



# **BUILDING TRANSFORMATIVE LEADERS**

*Who Drive the Integration of Financial  
Cooperatives in Asia*

**Credit Union Business Solution no. 24**



**ASSOCIATION OF  
ASIAN CONFEDERATION OF CREDIT UNIONS**

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# PREFACE

## **Introduction:**

The program on building transformational leadership aims to focus on the key leadership attributes required by leaders to support the long-term vision of the Credit Union movement in Asia – Sustainable and Integrated Credit Union Network.

The shared vision defined by ACCU members in 2014 requires leaders who can transform vision to reality. The leaders need first to believe and demonstrate passion on the credit union principles of people helping people. They set direction, build an inspiring vision, create something new and challenge the status quo. Leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspiring.

Credit unions can only provide exceptional leadership if it is led and staffed by people with exceptional ideologies, beliefs and understanding of themselves and others. Skills and competence are important, but it is very critical that people leading the credit unions have their purpose and values in life aligned to that of the credit unions’.

Behind each credit union hides founders and founding members with strong idea of self-help and mutual help. ACCU recognizes that the strong idea may dissipate as the credit unions grow and achieve financial sustainability. The ‘not for profit, but for service’ intent of credit unions may be endangered because of the changes in people’s values as influence with the fast-changing market environment.

Owing to the fact that leadership can be manifested in every individual, the program is designed for volunteers (Board and Committee members) as well as employees of the national federations and credit unions. Focus on emotional intelligence, deepened relationships, social cohesion and strong values-culture are some of the anticipated long-term impacts of the program.



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## **GENERAL INFORMATION**

### **OBJECTIVES:**

The workshop intends to test the training manual developed by ACCU prior to its release to the credit union movement in Asia.

Further, at the end of the workshop, participants would be able to:

- Identify personal attributes that contribute to transformative leaders of credit unions
- Deepen obligation to ensure credit unions are functioning in accordance to the original mission
- Assess the level of leadership on the people being led and identify actions for improvement
- Internalize personal purpose, values and vision in life and validate its alignment to that of the credit union
- Understand the emotional intelligence rating and address areas to prioritize for self-improvement and create meaningful personal development plan
- Watchful of the internal and external challenges of credit unions needing timely action of credit union leaders
- Internalize the future direction of credit unions in Asia and commit to support by adhering to network's direction
- Conclude on the credit union brand of leaders
- Prepare suggestions to improve the training manual and recommendations on the implementation of the training

The training program is aimed at building strong leadership to push the vision of credit unions in Asia on integration. The training hopes to build leaders who are emotionally and socially intelligent – these are attributes that are very closely connected to effective and sustainable leadership.



## HOW TO USE THIS MANUAL

This manual is primarily for trainers of the financial cooperative network under the supervision of the federation.

The manual consists of three modules:

Cooperative Strong Idea:

- The One Word Icebreaker: The Credit Union Brand of Leaders
- Cooperative idea: An Intangible Cultural Heritage of Humanity  
“Keeping and protecting the Cooperative Brand Intact Today and for the Generations to come.”

People who make it happen (Your Leadership):

- Levels of Leadership: Where am I at on the People I Lead?
- Detecting Your Purpose in Life, Vision and Values that Guide you as a Credit Union Leader
- Emotional Intelligence: A Key Differentiator to your Personal Brand

Leading Change: Resiliency and Courage to Change:

- The Outdoor Challenge: Top Financial Services Industry Issues and Development Agenda the Leaders Must be Aware of
- The Power of your Leadership: One for All, All for One in Action  
“Making a Difference with Others through Credit Union Network Integration”
- The Credit Union Brand of Leaders

Each module starts with a guide, aims, contents, and trainer’s notes. The sessions under each module has objectives, tools, handouts, materials and suggested lesson plans.

Recognizing that leaders in credit unions are volunteers, a session can be used for a workshop, study groups, information sessions, and meetings depending on who are the audience. It is suggested that the Board and senior management of national federation and credit unions must complete this training program.

The training does not replace the Credit Union Directors Competency Course. The training is considered as professional development for Board of Directors given the new path for credit union development in Asia that has been promoted since 2014.

## INTRODUCTIONS



### DURATION

The training is a 15.5 hour 3-day residential training.



### USE

The manual is to be used by the financial cooperative network to educate leaders and staff of credit unions.

The training described in this manual is meant for Board of Directors, committee members and senior management of national and primary credit unions or financial cooperatives.

The ideal number of participants to train the trainers and leadership training is 25 to maximum of 30.



### TRAINING VENUE SELECTION

The training venue is a place where new skills and ideas are born, ultimately translating to higher effectiveness and transformation.

Below are some basics of choosing the training venue (no particular order):

1. Access to public transport
2. Access to additional stationery if required, eg paper, pens, highlighters etc.
3. Air-conditioning/ fans/ heating that's easily adjustable
4. Catering – appropriate provision of refreshments/lunch separately arranged from the session room
5. Flexibility with room layout with plenty of space to move around for games and activities
6. Good acoustics and sound proofing
7. Good room lighting with plenty of sunlight with blinds to block out if required
8. Inclusive data projector, flip-charts (smart-board would be good!) & audio system
9. Location – easy to find on a map, convenient location
10. Participant breakout spaces – inside and outside space with seats – a place where the trainer & participants can escape to real air during the breaks
11. Parking, easy to find, close to venue and plenty of it
12. Photocopying/printing/ email on demand from USB
13. Plenty of power points (in the right places for trainer and participants without trailing cables!)
14. Storeroom/ secure space for training resources and equipment
15. Tables/ desks (for participants if necessary)
16. Tea/coffee/water facilities available anytime
17. Wall mounted clock visible by the trainer
18. Wall space for hanging flip charts (and suitable magnets/tape)
19. Wireless and Internet access
20. Fully disabled accessible, with induction loop facilities

## TRAINING APPROACH AND METHOD

The training has adopted a highly active learning approach through the use of participative learning methods and built-in action commitment. Participants will not be trained in a general or passive way. Trainees are working in groups and on their own. The trainer will act more as a ‘facilitator’ of learning than a lecturer.

Every trainee has some ideas and suggestions from which the others can learn. This material is intended to allow and encourage contributions from such individual insight and experience, so that all will go away having accumulated the knowledge that each brought to the program. Trainees will appreciate the value of teamwork and make a positive contribution when working with others to solve problems and complete tasks.

### What are some Cooperative Learning Approaches?

Several learning approaches used in this training manual are described below.

1. **Jigsaw** - Each group, in a five to six-member team, is given information for only one part of the learning activity. However, each trainee needs to know all information. Trainees work cooperatively with different teams. All trainees seek the same information, study it, and decide how best to teach it to other teams. After this is accomplished, each group should be able to complete all the learning activity.
2. **Think-Pair-Share** - This strategy can be used before introducing new concepts. It gives everyone in the class time to access prior knowledge and provides a chance for them to share their ideas with someone. Think-Pair-Share helps trainees organize their knowledge and motivates learning of new topics. There are three steps to Think-Pair-Share with a time limit on each step signaled by the facilitator. (1) Trainees are asked to brainstorm a concept individually and organize their thoughts on paper. (2) Trainees pair up and compile a list of their ideas. (3) Each pair will then share with the entire class until all ideas have been recorded and discussed.
3. **Send-a-Problem** - Trainees are placed in heterogeneous teams of four to six. Each team designs a problem to send around the class. The other teams solve the problem. Since all of the teams send their own problem, there are a series of problems solved in this one activity. Results are shared with the class.
4. **Round Robin** - Trainees are placed in heterogeneous teams of four to six. Each trainee has an opportunity to speak without being interrupted. The discussion moves clockwise around the team; everyone must contribute to the topic. The team may use an item to pass around as a visual aid to determine who has the floor. Round Table is another version. The difference being that a piece of paper is passed around and each member writes instead of speaks about the topic.
5. **Mind Mapping** - Mind Mapping is the process of visually depicting a central concept with symbols, images, colors, keywords, and branches. This is a fast and fun way to take visual notes, foster creativity, stretches trainee's visual thinking skills, make learning contextual and meaningful, and promote active involvement with the learning content. Pairs of trainees may create their own mind map or they may simultaneously add to the team and/or class mind map.

The shared learning is, in fact, almost always more important than the knowledge that you, the facilitator, or the manual itself can contribute. You should treat each trainee as a source of ideas as valuable as the facilitator. The material in this manual is designed to help the facilitator elicit contributions from the trainees on each subject matter. It is important however, that the facilitator is able to process the ideas of the trainees and lead them to the learning activities.

The built-in action commitment at the end of the training will give each trainee the opportunity to make use of the expertise in changing behavior and transferring skills to others. The course also poses a personal challenge to trainee to practice what they have learned in their lives. Once the trainee applied the learning to their personal lives, they will be an effective trainer.

## **ADAPTING THE MATERIAL**

Before using the manual in real training situation, you may want to adapt it to your circumstances. Follow the procedure below.

Read through the material and decide whether or not:

- The program can be run as it is
- Only certain topics or sessions should be used
- New topics and sessions should be added

Your decision will depend on the training needs of your trainees and the means you have at your disposal.

Carefully read through the sessions you have decided to use. Check the subject matter in both the session guides and the handouts.

Modify them to reflect local practices, to include local currencies, terminologies etc. Note that the currency used in the manual is US Dollars but this could be tailored to the country's context. Amounts in the examples can also reflect the local economic standards. Such adaptation will help trainees identify more easily with situations described in the materials and will increase impact and effectiveness of the program.

Further, the manual also uses the term "credit union" referring to cooperative financial institution. This could be modified based on the local situation so as not to mislead the trainees especially the members of credit unions. In Asia, credit unions is equivalent to credit cooperatives, savings and credit cooperatives, thrift and credit cooperatives, savings and credit unions, peoples credit fund, village banks, community based financial institutions etc.

Do not regard this manual as a book with all or the only answer. It is intended as a collection of suggestions and ideas which you must adapt, modify, use or reject as you think fit. ACCU is open for suggestions to improve the manual and recognizes that this initiative is evolving in nature.



## **PREPARING YOURSELF**

The following steps are suggested before conducting the training:

1. Read the session guides carefully; be sure that you understand the content and that you can predict what is intended to happen inside the classroom.
2. Work through the exercises by yourself and be sure you understand them clearly. Do not limit yourself with the session guides; if necessary research from the internet for more information.
3. Note on the material itself as many local examples as you can to illustrate the points raise.
4. Plan the whole session carefully; predict approximately how many minutes each section of the session is likely to take. Make appropriate modifications to fit the time available for you. Do not restrict yourself to the time suggested in the manual.

## **CONDUCTING THE PROGRAM**

The following steps are suggested in conducting the training:

1. Divide the participants into teams of four to six depending on the size of the group. Ideal is four teams of four to six members each.
2. Do not put the trainees in rows so that the only face they can see is your own.
3. Be sure that the session is clearly structured in the trainee's minds. It is like telling a good story – with beginning, middle and end. Let the participants know what is going to happen in this training program.
4. Be flexible; the trainer can personal experience and exercises within the context of the objectives of the topic. Be prepared to change the approach, depending on the situation and available resources. Just be cautioned that while you are changing the training approach, make sure that the objective of the program will be achieved.
5. If you fail to draw a particular answer from trainees, it is your fault, not theirs. Persist, asking the same question in different ways, hinting at the response you want. Only make the point yourself as a last resort.
6. Use silence to provoke response if no one answers a question wait 20 to 30 seconds. This gives the trainees time to collect their thoughts – and the courage to speak.
7. Avoid talking too much; trainee discussions should take up some three-quarters of the total time. Ask, listen and guide rather than talk.
8. Never ridicule a trainee's answer or suggestion; it may have some merit and the attempt itself is commendable.
9. If you cannot answer a trainee's question ask another trainee to respond. You are the facilitator, not the source of knowledge.
10. Be dynamic; move around, walk up and down the classroom. Your physical activity helps keep everyone alert.

## **IMPACT OF THE TRAINING**

- National federations will have trainers to integrate the training for volunteer leaders and senior management of financial cooperatives. These are the people who drive the success and protecting the identity of the credit union movement.
- The trainers will have to train at least another 5 trainers
- The national federations will have a training module for leadership development geared towards multiplying the number of people who could support the long-term goal of integrating the financial cooperative network.
- Credit unions would have people in its network with the right mindset and attitude on the mission of credit unions.
- Ultimately preserving and rekindling the values, principles and mission of credit unions.

# DAILY SCHEDULE

<b>Day 1</b>		
Time	Activities	No. of Hrs.
08:30 – 9:00	Laying the groundwork - Welcome/Opening Speech - Objectives of the Program - Expectations - Logistics	0.50
09:00 – 10:00	Leadership Icebreaking Exercise – Meet my Leader	1.00
10:00 – 10:30	Morning Break	
	<b>COOPERATIVE STRONG IDEA</b>	
10:30 – 12:00	The One Word Icebreaker: The Credit Union Brand of Leaders	1.50
12:00 – 13:00	Lunch break	
13:00 – 15:00	Cooperative idea: An Intangible Cultural Heritage of Humanity “Keeping and protecting the Cooperative Brand Intact Today and for the Generations to come.”	2.00
15:00 – 15:30	Afternoon Break	
	<b>PEOPLE WHO MAKE IT HAPPEN (Your Leadership)</b>	
15:30 – 17:00	Levels of Leadership: Where am I at on the People I Lead?	1.50
<b>Day 2</b>		
08:30 – 09:00	Preliminaries and Recap of Day 1	.50
09:00 – 10:00	Detecting Your Purpose in Life, Vision and Values that Guide you as a Credit Union Leader	1.00
10:00 – 10:30	Morning Break	
10:30 – 12:00	Continuation . . . Detecting Your Purpose in Life	1.50
12:00 – 13:00	Lunch break	
13:00 – 15:00	Emotional Intelligence: A Key Differentiator to your Personal Brand	
15:00 – 15:30	Afternoon Break	
	<b>Leading Change: Resiliency and Courage to Change</b>	
15:30 – 17:00	The Outdoor Challenge: Top Financial Services Industry Issues and Development Agenda the Leaders Must be Aware of	1.50
<b>Day 3</b>		
08:30 – 09:00	Recap of Day 1	0.50
09:00 – 12:00	The Power of your Leadership: One for All, All for One in Action - “Making a Difference with Others through Credit Union Network Integration” (with break at 10:00 – 10:30)	2.50
12:00 – 13:00	Lunch break	
13:00 – 14:30	Significant Leadership in Credit Unions	1.50
	<b>TOTAL</b>	<b>15.50</b>

## Laying the Ground Work



### Time Allocation

08:30 – 9:00 (30 minutes)



### Objectives:

By the end of the session, participants will:

- Feel welcome;
- Know their fellow learners are; and
- Be familiar with the course program and key themes.



### Contents:

Welcome/Opening Speech organizing institution and Introductions (organizations sponsoring the training and resource persons)	5 minutes
Personal Goals (expectations)	10 minutes
Course purpose and objectives	5 minutes
Housekeeping Rules	5 minutes
Assigning Teams	5 minutes



## SUGGESTED SESSION GUIDE

### Introductions – 5 minutes

1. Have the **FL 1** Welcome displayed as the participants enter the room. Welcome participants to the course and hope that they enjoy attending course.
2. Introduce yourself and explain what the Credit Union Federation is or the sponsoring organization and its mission (our mission is to ...). Provide a brief background of yourself to build credibility that the facilitator/s is/are qualified to run the course.

3. The course is about leadership. Assure the participants that the training is practical, participatory and fun. The whole process is inspiring as participants can internalize the sessions, in particular the issues on governance. Assure that the implementation of this training contributes in the effective management operation of credit unions and the direction of the credit unions as a network.

### **Personal Goals - 10 minutes**

Introduce **FC 2**: Personal Goals Flip Chart with the Goal and arrow cut out picture in the middle.

Ask the participants to write their names and the goals in attending the training. Review the goals.

### **Course Purpose and Objectives – 5 minutes:**

Explain the **FC 3** and relate these objectives to the personal goals of the participants:

Explain that at the end of the workshop, participants would be able to:

- Identify personal attributes that contribute to the brand of leaders of credit unions
- Deepen obligation to ensure credit unions are functioning in accordance to the original mission
- Assess the level of leadership on the people being led and identify actions for improvement
- Internalize personal purpose, values and vision in life and validate its alignment to that of the credit union
- Understand the emotional intelligence rating and address areas to prioritize for self-improvement and create meaningful personal development plan
- Watchful of the internal and external challenges of credit unions needing timely action of credit union leaders
- Internalize the future direction of credit unions in Asia and commit to support by adhering to network's direction
- Conclude on the credit union brand of leaders
- Prepare suggestions to improve the training manual and recommendations on the implementation of the training

### **Housekeeping Rules – 5 minutes:**

Introduce the poster **FL 4**. Key point on rules:

- **Involve** - the course is designed with participatory techniques so it is essential they feel comfortable to share experiences and work together to complete various activities. Assure the participants that the information shared during the training will be held in confidence.

- **Ask questions** – it is important that they ask if they do not understand any aspect of the course or need the facilitator to repeat or further explain any topic. Participants are encouraged to speak their mind in case important things are not well explained or understood. The program is designed to break the barrier between facilitator and learners as well as with their co-learners.
- **Make Mistakes** - it is okay to make mistakes. It is normal and it is one way of learning – we should only need to learn the lessons. Learners should be encouraged to speak without hesitation.
- **Have Fun** - the most important of all. Since the sessions are meant for audience of different background, the training is designed to inspire learners with the use of different methodologies that infuse fun and excitement.

