



# APPLYING SDGS IN CREATIVE MSME LEADERSHIP AND MANAGEMENT

Facilitator Training

Prepared by: Kat Mallillin

**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**10** REDUCED  
INEQUALITIES



**5** GENDER  
EQUALITY



# Hello, I'm Kat!

Fine Arts graduate to becoming *a walking agency* to a full -time educator

Learning Experience Designer, Facilitator, Programme Manager, Hyper Island Institute of Higher Education

Innovation and Creative Entrepreneurship Programme Director, Thames International

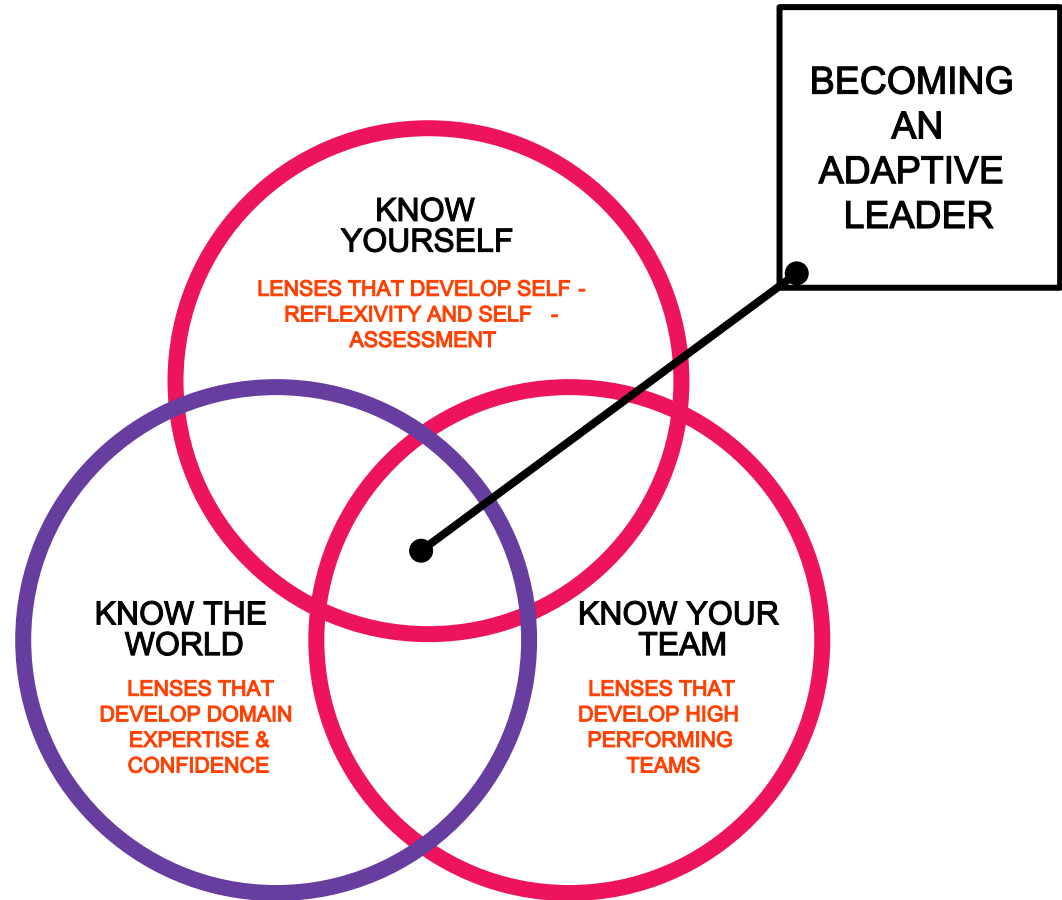
MSc in Managing Innovation in Creative Organisations, Loughborough University London

Chevening Awards Scholar 20/21 and Social Media Ambassador



LET'S CONNECT!


# HYPER ISLAND'S LEADERSHIP COMPETENCIES AND LENSES





# INTENTION

“This gives me the confidence to develop and lead my creatives team / organisation navigate the VUCA/ BANI horizon.”



LEADING SELF

“This gives *me* the confidence

LEADING  
TEAM

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LEADING IN  
COMPLEXITY

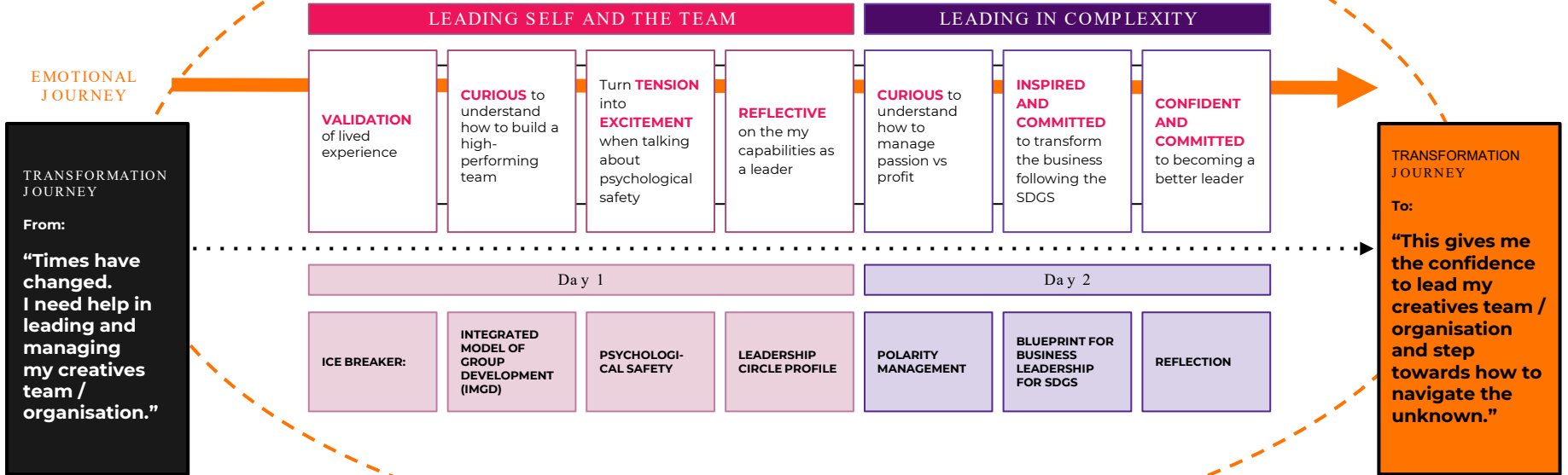
navigate a VUCA/ BANI  
horizon.”

