L Leadership

LEADERSHIP
for Global Responsibility

The Art of Facilitating
"Leadership for Global Responsibility"

Key Aspects and Practical Guidance

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Im Auftrag des

BMZ | Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung

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PERSPECTIVES – LEARNING COLLECTIVELY AS WE TRAVEL TOGETHER

Preface

In 2011, GIZ mandated its Academy for International Cooperation (AIZ) to create a new approach on Leadership Development. Our idea was to boost transformational energy in international cooperation programmes worldwide in order to support a necessary paradigm shift from Development to International Cooperation. We understand leadership and management as a practice:

"Put together a good deal of craft with the right touch of art alongside some use of science, and you end up with a job that is above all a practice." [1]

According to that model, leading and managing evolve in the centre of a triangle that brings together solid theoretical knowledge and **analysis** through systemic evidence (science), as well as **experience** gathered in practical learning through implementation (craft) and **vision** empowered by creative insights (art). Leadership as reflected practice is consolidated and at the same time stays fluid through an open exchange between those three dimensions with the outer world of International Cooperation.

Our personal Leadership Journey

By 2012 our approach was branded **"Leadership for Global Responsibility",** focusing on the core of the leader. In a dialogue-process with internal and external (thinking) partners four competency areas were defined. We decided collectively that our approach would be guided by the principles of *constructivism, humanism* and *future orientedness*. More insight is provided in the Study *"Strengthening Leadership Capabilities for Sustainable Development"* [2]. The main format for developing competencies and reflecting one's own mind-set in a system(at)ic process process is the Leadership Journey. In-depth information and ways to implement it can be found in the Leadership **ToolBOX** published in 2013 and now updated. By 2015 *Leadership for Global Responsibility* is fully described as an approach, evolving continuously by feeding in our learnings from the implementation processes taking place all around the world.

Exercising Leadership as a reflected practice that requires impulses from the field of art, craft and science is highly demanding. **Supporting Leadership Development** requires the same competencies on an even higher level. Therefore, a capacity building process has been set up in 2014 by the Leadership Unit of GIZ. Testing already in 2012 with an **InnovationLAB** and Retreats held in the Monastery of Schweinheim near Bonn, the innovative **FieLD-Program** (Facilitating Leadership Development) was kicked off with a first **F4F-Workshop** (Facilitation for Facilitators) held in Berlin in 2014.

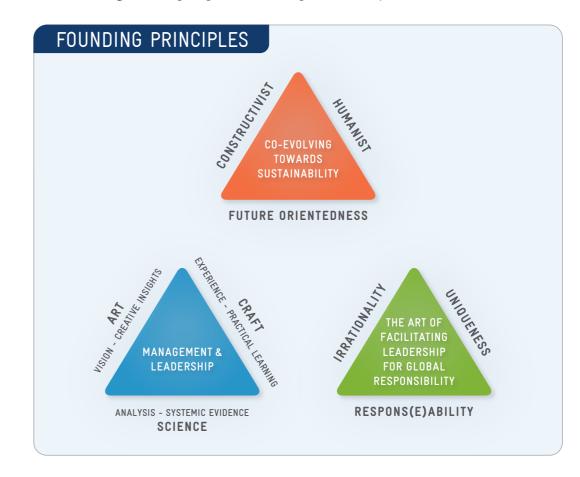## On the Art, Craft and Science of Facilitating Leadership

The FieLD-Program pays tribute to the dimensions mentioned above, focusing on some aspects relevant for co-creating highly effective leadership development programs:

Art plays a key role on our Learning Journey on Leadership. At its core, it uses not-knowing as a starting point. Developing material and structure out of that, art leads and

1. Henry Mintzberg: Managing. San Francisco 2009
2. Christine Wank and Mohan Dhamotharan, directed on behalf of AIZ

follows at the same time. In this process art represents in this process the *uniqueness* of any human being and provides opportunities for experiencing *irrationality* in a creative and transforming context. Containing uniqueness and irrationality, an ARToolBOX emerged within our Leadership Programs. It demands *response-ability* which constitutes the third aspect in a dynamic triangle. The **ARToolBOX** documents our learning process and raises awareness for new insights into the creational character of leadership.

The FieLD-Program creates a safe space to learn on the **art** of facilitating *Leadership for Global Responsibility* in a practical way, exchanging on what works in which context and why. Facilitators participating in this program have to be experienced in the field of supporting competency development and processes of deep change. At the same time they need to be willing to reflect on known routines, overcoming them eventually, starting to collaborate and co-evolve on another level together with our partners.

