



**Entreprises Féminines
Durables**

*Women's Enterprise
for Sustainability*

Innovative Leadership Workbook

Developed by



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INNOVATIVE LEADERSHIP COURSE PREPARATION



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Course Preparation

Before the course:

- 1) Ask participants to fill out a pre-training questionnaire at least one week before the course begins. This information will help you learn more about your participants and prepare for the course. A sample questionnaire is included as Appendix IV.
- 2) Prepare participant name badges and tent cards.
- 3) Print Innovative Leadership workbooks for participants.
- 4) Make sure the PowerPoint Presentation that accompanies this guide is ready.
- 5) Check that all the training supplies you need are in training room including flip charts, markers, masking tape, certificates etc.
- 6) Set up the room. If possible, a room set up with double U is most preferred. This will allow for closer interaction between the facilitator and the participants as well as among the participants.
- 7) For list of flip charts, please refer to Appendix I

Course Delivery: Role of the Facilitator

The Innovative Leadership course is about inspiring your participants to think about their visions and realize their dreams. This course is about more than delivering the participant agenda; it is about encouraging women to be dreamers and achieve their visions. The facilitator has a special role to inspire and motivate the participants.

This course can be delivered on three levels depending on the facilitator's intentions and abilities:

Level I- this is the **informational level** where the facilitator can deliver the content simply as new information to the participants. At this level the participants will be introduced to new concepts and terminology.

Level II- this is the **practical level** where the facilitator can take participants beyond the information to the actual application of the concepts. The facilitator can work with participants to help them practice the concepts introduced in the course.

Level III – this is the **transformational level** where the participants have an in depth understanding of concepts to the extent that it transforms their lives. Participants are able to integrate, internalize and practice the concepts introduced in the course in their daily lives.

Delivering the course at Level III will have the greatest impact on participants. The facilitator may need to deliver this course multiple times to gain the experience for moving from level I to III.

To deliver the course at the transformational level, the facilitator will have to be committed and involved. In the words of Barbara Fittipaldi, CEO and President Center of New Futures¹, this facilitator's guide is "not just about how to deliver the training, but also about who you show up as." The intentions of the facilitator are critical. The facilitator should approach course participants with the conviction that they are already committed and will be amazing leaders.

This course is not about changing who the participants are, but inspiring new conversations that will enable them to realize their visions.

During the workshop, the facilitator will ask the participants to share their visions multiple times. Different formats will be used to help participants to think, share and declare their visions. This process allows visions to become clearer and evolve as the course progresses. This approach is not simply multiple requests that participants state their visions by asking the same question over and over again, but is an approach that will help participants to become clearer about their visions.

Vision sharing is critical in helping the participants to re-think possibilities and design new futures.

This course has a lot of new information to absorb and the facilitators can use different and more interactive methods to engage the participants and make sure that they comprehend and absorb the new concepts.

Facilitators may also introduce energizers and fun breaks throughout the course to help engage participants.

¹ The Innovative Leadership curriculum was designed by Barbara Fittipladi, CEO and President of the Center of New Futures. (To learn more about Barbara Fittipaldi and the Center for New Futures refer to Appendix II or visit <http://www.centerfornewfutures.com/>)

Overview - Facilitator's Guide and Innovative Leadership Course

This section provides an overview of the Facilitator's Guide and the Innovative Leadership course.

Innovative Leadership is a cutting edge program designed to provide women leaders and social entrepreneurs with the power to transform themselves and their organizations. The two essential components for transformation that this course promises are the ability to shift traditional thought processes and remove perceived barriers, and a thorough understanding of the breakthrough methodology. This workshop will educate participants in both of these components and leave them empowered to invent new possibilities and opportunities beyond those they originally thought possible, and to reliably design and implement breakthrough projects. The result will be that women become extraordinary change agents able to deliver unprecedented results.

This two-day program provides key principles and fundamental steps to reliably produce extraordinary results and an unprecedented future for the participants at your workshop and in their businesses/organizations.



In the Innovative Leadership course, participants will learn and achieve the following:

Participants Will Learn To	Participants Will Achieve
Shift limiting mind-sets, learn how to 'break out of the box'	A breakthrough in leadership and communication, empowering participants to lead at a new level of effectiveness
See new possibilities and solutions that were not previously apparent	A method for accomplishing results that are not limited by past performance, even highly successful past performance
Design a 'breakthrough' project to achieve specific objectives beyond those ordinarily expect to accomplish	A reliable way to turn a vision into a reality with confidence, velocity and ease
Reliably produce "breakthrough" results	A broader view of what's possible and new approaches to deal with obstacles that impede success
Powerfully create buy-in for ideas	
Inspire others to act effectively	
Design a culture of opportunity, collaboration, and acknowledgement	

You may use the above section to market the Innovative Leadership course and answer questions about the course during open days or recruitment sessions. Additional skills, topics and questions covered during this workshop are included in Appendix III.

Throughout this guide, we have provided various tools to use when you facilitate each session. This **Facilitator's Guide** includes the following tools:

Content Type	Description	Icon
Participant Agenda	Includes session times and titles	
Learning goals/objectives of the course	Highlights course objectives and learning goals for each day	
Instructions	Instructions to help facilitate the course.	
Facilitator's notes	Additional guidelines for facilitators to better comprehend and deliver the course	
Facilitator says	Prompts to help the facilitator communicate with the participants	
Participant response	Prompts to wait for participant responses	
PPT slide	PowerPoint slide corresponding to the material	
Flipcharts	Prompts to create flipcharts and photos of flipcharts from Barbara Fittiopladi's TOT in January 2013	
Tips	Suggestions for facilitators	
Key Concepts	New Innovative Leadership Concepts and Terms defined throughout Guide and in Glossary	Key Concept

The course content is divided into **10 sections** and the table below provides the section descriptions and highlights the topics covered in each section. These concepts are further explained at the start of each section.

Day	Course Section	Topics
Day 1	1. Introduction	Welcome Course norms Participant introductions Core components of the course
	2. Listening	Automatic and Self-generated listening Listening, speaking and actions Automatic listening filters
	3. Conversations and Actions	Relationship between conversations and actions
	4. Vision	Designing a vision
	5. Barriers	Explore barriers to realizing visions and designing futures
Day 2	6. Creating Relatedness	Building relationships
	7. Creating Possibility	Making the vision a possibility
	8. Creating Opportunity	Creating possible outcomes and designing pathways to achieve the outcomes
	9. Creating Action	Specific next steps to realize the vision
	10. Accomplishment	Realizing the breakthroughs achieved during the course



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COURSE AGENDA

Day 1: Listening, Vision Design and Removing Barriers to Produce Results

Learning Objectives:

- Distinguish automatic and self-generated listening
- Understand the link between conversations, actions and results
- Design vision
- Comprehend barriers to designing the future
- Learn how to break down barriers

Course Agenda:

9:00-9:30	Introduction (Welcome, Course Norms, Core Components)
9:30-10:45	Automatic and Self-generated Listening
10:45-11:00	Break
11:00-11:45	Questions/Conversation Shape Actions and Results
11:45-12:30	Exercise: Vision Design
12:30-1:30	Lunch
1:30-2:15	Flipcharts: Vision
2:15-3:00	Exercise: Barriers to Designing the Future
3:00-3:15	Break
3:15-4:45	Exercise: Breaking down Barriers
4:45-5:00	Share Learning
5:00	Homework

Day 2: Creating Relatedness, Possibility, Opportunity and Action

Learning Objectives:

- Create relatedness and possibility
- Design a culture of opportunity, collaboration, and acknowledgement
- Design actionable pathways to achieving your vision

Schedule:



9:00-10:00	Share the learning of day one (in pairs)
10:00-10:45	Creating Relatedness
10:45-11:00	Break
11:00-12:30	Creating Possibility
12:30-1:30	Lunch
1:30-3:00	Creating Opportunity
3:00-3:15	Break
3:15-3:45	Creating Opportunity
3:45-4:15	Creating Action
4:15-5:00	Register for Accomplishment
5:00	Thank You



This is a sample schedule. You may alter the session durations and schedule depending on the needs of your participants.



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INNOVATIVE LEADERSHIP DAY 1

Time	Section	Topics
9:00 – 9:30	1. Introduction	Welcome Course Norms Participant Introductions Core Components of the Course
9:30 – 10:45	2. Automatic and Self-Generated Listening	Automatic and Self-Generated Listening Listening, Speaking and Actions Automatic Listening Filters Self-Generated Listening Exercise
10:45 – 11:00	BREAK	
11:00 – 11:45	3. Conversations and Actions	Conversations Shape Actions
11:45 – 12:30	4. Vision	Vision Design
12:30 – 1:30		Lunch
1:30 – 2:15		Flipcharts: Sharing Vision
2:15 – 3:00	5. Barriers	Exercise: Barriers to Designing the Future Emptying the Mind Story Process
3:00 – 3:15		Break
3:15 – 4:45		Exercise: Breaking down Barriers
4:45 – 5:00	Wrap Up	Share Learning
5:00		Homework

Learning Objectives:

- Distinguish automatic and self-generated listening
- Understand the link between conversations, actions and results
- Design vision
- Comprehend barriers to designing the future
- Learn how to break down barriers

SECTION 1

INTRODUCTION: WELCOME, COURSE NORMS AND INTRODUCTIONS

(9:00 – 10:30)

Time	Section	Topics
9:00 – 9:30	1. Introduction	Welcome and Agenda (PPT 2) Course Norms Participant Introductions (PPT 3) Core Components of the Course (PPT 4)

Key Concepts:

- Build a sense of partnership and trust with and among participants
- Introduce new language, principles and model for designing new possibilities

WELCOME

Instructions: Open the workshop by welcoming all participants.

Course Agenda	
Day 1 Schedule 9:00-9:30 Welcome, Course Norms & Agenda 9:30-10:45 Automatic and Self-generated Listening 10:45-11:00 Break 11:00-11:45 Questions/Conversation 11:45-12:30 Shape Actions and Results 12:30-1:30 Lunch 1:30-2:15 Pitcharts: Vision 2:15-3:00 Exercise: Barriers to Designing the Future 3:00-3:15 Break 3:15-4:45 Exercise: Breaking down Barriers 4:45-5:00 Share Learning 5:00 Homework	Day 2 Schedule 9:00-10:00 Share the context of the day. Participants share 10:00-10:45 Creating Relatedness 10:45-11:00 Break 11:00-12:30 Creating Possibility 12:30-1:30 Lunch 1:30-3:00 Creating Opportunity 3:00-3:15 Break 3:15-3:45 Creating Opportunity 3:45-4:15 Creating Action 4:15-5:00 Register for Accomplishment 5:00 Thank You



PPT slide # 2



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Facilitator Says:

“Good day, everyone. We are thrilled that you are here and excited to work with you. Thank you for all you did to be here – and especially for the commitments that brought you here. My name is _____ and I will be leading this workshop.”

Instructions: Go over the agenda, logistics of meeting area, location of restrooms, refreshments, etc.



Facilitator Says:

“Innovative Leadership is a transformational leadership workshop. It is for sparking innovation and producing *breakthrough* results. We promise to leave you with a reliable methodology for designing the future – extraordinary futures - futures that go beyond anything predictable. It is not a lecture – we want everyone to participate and contribute.”

COURSE NORMS

Instructions: Mention the course norms and expectations.



