
- ⇒ What advice would you give your past self to do differently?

The purpose is to stimulate a dialogue among the participants and to motivate them to engage positively with the ideas of the others. At best, the participants inspire each other with daring pictures of the future and thus manage to completely turn off the present situation that often feels difficult and wearing.

## KNOWLEDGE: SYSTEMS THEORY RELATING TO CHANGE PROCESSES

At this point you will only find a short outline of the systems theoretical approach. The following items can be identified as the main principles of systems theory relating to change management:

°Things do not happen in a causally determined (if  $A \Rightarrow B \Rightarrow C$ ) way but they are interrelated:



- ⇒ Within the process, there is always the question about
  - Pattern and
  - Effect.
- ⇒ Reality always has to be understood as a construct by an individual. Important: What meaning do we subjectively attach to what items? Our starting point for work is the construct of the living environment by an individual whose actions and thinking is forever tied up to a sense of purpose.

Hence our perception is always based on both individual experiences of the whole, as well as subjective interpretation.

*When three blind men came across an elephant, each one of them full-throated proclaimed their discovery. “It is a rough thing, big and flat like a carpet” said the first one, who held an ear in his hands. The second one who had felt the trunk, disagreed vigorously: “I know what it really is. It is a long hollow hosepipe.” The third one, who clasped a foreleg, announced: “It is big and solid, like a column”.*

The complex system in which we act as parts of a whole consists of many different people with individual relations and patterns of communication. It is part of a history of development that is constantly changing. Even the rules, standards and values that the individual systems are based on and that influence our actions and thinking, are submitted to change and thus shape our behavioural patterns.

A living system is an entity. Its character depends on the whole. The same holds true for organizations: in order to initiate change in one sub-system, you have to examine in its entirety the system that has generated all of these sub-systems.

Further reading is recommended in order to improve your understanding of the systems theory, which is necessary for successful change management.

### **METHOD: COLLAGE OF A SCHEME**

This is about a graphical representation of an item (great dream) that so far has not yet been depicted, which in this way is delivered into the world. The participants are supposed to develop, in a creative way, a connectedness with the goal, i.e. with the change scheme. In this connection a non-verbal expression of thoughts and feelings is reached. Optionally, the collage can be replaced by a so-called target poster, that graphically (icons, illustration, colours) deals with the scheme.

After the facilitators have explained the task, the participants are allocated 30 - 40 minutes to represent their scheme of change on a sheet of flip chart paper - using magazines, glue, scissors, fabric remnants, etc.

This is supposed to be done individually or in small groups of up to four.

The facilitators provide the materials and display them on the tables. The participants start off as soon as they have received a short introduction of the task, materials and duration. The method is completed with an exhibition of the collages or painted target posters. At the same time, a short presentation by the respective creators can be helpful. Interpretations or comments by other participants are not intended.



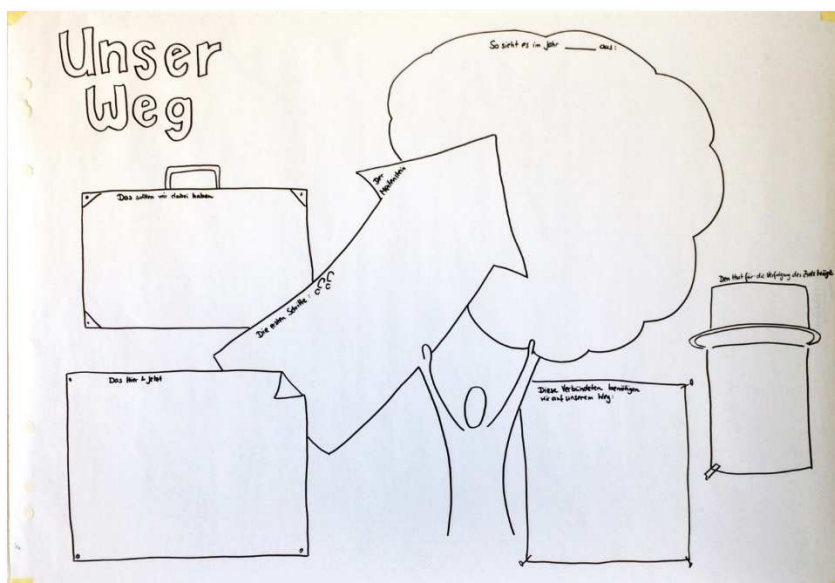
## METHOD: PATH AND MINI-PATH

PATH is a planning process with a circle of supporters for people who have an idea about what their situation should be in the future but who still need to check out the way to get there. The PATH process is based on common values and visions among the planning person and his or her supporters. It draws a desirable future, describes the present situation and looks for supporters and fortifiers for the way ahead, specifies important intermediate steps and is completed with a precise action plan for the following month. The PATH process can be applied for individuals as well as families, projects and organizations.