Facilitation as an **art** goes beyond technical training. Facilitators need to deal with energies, designing and holding spaces that bridge the gap between thinking and doing, co-creating new realities hardly imagined before by the individual or the group. Facilitating untamed energies unlocked by that kind of psychological processes is part of the job description. Therefore facilitators should always expect or even more happily invite the unexpected in order to change not helpful patterns developed over the years.

FOUNDING PRINCIPLES

CONSTRUCTIVIST — HUMANIST
CO-EVOLVING TOWARDS SUSTAINABILITY
FUTURE ORIENTEDNESS

ART — VISION · CREATIVE INSIGHTS
EXPERIENCE · PRACTICAL LEARNING — CRAFT
MANAGEMENT & LEADERSHIP
ANALYSIS · SYSTEMIC EVIDENCE
SCIENCE

IRRATIONALITY — UNIQUENESS
THE ART OF FACILITATING LEADERSHIP FOR GLOBAL RESPONSIBILITY
RESPONS(E)ABILITY

Science: Our approach has been inspired by a variety academic work and research in the field of Leadership and Leadership Development. The GIZ FieLD-Program builds on the theoretical background of authorities such as Kurt Lewin and its theory on working with fields that aren´t visible, but have a great influence on change processes, as well as Otto Scharmer's Theory U as the archetype of the creative process. It honours also Peter Senge and his **Field-Book**, published in 1994, as a practical guide for his ground-breaking work on systemic change processes.

Craft: The FieLD-Program stresses the need not only to work with "the field", but to permeate it, learning in and from the field, being fully present at all time, embodying our approach, learning individually and leading collectively by example. Facilitators have to be especially skilful and responsible, reflecting in peers on their own blind spots of competency and awareness.

F4F – Facilitation for Facilitators

The F4F as a format therefore goes beyond the concept of "Training of Trainers" (ToT) that is suitable to technical competency development while leadership development is more of an artistic exercise nurtured much more by individual reflection than by technical expertise. In a format like this, already seasoned facilitators, trainers, and coaches are invited to reflect about themselves, about their conceptual basis, personal crafts(wo)menship and artfulness of their interventions. They learn and exchange about the approach *Leadership for Global Responsibility,* jointly explore opportunities for future cooperation and creatively investigate ideas how to further enhance the conceptual basis and practical implementation of the approach in different contexts.

This paper was written in the aftermath of the first F4F in Berlin by Christine Blome, Thomas Klug and David Seghezzi, who were part of the facilitation team. Building on the creative output of the Berlin workshops, the main intention of this paper is to further explore the idea and process of facilitating Leadership Development in a context of Global Responsibility. The paper intends to be helpful both as a conceptual and practical guide for consultants that design and implement GIZ Leadership Development Programs as facilitators and space holders. Each of the three authors contributed one chapter to the paper. While the three chapters build upon one another on the basis of a shared understanding of facilitation and leadership work, they also reflect the individual perspectives of the authors, leveraging part of the possible variety of perspectives on facilitating *Leadership for Global Responsibility.*

The **first chapter** explores the concept of facilitation and the role of the facilitator in general. These considerations do not apply exclusively to Leadership Development work, but describe fundamental aspects of facilitation in any context. Building on this foundation, the **second chapter** highlights specific aspects of facilitating the GIZ approach *Leadership for Global Responsibility.* In the **final chapter**, we give an overview on selected practical aspects and questions that are relevant for facilitators in preparing and implementing Leadership Development Programs on behalf of the GIZ.

While this document discusses key aspects of facilitating *Leadership for Global responsibility,* it does not intend to serve as an introductory text to the leadership approach itself. Other in depth documents such as the *Toolbox Leadership for Global Responsibility* and descriptions of the approach do serve that purpose.

1. What does facilitation and being a facilitator mean?

(David Seghezzi)

In its leadership work and in the context of the approach "Leadership for Global Responsibility", GIZs Academy for International Cooperation (AIZ) predominantly uses the terms *facilitation and facilitator* rather than trainer, consultant or moderator. In the first part of this document, we highlight selected key elements of what facilitation and the role and work of a facilitator include in our understanding. This understanding of facilitation is not new or exclusive. It is practiced and continuously enhanced by many people and organisations around the world and is reflected in a variety of influential approaches in the field of leadership, dialogue and process work.