Besides the rules, involve the participants in preparing the housekeeping rules. This can be assigned as Poster **FL 5** – Housekeeping. Ask participants to contribute. Most likely these are:

- On time, no tardiness
- Switch off Mobile Phones

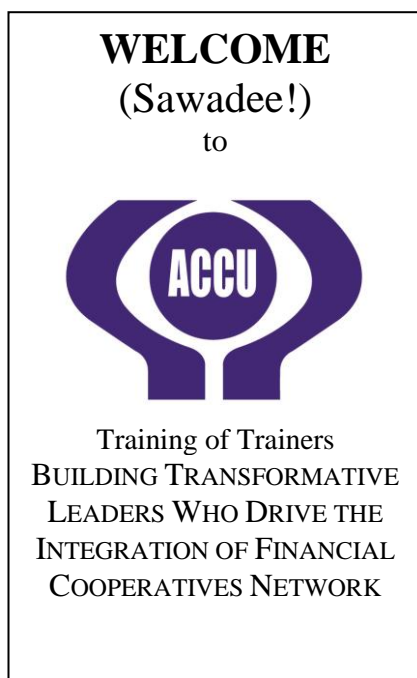
Participants may add more on the housekeeping and also set penalties to violators.

### **Introduce Poster FL 6 Parking Lot**

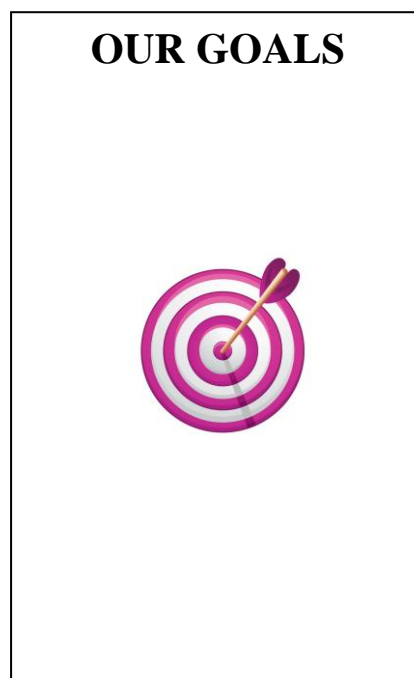
There are times that participants may ask out of the topic questions or points that will be discussed in the succeeding topics. Instead of answering them right away, the Parking Lot can be used to post questions that will be dealt with in the later topics or it can be answered towards the end of the session, if time is permitted. If the question is not everybody's concern, the facilitator can also answer the question to the concerned participant after the session or during coffee break.

## Sample Posters:

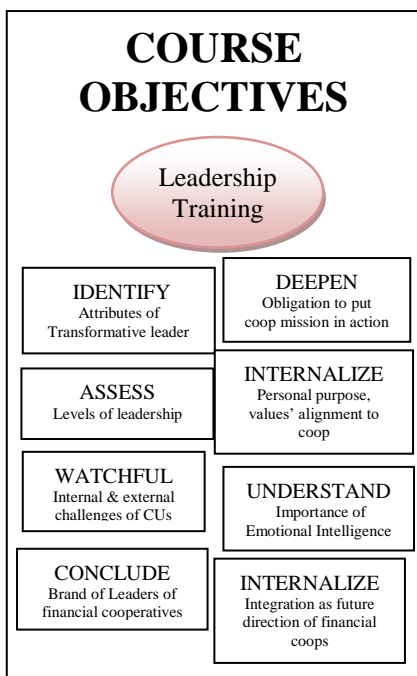
FC 1



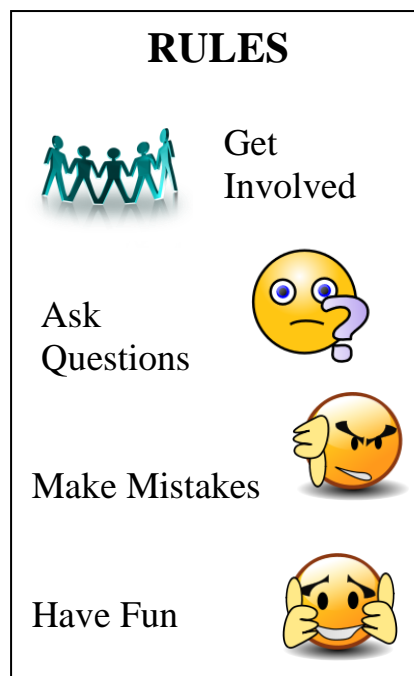
FC 2



FC 3




FC 4




**FC 5**


## HOUSEKEEPING



Punctuality




Switch off  
Mobile  
phones



Rest  
Rooms  
(give directions)


May also include other housekeeping info.

**FC 6**



## PARKING LOT

*Post your questions here using sticky notes.*



**FC 7**

## ACTION WALL

*Post the things you want to implement after  
this training.*



# Leadership Icebreaking Exercise

## — Meet my Leader



### Time Allocation

09:00 – 10:00 (60 minutes)



### Objectives:

By the end of the of the session, participants will be able to:

- Use analogy to describe various components of leadership.
- Understand their perception of a transformational leader.



### Materials and Supplies

One interesting object per group such as an orange or other fruit, and unusual a feather, an intriguing hat.



### NOTE TO TRAINER:

*The concept of leadership is a complex one. This activity helps participants explore various facets of leadership. The use of objects to develop an analogy just creates more fun. The exercise will help the trainees brainstorm what it takes to be a transformative leader.*



## SUGGESTED SESSION GUIDE

### Step – by – step procedure:

1. Select objects. Have enough objects available so each group can have one object each.
2. Use the previously set up groups with 6 members in each group. Thus, if there are 30 participants, there would be 5 groups with 6 members.
3. Explain that it is sometime easier to describe leaders by using an analogy. Give the first object to each group. Ask participants to handle the object and to answer these questions within their group:
  - a) How does the object “feel” like a leader?
  - b) How does that object “see” like a leader?
  - c) How does the object “smell” like a leader?
  - d) How does that object “hear” like a leader?

For example, if the object was a feather, the responses to the above questions might be:

- a) The leader uses his or her soft side when empathy and understanding is needed.
  - b) The leader can see the big picture by looking through and between the individual feathers.
  - c) The leader has none.
  - d) The leader listens to who are quiet as the winds of change blow the feathers.
- 4. Trade objects among the groups and repeat no. 3.
  - 5. Ask the groups to write their answers on their flip charts.
  - 6. Reassemble into one large group, and pose the following questions for discussion and debriefing:
    - a) What were the distinguishing features of your objects?
    - b) Which object best applies to you as a leader or manager?
    - c) Because we cannot go around “touching” other people to become acquainted, how can we learn about others’ uniqueness? Use analogy in this activity to facilitate the identification of many qualities you find in yourself and your managers.

VARIATION: Pass around another object and ask participants to use it to describe themselves.




**NOTE TO TRAINER:**

*The conclusion of this session is your jumping board to the succeeding session on the One Word Icebreaker: The Credit Union Brand of Leaders. This session ends with a list of skills, attributes and behavior of a leader. The next session will filter the characteristics found in a transformative leader.*

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# Module 1

## COOPERATIVE STRONG IDEA

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- The One Word Icebreaker: The Credit Union Brand of Leaders
  - Cooperative Idea: An Intangible Cultural Heritage of Humanity – Keeping and Protecting the Cooperative Brand Intact Today and for the Generations to come.

## The One Word Icebreaker: The Credit Union Brand of Leaders



### Time Allocation

10:30 – 12:00 (90 minutes)

### Objectives:



By the end of the session, participants will be able to:

DO	Explain the need for a transformational leader to keep the credit union
KNOW	Identify attributes of a transformation leader
FEEL	Internalize improvements needed in the leadership in cooperatives



### Materials and Supplies

1. Meta cards
2. Markers
3. Flip Chart
4. White Board
5. Pastel Colors poster papers
6. Masking tapes



### Handout and Resources

Handout 1: 10 Transformative Leadership Characteristics



### NOTE TO TRAINER:

*You may need to do some research on issues on governance of credit unions. Some examples are: failure to meet financial standards like institutional capital, delinquency, high non-earning assets. All these key indicators are related to governance. Credit unions are declaring high dividends compromising the financial stability of the credit union.*

*A trainer does not need to know everything; if you find you do not know enough about a subject, you can ask an experienced person to back you up. In this topic, the trainer will guide the participants to realize that despite the many attributes they possess as a leader, credit unions still are faced with internal challenges detrimental to the image and future of the credit union network.*



## SUGGESTED SESSION GUIDE

1. Start by referring to the conclusion of the previous session on Meet My Leader. Explain that the output is an analogy, but it provides an attribute of a leader.
2. Ask each participant to think of one unique attribute (in one word) that he/she brings into the credit union to fulfill its mission of helping people build better lives.
3. Give 5 minutes for participants to internalize. Then ask them to write in meta card the 'one word' attribute of a leader plus a symbol that it represents. Ask them to write their name on the card.
4. Now that everybody has written their attribute and symbol, ask them to share it within the group.
5. In their group, participants will now create a team name that encapsulates the attributes of the members of the group.
6. Each group is to develop one large team symbol or collage. All the group members' symbol should be incorporated into the new one. They will have to think about what the individuals have in common or develop a theme that applies to everyone. Obviously, the theme should be around leadership.
7. Reassemble into the large group and ask each team to explain its symbol. Mount the symbols on the flip chart or wall nearest to each group's table. Discuss the creative ways people expressed their individual leadership attribute.
8. Acknowledge the output of the groups. Synthesize.
9. Explain that . . .

*Since 2014, the Asian Confederation of Credit Unions and its member organizations have been pushing the integration of the credit union networks. However, the achievements are very slow. It is mainly because of the lack of political will to change for better. Transformational leaders are needed to effect changes in the way financial cooperatives are operated. The integration will benefit the members because it will protect members interest and ensure better services to uplift their socioeconomic wellbeing. The credit union needs transformational leaders.*

*Transformational leadership is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.<sup>1</sup>*

*Transformational leadership focuses on the needs of others, rather than the needs of the leader. In this way it's similar to servant leadership, but differs because in each style the leader has a different focus.<sup>2</sup>*

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<sup>1</sup> [www.wikipedia.org](http://www.wikipedia.org)

<sup>2</sup> [www.investorsinpeople.com](http://www.investorsinpeople.com)

*Transformational leadership is a leadership style that can inspire positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well.<sup>3</sup>*

10. Distribute the Handout on 10 Transformational Leadership Characteristics.
11. Print the 10 characteristics in a 5" x 8" cards. Put these cards in a box. Ask representative from each group to come forward and get two cards from the box. Request them to go back to their seats and share the cards with their group.
12. Explain the following is the task:

Give an example or situation when the characteristics of a transformative leaders most apply.

For example: Ego definitely comes into play when we make ourselves "right" and others "wrong." When you believe that you have all the answers or use a "my way or the highway" approach, you truly put your leadership creditability into question. Instead, use "win-win" thinking and behaviors to create a more cohesive team approach.

Give the group 10 minutes to work on the task.

13. Ask the group to place their answers on their flip chart. Have them present the output. Ask other groups to also share their thoughts. This should be an interactive session.
14. Conclude the session on the transformational leadership for credit unions to realize change and timely response to challenges of the times.



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**NOTE TO TRAINER:**

*In the synthesis, always connect the group output to the previous output of the group exercise. In this case, connect the 10 characteristics of transformative leader to the output on the 'one word' brand of a leader. In this way, they would be able to realize the necessary changes in their leadership style. Please note that participants who may likely attend this training could be those with long years of involvement in cooperatives as Directors and even as Chairpersons of primary and national cooperatives.*

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<sup>3</sup> [www.verywellmind.com](http://www.verywellmind.com)

## Handout 1: 10 Transformational Leadership Characteristics<sup>4</sup>

1. **Keep their ego in check:** It is easy to let ego take over when you are in a position of power. However, in transformational leadership, it is important for the leader to keep their ego under control and not let it interfere with the best interest of their team or the organization. By keeping their ego in check, the transformational leader is able to put the organization before their own personal gain and also elicit the best performance from others.
2. **Self-management:** Transformational leaders typically don't need much direction from others, and are able to manage themselves well. They are also highly internally motivated, and they use this motivation to direct the organization to the right path. These leaders do what they love, and the values are aligned with those of the organization that they lead.
3. **Ability to take the right risks:** The ability to take calculated risks is a key characteristic of a transformational leader. They trust their instinct, and use the intelligence gathered by team members to make informed decisions. A transformational leader's team is right behind them and is ever willing to do the research that is necessary to evaluate the situation appropriately. The leader seeks inputs from the team to make risky decisions that facilitate growth.
4. **Make difficult decisions:** Being a leader is not always smooth sailing, you often have to make tough decisions. Transformational leaders do not shy away from difficult decisions. They make their decisions with a clear focus on the values, vision, objectives, and goals of the organization.
5. **Share collective organizational consciousness:** A transformational leader shares and understands the collective consciousness of the entire organization. This makes them particularly attuned to the feelings of their team members, and gives them a clear idea of what actions to take to elicit desired actions from the employees. Since they're tapped into the organizational consciousness, they are able to make decisions that spur growth, and also create a shared vision for the organization that all employees feel a part of.
6. **Inspirational:** People seek to be inspired and transformational leaders are perhaps the most inspiring of all. They have the ability to motivate others to rise to the occasion. Their style of inspiration is not just limited to formal acknowledgement of a job well done, rather they treat each employee as a valued individual and take the time to understand what motivates them.
7. **Entertain new ideas:** Transformation can rarely be achieved if the leader is not open or receptive to new ideas. Transformational leaders understand the truth that success is dependent on the effort of the entire team, and growth happens only in an organization with a culture of openness to new ideas from all levels. A transformational leader makes deliberate efforts to solicit new ideas from team members, and also use their insights in making decisions.

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<sup>4</sup> <https://yscouts.com>

- 8. Adaptability:** The leader knows that it is important to constantly adapt to changing market conditions to keep moving forward. They are ever willing to adapt to new situations, and seek creative ways to respond to the dynamic business environment.
- 9. Proactive:** These leaders are proactive in their approach. These leaders take risks, and take an active role in growing the organization.
- 10. Lead with vision:** Transformational leaders set a realistic and achievable vision for the organization. They then communicate the vision effectively to their followers, and also inspire a sense of commitment and purpose. By getting every person to buy into the common vision, transformational leaders are able to strongly guide the organization in the direction that they want.



## COOPERATIVE IDEA: An Intangible Cultural Heritage of Humanity

Keeping and Protecting the Cooperative Brand Intact Today and for the Generations to Come.



### Time Allocation

13:00 – 15:00 (120 minutes)

### Objectives:



By the end of the of the session, participants will be able to:

DO	List down indicators to monitor cooperative values and principles.
KNOW	Acquire ability to monitor the translation of cooperative values and principles in credit unions.
FEEL	Recognize the top 5 challenges confronting credit unions in ensuring cooperative values and principles are observed.



### Materials and Supplies

1. Meta cards
2. Markers
3. Flip Chart
4. White Board
5. Pastel Colors poster papers
6. Masking tapes
7. Round stickers (half inch circumference)
8. White board



### Handout and Resources

Handout 2: How Raiffeisen Changed the World

Handout 3: Basic Cooperative Values and How to Monitor Them



### NOTE TO TRAINER:

*You can do research about F.W. Raiffeisen on these websites:*

<https://www.hamm-sieg.de>, <https://ica.coop/en/history-co-op-movement/friedrich-wilhelm-raiffeisen>,  
<http://www.brs.coop/en/AboutBRS/OurInspiration/Raiffeisen>

## SUGGESTED SESSION GUIDE

1. Start with this introduction:

### Friedrich Wilhelm Raiffeisen: The idea...

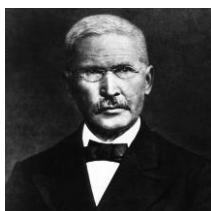
Raiffeisen wants to fight poverty among the rural population. His idea: The best way to fight poverty is to help people to help themselves.

His solution: The credit cooperative. This is the idea must house at the heart of every credit union.



2. Play the 7-minute video of F.W. Raiffeisen.
3. Elicit some reflections after the video.

The video shows the following history of credit unions...



Raiffeisen conceived of the idea of cooperative self-help during his tenure as the young mayor of Flammersfeld. He was inspired by observing the suffering of the farmers who were often in the grip of loan sharks. He founded the first cooperative lending bank, in effect the first rural credit union in 1864.

Motivated by the misery of the poor part of the population he founded during the starvation winter of 1846/47 the “Verein für Selbstbeschaffung von Brod und Früchten” (Association for Self-procurement of Bread and Fruits). He bought flour with the help of private donations. Bread was baked in a self-built bakery and distributed on credit to the poorest amongst the population. The bread society as well as the aid society founded in 1849 in Flammersfeld and the benevolent society created in 1854 in Heddesdorf were pre-cooperative societies based on the principle of benevolent assistance.

In order to secure the liquidity equalization between the small credit banks, in 1872 Raiffeisen created the first rural central bank at [Neuwied](#), the “Rheinische Landwirtschaftliche Genossenschaftsbank” (Rhenish Agricultural Cooperative Bank). In 1881, Raiffeisen created a printing house in Neuwied which still exists today, carries his name and was merged in 1975 with the German cooperative publishing house “Deutscher Genossenschafts-Verlag”.

**Idea and practice of organizing shared interests in cooperatives is recognized at the UNESCO Intangible Heritage of Humanity Inscribed in 2016.**

The Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage has included cooperatives in the list of Intangible Cultural Heritage of Humanity.

The idea and practice of organizing shared interests in cooperatives is now included in the list of Intangible Heritage. The list describes cooperatives as entities that “allow for community building through shared interests and values, creating innovative solutions to social problems, from employment generation and assistance to the elderly to urban revitalization and renewable energy projects.”

According to the candidacy submitted by Germany to UNESCO, a cooperative “provides economic, social or cultural services to its members to improve their living conditions, solving common problems and promoting positive changes. Cooperatives allow creating communities with common interests and values, in order to innovate solutions to diverse problems of society. They create jobs and help people build projects. ”

In 2017, the founder of the cooperative movement, Robert Owen, correspondence collection, was added to the UNESCO Memory of the World.

The Memory of the World program was established on the premise that the world’s documentary heritage belongs to all and should be preserved and be permanently accessible to everyone.