Facilitator Says:

“We request that participants observe the following norms during the workshop:

- We will start at the agreed-upon start times.
- We will maintain confidentiality. Everything shared by participants in this room is confidential and we will not respect that confidentiality.
- We will create a sense of community, a safe harbor. Remember that this is a worry free zone and you can do no wrong here. You can freely share your thoughts with the group in this room.”

Instructions: Introduce the objectives of the course.



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Facilitator Says:

“Today we will learn:

- 1) A unique method for designing extraordinary results
- 2) How to think in new ways
- 3) How to translate possibilities into feasible pathways
- 4) How to create action pathways, milestones and results
- 5) How to complete a project as an accomplishment”



Alternative text for facilitators to use in their welcome note: Today is about all of us, and the difference we can make: for our family, our villages, our country and for our world.

PARTICIPANT INTRODUCTIONS

Instructions: Invite participants to introduce themselves. Put the following questions on a flipchart and ask participant to respond.



Flipchart 2: Introductions

- Name
- Where do you work?
- What do you do?
- What results and breakthroughs do you want from the program?
- What is the future you are excited about?

Introductions

- Participant introductions

- Course introduction
 You will learn a powerful new mode of listening, you will set inspiring goals beyond what you previously thought possible, and you will define actionable pathways for fulfilling those goals.



PPT slide # 3



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Help participants to think through the last question. Encourage them to think about what excites them, things that they are passionate about or issues that they eagerly want to contribute to and influence. Help participants to think out of the box; to go beyond their ‘to-do lists’ and think about goals that sound ambitious and exciting to them.



Facilitator Says:

“Let’s find out who is here. This is a powerful group of people and an enormous network of resources. As we go around the room introducing ourselves please **listen for** what inspires you, what resonates for you and what you like about their vision? I will give one or two of you an opportunity to share what inspired you.”

Instructions: If someone volunteers to begin the introductions, select them. If not, randomly select an individual from the group to begin. Go around the room and give each participant the opportunity to answer the questions listed on the flipchart.

CORE COMPONENTS OF THE COURSE

.....

Instructions: After the formal introductions, elaborate on the core components of the course. Ask 2-3 participants to respond with what inspired them or what they liked about the participants introductions.

Core components of the Workshop

1st Critical Component
 To reveal the current (and hidden) context or worldview, i.e. the beliefs, assumptions, myths and rules that determine what people see as possible. Left unexamined these deeply held and, for the most part, unseen beliefs can limit our thinking and effectiveness. Seeing these blind spots and disengaging these limiting mindsets and removing these barriers and straitjackets leaves you with an enormous freedom and burst of confidence and expanded creativity. You see the world in a new way, think in new ways, and see new possibilities and opportunities. Your vision comes alive!

2nd Critical Component
 We provide new language, principles and frameworks – a model/methodology for designing these new possibilities. We will take your vision and walk it through the model and actually design your vision and inspiring challenge (Breakthrough result).





PPT slide # 4



Facilitator Says:

“How do you design the future and deliberately engineer **breakthrough results**?”



Explain that throughout the course a breakthrough is defined as commitment to intentionally cause unprecedented results or accomplishments in an area previously thought impossible.”



Facilitator Says:

“The first critical component of the this course is to reveal the current (and hidden) context or worldview, i.e. the beliefs, assumptions, myths and rules that determine what people see as possible. Left unexamined these deeply held and, for the most part, unseen beliefs can limit our thinking and effectiveness. Seeing these blinds spots and disengaging these limiting mindsets and removing these barriers and straitjackets leaves you with an enormous freedom and burst of confidence and expanded creativity. You see the world in a new way, think in new ways, and see new possibilities and opportunities. Your vision comes alive!”



Explain that it is critical to become aware of the assumptions and our own beliefs that define and limit what we see as possible for ourselves. You can elaborate with the help of the following example.



Facilitator Says:

“For example, you think that you have a fear of speeding traffic. However, if your child/family member is struggling at a crosswalk on a busy intersection you will rush to help him/her. In this instance your action, of helping your child/family member, was not influenced by your fear of traffic. Once you dropped, or did not care about the assumption, it was possible for you to do something that you thought you were not capable of doing.

If we become aware of the various assumptions and mindsets about ourselves and others we can see the world in a new way, think in new ways and realize new possibilities. These assumptions are referred to as **barriers** in the course.”



Explain the term barriers. Throughout the course barriers will be defined as, our assumptions, stories from the past or fears that stop us from moving forward. For the most part, these barriers, assumptions, and mindsets are invisible to us.





Facilitator Says:

“The second component provides new language, principles and frameworks – a model/methodology for designing new possibilities. We will take your vision through the model and actually design your vision and **inspiring challenge** (breakthrough result). So that you leave with reliable pathways that allow you can be very successful in fulfilling your vision.”



Once we become aware of the barriers that limit us, it is possible for us to realize our vision. In the second core component of this course we will map our vision through a model for designing the future.



Facilitator Says:

“The second core component of the course is to introduce a methodology and language so that you leave with reliable pathways that allow you to be very successful in fulfilling your vision. This methodology will help you to design breakthrough results.”



The first component makes our vision look possible and the second component makes our vision achievable. The hidden assumptions and blind spots keep us boxed and limit our possibilities. One crack in the egg is enough to break it. Likewise, by becoming aware of the barriers, it is possible to break out of the box. This course is about that essential crack in the egg – realization about the barriers that limit us.



Flipchart 3: Model for Designing Breakthroughs



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Instructions: Make sure that you address any questions/doubts about the concepts discussed so far before you move the next section.

SECTION 2

AUTOMATIC AND SELF-GENERATED LISTENING (10:45 – 11:30)

Time	Section	Topics
9:30 – 10:45	2. Automatic and Self-Generated Listening	Automatic and Self-Generated Listening (PPT 5) Listening, Speaking and Actions Automatic Listening Filters (PPT 6) Exercise: Self-Generated Listening (PPT 7-9)

Key Concepts:

- Automatic Listening: Listen with attention to mental conversations and automatic responses. Listen to our internal self-talk and our automatic responses to that dialogue.
- Self-Generated Listening: We can listen to generate new learning and encourage new ideas.
- Listening for Gold: Another expression for self-generated or generous listening

AUTOMATIC AND SELF-GENERATED LISTENING

Instructions: Introduce Automatic and Self-Generated Listening.

Automatic and Self-Generated Listening

Automatic Questions

- How?
- Why?
- Do I like it/not like it
- Is this good/bad?
- Is this right/wrong?
- Does this fit/ not fit with what I know?
- Does this make sense/not make sense to me?
- Do I agree/disagree?
- Do I believe it?

Self-Generated Questions

- What I like about that is...
- What would that allow for?
- What can we build with that?
- What's the possibility in that?
- What could that provide?
- What if...?
- Tell me more...



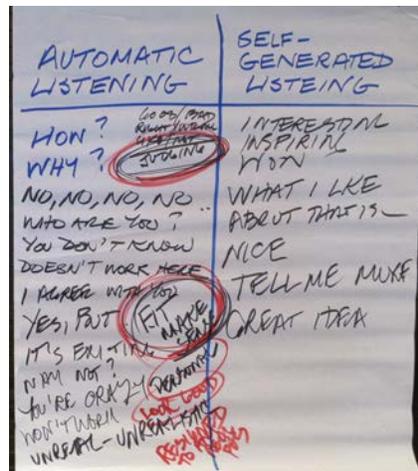
PPT slide # 5



This section highlights how listening defines our vision. Our barriers and assumptions are created through our conversations and these conversations are shaped by our listening.



Flipchart 4: Automatic and Self-Generated Listening



Facilitator Says:

“Where does the future begin? What is the source of innovation? This morning each of you shared your vision of the future that excites you. Where did the idea of that vision begin? Where did that idea start?”



Wait for participants to respond.



Facilitator Says:

“It began in your mind. You thought about the idea. The beginnings of our future vision are in our thinking. Hence it’s important to look closely at our thinking process.”



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Most people are surprised when they discover the source of the future – the future begins in our thinking. David Rock, co-founder of Neuro-Leadership Institute in the United States, has written several books on the neuroscience of the brain (how the brain works) – According to David Rock, “when you improve your thinking, you improve your performance.” How do we leverage our most basic human function? - thinking! We want to look closely at our thinking. There is a critically important part of our thinking that goes unseen. We want to see what has been invisible to us.

What is a good way to see the invisible? Who plays a sport?”



Wait for participants to respond.



This example demonstrates that when we become aware of how we think and respond, we realize our thought patterns that we are not usually conscious of. This realization gives us the opportunity to change those patterns if we want to change them.



Facilitator Says:

“Imagine your coach takes a video of you while playing that sport, and then plays it back to you in slow motion. What can you see in slow motion? What can you see when you are seeing it that clearly?”



Wait for participants to respond.



Facilitator Says:

“When we see our actions in slow motion, we realize what worked, did not work and what was missing. When we see this, it is possible to address the issue and improve in the future. Now we are going to look at our thinking in ‘slow motion’. What is happening as we are thinking?”



Wait for participants to respond.



Facilitator Says:

“Do you notice that we are talking to ourselves? What else is also happening?”



Wait for participants to respond.



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Facilitator Says:

“We are listening to ourselves. This listening to ourselves is **automatic listening**.

For example if you are informed that a new clothing store will open in your neighborhood, our automatic responses are questions like, is that good or bad?, do I like it not like it? is that right or wrong?



In automatic listening, the attention is on mental conversations and automatic responses.

LISTENING, SPEAKING AND ACTIONS



Facilitator Says:

“During this course we will practice **self-generated listening** and each one of you will share generative responses.”



The purpose of practicing self-generated listening is to become aware of the connections between listening, speaking, actions and future.



Facilitator Says:

“When we see our thinking in slow motion we realize that even before we go to listen to something, it’s too late. Our automatic listening has already set in and influences our responses and actions and shapes our future.”



The realization that we are usually in an automatic listening mode is a breakthrough. The moment we become aware of our automatic listening pattern, we begin to listen generously and this is a breakthrough.



Facilitator Says:

“Have you ever gone into a conversation where you were intending NOT to react the way you normally do? Not to judge the idea but listen to learn more? How long before you and I are reacting the way we normally do? Listening and talking to ourselves rather than learning from



what the other person is sharing. Automatic listening has become our normal reaction! What's that about? Something invisible to us was in play. When you become aware of automatic listening you have achieved a breakthrough!"



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AUTOMATIC LISTENING FILTERS

 This section introduces five filters that characterize our automatic listening. These include i) listening through judgments and evaluations, ii) listening to fit, iii) taking everything as personal, iv) attempting to look good and v) resignation.

Automatic filters that influence our thinking

- Listening through judgments and evaluation
- Listening for fir or confirmation.
- Taking everything as personal
- Mind is attempting to look good
- Resignation



PPT slide # 6



Facilitator Says:

“Our automatic listening is characterized by five filters that limit the scope of new possibilities. In this section we will learn more about these filters.”

Instructions: Introduce participants to the five automatic filters that influence our thinking.



Facilitator Says:

“What happens when you share an idea with others? Their automatic reactions are judging the idea, assessing the idea. The automatic questions are: Is it a good/bad, right/wrong, like, not like it...idea? We are no longer listening to them – we are listening to what we are saying about what they are saying. If you can be conscious of the automatic assessments and listen again; in those few seconds of listening again – great opportunities are born. You are no longer judging but listening.”



Our automatic judgments and evaluations make us less receptive to new ideas.