To facilitate (engl.): erleichtern, ermöglichen, fördern, unterstützen, bereitstellen.

The literal German translation already tells us a lot about the idea of facilitation. Likewise, the Latin root of the word reveals the core of its meaning: *facilis* = easy, without struggle. Facilitation, thus, implies supporting individuals, a group or organisation in whatever process and questions they are facing. This attitude of assisting people or organisations is complemented with a focus on the dynamics of larger and underlying (or overarching) processes or fields. In our understanding, facilitation is different from doing and producing something, it is different from teaching and training someone in doing something, and it is different from bringing preconceived expert knowledge to a situation. Facilitation focuses on enabling the participants or clients to let their potential emerge during the course of the intervention.

We consider the following aspects as crucial elements of facilitation work. They are clustered alongside three relevant categories for the work of facilitation.

1. The person and role of a facilitator
2. The relation of facilitator and group
3. The facilitator's perspectives on processes

1.1 Person and role of a facilitator

The facilitator as a tool: As any trainer, consultant, expert or moderator, the facilitator uses tools and methods in his/her work. However, the facilitator should consider him- or herself as the most powerful and important tool and intervention in processes. Rather than focusing too much on which tool to apply, the facilitator is aware that his/her attitude, presence, personal qualities, experiences and intentions have a strong impact on groups and individuals shaping processes and projects. This requires a high level of consciousness and awareness in guiding and assisting others.

The facilitator in many roles: The role of the facilitator implies playing many roles, depending on what the group and the processes require. A facilitator can thus – for the time needed – be an expert on a certain issues, an artisan or artist, a space holder

or host, a servant, leader or assistant, even a coach. Facilitation means to sense and embody whatever role is needed in a certain moment. In addition, the facilitator can play with different roles bringing in a variety of perspectives. We can use the idea of eyeglasses with different colours to illustrate the different ways of perception the facilitator can activate: through the eyeglasses of a psychologist, s/he focuses on a deep understanding of individuals. As an anthropologist, s/he takes into perspective the broader patterns of groups, societies and culture. As an architect, the facilitator aims to understand people and processes in space, and to work on the relation of behaviour and structure.

Establishing and holding spaces and energy: Facilitation is the art of establishing and holding a container or space that allows others to explore issues on a deep, personal and often emotional level. Facilitators must therefore know how to lead energy, hold a space with intense emotions and establish an atmosphere of trust. Intense and painful emotions will only surface if the facilitator is able to invite them and can let them be present without an impulse to "fix" them or make them go away. Facilitation therefore requires inner work on own emotions, shadow aspects, patterns and limitations.

Mind-set, awareness and self-reflection as the key elements: At the end of the day, the core elements of facilitation and key assets of a facilitator are his/her own attitude, mind-set and the level of awareness and self-reflection. Participants and clients quickly sense whether facilitation is offered and conducted with respect, appreciation and openness for the ideas, experiences and interests of others. And they value if a facilitator, despite his or her role in the process, engages in a mutual process of learning and reflection. Facilitation, as described above, requires a high level of awareness for processes and energies that occur both in the "outside" and the "inside" (of the facilitator). Facilitation therefore requires a high level of competence regarding different channels of perception (intuition, analytical thinking, feeling, body sensation etc.)

1.2 Facilitator's perspectives on processes

Inside and outside the process: In group processes, the facilitator is at the same time part of the process and looks at the process from a meta-position (from above or outside). We can imagine him/her to be with one leg in and one leg out. Being part of the process implies to also share own thoughts, feelings and involvements to a certain degree, for example in opening or closing rounds, dialogues etc. Nevertheless, the role of a facilitator remains different from that of a participant. In the end, a facilitator must keep in mind and prioritize the learning process of participants or clients.

Facilitation as the art of improvisation: Naturally, facilitators develop a plan for a seminar or consultation. Yet they are aware that it is impossible to know beforehand how a process will develop and what the needs and interests of participants or clients are. A key quality of a facilitator is therefore the competence to let go of her/his own plans and expectations, adapt to new dynamics and seize the potential of what wants to emerge.

InBalancing process and desired outcome: When planning and designing a seminar, process or journey the facilitator reflects about intentions and desired outcomes (own and those of a client). In the course of an intervention, a facilitator must be willing and able to change the course without losing the overall outcome. If needed, expected outcomes are adapted and reformulated.