### **Lessons learned from F.W. Raiffeisen**

4. After eliciting discussion, ask each group to list down on their flip chart the lessons learned from Raiffeisen documentary. Give them 10 minutes for this task.
5. Check the output and the highest number of acceptable lessons will get a reward or prize. This is to keep the participants motivated.
6. Print these statements of Raiffeisen. Distribute one statement to each group. Ask them to read for 5 minutes and recheck their answer on the flip chart that match with the statement.

**Statement 1: Credit Union purpose:** “Raiffeisen addressed the meeting of 30 people who wanted to replicate credit union: “I cannot offer you a miracle which will free you from poverty without any effort on your part. But one way I do know which anyone can follow and which, if all work together for the common good, can achieve its purpose – freedom from want. We must start from the fundamental principle that, by improving physical well-being, spiritual welfare also will benefit. By providing loans for the needy and industrious members of your parish (community), they will be enabled themselves to enjoy the fruits of their industry and thrift instead of laboring for the benefit of the usurer. In this way, they will become independent of any form of outside help which can only reduce them again to poverty with all its bitter consequences.”

**Statement 2: Increasing and partially useless expenditures add to the evil:** “The luxury of useless utensils as well as glittering dresses is not only growing in the neighborhood of the cities, but is also to be found in distant places high in the mountains. Money is spent for them and for public entertainment, even when no money is left for daily bread.”

**Statement 3: Savings:** “Two factors are relevant to the improvement of the economic conditions of the rural population as far as the material side of life is concerned: **thrift and diligence**. Both virtues are closely connected with each other. Diligence can last only when it leads to good results by which additional efforts are stimulated, whereas lack of success entails discouragement and enervation. The aid from Credit Unions calls forth increasing diligence. To assure its usefulness in every respect, the tendency to save must be incited, and the opportunity must be offered to invest the money earned by diligent work not only safely, but also so it is bearing interest.”

**Statement 4: Education to Members.** After the credit union is established, only a few members understand its objectives and goals. Most members know little or nothing about the problems involved. A short lecture is not enough to raise a more general understanding. Repeated instructions must be given at meetings as long as it is required in order to implant the right spirit of the credit union. This requires considerable time. The majority of the members carries on their business as before and become aware of the credit union only, when they need its help to overcome a dangerous shortage of money. Many continue to borrow money from usurers and go to meet their ruin in this way in spite of the potential help from the credit union.

**Statement 5: Lending for Good Use.** Help is required under any circumstances for members who offer the necessary guarantee for good use of the money they want to borrow. Guarantee is made on the evidence of sound personality, the reliability of their character and a serious effort to work their way up. If they are able, in addition thereto, to offer satisfactory security, the board should do what is in its power to procure the money required.

7. Distribute the Handout 2 – How Raiffeisen Changed the World.

### **Are Cooperative Values Evident in Today’s Cooperatives?**

8. Explain that cooperative values are the differentiation of cooperatives with other financial institutions. These are lasting beliefs or ideals shared by members, board and staff. These values have major influence on our behavior and attitude as cooperators.
9. Emphasize that the values of cooperatives must be observed and monitor in credit unions. If credit unions stopped using the values of as the basis of their services and decisions, they are no longer cooperatives.

10. Print each value and How we will Monitor and Report in a card. You will then have 10 cards with Values and 10 cards on How we will Monitor and Report. Use different color for the values and How we will monitor and report. Make 6 sets, one set for each group and one set for the facilitator.

1.1. <b>Equity:</b> Consistency in delivery of products and services to members and the treatment of members. True awareness of and focus on members' needs.	<ul style="list-style-type: none"> <li>a. Product pricing benefits reflects the product and service capacity to generate such benefits;</li> <li>b. Minimum of 15% per annum of members provide service and product feedback via surveys, web and other means;</li> <li>c. Detailed statistical member profile is monitored.</li> </ul>
1.2. <b>Integrity:</b> Demonstrating care, commitment and honesty including informed reporting and disclosure to members and stakeholders;	<ul style="list-style-type: none"> <li>a. Use of all available information and reporting methods;</li> <li>b. Stakeholders are aware of availability of reports;</li> <li>c. Range and presentation of information is useful to stakeholders;</li> <li>d. Member reporting includes measurable indicators of aggregated financial benefit distributed to members through product pricing.</li> </ul>
1.3. <b>Professionalism:</b> Efficient, timely and effective service at all times through well trained directors, management and staff supported by well organized communication and operating systems;	<ul style="list-style-type: none"> <li>a. Complaints due to staff knowledge procedures errors are less than 10 per annum;</li> <li>b. Service delivery standards are set by the Board and monitored by management and board using a range of survey and feedback techniques.</li> </ul>
1.4. <b>Responsibility:</b> prudent management and sound capital backing;	<ul style="list-style-type: none"> <li>a. All Key Financial Indicators are readily met and reflect industry standards. (Credit Union Operating Standards)</li> </ul>
1.5. <b>Cooperation:</b> Community and multi-stakeholder input and involvement providing benefits to individual members and their local community through collective endeavor. Creatively using the aggregated buying power of members.	<ul style="list-style-type: none"> <li>a. Number of community organizations using the credit union services;</li> <li>b. Number of value added or price benefits introduced annually;</li> </ul>

<p>1.6. <b>Celebration:</b> We seek a healthy organization, with high quality of life for employees, where enthusiasm and celebration are essential. We recognize the strengths, talents and potential of the people in our organization and those we deal with. We want to encourage confidence and competence. We also recognize human frailty, allow for mistakes and failures.</p>	<p>Using an agreed list of desired indicators, we will monitor and report against these using the following methods:</p> <ol style="list-style-type: none"> <li>Staff and officers' surveys re: recognition received</li> <li>Volume of events that celebrate individual and organizational milestones.</li> <li>Recognition for outstanding members</li> </ol>
<p>1.7. <b>Respect:</b> Our work with the disadvantaged and marginalized in the community is characterized by mutual assistance and empowerment, and not by paternalism. Everyone must be treated with respect and dignity.</p>	<ol style="list-style-type: none"> <li>Ongoing members feedback will be sought and documented.</li> <li>Complaints/comments/suggestions (verbal and written)</li> <li>Community and stakeholders survey</li> </ol>
<p>1.8. <b>Accountability:</b> In our dealings with partners in community, government and business we are accountable for the quality of our work and seek to exceed their expectations. We want transparency in our organization, which reflects trust and awareness of joint responsibilities.</p>	<p>Transparency will be achieved by documenting and reporting to all stakeholders:</p> <ul style="list-style-type: none"> <li>Our agreed targets and our outcomes</li> <li>The feedback we receive from staff, clients and partners</li> </ul> <p>Using an agreed list of desired employee attitude and characteristics we will monitor and report against these using the following methods:</p> <ul style="list-style-type: none"> <li>Staff surveys</li> <li>Employee exit interviews and feedback</li> <li>Complaints received from staff and members</li> <li>The level of delegated decision making</li> </ul>
<p>1.9. <b>Integration:</b> Work is an important part of our lives. We want it be integrated with all other areas of life. We work with people holistically, respecting diversity and beliefs.</p>	<ul style="list-style-type: none"> <li>Sample surveys staff and members' perceptions;</li> <li>Measure officers/volunteers in terms of diversity of culture, beliefs, etc.</li> <li>Use stakeholders imposed and other agreed equity targets.</li> </ul>

<p>1.10. <b>Innovation:</b> We recognize that there are many ways to meet a need or to undertake a task. We actively seek to introduce new programs and procedures to improve the effectiveness and efficiency of our current activities through ongoing changes in both process and systems.</p>	<p>Record and disclose (report) new program ideas and process ideas in terms of:</p> <ul style="list-style-type: none"> <li>• Received (including source analysis)</li> <li>• Evaluated</li> <li>• Developed</li> <li>• Implemented</li> <li>• Outcomes</li> </ul>
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11. Distribute the one set to each group. Ask them to match the values with corresponding actions to monitor and report them. Give them 10 minutes to work on the task.
12. On the white board, write two headings 1) Our Values 2) How we will Monitor and Report.
13. Place your cards to the box. After the group have completed the task, ask them to post it on their flip chart.
14. Then discuss the answers. Get one card at a time and post them one by one on the white board. You should be reading the cards aloud. Ask them to check the output, however, it should be checked by a delegate from other groups.



#### NOTE TO TRAINER:

*The facilitator should stimulate excitement in presenting the correct answers to the exercise on the values. The scoring could be right minus wrong. The highest score could receive a prize. You can also prepare a scorecard for the group to record all the scores of the different exercises introduced. The group garnering highest score at the end of the training will receive a prize.*

15. Elicit discussions. Ask if the values still exist in the credit unions. After discussion, ask each group to identify top 5 internal challenges influencing the weakening of values in credit unions. Give 10 minutes for this task.
16. Ask to display the output on the white board.
17. Then give everyone 5 round stickers. Ask them to post the round stickers on the top 5 challenges based on their assessment. This is an individual task.

18. You will have not the top 5 challenges based on the votes of the participants.
19. Summarize with the top 5 challenges. This could be: Governance, Ageing membership, professionalism, low technological adoption, mission drift and competition among cooperatives.
20. Conclude that if the challenges are not responded, the cooperative identity and values will weaken and undermined. The leaders of credit unions should be able to recognize the urgency of the issue.



## **Handout 2: How Raiffeisen changed the world**

*15 December 2014 – by Jeroen Geelhoed, &samhoud consultancy*

Cooperatives are hot and hip. Existing cooperatives such as Rabobank and Achmea are reassessing their ‘roots’. Various new cooperatives are emerging, especially within the financial sector. The New B initiative in Belgium, the Bread Fund (Broodfonds) or Credit Unions are just some examples of cooperatives that are springing up. Dutch MP Eddy van Hijum (CDA) recently called for the further promotion and support of credit unions. The cooperative philosophy is far from new, however. Friedrich Wilhelm Raiffeisen, the founder of the credit cooperative, was born a long time ago. What can we learn from the business model of Raiffeisen’s first credit cooperative?

### **A man with ideas**

Friedrich Wilhelm Raiffeisen was born in 1818 in the German town of Hamm. At the age of 27 he was appointed mayor of Weyerbusch, a small group of villages in a terribly impoverished farming area called Westerwald. A major crisis at the time required him to take immediate action. Failed harvests had caused both famine and a lack of money. The population was at the mercy of loan sharks, from whom they had borrowed money at extremely high interest rates. Raiffeisen obtained grain through the government, but it had to be paid in cash. Raiffeisen had an idea to solve this problem, which was known as the Bread Society (*Broodfonds*). He asks wealthy town residents to provide their surplus money to the association at a reasonable rate. The association then lent the money to poor farmers for bread. All farmers who borrowed money were able to repay their small debts after a year and their needs were alleviated. After Weyerbusch (Bread Association), the towns of Flammersfeld (Cow Association) and Heddesdorf (where the first credit cooperative was established) followed suit. The underlying principle was “Help through Self-Help”. What was the business model of the cooperative, and what can we learn from it?

### **The town as a target group**

It will not come as a surprise to learn that Raiffeisen focused on the local community as a whole. He was, after all, the mayor and therefore concerned with the well-being and prosperity of all ‘his’ citizens. With regard to the cooperative, however, there is a lot more to say. Raiffeisen’s cooperative focused specifically on both the wealthy and the poor. He asked the rich to make their excess money available at a reasonable rate. He was then able to lend money to the poor so that they could get by. The geographical demarcation was an important choice: the town of which he was the mayor at that moment. This is how cooperatives sprung up in many different places, each operating within their own area. The cooperative grew, but did not become a Moloch. Instead, the idea spread, creating new, small cooperatives everywhere that were positioned in the heart of the community.

### **The cooperative: win-win for rich and poor**

What did a wealthy person stand to gain from becoming a member of the cooperative? And what would it cost him? Firstly, the rich lender received a reasonable interest rate (3%) for lending his surplus money. He also knew that the money would be well spent as it would benefit the community. That made him feel good as he was not only helping others rebuild their livelihood, but also supporting the community during difficult times. The wealthy did not have to pay a price for this, but were most certainly at risk. He was obliged to become a

member and therefore jointly and severally liable. Raiffeisen nevertheless knew that he could mobilize the wealthy by appealing to their Christian sense of charity. After a number of years the risk diminished because all loans would be repaid properly, profits would remain within the cooperative and personal capital would remain abundant.

And the borrowers? They received money to rebuild their lives, even in times of hunger, harvest failures and everything else. The interest rate was reasonable: 3.5% and a charge of 0.25%. They were also given plenty of time to repay the loan, albeit with a ‘zero tolerance’ approach if repayment agreements were not observed. On the one hand, this evoked the difficult feeling of needing to ask the cooperative for assistance, but on the other hand, it gave the feeling of: *“I can do it myself now. I am no longer at the mercy of loan sharks.”* Although borrowers had to pay a fair rate of interest, it was significantly lower than that demanded by loan sharks. They also had to demonstrate creditworthy behavior. Those with a reputation for not spending money wisely and wasting it would not be qualify for a loan from the cooperative. This was an important self-correcting mechanism of a human dimension.

### **Frugal, yet nearby**

The distribution and sales channels of the Raiffeisen cooperative were dominated by frugality. Initially it had no offices whatsoever. Instead, clergymen had a room in their home for the credit cooperative that contained nothing else except a strong box. Teachers took care of bookkeeping, which made the cooperatives smaller and frugal. Although this did little to boost the bank’s profile, it did help keep costs to a minimum. The cooperative was located nearby, within the local community. Raiffeisen worked closely together with ‘distribution partners’ such as the church. This organisational method also provided the social control necessary for determining whether people were creditworthy and spent their money appropriately. The connection between the local church and the mayor also inspired trust in the cooperative.

### **Cooperative associations and ‘focus on culture’**

Raiffeisen attached great importance to the way in which everything was done. People who worked for the cooperative – most of whom went unpaid – had to embody the vision. The long-term existence of the Raiffeisen cooperative was ensured by the right people alone and not through articles of association. That is why Raiffeisen organised annual meetings or *Verbandstagen*, during which he always informed his audience about charitable ideas and moral upliftment that formed the cornerstone of the cooperative. Doing so ensured that cooperative associations did not become ones that focused purely on finance. Raiffeisen was also a principled man in another respect. People who became involved with loan sharks (regardless of whether they were lenders, borrowers or employees) were thrown out of the cooperative immediately. It was about building the community and assets were based on community money. The cooperative’s capital had been built up carefully by keeping profits within the cooperative and adding them to its reserves instead of paying them out.

## **Supervision: hard on the soft things**

The lending process was another key aspect of the cooperative's business model. Every single loan request was scrutinized. The cooperative looked at the potential risk first, but also primarily at the borrower's behavior and attitude. Was the person concerned creditworthy? Could he be trusted to handle the money properly and repay the loan? The local nature of the cooperative also facilitated this. People knew one another and could call each other to account for their behavior. And to crown it all, the cooperative also examined how people would spend the money they wished to lend. The loan had to be for a sensible investment or expense and not for the purpose of excessive consumption. That is how you can avoid a credit crisis... This was not important not only to Raiffeisen but also to members themselves since they were personally liable. Although they truly desired to help others out of their sense of charity, they were averse to taking any unnecessary risks. It is also worth noting that the cooperative was an association of members. Members were subjected to risks and liable, but also had a say. They could choose an own board from within their ranks.

## **Cooperatives help each other**

An umbrella organization was established. Small cooperatives in all of the various towns were vulnerable and also at risk of running into difficulties. But Raiffeisen also had an idea how to deal with that. A central cooperative was created, of which the different credit cooperatives were members. The cooperatives could therefore jump in and help each other when required.

## **The results of the cooperative business model?**

The results of Raiffeisen's cooperative business model were breathtaking. Karl Marx, a contemporary in the same region, would be envious. Prosperity and welfare increased throughout Westerwald. Villages and towns flourished, and people were once again able to determine their livelihoods. In Flammersfeld, for example, those farmers who had succumbed to loan sharks became free farmers again within a decade. Within a few years there were 75 cooperatives, and in no time the cooperative idea had spread throughout Germany, across its borders and, yes, around the world. Things also progressed well on a financial level. Within less than a decade the cooperative had a turnover of 40,000 Thalers, with 20,000 Thalers offered as loans and a reserve capital of 1,500 Thalers. And in just over thirty years some three thousand local cooperatives were affiliated to the central cooperative. These results were long term given that cooperative banks nowadays usually have the highest level of creditworthiness and provide stability within the financial sector.

## **Lessons from Friedrich Wilhelm Raiffeisen**

- A brilliant business model is not created in one go. On the contrary, the concept is created by trial and error. A Bread Society was created first, followed by a Cow Society and then a Charitable Society, eventually culminating in a cooperative. The lessons learned in the meantime were constantly incorporated within the new idea.

- The human dimension is a prerequisite for the cooperative. Since mutual connection is an essential part of the business model, the cooperatives must remain relatively small so that people know each other, can trust each other and can help each other. Social control, mutual trust and the human dimension are important cornerstones of the cooperative's business model.
- The cooperative structure is inherently scalable, without losing its human dimension. Local cooperatives can be duplicated easily, allowing them to grow whilst retaining local autonomy.
- The idea of helping people to help themselves is a powerful philosophy. It is a fair concept for everyone and creates win-win situations. Mutual dependence and joint ownership reinforce this.
- Preserving the core of an organisation requires you to constantly share and maintain the backgrounds, philosophy and ideas. This can be done in various ways, such as hiring policy, annual meetings, etc. Failure to do so means that the organisation runs the risk of becoming a soulless entity that no longer makes a difference. In other words, constantly sharing the business model and underlying philosophy will make the various stakeholders understand your aim, and they will also act accordingly.
- Raiffeisen was both a mayor and an entrepreneur. It was therefore not about the dilemma of 'market forces' versus 'government control', but about utilising entrepreneurship to realise social goals. Civil society organisations can learn from this by thinking and acting like a social entrepreneur to foster prosperity and well-being within a community.

