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# Welcome

For the facilitators reading this, welcome to this rewarding role! Thank you for bringing your skills, experience, and knowledge to Lead to Change (LtC).

Through your facilitation, you will communicate your passion for Lead to Change! You will enable personal reflection and group dialogue, sparking change at the personal, team and organizational levels. This will allow more than the usual voices to be heard. Through it all, you as the facilitators are the source of strength that holds the process together.

Facilitation is a skill that grows with practice. Even if you have limited facilitation experience, or are new to Lead to Change, you will develop essential qualities through this work:

* A strong communicator who speaks clearly and respectfully
* A good listener whose genuine interest encourages others to speak
* A sensitive individual who responds appropriately to emotion
* A keen observer who instinctively summarizes and consolidates ideas
* A skilled organizer and timekeeper

Facilitating Lead to Change Learning Journeys will strengthen you personally and professionally. It will help you to cultivate a more inclusive and thoughtful workplace. You will deepen your understanding of Lead to Change by reflecting on each topic, before calling on others to do the same.

# Why Lead to Change?

Lead to Change (LtC) is a learning program for all employees and volunteers in the Red Cross Red Crescent (RCRC) Network to build their leadership and learning capabilities.

Strategy 2030 is about change. It is about changing not just what we do, but how we do it, so that we are even better able to save lives, accompany people and support their resilience… To do this we must listen, think and be ready to act differently, and be open to learning and adapting along the way.

LtC helps the people working on behalf of the RCRC achieve the transformation envisioned by Strategy 2030. We can only change our systems and services if we change ourselves. LtC learners work in different capacities and at all levels of power in the system. LtC benefits both employees and volunteers, both managers and teammates. Everyone in the RCRC is a leader in the LtC learning program.

 The LtC learning program core capabilities are:

* personal leadership skills, including listening and reflection
* effective and inclusive teamwork, fostering learning culture and honoring diversity
* developing growth mindsets for agile and adaptive practices

LtC learners build leadership skills and learning habits that are critical for a healthy organizational learning culture. They honour and respect the diversity of the people who work for the RCRC by listening and creating safe spaces in their teams. LtC learners develop growth mindsets, taking risks, making mistakes, talking openly about failure, and celebrating success. They approach problem solving as systems thinkers, noticing the world around them, and reflecting on how they and their teams contribute to change.

The LtC training approach invites learners on a **learning journey** led by a facilitator in an online or in person setting. As a facilitator, you are encouraged to adapt the training to meet the needs of your learners and the curriculum uses a modular approach to allow you to do this. The curriculum is also available in formats that you can easily edit so you can exchange tools used during sessions, translate materials into your local language, and even develop additional modules.

The **LtC Learning Journey** includes three components:

1. **Facilitator guides:** The facilitation guidance helps you lead learning journeys in your own national society or contexts. This “start here” guide provides advice that applies to all modules while the modular guides include session learning outcomes, break out group and plenary discussion topics, suggestions for how to use tools and more.
2. **Tools:** The LtC tools include activities that support the development of core capabilities (for example, exercises to practice reflection by journaling or team debriefing). As a facilitator, you will coach learners to try the tools during learning journeys, and then encourage them to use the tools in their continuing personal leadership practice following the learning journey.
3. **Community of practice:** Facilitators and learners can connect with peers who also champion a culture of learning and transformation.

In the LtC learning journey program, leadership is about how you work and the change you make, not who you are or the position you hold. With support from facilitators, peers, and practical tools, we can make progress on individual and team challenges. We can deliver the mission into the future as adaptive leaders and learners. Collectively, we can create the conditions for positive change to blossom in our RCRC culture and the communities we serve.

## The Foundations of Lead to Change

Lead to Change has been built on research and is evidence based. As a facilitator, you will be helping people to expand their capacities in different ways:

**Systems Thinking:** Seeing the dynamics and inter-relationships within a system. Using tools and practices to talk about what lies below the surface that will influence change.

**Learning Leadership:** Creating learning environments by developing individual and team skills in listening, observation and open dialogue. This includes listening to yourself, listening to what is possible and becoming more aware of why we do things by focusing on understanding values and decision-making.

**Iterative Learning:** Breaking out of habitual, reactive learning loops that typically jump from problem to solution. Instead, the emphasis is on encouraging learning by doing and building a practice and a culture of continual learning and improvement.