Working with the field: Facilitation works with the idea of (systemic) fields. These fields contain – often unconscious – information and forces. A facilitator uses those in his/her work and supports individuals, teams and organisations in becoming more aware of the issues, energies, conflicts, potentials and deeper structures in their respective field.

Inviting emergence: The idea of fields is linked to a key question and phenomenon in facilitation work: What wants to emerge? What is the idea, emotion, experience, action or dynamic that is "in the air" and ready to come into the world? Inviting and honouring emergence requires willingness to let go previously held plans and ideas of where a process should be heading.

Offering holistic learning spaces: Facilitation acknowledges the fact that the human existence and experience encompasses rational, emotional, physical, psychological, intuitive and spiritual dimensions, and that learning and profound changes require an approach that addresses and invites all these levels of existence. Facilitation therefore aims to design processes and learning spaces in a way that stimulates holistic experiences.

1.3 Relation of facilitator and group

Leveraging a multitude of perspectives: In order to increase awareness and understanding, facilitation invites and encourages individuals, groups and organisations to explore a variety of different perspectives on a question or topic, even if these perspectives seem to be – or really are – in opposition to one another. The attitude is "as-well-as" rather than "either-or".

The facilitator as a "weather reporter": Groups and processes are full of dynamics, emotions, potentials, hidden issues, blockades, and surprises. Comparable to the weather, the dynamics can be fairly stable for a while, but then switch from one moment to the next. One part of the facilitator's role is to carefully sense these – sometimes evident and sometimes subtle – developments and currents, and reflect them back to the group. In this sense, the facilitator acts like a mirror, indicator or resonating body. Facilitation helps to make things that are "in the air" or "in the room" visible and tangible.

Guiding others through unknown territory: Facilitation means often guiding and supporting others in transformational processes. This includes letting go of old certainties and opening up for a still unknown new. Typically, this causes feelings of insecurity, weariness and anxiety. In order to lead and support in such emotionally challenging circumstances, facilitators must "know the territory", i.e. have solid personal experiences with transformational processes and know about the dynamics, possible reactions and phases.

Working at and beyond the border of the known: Facilitation supports individuals and groups to explore the limits of what is known and practiced and invites them to explore the realm of the still unknown and unconscious. On the part of the facilitator, this requires sensitivity to know when to encourage exploring the unknown and insecure, and when to focus on bringing stability and strength to what already is.

Caring for everyone and reflecting own patterns: If a facilitator is part of the process, we must acknowledge that this involvement also triggers own emotions, assumptions, patterns and preferences. Participants might at times touch upon the facilitator's own limits and weaknesses. Facilitation therefore requires a high level of awareness about these processes, continuous self-reflection and willingness to equally care for all participants and their needs.

2. Facilitating "Leadership for Global Responsibility"

(Thomas Klug)

In this second part of the paper, we bring together the idea of facilitation (see part I) with the integrated GIZ approach "Leadership for Global Responsibility" that has been co-created by the Leadership Unit of GIZ together with partners and facilitators. This approach can be applied in projects of partners or clients in different countries (also private sector) as well as within internal Programmes of Competency Development of GIZ. A major comparative advantage of this "applied diversity approach" (diverse sectors among participants) is the fact that it has been co-created by applying the principles it wants to support in its program. It aims to be a "walk your talk" approach with a high degree of authenticity and credibility.

While the approach can be implemented in a variety of formats, we are using the format of the "Leadership Journey" as our main reference, being the most complex and sustainable for introducing all the different aspects we want to share in this paper.

2.1 Vertical perspective on competencies for "Leadership for Global Responsibility"
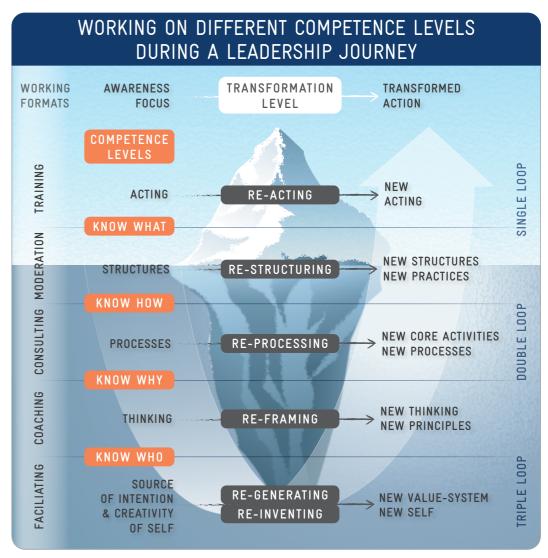
"Leadership for Global Responsibility" is not only focused on mechanistic feasibility but also on value based responsibility. This requires criteria to orient leaders who need to live this responsibility in everyday situations in their institutions. They are developed and carried at the "core" of a leader (personal values) and in the corporate culture of an organization or institution (corporate values). This value-oriented approach combines value orientation with value creation and reveals the depth of work that is done during the Leadership Journeys. The facilitator needs to be capable and willing to support such a complex process.