It is wonderful to see that new initiatives such as the modern-day Bread Fund and Credit Unions are harking back to the original ideas of the cooperative. These new small-scale initiatives are often even closer to the cooperative's roots than the 'big boys', such as Rabobank (originating from the Raiffeisenbank), DELA, PGGM and Achmea. At the same time, it is extremely valuable that precisely these 'big boys' are consciously busy further shaping and reinventing the cooperative philosophy. The lessons of Raiffeisen are still immensely useful for this purpose. They are ideas that have proven to be successful and that have created value for entire communities.

### Handout 3: Basic Cooperative Values and How to Monitor Them

The credit union must continue to maintain and practice the following cooperative values. The Board and Management are accountable to the adherence to these values.

Our Values	How we will monitor and report?
1.11. <b>Equity:</b> Consistency in delivery of products and services to members and the treatment of members. True awareness of and focus on members' needs.	<ul style="list-style-type: none"> <li>d. Product pricing benefits reflects the product and service capacity to generate such benefits;</li> <li>e. Minimum of 15% per annum of members provide service and product feedback via surveys, web and other means;</li> <li>f. Detailed statistical member profile is monitored.</li> </ul>
1.12. <b>Integrity:</b> Demonstrating care, commitment and honesty including informed reporting and disclosure to members and stakeholders;	<ul style="list-style-type: none"> <li>e. Use of all available information and reporting methods;</li> <li>f. Stakeholders are aware of availability of reports;</li> <li>g. Range and presentation of information is useful to stakeholders;</li> <li>h. Member reporting includes measurable indicators of aggregated financial benefit distributed to members through product pricing.</li> </ul>
1.13. <b>Professionalism:</b> Efficient, timely and effective service at all times through well trained directors, management and staff supported by well organized communication and operating systems;	<ul style="list-style-type: none"> <li>c. Complaints due to staff knowledge procedures errors are less than 10 per annum;</li> <li>d. Service delivery standards are set by the Board and monitored by management and board using a range of survey and feedback techniques.</li> </ul>
1.14. <b>Responsibility:</b> prudent management and sound capital backing;	<ul style="list-style-type: none"> <li>b. All Key Financial Indicators are readily met and reflect industry standards. (Credit Union Operating Standards)</li> </ul>
1.15. <b>Cooperation:</b> Community and multi-stakeholder input and involvement providing benefits to individual members and their local community through collective endeavor. Creatively using the aggregated buying power of members.	<ul style="list-style-type: none"> <li>c. Number of community organizations using the credit union services;</li> <li>d. Number of value added or price benefits introduced annually;</li> </ul>
1.16. <b>Celebration:</b> We seek a healthy organization, with high quality of life for employees, where enthusiasm and celebration are essential. We recognize the strengths, talents and potential of the people in our organization and those we deal with. We want to encourage confidence and competence. We also recognize human frailty, allow for mistakes and failures.	<p>Using an agreed list of desired indicators, we will monitor and report against these using the following methods:</p> <ul style="list-style-type: none"> <li>d. Staff and officers' surveys re: recognition received</li> <li>e. Volume of events that celebrate individual and organizational milestones.</li> <li>f. Recognition for outstanding members</li> </ul>

<p>1.17. <b>Respect:</b> Our work with the disadvantaged and marginalized in the community is characterized by mutual assistance and empowerment, and not by paternalism. Everyone must be treated with respect and dignity.</p>	<p>d. Ongoing members feedback will be sought and documented. e. Complaints/comments/suggestions (verbal and written) f. Community and stakeholders survey</p>
<p>1.18. <b>Accountability:</b> In our dealings with partners in community, government and business we are accountable for the quality of our work and seek to exceed their expectations. We want transparency in our organization, which reflects trust and awareness of joint responsibilities.</p>	<p>Transparency will be achieved by documenting and reporting to all stakeholders:</p> <ul style="list-style-type: none"> <li>• Our agreed targets and our outcomes</li> <li>• The feedback we receive from staff, clients and partners</li> </ul> <p>Using an agreed list of desired employee attitude and characteristics we will monitor and report against these using the following methods:</p> <ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Employee exit interviews and feedback</li> <li>• Complaints received from staff and members</li> <li>• The level of delegated decision making</li> </ul>
<p>1.19. <b>Integration:</b> Work is an important part of our lives. We want it be integrated with all other areas of life. We work with people holistically, respecting diversity and beliefs.</p>	<ul style="list-style-type: none"> <li>• Sample surveys staff and members' perceptions;</li> <li>• Measure officers/volunteers in terms of diversity of culture, beliefs, etc.</li> <li>• Use stakeholders imposed and other agreed equity targets.</li> </ul>
<p>1.20. <b>Innovation:</b> We recognize that there are many ways to meet a need or to undertake a task. We actively seek to introduce new programs and procedures to improve the effectiveness and efficiency of our current activities through ongoing changes in both process and systems.</p>	<p>Record and disclose (report) new program ideas and process ideas in terms of:</p> <ul style="list-style-type: none"> <li>• Received (including source analysis)</li> <li>• Evaluated</li> <li>• Developed</li> <li>• Implemented</li> <li>• Outcomes</li> </ul>

# Module 2

## PEOPLE WHO MAKE IT HAPPEN (Your Leadership)



- Levels of Leadership: Where am I at on the People I Lead?
- Detecting Your Purpose in Life, Vision and Values that Guide you as a Credit Union Leader
- Emotional Intelligence: A Key Differentiator to your Personal Brand



## LEVELS OF LEADERSHIP

### Where am I at on the People I Lead?



#### Time Allocation

15:30 – 17:00 (120 minutes)

#### Objectives:



By the end of the session, participants will be able to:

DO	Prepare self-improvement action steps to raise the leadership level on the people being led.
KNOW	Identify the level of leadership on the people being led.
FEEL	Recognize the strengths and weaknesses on leadership.



#### Materials and Supplies

1. Markers
2. Flip Chart
3. White Board
4. Pastel Colors poster papers
5. Masking tapes
6. White board



#### Handout and Resources

Handout 4: Levels of Leadership

Handout 5: Video on the Levels of Leadership

Handout 6: Video on Employee Behavior

Handout 7: How to Gauge your Current Level of Leadership



#### NOTE TO TRAINER:

*The five levels of leadership describe a path of personal growth every leader experiences, from learning how to improve your personal relationships with your team members so that they believe in your vision, up to coaching more people to the level in which they also coach more people. This leadership pipeline is the only sustainable way to grow an organization in the long term. The outcome of this session defines the succeeding session of this course. Trainees should turn out motivated and inspired to work for the credit unions because they can be part of a significant achievement.*





## SUGGESTED SESSION GUIDE

1. Introduce that at the end of the session, participants would be able to:
  - Prepare self-improvement action steps to raise the leadership level on the people being led.
  - Identify the level of leadership on the people being led.
  - Recognize the strengths and weaknesses on leadership.
2. An effective leader is a person with a passion for a cause that is larger than they are. Someone with a dream and a vision that will better the community.
3. Explain that the session will introduce the 5 Levels of Leadership by John Maxwell (see Note to Trainer).

John Maxwell describes 5 levels of leadership maturity from leadership based on position (level 1) to being a leader by developing other leaders (level 5). Maxwell explains why every organization needs more level 5 leaders and how every individual can get there.

Interesting to note beforehand is, that the levels on which you act can differ per person you work with. You can be a level 3 leader with one colleague, and a level 4 with another.



### NOTE TO TRAINER:

*John Calvin Maxwell is an American author, speaker, and pastor who has written many books, primarily focusing on leadership. Titles include The 21 Irrefutable Laws of Leadership and The 21 Indispensable Qualities of a Leader.*

4. Play the video of John Maxwell on the Five Levels of Leadership. You can stop the video on every level of leadership to reinforce the message.
5. Elicit some reflections on the five levels of leadership based on the videos. (As a facilitator, you would be able to assess the level of concurrence of the participants on the topic. If you feel that there is a higher level of appreciation, then proceed to the next video.)
6. Play the video on the Level 1 Leadership on Employee attitude. This will reinforce your message that leaders should be moving up on their level of leadership and should not stay on level 1 – Position.
7. Then, distribute the exercise on Leadership Assessment – How to Gauge your Current Level of Leadership?

8. Explain that the assessment is a four-part questionnaire to help you understand where you are in the leadership journey related to the 5 Levels. Completing parts 1 and 2 should not require a large investment of your time. Part 3 may take a bit longer, since it involves other people, but please get that started, too. Its main purpose is to verify whether your instincts and self-perception are correct in Part 2. Part 4 will give you an insight into where you stand overall with your team and should be done after you've completed parts 1, 2, and 3.
9. Emphasize that if they do not do this groundwork, you will be in a much better position to grow in your leadership as you read and work through the remainder of the session.
10. Explain the following questionnaires (refer to the questionnaire):

Leadership Level Characteristics

Individual Team Member Assessment – Leader's Point of View

Leadership Assessment – Team Member's Point of View

Current Leadership Assessment

11. Allocate 20 minutes for the exercise.
12. Get feedback on the assessment tool. Explain that the session does not expect to share the result of the exercise, but it would be interesting to hear their feedback on tool.
13. Then, ask them to prepare their personal development plan to move to the next level of leadership.

## HANDOUT 4

# THE 5 LEVELS OF LEADERSHIP

BY JOHN C. MAXWELL.

AUGUST 30, 2016

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A business executive. A softball coaches. A classroom teacher. A volunteer coordinator. A parent. Whether you're one of these things or *all* of these things, one thing remains true: *You are a leader.*

But where are you on your leadership journey, and where do you go from here? Over my years of teaching about leadership, that question exists at the heart of so many leaders. Everyone wants to know where they stand and how to get to the next level. And you are probably no different!

That's why I developed the 5 Levels of Leadership paradigm in my book, *Developing the Leader Within You*, and then expanded it in my book, *The 5 Levels of Leadership*. I wanted to help leaders understand and increase their effectiveness. I want to offer a general overview of the 5 Levels as a reminder that you are still on your way as a leader – and so am I!

## THE 5 LEVELS OF LEADERSHIP

### LEVEL 1 — POSITION

The lowest level of leadership—the entry level, if you will—is Position. It's the only level that requires no ability or effort to achieve. After all, anyone can be appointed to a position! While nothing is wrong with having a leadership position, everything is wrong with relying only on that position to get people to follow. That's because it only works if you have leverage (such as job security or a paycheck) over your followers. At Level 1, people only follow if they believe that they have to.

People who remain on the position level may find it difficult to work with volunteers. Why? Because position does not automatically result in influence, and volunteers are aware that they don't *have to* follow anyone. They truly only follow if they want to.

But the news is not all bad about this level. It is a prime place for you to begin investing in your growth and potential as a leader. Use your time at this level learning to lead yourself – through priorities and self-discipline – and you'll be ready to move to the next level.

### LEVEL 2 — PERMISSION

Level 2 is based on *relationship*. At this level, people choose to follow because they want to. In other words, they give the leader Permission to lead them. To grow at this level, leaders work on getting to know their people and connecting with them. You can't lead without people, which means you need to learn to like people if you want to lead well!

When you like people and treat them as individuals who have value, you begin to develop positive influence with them. Trust grows, which usually leads to respect. And the environment becomes much more positive—whether at home, on the job, at play, or while volunteering. Level 2 is where solid, lasting relationships are built that create the foundation for the next level.

On this level, you find leaders that have learned that relationships are important to be able to get that little extra effort from your team members. People believe in the leader as a person, and because of that they follow your vision. The best is, that you don't even need a title to be(come) a level 2 leader.

Good personal relationships within the organization **create energy**, trust, and it doesn't hurt that people like you.

The easiest step to grow into this level of leadership is to **show interest in your colleagues** on a personal level. Every person is not only an employee at the firm, they also have a home, a family, their health struggles and personal traits.

Another tip is to **compliment your colleagues** for their personal strengths. Get to know your colleagues in such a way, that you know what their strengths are so you can positively reinforce them whenever you see them using them.

The downside of level 2, is that having a great place to work not necessarily means you can lead to achieve results. This is why every leader should grow to level 3.

## LEVEL 3 — PRODUCTION

The best leaders know how to motivate their people to GTD – *get things done*! And getting things done is what Level 3 is all about. On this level, leaders who produce *results* build their influence and credibility. People still follow because they want to, but they do it because of more than the relationship. People follow Level 3 leaders because of their track record.

The Production level is where leaders can become change agents. Work gets done, morale improves, profits go up, turnover goes down, and goals are achieved. The more you produce, the more you're able to tackle tough problems and face thorny issues. Leading and influencing others becomes fun, because when everyone is moving forward together, the team rises to another level of effectiveness.

It's important to note here that the goal with the 5 Levels is not to move away from one level to grow at a new level. Instead, these 5 levels of leadership build upon each other. In other words, Level 3 leaders still need to do the things that make Level 2 happen. They just add Level 3 strategies to the mix. And as they become effective at Level 3, they are ready to layer on the goals of the next levels.

The third level of leadership is **LEADERSHIP BASED ON RESULTS**. On this level, the leader achieves **measurable results**. An important reason why this is level 3 and not level 2, is because people cannot achieve positive results in the long run, when their personal needs are not taken care of. The people who achieve results, but are not looked after on personal level, are the ones who get burned-out.

Level 3 leaders are the ones who use their relationships (and therefore influence) to **realize their vision**. It is important that you as a leader define your vision and can explain why it is important for the organization.

To be able to achieve results, the leader has to be able to **set priorities** and help team members select the most important tasks. To help people grow, the kind of tasks that time should be spend is as follows:

- 80% of the time on tasks within your strengths zone
- 15% of your time on tasks within your learning zone
- 5% on work outside your strengths zone
- And 0% within your weakness zone

The level 3 leader is loved within the team and leads the team to measurable results. The downside of this level is however, that the results diminish after the leader leaves the team because they are dependent on the leader for achieving these results. Fortunately, every level 3 leader can grow into a level 4 leader, who's task it is to develop his team members to be able to achieve results on their own.

## LEVEL 4 — PEOPLE DEVELOPMENT

Level 4 can be summed up in one word: *reproduction*. Your goal at this level is to identify and develop as many leaders as you can by investing in them and helping them grow. The reason is simple: When there are more leaders, more of the organization's mission can be accomplished. The people you choose to develop may show great potential for leadership, or they may be diamonds in the rough, but the main idea is the same: When you invest in them, you can reproduce yourself.

The fourth level of leadership is called **LEADERSHIP BASED ON PEOPLE DEVELOPMENT**. If you want a *fun* place to work, grow to level 2. If you would like to *perform* as an organization, grow to level 3. If you want to *grow* as an organization, make sure you have a lot of level 4 leaders.

Developing others means that you as a leader should always work on **delegating your tasks** to others. To delegate your task when somebody else can do the same task in 80% or more of your efficiency.

A level 4 leader should spend about 80% of his time coaching colleagues, and 20% with productive work. This is a very difficult step for level 3 leaders who are used to achieving most of the results themselves.

It is however impossible to coach everybody in becoming the next generation of leaders. Level 4 leaders therefore focus on **developing people with the highest potential**, usually the top 20% of the population.

The biggest challenge of the level 4 leader is to **put other people's personal growth before your own**.

The more you raise up new leaders, the more you will change the lives of all members of the team. As a result, people will follow you because of what you've done for them personally. And as an added bonus, some of those mentoring relationships are likely to last a lifetime. So, to grow at the people development level, you need to make investing in leaders a priority, and take intentional steps every day to help them grow. Do that consistently, for long enough, and you may begin to reap the rewards of the next level.

## LEVEL 5 — PINNACLE

The fifth and final level of leadership is called **LEADERSHIP BASED ON RESPECT**. These are the leaders who are still mentioned long after they have left the organization. They are the ones who left a legacy. These are actually also the leaders who have spent their time creating leaders that create more leaders.

The highest level of leadership is also the most challenging to attain. It requires longevity as well as intentionality. You simply can't reach Level 5 unless you are willing to invest your life into the lives of others for the long haul. But if you stick with it, if you continually focus on both growing yourself at every level, and developing leaders who are willing and able to develop other leaders, you may find yourself at the Pinnacle.

The commitment to becoming a Pinnacle leader is sizeable, but so are the payoffs. Level 5 leaders develop Level 5 organizations. They create opportunities other leaders don't. They create a legacy in what they do. People follow them because of who they are and what they represent. In other words, their leadership gains a positive *reputation*. As a result, Level 5 leaders often transcend their position, their organization, and sometimes their industry.

The most important long-term goal for an organization is to continuously work on building the next generation of leaders who can succeed the current generation, which means, a level 5 leader should have built more level 4 leaders.

Leadership is about growth – for yourself, your relationships, your productivity, and your people. To lead well, you must embrace your need for continual improvement, and the 5 Levels provide a leadership GPS to help you with your journey. You must know where you are, to know where you're going.

## Handout 7: How to Gauge Your Current Level of Leadership

This is a four-part questionnaire to help you understand where you are in the leadership journey related to the 5 Levels. Completing parts 1 and 2 should not require a large investment of your time. Part 3 may take a bit longer, since it involves other people, but please get that started, too. Its main purpose is to verify whether your instincts and self-perception are correct in Part 2. Part 4 will give your insight into where you stand overall with your team and should be done after you've completed parts 1, 2, and 3.

If you do this groundwork, you will be in a much better position to grow in your leadership as you read and work through the remainder of the session.

### Part 1—Leadership Level Characteristics

This first section applies to your leadership in general. Please read the following ten statements. Place a check mark next to each one that you agree is true for you. Answer using your first instinct. Please do not skip any questions, and do not go back and change any of your responses.

#### Level 1

- ☐ I don't have to remind the people who work for me that I am the leader.
- ☐ I think of each person who works for me as an individual person, not just in terms of his or her function or role.
- ☐ Most days I look forward to going to work.
- ☐ I recognize that the position I've been given is an opportunity to learn, not turf to be guarded.
- ☐ The people who work for me are willing to do work above and beyond their job descriptions.
- ☐ I know that dealing with people problems is a part of leading and have accepted that as part of the job.
- ☐ I possess the desire to learn more about leadership and become a better leader.
- ☐ I think of my job in terms of work to be accomplished and give very little focus to career path and the positions I desire to achieve along the way.
- ☐ One of my primary objectives is to assist the people who work for me.
- ☐ Most people find it easy to work with me.

