

COMPACT

LOCAL GOVERNMENT COLLABORATION MODEL AND IMPLEMENTATION PROCESS

Facilitation Guide





COMPACT LOCAL GOVERNMENT COLLABORATION MODEL AND IMPLEMENTATION PROCESS

FACILITATION GUIDE

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Acknowledgements

The COMPACT Collaboration Model and Implementation Process was developed by Distillery. Many of the tools and techniques presented in this document come from work done in support of the Cities Support Programme (CSP) Leading Change and Transversal Management Projects.¹ These tools were refined and applied through the two pilot local municipalities - Blue Crane Route LM in the Eastern Cape and Newcastle LM in Kwazulu-Natal. The participation and suggestions from participants in these municipalities and the COMPACT Team is gratefully acknowledged.

INTRODUCTION

1.1 OVERVIEW

This document presents a facilitation guide for practitioners who would like to facilitate the COMPACT Local Government Collaboration Model and Implementation Process in municipalities. It could be used by a municipal stakeholder to hold a collaboration workshop, or by a trainer teaching others to implement the model and facilitate collaboration workshops. The Collaboration Model and Implementation Process were informed by a review of SALGA's Stakeholder Engagement Tool (SET) and based on a concept and implementation process inspired by good practice. It was piloted with two local municipalities: Blue Crane Route Local Municipality in the Eastern Cape and Newcastle Local Municipality in KwaZulu-Natal. A train-the-trainer workshop was also held to further refine the guide, which was prepared with the aim of providing a resource for facilitators and practitioners who would like to implement the model. COMPACT has developed a case study on the piloting of the model in the two municipalities. The case study shows how the collaboration tool can practically improve experiences and working methods.

1.2 BACKGROUND

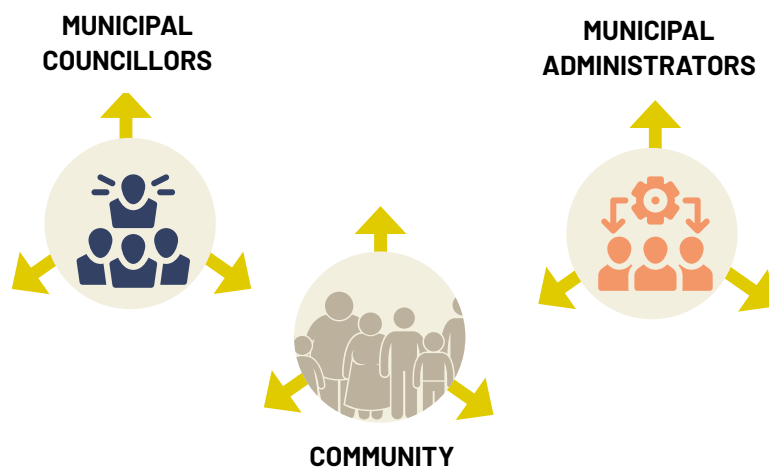
The Public Affairs Research Institute (PARI), the South African Local Government Association (SALGA) and Integrity Action (IA) are jointly implementing a programme titled "Supporting Public Participation and Planning in Local Government: Towards Local Government Service Delivery and Accountability". The programme is known as "COMPACT" – where "Com" refers to the Community and "Pact" to all the stakeholders involved with public participation. COMPACT is co-funded by the European Union (EU) for its duration, from February 2022 to January 2026. The project is implemented in 12 South African partner municipalities in six provinces. The COMPACT programme is designed to achieve a more responsive and accountable local government in South Africa by deepening democracy, enhancing the participation of local communities in the integrated development planning (IDP) processes (with particular emphasis on water and sanitation) and improving planning and oversight of service delivery in municipalities through enhanced community participation. You can read more about COMPACT at <https://pari.org.za/compact>.

During 2022 to 2024, COMPACT engaged in action research with its 12 partner municipalities (in six provinces) to explore and understand the institutional environment and limitations relating to effective public participation. The aim of the action research was to surface insights and ideas from political office-bearers, councillors, municipal officials, ward committee members, civil society organisations (CSOs) and community members themselves. A [COMPACT Consolidated Technical Findings Report](#), which synthesises the findings and recommendations across the 12 partner municipalities, was published in November 2024. The research findings are presented under six thematic areas:

- IDP public participation process
- Ward committees
- Communication
- Operational planning
- Performance management
- Political-administrative interface

The findings include a lack of collaboration between the three main groupings involved in effective public participation (municipal administration, municipal councillors and the community) as well as within each grouping, e.g. councillors and officials not collaborating, municipal departments not planning with each other, and CSOs not interacting with one voice on concerns with respect to service delivery. This is illustrated below.

Legislation and policy highlight the importance of public participation, but the “how to” is absent. Thus, municipalities across the country are struggling to fulfil one of their primary objectives: to engage effectively with residents and communities.



COMPACT has used the findings and recommendations of the action research to co-produce a COMPACT Toolbox with partner municipalities. The Toolbox consists of tools and resources to improve participation, planning and oversight, and can be used by all three key stakeholders when addressing gaps in public participation and collaboration (including planning for improved service delivery based on the needs of residents). The COMPACT Collaboration Model and Implementation Process, presented in this guide as one of the COMPACT tools, aim to assist the three key stakeholders to collaborate more effectively, as illustrated in the diagram below.



1.3 DEVELOPMENT OF THE COLLABORATION MODEL AND IMPLEMENTATION PROCESS

As mentioned in Section 1.1, the development of the model and associated process followed a number of steps:

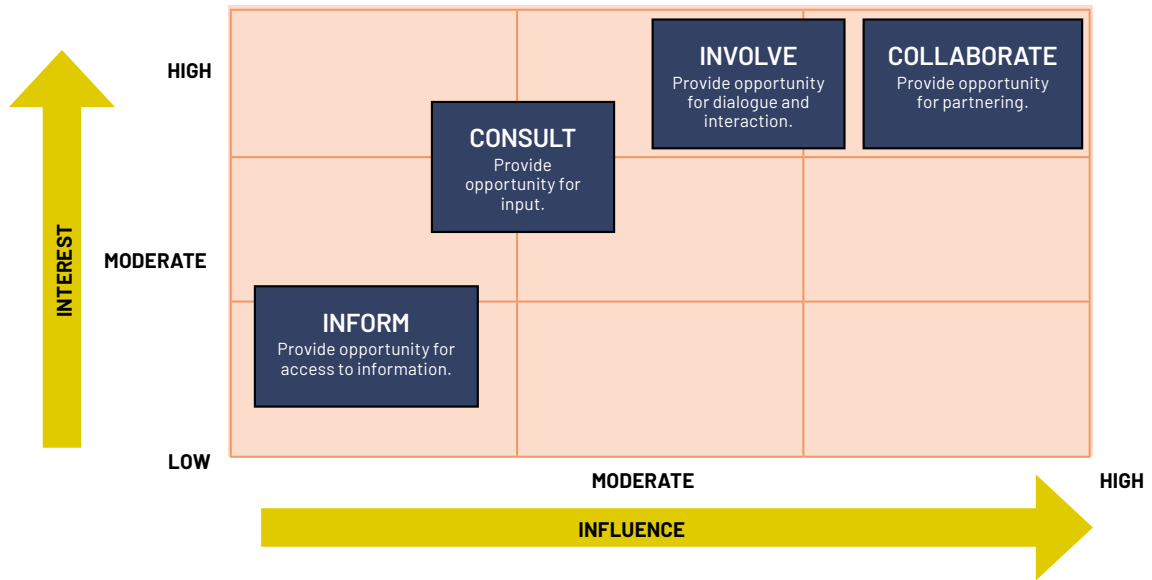
1. The first step was to **review SALGA's Stakeholder Engagement Tool (SET)**. Here the aim was to understand to what extent the existing SET addressed collaboration. The review concluded the SET achieved what it set out to do. However, in the context of collaboration, it was deemed to be insufficient, largely because of the absence of detail on “the how” of collaboration.
2. The second was to **develop a draft of the collaboration model and an associated implementation process**. This was done by drawing on good practice in the field.
3. The third was to **pilot the draft model and implementation process in two local municipalities**: Blue Crane Route in the Eastern Cape and Newcastle in KZN. A train-the-trainer workshop was also held with municipal stakeholders and civil society organisations (CSOs).
4. The fourth step was to **refine the model and implementation process based on the experience of the pilots**. These refinements have contributed to this document.

COMPACT has also developed a case study on the development and piloting of the Collaboration Model.

1.4 WHAT IS COLLABORATION?

Collaboration is “The situation of two or more people coming together to create or achieve the same thing.” (Cambridge Dictionary). Gray (1989) cited in Wikipedia defines it as “The pooling of appreciation and/ or tangible resources (e.g. information, money, labour) by two or more stakeholders to solve a set of problems neither can solve individually.”

SALGA’s Stakeholder Engagement Tool (SET) identifies five ways in which stakeholders can be involved in community engagement: inform, consult, involve, collaborate and empower. The first four are illustrated below and all five illustrated in the graphic that follows:



The SET review offers the following table to identify mechanisms that can be used in the community engagement spectrum.

**Community engagement spectrum:
Increasing the impact on decision-making and governance**

INFORM Provide honest and objective information about services, programmes, projects.	CONSULT Discuss quality and range of services and invite feedback on decisions taken about new projects or services.	INVOLVE Work with the community to ensure their aspirations and concerns are addressed at every stage of planning and decision-making.	COLLABORATE Enable community participation in every aspect of planning and decision-making for new programmes or services to ensure that the community produces outcomes.	EMPOWER Give the community sole decision-making powers over certain new projects or services. Professionals only consult and support.
The municipality will keep you informed.	The municipality will inform you, listen to your input and let you know if your ideas and concerns have influenced decisions.	The municipality will ensure your input and feedback is reflected and let you know if and how you influenced decisions. You will be a partner in implementing solutions.	The municipality will co-create and co-produce solutions. You will be a true partner in making and implementing decisions. Your advice and recommendations will be incorporated as much as possible.	The municipality will support your decisions and work to implement solutions.
<ul style="list-style-type: none"> • Fact sheets • Newsletters • Website • Newspapers • Radio 	<ul style="list-style-type: none"> • Surveys • Focus groups • Public meetings • Forums • Radio talk shows 	<ul style="list-style-type: none"> • Stakeholder forums • Public meetings 	<ul style="list-style-type: none"> • Council membership • Ward committees • Advisory boards 	<ul style="list-style-type: none"> • Support governance, leadership and partnership

Schmidt, P (2017) Community Engagement Toolkit. p. 5.

In the context of COMPACT, collaboration can be understood as the three main stakeholder groups (Community, Municipal Councillors and Municipal Administrators) *pooling their skills, knowledge and resources to achieve innovative responses and solutions in response to a common challenge, identified in the IDP, that neither can address on their own.*

1.5 STRUCTURE OF THIS DOCUMENT

The document is structured in five sections:

Section 2

Section 2 **presents the COMPACT Collaboration Model** which comprises five elements associated with effective collaboration: Purpose, Making Sense of the Challenge, Vision and Hope, Implementation and Adapting, and Reflecting and Learning.

Section 3

Section 3 **presents how the model can be implemented** in terms of the sequence of three main steps: Preparation, Collaboration Workshop and Follow Up.

Section 4

Section 4 **presents a “how to” guide of each of the facilitation tools and techniques** referred to in the previous sections.

Section 5

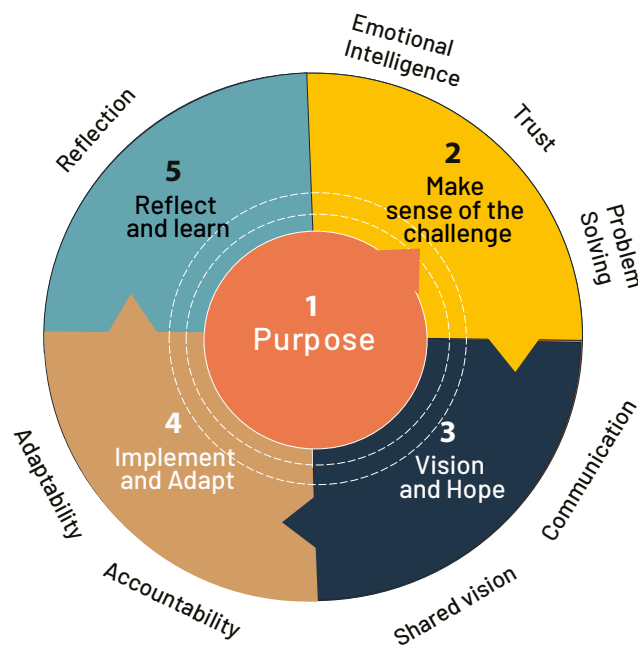
Section 5 provides **six additional facilitation techniques** which function as energizers which can be used should facilitators need to boost the energy of a workshop.

The various templates and diagrams referred to in the guide are included as annexures.

COMPACT LOCAL GOVERNMENT COLLABORATION MODEL

The COMPACT Local Government Collaboration Model was developed to foster meaningful collaboration amongst and within the three key municipal stakeholders: the administration, councillors, and the local community (which includes various subgroups like civil society, businesses, and citizens). The model focuses on the “how” (i.e. methods and processes) of collaboration and was developed as a response to the recommendations of the COMPACT action research conducted with 12 partner municipalities.