The learning and development of leaders during our Leadership Journeys is substantially influenced by the competencies of the facilitators. They act as role models and need to understand the Art of Facilitation to design formats like journeys that bring out the best of participants. A few quotes highlight the necessary qualities of our facilitators:

Bill O´Brien: "The quality of an intervention (e.g. meeting, journey) depends on the interior condition of the intervener (facilitator)."

Gerald Hüther: "In today's learning situations we basically need to do three things: we need to **invite** people to deal with topics that really matter to them. We need to **encourage** them to step out of their comfort zone to really learn new aspects of life and new behaviour. And last not least we need to **inspire** people in what they do, how they do it and with whom."

In order to reach this level of depth and quality in our Leadership Journeys we need to work on different levels and with approaches that require a bandwidth of experience from the facilitators. The following graph provides an overview of these dimensions. The different elements of the graph are explained from left to right.

Relating to Theory U, C.O. Scharmer, 2007

The position of **different working formats** indicates the levels that can be worked on with the different formats. In this classification, facilitation goes all the way down to the lowest level of the iceberg or in other words to the bottom of the U (O. Scharmer).

A key element of successful leadership is the **focus** of a leader (level of awareness). In fast moving environments the focus might shift from one level to another from one moment to the next. That means leaders need to be capable to re-focus very quickly and need to feel comfortable with it.

That again requires on the one hand to know about the different layers and secondly to adapt to a different focus whenever needed. This competence will be practiced intensively during the Leadership Journey. It is the responsibility of the facilitator to design the journey in a way that participants with different personal and professional backgrounds will have the chance to develop and strengthen these competencies in different ways.

This implies that the further we travel down the iceberg we gradually move from an organization-oriented, more visible focus (structures, processes) to a more personal, unconscious and value-oriented focus with the related competencies (thinking, mental models, source of intention and creativity). The facilitator will take the participants on a journey to discover and develop different levels of competencies, in particular the deeper layers. There are several approaches described in the Leadership Toolbox how to do this.

The metaphor of the iceberg (see the Dilts model in the Leadership Toolbox) represents the different layers of people´s awareness and various influencing factors on human behaviour becoming relevant in every learning and change process

The display of different **competency levels** (see yellow boxes on the left) indicates how deep we are travelling on our journey. We are going beyond the levels of 'know what' and 'know how' entering the sphere of 'know why' and helping to explore the participants' personalities ('know who').

Usually we act in a certain way. If we do not like the outcome of our action, we react in a different way – many times automatically. **Action and reaction** are visible and represent the part of the iceberg, which is above the water level. During the Leadership Journeys we want to help participants to become aware of their competencies on the deeper levels of their personal iceberg and develop them further.

Actions are influenced by certain structures and processes in an organization or a specific work flow. These structures and processes again have been developed on the basis of a certain way of thinking. The underlying mental models have determined standards that are determining our working environment and influencing our behaviour.

On the deepest level of the iceberg we will find our sources of behaviour and personal intention. Both are more or less consciously influenced by our values that are driving us towards our goals. During the course of the Journey it will be the task of the facilitators to go as far as to this crucial turning point of the U. They try to enable participants to remember or hear their calling and distinguish the vision, that wants
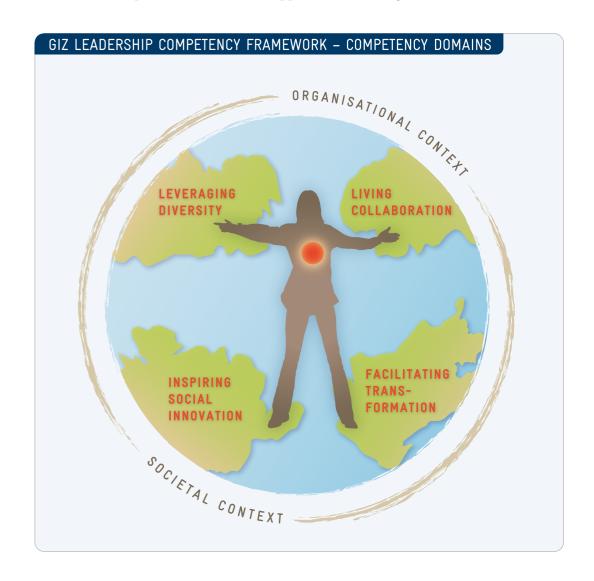
to emerge from within and coming to the world. Here the full potential of participants can be discovered and tapped on in order to create a different work space, products and services and a sustainable world. In Greek this lowest point is called "Metanoia" which means turning point or "penance" in catholic terminology.

