# YOUNG LEADERS PROGRAM

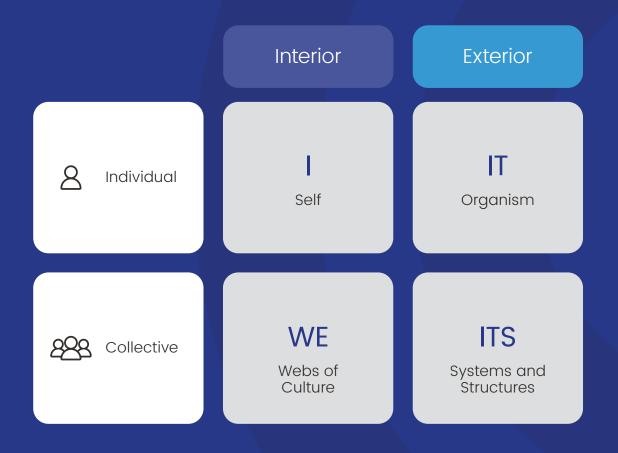
for Health Systems Strengthening

Toolbox





# Integral Quadrants for Transformative Leadership



Source: Ken Wilber

# Introduction

YOUNG LEADERS
PROGRAM

for Health Systems Strengthening

Toolbox

# Purpose of this Toolbox

Provide actionable tools to support emergent leaders to reflect, analyze and respond to complex challenges with transformational change across health systems.

With a variety of group and individual exercises, this toolbox includes core thematic concepts and a visual guide with clear pointers for leadership action and competence development.

### How to Use this Toolbox

- Use this toolbox to analyze and reflect individually and collaboratively on complex topics related to the Cambodian health system.
- Follow the proposed exercises or review core concepts for current and future leadership challenges.
- Save this completed workbook to keep track of your leadership journey.

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# The Cambodian Health System

Learning Notes
Reflection Activity
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rom your experience, what do you feel is the biggest challenge in he Cambodian health system? Share your perspective and opinions.
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Systems Thinking is an approach to understanding complex adaptive systems by examining the interactions and relationships between their components rather than focusing solely on individual parts. It views systems as interconnected wholes, where changes in one part can have ripple effects throughout the entire system. It acknowledges the role of Mental Models and how they affect our perception of reality (the system).





Linear thinking

Systems thinking



**Mental models** are the cognitive representations individuals have of the world around them. These models shape how people perceive, interpret, and respond to their environment. Mental models are influenced by personal experiences, beliefs, values, and cultural backgrounds. They serve as internal frameworks that help us make sense of the world, predict outcomes, and guide decision-making.



The importance of mental models lies in their impact on how individuals understand and interact with complex systems. Mental models influence how you perceive problems, identify solutions, and anticipate consequences. They shape the way you interpret information, make decisions, and act within various contexts, including health policy development.



Real World



Individual

Unconscious mental models of reality





Aware of mental models of reality

Systems thinking offers a structured method for analyzing complex systems, aiding individuals in uncovering hidden relationships and patterns within them. By applying systems thinking principles, individuals refine their mental models to better reflect the intricacies of reality. This integration enhances problem-solving and decision-making across diverse domains, emphasizing the interconnectedness of systems and the importance of holistic understanding for effective action.

# Reflect on Your Challenge

embedded in those

interpretations: what you qualify as "good" or "bad", any ethical considerations (for ex. "not fair"), etc.

1. Refer to the challenge you p	previously identified.
Challenge:	
2. Now, through the lens of Sy	stems Thinking, identify:
Observations	
Concrete facts or data points about the situation. (WHAT)	
Interpretations	
Your understanding or perception of what the observations mean. (WHY)	
Judgments  Your own assessment	

# Share in Your Group

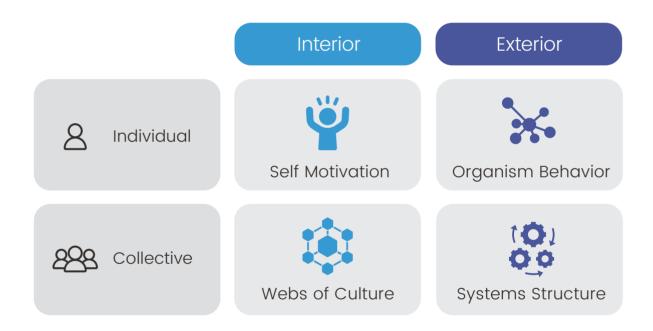
Share your reflections and insights in your small group. Explore similarities and differences in your approaches to analyzing your identified challenges using systems thinking principles.

use this space to jot down any insights you have gained.					