The model presented below comprises the five steps of collaboration:



1. **Purpose:** The core of the model is understanding the importance of achieving a common goal and identifying the purpose of the collaborative effort.
2. **Making Sense of the Challenge:** Developing a shared understanding of the challenge, developing a systemic view, and unpacking and prioritising its key elements so we can better understand and navigate its complexity.
3. **Vision and Hope:** Exploring creative responses to the challenge (enhancing awareness of self, others and systemic dynamics), synthesising insights into a compelling proposition, and establishing a shared agenda for collective action.
4. **Implementing and Adapting:** Co-creating adaptive leadership principles through real-life scenarios, clarified roles and responsibilities, and finding ways to understand and work with resistance.
5. **Reflection and Learning:** Synthesising key insights, reflecting across individual, organisational, and systemic levels, confirming ongoing resources, and updating the shared agenda for continued action.

The model also refers to a **set of skills and competencies** that can be built into the collaboration process. Collectively, while the competencies are relevant to all steps, they are presented within the area of the model that they are deemed to have most relevance.

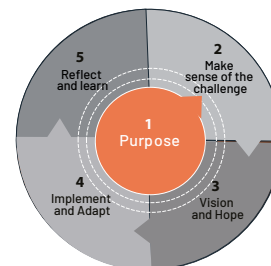
The five steps of the Collaboration Model are set out in more detail in this section.

2.1 PURPOSE

At the centre of the model is *Purpose*. **Why** is collaboration needed? Collaboration, perhaps unlike other forms of public participation, is not an end in itself. It only happens when there is a clear reason for stakeholders to come together to jointly address a common challenge which none of them can address on their own. The model represents ripples outwards from Purpose into the four other elements of the model. This illustrates that the Purpose should always anchor what follows.

Getting clear on the *Purpose* requires preparatory engagements with two intentions:

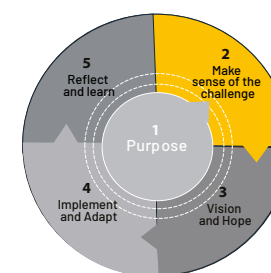
- To identify, prioritise and explore the **particular issue** to be addressed; and
- To identify **who should be involved** through a stakeholder mapping exercise.



2.2 MAKING SENSE OF THE CHALLENGE

With the *Purpose* and stakeholders clarified the next step is to convene them in order to Make Sense of the Challenge. What is the main problem? This is undertaken in three ways:

- An immersion which provides an experience of the **challenge**;
- Making sense of the challenge through viewing it from **different perspectives or lenses**; and
- Unpacking the **elements of the challenge** – and deciding how they can best be addressed.



Competencies:

- 1. Emotional Intelligence:** Emotional intelligence is the ability to understand and manage one's own emotions, as well as recognise and influence the emotions of others.² It includes being able understand and empathise with the perspectives of others.
- 2. Trust:** Trust is built through transparency, reliability, integrity and consistent communication.
- 3. Problem-Solving:** Creativity, critical thinking and a systemic approach to a problem.

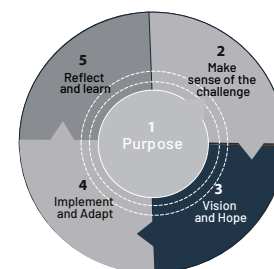
2.3 VISION AND HOPE

With the challenge unpacked and better understood, the next step is to generate a *Vision* around what the situation will look like once the challenge is addressed and offer *Hope* to the stakeholders that it can be achieved. Here there are two areas:

- **Understanding the "self"** in relation to the challenge; and
- Generating a compelling and inspiring **vision statement**.

Competencies:

- 1. Shared Vision:** A shared vision and associated common goals in order to align team members.
- 2. Communication:** The ability to actively listen, to give and receive feedback and clearly articulate ideas.

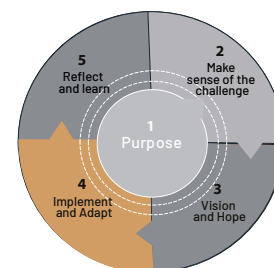


2.4 IMPLEMENTING AND ADAPTING

Implementation and Adapting involves actions that will be taken by the various stakeholders – the plan – and **how** they will need to adapt to inevitable challenges along the way.

Competencies:

1. **Adaptability:** Flexibility and openness to adjust plans and practices to evolving circumstances through being able to take in new realities, ideas and approaches.
2. **Accountability:** Taking ownership of responsibilities, delivering on commitments, and holding oneself and others accountable for results.

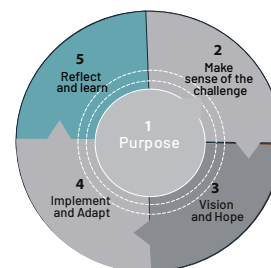


2.5 REFLECTING AND LEARNING

The fifth element of the model pays attention to *Reflecting and Learning*. This is space created for participants to reflect on what they have been learning about themselves and the team they have been working with in relation to collaborating on the challenge so that this growth can be leveraged for the next step of the journey. We also clarify how the team will work together going forward and what support is required and offered.

Competency:

1. **Reflection:** Reflecting on lessons learnt in the process and how these can be applied in future work.



IMPLEMENTATION PROCESS

At the heart of the implementation of the COMPACT Collaboration Model is the facilitation of a two-day Collaboration Workshop between local government stakeholders. The implementation process takes place over three main phases:

1. Preparation Phase;
2. Collaboration Workshop; and
3. Follow-up Phase.

These phases are presented graphically below and further unpacked in the sub-sections that follow.

PREPARATION		COLLABORATION WORKSHOP			FOLLOW UP		
Month 1	Month 2	Month 3			Month 4	Month 6	Month 12
Request and Purpose	Stakeholder mapping Invitations & logistics	Detailed Design	Day 1	Day 2	Follow up Session 1	Follow up Session 2	Follow up Session 3
Engagement to identify and clarify the issue			M1 Orientation	M4 Implementing and Adapting	Follow up with municipality	Follow up workshop	Follow up workshop
			M2 Making Sense	M5 Reflection and Learning			
			M3 Vision and Hope				

3.1 PREPARATION PHASE

The preparation phase is critical and worth investing the requisite time and energy. The phase involves three key steps:

1. Clarifying the purpose of the collaboration workshop;
2. Mapping the stakeholders; and
3. Organising logistics for the workshop.

3.1.1 Request and Purpose

Request and Purpose	The first step of the process typically involves a municipality requesting support to address a challenge which requires a collaborative response. This could come from the senior leaders of a municipality or an individual department.
Engagement to identify and clarify the issue	A meeting is then held with the facilitation team (which could be external or internal) and those who are grappling with the need for a collaborative response. They could include municipal representatives, likely the Mayor, Speaker, Chief Whip, Municipal Manager and IDP Manager, to identify and clarify the issue. This might sound fairly straightforward; however, it may often require a number of meetings to progressively get clear on the issue to be addressed through a collaborative response.

Once this is clear, the next session can be planned.

3.1.2 Stakeholder Mapping

Stakeholder mapping
Invitations
and logistics

With the purpose clear, a working session is then held to identify and map stakeholders **who** should form part of the workshop. This would include the design team that will be responsible for executing the workshop, the network of people who will be the main focus of the collaboration and other groups who will need to be kept informed and involved to varying degrees. Details of the stakeholder mapping tool can be found in Section 4.1. This is a critical stage of implementing the model.

3.1.3 Logistics for Workshop

With the purpose and stakeholders clarified, the municipality should then focus on the following activities to organise the workshop:

Invitations: Prepare and send out invitations and a programme for the workshop. This should happen at least three weeks before the workshop to give people enough time to plan and arrange their diaries.

Venue: Book a meeting room that has sufficient space – preferably open floor space and walls on which you can stick flipcharts and cards. The space should be able to accommodate a configuration of a circle of chairs for all participants as well as tables that can accommodate five or six people per table (for groupwork). The space should also have natural light and air.

Materials: Ensure that there are flipchart stands with flipchart paper, a data projector and screen (or wall to project onto). Organise koki pens and pens (one per participant), as well as sticky notes (at least five different colours)

Catering: Catering should be organised and booked prior to the event (tea and coffee, mid-morning snacks, and lunch)



3.2 COLLABORATION WORKSHOP

3.2.1 Detailed Design and Programme

Detailed Design

With the preparation phase underway, the generic design for the two-day session (see annexure) needs to be adjusted to the specifics of the issue and stakeholders identified.

3.2.2 Collaboration Workshop

The collaboration workshop is implemented through five modules, corresponding to the five steps of the collaboration model.

MODULE 1: ORIENTATION

M1: ORIENTATION

Module 1 provides a grounding in the purpose of the collaboration, and an overview, orientation and group formation for the two-day programme.

Grounding in the purpose is important because much work has already been done in this regard by the organisers of the workshop, but not all attendees will be clear about the purpose. Reminding participants of “the why of collaboration” is important in the opening remarks. The case for collaboration is also highlighted here: “it is the way through”, it requires a willingness to be open to new ideas and not just attempt to convince others of one’s own stance or opinions. It also requires a spirit of humanity which implies a willingness to connect with others.

Thereafter the programme shifts to an **overview of the two days** and an orientation as to how it will be facilitated.

Group formation is done through two exercises – the first, called Human Bingo (see Section 4.2.1), is an interactive exercise that get participants to know each other better and the second, involving Affinity Statements (see Section 4.2.2), gets participants to stand in groups relative to statements that explore their experience of collaboration challenges. These exercises are important because they build curiosity and “relational capital” which are key ingredients to successful collaboration.

Participants are then invited to come up with agreements or group norms for the duration of the workshop and are then divided into “learning groups” which will be sustained for the duration of the course. Learning groups comprise sub-groups of the plenary where application of the material that is taught takes place (see Section 4.2.3).

MODULE 2: MAKING SENSE OF THE CHALLENGE

M2: MAKING SENSE

Module 2 “makes sense” of the challenge that has brought the group together, unpacking it more deeply. This is undertaken using three complementary techniques:

■ **Immersion** – The first is to have a felt experience of the challenge by visiting its manifestation “on the ground”. For example, if the challenge is water, an on-site experience of elements of the water system (from treatment to reticulation to consumption etc) and how they are functioning could be designed. This has two additional benefits: (a) it gives stakeholders a felt experience of the challenges and in so doing can access both emotional and cognitive faculties of the individual; and (b) it allows for relational capital to be built between the role-players as they immerse themselves in the challenge (see Section 4.3.1).

■ **Using different lenses and perspectives** – The second way to make sense of the challenge is by viewing it from different perspectives or through different lenses:

- The **environmental lens** views the challenge from the lens of the physical and natural environment and its dynamics.
- The **sociological lens** explores the relationships, interdependencies and connections between people and groups affected by the challenge.
- The **political lens** looks at power dynamics and opportunities for leverage in addressing the challenge.
- The **legal lens** looks at the laws or legal frameworks that might create barriers in addressing the challenge.
- The **economic lens** asks how and for whom addressing the challenge creates economic value – or loss.

This allows the stakeholders to generate a holistic view of the challenge, rather than zooming in on one aspect (see Section 4.3.2).

■ **Elements of the challenge** – The third technique is to unpack elements of the challenge and decide how to address each of them. This is done through using the Cynefin Framework which is an excellent tool to understand elements which are simple, complicated, complex and chaotic – and to decide how to address them (see Section 4.3.3).

The output of this module is an articulation of the challenge or **problem statement** and its translation into an **opportunity statement** (per table).

MODULE 3: VISION AND HOPE

M3:
VISION AND
HOPE

Module 3 generates a vision of what the situation could look like once the challenge is addressed and offer hope to the stakeholders that it can be achieved. There are two areas covered in this module:

1. **Understanding the self** - The first goal is to understand the self in relation to the challenge. The question posed is: how do “I” habitually respond to challenges – and most importantly, how does this affect the outcome? This is personal work, and it is not possible to go very deep in one collaboration workshop, but the intention is to highlight the importance and inspire individuals to self-reflect and have a common language to navigate this. Here we suggest facilitating reflections using a powerful (and short) video called “The Line” (Section 4.4.1).
2. **Vision statement:** The second aim is to collectively come up with a compelling and inspiring vision statement, a call to action to encapsulate the intention – something that can be used to inspire stakeholders to “put their shoulders to the wheel” and collaborate in response to the challenge. From this, it is possible to identify the goals which will assist in realising the vision (see Section 4.4.2).

The output of Module 3 is a **vision statement** for each table.

MODULE 4: IMPLEMENTING AND ADAPTING

M4:
IMPLEMENTING
AND ADAPTING

Module 4 explores implementation and adaptability which involves the actions that will be taken by the various stakeholders – the plan – and how they will adapt to challenges on the way. Participants can often get overwhelmed with being comprehensive about what needs to happen in relation to the challenge they are addressing. For this exercise, participants are invited to **identify just three actions** – and then prioritise which one they will start with. These can be added to as the process evolves. The important aim here is to build a sense of possibility, energy and action (see Section 4.5.1).

Plans are seldom implemented as planned! This is particularly the case in environments where there are complex challenges. For this reason, it is important to anticipate and develop skills in response to challenges as they emerge. We do this by introducing a number of “wild cards” that articulate various challenges that could arise in implementation. Through exploring potential responses in relation to the “wild cards”, principles and practice of adaptive leadership are identified and explored (through a simple set of questions that ask “What”, “So what” and “Now what”. These in turn become resources for the collaborative team (see Section 4.5.2). These principles are further developed through an experiential exercise – the Marshmallow Challenge (see Section 4.5.3).