From this lowest point all the thinking and action described on the right arm of the "U" will be a kind of "transformed action" which is influenced by the discovery of the enormous personal and organisational potential that can be leveraged during the continuation of the journey.

2.2 Lateral perspective for applying specific competencies within the domains

The core of a person as described above lies at the heart of all leadership action and responsibility. This is why the leadership competency domains are assembled around the mind-set of the leader or the "core" (which comes from the Latin word heart (concerns of the heart) – represented by the red dot).

Fields of competency that the GIZ approach is focusing on:

GIZ LEADERSHIP COMPETENCY FRAMEWORK – COMPETENCY DOMAINS

ORGANISATIONAL CONTEXT

LEVERAGING DIVERSITY

LIVING COLLABORATION

INSPIRING SOCIAL INNOVATION

FACILITATING TRANS-FORMATION

SOCIETAL CONTEXT

Core (Mind-set)
Leveraging Diversity
(such as gender, age, language, skin colour, religion, culture)
Living Collaboration
Facilitating Transformation
Inspiring Social Innovation

These competency domains are described in more detail in documents on the GIZ Leadership Approach and the Leadership Toolbox. The work on these domains does not necessarily need to be covered by one facilitator only. It can also be managed by a group of facilitators. Furthermore, the facilitators can be complemented, if feasible, by experts on a certain topic (project, region and sector). This particular mix of competencies and experiences of different facilitators can level up the insights of participants of the journey because it will help them to learn on multiple levels and from different role models.

2.3 Example for the integration of the vertical and lateral perspectives

The following example illustrates this approach and the inter-dependence of the different domains in more practical terms.

*A leader (Mohammad P.) in the education sector in Pakistan wants to introduce the **social innovation** of a closer cooperation between the public and private sector in vocational training. He designs the obligatory educational curriculum closer to the needs of companies, combined with educational needs of the Pakistani society. This approach is new in Pakistan and can be considered social innovation.*

*To reach this aim Mohammad has to design and facilitate a **transformation process** for his own organisation, the vocational education sector in the different provinces in Pakistan as well as for the cooperation with the private sector. This transformation process needs to be designed on different levels such as the political and managerial level as well as the personal level of all people involved.*

*The different mind-sets and cultures in public and private sector institutions require a close cooperation and coordination. This can become a **living collaboration** if all involved parties respect each other´s positions and differences during the various phases of this transformation. If Mohammad wants this collaboration being successful he has to make sure that it is not only announced but actually lived out by all involved parties.*

This will only be possible if all involved parties accept the high degree of diversity a multi-stakeholder approach requires. Mohammad will increase the probability of a successful implementation of his innovation if he brings all involved parties to the table. The very different perspectives of these diverse parties (sometimes with completely contradicting needs and requirements) can, on the one hand enable innovative solutions to different questions but also require openness and tolerance. This again, as Albert Schweitzer said "requires knowing each other." To know each other creates trust which is the base for exploring innovative and risky paths.

During the Leadership Journey, the facilitator helps participants to get to know themselves and learn about the others. That is the reason why the facilitator introduces different levels of awareness (iceberg) and helps to apply the various participants' insights in the different leadership competency domains.

These domains – as suggested before – are not written in stone. They represent a set of competency areas that has proven to be applicable in many projects and cultures. If a certain situation requires the definition of a different set of domains they can and will be adapted to the specific requirements of the project.

It is crucial that through the design of the journey the participants become aware of the fact that one competency domain is not isolated from the other but closely connected with all of them. The management of this inter-dependence is one of the most important challenges of leadership work (complexity). Here we see the reason why we go on a vertical path down all the levels of the iceberg and combine this direction with the lateral view of different competence domains. That is why these inter-dependencies are emphasized and practiced so intensively during the leadership journey.