PATH was developed by Jack Pearpoint, John O'Brien and Marsha Forrest in the USA in the beginning of the nineties. Originally, PATH was the abbreviation of "Planning Alternative Tomorrows with Hope", however; at present Pearpoint, O'Brien and Forrest use the short form only, as the English word "path" means "way". PATH includes eight steps that are graphically recorded on a big poster (O'Brien, Pearpoint, Kahn; 2010)

Mini-PATH on the other hand is an adapted method to allow individuals and small groups to set up meaningful steps of change, independently of a circle of supporters. It comprises the same approach as PATH: Upon devising a so-called Pole Star (in this case already existent through the *Five Dimensions of Inclusion*) a vision or a great dream is derived and attached to a particular year that is at most three years in the future. This target should be graphically recorded and as much illustrated as possible in order to promote an emotional bond.

Only in a second step the present situation is examined and described in relation to the target. At this point milestones at halftime, sources of energy and necessary allies can be declared on the Mini-PATH poster. Finally the next steps are explained in detail (What needs to be done next week? What in the near future?) in order to generate an action plan that can be put into practice.



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## METHOD: HEADSTAND QUESTIONS

This method is about turning the challenge “upside down”. The facilitator rephrases the challenge or the problem into the exact opposite. The normal question relating to a successful process would be *“What do we have to consider in order to involve as many players as possible?”*

In contrast, according to the Headstand method, the question is *“What do we need to do in order to exclude as many players as possible from the process?”*

The advantage of rephrasing is that - paradoxically - we know exactly what and why something does not work. We detect mistakes, stumbling blocks and problems much more clearly than solutions.

If a problem is well rephrased into its opposite, the headstand method always works - especially also with untrained teams.

Some more possible headstand questions:

*What do we have to do to show the players that we already know all the answers and don't need their individual knowledge?*

- ⇒ *How do we achieve that all people involved perceive the subject of change as very shadowy and vague?*
- ⇒ *What had we best do to create an atmosphere of exclusiveness?*
- ⇒ *What do we need to do to make an informative meeting appear inanimate and redundant?*
- ⇒ *How do we send a signal to others making clear that teamwork is not about being on a par with each other?*
- ⇒ *What kind of language do we have to use so that only the fewest of the parties involved can understand us?*
- ⇒ *What kind of attitude is best to promote immediate surrender upon a first setback and blame others for it?*

Ask all of the participants to think up ideas and write them down on note cards. Everybody writes for themselves, nobody speaks. “Brain writing”. Subsequently these answers are collected into clusters.

Now the next step should be to reverse the “negative ideas” into positive ones and then use them as a direct inspiration for “real” ideas.

## METHOD: PEER CONSULTING

Mutual consulting among players, all concerning questions/problems by means of a predetermined conversational framework, and application of various methods.

### Features and Targets

- ⇒ Reflection of own behaviour and own functioning
- ⇒ Inclusion and use of various experiences and perspectives
- ⇒ systematically open up new vistas on narrow patterns of conduct

### General Conditions

- ⇒ Duration: approx. 45 minutes per case
- ⇒ Number of participants: 6 - 9 as active consultants (in case there is a larger number, the remaining ones take on the role of spectators)

### Materials:

- ⇒ Flip charts that contain graphics highlighting the various methods and the six phases according to which peer consulting is conducted.
- ⇒ Flip charts for recording results

### Preparation of the Facilitation

- ⇒ Knowledge about the six phases according to which peer consulting is conducted
- ⇒ Knowledge of the various methods that are used with peer consulting

### Procedure

#### Phase 1: Casting

The participants decide on who assumes the roles of advice seeker and consultants. In addition, one person assumes the role of a moderator.

#### Phase 2: Spontaneous Report and Comprehension Questions (15 minutes)

The advice seeker explains the situation from his or her subjective perspective. At the end of the task description the consultants can ask comprehension questions.

### Phase 3: Key Issue

The moderator asks the advice seeker to explain what exactly the key question is, about which he or she is looking for advice during the further procedure.