Module 4’s output is two-fold: **actions identified** and **principles** for working together.

MODULE 5: REFLECTING AND LEARNING

M5: REFLECTING AND LEARNING

Module 5 of the model provides for a synthesis and pays attention to reflection and learning. The various elements of the model (from each table) are combined visually as a way of synthesising the why, what, who and when of the collaboration initiative. Overlaps are minimised and any additional steps and stakeholders are clarified.

Space is created for the individuals in the group to reflect on what they have been learning about themselves and the team they have been working with so that this growth can be leveraged for the next step of the journey (see Section 4.6.1).

The output of Module 5 is the combined **collaborative action plan** to address the purpose of the collaboration.

3.3 FOLLOW UP PHASE

The collaboration model is referred to as a catalytic tool because the identification of the purpose, stakeholder mapping and facilitation of the two-day workshop “sparks off” the collaborative action. Most collaborative initiatives will require ongoing work beyond this period and therefore it is important that follow up sessions be scheduled to assist with keeping the initiative “on-track”. It is suggested that these be scheduled in three parts:

FOLLOW UP WITH MUNICIPALITY

In the **first month after the workshop**, a follow up session (Follow up Session 1) with the municipal team that initiated the process to ensure that the collaborative action plan is clearly understood with the co-creation team (identified as part of the stakeholder mapping exercise) and the next steps clarified.

FOLLOW UP WORKSHOP

Three months after the workshop, it is suggested that a progress meeting be called (Follow up Session 2) to update interested stakeholders on the progress with implementation.

FOLLOW UP WORKSHOP

Nine months after the workshop a second progress meeting should be held (Follow up Session 3), this time more of a workshop than a progress report to go into more depth on progress and issues encountered on the way. The aim of this workshop is to keep energy and action alive for whatever actions are still required. The overall collaborative plan can be reviewed and updated for the next steps required.



FACILITATION TECHNIQUES FOR COLLABORATION

This section sets out some techniques that Distillery uses in facilitating collaboration, presented according to the preparation phase and the five modules that constitute the model. The techniques were first used in the Leading Change and Transversal Management Courses of the CSP. They have been adapted and modified to the contexts of the pilot municipalities.³

4.1 STAKEHOLDER MAPPING



Once the purpose of the collaborative initiative is clear, the next step is to identify “the who” of the collaboration – the stakeholders that should be involved (the Stakeholder Mapping Tool) and how they should be engaged with (the Stakeholder Engagement Framework).

Objective: For participants to be able to identify and categorise stakeholders and partners, assess their relative importance, and design a stakeholder engagement framework.

Learning Outcomes: Participants experience how to allocate a group of role-players into five categories and develop an engagement framework.

Set up and steps

Set-up: Print out or draw the Stakeholder Mapping Tool across 3 flipchart sheets taped together.

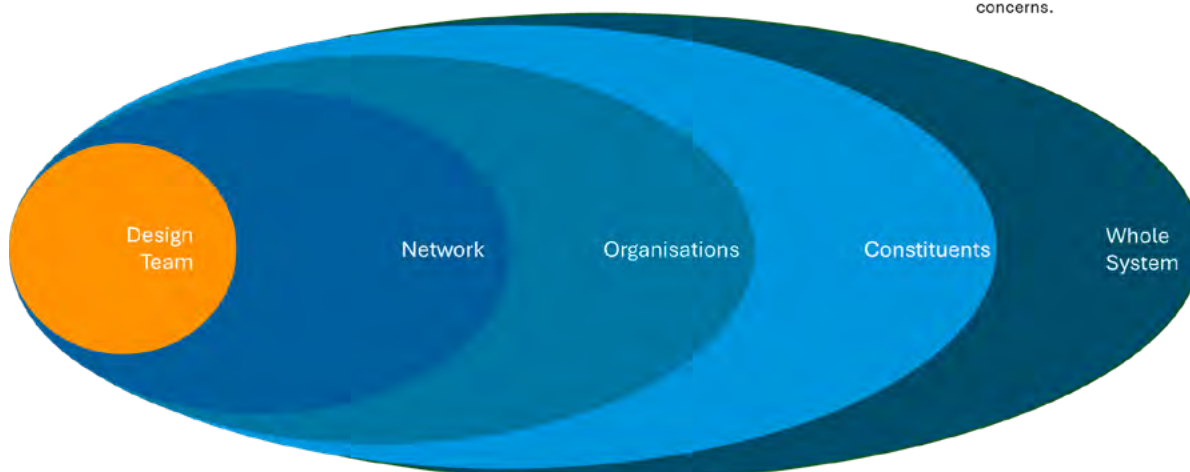
Level 5
Co-create
Work with directly to agree on problem & design solutions

Level 4
Collaborate
Work with closely as key implementing partners

Level 3
Involve
Engage at key points in the process to maintain legitimacy

Level 2
Consult
Engage at key points to solicit inputs to guide project strategy and implementation

Level 1
Inform
Engage at key points to communicate project status, and surface and address questions and concerns.



STEP 1: Stakeholder brainstorm (30 minutes)

“Think about individuals, groups, institutions, and communities who are either affected by this issue or could influence how it’s solved.”

Small group discussions at tables. Write one stakeholder per sticky note.

STEP 2: Allocate stakeholders to their category/ies using the Stakeholder Mapping Tool (45 minutes)

Each of the categories of Level 1-5 is explained in plenary.

Points to emphasise here are:

- The levels denote the level of effort that will be required for the category of stakeholders, with Level 1 being low effort, and Level 5 requiring frequent and in-depth engagement.
- The size of the sphere denotes the size of the group relative to others (e.g. your design team should encompass a smaller group of stakeholders than the others as this group should include the most strategically relevant people who will drive the collaborative initiative and be responsible for decision-making).
- The purpose of the stakeholder mapping tool is both to help us understand how to most meaningfully engage different stakeholders in a transversal process, as well as to make the most efficient use of resources by prioritising the right stakeholders at the right time.
- The tool does not suggest a sequence for engaging stakeholders. This should be informed by the needs of the project and its context.

STEP 3: Prepare the Stakeholder Engagement Framework (45 minutes)

The template, and its individual components are explained in plenary. The facilitator should emphasise that this template assists teams in developing a strategy for stakeholder engagement, by prompting them to carefully consider who they need to engage, why, how, when, and to what end. It builds on the completed Stakeholder Mapping Tool.

STAKEHOLDER ENGAGEMENT FRAMEWORK					
WHO DO WE NEED TO ENGAGE?	WHY DO WE NEED TO ENGAGE THEM?	HOW OFTEN DO WE NEED TO ENGAGE THEM?	WHO WILL ENGAGE THEM?	HOW WILL WE ENGAGE THEM?	WHAT ARE WE HOPING TO ACHIEVE THROUGH THIS?

SOURCE: WCEDP

Participants are divided back into their groups, with each being given one of the stakeholder categories from the stakeholder mapping exercise (if only 4 groups, the “whole system” category can be omitted for this exercise).

Groups may choose any two characters from their category for which they will complete the Stakeholder Engagement Framework. Groups should answer all the questions in the framework for each character using stickies.

Once completed, groups add their stickies to the tool on the wall. They then have a chance to review each other’s work and the session is capped with a reflection in plenary on the experience of using the stakeholder tools.

4.1.1 Resources and Outputs

Resources for Stakeholder Mapping are the two templates (Stakeholder Mapping Tool and Stakeholder Engagement Framework) and the output of this step requires these two templates to be completed.

4.1.2 Tips from Practice

The following tips were identified by participants at the COMPACT Collaboration Model Facilitator's Workshop.

Relationship Building & Communication

- Establish rapport, especially when the role player's background is unknown.
- Having an informal chat before official communication can really help.
- Understand and have a good relationship with stakeholders.
- Have open communication with stakeholders.
- Frequent consultation with stakeholders.
- Always create a strong bond and keep communication at all times, not only in times of need.
- Keep stakeholders in the loop – report on progress.
- Outline clear roles and responsibilities for stakeholders.
- Listen carefully before commenting.

Stakeholder Identification & Mapping

- Try to understand who you are dealing with.
- Make sure you engage relevant people.
- Suspend who you think are your stakeholders & deepen the mapping exercise.
- Identify stakeholder who share a vision.
- Quality more than quantity.
- Select stakeholders with an interest in problem-solving.
- Categorise stakeholders based on the context.
- Understand nature of problem and who is affected or causing the issue as the first step.
- Analyse the influence and interest of each stakeholder.

Problem Definition & Shared Understanding

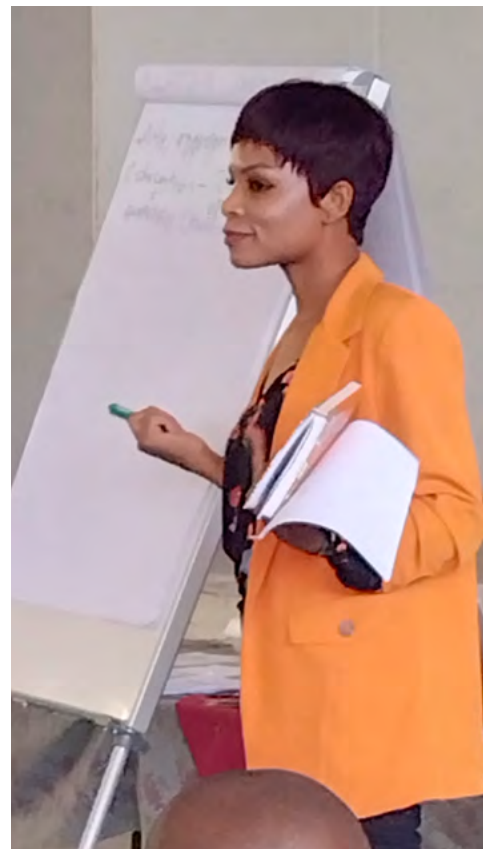
- Ensure that there is a shared understanding of the problem.
- Define the real challenge extensively.
- Start with defining the problem and agree on a need for the problem to be solved.
- Co-created solutions, trade-offs.
- Relevant to the causal objective – preparation.

Personal Mindset & Skills

- Be patient with the process of engagement.
- Positive attitude.
- Focus.
- Never lose sight of [the goal].
- Always stand for what I believe in.
- The ART of hosting conversations.
- Understand the environment you operate in.
- Be mindful of your own opinions – be open minded.
- Pay attention to detail.

Inclusive & Objective Engagement

- Challenge deliberation to include uncomfortable stakeholders & ensure objectivity.
- Reach out early, before the plan is set in stone.
- Be open for change and be inclusive – leave no one behind.
- Be as inclusive and transparent as possible.
- Be open and receptive to divergent opinions.
- Constructive and robust discussion should always be encouraged.



4.2 MODULE 1: OVERVIEW, ORIENTATION AND GROUP FORMATION

This first module has the aim of building rapport amongst the participants. Given that collaboration is relational, building relationship between the participants is key. In order to do so, two activities are suggested: Human Bingo and Affinity Statements. This is followed by a section which provides an overview of the programme, development of agreements, and establishment of learning groups.

4.2.1 Team Building: Human Bingo

Objective: Get participants to engage with each other and get to know each other. This is done through interviewing people to find matches to the questions on the cards.

Learning Outcomes: Formation of the collaboration community.

Set up and steps

Materials

- One card or A4 paper per participant
- One pen or pencil per participant
- Prize for the winner

Set-up Printed copies of the cards to hand out (see annexure).

B	I	N	G	O
Saw a live concert in 2023	Wears the same size shoe as you	Has a birthday in the same month as you	Plays a musical instrument	Is left-handed
Is a vegetarian	Has used a typewriter	Has visited more than five countries	Has visited more than five countries on the African continent	Belongs to a book club
Has a twin	Has driven a taxi	Someone who has "s" in their name	Someone who can whistle	Has a tattoo
Has worked on a farm	Has a dog	Loves hot/spicy food	Knows how to make umqombothi	Has used ChatGPT in the last week
Has more than four siblings	Met Nelson Mandela in person	Spends more than two hours commuting to and from work each day	Has worked for the same organisation for 15 years or more	Is a leader in their church

Explain the rules of the game (5 minutes)

Tell the players that they must each interview people to find matches to the questions on their cards.

- Start by approaching someone in the group to ask them one of the questions on your squares. If the answer is "yes" to the question, get them to write their name on that square. If the answer is no, try asking another question.
- Remember, each person can only fill one of your squares, so you need to rotate frequently to earn your bingo.
- The same name or signature on multiple boxes won't count.
- Clarify if you're playing for a "line bingo," (i.e. all of the squares in a vertical or horizontal line filled out, OR a diagonal line that passes through the centre), or "full bingo" where you'll need all of the squares on the board filled out. For either bingo, shout out "BINGO" when you get it.

Play the game (15 minutes): If you notice that people are not moving around the room, encourage them to **participate** by approach people who they would not normally speak to. This helps build energy and rapport.

Announce the winner: Verify the winner's card and offer a small prize to them.