Our experience shows that the design of the journey will be more accepted and successful the more diverse the exercises, tools, inputs and guest speakers are selected and put together by the facilitators and their local partners. Whatever has been introduced and practiced in the "safe learning environment" during the modules of a journey will be applied and transferred to a real project each participant has chosen before joining the journey. This practical and real life project enables all learnings to find their way into everyday practice and run the practical test of feasibility. This includes the adaptation of approaches to the own institution and the involvement of peers with the implementation.

The implementation can be complemented by online and offline coaching sessions that will support participants to get through moments of personal questions, insecurities and even crises. Virtual or physical follow-up meetings with peers, initially supported by the facilitators, but to an increasing degree by the participants themselves, enhance further team learning and ownership for the continuing 'Leadership Journey' of life.

3. Guidance and questions for practitioners (Christine Blome)

After linking the idea of facilitation with the specifics of the GIZ leadership approach, this third part of the paper explores selected key questions related to the practical implementation of Leadership Development within GIZ Programmes. This description is not complete and all-encompassing, yet it gives insights in crucial aspects based on real case experiences with GIZ Leadership Development Programs.

3.1 Assessment whether one´s professional profile matches

"Leadership for Global Responsibility" is not only focused on mechanistic feasibility but also on value based responsibility. This requires criteria to orient leaders who

need to live this responsibility in everyday situations in their institutions. They are developed and carried at the "core" of a leader (personal values) and in the corporate culture of an organization or institution (corporate values). This value-oriented approach combines value orientation with value creation and reveals the depth of work that is done during the Leadership Journeys. The facilitator needs to be capable and willing to support such a complex process.

- How far am I already, or am I willing to become, familiar with the theoretical concepts that underlie the leadership approach, amongst others: International Cooperation, Sustainable Development, Constructivism, Systems Thinking, The Great Transformation and Theory U?

- Have I experienced highly complex contexts or uncertain transformation processes? How did I deal with them, when did I succeed and where did I fail – and how can I use those experiences for guiding leaders?

- To which degree am I familiar and comfortable with frequent self-reflection and can therefore act as a role model? Have I reflected upon my core, my values and mind-set and do I feel comfortable in inviting participants to enter this reflection process?

- How experienced and comfortable am I in dealing with the "Core" of others and with the concepts of Leading Oneself and Leading Others navigating through the four competency domains described earlier?

- Looking at the four competency domains: Where and how have I lived collaboration, leveraged diversity, facilitated transformation and promoted social innovation? Which experiences of success and failure can I contribute to leadership development? How much of my inner core and of my personal stories am I willing and able to share?

- Which of the qualities and competencies mentioned in this paper, do I embody and which roles am I willing and able to play? In short: what are my preferences, strengths and weaknesses?

As human beings are never perfect, neither are facilitators expected to be. Many of those questions and processes engage people throughout a lifetime. Experiencing personal limitations and failure is part of that learning process. In the context of "Leadership for Global Responsibility", facilitation is usually done in teams, so that tasks can be shared and weaker competencies supplemented by a co-facilitator/team or partner.

3.2 Preparing and tuning into teamwork

From the perspective of "Leadership for Global Responsibility", teamwork is not only important to complement the knowledge and competencies of single facilitators, but also to present a role model living the leadership approach in professional practice. A diverse team – for example concerning gender identities, nationalities/ ethnicities, ages, religions, sector backgrounds, etc. – that is well orchestrated presents a living example of what it means to leverage diversity, to live collaboration, to facilitate transformation and to promote social innovation in the workplace.

Once the team is assembled it should invest time to prepare well for their collaboration. This is valid for any team, of course, but is especially important for a diverse team in the context of "Leadership for Global Responsibility". Here the team does not only have to function as a role model and work with topics that might evoke strong emotions in the participants and even in the facilitators. At the same time the team usually has to deal with a complex multi-stakeholder setting that will confront it with quite diverse expectations.

We suggest that before starting the process, the team members share their general motivations, goals, visions and envisioned outcomes concerning the learning format as well as their preferences, qualities and limitations regarding the different competency domains and aspects of facilitation work. Guiding questions for a dialogue could be:

- Why do I want to work as a facilitator in the field of "Leadership for Global Responsibility"? What is my mission/vision? What do I want to accomplish by facilitating seminars/leadership journeys? What shall the participants learn and how? What do I want to learn? Am I really willing to contribute substantially and make myself vulnerable?

- Looking at the competency domains: In which areas do I have strong competencies, experience and personal preferences, and where do I need support from my colleagues?