Facilitator Says:

“Another reaction is to look for what confirms your existing knowledge. When you listen to a new idea your automatic response is: Does it make sense? Does it fit with what I already know? How can I use this? Wanting answers, quick fixes, solutions, how to. What we say to ourselves is “I know about this or I already know this.”

Instructions: Ask participants to refer to the Automatic and-Self Generated Listening chart described on page 10 on their workbooks



Facilitator Says:

“Another common filter is that most people think that their assessments are personal assessments – they believe they are making them individually, without the influence of others. Part of our automatic listening is that we think we can control our opinions and views. In fact, most of our assessments are happening automatically.”



When we take everything as personal, we become self-conscious and don't tend to appreciate new ideas.



Facilitator Says:

“The last two filters are attempting to look good and resignation.

We see ourselves in a particular way, and we do not want that disrupted. We listen with the following questions in mind – is it safe? Am I going to look good? Is this going to promote my point of view that I want to maintain? These questions help us maintain the continuity of our view of ourselves. Avoiding any disruption in how we see ourselves is automatic. It is not conscious, but we tend to be consistent with the past, avoid disruptive changes, and limit our possibilities.

Our listening is also conditioned by our sense of resignation. We go into work as if today were just another version of yesterday and what will happen today were already know. When we talk we are not expecting much to happen. While we may be working hard we already know that “business as usual” will continue and we adapt and settle for that, resigned that there will be no new possibilities or breakthroughs.”

Instructions: Make sure that the participants comprehend the five filters that influence our listening before you move ahead.





Facilitator Says:

“What percent of a normal week do you and I bump into, hear, or see something that completely boggles our minds, stops us dead in our tracks – we can’t fit it into any category? It is difficult to even imagine what I am asking. When was the last time that you heard something and just wondered about it?”



Wait for participants to respond.



Facilitator Says:

“Perhaps never or very rarely are we just amazed by what we hear? This tendency can be attributed to the listening for ‘fit’ filter. We only listen to or absorb what fits into our existing knowledge framework. Given the power of the ‘automatic listening’ or listening for ‘fit’ (for whatever is occurring to fit inside of what we already know) we are able to fit almost everything inside of what we ‘already know’. If you listen for gold rather than listen for fit, you will notice that new possibilities will open up.”



The five filters demonstrate the extent of our automatic listening. Most of what we listen to is influenced by one of the above filters and limits our exposure to new ideas. When we listen by going beyond these filters, we are listening to learn, to try new ideas and to experiment with new possibilities. When we listen without our automatic filters we are listening to for something valuable, we are **listening for gold**.

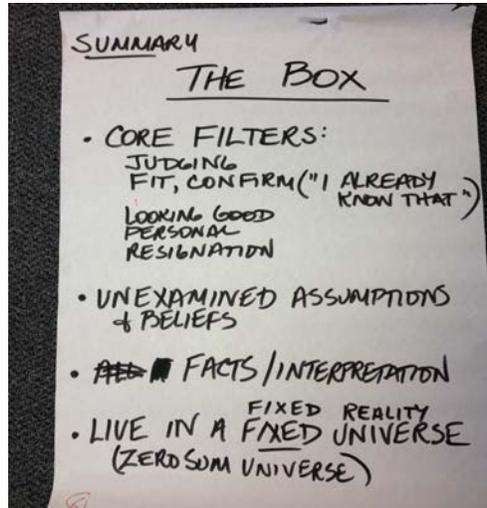


Flipchart 5: Core Filters



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EXERCISE: AUTOMATIC AND SELF-GENERATED LISTENING

Instructions: Introduce participants to the Automatic and Self-Generated Listening Exercise. Invite one participant to share her vision and encourage others in the room to listen attentively. Other participants will share what they liked about the vision, what inspired and resonated with them what was exciting about it etc. Give all participants the opportunity to share their visions and allow the group to respond. You can refer to the questions on the PPT slide # 8 to facilitate the discussion.

 In the previous section you have introduced participants to the concepts of automatic and self-generated listening and the automatic filters. In this section you will facilitate an exercise to help participants practice self-generated listening. Since self-generated listening is a new concept, the participants will need to practice it multiple times during the course to comprehend and absorb it.

Automatic and Self-Generated Listening Exercise

Let us share a vision and practice self-generated listening



PPT slide # 7



Self-Generated Questions (generous listening)

- What I like about that is...
- What would that allow for?
- What can we build with that?
- What's the possibility in that?
- What could that provide for?
- What if...?



PPT slide # 8



Facilitator Says:

“Now we will practice to change our automatic listening. This exercise is a practice for getting ‘out of the box’. You need to be in a practice of catching the automatic listening— then you have a choice.

Our automatic listening suffocates innovation. We can recognize automatic listening and STOP to think.”



Since automatic listening is a normal response for us, we need some practice to shift from automatic to self-generated listening. This exercise will give participants an opportunity to practice self-generated listening.



Facilitator Says:

“Who wants to share her vision first? Each of us will then share what was inspiring about that idea.”



Wait for participants to respond.



Facilitator Says:

“What we **hear** determines what we **say**. What we **say** determines our **actions** and **our actions** determine the **future** that we get to live in. The future is a function of the conversations we dwell in.”



You can refer PPT # 9 to elaborate the connection between our conversations and future.



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Facilitator Says:

“Your future starts with your listening. So you need to pay attention to your listening. This workshop helps you to shift from automatic or generous listening. **This (generous listening) is a practice to leverage our most basic human function thinking! Improve your listening to improve your thinking!!** And this sparks innovation and breakthrough results!”



Why is generous listening important? Generous listening impacts innovation, creating alignment on teams, customer service, team building, building relationship and trust with people - people want to know they have been heard and generous listening creates that feeling.

Instructions: Give participants the following home assignment to practice self-generated listening.



Facilitator Says:

“Go home tonight or go into work in the morning and listen for what you like about what people around you are saying and share your thoughts with them. Watch what happens!”

BREAK (10:30 – 10:45)

.....



During the break, hang any flipcharts created during the sessions on the walls around the room.



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SECTION 3 QUESTIONS/CONVERSATION SHAPE ACTIONS AND RESULTS (11:30 – 11:45)

Time	Section	Topics
11:00 – 11:45	3. Conversations and Actions	Conversations Shape Actions (PPT 10)

Key Concepts:

- Reactive questions are based on past experiences and automatic reactions
- Analytic questions are inspired by analysis and the need for data
- Generative questions are exploratory and forward looking

CONVERSATIONS SHAPE ACTIONS

Instructions: Refer to the Automatic and Self-Generated Listening Exercise on PPT slide # 10. Participants can refer to page 13 of their workbooks

Automatic and Self-Generated Listening

	Questions	Actions	Results
Reactive	How could this happen? Who did it? Who messed up? What were they thinking? Why isn't anyone fixing it?	past-based blaming punitive remedial defensive blame	???
Analytic	What's working? What's not working? What's missing? What can be improved?	data-based diagnostic responsive focusing efficient immediate	incremental tactical
Proactive	What is possible? What would that allow for? Tell me more ...	forward-looking innovative creative aligning	breakthrough game-changing

 PPT slide # 9



This section highlights how our listening influences the questions we ask, which in turn impacts actions and outcomes.

 **Facilitator Says:**

“During the automatic and self-generated listening exercise we realized that our listening is reflected in the nature of the questions that we ask. Generous listening helps to explore more possibilities.”

Instructions: Review the reactive, analytic and generative questions listed on the PPT slide # 10.

 **Reactive questions** lead to defensive and blaming actions with uncertain results. **Analytic questions** allow for incremental and tactical results. **Generative questions** that look at possibilities, such as what would inspire forward-looking actions and can lead to breakthrough results. You can use the following or an alternate example to elaborate.

 **Facilitator Says:**

“For example, let’s take the vision of our WES Center. Our vision is to create a sustainable center that offers entrepreneurship training and support to women in our community.

Reactive responses to this vision including doubts about the viability of offering such trainings would obviously lead to uncertain results.

Analytic reactions would usually focus on questions about size of target population, cost-analysis figures for making the center sustainable. These questions are helpful, but could slow down our progress.

Generative listening might encourage creative thinking about reaching more women in the community and this could lead to breakthrough results that allowed you to enroll in this course!”

 Alternatively, you can use an example from the visions already shared by the participants. This section goes beyond listening to emphasize the value of our conversations in shaping our actions.



Facilitator Says:

“What percentage of your day is spent in various types of conversations? Be conscious about how many of your conversations are reactive, analytic or generative. This will be indicative of the nature of your actions and the results you achieve.

Culture is largely a network of conversations and the assumptions through which these conversations are filtered. You can become conscious of the culture at your workplace and home if you become aware of the conversations and assumptions.”



This section suggests that the culture that we experience at workplace or at home can be altered by altering our listening and conversations. Our conversation creates our culture.



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SECTION 4

VISION (11:45 – 12:30)

Time	Section	Topics
11:45 – 12:30	4. Vision	Vision Design (PPT 11-12)
12:30 – 1:30	Lunch	
1:30 – 2:15	4..Vision (cont.)	Flipcharts: Sharing Vision

Key Concepts:

- A Vision is something that is truly important to you, something you deeply care about and would like to accomplish more than anything else.

VISION

Instructions: This section will help participants explore and design their **visions**. You may have to inspire the participants to think about their visions and dreams.



Do you have a crazy dream or outrageous vision? Something you have always wanted to achieve? Your dream to launch a new business? Expand your product market internationally?



PPT slide # 10



In this section, you introduce participants to the concept of a vision. They will work on their visions in the Vision Design section. Encourage participants to think about their visions. If anything were possible, what would she want to achieve? Inspire them to think about their

vision not based on what is possible but what excites them and what they wish to accomplish. The participants will be asked to state their visions multiple times during the course so that their vision becomes clearer and more alive. During the process of sharing, writing and discussing their visions several times, participants will have the opportunity think more deeply and the vision will appear more possible.

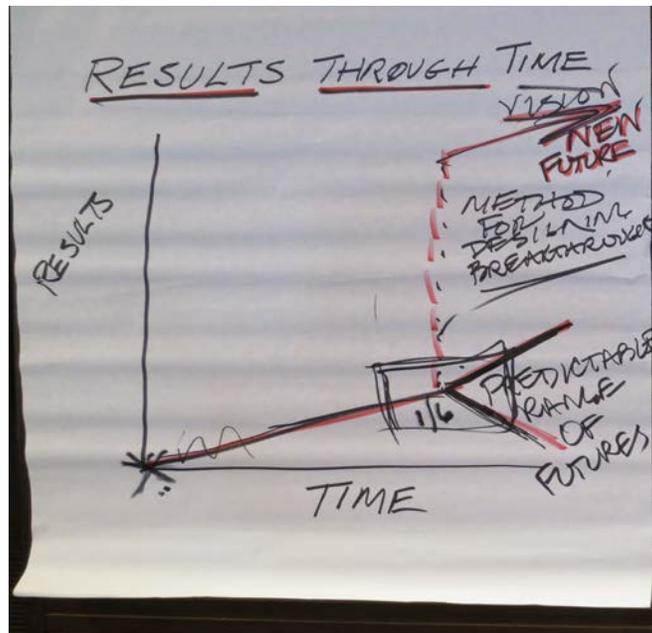
 **Facilitators Say:**

“Now we will move from automatic and self-generated listening to thinking about our visions. The results that we achieve are inspired by our visions. Do you have a crazy dream or outrageous vision? Something you have always wanted to achieve? Launch a new business? Expand your product market internationally?