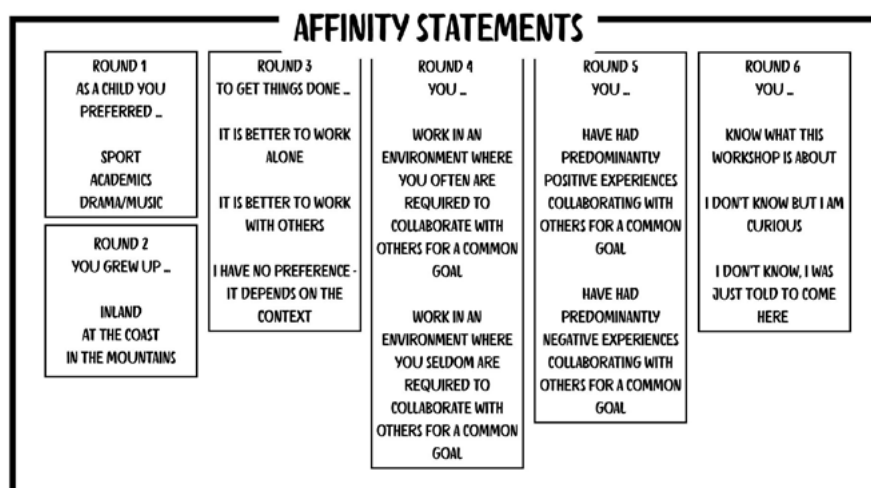
4.2.2 Team Building: Affinity Statements

Objective: To build the learning community through getting individuals to show affinity for, and stand in relation to, presented statements.

Learning Outcomes: Formation of the collaboration community.

Set up and steps

Materials: Present slides of Affinity Statements (see annexure) or write up slides on a flipchart



Set-up No specific set up required

Process (20 minutes)

Present each slide/flipchart and get participants to stand in relation to their affinity to the statement. Once they have stood in the group relating to the statement they associate with, get them to talk to each other about why they associate with the statement - have a conversation. Give them a few minutes (3 to 5) to have the conversation and then signal the end of the discussion (with a bell or equivalent). Take a few pop-out statements from the groups and then move to the next statement/slide.

4.2.3 Overview, agreements and establishment of learning groups

Objective To provide clarity on what the workshop is about and create the container for the learning experience

Learning Outcomes

- Participants clear on the programme for the two days
- Agreement on learning community norms
- Clarity of start, break and end times
- Clarity on any other housekeeping related issues
- Learning sub-groups formed

Set up and steps

Materials Flipchart and kokis, slides

Set-up No special set-up required.

Programme (5 mins) Present programme for the two days and take participants through it. Clarify start, break and end times.

Formation of learning sub-groups (5 mins) Invite participants to sit at tables of four or five people, ensuring that they are a mix of organisations/departments

Community norms (10 mins) Write on a flipchart: What norms do we need to put in place for us to get the most out of the next two days. (Note that a norm in this context is a “social contract” comprising a list of behaviours that the group feel will support them).

Invite people in trios to discuss what they would suggest and then get the groups to “pop out” their suggestions.

The facilitator should not “force” any norms onto participants – but they can make suggestions and see whether there is support for them.

Write these on a flipchart with the heading: Workshop Community Agreements.



Read them out at the end and put stick the flipchart in a visible place where they can be seen and referred to.

4.2.4 Resources and Outputs

Two resources are available for this module: a Human Bingo handout and an Affinity Statement presentation. The output of this module is a flipchart with workshop community agreements documented and displayed on the venue wall.

4.2.5 Tips from Practice

The following tips were identified by participants at the COMPACT Collaboration Model Facilitator's Workshop.

Engagement and Interaction

- Always allow/give others an opportunity to present their ideas and appreciate their inputs.
- Encourage engagement and participation.
- Bring people into groups with strangers.
- Embrace the "awkward" silence.
- Be as interactive and interesting as possible.
- Think of a fun game that could capture the attention of your audience.
- Two truths & one lie about yourself.
- State during the introduction that at the end of the session there will be a Q&A about the session and there is a prize for the most answered questions.
- Whispering a message to a person next to you until the last person – to see if they got the message right.
- Introduce the game: Win as much as you can – "Prisoner Dilemma Game".
- Use participant names.
- Start from participants' lived experience.
- Priming activities before content to get people to mentally relate.
- Don't include questions that are too personal; don't pick on people unless they want to talk.

Delivery Style

- Project your voice.
- Practice
- By dynamic, calm and informative
- Be flexible but firm
- Move around the room when talking.
- Dress confidently and comfortably.
- Avoid fidgeting or overuse of hands.
- Presenting/providing expectations.

Environment and Atmosphere

- Away from office.
- More outdoor activities.
- Make people move somehow.
- Always build and create a friendly environment.
- Be open-minded and open to adapt well to different audiences.
- Add some humour – have some (contextual) jokes on hand.
- Simplify learning approach.



Preparation and Planning

- Pre-workshop questionnaire for delegates.
- Know the subject matter, know the audience.

4.3 MODULE 2: MAKING SENSE OF THE CHALLENGE

With the purpose and stakeholders clarified the next step is to convene them in order to make sense of the challenge. This is undertaken in three ways.

Immersion: The first is to have a **felt experience of the challenge by visiting its manifestation “on the ground”**. For example, if the challenge is water, an experience (or immersion) of elements of the water system (from treatment to reticulation to consumption etc) and how they are functioning will be designed. It has two additional benefits: (a) it gives stakeholders a felt experience of the challenges and in so doing can access both emotional and cognitive faculties of the individual; and (b) it allows for relational capital to be built between the role-players as they immerse themselves in the challenge.

Different lenses and perspectives: The second is to make sense of the challenge by **viewing it from different perspectives** or through different lenses. This allows the stakeholders to generate a holistic view of the challenge, rather than zooming in on one particular aspect.

Elements of the challenge: The third is to **unpack elements of the challenge**. This is done through using the Cynefin Framework which is an excellent tool to understand elements which are simple, complicated, complex and chaotic. Working in groups, participants are introduced to a participative exercise to illustrate this and then apply what they have learnt to the challenge they are addressing. Elements are brainstormed and documented on a poster as either simple, complicated or complex. Those which are defined as complex are prioritised and one is chosen for the purpose of the workshop. Each group then transforms the prioritised challenge into an opportunity statement.

4.3.1 Immersion

When an immersive learning experience is coupled with competitive and fun elements, a deep and fulfilling learning experience is created. It has proved successful in getting groups of participants from different departments and organisations to get clarity on what they want to achieve, to have an experience of working together (and have some fun in the process), to do so in the context of the complexity of the problems they are jointly invested in solving, and to find some creative responses to those challenges and build some relational capital which they can later draw on! The following steps have been identified to support with implementing an immersion, however an immersive experience could simply be visiting a site or area related to the purpose/challenge.

Sub-step	Explanation
Step 1: Design	
Identify your team	This is a team effort, so the first step is to identify a team to support you in the design and facilitation of the immersion.
Confirm the initiative and outcome	Decide on the transversal initiative/topic/theme that you want to use for your immersion and the learning outcomes you want to achieve.
Identify sites and design the route	Choose the places that can best illustrate the transversal initiative and knit them together into a route. Develop a detailed route and site map.
Prepare resources	<ul style="list-style-type: none"> Identify the clues, questions to ask stakeholders, source or develop fact sheets, prepare envelopes with these clues and resources linked to the different sites. Prepare a budget and make sure that each envelope has the requisite cash in it – assuming that some of the tasks will involve buying refreshments or artifacts on the route. Identify and liaise with medical and safety personnel and develop protocols for what to do in the event of an incident.
Confirm roles and responsibilities	Make sure each member of your team knows their role and what they are responsible for. Good practice suggests that you have an overall leader and then facilitators for each group. The facilitator is responsible for supporting the group both in terms of logistics and observations. If you have a bigger pool of facilitators, two can be assigned per group with one focusing on logistics and the other on observing team dynamics.
Test	Conduct a dry-run of the route looking at timing, logistics and safety – and refine accordingly.
Step 2: Mobilisation	
Identify participants	Identify the participants you want to invite and send them invitations.
Allocate	Allocate people to groups. It is advisable not to have more than ten people in a group.
Prepare	<ul style="list-style-type: none"> Send participants an email the day before with logistical details, including what to wear and to bring (water bottles, hats, umbrellas, sunscreen etc.) Set up a WhatsApp group for your facilitation team.
Step 3: Facilitation	
Launch	On the day of the immersion itself, make sure your team arrives an hour before participants are scheduled to arrive. This will give you time to check final arrangements. Your logistics team should have all the envelopes and be clear of the route and its sites. The team dynamics team should be clear on what they will be observing. Welcome participants, provide an introduction (but not the details), divide them into their groups and send them off!
Journey	Give your team their clues as per the plan and observe them! Your job is to support them from a safety and rules aspect. If there are any issues that facilitators are not able to resolve, they should contact the lead facilitator for support.
End	At the end of the race, consolidate each team's performance, give out awards according to the criteria set in the design.
Step 3: Reflection	
	<ul style="list-style-type: none"> Invite the group back to plenary and facilitate a debrief about insights gained and lessons learnt. Ask participants to complete a short google form or equivalent survey on their individual experience.

This technique is applicable in the beginning and implementation phases of transversal initiatives. It is particularly useful in initiation because it can be used to bring the stakeholders together in an experience of clarifying the outcome and understanding how individual roles collectively contribute to the outcome. It can also be used when transversal projects have got stuck as it helps to provide clarity on the bigger picture and what needs to be done to unblock progress. Its value in building social capital is applicable in both instances.

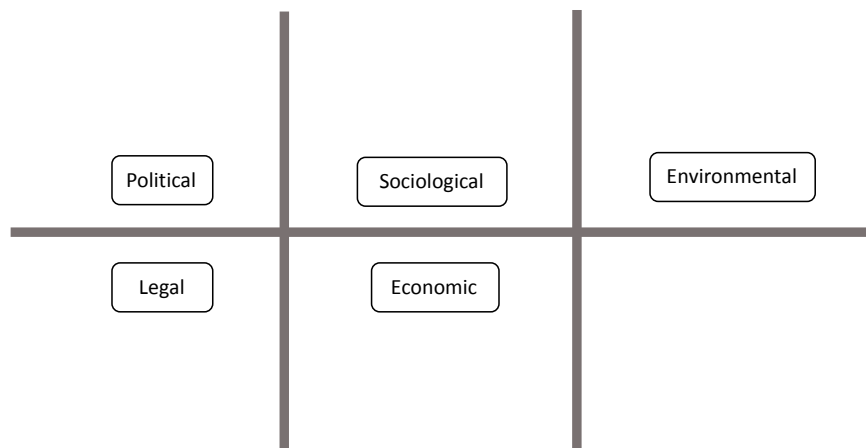
4.3.2 Making Sense of the Challenge (Expanding Lenses)

Objective: The objective of this tool is to view the challenge using a particular lens or perspective that you are not familiar with. By inviting participants to view the challenge through an unfamiliar lens, they have an opportunity to enrich their understanding of the challenge.

Learning Outcomes: Participants will develop an expanded and enriched understanding of the challenge.

Set up and steps

Set-up Lines are drawn on the floor with masking tape to demarcate five squares, as illustrated below.

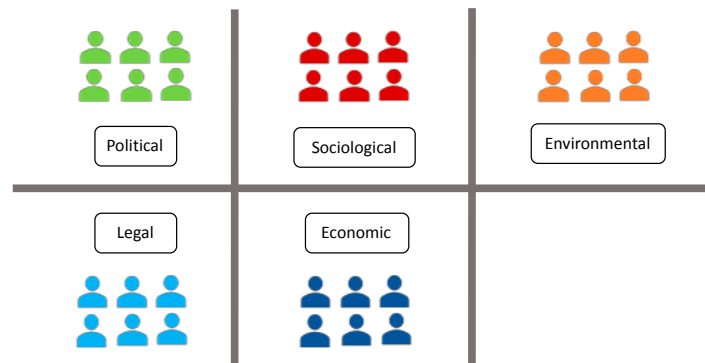


At each square, place headings of the lens as well the explanatory text, as reflected below.

- **Environmental lens** Look at the physical environment and natural systems and what barriers play out in the challenge being addressed. This might include spatial layout, access to resources and spaces, and how these interactions play out.
- **Sociological lens** Recognise the relationships in addressing the challenge and explore their markers - conversations, interactions, and actions. We ask how people make sense together, their interdependency or connectedness and how these relationships contribute to the challenge.
- **Political lens** Identify power dynamics and opportunities for leverage in the challenge being addressed - or the status quo being maintained.
- **Legal lens** Look at the laws or legal frameworks that might create barriers to addressing the challenge.
- **Economic lens** Ask how and for whom addressing the challenge creates economic value - or limits value - and what resources could be attracted if the challenge were to be addressed.

Step 1: Introduction (15 minutes) The facilitator then introduces the framework highlighting that we make sense of the world through our different lenses which are informed by our upbringing, values, beliefs, and professional training. When faced with complex challenges, we need to view them from multiple different lenses. This exercise assists us to expand our habitual way of looking at challenges.

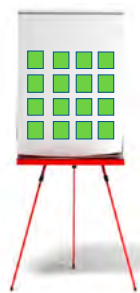
The five lenses are then introduced and explained. Participants are invited to walk to the one that they are least familiar or comfortable with.