# • Integral Quadrants for Transformative Leadership

To create systemic transformational change, it is important to address all four of the quadrants below - the individual and collective dimensions in the exterior measurable aspect and interior more subjective aspect.

This gives us the greatest likelihood of successful and long-lasting change. Working with this change process requires the kind of leadership described in the 12 principles.



# • Use of Quadrants to Organize Knowledge

### **Upper Left - Intention**

Includes the following aspects of leadership:

- · Emotional intelligence
- Motivation
- Intellect
- · Life experience
- Intent
- Attitude
- Commitment

Examples of Leadership Approaches:

- · Theory Y
- Presencing
- "Full range of leadership" model

# Upper Right-Behaviour

Includes the following aspects of leadership:

- Products •
- Services •
- Individual performance
  - Peak performance •
  - Personal capabilities •

Examples of Leadership Approaches: Theory X/ MBO's •

Transformation

### Lower Left-Culture

Includes the following aspects of leadership:

- · Collective values and beliefs
- Ethics/integrity
- · Shared values
- Morale and energy
- Shared history, or shared experiences
- · "What really matters in this organization"

Examples of Leadership Approaches:

- · Participatory leadership
- · Adaptive leadership
- · Learning organizations
- Leadership tools for dialogue and group work (such as compassionate listening, non-violent communication, among others)

# Lower Right-Systems

Includes the following aspects of leadership:

- Strategy and design •
- Organizational design •
- Decision-making systems
  - Policies and procedures •
  - Performance measures
    - Networking •

Examples of leadership Approaches:

- Systems Theory
  - Team-Net •
- Balanced Scorecard •



1. Review the Transformative Leadership competencies list and check the ones you have already developed and the ones you need to work on further to be successful with your future actions as a leader.



Developed



Need to work



**ADAPTIVITY** 

Processing feedback openly and speedily



PATTERN-SENSING

Identifying patterns in the apparent chaos



**EXPERIMENTING** 

Taking a step into the unknown and trusting that others will find you there



**FEELING** 

Staying in touch with your and other people feelings about what is happening



**CENTREDENESS** 

Holding your own center in uncertainty



**DIVERSITY-SEEKING** 

Seeking out and including diverse perspectives



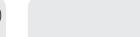
**INVITING** 

Inviting those who are ready to join you in the new ways



CARE

Looking after yourself and others in a stressful environment



**LETTING GO** 

Letting go of old ways when they no longer serve



**EMERGENCE** 

Creating space for new things to emerge



**RAPID LEARNING** 

Holding your beliefs and actions lightly while iterating in rapid learning cycles