**Team Learning:** Teams learn to build a shared vision, connect to purpose, and enter genuine dialogue, or ‘thinking together.’ The Learning Journey models what team learning can look like, as learners from across the RCRC network connect in a common journey.

##

# Designing a Learning Journey

## Learning Journeys are Modular

Modular learning is a learner-centred, adult learning approach where the content is built according to **learning outcomes. People** need to know why they are learning something before they learn it and to see how it is relevant to their needs within their context. In turn, this increases their motivation to learn and their sense of engagement, accountability and responsibility within the learning process.

The success of a modular approach for Lead to Change relies on:

* Learning environments where creative thinking, collaboration, and decision-making are implemented and delivered
* Content for adult learners which suits their learning styles and learning pace
* Sustained interaction over a period, with the content and with other participants
* Interactive sessions offering a combination of concepts and tools, small groups and discussion, and individual reflection and sharing
* Previous knowledge and experience being valued as sources of learning
* Clear explanations and a clear knowledge base enabling people to follow up and understand the material for themselves.

## Customising the learning journey

Both the length and focus of the learning journey can be easily changed, which means that you can adapt the modules so teams can learn according to their priorities.

LtC learning journey curriculum offers six core modules for you to use and adapt to your learning journeys. Experienced facilitators may wish to work with their national society or organization to develop additional modules to extend the learning journey. If your learners have limited time available or there is an organizational interest in focusing on a specific aspect of the curriculum, you may wish to shorten the learning journey and use fewer than the six modules provided. You can also adjust the content of the modules themselves to fit your learners needs, which may include integrating desired modules into pre-existing thematic and programmatic training and workshops too.

For example:

* A newly formed team of staff and volunteers could use a 4-module journey to establish a healthy team culture where everyone is valued and supported
* A leadership team could explore systems thinking and how this can help them address resistant obstacles across an extended learning journey of 8 modules
* A team of volunteers could run a short journey of 4 modules to develop creative ways to adapt their project or services to respond to the effects of climate change with a community.

The LtC tools can also be used to help you customize your learning journey. The modular facilitation guides incorporate some of the key tools into the sessions, but other tools are available for you to integrate into the learning journey as you choose, or to suggest to learners as “take away” exercises to be practiced between sessions or following the learning journey. Once you have gained some experience facilitating LtC learning journeys, you should feel confident to replace some of the exercises included in the facilitation guides with your favourite exercises from the LtC tools.

# Accessible and Adaptable Materials

## Flexible materials

Once you are familiar with the module structure and the core Learning Journey, you can customize it further to suit a group. For example:

* Tailor the reflection questions to be relevant to the specific context
* Switch one tool for another that would be more appropriate for the team
* Add modules to go into more depth on topics
* Choose specific activities for groups to do between the sessions
* Include some exercises from the local context
* Set up a buddy system: small groups of 2-3 participants who check-in with each other between modules.

There are also many excellent short mindfulness and wellbeing exercises online that you may want to introduce at any point in the modules, according to the needs of your group.

## Printer-friendly

The materials were designed so that they are printer friendly starting from page two of each Word document for the core module facilitation guides and PowerPoint presentation file for the LtC tools.

## File format is suitable for translation software

The core module facilitation guides and LtC tools were also designed to be accessible for translation. You can easily upload them to google translate at <https://translate.google.com/> and select the “documents” tab to upload the Word or PPT files. You can then edit the translated documents to validate and contextualize the translation. Some facilitators and national societies may prefer to use a DeepL subscription or an experienced translator. The translation approach depends on your preferences and the tools available at your national society. The materials were designed with the objective of ensuring that facilitators can take ownership of translating and adapting the materials. You are encouraged to use the documents so that they best benefit you as a facilitator and the needs of your learners and national society.

# Planning a Learning Journey

## Before the Learning Journey

Firstly, meet with people in your National Society or team leadership to decide who will be invited to be part of your Learning Journey, and how these people will be best able to participate. Ideally, senior leaders/managers should introduce Lead to Change Learning Journey to staff as an exciting opportunity. Senior leaders should explain the importance of the process, how the organization can benefit and their expectations. Facilitators should provide a brief overview of the process and share a copy of the schedule with participants. This meeting is important to ensure staff buy-in and excitement about the collective journey ahead.

Communicate with participants and team leads and find out any issues they especially want to address. Especially ensure that they have time to do the pre-learning you set, and understand the commitment needed to complete the Learning Journey. Be clear about how they will demonstrate they are ready.