In case the advice seeker finds it difficult to come up with a precise key question, the method “(Re)invent a key question” can be applied. The consultants suggest possible key questions.

### Phase 4: Choice of Methods

The advice seeker suggests a method that he or she considers productive with regard to the key question.

- ⇒ The consultants, too, suggest a method of their own that they consider productive with regard to the key question.
- ⇒ The moderator supports all people involved with the decision for one of the methods.

### Phase 5: Consultation (approximately 10 minutes)

- ⇒ The consultants advise the advice seeker according to the chosen method.
- ⇒ The moderator makes notes of the consultants’ contributions on the flip chart.
- ⇒ During this phase, the advice seeker only listens and lets the consultants’ ideas sink in.

### Phase 6: Conclusion

The moderator asks the advice seeker which of the collected ideas he or she considers helpful in relation to the key question.

The advice seeker gives his/her view about those suggestions that in his/her opinion are helpful and he/she thanks the consultants for their support.

### Special Features

With peer consulting different methods are applied for different target courses. According to the specific key question, it can also be dealt with several times using various different methods. This leads to a variety of options for action.

In the following, please find a selection of methods:

#### **Brainstorming**

Target: collect a variety of approaches; make use of the resourcefulness of the group

Question: “What could well be done in a situation like this?”

Procedure: Any ideas are permitted. All ideas are expressed and recorded on a flip chart. Ideas and suggestions are not criticised.

#### **Handstand Brainstorming**

Target: collect a variety of suggestions; make use of the ingenuity of the group

Question: “What could the advice seeker do worsen the situation?”

Procedure: Any ideas are permitted. All ideas are expressed and recorded on a flip chart. Ideas and suggestions are not criticised.

### **Feedback**

Target: collection of emotions and thoughts that came up with the consultants while listening to the spontaneous report, emotional sympathy.

Question: “What kind of thoughts, emotions and inner reactions are triggered with me by the spontaneous report?”

Procedure: Every consultant describes what the report has provoked with him or her, and how he or she has perceived the advice seeker.

### **Finding or inventing a key issue**

Target: find a key question that the advice seeker would like to get advice about.

Question: “What (else) could be the advice seeker’s key question?”

Procedure: every consultant completes the sentence: “To me the key question would be ...” The suggestions are all recorded on the flip chart. Subsequently, the advice seeker explains to what extent the proposed key questions are relevant to him or her.

### **Open questions**

Target: collect more questions develop further perspectives.

Question: “What additional questions could the advice seeker engage in, in order to get closer to finding a solution?”

Procedure: the consultants collect further questions. These are noted down on a flip chart.

### **Invent surprises**

Target: solve deadlocked situations, break through vicious circle

Question: “what unusual ideas could help the advice seeker to promote a flow in that situation?”

Procedure: The consultants collect creative ideas and surprises

### **Reinterpretation**

Target: change of perspective; looking for a good reason instead of the evil purpose

Question: “How could the difficult situation / separate aspects thereof, or players’ intentions be favourably looked upon and thus be reinterpreted?”

Procedure: collectively five to eight sentences that summarise the problem / the behaviour are noted down on the flip chart. Every consultant notes down their own reinterpretations of all sentences. Afterwards the reinterpretations are read out loud.

## **METHOD: SIX THINKING HATS BY DE BONO**

Processing of intricate tasks and optimisation of already compiled ideas and solutions.

### Functions and Targets

- ⇒ Inclusion and use of various experiences and perspectives
- ⇒ opening up new vistas on narrow patterns of conduct
- ⇒ efficient discussions taking into account all available perspectives

### General Conditions

- ⇒ Duration: 40 minutes
- ⇒ Number of participants: at least 12

### Materials

Optional: hats in different colours, symbolising various perspectives

Alternatively: note cards in different colours

Description of the six perspectives on slips of paper

### Schedule

1. The facilitator introduces the various hats and their respective perspectives
2. The participants split up equally into the six perspectives.
3. In order to symbolize the different parts that they are to represent in thinking and discussion during the following course, everybody gets a hat (alternatively: a card) in the respective colour. In addition they receive slips of paper containing the descriptions of their perspectives.
4. The participants are allocated a short time in order to make themselves familiar with their parts.

**White hat** (facts): objective information, facts, no subjective opinion, no evaluation.

- ⇒ What were the contents?
- ⇒ How was the process? How did it go ahead?
- ⇒ What were the most important insights and results for you personally?