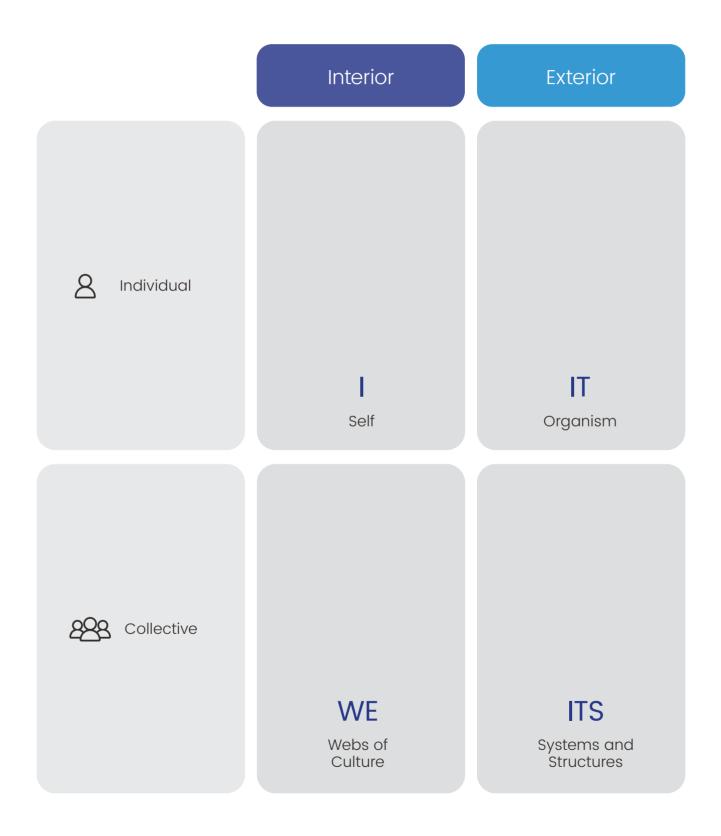


**NOT KNOWING** 

Accepting that you cannot fully know how things will play out and that you cannot fully control the outcome

# Share in Your Group

2. What policy examples can be considered for each quadrant?



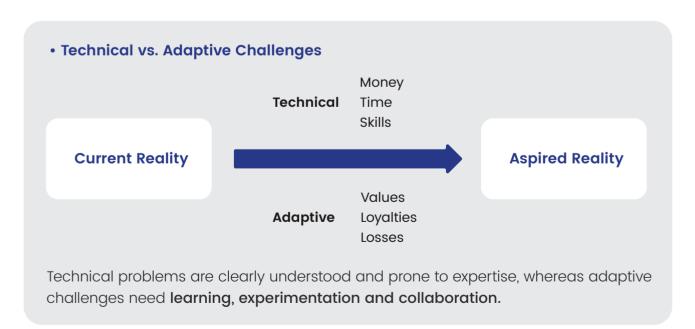
**Adaptive leadership** is a dynamic and flexible approach to leadership that emphasizes the ability to navigate complex and rapidly changing environments. This practical framework, with its unique methodology, takes a systemic view of interactions within organizations and communities. The framework recognizes how these interactions influence one's ability to exercise effective leadership in diverse and challenging situations.

Adaptive work means holding people through a sustained period of disequilibrium during which they identify what cultural DNA to conserve and discard and invent or discover the new cultural DNA that will enable them to thrive anew; i.e., the learning process through which people in a system achieve a success- full adaptation.

# Technical vs. Adaptive Challenges

This approach is particularly effective in solving complex problems when we are not sure who is responsible for making the change and despite several attempts, we are still not able to make progress.

- **Technical challenges** can be diagnosed and solved, generally within a short time frame, by applying established know-how and procedures. Technical challenges are amenable to authoritative expertise and management of routine processes.
- Adaptive challenges are more ambiguous, requiring changes in values, beliefs, roles, relationships, and approaches. An adaptive challenge is defined as the gap between the values people stand for (that constitute thriving) and the reality that they face (their current lack of capacity to realize those values in their environment).





Adaptive leadership equips leaders with the skills to identify these differences and to steer their teams through the process of adaptive change.

• Technical vs. Adaptive work

Types of ch	allenges			
SITUATION	PROBLEM DEFINITION	SOLUTION	LOCUS OF RESPONSIBILITY	CATEGORY
Туре І	Simple to define	Simple to implement	Easy to understand who is responsible to get the work done.	Technical
Туре ІІ	Partly complex, unclear with grey zones.	Partly simple. Partly complex - need a change in behaviour and value systems.	Complex to understand who has the responsibility to make the change. Numerous stakeholders involved e.g Covid-19 pandemic; access to medicine policy.	Technical and adaptive
Type III	Complex and unclear	Complex - need a change in behaviour and value systems.	Unclear who is responsible for solving the problem. E.g vaccine misinformation, non-communicable disease	Adaptive

# Dealing with disequilibrium and adaptive challenges

Implementing change usually creates **disequilibrium in the organization or system**, as it disrupts the status quo and pushes people out of their comfort zones.