## Steps towards a Learning Journey

* Agree with team and senior leadership to run a Learning Journey
* Discuss with team and future participants what they particularly need to focus on in the Learning Journey
* Decide on the logistics: Online or face-to-face? When and how often? Where and how long? What information do you need to share in advance, during and after the modules?
* Finalize how many people will be on the Learning Journey together and agree who will be your co-facilitator if you need one.
* Ask participants what you need to do to ensure that each person can learn and fully participate. For example, in face-to-face settings a person with hearing loss may need you to use a microphone, or online it would be worthwhile knowing which meeting and collaboration platforms people are familiar with.
* Review the materials to ensure they are contextually relevant and appropriate. Adapt them where necessary. Check that the sessions are the right length for the materials you are using.
* Confirm with team and senior leadership to have the time to attend the whole of the Learning Journey and do the activities including meetings between modules.
* Assemble the tools and resources you need. This includes downloading and printing resources, pens, flipcharts and sticky notes for face-to-face settings, or preparing online whiteboards, google documents and links for remote training.
* Prepare certificates for the end of the learning journey.

## Tips for face-to-face Learning Journeys

If the Learning Journey will be face to face use the usual good practice when selecting a suitable venue, such as access to daylight, away from office distractions, easy and safe to travel to and from. You may wish to print some of the materials you want to use or share them in advance with participants.

## Tips for Online Learning Journeys

Decide which collaboration platform you will use e.g., Zoom or Microsoft Teams. Timing for online / remote sessions is very important. Be aware of different time zones when scheduling sessions. Find out from participants which times of day there is more bandwidth, or the power supply is more reliable, and schedule the Learning Journey for that time. Consider recording the sessions so that participants can catch up if they drop off the call unexpectedly.

It is a good idea to work with a co-facilitator, especially for online sessions. It is good to have one person as dedicated “producer” to manage the tech issues of helping people log in, creating break out rooms, putting instructions and discussion question prompts in the chat, etc. You can take turns playing the role of “facilitator” and “producer.” Schedule a practice session online with your co-facilitator to set up break-out rooms, try out the activities and decide how to use the materials. For exercises that include plenary discussion, you may wish to provide a mix of options from encouraging participants to share their responses in the chat to raising virtual hands to have an open discussion in plenary.

Remember that different people learn in different ways so providing a variety of ways for expressing themselves in groups and individually, as well as verbally and visually, will go a long way to making it a successful learning experience. The number of participants of the learning journey and team culture will also impact how you design the remote learning experience.

Make any adaptations you think will be necessary to make the training accessible for all your participants. There are free video tutorials and guidance blogs available for all the online platforms, so if you want to use something you are not familiar with, give yourself time to try it out and make sure it will work for your group.

## Timeline

Learning Journeys are flexible, so you could have as little as 1 week between modules or as much as 1 month. You need to allow enough time for people to practice new behaviours, meet for action learning sessions and reflect on their learning between modules. This means that an intensive Learning Journey e. g., full time for a week is **not** appropriate, and gaps between modules of more than a month may cause the group to lose momentum.

The recommended length of time to allow for each module is 1.5 – 2 hours but you should check that this is appropriate for your group. It might be better to have longer sessions and include a break in the middle for example.

## After the learning journey

As part of the final module, you will be encouraging teams and individuals to plan how to integrate new practices and habits in their work and life. Teams and groups will benefit from your suggestions of how to identify their next steps.

You may wish to convene a community of practice of learners on a MS Teams channel, WhatsApp group, or platform of your choice so learners can keep in touch with each other following the learning journey. If you decide to do this, please set expectations for how long you would be able to moderate such a community and what learners may hope to gain from it.

Some learners may benefit from a “buddy system” of connecting with just one or two other people and staying in touch with peers who can offer them support with their continued leadership practice.

You can ask your learners to suggest options for how or if they would like to stay connected following the learning journey and invite their ideas for what might motivate them to continue to use the learning journey tools following the final module session.

# Leading a Learning Journey

## Your role as a facilitator

Facilitators are not teachers or instructors with more knowledge than the people in the group. You will take the role of a coach who assists people to learn, positively motivating them to stay engaged and making it easy for them to create links between their learning and their real-world context.