**Red hat** (impressions, emotions): subjective, emotional thinking, attention focussed inwardly, emotions.

- ⇒ Which different emotions did you realise / witness during the course of the process?
- ⇒ How did they express themselves?
- ⇒ How did they develop, how are they now?

**Yellow hat** (benefit, advantage): realistic optimism, positive arguments, indication of advantages and possibilities

- ⇒ What was/is pleasant in how everything went?
- ⇒ What did you particularly like?
- ⇒ Which advantages, which benefits do you see...
  - ...for the change process?
  - ...for the team?
  - ...for yourself?

**Black hat** (criticism, disadvantages): warning of dangers and risks, caution, avoidance of damage

- ⇒ What was difficult with how everything went?
- ⇒ What did you not like very much?
- ⇒ Which disadvantages do you see?
- ⇒ Which stumbling blocks are most likely to be overcome?

**Green hat** (ideas; alternatives): creative recommendations, new ideas

- ⇒ What kind of further ideas do you have?
- ⇒ Which alternatives do you come up with?
- ⇒ What should happen next?

**Blue hat** (process, meta-level): view from outside, regime, sorting of thoughts

- ⇒ If someone had looked on the process from outside - what would the person say...
  - ...about the process?
  - ...about the team?
  - ...about the project group?
  - ° ...

## 5. Discussion

- ⇒ Facilitated Discussion: during a chaired discussion the facilitator can ask the participants to contribute to the discussion from their own perspective. (for example: “Now I would like to hear some red contributions to the discussion”)
- ⇒ Discussion without a facilitator: the players announce their choice of colour (e.g. “I now choose the green hat and suggest...”) and thus contribute to the discussion from their respective chosen perspective.

## 6. Evaluation of new ideas, suggestions and thoughts

### Particularities

- ⇒ This method encompasses both a high potential for work results, as well as a great fun experience.
- ⇒ Since all players take active parts (different perspectives), more open discussions are possible.



## METHOD: FOCUSING REFLECTION

### Area of Application

Development of questions/problems from different perspectives

### Functions and Targets

⇒ Opening up new vistas on narrow patterns of conduct

### General Conditions

⇒ Duration: 40 minutes (20 minutes of preparation in small groups, 20 minutes for presentation of the groups' results)

⇒ Number of participants: at least 10

### Materials

⇒ slips of paper containing descriptions of the groups and their perspectives, from which the questions are to be dealt with.

⇒ flip charts

⇒ felt pens

⇒ Possibly a separate room to facilitate undisturbed work by the small groups

### Preparation of the Facilitation

#### Introduction to the four groups and their perspectives on paper

⇒ Group of Jesters

⇒ Group of Wise Men and Women

⇒ Custodians of Justice

⇒ The Good Spirits of Courage

### Schedule

1. The advice seeker gives an outline of the problem

2. Comprehension questions can be asked
3. The participants split up evenly among the four groups holding the respective perspectives.
4. The representatives of the groups acquaint themselves with their perspectives and retreat for debate (approximately 20 min.)

### **Group 1: Group of Jesters**

This group has the task to exaggerate the problem from a hilarious and provoking perspective and thus enable the advice seeker to come up with new perspectives by creating a caricature of his concern. The jesters perform this as vividly and playful as possible. They are privileged to even be able to offer crazy solutions.

### **Group 2: Group of Wise Men and Women**

This group performs the task to wrap up any contradictions, paradoxes and perspectives for solution into a story or a metaphor and tell it to the advice seeker. The group takes care to do this in a very holistic approach.

### **Group 3: Custodians of Justice**

This group sees to all players being rightly respected, warns against negative consequences of un-reflected actions, perceptions and the danger of misuse of power. Justice as well as siding with the segregated and the forgotten is an important aspect of their guarding function. Primarily, they ask questions.

### **Group 4: The Good Spirits of Courage**

This group supports and strengthens the advice seeker and informs him or her with an encouraging comment about resources and future development possibilities and solutions.

5. The representatives of the different perspectives present their results.
6. The advice seeker gives feedback and expresses (provisional) steps of solution.
7. Reviewing by all of the participants, mutual exchange about how each of them has experienced the work on the problem and the method.

Specialties

- ⇒ This method is diversified due to its creative and playful approach.
- ⇒ The players need to be prepared to really engage in their roles.

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