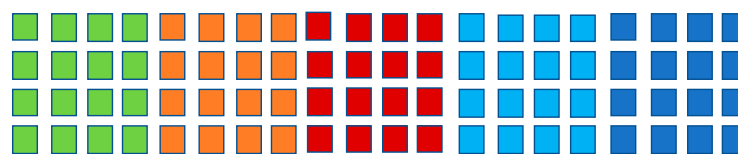
Where there are too many in one group, some participants will be asked to move to another lens they are uncomfortable with. The aim here is to get an equal spread across the lenses.

Step 2: Observation (15 minutes) Each group is then invited to view or observe the challenge from their lens and identify issues emerging from that perspective.

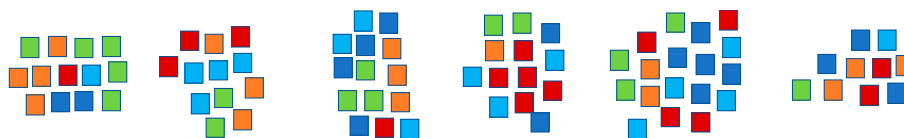
Step 3: Discussion and Documentation (15 minutes) Groups will each be given a different colour set of sticky notes. Following discussion, they are invited to write down their issues (each one on a separate sticky note) and place it on the flipchart.



Step 4: Integration (10 minutes) Once groups have placed their sticky notes on the flipchart, each group takes their flipchart to the wall to create a combined view of all perspectives.



Participants are then invited to reflect on what they see and look for themes across the lenses. The facilitator assists by grouping these themes using affinity mapping.



Step 5: Reflection (5 minutes) The facilitator ends the exercise by emphasising that it is only once we are able to extend our thinking beyond a particular lens, that we can start to understand and see the entire system we are working within.

4.3.3 Elements of the Challenge

Elements of the challenge are explored through using the Cynefin Framework which is an excellent tool to understand elements which can be classified as either simple, complicated, complex and/or chaotic (or a combination of all four). Working in groups, participants are introduced to a participative exercise to illustrate this and then apply what they have learnt to the challenge they are addressing. Elements are brainstormed and documented on a poster as either simple, complicated or complex. Those which are defined as complex are prioritised and one is chosen for the purpose of the workshop. Each group then transforms it into an opportunity statement.

Objective: To unpack the characteristics of the collaborative initiative by introducing and applying the Cynefin Framework and illustrating through an interactive exercise.⁴

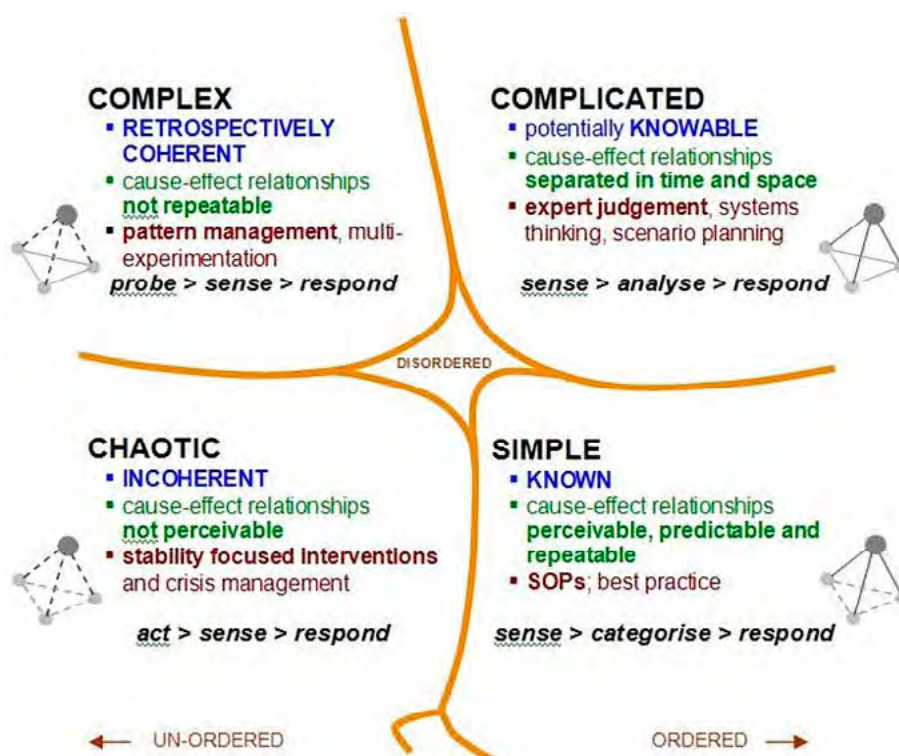
Learning Outcomes: Participants will explore and understand the difference between simple, complicated, complex, and chaotic challenges.

Set up and steps

Materials

- Lego blocks of varying colours and sizes (+/- 200 per group) per table.
- Lego presentation (audio/visual equipment)
- Cynefin Framework drawn on flipchart paper
- Types of challenges worksheet printed

Set-up Divide the participants into groups seated at different tables. Give each table a selection of different coloured and sized pieces of Lego.



Draw the diagram above on a flip chart to present at the end of the 4 exercises of the game.⁵

You play one exercise for each of the domains, as described below. For each exercise:

- Explain the rules until there are no questions
- Start the exercise on all tables
- Track the time
- Capture smallest and largest time-to-completion
- When all teams are finished, use debriefing questions to surface reflections in plenary.
- Move on to the next exercise and repeat the steps till all 4 exercises are completed.

The four steps and synthesis should take approximately 60 minutes.

Step 1: Simple Challenge:

“Sort the bricks into colours, as quickly as possible. Create one heap for all special pieces. Decide in your team which pieces you want to treat as special.”



Debrief:

- How much time did you need for planning?
- How was the communication? How many leaders/ followers were in your team?
- You will notice that common *Best Practices* arise from different groups
- Analyse the communication structure and the way people took decisions and agree on what to do, you should notice the *Top-Down Communication* pattern, where one person proposed “the” way of solving the problem and the others just followed. Not much peer-to-peer communication will be going on during the exercise, at least not about how to do things, but more operative.

Step 2: Complicated Challenge:

“Build a structure, as quickly as possible, according to the following rules:

- At least 20 bricks high
- Regular colour pattern
- Every new block that you add to the structure can’t be bigger than the one below it.”



Debrief:

- What felt different compared to the previous round?
- How much time did you need for planning?
- How was the communication? How many leaders/ followers were in your team?
- In this case you will notice that possibly every team adopted different practice, producing different results. There is no *Best Practice* but many *Good Practices*.
- Analyse the communication structure and the way people took decision and agree on what to do, you should notice the *Expert Communication* pattern, where everyone tried to propose a possible solution. Some teams at this point may enter in analysis-paralysis, consider this as an invitation to retrospect on the role of one member facilitating the group.

Step 3: Complex Challenge:

“Decide in 30 seconds to build either an animal or a vehicle. After that you work according to the following rules:

- As in exercise 2, you need to create a regular colour pattern.
- Each colour of bricks must only be touched by one person in your team.
- You are not allowed to talk.
- After two minutes, you need to switch tables, leaving your unfinished work and materials behind.
- You will have 30 seconds to decide on your course of action, before continuing in silence.”

Debrief:

- What felt different compared to the previous rounds?
- How was the communication? How many leaders/followers were in your team?
- What kind of feedback did you have to guide you towards a solution?
- Would it have made a difference if you had had five minutes to talk and plan before you started building?
- Here you should notice a clear emergent behaviour, many people end up surprised on how the ban of verbal communication—obviously it is a game—actually keeps them from entering long discussions, while the *probing* in building something together turned out to spark new ideas and inspiration at every step. Consider comparing the time with the previous exercise, normally it doesn't differ too much, despite the fact that the challenge is complex.

Step 4: Chaotic Challenge:

“Your task is similar to the last one, but now you need to create a building or a plant. At random times, the facilitator will touch a team member's shoulder and indicate another table. That person then immediately joins a different team.”

They are still not allowed to talk. For a lost teammate they might get someone back, but not immediately. (That leads to them thinking they miss a person dealing with a certain colour, which is actually not true, if you read the rule. You do not tell them it is not true)

**Debrief:**

- What felt different compared to the previous rounds?
- How was the communication? How many leaders/followers were in your team?
- How did it feel to lose a team member? How to join another team?
- Why does this small change make such a big difference?
- Here you should be able to appreciate that communication was mostly non-existent after a while, that people gave up trying to communicate, they rather start doing and get stopped by others (*Act* and then *Probe*). In particular, people will feel – as opposed to the previous exercise – completely demotivated and frustrated.

Synthesis

Introduce the Cynefin Framework you drew and take participants through it, drawing on the experiences of each of the exercises and how they represent different types of problems.

The **simple** exercise typically gets a quick and easy solution. One player suggests something obvious and the others follow. This is like following a **recipe** to bake a cake. There are instructions for what the quantities are, the parts you need and the order to follow. The recipe lays it out in a detailed way and anyone could follow the instructions and have a pretty similar result.

The **complicated** exercise needs a bit of planning, typically everybody suggests something, a quick decision is made and process is adapted according to feedback during the build. An example here is sending a **rocket** to the moon – it requires expertise in very specific areas. Every time you launch a rocket to the moon you increase the success of the next launch. It creates opportunity to build knowledge and progress in a linear fashion

The **complex** exercise doesn't get better with more planning. The right process emerges and is continually adapted. The sooner teams start to build, the sooner they feel comfortable. It helps if all team members know what the animal/vehicle they want to build actually looks like. Complexity can be compared to **raising a child**. There is an inherent unknowability about it. Success with one child guarantees nothing with the second child (but you become a more experienced parent).

The **chaotic** exercise leads to quite surprising, sometimes not very good solutions (see the building without roof in the picture). People feel uncomfortable all the **time**, the solution takes longer than before. Especially for managers, this is an aha-experience: "So this is how it feels to change a team..."

To recap the learning, it is recommended that you show the video: [*Making Sense of Complexity by Jennifer Garvey Derber \(Simple Habits for Complex Times; Powerful Practices for Leaders\)*](#).

Application⁶ (15 minutes)

Once the game has been completed and assimilated, facilitators hand each group the "Types of Challenges" poster to complete. This worksheet functions to summarise the Lego game and introduces some related terminology of technical (simple), a combination of technical and adaptive (complicated) and adaptive (complex).

The groups are invited to reflect back to their challenge and document the various elements (one per sticky note) and stick these on the poster.

Prioritisation (15 minutes)

Those in the complex category are then focussed on and groups are invited to come to consensus on the definition of their challenge.

CHALLENGE DEFINITION

WHAT IS THE MAIN CHALLENGE WE WOULD LIKE TO WORK ON?

4.4 MODULE 3: VISION AND HOPE

Module 3 generates a vision of what the situation could look like once the challenge is addressed and offer hope to the stakeholders that it can be achieved. There are two areas covered in this module: Understanding the self in relation to the challenge (how do “I” habitually respond to challenges – and most importantly, how does this affect the outcome?); and a **Vision Statement** which further develops the Opportunity Statement from the previous module into something that can be used to inspire stakeholders to “put their shoulders to the wheel” and collaborate in response to the challenge.

4.4.1 Understanding The Self in Relation to the Challenge

In order to assist with understanding how important one’s attitude to challenges is, a video created by Conscious Leadership is used to inspire discussion. This video introduces the concept of “The Line” and how one can either orientate towards a challenge from above or below the line.

Objective: To assist participants to understand that their attitude to a challenge has a strong bearing in how they experience it and respond to it.

Learning Outcomes: “I can make a difference – the power of individuals in complex systems” (Systems Leadership). Participants generate a sense of personal agency.

Set up and steps

Materials Video from Conscious Leadership.

Set-up Make sure your tech is working – the visual and the audio.

Play the video (4 mins): <https://conscious.is/video/locating-yourself-a-key-to-conscious-leadership>

Pop-out reflections (4 mins) Invite spontaneous responses to the video.

“What is your immediate response to the video?”

Processing in groups (15 mins)

At your tables, talk to each other about your reactions to the video.

- What stands out for you from the video?
- Where do you spend most of your time at work?
- What is your experience of your work culture?
- What are some ways in which you can assist yourself and others to spend more time above the line?

Synthesis (10)

Teaching points:

- Being aware of where you are in relation to the line is key.
- No human beings live above the line, it is human to spend time above and below the line. The key is to be aware and know what you can do to get yourself above the line.
- Being above the line helps you to lead and manage collaboratively.