As a Lead to Change facilitator, you are also an inspiring role model for participants. It is important that you yourself are practicing the habits you have learned through Lead to Change, such as mindfulness, self-care, journaling.

## In each module

You will find an overview and the information you need to prepare for the module at the top of each facilitation guide. The materials are written so that they can be used online or face-to-face.

There are full instructions for running each module that follow a similar pattern so that people will quickly become comfortable and know what to expect in the session.

**LAUNCH**: Welcome people and have a short Check-In activity, so everyone can settle into the learning space. Explain the focus for the session and give an opportunity for individual thinking and group discussion on the topic.

Each module Launch follows a similar pattern:

**Check in** (pairs or 3s) with a question relating to the journaling prompts from the previous module.

**Check in** (whole group) to feed back on the activities between modules.

**TOOL**: An activity or practice with series of stages. Participants use the tool in small-group exercises or activities, to explore a topic in more depth

The Tool section of the modules varies according to the activity or exercise you choose.

It always includes small group discussion and activities.

**LAND**: Guide people to link the activity to the purpose of the module. Capture shifts in thinking by producing a shared output.

Each module Landing follows a similar pattern:

**Reflection Time** for individual reflection and journaling

**Take-away activities for individuals** to prompt journaling and to help put the learning into practice

**Take-away activities for teams and groups** to use in an action learning meeting, to deepen and broaden learning between sessions

**Check-out** to record the journey so far and close each module.

**Keeping a record of learning**

In each module, there are opportunities for people to record what they are learning together. Producing this shared output is an important part of the model used to design the learning journeys.

A shared output gives the group:

* A summary of the work done together
* A record that reminds every one of the stages of the journey
* A starting point for reflection
* A prompt to apply the chosen new behaviours or approaches.

All through the learning journey, you will be referring to the shared output that the groups make in each module. Be sure to keep them so that the groups can review them.

The shared output could be presented as a poster of words, drawings, pictures cut from magazines/newspapers etc. It is often displayed in the workplace as a reminder of the learning. Other successful ways of creating a shared output are audio recordings such as voice-notes or videos.

Whiteboards in Zoom or MS Teams, shared documents of google slidedecks or google docs, or more advanced whiteboard applications through paid subscriptions such as Mural or Miro are all options for creating online shared visual outputs. For low bandwidth and free access, we suggest a google slide. You should think about what medium would include all the people in the group. For example, groups with mixed levels of literacy or mixed languages could find a picture collage more accessible, and for groups that include blind participants, audio recordings enable everyone to participate equally.

Creating the shared output in an action session after the module could be an option for teams completing a Learning Journey together. Regardless of how you choose to create the shared output, ensure that everyone has access to it afterwards, in a way that is appropriate e.g., a poster in a shared space, an audio recording as an .mp4 file emailed to everyone. Encourage participants to use the shared output to share Lead to Change with colleagues.

If it helps you to create a common language with the learning journey participants to call the shared output by a specific name, some Lead to Change facilitators have described the learning journey output as an “artefact,” which is a term used in the “social constructivist” learning methodology. It can also a fun way to talk about something the group has created together that is now a part of a shared history. Imagine an expedition of archaeologists discovering your learning journey’s “artefact” years into the future!

## Creating a learning space

Sense-making happens when communities of learners come together. Within this shared social context, individual members bring their own perspective and interpretation, their knowledge and experience and together they find meaning.

Learning happens when those experiences and new data are reflected on together, and new ways of listening and exchanging views are created. Learning communities built around dialogue, sharing and reflection make us more effective than we can ever be alone.

## The importance of reflection

Reflection is something that our busy working lives often do not create space for.

Reflection:

* creates context for learning and makes lessons “stick” by helping learners pull meaning from a learning experience and find relevancy in a discussion.
* creates structure and depth of understanding.
* prepares learners for future situations by cultivating the ability to apply information to real life and future learning.
* Is an ongoing “practice” that we begin with our groups from the moment a learning event begins.

Meaningful reflection is something that can and should be woven throughout the entire learning experience through a variety of methods which can include the use of art, movement, play, metaphoric objects and images, as well as dialogue.

Reflection creates ownership over learning by allowing people to internalize a lesson. This enhances their ability to grow and change through their experiences and develop insight. In Lead to Change, participants are strongly encouraged to begin a reflective practice of journaling.