This vision may not be an obvious extension from the present; perhaps you cannot see how to get there from here. With the current tools that you have, perhaps you don't see yourself launching a new business or expanding your market. You deeply want to make this vision a reality as it can benefit many people in your organization/community. Though you are not sure about how you may achieve your vision, it continues to inspire you. Can you think of such a vision?”



Flipchart 6: Results through Time





Refer to flip chart above and emphasize that this vision is something that will take them beyond the predictable future (something beyond that they expect to happen) towards a new future – a future that they don't see as possible at this moment.

Instructions: Give participants few minutes to think about their vision.



Facilitators Say:

“In this workshop we encourage you to design a vision that is truly important to you, something you deeply care about and would like to accomplish more than anything else. Suspend all your constraints. Imagine what you envision for yourself and/or your organization if anything were possible. What is that one dream that you want to achieve, even though that desirable future is so farfetched that it makes you laugh?”

VISION DESIGN

Instructions: Participants can refer to the questions on the flip chart to think about their visions. Have the participants write their answers to the two questions on page 15 of the workbook  slide # 11. You can also share your own vision as an example.

Vision Design

What looks impossible today, that if it were possible, would give you, your team, and/or the world a new future?

If this is successful, what will it allow for?

 PPT slide # 11



Flipchart 7: Vision

- What do you want to accomplish? (vs. what do you want to do?) And why?
- What do you want to create? And why?
- What's important to you? And why?
- What matters to you – what do you care about?
- What lights you up?
- What are you excited about?
- What do you want to impact?
- What do you *most* want to contribute?
- What 'calls' to you?
- In the best of all worlds – if you knew you couldn't fail – if ANYTHING were possible – what would you love to take on?"

Instructions: Give participants 5-10 minutes to think through and write down their response. After they have finished writing, invite them to turn to the person next to them and share their visions with each other. Remind them to listen for what inspires them and what they like – and share that with their partner.



The opportunity to share visions and receive responses from a generous listener will make the participants feel more confident about their visions.



Facilitator Says:

“How did it feel to speak into generous listening? What happened in your sharing? Is your vision clearer or more real?”



Wait for participants to respond.

Instructions: Participants can practice generous listening during lunch.



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Flipchart 8: Declaring Vision

Name: _____
Vision: _____

Name: _____
Vision: _____

Name: _____
Vision: _____

LUNCH (12:30 – 1:30)



During the break, hang flipcharts created during the sessions on the walls around the room. Create the following flipcharts for the participants to write their visions after lunch. Make sure that you have enough flipcharts ready for all participants to write their visions.

SECTION 4 CONTINUED

VISION (1:30 – 2:15)

Time	Section	Topics
11:45 – 12:30	4. Vision	Vision Design (PPT 11-12)
12:30 – 1:30	Lunch	
1:30 – 2:15	4. Vision (cont.)	Flipcharts: Sharing Vision

Key Concepts:

- Vision is something that is truly important to you, something you deeply care about and would like to accomplish more than anything else.

SHARING VISIONS

Instructions: After lunch, have the participants write their visions (in a few words) on flipchart paper.

Name: _____
Vision: _____

Name: _____
Vision: _____

Name: _____
Vision: _____

Name: _____
Vision: _____

Instructions: Once the participants have written their visions on flipcharts (about 10- 15 minutes) invite them to share their visions with the whole group. Go around the room and have each share their vision. Have one or two participants share what inspires them, what they liked, after each vision is shared. Remind them that they are “listening for gold” – for what they like, and not giving advice. Encourage participants who receive feedback to thank their colleagues.



Facilitator Says:

“This is an opportunity for you to practice self-generated listening (generous listening) – to listen powerfully. And to respond to each other in a way that empowers their vision, allows them to think more, draws out their creativity and passion.”



The participants shared their vision with a partner before lunch. This is another opportunity for them to write and share their vision with the whole group. The more the participants share the vision the more real it becomes.

Instructions: Address any questions/doubts about the concepts discussed so far before you move the next section.



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SECTION 5

BARRIERS TO DESIGNING THE FUTURE (2:15 – 3:00)

Time	Section	Topics
2:15 – 3:00	5. Barriers	Barriers to Designing the Future (PPT 13) Emptying the Mind Story Process
12:30 – 1:30	Break	
1:30 – 2:15	5. Barriers (cont.)	Exercise: Breaking down Barriers

Key Concepts:

- Barriers are assumptions from the past or fears that stop us from moving forward
- Interpretation is the analysis of a situation or person based on one’s limited knowledge
- Subjective assessment is an assessment based on an individual’s interpretations rather than factual assessments

Barriers to Designing the Future

Instructions: In this section you will help participants explore the barriers to realizing their visions and designing their futures. Walk the participants through the following four step exercise to help them identify and overcome the barriers to designing their future.

Barriers to Designing the Future

What might stop you for fulfilling those futures?



PPT slide # 12



After the participants have stated their visions, help them identify the barriers that stop them from realizing their dreams. These barriers may be based on their subjective assumptions rather than facts. Participants may see their hidden assumptions as barriers that prevent them from realizing their visions. The vision becomes more possible when the participants realize that their barriers are not facts but assumptions.

Distinguish between the more general understanding of barriers and how this course re-defines the barriers. **Barriers** are generally considered as impediments; this course refers to barriers as our assumptions that keep us from moving forward or trying to achieve our dreams.

Identifying and overcoming barriers involves the following four steps:

- 1) Identify the barriers – what is preventing you from realizing your vision?
- 2) Empty the mind – list all the possible barriers that you can think of
- 3) Story process- what stories or justifications do we have about the barriers?
- 4) Breaking down barriers – recognizing the assumptions that we interpret as barriers



Facilitator Says:

“Your visions are very inspiring. Now let us see what is stopping you from realizing your visions. We will discuss the barriers to designing the future now. Barriers are commonly understood as anything that impedes movement. Our meaning of the barrier (about which you will learn more as the workshop progresses) is different; barrier is our assumption, stories from the past or fears that stop us from moving forward.”

Instructions: Step 1 is to list the barriers. Participants can list several barriers on page 16 of their workbooks. Allow them 5 to 10 minutes to write their responses.



Facilitator Says:

“On page 16 of your workbooks, list the barriers that might stop you from fulfilling your vision. What concerns do you have? What fears do you have?”



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EMPTYING THE MIND

Instructions: Step 2 is the emptying your mind process. As participants are writing their barriers in their workbooks, prepare two flipcharts as follows. Ask two participants to come to the front of room and write the barriers on flipcharts, ask the rest of the participants to share them with the group. We call this the ‘emptying your mind’ process.



Flipchart 9: Identify and list the barriers

Barrier			



Facilitator Says:

“Let’s see what the common barriers, fears and concerns are. One of you can come to the front of the room and write on this flipchart while the others speak out their barriers and fears.”

STORY PROCESS

Instructions: Step 3 is the story process. Participants use the Table on page 17 of their workbooks, to fill in the second column with the ‘story they tell themselves’ about each barrier. Have them fill in two or three ‘stories’.



Facilitator Says:

“Each of the barriers listed on this flipchart is less of an impediment and more of an assumption. Behind each barrier is a possible alternate interpretation that will help you to overcome the barrier.

For example, if your barrier is lack of time, the story or justification that you give yourself is that you have too much on your plate. Your hidden assumption is that realizing your vision will take lots of time and you are short on time.”

Instructions: Invite participants to share the stories they tell themselves about their barriers. They can continue to think about other barriers and possible stories during the coffee break.

BREAK (3:00 – 3:15)



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SECTION 5 CONTINUED

EXERCISE: BREAKING DOWN BARRIERS (3:15 – 4:45)

Time	Section	Topics
2:15 – 3:00	6. Barriers	Barriers to Designing the Future (PPT 13) Emptying the Mind Story Process
12:30 – 1:30	Break	
1:30 – 2:15	6. Barriers (cont.)	Exercise: Breaking down Barriers

Key Concepts:

- Barriers are assumptions from the past or fears that stop us from moving forward
- Interpretation is the analysis of a situation or person based on one's limited knowledge
- Subjective assessment is an assessment based on an individual's interpretations rather than factual assessments

BREAKING DOWN BARRIERS

Instructions: Step 4 helps to identify the hidden assumptions. Participants can fill the third and fourth column of the Table on page 17 with the 'hidden assumption' and 'possible interpretations' about their barriers.

 This section elaborates on step 4 – breaking down barriers. Using the examples on PPT slides 14, 15, 16, 17 help the participants to think about how the more common barriers that we encounter are based on our assumptions and **interpretations**.

Breaking Down Barriers

Barrier	Story/what the barrier means	Hidden Assumptions	Possible Interpretation

 PPT slide # 13

Breaking Down Barriers - Examples

Barrier	Story/what the barrier means	Hidden Assumptions	Possible Interpretation
I don't have any time.	Too many things on my plate....	It will take a lot of time. Scarcity	It does not need to take a lot of time.
No experience, perception of leadership, conservative mindset.	No one will listen. They won't buy in.	I can't communicate powerfully enough to influence them.	I could design a powerful conversation.
Not willing to take the risk	Might fail, lose credibility	I can't design this vision in a way that I will be successful.	Maybe the key is commitment; maybe it is possible to design a structure for fulfilling the vision.

 PPT slide # 14

Breaking Down Barriers - Examples

Barrier	Story/what the barrier means	Hidden Assumptions	Possible Interpretation
Doubt motivated enough in the long run.	Will take too much time and energy - will lose my motivation	My feelings and thoughts determine my actions.	Maybe my actions are not a function of how I feel.
Others are dismissive	They're too busy, they won't listen, maybe not the right time	I'm not a powerful communicator	It's possible that I could communicate powerfully.
Not enough time	I can't do it all - if I take on my passion my relationship will suffer.	Stuck in paradigm of balance - one or the other vs. design it all, from a view of both/end	Maybe what's missing is designing it well.

 PPT slide # 15

Breaking Down Barriers - Examples

Barrier	Story/what the barrier means	Hidden Assumptions	Possible Interpretation
I need more confidence	If I had more experience, more leadership training...	"If I knew how, then I would." Confidence is power.	Maybe the source of power is clarity about what I'm committed to.
Not enough time	I'm really busy and can't afford more than an hour or two a week on this. Any more than that would jeopardize the important deliverables I've already committed to.	- Progress right now requires more than two hours a week - I have to do the work myself - I can't safely transfer or recommit from my deliverables - I can't change scope or otherwise reduce the time my other tasks require	All of these are interpretations - not facts. The question is: what am I committed to?

 PPT slide # 16



Facilitator Says:

“In this session we will continue working with the barriers to designing our futures and focus on breaking down these barriers. Let’s continue with the lack of time example that we mentioned before the coffee break. Your barrier is lack of time. The story or justification that you give yourself is that you have too much on your plate to accomplish in one day. Your hidden assumption is that realizing your vision will take lots of time and you are short on time. It’s possible that it may take less time than what you think. How many of you have taken a vacation recently?”



Wait for participants to respond.



Facilitator Says:

“Have you noticed that the day before you leave for vacation, you get more accomplished than in your typical day? You not only finish all the items on your to-do list, but are also able to address issues/concerns that may come up while you are gone. How were you able to accomplish that? What about the lack of time and too much on your plate? Many of the barriers that we envision and the stories that we tell ourselves are our assumptions can lead to different interpretations if we think differently.”