If you marked eight or more of the previous statements as true for you, then you have probably already established yourself as a leader on Level 1 and have begun to move to the higher levels. Move on to the next section of the test. However, if you checked fewer than eight, then you have probably not yet mastered Level 1, and this is where you will probably begin your work in personal leadership development. Why? Because you are only as good as the lowest level you've mastered.



## Level 2

- ☐ People outside of my department or area of responsibility respect my opinions and frequently seek me out for advice.
- ☐ I know my strengths and weaknesses and rarely get blindsided in my work.
- ☐ I genuinely like most people and want to help them.
- ☐ I am very consistent and even-tempered in my interaction with the people who work for me.
- ☐ When I say something to the people on my team, they always know they can count on it because I am trustworthy.
- ☐ I have developed solid relationships with all of the people who work for me.
- ☐ The people who work with me find me likable and pleasant nearly 100 percent of the time.
- ☐ When I need to have a candid conversation with team members to correct errors or take care of problems, I follow through and don't allow too much time to go by.
- ☐ I believe that employees desire more than just a fair day's pay for a fair day's work; most desire encouragement and I give it to them.
- ☐ I have developed relationships with everyone who works for me.

If you marked eight or more of the above statements as true for you, then move on to the next section. If not, you may want to save the rest of Part 1 of the test for later because your answers indicate that you've not yet mastered Level 2 and you don't yet think like a Level 2 leader. If you do decide to complete Part 1 at this time, please be aware that even if you mark eight or more statements true in subsequent sections, you cannot be on the higher levels of leadership because you have not yet won Level 2. This also applies as you answer the questions in subsequent levels.

## Level 3

- ☐ I consistently hit targets and goals in my work.
- ☐ Good people always want to work with me and my team.
- ☐ People see me as an expert in my field and seek me out to learn from me.
- ☐ I am constantly setting and achieving higher goals for myself, even when my superiors don't set them for me.
- ☐ My performance in my work often carries the team to a higher level.
- ☐ I give my best to whatever I do.
- ☐ I am comfortable with the idea that others are watching how I perform and follow my example.
- ☐ I am known as a problem solver, and I often get difficult tasks done.
- ☐ My work is very consistent on a daily basis.
- ☐ I have systems and routines that help me perform at a very high level.

If you marked eight or more of the above statements as true for you, then move on to the next section. If not, your answers indicate that you've not yet mastered Level 3 and you don't yet think like a Level 3 leader.



## Level 4

- ☐ I schedule and follow through with training and development for all the members of my team on a regular, consistent basis.
- ☐ When deadlines loom or work becomes urgent, we never cancel our training and development sessions.
- ☐ I consistently take risks by giving people responsibilities and authority that will stretch them.
- ☐ I spend a significant amount of time every month mentoring up-and-coming leaders.
- ☐ I know very thoroughly the strengths and weaknesses of all the people I lead.
- ☐ I individualize the way I train, develop, and mentor my people.
- ☐ I spend the most strategic and significant mentoring time with the people who have the highest capacity, talent, and potential.
- ☐ I have a history of moving people from position to position to help find their fit.
- ☐ I am continually giving people feedback, not just during formal reviews.
- ☐ My team or department is considered by others to be the best trained (or one of the best) in the organization.

If you marked eight or more of the above statements as true for you, then move on to the next section. If not, your answers indicate that you've not yet mastered Level 4 and you don't yet think like a Level 4 leader.

## Level 5

- ☐ I can name several specific people whom I have encouraged to speak hard truths to me, and they do so regularly.
- ☐ I am using my influence to instill values in my organization.
- ☐ The course of my organization is set by me or by a team of which I am a part.
- ☐ I have developed many leaders who are developers of leaders.
- ☐ I enjoy the interaction and friendship of a small circle of leaders with whom I am taking the leadership journey.
- ☐ I am still at the top of my game, and the positive impact I am making is strong.
- ☐ I can name at least one person who would be ready to step in and take my place should I decide to leave my current position.
- ☐ I have influence outside of my organization.
- ☐ People from outside of my specific industry seek me out for leadership advice.
- ☐ I am using my influence and resources for causes greater than myself or my organization.

In leadership, you are only as good as the lowest level you've mastered. If you scored highly in one of the higher levels, if you scored poorly on a lower level, your leadership is actually on that lower level. That is where you will need to give your attention when working with people to improve your leadership ability.

## Part 2—Individual Team Member Assessment—Leader’s Point of View

For each person, you oversee directly (direct reports), please answer yes or no to the questions on the following worksheet. (Be sure to complete Part 2 before moving on to Part 3.)

### INDIVIDUAL TEAM MEMBER ASSESSMENT

Name of Team Member:

Date:

\_\_\_\_\_

#### Level 1

Yes	No	
		This person acknowledges you as his or her leader.
		This person would agree that you are suited for the leadership position you hold.
		This person would acknowledge that you see your position as an opportunity to earn your place at the leadership table, not as a privilege to be used for personal advancement.

#### Level 2

Yes	No	
		You know things about this person’s family and personal life outside of his or her work.
		You know this person’s strengths and weaknesses.
		You know this person’s hopes and dreams.
		You are committed to helping this person succeed in his or her work.
		This person trusts you and you trust him or her.

#### Level 3

Yes	No	
		This person respects your professional ability and qualities.
		This person asks for your advice and expertise.
		This person has become more productive because of your influence.
		This person would acknowledge that the team is more productive because of your leadership.
		This person would agree that your team contributes to the vision and purpose of the organization.

**Level 4**

Yes	No	
		You have given this person specific training that has helped him or her to perform better.
		You have mentored this person or put him or her in a development process that has helped him or her to become a better leader.
		This person is now leading others because you have given opportunities and training for him or her to lead.
		This person is consistently loyal and supportive, and always gives you the benefit of the doubt.

**Level 5**

Yes	No	
		This person is not only leading others but has trained those he or she leads to develop leaders thanks to your input.
		This person could step into your role with a very high probability of success if you were to step down.
		This person is your advocate and champions you with other leaders so that you gain others' respect even before you meet them.

**EVALUATION**

You can learn two things from this assessment: First, you can understand where you are with each person on the 5 Levels of Leadership based on your answers. If you answered *no* more times than *yes* in a section, then you have not gotten to that level with that person. (Instead, you would be on the level below that one.) The second thing you can learn is where you need to work to improve. A *no* answer to any statement indicates where you need to do some work.

### Part 3—Leadership Assessment— Team Member’s Point of View

Ask each of the people who report directly to you to fill out the following worksheet for you. They may do so anonymously if they wish. Use the same criteria for evaluating this assessment as you used to evaluate the Part 2 assessment you completed.

Note that even if you are a very good leader, you may have an employee or volunteer who refuses to put you anywhere but Level 1. You can try to win over that person on Level 2 and then progress, but there are no guarantees that the person will allow him- or herself to be won over.

#### LEADERSHIP ASSESSMENT

**Name of Leader:**

**Date:**

\_\_\_\_\_

Please read each statement and respond with yes or no in reference to the leader whose name is listed above. There are no right or wrong answers. This assessment is designed only to describe your interaction with the person. (If you wish, you may answer this assessment anonymously.)

##### Level 1

Yes	No	
		You acknowledge this person as your leader.
		This person is well-suited for the leadership position he or she holds.
		This person treats the leadership position as an opportunity to earn a place at the leadership table, not as a privilege to be used for personal advancement.

##### Level 2

Yes	No	
		This leader cares about your family and personal life outside of work and regularly asks you questions about them.
		This leader knows your strengths and weaknesses.
		This leader knows and respects your hopes and dreams.
		This leader is committed to helping you succeed in your work.
		You trust this leader and he or she trusts you.

**Level 3**

Yes	No	
		You respect this leader's professional ability and qualities.
		You rely on his or her advice and expertise.
		You have become more productive because of this leader's influence.
		The team you are part of is more productive because of his or her leadership.
		You and the team you are part of contribute to the vision and purpose of the organization.

**Level 4**

Yes	No	
		You have received specific training from this leader that has helped you to perform better.
		This leader has mentored or developed you to help you become a better leader.
		You are currently leading others as a result of opportunities and training given to you by this leader.
		You believe in this leader and automatically give him or her the benefit of the doubt.

**Level 5**

Yes	No	
		You are training and developing other leaders thanks to the input from and influence of this leader.
		You could step into your leader's role with a very high probability of success because he or she has helped to prepare you for it.
		This leader has changed your life, and you are an advocate who champions him or her with other leaders.
		Once you have completed the assessment, please return this document to the leader listed at the top of the page.

**Part 4—Current Leadership Level Assessment**

	Part 1 # true	Part 2 # on each Level	Part 3 # on each Level	Predominant Level
Level 1				
Level 2				
Level 3				
Level 4				
Level 5				

You can gain a “snapshot” of your leadership by doing the following:

1. In the column labeled Part 1, record the number of statements you agreed with as true in each section of the assessment.
2. In the column labeled Part 2, record the number of your team members who are on each level with you based on your assessment of them.
3. In the column labeled Part 3, record the number of people who put you on each level according to their answers to the statements.
4. Now add the lines across. Which level of leadership has the highest number? More than likely, the one with the highest number indicates your current level of leadership with the majority of people on your team. (This isn’t meant to be scientifically valid. It’s simply a tool to give you an insight into yourself.)

Keep this assessment in mind as you move through the session. The Guide for Growth at the end of each section of the book will help you to improve your leadership skills and move up to the higher levels of leadership with the people you lead.

## FIVE LEVELS OF LEADERSHIP

The first level is the starting point of leadership. For each level, [John C. Maxwell](#) explains how the respective leader can be identified and what that leader can do to grow to the next, higher level. The leadership level can vary per person and even has to do with the type of organization someone works in and the personal development leaders go through.

The levels start with insight into personal relationships and the connections with the results that are being achieved. From there, it continues to the level at which employees believe in their leader's vision. A result of that is that leaders will properly train their successors. It ends when the leader is perceived as an example by the people around them. According to Maxwell, after every level there is always the possibility to grow to the level above it.

Level of Leadership	Assess your level of leadership in the people you lead.	What action/s you will take to grow to the level above with the people you lead?
<b>1. Position:</b> The leader is not or barely able to influence others and he uses his job title to get things done. Employees do not see the leader as someone they can trust. Let alone someone to discuss things with. Employees who report to a leader like that are generally unmotivated, prefer to avoid him and even consider changing jobs.		
<b>2. Permission:</b> This leadership level is about the human relationships that the leader has built up around him. It is like he is given 'permission' to act as leader; he is a trustworthy individual and his employees tend to agree with the decisions he makes. Because he has a good relationship with them, the leader realizes that it becomes easier for employees to make extra effort. Part of their motivation comes from themselves, but it is also a result of their leader believing in them. Vice versa, the employees believe in their leader and the goals he strives for. Good relationships strengthen the cooperation and increase loyalty and mutual trust.		

Level of Leadership	Assess your level of leadership in the people you lead.	What action/s you will take to grow to the level above with the people you lead?
<p><b>3. Production:</b> The best leaders know how to motivate their people to GTD – <i>get things done</i>! On this level, leaders who produce <i>results</i> build their influence and credibility. People still follow because they want to, but they do it because of more than the relationship. People follow Level 3 leaders because of their track record. The Production level is where leaders can become change agents. Work gets done, morale improves, profits go up, turnover goes down, and goals are achieved. The more you produce, the more you're able to tackle tough problems and face thorny issues. Leading and influencing others becomes fun, because when everyone is moving forward together, the team rises to another level of effectiveness.</p>		
<p><b>4. People Development:</b> can be summed up in one word: <i>reproduction</i>. Your goal at this level is to identify and develop as many leaders as you can by investing in them and helping them grow. The reason is simple: When there are more leaders, more of the organization's mission can be accomplished. The people you choose to develop may show great potential for leadership. When you invest in them, you can reproduce yourself. The more you raise up new leaders, the more you will change the lives of all members of the team. As a result, people will follow you because of what you've done for them personally. And as an added bonus, some of those mentoring relationships are likely to last a lifetime. So, to grow at the people development level, you need to make investing in leaders a priority, and take intentional steps every day to help them grow.</p>		



Level of Leadership	Assess your level of leadership in the people you lead.	What action/s you will take to grow to the level above with the people you lead?
<p><b>5. Production:</b> The highest level of leadership is also the most challenging to attain. It requires longevity as well as intentionality. You simply can't reach Level 5 unless you are willing to invest your life into the lives of others for the long haul. But if you stick with it, if you continually focus on both growing yourself at every level, and developing leaders who are willing and able to develop other leaders, you may find yourself at the Pinnacle.</p> <p>The commitment to becoming a Pinnacle leader is sizeable, but so are the payoffs. Level 5 leaders develop Level 5 organizations. They create opportunities other leaders don't. They create a legacy in what they do. People follow them because of who they are and what they represent. In other words, their leadership gains a positive <i>reputation</i>. As a result, Level 5 leaders often transcend their position, their organization, and sometimes their industry.</p>		

# DETECTING YOUR Purpose in Life, Vision, Values that Guide you as a Credit Union Leader



## Time Allocation

09:00 – 12:00 (150 minutes with 30 minutes break)

## Objectives:



By the end of the session, participants will be able to:

DO	Prepare own's purpose, vision and core value statements as guide to credit union leadership.
KNOW	Identify the vision affirmations on all aspects of life.
FEEL	Appreciate that the leader's mission should be aligned with credit unions to create significance.



## Materials and Supplies

1. Markers
2. Flip Chart
3. White Board
4. Pastel Colors poster papers
5. Masking tapes
6. White board



## Handout and Resources

Handout 8: Purpose in Life Test

Handout 9: Exercise – Determining Your Purpose in Life

Videos: The Purpose in Life by John Maxwell



## NOTE TO TRAINER:

*The need to seek our purpose comes from a lack of passion. This session is very important for credit union leaders and employees because there is always that disconnect in the way they see their role in the credit union. The disconnect is on the purpose of the credit union as to their personal purpose in life. When a leader is passionate, they most likely find their purpose of being in the credit union. The trainer should be able to establish the connection of the individual participants to that of the credit union purpose. Below is the formula:*

*Passion + Daily Action = Purpose in Life*

## SUGGESTED SESSION GUIDE



1. Introduce that at the end of the session, participants would be able to:
  - Prepare own's purpose, vision and core value statements as guide to credit union leadership.
  - Identify the vision affirmations on all aspects of life.
  - Appreciate that the leader's mission should be aligned with credit unions to create significance.
2. Explain that life has an extraordinarily deep meaning and purpose, and it is amazingly fascinating when understood. Many of us are unaware of it, that is why we suffer life instead of enjoying its glory of its purpose and beauty.

Life provides a platform for gathering experience for our consciousness, so that it can evolve and become better, wider and more encompassing. This evolution, expansion (or whatever you may call it) goes on endlessly deeper and deeper and far beyond the human life with which we are familiar. **The purpose of life is therefore evolution.** It is the singular purpose, and nothing else. Absolutely nothing else!

Life is not about a meaningless thing like being born, growing up and dying. It is not about school, college, grades, profession, working, earning money, building houses, buying cars, pub, marriage, becoming wealthy, becoming a parent, and then becoming old, and dying.

To the leaders of cooperatives, they should realize that it must be a calling to serve. However, there is a meaning of service if you leave a legacy that will have eternal value to people and communities.
3. Distribute the Test on the Purpose in Life. Allocate 10 minutes for the test. Explain the test is not for the sake of exercise but a truthful introspection of individual's purpose in life. Tell that the scores will be confidential.
4. Ask the participants to share their observations and feedback on the test as to its practicality, usefulness and guidance to individual in discovering their purpose. Use "think pair share," then paste the answers of the pairs in the flip chart.
5. Play the video of John Maxwell on the Purpose of Life.
6. Ask participants to write statements of John Maxwell that leaves a mark in them. Ask the groups to write as many statements as they recall. Key words will do. Provide them with different shapes. Ask them to assemble them in their flip charts.

The following are the anticipated response of participants:

- There are two challenges in life: find ourselves and to lose ourselves
- We find ourselves when we find our purpose.
- Purpose makes us solid and secure
- Purpose: It keeps just exactly where you need to be, so that you can accomplish what you want to accomplish.
- We lose ourselves when our purpose becomes bigger than us
- To take that purpose and place it in a position with people that has eternal factors involved is to lose yourself and go to another whole level of life and living.
- Passion often is linked with purpose.
- Once you have passion, you have energy
- A person with passion always stands out
- Passion puts us over the edge. Passion sets us apart. Passion made a difference.
- When you are passionate about something, it is not possible, but you do it anyway.
- Passion will take you where nothing else will ever take you.
- Teamwork makes the dream work.
- Your purpose may not be just for personal use, but corporate use or collective use.
- When you're in the area of your weaknesses, you get tired. When you're in the area of your strengths, you're energized.
- Losing yourself is when you get a calling.
- It's a calling because now it's no longer just you, it's more than you.
- 4 Steps in losing myself with my purpose journey:
  - 1) make a difference 2) make a difference doing something that makes a difference. 3) make a difference doing something that makes a difference with people who make a difference 4) make a difference doing something that makes a difference with people who make a difference at a time that makes a difference
- The great things in life take a team, one is too small to achieve greatness
- Success is when I add value to myself
- Significance is when I add value to others
- You find yourself in success, you lose yourself in significance
- When you find your why, you find your way

7. Deepening the message of the Video:

- The volunteers of credit unions should be able to find their purpose in serving the credit union. It is not about the position being in the Board, but it is about making a difference in the lives of others. The mission of credit union of uplifting the socioeconomic condition of members is an immense task that a single person cannot achieve.