4.4.2 Generating and Communicating a Vision Statement

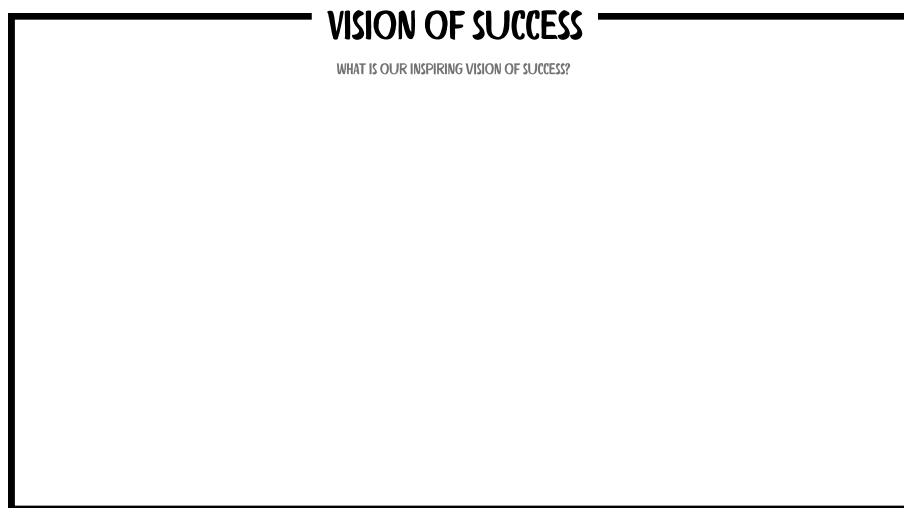
To inspire participants of the power of a succinct and inspiring statement, a video called “Fired Up, Ready to Go” is presented. Communities need to be inspired by possibility and hope as this generates sustainable energy to address the challenge. Without this energy, responses become academic and are unlikely to translate into action.

Objective: Translation of the opportunity statement into a compelling and inspiring vision statement.

Learning Outcomes: Participants experience the power of articulating a succinct, clear and inspiring vision in response to addressing the challenge.

Set up and steps

Materials Flip chart template of vision statement.



- Downloaded clip of “Fired up, ready to go”. <https://www.youtube.com/watch?v=QhWDFgRfi1Q>

Set-up Explain the power of a vision statement – and how, if crafted well, can shift energy and create hope and possibility.

Play the video (4 mins) Optional.

Pop-out reflections (4 mins) Optional.

Drafting vision statements (15 minutes) Invite tables to work on a compelling vision statement in response to their identified challenge.

Synthesis (10) Group present their vision statements.

4.4.3 Resources and Outputs

The resources for Module 3 are the two videos and the vision statement template. The outputs are completed vision statements per table.

4.4.4 Tips from Practice

Themes and Key Points

Wisdom & Perspective	Leadership Values	Inspiring & Motivating Others	Collective Upliftment
<i>Ubuhlungu besicathulo buziwa umnikazi</i> (The pain of the shoe is felt by the wearer – metaphor for understanding someone's lived experience).	<ul style="list-style-type: none"> • Lead with honesty. • Attend with loyalty. 	<ul style="list-style-type: none"> • Know the people who you are trying to inspire. • Fired up, ready to "Just Do It". 	HOPE – How Our People Elevate.

4.5 MODULE 4: IMPLEMENTING AND ADAPTING

Module 4 explores implementation and adaptability through three elements: (1) defining actions that will be taken by the various stakeholders; (2) exploring how to adapt to challenges on the way; and (3) defining some principles of working together.

4.5.1 Defining Actions

Participants can often get overwhelmed with being comprehensive about what needs to happen in relation to the challenge they are addressing. For this reason, participants are invited to identify just three actions – and then prioritise which one they will start with as well as who should be involved in their implementation. This is done collaboratively at the tables by completing the actions template.

Objective: To prioritise actions towards implementing the vision.

Learning Outcomes: Participants experience the energy that arises from prioritising three actions for implementation.

Set up and steps

Materials: Template, flipchart paper and kokis and post it notes.

Brainstorm actions (15 minutes) Invite tables to brainstorm various actions that could be implemented.

Prioritise three actions (15 minutes) From these brainstormed actions, identify the top three that can be implemented in the short-term, identify who should implement them and write them on the template.

ACTIONS

WHAT ARE OUR THREE PRIORITISED ACTIONS - AND WHO WILL DO THEM

ACTION	WHO WILL IMPLEMENT?

Present (10 mins) Each table presents their prioritised actions.

4.5.2 Adaption

Plans are seldom implemented as planned! This is particularly the case in environments where there are complex challenges. For this reason, it is important to anticipate and develop skills in response to challenges as they emerge. We do this by introducing a number of “wild cards” that articulate various challenges that could arise in implementation. Through exploring potential responses in relation to the “wild cards”, principles and practice of adaptive leadership are identified and explored, which in turn become resources for the collaborative team.

Objective: To illustrate the importance of pausing, reflecting, learning, and adjusting on the implementation journey.

Learning Outcomes: Participants will understand that adapting to dynamic and challenging contexts is part of the implementation path of responding to complex challenges. They will explore how this can be done through a facilitated process culminating in the completion of a template; the answers to which conclude an adaptive action review process.

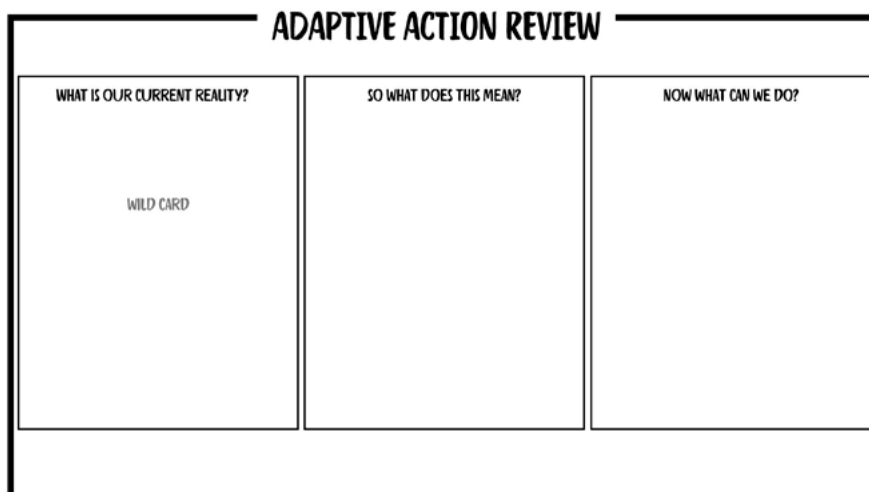
The tool and its purpose

This tool comprises a facilitation process and framework (Adaptive Action Review) to assist in responding to challenges in implementation.

Set up and steps

Materials: flipchart paper, masking tape, kokis and post it notes.

Print out or prepare four Adaptive Action Review frameworks (by taping six A3 blank papers together and writing the wording as reflected below).



Define four “wildcards” or “curveballs” that reflect credible challenges that could arise in implementation. This is the new current reality. For example, if your initiative was to upgrade a public park, wildcards could be:

1. The municipality announces a restructuring of its departments. You discover that responsibility for the park has been moved to the newly formed ‘Catalytic Projects Unit’ while some of your group has moved to other units and are no longer part of the project.
2. The Executive Director has resigned from their position and the new acting Executive Director has other interests and is not clear why the park development is a priority.
3. A local business association has threatened to sabotage any development in the park unless work is granted to companies that they approve of.
4. A housing activist group has organised an occupation of the park to force government to provide affordable housing, under the slogan ‘Lead the people – not for profit’. All ongoing work has been put on hold due to this occupation.

- **Step 1: Create table groups and explain the process (15 mins)** Explain the context of complexity and how it requires moments of pausing, reflecting, learning, and adapting. Reveal or present each wildcard. Explain that these types of situations are bound to arise when implementing urban reform projects. This requires adaptive action. A way of doing this is by following the steps of the Adaptive Action Review Framework.
- **Step 2: Brainstorm (a) (30 mins)** Divide the group into 4 sub-groups by assigning participants a number from 1 to 4. Get the participants to sit at their tables (numbered 1 to 4). Get each table to discuss their wildcard (which should be written under the section on the template called “What is our Current Reality”) and brainstorm their possible responses. These are to be written on sticky notes and pasted in the relevant part of the framework.
- **Step 3: Presentations (30 minutes)** Get two tables to present their work to each other and the group being presented to then gets a chance to give their reflections and inputs. Thereafter, the groups continue their work.
- **Step 4: Brainstorm (b) (15 mins)** Groups continue working and refining their responses to the event articulated in the wildcard.
- **Plenary presentation (30 mins)** Each table presents and the facilitator draws out principles and lessons that are common to all groups. These are documented on a flipchart as principles of adaptive action.

4.5.3 Principles of Working Together

Marshmallow Challenge

Objective: To give participants an experience of a game that encourages innovation and collaboration, builds a team and is fun. .

Learning Outcomes: Groups are often good at identifying “what” needs to be done but are not sure of the “how”. Working across boundaries means that there are many inherent differences and barriers to working effectively as a team, whether in different departments in the municipality or between politicians and administrators or between community and the municipality. The Marshmallow Game is a great way of illustrating collaboration.⁷

Set up and steps

Materials

Prepare sets of the following (with the number of sets depending on the number of groups):

- 20 sticks of spaghetti
- 1 metre of masking tape
- 1 metre of string
- 1 marshmallow

Make sure each group is working at a secure table.

Set-up Introduce the game with the aim being to build the tallest free-standing structure with the marshmallow balancing on the top. Highlight the following rules:

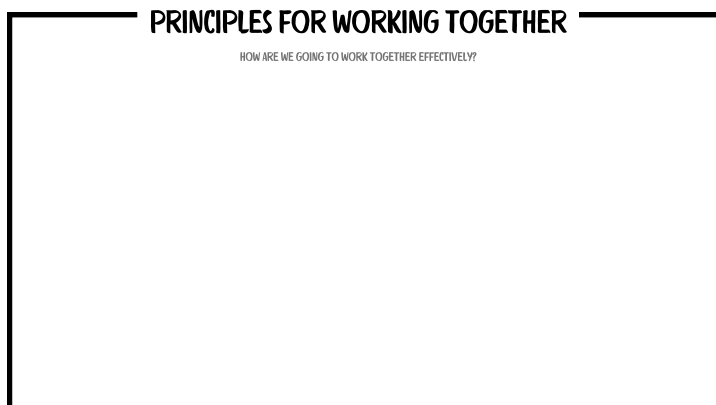
- The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
- The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape.
- Teams are free to break the spaghetti, cut up the tape and string to create new structures.
- The groups can hold the structure until the end of the exercise. After that, the structure with the marshmallow on the top must stand on its own.
- The exercise is 18 minutes long. Therefore, the teams must stop working on their structure at the 18-minute mark. After this, if a team tries to support their structure, they’re automatically disqualified.
- The winning team is the one that has the tallest structure measured from the table-top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.

Play the game (18 mins)

At the end reward the winning team!

(Optional: a volunteer from each group could be tasked with being an observer to track how the group worked together. This can assist with reflections and the principles that are identified from that.)

Optional (5) If there is time, present this short video on the challenge: https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team



Reflections (30 mins) Invite reflections from the different teams about their experience and invite them to reflect on lessons for how they collaborate in service of their ultimate goal or purpose – drawing on their Adaptive Action Review Frameworks (“Now What Can We Do?”) and the experience of the Marshmallow Game. These are documented in the template on the left and presented back to plenary.

4.5.4 Resources and Outputs

Resources for Module 4 are the templates (Adaptive Action Review template and the Principles of Working Together), Wild Cards text, Marshmallow Challenge materials and video. The outputs are the completed Adaptive Action Review and Principles of Working Together templates.

Tips from Practice

<p>Resilience and Perseverance</p> <ul style="list-style-type: none"> • There are opportunities in problems. Keep going back to your vision. • Never give up; keep going. • Leave room for disappointment; when things don't go according to plan, it's not the end of the world. • Right attitude. • Never allow fear to steal your shine. • Re-organise yourself and try again. 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> • Know what you want to achieve—and be flexible in the how. • Allow flexibility but never succumb to pressure. • Don't push your original plan through at all costs. • Expect the unexpected at all times. • Success without changes and adjustments should be the surprise. 	<p>Relationship Building and Trust</p> <ul style="list-style-type: none"> • Don't underestimate the value of a cup of coffee to build relationships—the foundation for tough conversations. • Put yourself in the shoes of people who are not on board with your project. • Establish rapport to build trust, leading to be on the same page. • Build relationships with the people frustrating you. • Trust is important. 	
<p>Strategic Thinking and Planning</p> <ul style="list-style-type: none"> • Always have a contingency plan. • Stakeholders mapping test tool. • Think before taking an action; do the right thing for the right purpose. • Leave the ego out. • Mechanisms to integrate invented spaces into the mainstream. 	<p>Self-awareness and Mindset</p> <ul style="list-style-type: none"> • Take time to understand yourself and your reactions; think before you act—will your response promote collaboration or polarisation? • Growth mindset. • Ethical behaviour to influence change; build relationships/trust for a common goal; due diligence. 	<p>Collaboration & Inclusivity</p> <ul style="list-style-type: none"> • Allow team members to have their voices heard (inclusivity) so they feel valued. • Importance of a shared perspective when initiating & convening during implementation—have an open mindset. • Collaboration does not follow bureaucratic structure lines. • Bring hope alive through a collaborative approach. • Consider incorporating Appreciative Inquiry. 	
<p>Learning and Development</p> <ul style="list-style-type: none"> • Take time to understand yourself and your reactions; think before you act—will your response promote collaboration or polarisation? • Growth mindset. • Ethical behaviour to influence change; build relationships/trust for a common goal; due diligence. 			

4.6 MODULE 5: REFLECTION AND LEARNING

Module 5 provides for a synthesis and pays attention to reflection and learning. The various elements of the model (from each table) are combined visually as a way of synthesising the why, what, who and when of the collaboration initiative. Overlaps are minimised and any additional steps and stakeholders are clarified.