After you have clarified the fact versus assumption aspect of the barriers, the participants will be more comfortable in seeing that distinction for the own barriers. Encourage the participants to look back at the barriers that they have listed and identify the hidden assumptions.

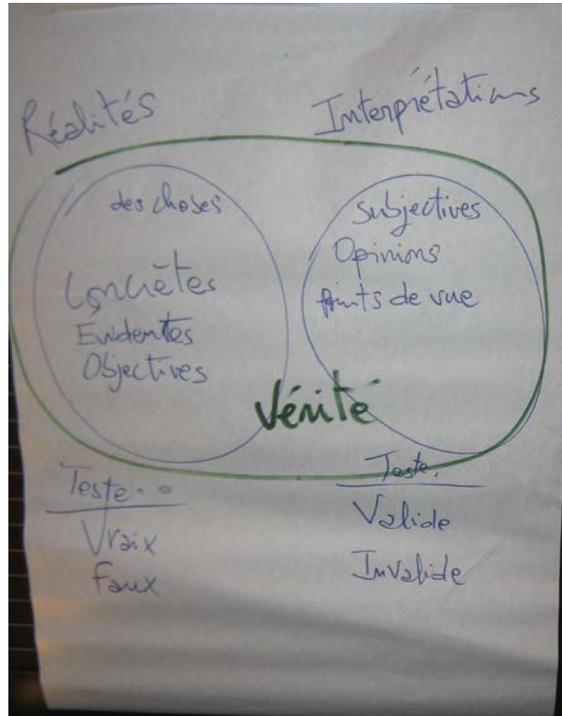


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Flipchart 10: Reality and Assumptions



Facilitator Says:

“Let us see the hidden assumptions and possible interpretations that you can identify for your barriers and stories. Write about the hidden assumptions and possible interpretations for some of the barriers that you have identified.”

Instructions: Walk around the room to help participants as they write their responses. One or two participants can share their responses with the group.

Make sure that you have addressed any questions/doubts about the concepts discussed so far.



Identifying and breaking down barriers exercise will make the participants realize that the ‘truth’ in which they live (including the barriers) is something they’ve created based on their interpretations and assumptions.

WRAP UP (4:45 - 5:00)

Time	Section	Topics
4:45 – 5:00	Wrap Up	Share Learning
5:00		Homework

SHARE LEARNING

Instructions: Encourage each participant to share something new that she learned today.



Facilitator Says:

“I invite each of you to share one new thing that you learned today.”

Instructions: Record the participant responses on a flipchart. You can use this (with permission from the participants) in future marketing material and on social media.



Flipchart 12: New things that I learned today:

- 1.
- 2.

HOMEWORK

Instructions: Close the session for the day with a question for the participants to reflect on the day's learning.

 Participants have been introduced to a new kind of listening and have engaged in a different style of conversation. It will be helpful for them to practice this generous listening and encouraging conversations. You can give the participants a home assignment that will help them to practice generous listening.

 **Facilitator Says:**

“Today, after the workshop when you have conversations with the family members or professional contacts, listen generously; listen for gold. Catch yourself when you're in automatic listening mode and listen for new ideas. We will share some experiences tomorrow morning.”

Instructions: Before closing the session mention any workshop logistics or updates you may want to share. Mention the time for the morning session the following day and remind participants to bring their workbooks with them.

Before you leave the training room, hang any flipcharts created during the sessions on the walls around the room.

COURSE DAY 2

Time	Section	Topics
9:00 – 10:00	Sharing Learning	Participant Share Pair
10:00 – 10:45	5. Creating Relatedness	Creating Relatedness
10:45 – 11:00	Break	
11:00 – 12:30	6. Creating Possibility	Creating Possibility
12:30 -1:30	Lunch	
1:30 – 3:00	7. Creating Opportunity	Inspiring Challenge Creating Pathways
3:00 – 3:15	Break	
3:15 – 3:45	Creating Opportunity	Inspiring Challenge Creating Pathways
3:45 – 4:15	8. Creating Action	Creating Action
4:15 – 5:00	9. Register for Accomplishment	Register for Accomplishment
5:00	Thank you	Closing Remarks

Learning Objectives:



- Create relatedness and possibility
- Design a culture of opportunity, collaboration, and acknowledgement
- Design actionable pathways to achieving your vision

SHARING LEARNING (9:00 – 10:00)



Give participants time for overnight reflections to refresh the topics and concepts discussed yesterday.

Instructions: Welcome the participants to Day Two of the workshop. Ask them to sit next to a new person today.

Ask each participant, to get a partner and go around room reviewing the flip charts from yesterday. With their buddy, they will share what they learned from each flip chart and any remaining questions they have.

Give participants 15 minutes to discuss and then ask them to return to their seats.



Facilitator Says:

“Find a buddy, walk around the room to read the flipcharts and share what you remember from day One. What questions remain from the first day?”



Photo from Innovative Leadership TOT, January 2013



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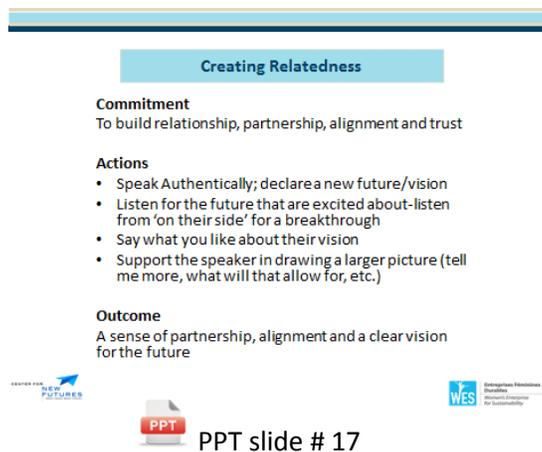
SECTION 6 CREATING RELATEDNESS (10:00 – 10:45)

Time	Section	Topics
10:00 – 10:45	5. Creating Relatedness	Creating Relatedness (PPT 18)

Key Concepts:

- Create a sense of trust and partnership among participants

CREATING RELATEDNESS



Creating Relatedness

Commitment
To build relationship, partnership, alignment and trust

Actions

- Speak Authentically; declare a new future/vision
- Listen for the future that are excited about-listen from 'on their side' for a breakthrough
- Say what you like about their vision
- Support the speaker in drawing a larger picture (tell me more, what will that allow for, etc.)

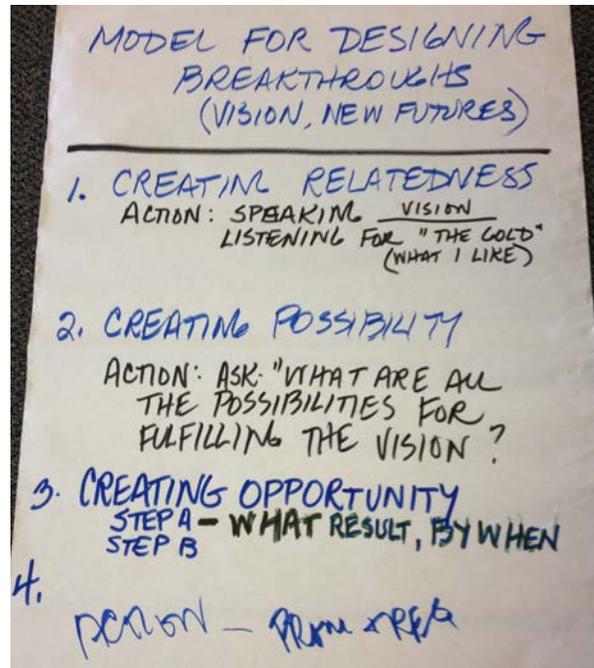
Outcome
A sense of partnership, alignment and a clear vision for the future

 PPT slide # 17

 On Day One of the course the participants had the opportunity to state their visions and realize that barriers are often their assumptions rather than facts or objective truth. Today they will turn their visions from possible to doable by **creating relatedness**, exploring new opportunities and taking concrete action. Sharing your vision with a group of generous listeners helps to create a sense of partnership and trust; a sense of relatedness and trust that inspires you to work towards your vision.



Flipchart 13: Model for Designing Breakthroughs



Instructions: For this exercise participants will need to form groups of three or four. Each participant will share her vision with the group. Remind others in group to respond with what inspired them and what they like about the vision.



Facilitator Says:

“Through this exercise we will practice building relationship, partnership, alignment and trust. Sit in groups of three or four. Each member of your group will share her vision with the others and the group members will respond with what inspired them or what they like about the vision.

Each of you should speak authentically and declare your vision. Others in the group will listen from the other side for a breakthrough. Your group will help you envision a future beyond what you imagined. For example, you can ask the speaker to tell you more about her vision and what would that allow for.”



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Instructions: After the discussion, give participants an opportunity to share what happened in the conversation. You can write the following questions on a flipchart to facilitate discussion. Give participants some time to respond to the questions.



Flipchart 14: Follow up from discussion for Creating Relatedness

- Is your vision clearer?
- How did it feel to speak into an atmosphere of generous listening?
- What was the result?
- What was the source of the result?"



When participants receive encouraging responses to their vision from the group, they develop a sense of trust both in their vision and the group. Participants will continue to work in the same groups for the next two exercises. The group will gradually move from showing trust in visions to supporting with ideas that make the vision possible.

BREAK (10:45 – 11:00)



SECTION 7

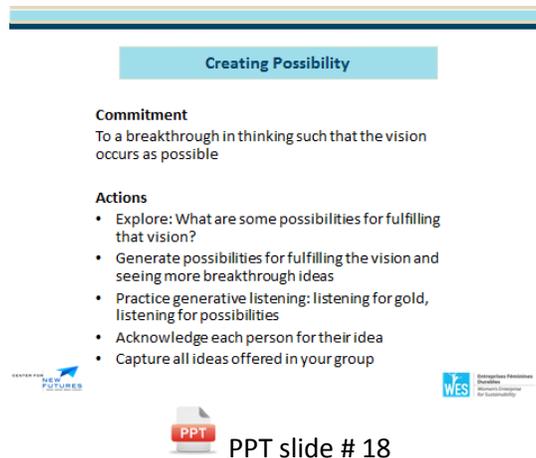
CREATING POSSIBILITY (11:00 – 12:30)

Time	Section	Topics
11:00 – 12:30	6. Creating Possibility	Creating Possibility (PPT 19-20)

Key Concepts:

- Creating possibility means generating possibilities for new breakthrough ideas and for fulfilling a vision

CREATING POSSIBILITY



Creating Possibility

Commitment
To a breakthrough in thinking such that the vision occurs as possible

Actions

- Explore: What are some possibilities for fulfilling that vision?
- Generate possibilities for fulfilling the vision and seeing more breakthrough ideas
- Practice generative listening: listening for gold, listening for possibilities
- Acknowledge each person for their idea
- Capture all ideas offered in your group

 PPT slide # 18

 In the creating relatedness exercise the group shared their excitement about the various visions. In this section, the group will exchange ideas on how each participant can turn her vision into a possibility.

Instructions: During this session, participants will continue to work with their groups from the previous session and create a breakthrough in thinking to turn their vision into a **possibility**.