- In similar manner, credit union staff should combine success and significance in their service to credit union. If the credit union fulfills its mission of economically empowering members, the credit union will be sustainable and thus, they would have better career and economic benefit. However, economic benefit will only happen if the credit union has created significance in the lives of its members.
  - Credit unions cannot fulfill its mission if the Board is after the power and prestige. The result is bad governance. The credit union movement faces a critical challenge in governance. Even in the integration of the credit union networks. The process is very slow because the leaders are not in the same level of thinking – not looking at significance. Integration of credit union networks is creating difference in the lives of people and it has eternal value.
8. Distribute Hand out 9 on the Exercise of the Purpose in Life. Give them 30 minutes to complete the exercise.
  9. Ask trainees of some feedback as to whether the exercise was helpful for them to discover their purpose and balance their life according to their priorities.
  10. Conclude the session – Credit Unions need people – Volunteers and Employees whose purpose in life is aligned with that of the credit union. If the purpose in life is not to help other people improve lives, then the credit union is not their place.

## Handout 8: PURPOSE IN LIFE TEST (Crumbaugh & Maholick, 1964)

Personality, Dr. Brian Burke

Your Name: \_\_\_\_\_

**Instructions:** Write the number (1 to 5) next to each statement that is most true for you right now.

		1	2	3	4	5	
1. I am usually	Bored						Enthusiastic
2. Life to me seems	Completely routine						Always exciting
3. In life, I have	No goals or aims						Clear goals and aims
4. My personal existence is	Utterly meaningless, without purpose						Clear goals & aims
5. Every day is	Exactly the same						Constantly new and different
6. If I could choose, I would	Prefer never to have been born						Want 9 more lives just like this one
7. After retiring, I would	Loaf completely the rest of my life						Do some of the exciting things I've always wanted to do
8. In achieving life goals, I've	Made no progress whatever						Progressed to complete fulfillment
9. My life is	Empty, filled only with despair						Running over with exciting things
10. If I should die today, I'd feel that my life has been	Completely worthless						Running over with exciting things
11. In thinking of my life, I	Often wonder why I exist						Always see reasons of being here
12. As I view the world in to my life, the world	Completely confuses me						Fits meaningfully with my life
13. I am a	Very irresponsible person						Very responsible person

		1	2	3	4	5	
14. Concerning freedom, I believe humans are	Completely bound by limitations of hereditary and environment						Totally free to make all life choices
15. With regards to death, I am	Unprepared and frightened						Prepared and unafraid
16. Regarding suicide, I have	Thought of it seriously as a way out						Never given it a second thought
17. I regard my ability to find a purpose or mission in life as:	Practically none						Very great
18. My life is	Out of my hands and external factors						In my hands and I'm in control of it
19. Facing my daily tasks is	A painful and boring experience						A source of pleasure and satisfaction
20. I have discovered	No mission or purpose in life						A satisfying life purpose
Score							

**SCORING:** Add up all the numbers you wrote down (20-100). A score of less than 50 may indicate that you are experiencing an “existential void,” a lack of meaning or purpose in your life right now...

## Handout 9: EXERCISE

### Detecting your purpose in life:

Everyone has an important purpose in life. The aim is not to create a purpose; you already have one. You just have to detect it, uncover it. By knowing your purpose, you can concentrate your energies on what is most meaningful and important. Your aim is to uncover what overriding purpose would best guide you in the next chapter of your life.

**Instructions:** Reflect on the following questions and write your answers in the spaces provided

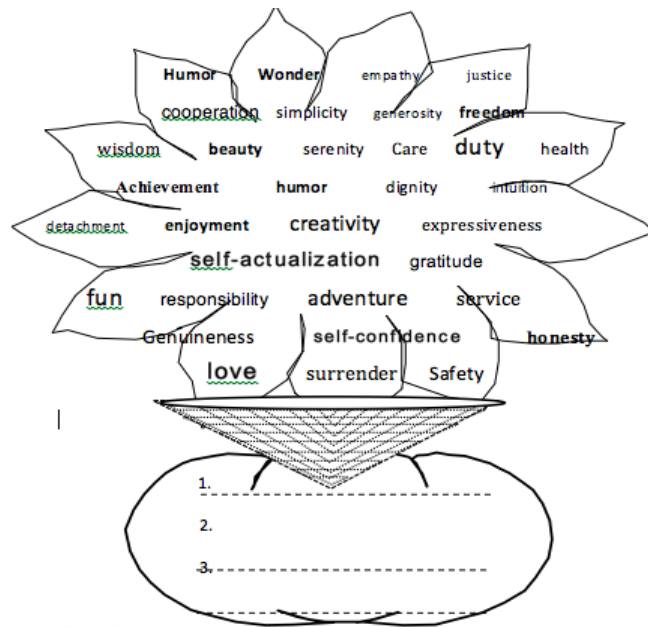
- **YOUR PASSION.** What part of your ‘work’ do you find gives you maximum power and energy? What do you really love to do?
- **YOUR GIFT:** What do you feel you have most to offer the world? It may be a natural gift or a special talent you have acquired through experience. It will be that which you would most like to ‘give’ to others.
- Imagine that everything that has happened in your life until now has been a training for something that will occur in the next chapter of your life. If all the good and bad times have been intended to prepare you for some special role that now lies in front of you, in what area or field is this most likely to be? What is your calling?

The purpose that will guide me in the next chapter of my life is to:



## VALUES

Values connect your purpose with action. They fuel your purpose, giving meaning to your course of action. As with purpose, you do not need to create your values. They exist already. You only need to detect them and use them.



- Recall a time in your life when you felt very proud of yourself and made a stand on an important issue. Maybe it was when you stood up for something that you felt was right in spite of a lot of opposition. What values were you protecting at this time?
  
- What are the qualities that are so important to you that you would be prepared to die for them, to make great sacrifices to protect them?

- One thing is sure; you can identify what you would die for, but what are you prepared to live for? Think about the next stage of your life and decide which values mean the most to you. Which values will you apply with courage and conviction in order to live for what you believe in?

The top 3 values that will help me fulfill my purpose in life are:

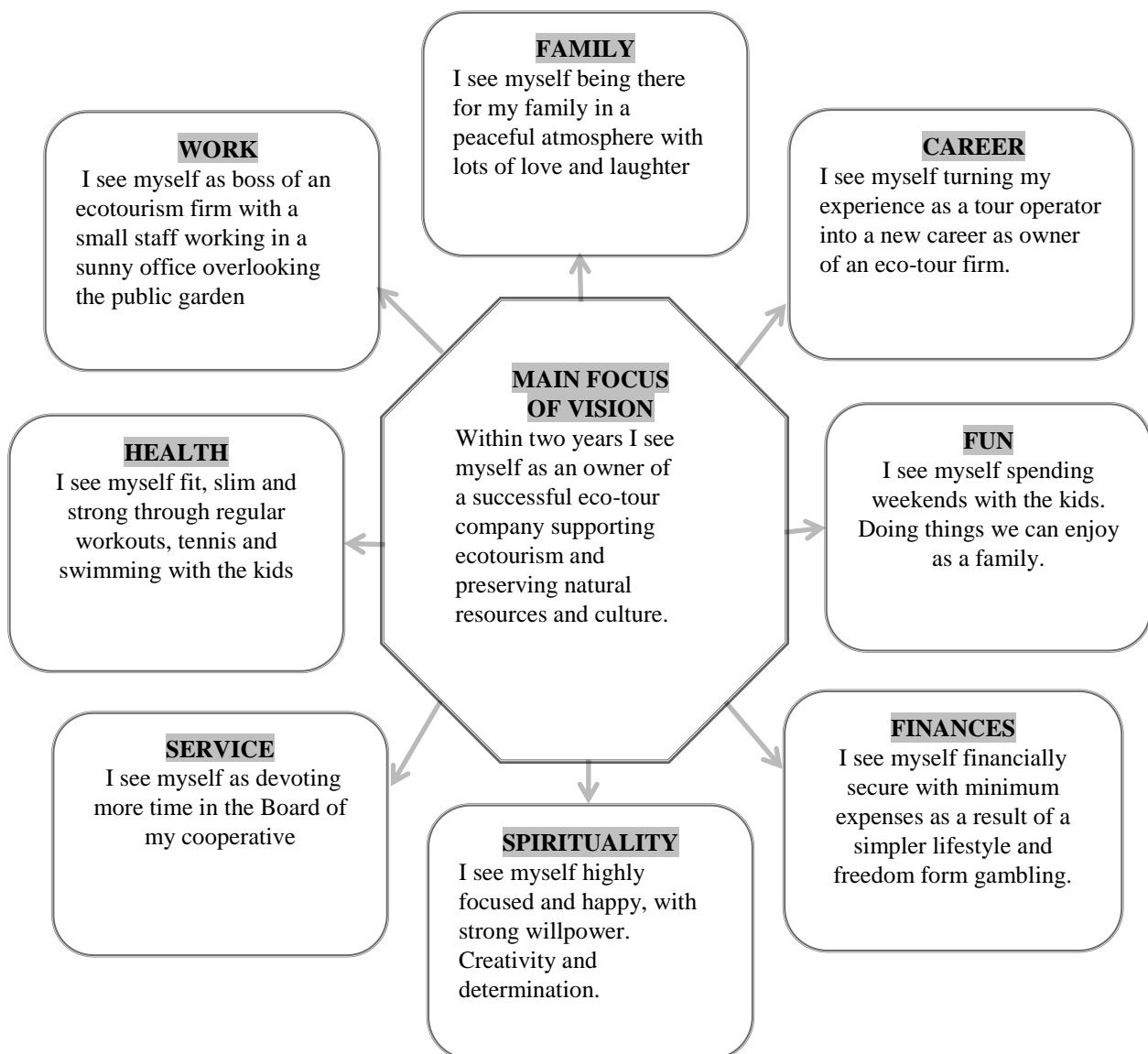
## VISION

In life planning it is important to have a clear vision of how you want your life to be. If you are clear about what it is you want, and it is in line with your true purpose of life, what you want will definitely come to you.

## VISION AFFIRMATIONS IN ALL KEY LIFE AREAS

Whereas the main focus for the next chapter in your life may be in one key area, it will also have an impact on all other parts of your life as well. The aim of this exercise is to visualize what you want to see in all parts of your life as a consequence of your successful accomplishment in the main impact area.

### EXAMPLE



## YOUR VISION AFFIRMATIONS

The diagram consists of a central octagon with eight arrows pointing outwards to eight surrounding rounded rectangles. The rectangles are arranged in a 3x3 grid with the center position occupied by the octagon. The arrows point from the octagon to the top-left, top-middle, top-right, middle-left, middle-right, bottom-left, bottom-middle, and bottom-right rectangles. Each rectangle is empty, intended for writing affirmations.

# EMOTIONAL INTELLIGENCE

## A Key Differentiator to your Personal Brand



### Time Allocation

13:00 – 15:00 (120 minutes)

### Objectives:



By the end of the session, participants will be able to:

DO	Explain the meaning of Emotional Intelligence
KNOW	Identify own emotional intelligence quotient
FEEL	Appreciate the importance of building own emotional intelligence quotient to better serve the credit union



### Materials and Supplies

1. Markers
2. Flip Chart
3. White Board
4. Pastel Colors poster papers
5. Masking tapes
6. White board



### Handout and Resources

Handout 11: Emotional Intelligence Test



### NOTE TO TRAINER:

*Emotional Intelligence (EQ) is considered as an important attribute of volunteers and staff of credit unions. As individuals, our personal fulfillment and success in our profession today depend on our ability to read other people's signals and react appropriately to them. Credit unions deal with members of all walks of life and thus, leaders and employees must develop the mature EQ skills to better understand, empathize and negotiate with members.*

## SUGGESTED SESSION GUIDE

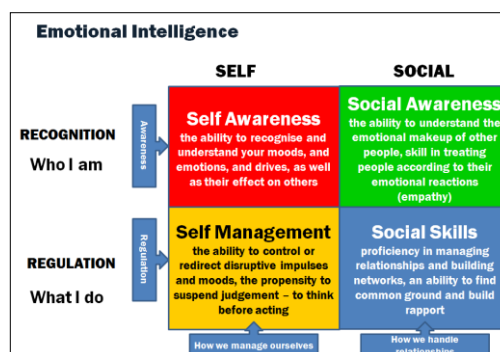


1. Introduce that at the end of the session, participants would be able to:
  - Explain the meaning of Emotional Intelligence
  - Identify own emotional intelligence quotient
  - Appreciate the importance of building own emotional intelligence quotient to better serve the credit union
2. Define Emotional Intelligence

**Emotional Intelligence (EQ or EI)** is a term created by two researchers – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name.

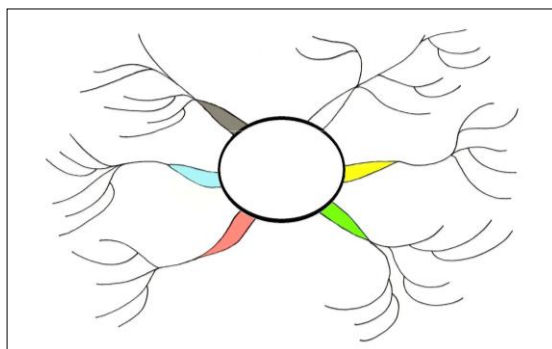
**We define EI as the ability to:**

- Recognize, understand and manage our own emotions
- Recognize, understand and influence the emotions of others



In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively), and **learning how to manage those emotions** – both our own and others – especially when we are under pressure.

3. Five Categories of Emotional Intelligence: Prepare a Mind Map on a Flip Chart. One for each group. The following are the labels:
  - Center of the Brain – Emotional Intelligence
  - 5 Arteries – for the 5 Categories of EQ such as Self-Awareness, Self-regulation, motivation, empathy and social skills



4. Print the competences under each category in cards for the groups. Each group will receive the Mind Map template plus the cards containing the competences for each category.
5. Task of the group: Match the competences with the five categories. Give them 15 minutes to complete the assignment. Below is the chart of the categories and competences.

Personal Skills or Competences		Social Skills or Competences	
How we manage ourselves		How we handle relationships with others	
<b>SELF-AWARENESS</b> <ul style="list-style-type: none"> <li>- Emotional awareness</li> <li>- Self-confidence</li> </ul>		<b>EMPATHY</b> <ul style="list-style-type: none"> <li>- Service orientation</li> <li>- Developing others</li> <li>- Leveraging diversity</li> <li>- Political awareness</li> <li>- Understanding others</li> </ul>	
<b>SELF-REGULATION</b> <ul style="list-style-type: none"> <li>- Self-control</li> <li>- Self-control</li> <li>- Trustworthiness</li> </ul>	<ul style="list-style-type: none"> <li>- Conscientiousness</li> <li>- Adaptability</li> <li>- Innovation</li> </ul>		
<b>MOTIVATION</b> <ul style="list-style-type: none"> <li>- Achievement drive</li> <li>- Commitment</li> <li>- Initiative</li> <li>- Optimism</li> </ul>		<b>SOCIAL SKILLS</b> <ul style="list-style-type: none"> <li>- Influence</li> <li>- Communication</li> <li>- Leadership</li> <li>- Change catalyst</li> <li>- Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>- Building bonds</li> <li>- Collaboration and cooperation</li> <li>- Team capabilities</li> </ul>

6. After 15 minutes, check the output of the group. Provide explanation of the outcome. Provide them of the correct answers by referring them Handout 10.
7. Individual exercise: Emotional Intelligence Test.
8. Give them 15 minutes to complete the test. Remind the participants that the test is not for the sake of exercise, but a truthful assessment of their EQ.
9. Conclude the session on Testimonies. The facilitator can ask for Volunteers to share the experience in responding to the test. The number of testimonies will depend on how much time is remaining for the session.

**Handout 10: Understanding the Five Categories of Emotional Intelligence (EQ)**

1. **Self-awareness.** The ability to recognize an emotion as it “happens” is the key to your EQ. Developing self-awareness requires tuning in to your true feelings. If you evaluate your emotions, you can manage them. The major elements of self-awareness are:
  - Emotional awareness. Your ability to recognize your own emotions and their effects.
  - Self-confidence. Sureness about your self-worth and capabilities.
2. **Self-regulation.** You often have little control over when you experience emotions. You can, however, have some say in how long an emotion will last by using a number of techniques to alleviate negative emotions such as anger, anxiety or depression. A few of these techniques include recasting a situation in a more positive light, taking a long walk and meditation or prayer. Self-regulation involves
  - Self-control. Managing disruptive impulses.
  - Trustworthiness. Maintaining standards of honesty and integrity.
  - Conscientiousness. Taking responsibility for your own performance.
  - Adaptability. Handling changes with flexibility.
  - Innovation. Being open to new ideas.
3. **Motivation.** To motivate yourself for any achievement requires clear goals and a positive attitude. Although you may have a predisposition to either a positive or a negative attitude, you can with effort and practice learn to think more positively. If you catch negative thoughts as they occur, you can reframe them in more positive terms — which will help you achieve your goals. Motivation is made up of:
  - Achievement drive. Your constant striving to improve or to meet a standard of excellence.
  - Commitment. Aligning with the goals of the group or organization.
  - Initiative. Ready yourself to act on opportunities.
  - Optimism. Pursuing goals persistently despite obstacles and setbacks.
4. **Empathy.** The ability to recognize how people feel is important to success in your life and career. The more skillful you are at discerning the feelings behind others’ signals the better you can control the signals you send them. An empathetic person excels at:
  - Service orientation. Anticipating, recognizing and meeting clients’ needs.
  - Developing others. Sensing what others need to progress and bolstering their abilities.
  - Leveraging diversity. Cultivating opportunities through diverse people.
  - Political awareness. Reading a group’s emotional currents and power relationships.
  - Understanding others. Discerning the feelings behind the needs and wants of others.
5. **Social skills.** The development of good interpersonal skills is tantamount to success in your life and career. In today’s always-connected world, everyone has immediate access to technical knowledge. Thus, “people skills” are even more important now because you must possess a high EQ to better understand, empathize and negotiate with others in a global economy. Among the most useful skills are:



- Influence. Wielding effective persuasion tactics.
- Communication. Sending clear messages.
- Leadership. Inspiring and guiding groups and people.
- Change catalyst. Initiating or managing change.
- Conflict management. Understanding, negotiating and resolving disagreements.
- Building bonds. Nurturing instrumental relationships.
- Collaboration and cooperation. Working with others toward shared goals.
- Team capabilities. Creating group synergy in pursuing collective goals.