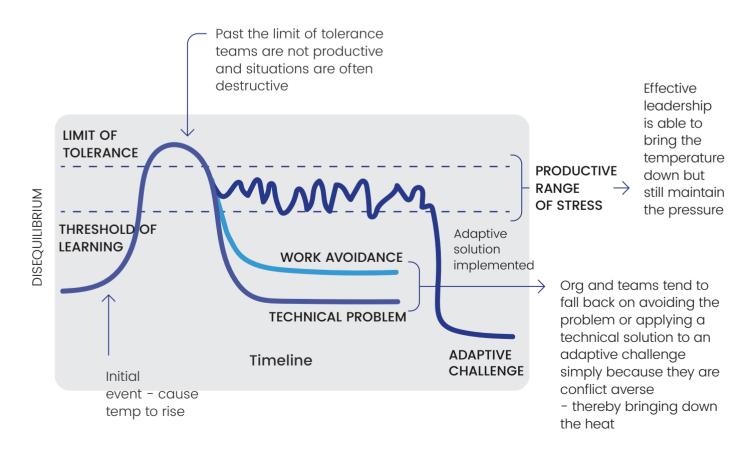
This disequilibrium can **lead to resistance to change**, as individuals may fear the losses that come with the changes. Sometimes the losses are easy to identify – loss of jobs, salary but sometimes it's more difficult – loss of comfort, identity.



Adaptive strategy of exercising leadership equips professionals with the skills to manage this resistance by creating a supportive environment, encouraging open dialogue, and guiding their teams through the discomfort of change, ultimately fostering resilience and long-term success.

Disequilibrium is the absence of a steady state, typically characterized in a social system by increasing levels of urgency, conflict, dissonance, and tension generated by adaptive challenges.

# Working in a zone of productive disequilibrium



# · Leading through disequilibrium

- Pacing the work: Managing the rate of change. People can learn only so much so fast and cannot learn new ways when they are overwhelmed. The key is to balance between having people feel the need to change and having them feel overwhelmed by change.
- Sequencing the work: Prioritization is essential. Adaptive challenges are complex and therefore requires complex and in-depth changes. The key is to sequence the issues you believe the group need to work on and make progress based on a set of criteria (time, appetite, ripeness, impact, etc.).
- Cushioning the work: Provide support to those who need it the most in your team/peers. Usually, those who experience the biggest losses will need specific support to navigate change.
- Accepting casualties: Be ready to accept casualties. It could be people leaving the team, delays in delivering the objectives, etc.

- Identifying Technical Challenges vs Adaptive Challenges in Health Policy
  - 1. Thinking of the challenge you have discussed previously and where you would like to make an impact, identify the technical challenges and adaptive challenges that need to be tackled for progress to be made.

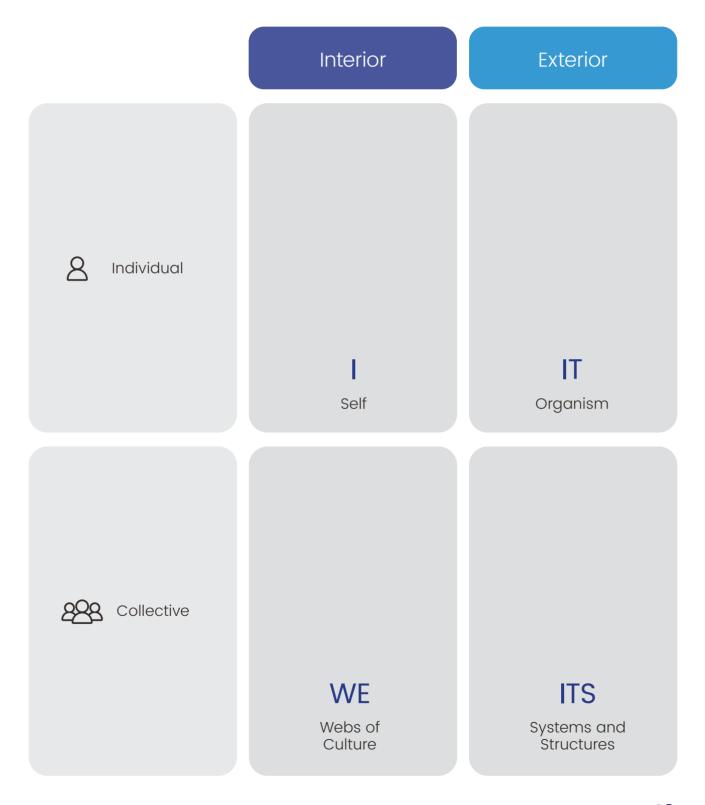
Challenge:		
Technical challenges	Adaptive challenges	Stakeholders (who holds the responsibility to tackle the challenge)

# Reflection Activity

Identify Impact Points
1. What is the change I would like to bring to the health system in Cambodia?