Facilitator Says:

“Now, we will work towards a breakthrough in thinking such that our vision seems possible. Each of you will share your vision with your group once again and group members will respond with ideas about what can be done to realize it. For example, my vision is to launch a new business. To realize my vision, I might need to start with researching the market. Researching the market will allow me to further explore the possibility of launching my business. This time when your group members share their vision, respond with ideas that can help them realize the possibility of achieving it. Give suggestions that can allow them to move towards taking the first steps in realizing their visions. One person in the group can write the ideas suggested by the group.”

Instructions: Use the following suggestion on a flipchart to facilitate group interaction.



Flipchart 15: Instructions for Creating Possibility Exercise

During this exercise:

- Explore: What are some possibilities for fulfilling that vision?
- Generate possibilities for fulfilling the vision and seeing more breakthrough ideas.
- Practice generative listening: listening for the gold, listening for possibilities.
- Acknowledge each person for their idea. (“great idea” “Thank You”)
- Capture all ideas offered in your group.

Instructions: Before moving to the next segment on creating opportunity, ask a few participants to report what possibilities opened up for them. Participants can also record the possibilities on page 19 of their workbooks. (Examples: did they see the vision as more possible than they thought?, did they discover a hidden assumption in their thinking?, did someone offer an idea that had never occurred for them before?)



Outcome
The vision now looks more possible



PPT slide # 19



 With ideas from the group members who are listening generously the participants will realize that their vision is more possible. Encourage participants to reflect on the ideas shared by the group. Ask them to consider if they discovered a hidden assumption or if someone offered an idea that had never occurred to them before.

LUNCH (12:30 – 1:30)



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SECTION 8 CREATING OPPORTUNITY (1:30 – 3:00)

Time	Section	Topics
1:30 – 3:00	7. Creating Opportunity	Creating Opportunity
3:00 – 3:15	Break	
3:15 – 3:45	7. Creating Opportunity (cont.)	Inspiring Challenge Creating Pathways

Key Concepts:

- Inspiring challenges are specific measurable outcomes you want to achieve by a certain date. An inspiring challenge is a major milestone that will get you within reach of realizing your vision.
- Creating pathways helps you map actions from the future that made your vision possible

CREATING OPPORTUNITY

Creating Opportunity (Step A and Step B)

<p>Step A- Inspiring challenge/outcome</p> <p>Commitment</p> <ul style="list-style-type: none"> • To shift the vision from possible to feasible (doable) <p>Actions</p> <ul style="list-style-type: none"> • Define possible outcomes that are specific (measurable, date-bounded) and inspiring 	<p>Step B- Build pathways from the future (from the "top of the mountain")</p> <p>Commitment</p> <ul style="list-style-type: none"> • To transform/shift the inspiring challenge from possible to feasible (doable) <p>Actions</p> <ul style="list-style-type: none"> • Stand in the future having fulfilled the inspiring challenge. Ask yourself- How does it feel? Who are you celebrating with? How does the world look? • Ask "what happened" that allowed for that success—what final step took you to the top. Continue to ask "what allowed for that" as you work your way "down the mountain." • Now, create a second path, working back from the "top of the mountain", asking "what allowed for that?", and create a pathway of events back to the present.
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 PPT slide # 20

Creating Opportunity (Step A and Step B)

Outcome

Two or more possible pathways from the future for achieving the breakthrough outcome become visible

The vision and inspiring challenge looks feasible.

 PPT slide # 21



Creating opportunity has two parts – A and B. Once the participants have realized that their vision is possible, they move to discovering opportunities that will help them realize their vision. Step A involves creating an **inspiring challenge** - a major milestone that will get them within reach of realizing their vision. Step B involves standing in the future where the inspiring challenge has been accomplished and creating pathways that made it possible. The creating pathways exercise is unique in the sense that participants trace their steps from the future (where they have accomplished their inspiring challenge) to the present. Thinking from the present, the participants may get distracted by the barriers; designing their future from the future is empowering.



Facilitator Says:

“Now we will move from creating possibility to creating opportunity. Creating opportunity has two parts – A and B. Part A involves creating possible outcomes that would indicate that you are fulfilling your vision. This is referred to as creating an ‘inspiring challenge’. An inspiring challenge is a specific measurable outcome you want to achieve by a certain date. “I want to achieve what, by when”. To continue with the example of the vision to launch a new business, the inspiring challenge here can be researching the demand and supply side of the garment industry in Tunis by the end of next month.



In creating inspiring challenges participants must define their goal as a specific measurable outcome to be achieved by a certain date. The more specific the inspiring challenge the more empowering it will be and the participant will be able to create concrete pathways for realizing it. It may be an outcome that is challenging and looks almost impossible but the participant is excited and inspired by it.



Facilitator Says:

“What is your inspiring challenge? What is an outcome that looks almost impossible to you but you are excited about it and that outcome will make your vision possible?”

Instructions: Write the following examples on a flipchart to clarify the concept of an inspiring challenge. You can use examples from the inspiring challenges shared by participants in previous courses.



Flipchart 16: Examples of inspiring challenges:

- Support 100 women entrepreneurs to expand their businesses by 50% within one year.
- Earn 30,000 TND in net profit by June 2015
- Empower the constituent assembly to draft a constitution that will ensure strong safeguards for human rights by April 2013.
- Create 3 partnerships to provide funding support of 50,000 TND annually by December 2013.



Facilitator Says:

“Step B of creating opportunity involves creating **pathways** to reach your inspiring challenge from the future (from the “top of the mountain”). Imagine that you have already gathered the data on demand and supply trends for the garment sector in Tunisia. Ask yourself “what happened that allowed for that success? Start from the top and think backwards – immediately before I completed my market research – this happened to get me to my final step at the top of my mountain. You can refer to the suggestions on the flipchart for creating your pathways.”



Flipchart 17: Creating your Pathways Instructions

You can create pathways from the future by walking through the following steps:

- Stand in the future having fulfilled the inspiring challenge. Ask yourself - How does it feel? Who are you celebrating with? How does the world look?
- Ask “what happened” that allowed for that success—what final step took you to the top.
- Continue to ask “what allowed for that” as you work your way ‘down the mountain’.
- Now, create a second path, working back from the ‘top of the mountain’, asking “what allowed for that?”, and create a pathway of events back to the present.



In creating pathways the participants trace their steps from the future to the present and realize the possibilities that can make their vision real. This exercise will help to transform/shift the inspiring challenge from possible to feasible (doable). Pathways are lists of possible actions that participants undertake to achieve their inspiring challenges. The participants can think of several possible actions and list them as alternate pathways. These actions have to be traced from the future- from the top of the pyramid.

SECTION 8 CONTINUED

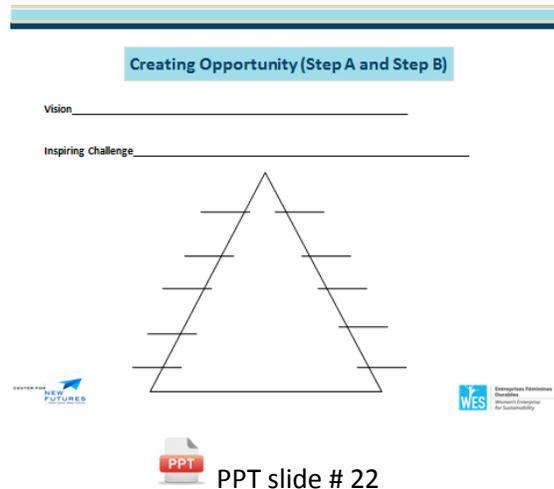
CREATING OPPORTUNITY (STEP A AND B) (3:15 – 3:45)

Time	Section	Topics
1:30 – 3:00	8. Creating Opportunity	Creating Opportunity
3:00 – 3:15	Break	
3:15 – 3:45	8. Creating Opportunity (cont.)	Inspiring Challenge Creating Pathways

Key Concepts:

- An inspiring challenge is a major milestone that will get you within reach of realizing your vision. Inspiring challenges are specific measurable outcomes you want to achieve by a certain date.
- Creating pathways help you map actions from the future that made your vision possible

INSPIRING CHALLENGE



You have already explained the steps involved in creating opportunity before the coffee break. In this section you will guide the participants to practice the two steps.

Instructions: In this section the participants will practice Steps A and B for creating opportunity. Participants can refer to page 23 of the workbook.



Facilitator Says:

“Think about an inspiring challenge that will help you realize your vision. Write your vision in the vision section of the diagram on page 23 of your workbooks followed by your inspiring challenge. For example your vision is to expand your business. Your inspiring challenge can be to secure 5000 TND for expanding operations by the end of next month.”

Instructions: Give participants some time to think and write about their inspiring challenge. You may invite some participants to share their inspiring challenge.



Facilitator Says:

“Who would like to share her vision and inspiring challenge with the group?”



Identifying a specific measurable outcome by a certain date (inspiring challenge) will help the participants to work towards their vision with a strategic approach.

Instructions: After all participants have identified an inspiring challenge move to Step B – creating pathways. In creating pathways the participants trace their steps from the future to the present and realize the possibilities that can make their vision real.

CREATING PATHWAYS

.....



Facilitator Says:

“Now we move to Step B. You can create pathways from the future by walking through the following steps:

- Stand in the future having fulfilled the inspiring challenge. Ask yourself - How does it feel? Who are you celebrating with? How does the world look?
- Ask “what happened” that allowed for that success—what final step took you to the top?
- Continue to ask “what allowed for that” as you work your way ‘down the mountain’.
- Now, create a second path, working back from the ‘top of the mountain’, asking “what allowed for that?”, and create a pathway of events back to the present.”





To elaborate the Step B further create a few pathways for an inspiring challenge shared by a participant.



Facilitator Says:

“Let us work together to create a possible pathway. Does anyone from the group want to share her inspiring challenge?”

Instructions: Wait for participants to respond. Work with the group to create pathways that can allow the participant to realize her inspiring challenge. Ask the group what a final step could have been that led to the realization of the challenge. Start recording the responses from top of the mountain diagram. Encourage participants to share more ideas by asking what allowed for that final step. Use the participant responses to create more than one pathway. Remind participants that it’s important to identify multiple pathways so they don’t get stuck in believing there is only one right pathway.



Facilitator Says:

“These possible pathways demonstrate the action plan for you to realize your inspiring challenge. With these pathways your inspiring challenge and vision appears doable.”

Instructions: Allow time for participants to create pathways on the workbook. Ask two or three participants to share their pathways with the others on the flipchart.



Facilitator Says:

“With these pathways now you can start working towards realizing your vision.”



In creating these pathways the participants will become aware of the specific actions they need to take for realizing their vision. The next section focuses on creating actions for implementing the options identified along the pathway.



SECTION 9

CREATING ACTION (3:45 – 4:15)

Time	Section	Topics
3:45 – 4:15	9. Creating Action	Creating Action (PPT 24-25)

Key Concepts:

- Creating action involves committing to specific actions for realizing your inspiring challenge

CREATING ACTION

Creating Actions

Commitment
To commit to actions (requests and promises) that are visible and powerful

Action 1 _____
By When _____

Action 2 _____
By When _____

Action 3 _____
By When _____

Creating Actions

My committed listener(s)

Name	Phone/Email

Action 4: Meet with listener(s)
Date: ____ Time: ____ Place: ____

 PPT slide # 23

 PPT slide # 24

 **Actions** are specific tasks that each participant will commit to while implementing the options identified along the pathways that they created in the previous section. For further

mapping their approach, the participants can create smaller pathways for each action. In identifying specific actions and pathways for achieving these, the participants will have committed to something that they would not have attempted if they had not attended this workshop. In believing in their visions and committing to specific actions, the participants have achieved a breakthrough. This is the essential crack in the egg; the process of moving out of the box has begun.