What factors are at play when people of high IQ fail and those of modest IQ succeed?

How well you do in your life and career is determined by both. IQ alone is not enough; EQ also matters. In fact, psychologists generally agree that among the ingredients for success, IQ counts for roughly 10% (at best 25%); the rest depends on everything else — including EQ. A study of Harvard graduates in business, law, medicine and teaching showed a negative or zero correlation between an IQ indicator (entrance exam scores) and subsequent career success. Three examples illustrate the importance of emotional competencies.

## Handout 12: Emotional Intelligence Test

#	How much does each statement apply to you Read each statement and decide how strongly the statement applies to you. Score yourself 1 to 5 based on the following guide: <b>1 – Does not apply, 3 – applies half the time, 5 – always applies</b>	Mark your score				
		Circle the number that shows how strong the statement applies				
		1	2	3	4	5
1.	I realize immediately when I lose my temper.					
2.	I can 'reframe' bad situations quickly.					
3.	I am able to always motivate myself to do difficult tasks.					
4.	I am always able to see things from other person's viewpoint.					
5.	I am an excellent listener.					
6.	I know when I am happy.					
7.	I do not wear my 'heart on my sleeves'. (means to display one's feelings openly and habitually rather than keeping them private).					
8.	I usually recognize when I am stressed.					
9.	I am excellent at empathizing with someone else's problem.					
10.	I never interrupt other people's conversations.					
11.	I usually recognize when I am stressed.					
12.	Others can rarely tell what kind of mood I am in.					
13.	I always meet deadlines.					
14.	I can tell if someone is not happy with me.					
15.	I am good at adapting and mixing with a variety of people.					
16.	When I am being 'emotional' I am aware of this.					
17.	I rarely 'fly off the handle' at other people.					
18.	I never waste time.					
19.	I can tell if a team of people are not getting along with each other.					
20.	People are the most interesting thing in life for me.					
21.	When I feel anxious I usually can account for the reason (s).					
22.	Difficult people do not annoy me.					
23.	I do not prevaricate or avoid.					
24.	I can usually understand why people are being difficult towards me.					
25.	I love to meet new people and get to know what makes them 'tick'.					
26.	I always know when I'm being unreasonable.					
27.	I can consciously alter my frame of mind or mood.					
28.	I believe you should do the difficult thing first.					
29.	Other individuals are not 'difficult' things first.					
30.	I need a variety of work colleagues to make my job interesting.					
31.	Awareness of my own emotions is very important to me at all times.					
32.	I do not let stressful situations or people affect me once I have left work.					
33.	Delayed gratification is a virtue that I hold to.					
34.	I can understand if I am being unreasonable.					
35.	I like to ask questions to find out what it is important to people.					
36.	I can tell if someone has upset or annoyed me.					
37.	I rarely worry about work or life in general.					
38.	I believe in 'Action this Day.'					
39.	I can understand why my actions sometimes offend others.					
40.	I see working with difficult people as simply a challenge to win them over.					
41.	I can let anger 'go' quickly so that it no longer affects me.					
42.	I can suppress my emotions when I need to.					
43.	I can always motivate myself even when I feel low.					
44.	I can sometimes see things from other's point of view.					

45.	I am good at reconciling differences with other people.					
46.	I know what makes me happy.					
47.	Others often do not know how I am feeling about things.					
48.	Motivations has been the key to my success.					
49.	Reasons for disagreements are always clear to me.					
50.	I generally build solid relationships with those I work with.					

### Total and interpret your results

- Record your 1,2,3,4,5 scores for the questionnaire statements in the grid below. The grid organizes the statements into emotional competency lists.

Self-Awareness		Managing Emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

- Calculate a total for each of the 5 emotional competencies.

Total		Total		Total		Total		Total	
-------	--	-------	--	-------	--	-------	--	-------	--

- Interpret your totals for each area of competency using the following guide.

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this are a development priority.

- Record your result for each of the emotional competencies: strength, needs attention or development priority.

	Strength	Needs attention	Development priority
Self-awareness			
Managing emotions			
Motivating oneself			
Empathy			
Social skill			

- Consider your results and identify one or two actions you can take immediately to strengthen your emotional intelligence.

# OUTDOOR CHALLENGE

## Top Financial Services Industry Issues and Development Agenda Leaders Must be Aware of



### Time Allocation

15:30 – 17:00 (90 minutes)

### Objectives:



By the end of the of the session, participants will be able to:

DO	Explain the top financial services industry issues and development agenda leaders should be aware of.
KNOW	Identify the challenges that is posed to credit unions resulting from the trends and changes in the external environment of credit unions.
FEEL	Realize the urgency for credit unions to respond to minimize risks and ensure credit unions remain relevant in the market.



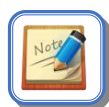
### Materials and Supplies

1. Markers
2. Flip Chart
3. White Board
4. Pastel Colors poster papers
5. Masking tapes
6. White board



### Handout and Resources

Handout 13: Notes on the Top Financial Services Challenges



### NOTE TO TRAINER:

*This session is the jumping board to the next topic on Integration of Credit Union Networks. The impacts of financial services challenges would justify why ACCU and its members have been pushing for integration.*

## SUGGESTED SESSION GUIDE



1. Introduce that at the end of the session, participants would be able to:
  - Explain the top financial services industry issues and development agenda leaders should be aware of.
  - Identify the challenges that is posed to credit unions resulting from the trends and changes in the external environment of credit unions.
  - Realize the urgency for credit unions to respond to minimize risks and ensure credit unions remain relevant in the market.
2. Having understood the right behavior: individual purpose aligned and emotional intelligence checked, credit union leaders and management should keep themselves abreast on the changing environment in which credit union operates.
3. Emphasize that Boards today spend more time on strategies as compared in the last 10 years. This is due to the fast-changing environment and mounting competition that could undermine the relevance of credit unions' self-help and mutual help principles.
4. Explain that in a group discussion, participants would examine the challenges to credit unions of the top financial services industry trends.
5. The following is the instruction for the group activity:
  - a. Print the pictures on an A4 or letter size 160 grams white paper. On another white paper, print the description of the topic on page 79-78.
  - b. Paste the picture and the description on the top of the flip chart. The rest of the flip chart will be used for the group discussion. These are the pictures representing the 5 top financial services industry challenges.

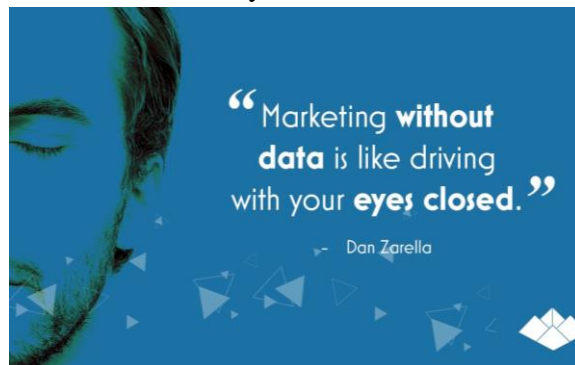
Picture 1 – Digital Transformation



Picture 2 – People



Picture 3 – Data Analytics in Financial Services



Picture 4 – Regulations



Picture 5 – New Entrants (FinTechs)



- c. The group will be rotating to each topic. Each group will assign a facilitator to take lead in the discussion.
  - d. Inform that you will first ring the 1<sup>st</sup> bell for the group to pick a challenge of their preference. The bell will ring every 7 minutes, and then the group can rotate to the next topic until they have gone through all the five topics. The group will then have to add impacts that have not been identified by the previous group/s.
6. Highlight the top impacts to credit unions of the top financial services challenges. This could be:
    - a. Ageing membership and leaders – as they cannot attract the millennials
    - b. Inability to offer digital financial services – fragmented and cannot share technology
    - c. Safety and soundness issue because they are unregulated
    - d. Slow growth and face challenge of retaining members and recruiting new members
    - e. Mission drift as leaders may seek for profit making business to cover the cost of operation



## Handout 13: Notes on The Top Financial Services Challenges

### 1. Digital transformation:

Both wholesale and retail users now expect a digital experience from their financial institutions. It's about differentiated customer experience, providing what they want, when they want it, and how they want it, whether you're a bank, insurer, or asset manager. This isn't just a matter of cosmetics. You'll need to change your back-end operations to support it. And you'll need to think differently about how to solve problems. Technology isn't a silver bullet.

There's a behavioral shift underway toward digital channels. Cases in point: our 2017 Digital Banking survey found that 46% of customers skipped bank branches altogether, relying instead on smartphones, tablets, and other online applications; a direct-to-consumer insurer beat out traditional firms in a major 2017 customer satisfaction survey; and asset managers moved aggressively down market with automated advice once offered only to affluent clients.

**More than a money problem.** Many financial institutions understand that they need to invest if they are to transform. And firms began thinking more broadly, focusing on culture, governance, and training.

2. **People (potential members, employees and Board of Credit unions):** Many financial institutions underplay the importance of their people strategy. For an industry that sells trust like credit unions, this isn't something that can be swept under the rug. In 2018, financial institutions will likely face more challenges as they wrestle with diversity, trust and how to integrate artificial intelligence and digital labor alongside their existing workers. The culture of the people sums up the culture of the organization.

Meanwhile, millennials want more than a paycheck; they want to work for and buy from companies they trust. With the rise of new competitors, firms will likely start to revisit what they offer clients and employees.

**What workers want.** Younger generations are less interested in a job just to pay the bills. They generally want opportunities such as global mobility, flexible small teams and the ability to be creative. They also value candid coaching discussions about career paths.

3. **Data and Analytics in Financial Services:** Financial institutions, both retail and commercial, have more data on their customers than anyone else. But they still struggle to extract meaningful information and use it for good business decisions. By some estimates, businesses use only 0.5% of available data. To turn data into insights, firms must overcome data stuck in silos and incompatible formats, privacy concerns, and more. This is costly, both in time and money. Firms need a new approach.

**Let's get it together.** You can't get insights from the data you have on client behavior if it's scattered across the firm in disconnected databases. For information you can act on, create data lakes (repositories for both structured and unstructured data that can evolve



based on business needs) that bring together data from different sources to power the applications of the future.

4. **Regulations:** Changing referees: Except for Korea, Taiwan, and Hong Kong, all the other Asian countries are regulated under the act that regulates other types of cooperatives. The regulations do not provide a clear guideline on the prudential norms and supervision of credit unions. ACCU has formed the Alliance Credit Union Regulators in Asia (ACCRA) as platform to educate and share experience on regulatory best practices. However, the Registrar is always changing and there was no continuity and action taken after each meeting.
5. **New Entrants:** Fintech can be described as an emerging, modern-day financial services sector – hot on technology. Recently, the term has expanded to include any technological innovation in the financial sector, *including innovations in financial literacy and education, retail banking, investment and even crypto-currencies like bitcoin*. Cutting edge Fintech companies and financial innovation are changing the competitive landscape, redefining the financial services industry as we know it. This is forcing mainstream financial institutions to change, with many embracing the powerful nature of Fintech and forging partnerships to sharpen operational efficiency to respond to customer demands for more innovative services.

# The Power of Your Leadership

## Making Difference with Others Through Credit Union Network Integration



### Time Allocation

09:00 – 12:00 (150 minutes with break at 10:00 to 10:30 am)

### Objectives:



By the end of the of the session, participants will be able to:

DO	Define the meaning and elements of integration
KNOW	Identify the role of the federation and credit unions in integrating the credit union network
FEEL	Recognize the potentials of credit unions' scale of economy create something big in the community.



### Materials and Supplies

1. Markers
2. Flip Chart
3. White Board
4. Pastel Colors poster papers
5. Masking tapes
6. White board



### Handout and Resources

Handout 14: Integration of Credit Unions Materials



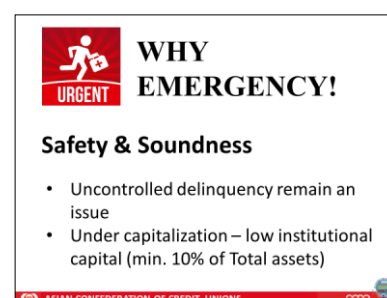
### NOTE TO TRAINER:

*This session is the jumping board to the next topic on Integration of Credit Union Networks. The impacts of financial services challenges would justify why ACCU and its members have been pushing for integration.*

## SUGGESTED SESSION GUIDE



1. Introduce that at the end of the session, participants would be able to:
  - Define the meaning and elements of integration
  - Identify the internal challenges of the credit union network and the role of the federation and credit unions in integrating the credit union network
  - Recognize the potentials of credit unions' scale of economy create something big in the community.
2. Remind the participants of the impacts to credit unions of the external environment. Refer to the output of the previous session written on the flipcharts.
3. Emphasize that credit union leaders must above all be concerned of the current internal challenges of the credit union network.
4. The external and internal challenges of credit unions push credit unions to integrate to harness the benefits of scale of economy. Emphasize that each credit union network in every country possess large numbers of individual members. If only these credit unions will work together and share resources, credit unions is a force to reckon with.
5. **What are the credit unions' internal challenges?** Discuss the internal challenges of credit unions in the same manner the external challenges were discussed. The following are the areas. The brief explanation in each area are only for the facilitators' note.
  - a. **Mission Drift** – the purpose of credit unions is to improve the lives of people through the financial services they provide. Is this purpose of existence still the anchor of every decision of the Board or action of the employees of credit unions? The credit union motivation is to build the wealth of its members by teaching them the habit of thrift, skills in managing money, and building wealth from the loans they make from their credit union. The savings and loans are the tools credit unions use to help members navigate to their financial independence. The measure of success of credit unions is not measured on the assets they accumulate, but instead in the number of people whose lives have improved because of the services credit unions provided to them.
  - b. **Safety and Soundness of Credit Unions** – credit unions serve the middle class and lower middle-class population. This segment of the population works hard to improve their lives. The savings mobilized by the credit unions from them are definitely hard-earned money intended for their better future. It is the responsibility of the credit union to safeguard these hard-earned monies.



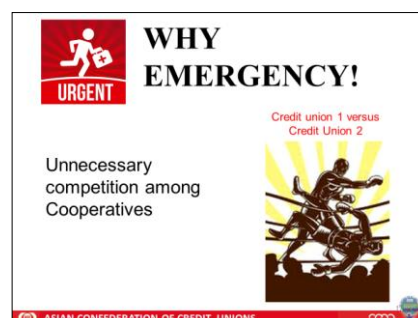
The savings are used to finance members loans – to build wealth of members who are in need of capital for their business. There are two ways credit unions could protect members savings – ensuring the loans create wealth for other members, loans are recovered and managing risks by making sure the credit union is meeting the required institutional capital requirement of at least 10% of the total assets. In many cases, members are still very much indebted to their credit unions, delinquency is high and institutional capital is very low even the credit union has been operating for many years.

- c. **Members life time value** – is the human need the center of the credit union value proposition? Credit unions should enter into the financial lives of members to ensure that their products meet the financial needs of their diverse membership. Is this being address and carefully studied by credit unions?



- d. **Competition Amon Cooperatives** – instead of competing with other financial institutions, there are several instances that credit unions compete with each other. Examples are

- overlapping membership in primary credit unions
- overlapping area of operation in primary credit unions
- having many federations offering the same services to credit unions
- overlapping membership of credit unions in several federations.



- e. **Governance** – examples are – nepotism, abuse of power by using the name of the credit union for personal benefit, misappropriation of credit union funds etc.



Inform that you will first ring the 1<sup>st</sup> bell for the group to pick a challenge of their preference. The bell will ring every 7 minutes, and then the group can rotate to the next topic until they have gone through all the five topics. The group will then have to add impacts that have not been identified by the previous group/s.

Summarize the outputs of the group. Highlight that the challenges are the reasons why credit unions should work together for the good of all.

## 6. What is an integrated or federated network?

- Use a stress ball that you can throw to the participants. Anyone who catches the ball answers your question: What is Integrated credit union network? Ask them to use only one word. Randomly throw the ball to the groups. The possible responses are:
  - United
  - Commonality
  - Solidarity
  - Standardize
  - Centralized
- After the exercise, explain the meaning of an integrated network:

A federated network implies more than a simple network method of organization because decision making is shared in the cooperative units and coordination is required for shared activities.

The federation is considered as an ascending model of organization in which the members are owners and control the shared unit. Just as the members come together to create a cooperative, the base units join forces to set up a second-tier institution which they will own and for which they will define the roles and functions.

The more the basic financial cooperatives develop interrelations among themselves and with the second-tier institution, the faster the network will develop into a federated or integrated network model of organization.

Integrated credit union network is strong to withstand the challenges of the external environment, could minimize inefficiencies, governance issues and above all they can focus on serving members to achieve their life goals and aspirations. Credit union networks that are focused on management systems individually are often in silos and sometimes even in conflict.

7. **Four Dimensions of Integration:** Use “Matching type” exercise to explain the dimensions of integration. Print the Dimensions and Applications individually on cards.

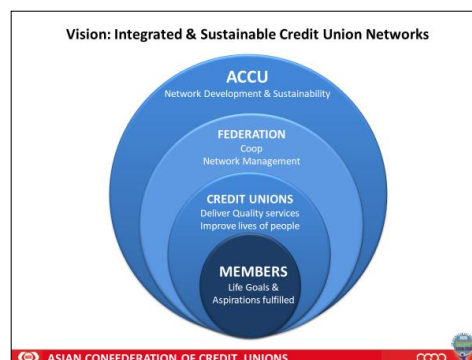
Thus, there will be 4 cards for the Dimensions and 16 cards for the Application. Each group will receive one set of cards. Ask them to match the application to the dimension. Give them 15 minutes. Check their answers. Give them score.