A regular practice of reflection and journaling strengthens people’s ability to learn on their own and become more reflective in their day-to-day experiences. This kind of introspective ability helps them recognize their strengths and manage experiences well beyond the duration of a learning journey.

## Developing your facilitation practice

Creating a space for learning and reflection makes a huge difference to people’s motivation and effectiveness. As facilitator, one of your key roles is ensuring that people can get the most out of the experience and contribute in a relaxed way. Think about things that have worked for you when you have participated in learning events, and things that caused you to lose concentration or feel bored or not engaged. Everyone develops their own style, so here are some practical tips you might reflect on as a facilitator. This table is adapted from the Liberating Structures facilitation tools to highlight behaviours to bring in and amplify during a Learning Journey, to build inclusion and trust.

| Principle | Behaviour |
| --- | --- |
| Include and engage everyone | Almost everyone says the most valuable thing they get out of workshops is the individual interaction. But some people find it easier to initiate this than others, and because there’s a short time and lots of people to get to know, it helps to have activities to get people started. Discussion prompts which enable engaging and purposeful conversations within plenary or group sessions are critical. |
| Practise deep respect for people and local solutions  | Getting people to think about and tell their own personal experiences gets them confidently bringing their whole selves into play and creates a generative and safe environment. It improves how people contribute to group discussions, so that they engage in dialogue rather than debate.As facilitators, let go of the compulsion to control. Honour lived experiences and perspectives that are not your own. |
| Never start without a clear purpose | Dig deep for what is important and meaningful to your learners and respond to their needs, whilst also balancing the overall agenda and outcomes. |
| Build trust as you go | Share ideas and make decisions, bringing in many voices. Ask open questions and allow for inquiry. Do what you say you will do as facilitator and show that you care for what you achieve together. Keep confidential what needs to be held within the group and make this a clear agreement within the group. |
| Learn as you go | Debrief every step, land each workshop and honour the wisdom in the group.When things heat up, slow downBe open to feedback as to how a group can work more effectively together. This is a shared responsibility. |
| Emphasise possibilities | Show what is working and build a platform of appreciation and acknowledgment of the journey together |
| Engage playful curiosity | Spark a deep exploration of current practices and ask challenging questions to help learners go deeper. Encourage participants that they can change journaling prompt questions to make their own. |
| Manage time and space | Make it a principle (and announce it) that you’ll be strict on time keeping protecting their breaks; but that also means starting sessions on time. Find friendly but firm ways to encourage people back after breaks. Time is the group’s shared resource so be mindful how you’re using it.Adjust pace and timetable if you sense things aren’t working as planned or when people clearly can’t concentrate.  |

Liberatingstructures.com

# Monitoring and Evaluating the Learning Journey

The core M&E question for Lead to Change is: *To what extent did the Learning Journey contribute to changes in individual behaviours, team practices and organizational culture?*

To develop a comprehensive monitoring and evaluation plan for a learning journey, we suggest you consult PMER colleagues. You can also develop simple monitoring tools yourself.

The important thing is to seek feedback from your learners throughout the learning journey to make sure it is relevant to their needs and then following the learning journey to make sure that the experience achieved the intended learning outcomes. If you decide to moderate a community of practice, you will be able to apply the learning to how you continue to coach and engage with the group. It is important to listen to the feedback, reflect and then adjust based on the learner experience.

A simple anonymous survey following each session and/or the full learning journey is a great first step for M&E. A sample survey is available in the LtC tools for you to use or adapt, though do note the sample is best suited at the end of the full learning journey.

For feedback surveys between sessions, it is best to keep them brief and only ask questions that you will be able to act on. For example, it will not be possible to adjust the entire facilitation guide in the middle of a learning journey, but you can adjust how learners are engaging and the type of activities you are focusing on. You may even wish to do these in session with short on-line polls for online sessions or sticky notes on flipchart paper for in person sessions.

A more advanced M&E approach would include a three-month follow up survey to check in with learners to understand better how Lead to Change has made a difference in their work and in their lives, and if there are opportunities for continued engagement and support for learners to sustain change over time.

The main thing to keep in mind when working on M&E for LtC, is that Learning Journey surveys and other forms of data collection can be used to capture and share positive outcomes of LtC, which can be useful for communicating to key stakeholders impacts of the activity. However, to be meaningful M&E, the information must primarily be a driver for adapting and improving those outcomes for our learners so that LtC continues to be relevant to the employees and volunteers working for the RCRC, including your learning journey participants.