Facilitator Says:

“In creating pathways you have listed various possibilities for how to achieve your inspiring challenge. Now we will move to specific actions that will help you climb up your pathway. You will commit to specific actions and set a date by which you will achieve your plan. These actions may include phone calls, networking events you decide to attend, trainings you enroll in, etc. You may also prepare a list of your committed listeners who will support you with generous listening and share ideas for achieving breakthroughs. For each action you can further create a pathway that will keep you on track and help to strategize your approach.”



For each action item on the pathway, the participants can create mini pathways leading that specific action.

SECTION 10

REGISTER FOR ACCOMPLISHMENT (4:15 – 5:00)

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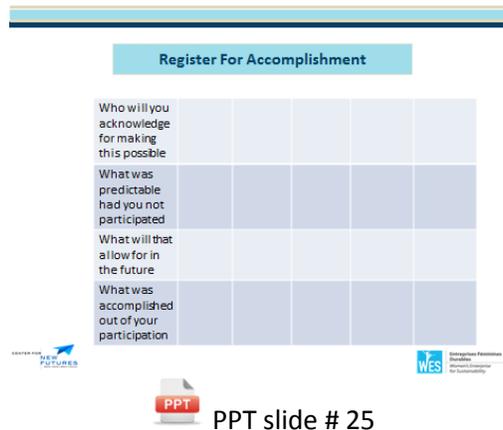
Time	Section	Topics
4:15 – 5:00	10. Register for Accomplishment	Register for Accomplishment (PPT 26)
5:00		Thank you (PPT 27)

Key Concepts:

- Celebrate the breakthroughs achieved during the course

REGISTER FOR ACCOMPLISHMENT

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 **Register for accomplishment** is a way for participants to realize and celebrate what they have achieved. The participants have gained a sense of confidence and practiced a model for achieving breakthrough results. Refer to diagram in Appendix IV to help participants visualize the course methodology for designing new futures.

Instructions: Congratulate the participants for the work they did. You may acknowledge particular breakthroughs they had or particular contributions they made.



Facilitator Says:

“Congratulations! You are not the same person as when you walked in yesterday morning. You are much more YOURSELF! A transformation has happened. Your thinking has shifted from reacting to creating; your actions have shifted from doing the best you can to creating new possibilities.”



Facilitator Says:

“In the register for accomplishment you have the opportunity to reflect on the last two days of the workshop. Reflect on what you have achieved during the workshop and what will that allow for. How has your participation changed what you considered predictable and what you now consider possible? Who will you acknowledge for making this possible?”

Instructions: Participants can fill out the register on page 25 of their workbooks. Give 5 minutes for this exercise. Go around the room and give each participant an opportunity to share.

Close the workshop by encouraging participants to practice what they’ve learned to be able to create a new future.



Facilitator Says:

“Continue to practice what you have learned during this workshop to create a new future.

- Watch for 3 amazing synchronicities this coming week – with a shift in your listening and thinking you will see some great things happening in the next few days.
- Listen for the gold – continue to practice generous listening.
- Ask your family, co-workers... “what’s the best thing that happened today?” – This will get you into the habit of generous listening.
- Find someone doing something right and acknowledge them.
- In future meetings with your team use generous listening and encourage your team members to think about and realize their visions.



THANK YOU



PPT slide # 26



Instructions: Close the workshop by thanking participants and members from your organizations who helped with the course. Encourage the participants to stay in touch and give some time to exchange contact information.

Elaborate on how participants will receive information about the WES Network activities. Share information about the WES social media platforms and encourage participation in online interactions.



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APPENDICES

- I. Key Concepts
- II. Flipcharts
- III. Key Questions, Issues and Skills
- IV. Barbara Fittipaldi
- V. Invent a New Paradigm for Leadership and Communication
- VI. Sample Pre-Training Questionnaire
- VII. What Graduates say about Innovative Leadership
- VIII. Quotes for Inspiration
- IX. Quotes on No Possibility
- X. Bibliography – Innovative Leadership



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I. Key Concepts

New Framework: new language, principles and model for designing new possibilities.

Breakthrough: commitment to intentionally cause unprecedented results or accomplishments in an area previously thought impossible.

Barriers: assumptions or stories from the past or fears that stop us from moving forward.

Automatic Listening: to listen with attention to mental conversations and automatic responses. Listen to our internal self-talk and our automatic responses to that dialogue.

Self-Generated Listening: to become aware of the connections between listening, speaking, actions and future.

Listening for Gold: another expression for self-generated or generous listening.

Reactive Questions: questions based on past experiences and automatic reactions.

Analytic Questions: questions inspired by analysis and the need for data.

Generative Questions: questions that are exploratory and forward looking.

Vision: something that is truly important to you, something you deeply care about and would like to accomplish more than anything else.

Interpretation: the analysis of a situation or person based on one's limited knowledge.

Inspiring Challenge: are specific measurable outcomes you want to achieve by a certain date.

Subjective Assessment: assessment based on an individual's interpretations rather than factual assessments.

Creating Relatedness: building a sense of relationship, partnership alignment, and trust in a group.

Creating Possibility: generating possibilities for new breakthrough ideas and for fulfilling a vision.

Creating Opportunity:

- A) Inspiring challenge: a major milestone that will get you within reach of realizing your vision. Inspiring challenges are specific measurable outcomes you want to achieve by a certain date.
- B) Pathways: creating pathways helps you map actions from the future that made your vision possible.

Creating Action: committing to specific actions for realizing your inspiring challenge.

Register for Accomplishment: a way for participants to realize and celebrate the breakthroughs they have achieved.



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II. Flipcharts

- Flipchart 1: Results through Time
- Flipchart 2: Introductions
- Flipchart 3: Model for Designing Breakthroughs
- Flipchart 4: Automatic and Self-Generated Listening
- Flipchart 5: Core Filters
- Flipchart 6: Results through Time
- Flipchart 7: Vision
- Flipchart 8: Declaring Vision
- Flipchart 9: Identify and list Barriers
- Flipchart 10: Reality and Assumptions
- Flipchart 11: Breaking Down Barriers
- Flipchart 12: New things Learned
- Flipchart 13: Model for Designing Breakthroughs
- Flipchart 14: Follow up from discussion for Creating Relatedness
- Flipchart 15: Instructions for Creating Possibility Exercise
- Flipchart 16: Examples of inspiring challenges
- Flipchart 17: Creating your Pathways Instructions
- Flipchart 18: Creating your Pathways Example

III. Key Questions, Issues and Skills

Questions Addressed in this Workshop

This workshop facilitates participants' reflection on the following questions:

How can I repeatedly design and produce long-shot/outrageous results?

How do I discover and appreciate what each person brings to the table?

How can I shift team thinking from past boundaries/barriers to future possibilities?

Why can't I just use facts to convince people?

Why do people talk past each other so easily?

Why is it so hard to get from idea to implementation?

Why are many ideas focused on incremental improvements?

Why are some people more influential than others, even though they have the same title/seniority?

How can I get people on board with my ideas?

How can I influence people I don't have authority over?

What personality traits should a leader have?

Is leadership accessible to anyone who chooses it?

How do I not look foolish when trying really new ideas? (Why do I care about looking foolish?)

How can I get to work on things that really inspire me? (What really inspires me?)

Issues/Roadblocks—Which Do You Identify with?

During the workshop, participants will have an opportunity to discuss issues/roadblocks that keep them from producing extraordinary results:

I'm supposed to reach consensus, but it doesn't look possible.

I wish we had more collaboration and open acknowledgment in my team.

I want to grow as a leader; I think this will make a huge difference in my career.

My team's communication seems shallow; I don't know where people really stand.

Skills to Develop

This workshop provides an opportunity for participants to identify the skills they want to develop, such as:

I want to be a better listener.

I want to be able to change my team's mind-set.

I want to inspire my team to do amazing things.

I want to better influence others so everyone is pulling in the same direction.

I want to be able to talk to people so that they want to be involved with my ideas.

I want to take innovative ideas from paper to a functioning team—find people who believe in the new ideas and execute on them together.



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IV. Barbara Fittipaldi



Barbara Fittipaldi, CEO

Barbara Fittipaldi is President and CEO of the Center for New Futures, an international consulting and executive education firm with offices in New Jersey and California. She has earned a reputation for excellence in her work as a management consultant and program leader for more than 30 years.

Her work centers on ‘breakthrough’ results, with a commitment to transforming the workplace into an environment of collaboration, self-expression and accomplishment.

In addition to consulting, Barbara designs and leads programs and is widely recognized as a “trainer of trainers.” Her background includes degrees in Chemistry and Mathematics, and she has taught courses in management and leadership at Rutgers University and Fairleigh Dickinson University.

John Naisbitt & Patricia Aburdene in “Megatrends...”, refer to the programs of the Center For New Futures as “... pioneering a new brand of leadership. . . teaching the ‘breakthrough’ culture change many companies seek but fail to create.”

Her perspective on breakthrough is that a chasm exists between the creation of a strategy and its execution. Failure to bridge that gap is the very reason many innovative strategies do not get fully implemented. The Center for New Futures’ strategic design work is a distillation of what we have learned over the past 30 years from the extraordinary

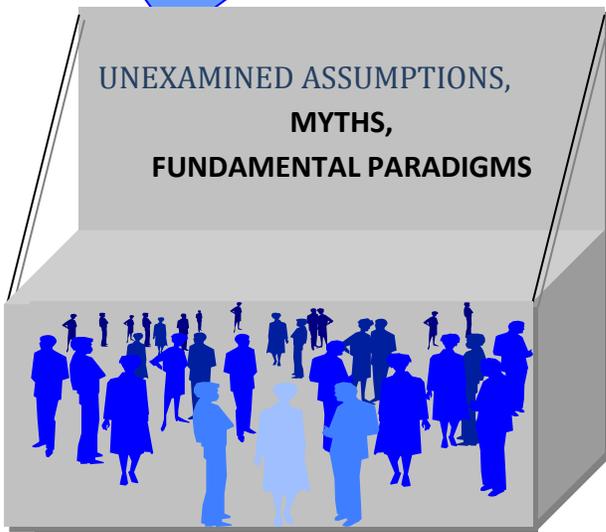
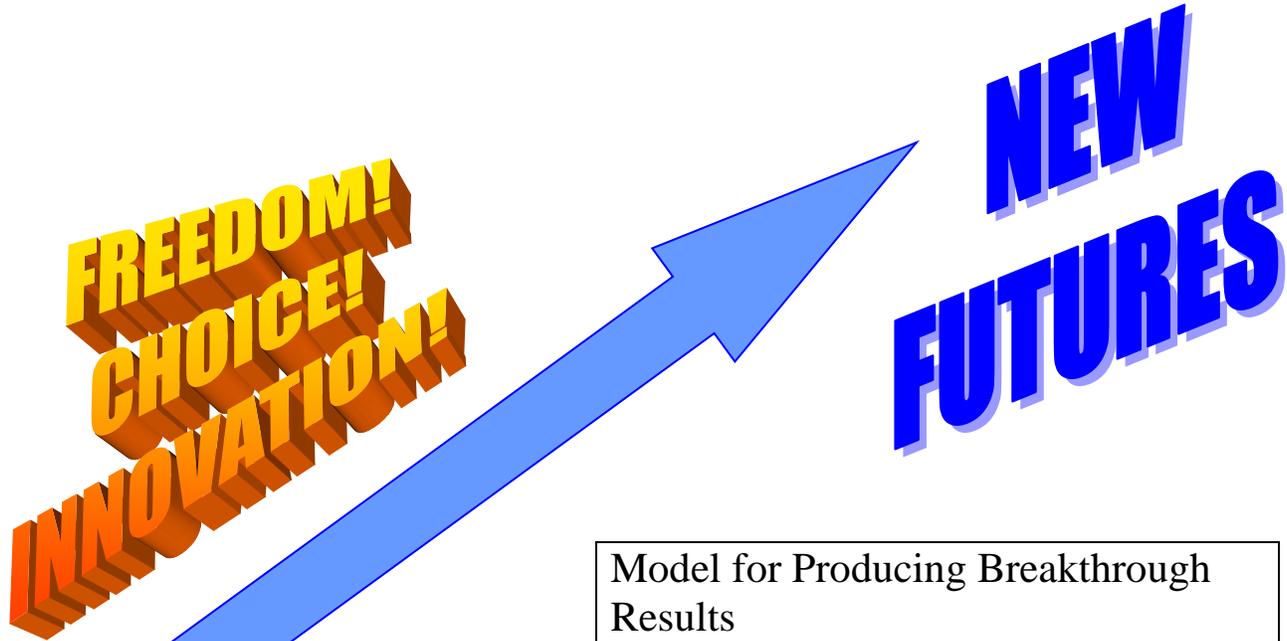
achievements of clients grappling with the challenge of implementation in the face of aggressive targets and escalating demands.