Dimension	Application
1. Pooling of resources	a) Grouping of services (sharing of expertise and purchasing) b) Access to support services like liquidity management, payroll and human resource planning/management c) Collective ownership – ATMs, insurance, technology like payment platforms, core banking
2. Standardization of operations	a) Standardization of operating systems: accounting, information technology, MIS b) Policies – governance, credit, finance, human resource c) Products and services – types, terms, interest rates d) Institutional image – common logo, marketing and representation
3. Contractual Solidarity	a) Control of opening points of service (branching and organizing new credit unions) b) Balancing the size of the primary credit unions (minimum number of members to ensure viable operation) c) Fair membership fees paid to the 2 <sup>nd</sup> tier to maintain the integrated structure d) In-house security mechanisms – insurance, security fund, stabilization fund e) Central liquidity facility – external funds, risk sharing
4. Governance and self-discipline	a) Structure of democratic representation and centralization of power b) Principle of subsidiarity – credit unions are still autonomous within the boundaries of the network regulations c) Risk based supervision by the federation and sanctions d) Affiliation and disaffiliation mechanisms

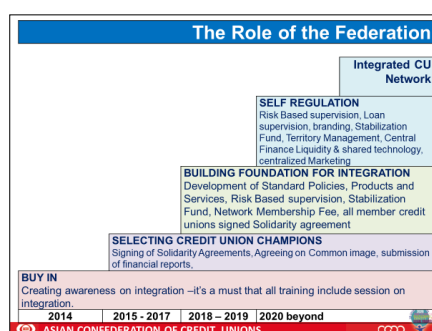
8. Emphasize that with integration, the challenges confronted by credit unions would be resolved. Refer back to the internal and external challenges posted on the wall.

9. Refer to the figure on the right which explains the roles of the different tier in the network:

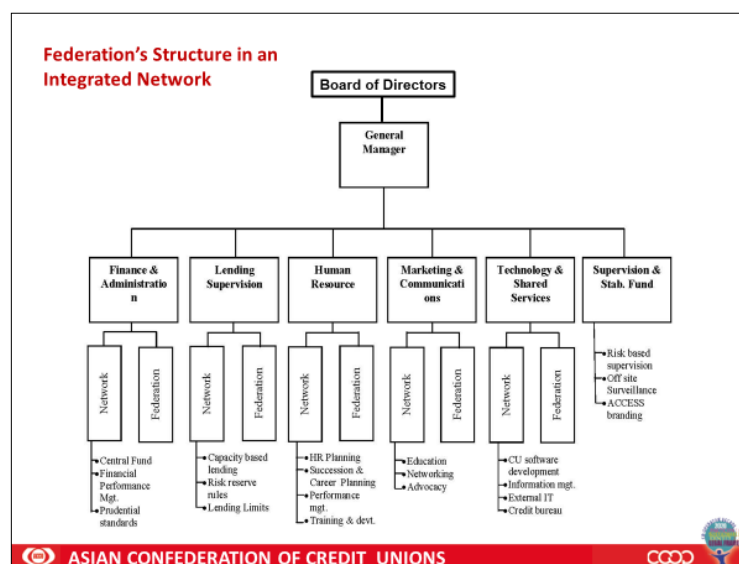
- Primary credit unions – deliver quality products and services that improves lives of members and achieve their life goals and aspirations.
- Federation – managing the network by providing structures, standards and infrastructure for the development of credit unions.
- ACCU – provide support for the federation in their role.



10. Show the federation's role:



11. Conclude by providing preview of the structure of the federation. Emphasize that in an integrated network, the federation is managing the growth and sustainability of the credit union networks.



# Significant Leadership in Credit Unions: Values, Qualities and Passion



## Time Allocation

13:00 – 14:30 (90 minutes)

## Objectives:



By the end of the session, participants will be able to:

DO	Explain the purpose of Contractual Solidarity Agreement of the credit union network.
KNOW	Enumerate the areas of disciplines required to achieve integration in the cooperative network.
FEEL	Commit to educate the Board and the staff on integration as a means to achieve significance in their involvement in credit unions.



## Materials and Supplies

1. Markers
2. Flip Chart
3. White Board
4. Pastel Colors poster papers
5. Masking tapes
6. Colored papers
7. Scissors



## Handout and Resources

Handout 15: Contractual Solidarity



## NOTE TO TRAINER:

*The output of the previous session should displayed on the flipcharts or on the wall of the room. Emphasize that integration of the credit union network, if not all the answer, is a way to respond to external and internal challenges of the credit union network.*



## SUGGESTED SESSION GUIDE



1. Introduce that at the end of the session, participants would be able to:
  - Explain the purpose of Contractual Solidarity Agreement of the credit union network.
  - Enumerate the areas of disciplines required to achieve integration in the cooperative network.
  - Commit to educate the Board and the staff on integration as a means to achieve significance in their involvement in credit unions.

2. Remind the statement of John Maxwell:

“I want to make a difference with people who want to make a difference, doing something that makes a difference.” — John C. Maxwell

The credit union is something that makes a difference and that difference leaders and staff can make has eternal value and has significance.

3. Explain that the next exercise is to examine their inner values, qualities and passion that they can contribute to create significance as credit union leaders or employees.

4. **Exercise: Three-Word Significance**

- Distribute a half sheet of colored paper to every participant. Ask them to identify the values, quality, and passion they can contribute to realize the dream of an Integrated and Sustainable Credit Union Network. Provide explanation to ensure that they will not mixed up the words:
  - **Values**- important and lasting beliefs or ideals that influence one’s behavior. These are the guides that helps decides what is good and bad.
  - **Qualities** - a personality or character trait: kindness is one of her many good qualities.
  - **Passion** - a strong liking or desire for or devotion to some activity, object, or concept. is when you put more energy into something than is required to do it. It is more than just enthusiasm or excitement, passion is ambition that is materialized into action to put as much heart, mind body and soul into something as is possible.
- After identifying the 3-word Significance, ask them to identify a symbol encapsulating the 3 words. Give them 10 minutes for this exercise.
- In the middle of the White Board, place the text “Integrated and Sustainable Credit Union Network”.
- The presentation is by group, however, since this will consume time, you may request 3 volunteers in each group to share their cards. They will only read the cards without explanation. Give 30 seconds for each card. Then paste the group’s cards on the white board. At the end of this exercise, you will have the

white board with all the cards of the participants around the word “Integrated and Sustainable Credit Union Network.”

- Summarize the exercise pointing out the important values, qualities and passion the participants have to achieve greatness in the cooperative movement. Say this . . .

“Integration entails sacrifice of some of the autonomy the credit unions have in their operation. However, there are decisions that are not in line with the cooperative principles and jeopardizing the cooperative as a brand. Integration is putting a level of playing field for everyone to ensure that credit unions are continuing to serve the needy people, just what the founder F.W. Raiffeisen envisioned credit unions should do. The people helping people is a strong idea of our founder and even the founders of the credit unions that are operating today. The strong idea is still valid even the time changed – because it’s purpose is for the betterment of humanity. We saw that the practice of principles is declining. We have to be very worried that cooperatives will cease to operate as cooperative – a business with social conscience.

We request you to walk the talk. The values, qualities and passion you have shared in this exercise are very strong idea and commitment to make the integration happen. It has been a concept promoted by ACCU since 2014, but it is progressing slowly because of the lack of leadership who are willing to dive together with us.”

## **5. Contractual Solidarity**

- Distribute the sample Contractual Solidarity Agreement between the National Federation and Credit Union.
- Inform that in an integrated network, the membership with the federation accompanies responsibilities. Unlike the current practice where the credit unions. The leaders have two roles: to grow his own credit union and to grow the credit union network.
- Currently, the national federation are chasing every credit union to sell their services to sustain their operation. In fact, the role of the federation to build the capacity of credit unions enabling them to improve lives of the people. The role of the credit union is to deliver quality products and services that improve lives of the people.
- Inform that the federation manages the growth of the network by developing structures, standards and norms, supervision and networking externally. The latter are used by the credit unions to deliver quality services to members and manage their relationship with them. The most important role of the credit union is to educate their members on the values of thrift and diligence.

**Name of Federation: \_\_\_\_\_**  
**Contractual Solidarity Agreement**

**KNOW ALL MEN BY THESE PRESENTS:**

**This Solidarity Agreement entered into by and between:**

The \_\_\_\_\_ **(federation)**, herein referred to as \_\_\_\_\_, is the national networking body for all types of cooperatives in \_\_\_\_\_ with office located \_\_\_\_\_ herein represented by **the CEO Mr./Ms.**\_\_\_\_\_;

**AND**

The \_\_\_\_\_, herein referred to as \_\_\_\_\_, is a primary cooperative/credit union with office located at \_\_\_\_\_, herein represented by \_\_\_\_\_.

**- WITNESSETH THAT -**

**WHEREAS**, \_\_\_\_\_(federation) Network in its Annual General Assembly on \_\_\_\_\_ approved its strategic direction for the integration of the cooperative network with the aim of offering reliable financial services to more people, achieving better financial performance and greater stability;

**WHEREAS**, the advantages sought by a network method of organization are: economies of scale, better control of complex procedures and markets, faster response to change, improved business flexibility to markets, control of future technologies, access to a variety of sources of capital and financing, up-to-date expertise, risk reduction, conquest of new markets and a leaner internal structure for business;

**WHEREAS**, \_\_\_\_\_(federation) is considered as an ascending model of organization responsible to develop mechanisms to implement the four criteria of integration: sharing of resources; standardization of operations; contractual solidarity; and strategies for internal regulations on governance;

**WHEREAS**, following the above criteria, the federation has a role of ensuring greater integration of all the components of operation through the creation of a shared image and shared services, explicit and strict rules of operation, mutual solidarity, self-discipline and the power to intervene,

**WHEREAS**, a formal agreement with cooperative members in the network is required, thus developing network solidarity and unified financial institution to onlookers;

**WHEREAS**, non-compliance to the solidarity agreement may have implications on the rights and privileges of the cooperative member;

**NOW, THEREFORE**, for and in consideration of the above premises, objectives, and strategies on the integration of the NATCCO Network, the two parties agreed on the following minimum solidarity agreement:

Areas	Cooperative Member	Federation
Finance and Administration	<ul style="list-style-type: none"> <li>Submission of Financial Statements and Statistical Report</li> </ul>	<ul style="list-style-type: none"> <li>Publish updated State of the cooperative network (statistical data and performance report)</li> <li>Review and provide feedback. Use the data for Technical Assistance Programming.</li> </ul>
	<ul style="list-style-type: none"> <li>Deposit minimum ____% of liquid funds to the Central Finance Facility of the Network</li> </ul>	<ul style="list-style-type: none"> <li>Manage liquidity of the network and ensure competitive services and rate.</li> </ul>
	<ul style="list-style-type: none"> <li>Meeting the network dues obligation of ____ per member.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare policy on the utilization of dues income. Utilize the dues income to cover advocacy and representation costs.</li> </ul>
Lending Supervision	<ul style="list-style-type: none"> <li>Introduce standard savings and loan products based on the manual of services prescribed by the federation.</li> <li>Adopt responsible lending practices.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous research and development</li> <li>Appoint competent staff for loan supervision.</li> <li>Issue directives on the range of interest rates on loans and savings.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>Undergo the mandatory competency courses for: Board of Directors &amp; Committees, CEO, Loan Officers and Audit Committee</li> </ul>	<ul style="list-style-type: none"> <li>Prepare annual training program and ensure competent staff for Competency Certifications.</li> </ul>
Marketing and communication	<ul style="list-style-type: none"> <li>Contribute to the mandatory centralized coop network marketing cost.</li> <li>Shared Image: Adopt the unifying logo or image for the network as prescribed by the federation.</li> </ul>	<ul style="list-style-type: none"> <li>Have competent staff on corporate marketing department</li> <li>Prepare annual marketing management for the network.</li> </ul>
	<ul style="list-style-type: none"> <li>Promote marketing campaign of the network.</li> </ul>	<ul style="list-style-type: none"> <li>Marketing campaign development.</li> </ul>

Areas	Cooperative Member	Federation
-------	--------------------	------------

Technology and Shared Services	<ul style="list-style-type: none"> <li>• Enroll in the shared technology</li> <li>• ATM system</li> <li>• Actively participate IT focus group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Have competent IT staff and assess present core-banking solution</li> <li>• Representation of Member interest to third parties (IT partner and other partners)</li> </ul>
Supervision and Stabilization Fund	<ul style="list-style-type: none"> <li>• Submit to the supervision system of the federation.</li> <li>• Agree to implement recommendations of the supervision team.</li> <li>• Use ACCESS standards in planning and monitoring operations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop compliance tools</li> <li>• Prepare alternative solution package for coops</li> <li>• Implement supervision system to mitigate risks of the network.</li> <li>• Prepare sanctions</li> </ul>
	<ul style="list-style-type: none"> <li>• Enroll in the Stabilization Fund as mandatory to all members of the network.</li> </ul>	<ul style="list-style-type: none"> <li>• Administer the Fund to protect members from bankruptcy.</li> </ul>

**IN WITNESS WHEREOF**, all parties have affixed their names and signatures this \_\_\_\_\_ day of \_\_\_\_\_ in the year 20\_\_\_\_\_, at \_\_\_\_\_, \_\_\_\_\_.

Chief Executive Officer  
(Federation)

General Manager  
(Primary Credit Union)

Witness: \_\_\_\_\_

Witness: \_\_\_\_\_

**ANNEX 1 – List of Handouts**

<b>No.</b>	<b>Title</b>	<b>Page</b>
1.	10 Transformative Leadership Characteristics	22
2.	How Raiffeisen Changed the World	32
3.	Basic Cooperative Values and How to Monitor them	36
4.	Levels of Leadership	42
5.	Video on the Levels of Leadership by John Maxwell	
6.	Video on Employee Behavior by John Maxwell	
7.	How to Gauge Your Current Level of Leadership	46
8.	Purpose in Life Test	61
9.	Exercises in Determining Your Purpose in Life	63
10.	Video on the Purpose in Life by John Maxwell	
11.	Understanding the five Categories of Emotional Intelligence	70
12.	Emotional Intelligence Test	73
13.	Notes on the Top Financial Services Challenges	79
14.	Integration of Credit Unions Materials	
15.	Contractual Solidarity Agreement	90

## EVALUATION SHEET

**Training/Workshop:** \_\_\_\_\_

*Please tick (/) in the appropriate box.*

1. How worthwhile was the training for you

<input type="checkbox"/>	Very worthwhile
<input type="checkbox"/>	Fairly worthwhile

<input type="checkbox"/>	Not very worthwhile
<input type="checkbox"/>	A waste of time

2. How the program was conducted?

<input type="checkbox"/>	Very well
<input type="checkbox"/>	Fairly well

<input type="checkbox"/>	Poorly
<input type="checkbox"/>	Very Poorly

3. Did the program have additional value in your particular job?

Yes \_\_\_\_ Partly \_\_\_\_ No \_\_\_\_

4. What are the strong points?

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5. What are the weak points?

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6. Training Methodology

### Lecture and discussions

<input type="checkbox"/>	Too much lecture	<input type="checkbox"/>	Too much discussion	<input type="checkbox"/>	About the right amount of each
--------------------------	------------------	--------------------------	---------------------	--------------------------	--------------------------------

### Visual aids

<input type="checkbox"/>	Not enough	<input type="checkbox"/>	Too much	<input type="checkbox"/>	Okay
--------------------------	------------	--------------------------	----------	--------------------------	------

### Group Dynamics

<input type="checkbox"/>	Very Useful	<input type="checkbox"/>	Just to enjoy	<input type="checkbox"/>	As a habit
--------------------------	-------------	--------------------------	---------------	--------------------------	------------

**Group Activities:**

<input type="checkbox"/>	Too much group activities	<input type="checkbox"/>	Not enough group activities	<input type="checkbox"/>	About the right amount of group activities
--------------------------	---------------------------	--------------------------	-----------------------------	--------------------------	--

**Handouts and reading materials**

<input type="checkbox"/>	Too much handout	<input type="checkbox"/>	Not enough handout	<input type="checkbox"/>	About the right amount of handout
--------------------------	------------------	--------------------------	--------------------	--------------------------	-----------------------------------

## 7. Trainee's participation

<input type="checkbox"/>	Too much participation by trainees	<input type="checkbox"/>	Too less participation by trainees	<input type="checkbox"/>	Okay
--------------------------	------------------------------------	--------------------------	------------------------------------	--------------------------	------

## 8. Time Schedule

<input type="checkbox"/>	Too short	<input type="checkbox"/>	Too Long	<input type="checkbox"/>	Okay
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## 9. How well did the trainers maintain friendly and helpful manner?

<input type="checkbox"/>	Excellent	<input type="checkbox"/>	Very Good	<input type="checkbox"/>	Good	<input type="checkbox"/>	Fair	<input type="checkbox"/>	Poor
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## 10. How well did the trainers keep the session active and interesting?

<input type="checkbox"/>	Excellent	<input type="checkbox"/>	Very Good	<input type="checkbox"/>	Good	<input type="checkbox"/>	Fair	<input type="checkbox"/>	Poor
--------------------------	-----------	--------------------------	-----------	--------------------------	------	--------------------------	------	--------------------------	------

## 11. How were the training facilities, board and lodging arrangements etc.?

<input type="checkbox"/>	Excellent	<input type="checkbox"/>	Very Good	<input type="checkbox"/>	Good	<input type="checkbox"/>	Fair	<input type="checkbox"/>	Poor
--------------------------	-----------	--------------------------	-----------	--------------------------	------	--------------------------	------	--------------------------	------

## 12. What were the major benefits you received? (tick as many as you wish)

- ☐ Help confirmed some of my ideas
- ☐ Presented new ideas and approaches
- ☐ Gave me a good change to look objectively at myself and my job
- ☐ Acquainted me with problems and solutions from other cooperatives/credit unions
- ☐ Other benefits

## 10. Other comments and suggestions