Space is created for the individuals in the group to reflect on what they have been learning about themselves and the team they have been working with so that this growth can be leveraged for the next step of the journey

4.6.1 Synthesis

Objective: To combine the outputs from the different modules into a Common Agenda for Action.

Learning Outcomes: Participants see how the various outputs combine in a Common Agenda for Action and through this can clearly see the next steps of the initiative as well as ways of working together.

Set-up Each table combines their outputs as illustrated below on a section of the wall.

CHALLENGE DEFINITION

WHAT IS THE MAIN CHALLENGE WE WOULD LIKE TO WORK ON?

OPPORTUNITY STATEMENT

TRANSLATE THE CHALLENGE INTO AN OPPORTUNITY STATEMENT

VISION OF SUCCESS

WHAT IS OUR INSPIRING VISION OF SUCCESS?

STAKEHOLDER ENGAGEMENT FRAMEWORK

WHO DO WE NEED TO ENGAGE?	WHY DO WE NEED TO ENGAGE THEM?	HOW OFTEN DO WE NEED TO ENGAGE THEM?	WHO WILL ENGAGE THEM?	HOW WILL WE ENGAGE THEM?	WHAT ARE WE HOPING TO ACHIEVE THROUGH THIS?

SOURCE: WIKIPEDIA

ACTIONS

WHAT ARE OUR THREE PRIORITISED ACTIONS - AND WHO WILL DO THEM?

ACTION	WHO WILL IMPLEMENT?

PRINCIPLES FOR WORKING TOGETHER

HOW ARE WE GOING TO WORK TOGETHER EFFECTIVELY?

Step 1(15 mins) Participants reflect on the overall picture and congratulate each other for what has been achieved.

4.6.2 Reflection

Objective: To allow participants to reflect on what they have learnt over the past two days and identify how they can apply this learning going forward.

Learning Outcomes: Participants synthesise and internalise their learnings and know how they can apply them in the next steps. .

Set up and steps

Set-up Participants, in their learning groups at their tables.

Step 1: Self facilitated reflections (30 mins)

Write the following questions on a flipchart and invite each group to discuss their responses to them:

REFLECTION			
WHAT ARE MY BIGGEST LEARNINGS FROM THE TWO DAYS?	WHICH TOOLS COULD I USE TO ASSIST ME WITH COLLABORATION IN MY WORK ENVIRONMENT?	HOW WILL I APPLY THEM AND TO WHICH SPECIFIC CONTEXTS?	WHAT SUPPORT CAN I OFFER AND WHAT SUPPORT DO I NEED TO CONTINUE ON THIS JOURNEY?

Participants are then invited to write their responses on sticky notes and post them under the relevant headings. Participants can then view their fellow participant's responses.

Step 2: Close table groups (5 minutes)

Spend five minutes saying what you need to say to close your group for the workshop.

Step 3: Feedback Survey (15 mins) - optional

Share a link to a feedback survey on Google Forms (or a similar application). Give 15 minutes for this and get participants to do this live.

Step 4: Closure (20 mins)

Facilitate a check-out statement (about their overall experience of the two days) from each participant.

Consider using the following sentence stems:

"As I leave I am and I am inspired to"

Thank your facilitation team and bring the session to a close!

4.6.3 Resources and Outputs

The output of Module 5 is the combined synthesis of all templates, clarified and "edited" into a collaborative action plan to address the purpose of the collaboration.

Resources for Module 5 are the completed templates from the previous modules and the reflection template. The output is the configuration of completed templates from the previous modules and the completed Reflection template.

SECTION 5

ENERGIZERS FOR COLLABORATION

Facilitating the COMPACT Collaboration Model requires the facilitation team to discern when it is necessary to inject some energy into the room to keep people engaged and alert. Energizers help do this. They both build energy and give experiences of collaboration. Six such tools are offered for consideration in this section:

- **Balloon Tower** which illustrates the importance of transversal collaboration.
- **Grounding Bodyscan** which can be used at the beginning of each day to get participants settled and present.
- **Cup Stack** which highlights the importance of negotiating, problem solving, critical thinking and collaboration.
- **Helium Hula Hoop** which highlights the importance of cooperation, communication, creative thinking, cooperation and communication.
- **Group Juggle** which illustrates goal setting, cooperation and communication.
- **4 Minute Work-Out** which involves a set of short physical exercises to get the oxygen pumping and blood flowing.

5.1 BALLOON TOWER⁸

Set-up	Divide the participants into groups of up to six people with each group at one table. Each group gets a bag of balloons and a roll of sticky tape.
Objective	Build the tallest freestanding tower using the materials provided within the time allotted.
Time needed	20 to 30 minutes
Group size	3 to 6 people per team.
Materials	1 bag of balloons and a roll of sticky tape per group.

Step 1

Allow four minutes of brainstorming and planning.

Step 2

Say "Start" and let the teams start building. Give them 10 minutes overall, with announcements at five minutes, two minutes and one minute remaining.



Step 3

Call "Time". Measure the height of the towers.

Step 4 (option 1)

Announce the winner – the team with the tallest freestanding tower is the winner.

Step 4 (option 2)

After measuring, announce the no team is the winner – because the challenge was to build the tallest freestanding tower – not towers. They were meant to collaborate and build one tower.

Step 5**Debrief:**

Ask the teams if they had a strategy.

Explore the team approaches.

Ask whether the design changed during construction – and why.

Ask what each team would do differently if they were to do the exercise again.

(Caution: with so many balloons in the room, some of them are inevitably going to pop – and if this happens a lot, it can trigger people because of the light bangs and the associations that this can bring. Given the South African context, it is recommended that this tool be used cautiously).

5.2 GROUNDING BODYSCAN⁹

Set-up	No set-up is required for this exercise.
Objective	This is a great exercise to do at the beginning of the course – and possibly at the beginning of each day. It helps to get participants fully present and ready for the day!
Time needed	10 minutes
Instructions	Read slowly and spaciouly. 1-2 breaths after each line or comma, 2-3 breaths of pause between each paragraph.

Script

For this meditation we can sit upright or lie down....

In either shape, the spine is neutral and long.

With eyes open or closed, begin by feeling into any body parts that are touching ground.

Notice that connection, between your body and the earth.

And allow your body, to rest further down. Down towards earth.

Equally, feel into a sensation, real or imagined, of the earth rising up to meet you, meeting your relaxing, downward energy with a lift.

And then notice your toes.

Not necessarily seeking sensation, but a simple awareness, a noticing, witnessing the toes. Both right and left side body.

You may feel something, or nothing at all.

But stay with awareness of toes.

And then awareness of the feet. Right and left foot.

The inner arches, the tops and bottoms.

Awareness of ankles and heels.

Notice the shins. The calves.

The knees and the back of the knees.

Inviting in all sensation, or none, with equality.

Treating all that arises equally.

Spaciouly.

Open to whatever arises, just noticing.

*Notice the thighs. Notice the hamstrings. Front and back side of the upper legs.
Notice the hips, exploring sensation in the pelvis, the glutes, the front, back and sides.
All 360 degrees of the hips.*

*Draw awareness up to the belly. Aware of belly movement with the breath.
Aware of the low back, and aware of the kidneys.
Whether or not this awareness of internal organs is real or imagined.*

*And then notice the chest.
Can you feel or hear your own heart beating.
Not only through the front of the chest, but the back.*

*From the chest, aware of the shoulders.
Ease in the shoulders as you explore right and left, front and back.*

*Follow the felt energy of the shoulders down into the arms.
Upper arms. Elbows, the front and the back. Forearms.
Notice the space in the palms of the hands.
With the mind's eye, feel the thumbs, and each of the fingers.
Notice the back side of the hands.*

*Then awareness arrives at the throat. The neck. The very back of your head. The chin.
Relax and release your jaw.
Notice the tongue and the inside of the mouth.*

*Aware of your ears. Your nose. Your eyes. Aware of ease in your forehead, and the space behind your eyes
Notice the sensation along the underside of the top of your head.
And then the outside too.
Crown of the head.*

Feel a sense of open spaciousness at the very top of your head.

*And then rest in the sensation of the whole body.
Aware of the full body.
Complete. Connected. Whole.*

Remembering again, the connection between this body and the earth, before you slowly open your eyes

5.3 CUP STACK¹⁰

Set-up	Divide the participants into groups of up to six people with each group at one table. Each group gets a bag of balloons and a roll of sticky tape.
Objective	This is a great energizer to practice TM skills: negotiating, problem solving, critical thinking and collaboration.
Time needed	25 minutes
Group size	Allocated participants into groups of five.
Materials	Cups, string, rubber bands

Step 1: Set up

Give each group six paper cups, one rubber band and five pieces of string. Each participant ties their string to the rubber band.

Step 2: Build a pyramid

Using their teamwork skills, students will work together to stack their cups into a pyramid with 3 cups on bottom, 2 cups in the middle, and 1 cup on top.

Explain that teams will have 10 minutes to build their pyramids. They are NOT permitted to use their hands to move cups. They are ONLY allowed to use their string and rubber band to pick up and move cups. Set a timer for 10 minutes and set teams off to work. Walk around the room as they complete the group task.



Step 3: Debrief

When the timer ends, bring the whole group back together and ask the following questions in a group discussion:

- “Was anyone frustrated during this activity? How was that frustration handled?”
- “What did you learn about yourself and the group you worked with?”
- “Why was teamwork so important in this activity?”
- “What other skills did your group have to use to complete this activity?”
- “What was hard about teamwork? Communication?”
- “What real world situations have you been in where you needed to use good team-working skills? How did you handle that situation?”

5.4 HELIUM HULA HOOP¹¹

Background

This activity will truly challenge your group to communicate and work together as they attempt to lower a hula hoop to the ground while it rests upon their fingers. Although this activity sounds simple enough, it is surprisingly challenging and quite fun, especially when the hoop mysteriously rises instead of dropping. As a variation try using a long, thin, lightweight rod instead of a hoop to create a “helium stick.”

Objective	This is a great energizer to illustrate the importance of cooperation, communication, creative thinking, cooperation and communication.
Time needed	15 to 25 minutes
Group size	Divide participants into groups of five
Materials	One or more hula hoops (or substitute with long, thin, lightweight rods).



Photo source: www.tbae.co.za

Instructions

In order for this activity to work properly, everyone must be touching the hoop at all times. The collective upward pressure from everyone’s fingers will often be greater than the weight of the hoop, causing the hoop to float upward. If the group appears to be succeeding quickly at lowering the hoop, be particularly vigilant in making sure that everybody is touching the hoop at all times. Conversely, if the group becomes frustrated, allow them to stop for a moment to discuss a strategy before resuming the activity. Also, when working with a particularly large group, you may want to create several teams and have them compete to be the first group to successfully lower their hoop to the ground.

Begin by explaining that the object of this activity is to lower the helium hoop to the ground while supporting it with just your index fingers.

Arrange the participants in a circle with their arms straight in front of them and their fingers pointing toward the people in front of them. (Alternatively, if using a rod instead of a hoop, you will want to arrange participants in two rows facing each other on either side of the “helium stick”). Participants index fingers must remain touching the hoop at all times or the group will have to start over. Likewise, participants may not grab or pinch the hoop at any time or the group will have to start over. As the participants are arranging themselves in a circle, be sure they leave enough room in the centre for the hoop to rest on their fingers. If the circle is too small, ask everybody to take a step backward.

Game on!

Next, lay the hoop on the participants' fingers so that they now support the weight of the hoop. They may now begin attempting to lower the hoop to the ground. Support them, by reinforcing the rules, to get their hula hoops to the ground.

Reflection

- What did you think when you were first told the object of this activity? Did you think it sounded difficult?
- How did you react when the hoop began to rise?
- Did anyone in your group come up with a creative way to solve this problem?
- How did you finally manage to lower the hoop to the ground?
- If you had been an outside observer, what might you have noticed were the strengths and weaknesses of your group's teamwork abilities?
- How does this activity relate to other complex challenges?
- What did this activity teach you about teamwork and communication?
- What did you learn about your ability to work as a team?
- What have you learned about your own communication skills?

5.5 GROUP JUGGLE¹²

Objective	The group stand in an inward facing circle and are asked to throw juggling balls amongst the group in a specific order. As the activity develops more juggling balls are introduced and the pressure to work well as a group increases. This works as a great ice breaker during the forming stage of a team, and it helps to illustrate the importance of goal setting, cooperation and communication.
Time needed	Total Time: 20-30 minutes
Group size	Group Size: 8 to 14 ideally (however is still works with slightly larger or smaller groups).
Materials	Juggling balls, bean bags (or even a rolled-up sock).