- What does successful collaboration mean to us and how can we live it in our team?

- What are our diversities and how can we leverage them?

- How far reaching is our understanding of transformation and how do we want to apply it in the leadership program?

- What is our understanding of "social innovation" and how do we want to support it in the leadership journey?

3.3 Creation of social innovation in complex multi-stakeholder settings

The reality of implementing GIZ Leadership Development Programs shows that although Leadership Journeys generally follow the basic process as described in the AIZ Leadership Toolbox, each intervention and program needs to be adapted and re-shaped. As contexts, stakeholders and desired outcomes vary, every leadership development format is a social innovation that has to be co-create in a multi-stakeholder setting. This is true for both the concept and the application. The 'classical' case is the following: The AIZ Leadership team is in contact with a GIZ-internal or external client – like a ministry or company in a partner country – who wants to implement a leadership format/ leadership journey. In the first step the client decides, whether "Leadership for Global Responsibility" is the right approach for their needs and wishes, and if so, which additional topics or competency developments should be added in the Leadership Journey. Once the parties come to an agreement, the facilitators can join the process and be integrated in this multi-stakeholder setting. Practical experiences show that this process of

defining goals, concept and outcomes of the leadership program needs a lot of time and energy, therefore it should be done carefully. In some cases, if for example the leadership journey/leadership formats are conducted over half a year or a full year, the dialogue on contents might continue throughout the entire process, as the different elements are co-constructed between GIZ, partners/customers and facilitators.

The intensity of co-creation in this multi-stakeholder setting varies a lot, depending on the wishes and needs of the partners and customers. But it always shapes the work of the facilitators throughout the process.

The following points can help facilitators to ensure that the leadership program meets the expectations and needs of the different parties:

- Make sure I/ we as a team clarify the expectations and define the contents, goals and envisioned outcomes of the leadership program together with the AIZ Leadership Development team

- How can I/ we ensure that we know the expectations of all partners/clients, and that my/our expectations and goals are included?

- How can I/ we make sure that a consensus serving as foundation for the creation of the agenda is reached?

3.4 Getting started, staying on course and closing the process

Once the team is built and the goals and envisioned outcomes are agreed upon with partners and clients, the leadership journey can be prepared and facilitated. The AIZ Toolbox provides many references about what should be considered before, at the beginning, during and at the end of the facilitation process. It presents suggestions for finding a good location, preparing the journey and oneself as well as co-creating a protected space that participants trust and in which they feel safe. It invites facilitators to share responsibilities with the participants, include monitoring and evaluation throughout the process and reminds to support transfer of learning and preparation for "coming home". It points out that facilitators should end the leadership journey carefully. Those suggestions shall not be repeated here. We also do not recapitulate "facilitation basics", like creating facilitation plans, sending out programs, providing handouts or learning journals or the need to conduct regularly feedbacks and debriefs, etc. Facilitators of GIZ Leadership Development Programs will already have a lot of experience in designing and implementing processes in the role of a consultant.

We´d like to offer some guiding questions that focus on the specifics of facilitating "Leadership for Global Responsibility":

- Assuming that I as facilitator am my most powerful "tool": How can I ensure that I cherish and care for this tool during the course of a leadership journey? What helps me to stay in my energy – so that I am able to hold the energy of the group?

- How do I keep a high level of awareness for the processes and energies that occur in the field? What could let me lose this awareness and how can I regain it?

- How do I deal with insecurities, those of participants as well as my own? How can I put them in value for the benefit of the whole?

- How can I stay respectful, appreciative and open, even if a participant does not act respectfully towards others, my colleague or me? Which core values would I not allow being compromised by anybody?

- What can I do to also ensure my personal development? How do I harvest my key learnings? How can I allow other facilitators to benefit from them?

Perspectives – Learning collectively as we travel together

As explained in the preface, this paper was written in the framework of the first AIZ FieLD-Program, Facilitating Leadership Development, bringing together an experienced and colourful community of GIZ staff, facilitators, trainers, coaches and alumni. This community, in cooperation with participants and partners from around the world, will continue to learn more about Leadership for Global Responsibility and facilitation in this field, jointly co-creating and implementing programs and projects. In this regard, we consider our thoughts on facilitating Leadership for Global Responsibility as preliminary considerations based on our own experiences up to his point. As the journey continues, some of the thoughts presented here will still be valid, others might lose relevance, and new aspects and perspectives will be added.

The Journey continues!