Due to the lasting success of participants in generating unprecedented results and to the extraordinary promotions in their careers, Barbara was invited to advise the U.S. Commission on the Glass Ceiling.

Barbara has worked with over 25,000 people worldwide. She is co-author of the book “When the Canary Stops Singing: Women's Perspectives on Transforming Business”, which was selected as one of the top ten business books of 1993 by Industry Week Magazine.

She is on the Governance Board of the Global Women’s Leadership Network at Santa Clara University.

V. Invent a New Paradigm for Leadership and Communication



Life "inside" the Box

Model for Producing Breakthrough Results	
<u>Commitment to:</u>	<u>Action(s):</u>
Being Related	<ul style="list-style-type: none"> - Listening for the gold, commitment, vision - Speaking a vision
Possibility	<ul style="list-style-type: none"> - Listening for possibility - Speaking possibility
Opportunity	<ul style="list-style-type: none"> - Invent a breakthrough outcome - Design pathways "FROM THE FUTURE"
Action	<ul style="list-style-type: none"> - Promises & requests
Accomplishment	<ul style="list-style-type: none"> - Create registers (displays) for accomplishment

VI. Sample Pre-Training Questionnaire

Innovative Leadership is a custom-designed program. It is shaped by and evolves with the needs and commitments of you, the participant. Therefore, it is important to us that you spend a few minutes providing us with some information and the answers to a few basic questions about the future you want to create.

Please complete this form and email it to _____ [insert name of Trainer] at _____ [insert contact details]. Thank you for your time and we look forward to seeing you in the program. If you have any questions, please call _____ [insert contact number]. Please feel free to send a resume with the pertinent information, if available.

Personal Information

Name: _____ Name you like to be called _____

Company: _____ Title: _____

Work Address (Street): _____

(City) _____ (State) _____ (Zip Code) _____

Email Address: _____ Work Telephone: _____ Mobile phone: _____

- Degrees you have earned (graduate, undergraduate) and dates awarded. Also list any other educational programs you have attended that have had a significant impact on your career and your results.
- Looking back at your life, describe 2-3 examples of times that you achieved a 'breakthrough'. (Something that looked highly improbable or almost impossible at first)
- Given what you know about the **INNOVATIVE LEADERSHIP** program, what do you want to accomplish through your participation that will further your career, your personal development, and your organization?
- Describe a significant change initiative or breakthrough result you want to achieve which, if it were possible, would give you and your organization a new future.
- What would success in this initiative allow you and your organization to do?

- If **ANYTHING** were possible, what would you love to accomplish for yourself and your organization?
- Is there anything else we should know that would help us to make the course especially relevant for you?

Additional questions to ponder:

- What do I want to accomplish? (Vs. what do I want to do?) And why?
- What do I want to create? And why?
- What's important to me? And why?
- What matters to me – what do I care about?
- What lights me up?
- What do I love?
- What am I excited about?
- What do I want to impact?
- What do I *most* want to contribute?
- What 'calls' to me?
- In the best of all worlds – if I knew I couldn't fail – if ANYTHING were possible – what would I love to take on? (What would I take on if I knew I couldn't fail?)

Whatever surfaces from those questions, write it down. Make a list, don't eliminate any ideas. **And if the question "but how am I going to do it?" pops up, IGNORE it! We will answer 'how' in the program.** Bring the list with you to the program.

IMAGINE this scenario - a group of world-renowned sponsors comes to you and offers:

- All the resources you need to be outrageously successful
- A check for 100 million dollars
- They promise to open any door you need opened
- Guarantee your success – you will not fail
- No agenda on their part for what you want to impact, take on, contribute. They trust you
- Now – the only question is 'What'? What is worth giving my life for?

Put some time on your schedule to reflect on these questions - **Have fun!**

VII. What Graduates say about Innovative Leadership

Facilitator's Notes: You can add feedback of the WES Graduates who have already attended the Innovative Leadership workshop. This feedback will help you market this course.

“My vision of *Unleashing Women's Leadership in East Africa* was born while participating in Center for New Futures compelling course. We have created a network of women's organizations that have dramatically reversed debilitating poverty, ignorance and disease.”

- **Debbie Kaddu - Serwadda, Ashoka Fellow, Founder, Empower Children Against Abuse (ECCA), Uganda**

“Innovative Leadership was a true transformational journey where for the first time I gave myself permission to dream bigger and bolder – beyond realistic – for a new future for underserved women in Morocco. We are realizing our goal of 1500 woman artisans increasing their income by 30% by next year.”

- **Manal Elattir, Morocco**

“I saw the lack of economic opportunity for women in the mountains of Nepal and in the program I designed a path to train women trekkers – we now have almost 1000 women trained as trekking guides. Also, we are now training them to be leaders in their villages and, up and down the mountain, women and girls are now engaged in projects selling goods to city markets, training teachers to educate the girls, and supporting the economic sustainability of their villages. We have received many awards, including recognition from the United Nations. I am amazed at what has been accomplished from this powerful program!”

- **Lucky Chhetri, Nepal**

“Barbara, thank you for the incredible work you have done with the 37 women participating in the TechWomen Program, empowering them to reach their full potential and forwarding relationships in the Middle East and North Africa.” (TechWomen is a U.S. Department of State sponsored professional mentorship and exchange program)

- **Ann Stock, U.S. Under-Secretary of State**

“The impetus to seek the restitution of human rights for two million women who suffer discrimination, inequality and social injustice arose from a life- altering program called *Innovative Leadership*. I was empowered to reach deep into my soul to extract my true self-expression of leading the charge for the rights of women in my war torn country of Colombia.”

- **Patricia Guerrero, Founder, League of Displaced Women, Colombia, SA, recognized by the United Nations Development Program as an example of “Best Practices” for overcoming conflict**

“Their programs are unique and amazing! They opened my eyes to a lifelong dream and gave me the support to make it happen. Barbara Fittipaldi is a Master Trainer! She is respectful, upbeat and fun. She inspires people to change and gives them tools that are easy to remember and apply. When you hire her, sit in on the class!”

- **Suze Orman, USA**

“I came to the program with a dream to empower women entrepreneurs in Turkey. The results have gone far beyond anything I could have imagined. In 5 years more than 10,000 women entrepreneurs have grown their businesses with \$250 million in micro-loans. We created an award for the Woman Entrepreneur of the Year – last year we had more than 6000 applications. I am so proud to have to have achieved all this – now we want to take this model and serve the entire Middle East.”

- **Selin Oz, Turkey**

“They've taught and inspired us to reach for the best in ourselves, trust what we find, and act on it. Their work changes people, changes lives, changes organizations.”

- **Evan Wittenberg, Chief Talent Officer Hewlett-Packard, formerly Head of Google University**

“Through every step of the breakthrough methodology I was introduced to simple innovation and communication tools that continue to be extraordinarily valuable in my work and my personal life. Every entrepreneur needs this course!”

- **C. Realini, CEO Obopay, recipient 2010 World Economic Forum’s Technology Pioneer and 2011 WEF speaker**

VIII. Quotes for Inspiration

“The size of your dreams must always exceed your current capacity to achieve them. If your dreams do not scare you, they are not big enough.” - **Ellen Johnson Sirleaf**

“I am not afraid...I was born to do this.” - **Joan of Arc**

“The meaning of things lies not in the things themselves, but in our attitude towards them.”
- **Antoine de Saint-Exupery**

“Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it.”
- **Goethe**

“Life is either a daring adventure, or nothing.” - **Helen Keller**

“If you are not in awe of the possibility in front of you, it is probably not a large enough opportunity.” - **Barbara Fittipaldi**

“The power in organizations will not come from process; it will come from the relationships of people.” - **Margaret Wheatley**

“Vision without action is only a dream. Action without vision just passes the time. Vision with action can change the world.” - **Joel Barker**

“Imagination is more important than knowledge.” - **Albert Einstein**

“This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being a force of nature instead of a feverish clod of ailments and grievances complaining that the world will not devote itself to making you happy.” - **George Bernard Shaw**

“A great many people think they are thinking when they are merely re arranging their prejudices.” - **William James**

“If a little dreaming is dangerous, the cure for it is not to dream less but to dream more, to dream all the time.” - **Marcel Proust**

IX. Quotes on No Possibility

There is no reason anyone would want a computer in their home. - **Ken Olson, President, Chairman and founder of digital Equipment Corp., 1977]**

But what is it good for? - **Engineer at IBM commenting on the microchip, 1969**

Among those they [Larry and Sergey of Google] called on was friend and Yahoo founder David Filo. Filo agreed that their technology was solid, but encouraged Larry and Sergey to grow the service themselves by starting a search engine company. “When it’s fully developed and scalable,” he told them, “let’s talk again.” Others were less interested in Google, as it was not known. One portal CEO told them, “As long as we’re 80 percent as good as our competitors, that’s good enough. Our users don’t really care about search.” - **Google Milestones, 1998**

I think there is a world market for maybe five computers. - **Thomas Watson, Chairman of IBM, 1943**

The wireless music box has no imaginable commercial value. Who would pay for a message sent to nobody in particular? - **Response to David Sarnoff’s urgings for investment in the radio, 1920s**

Heavier-than-air flying machines are impossible. - **Lord Kelvin, President, Royal Society, 1895**

This ‘telephone’ has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us. - **Western Union internal memo, 1876**

The concept is interesting and well informed, but in order to earn better than a “C” the idea must be feasible. - **Yale University management professor in response to Fred Smith’s paper proposing reliable overnight delivery service. (Smith went on to found FedEx.)**

We don’t like their sound, and guitar music is on the way out. - **Decca Recording Co., rejecting the Beatles, 1962**

Who the hell wants to hear actors talk? - **H. M. Warner, Warner Brothers, 1927**

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