Photo source: www.populareducation.co.za

Instructions

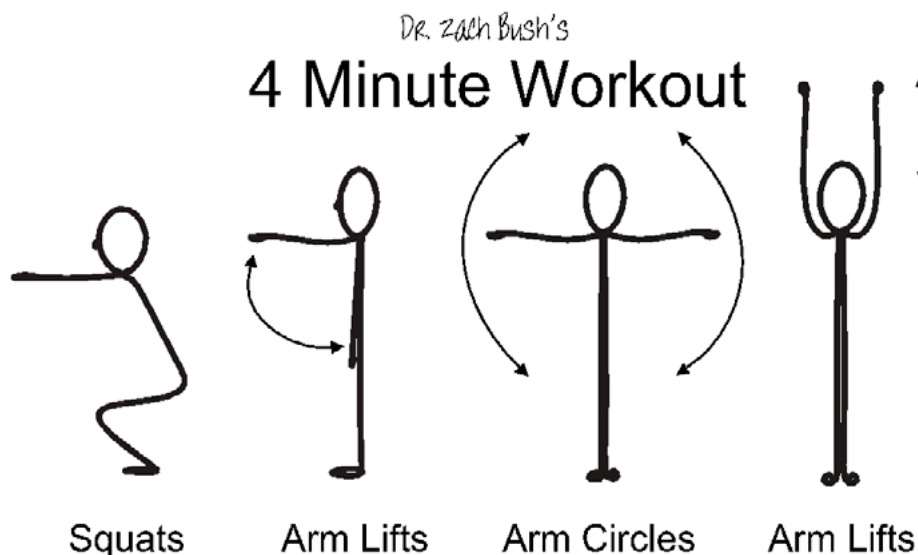
- Organise the group into a circle and set up a juggling system that processes juggling balls by throwing them across the circle of team members from one person to the next.
- When a ball is thrown the thrower must shout the name of the recipient
- They catch it and throw to another group member.
- This continues until each group member has caught & thrown the ball just once. (it should have eventually ended back at the start point).
- Ask each group member to identify who they received the ball from and who they threw it to.
- Test this out by throwing the ball in the same original order until it arrives back at the start point.
- The next stage is to introduce more balls and see how many you can get moving round the circle in the original order. As many balls as people is extremely difficult. You can also add another ball to be sent in reverse order to add a bit confusion to the mix.

5.6 DR ZACH BUSH 4 MINUTE WORK-OUT¹³

Objective	To build energy and release Nitric Oxide! When Nitric Oxide is released blood vessels dilate allowing more oxygen and nutrient delivery to your whole body. In just four minutes you exercise the 16 largest muscle groups in your body. This 4 minute workout uses simple moves done quickly and correctly with purpose. Bursts of easy-to-remember movements are done rapidly, focusing on form, technique, and speed.
Time needed	4 minutes!
Group size	n/a
Materials	n/a

Step 1

Demonstrate the four exercises



*** Do 10 reps of each movement / THREE TIMES.

Step 2

Lead the participants in doing three rounds of tens reps each per movement.

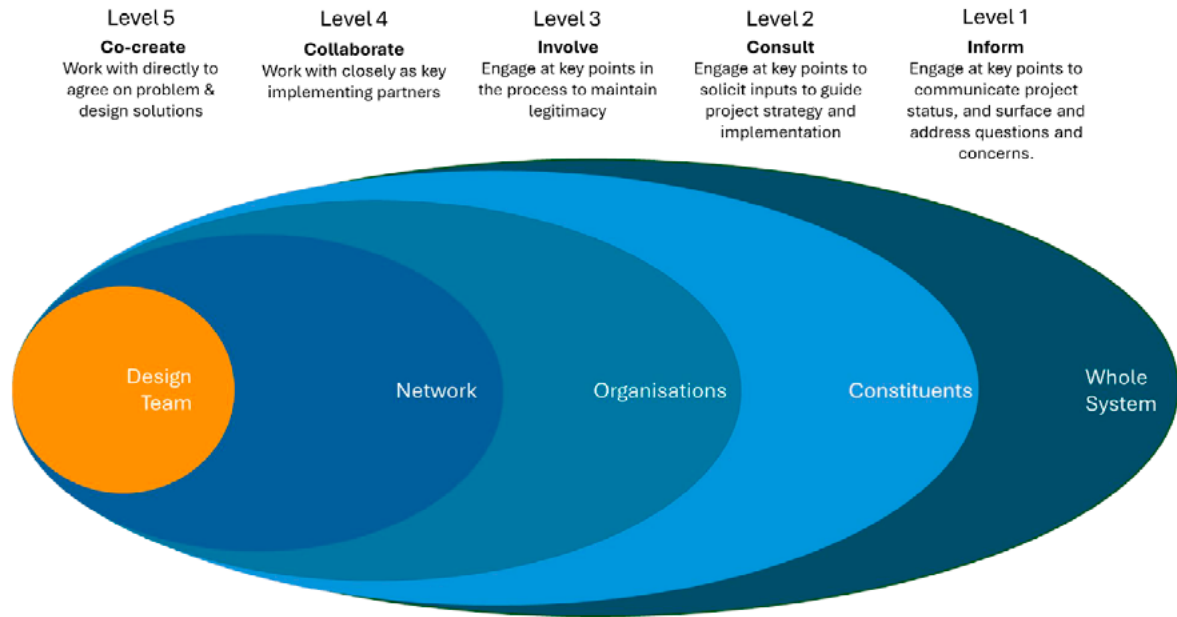
ENDNOTES

- 1 CSP Leading Change and Transversal Management Projects, 2022-2024
- 2 See <https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>
- 3 CSP Leading Change and Transversal Management Projects, 2022-2024: <https://www.youtube.com/watch?v=PwJCJTQmps>
- 4 The Lego tool is sourced from Agile42 and is distributed free of charge under a Creative Commons Attribution- this means you can use it for free, you can't resell it and you are required to share any further modification with the same license format. See <https://www.agile42.com/en/organic-leadership/cynefin-lego-game>
- 5 See <https://medium.com/10x-curiosity/know-your-domain-the-cynefin-framework-dc28648558f1>
- 6 This part of the tool was developed by the Western Cape Economic Development Partnership.
- 7 The challenge was invented by Peter Skillman and popularized by Tom Wujec.
- 8 See <https://www.freshtracks.co.uk/wp-content/uploads/2015/12/BALLOON-TOWER.pdf> and <https://guideinc.org/2014/08/25/team-building-activity-balloon-tower>
- 9 Source: <https://mindfulnessercises.com/>
- 10 See https://www.mostnetwork.org/wp-content/uploads/01_Activity_Cup-Stacking.pdf
- 11 See <https://kenosha.extension.wisc.edu/files/2010/10/64-HeliumHoop.pdf>
- 12 See <https://ventureteambuilding.co.uk/group-juggle/#.Y0p2CexBxhE>
- 13 Source: <https://youmakeitsimple.com/2022/06/04/the-4-minute-workout-nitric-oxide-boost-at-any-age-dr-zach-bush>

ANNEXURES

STAKEHOLDER MAPPING

STAKEHOLDER MAPPING TOOL



STAKEHOLDER ENGAGEMENT FRAMEWORK

WHO DO WE NEED TO ENGAGE?	WHY DO WE NEED TO ENGAGE THEM?	HOW OFTEN DO WE NEED TO ENGAGE THEM?	WHO WILL ENGAGE THEM?	HOW WILL WE ENGAGE THEM?	WHAT ARE WE HOPING TO ACHIEVE THROUGH THIS?

SOURCE: WCEDP

MODULE 1: OVERVIEW, ORIENTATION AND GROUP FORMATION

HUMAN BINGO

B	I	N	G	O
Saw a live concert in 2023	Wears the same size shoe as you	Has a birthday in the same month as you	Plays a musical instrument	Is left-handed
Is a vegetarian	Has used a typewriter	Has visited more than five countries	Has visited more than five countries on the African continent	Belongs to a book club
Has a twin	Has driven a taxi	Someone who has "s" in their name	Someone who can whistle	Has a tattoo
Has worked on a farm	Has a dog	Loves hot/spicy food	Knows how to make umqombothi	Has used ChatGPT in the last week
Has more than four siblings	Met Nelson Mandela in person	Spends more than two hours commuting to and from work each day	Has worked for the same organisation for 15 years or more	Is a leader in their church

AFFINITY STATEMENTS

<p>ROUND 1 AS A CHILD YOU PREFERRED ...</p> <p>SPORT ACADEMICS DRAMA/MUSIC</p>	<p>ROUND 3 TO GET THINGS DONE ...</p> <p>IT IS BETTER TO WORK ALONE</p> <p>IT IS BETTER TO WORK WITH OTHERS</p> <p>I HAVE NO PREFERENCE - IT DEPENDS ON THE CONTEXT</p>	<p>ROUND 4 YOU ...</p> <p>WORK IN AN ENVIRONMENT WHERE YOU OFTEN ARE REQUIRED TO COLLABORATE WITH OTHERS FOR A COMMON GOAL</p> <p>WORK IN AN ENVIRONMENT WHERE YOU SELDOM ARE REQUIRED TO COLLABORATE WITH OTHERS FOR A COMMON GOAL</p>	<p>ROUND 5 YOU ...</p> <p>HAVE HAD PREDOMINANTLY POSITIVE EXPERIENCES COLLABORATING WITH OTHERS FOR A COMMON GOAL</p> <p>HAVE HAD PREDOMINANTLY NEGATIVE EXPERIENCES COLLABORATING WITH OTHERS FOR A COMMON GOAL</p>	<p>ROUND 6 YOU ...</p> <p>KNOW WHAT THIS WORKSHOP IS ABOUT</p> <p>I DON'T KNOW BUT I AM CURIOUS</p> <p>I DON'T KNOW, I WAS JUST TOLD TO COME HERE</p>
<p>ROUND 2 YOU GREW UP ...</p> <p>INLAND AT THE COAST IN THE MOUNTAINS</p>				

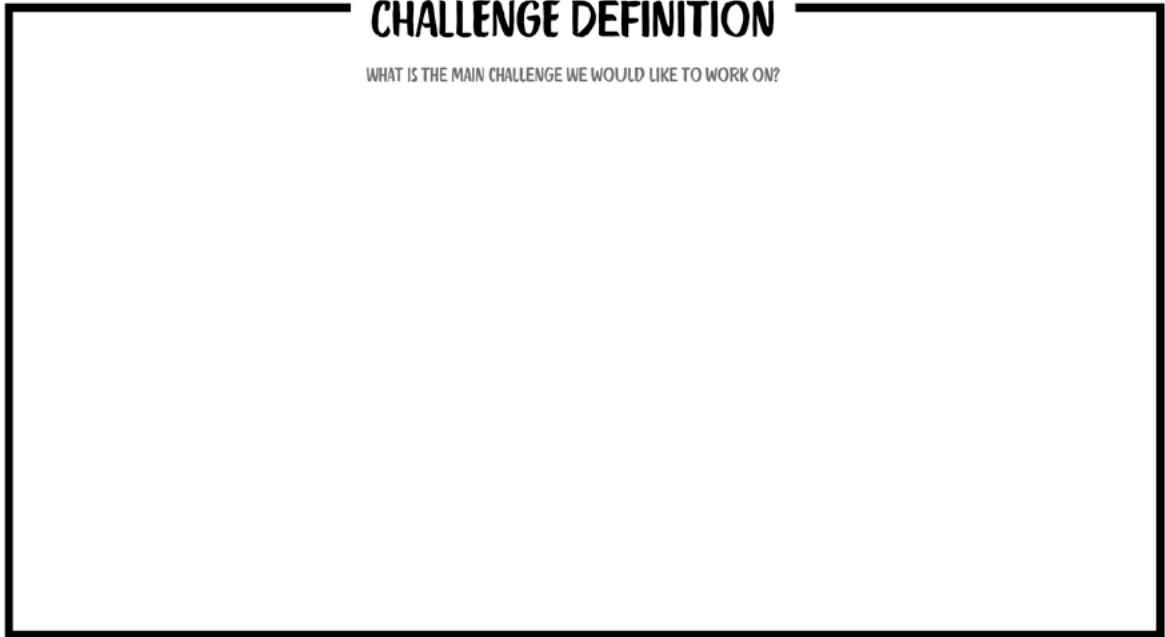
WORKSHOP COMMUNITY AGREEMENTS

WHAT NORMS DO WE NEED TO PUT IN PLACE FOR US TO GET THE MOST OUT OF THE NEXT TWO DAYS?

MODULE 2: MAKING SENSE OF THE CHALLENGE

CHALLENGE DEFINITION

WHAT IS THE MAIN CHALLENGE WE WOULD LIKE TO WORK ON?



OPPORTUNITY STATEMENT

TRANSLATE THE CHALLENGE INTO AN OPPORTUNITY STATEMENT



MODULE 3: VISION AND HOPE

VISION OF SUCCESS

WHAT IS OUR INSPIRING VISION OF SUCCESS?



MODULE 4: IMPLEMENTING AND ADAPTING

ACTIONS

WHAT ARE OUR THREE PRIORITISED ACTIONS - AND WHO WILL DO THEM

ACTION	WHO WILL IMPLEMENT?

ADAPTIVE ACTION REVIEW

WHAT IS OUR CURRENT REALITY?

WILD CARD

SO WHAT DOES THIS MEAN?

NOW WHAT CAN WE DO?

PRINCIPLES FOR WORKING TOGETHER

HOW ARE WE GOING TO WORK TOGETHER EFFECTIVELY?

MODULE 5: REFLECTION AND LEARNING

REFLECTION

WHAT ARE MY BIGGEST
LEARNINGS FROM THE TWO
DAYS?

WHICH TOOLS COULD I USE
TO ASSIST ME WITH
COLLABORATION IN MY WORK
ENVIRONMENT?

HOW WILL I APPLY THEM AND
TO WHICH SPECIFIC
CONTEXTS?

WHAT SUPPORT CAN I OFFER
AND WHAT SUPPORT DO I
NEED TO CONTINUE ON THIS
JOURNEY?



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