2. Which of the Integral Quadrants for Transformative Leadership does your change relate most to? What support would be needed from the other quadrants to get the change implemented?

Write your reflections on each of the quadrants.



	Share	in Your	Group
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these actions. Use this space to jot down any insights you have gained.				

### Overview

This activity will allow you to **explore more in depth your impact points and leadership competencies** by discovering new approaches and perspectives from your team members. The main aim is to **identify areas that require further attention** and provide a space for **mutual learning and knowledge sharing**.



This activity provides a process where one member (the focus-person) explores and addresses a set of questions to explore its impact points proposal, guided by the other group members.

### **Roles**

- Focus Person: In turns, each person in the trio will take the role of the Focus-Person to share their impact points.
- Interviewer: Navigates the exchange using a pre-selected deck of questions.
- Timekeeper/Observer: Manages the time, listens through the exchange and takes some notes to further follow-up.

### **Steps**

Time	Activity	Duration
0'	Select Focus-Person #1 and Timekeeper/Observer. Also identify the Interviewer to pose the first question.	2 min
2'	The <b>Focus-Person</b> briefly shares his/her impact points.	3 min
5'	Interviewer: initiates the conversation choosing one of the questions of the set provided in advance.	10 min
	<b>Focus Person</b> addresses the question just posed, triggering the basis for a conversational exchange rather than a formal interview as such.	
	The <b>interviewers</b> interact with the <b>Focus Person</b> , seeking to know more about the impact points shared. In doing so, the interviewer seeks to cover some other questions on the deck – not necessarily all of them.	
	This dynamic goes on until the time is up, as indicated by the timekeeper.	
	Once the exchange is finished, the <b>observer</b> provides his/her feedback and/or reflections.	
15'	Change to Focus-Person #2 and repeat the sequence.	10 min
25'	Change to Focus-Person #3 and repeat the sequence.	10 min
35'	Return to Plenary	

# Some things to keep in mind

- The questions posed need to be sufficiently open, so they leave room for peers to talk about their perspectives, challenges and practices, situating them in a specific context.
- This exercise is not about assessing or giving advice; instead, it is about listening actively and sharing your own experiences, including perceived challenges, but also good practices and approaches that seem to work.
- Peer coaching frequently involves asking reflexive questions to help the focus-person to think critically (and out-of-the-box) about their own personal experience – which for some comes easier than for others.

# Possible Questions – suggestions

# Reflecting on your own leadership competences:

- Given your selected impact point, which **transformative competencies** would you say will be most critical to effectively implement your ideas?
- Are there **competencies** you feel you should develop further in order to better meet your commitment?
- If so, what **strategies** (resources, support mechanisms) can you think of to help you develop such competencies?

# Reflecting on your own impact point:

- Which **challenges** do you foresee in implementing your impact point? Are those challenges connected to any of the integral quadrants in particular?
- How does the proposed impact point consider the existing cultural-related values, norms and beliefs prevalent in Cambodian society?
- How will the proposed impact point influence individual attitudes, behaviors and practices?
- How does your impact point align with existing health policies and governance structures?
- Are the necessary financial and human resources available to support the proposed impact point? What is your strategy to meet any gaps?
- What metrics will be used to **measure the success and impact** of the proposed changes?

Competence	Description
Adaptivity	Processing feedback openly and speedy
Centeredness	Holding your own center in uncertainty
Letting Go	Letting go of old ways when they no longer serve
Not Knowing	Accepting that you cannot fully know how things will play out and that you cannot fully control the outcomes
Pattern-sensing	Identifying patterns in the apparent chaos
Diversity-seeking	Seeking out and including diverse perspectives
Emergence	Creating space for new things to emerge
Experimenting	Taking a step into the unknown and trusting that others will find you there
Inviting	Inviting those who are ready to join you in the new ways
Rapid Learning	Holding your beliefs and actions lightly while iterating in rapid learning cycles
Care	Looking after yourself and others in a stressful environment
Feeling	Staying in touch with your and other people's feeling about what is happening