# Learning Outcomes :

Upon completion of this module, participants will be able to:

1. Understand group dynamics better by learning the **stages of group development** and how teams evolve over time.
2. Understand the concept of **psychological safety** and its importance in team settings.
3. Develop greater self-awareness by understanding their leadership style and behaviors through the **Leadership Circle Profile** и
4. Gain an understanding of the **United Nations Sustainable Development Goals (SDGs) and their relevance to business leadership.**
5. Understand the concept of **polarity management** and its application in balancing competing priorities.
6. Identify key polarities in their business, such as artistic vision versus commercial success, and map strategies to manage them effectively.

# LEARNING EXPERIENCE DESIGN PROCESS



# CHECK-IN



# CHECK-IN

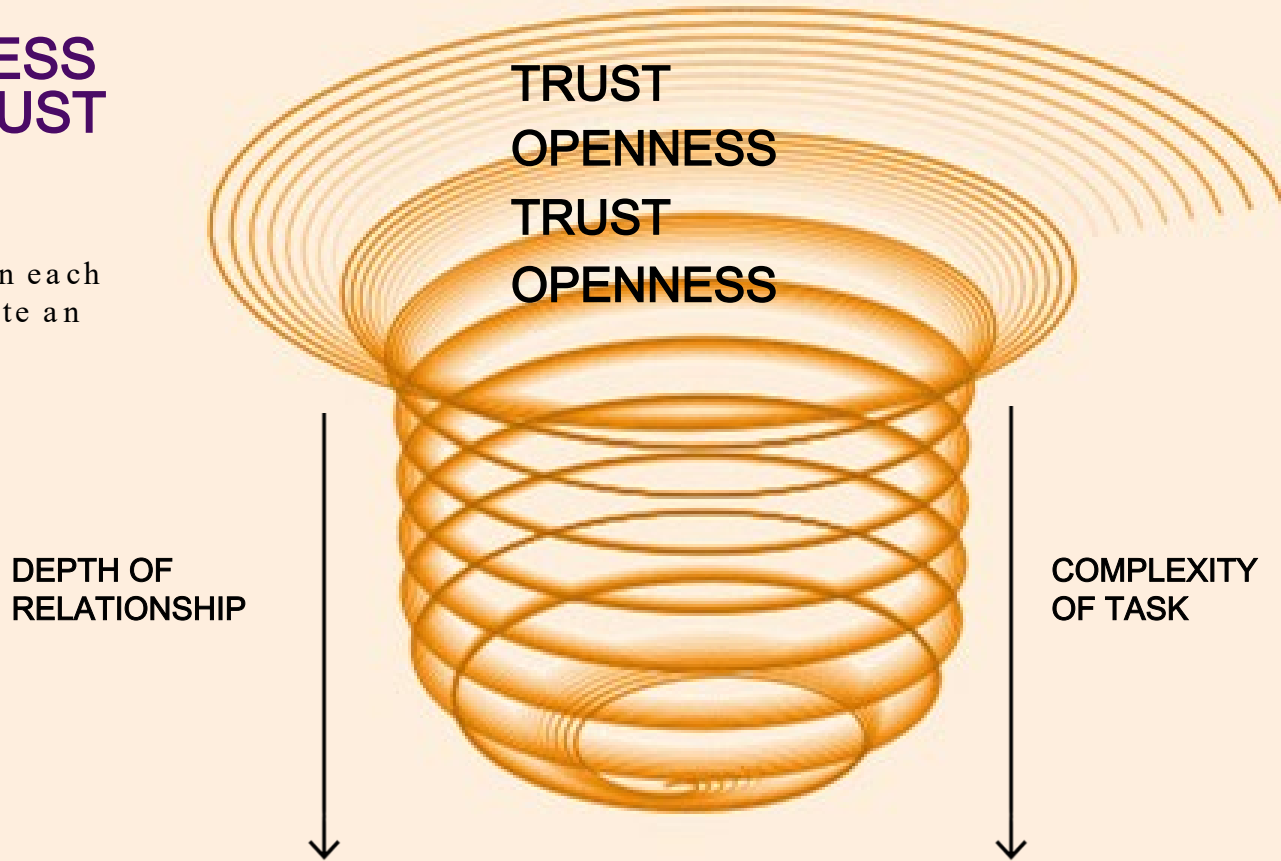
Share one defining moment  
that shaped you into the  
leader you are today.

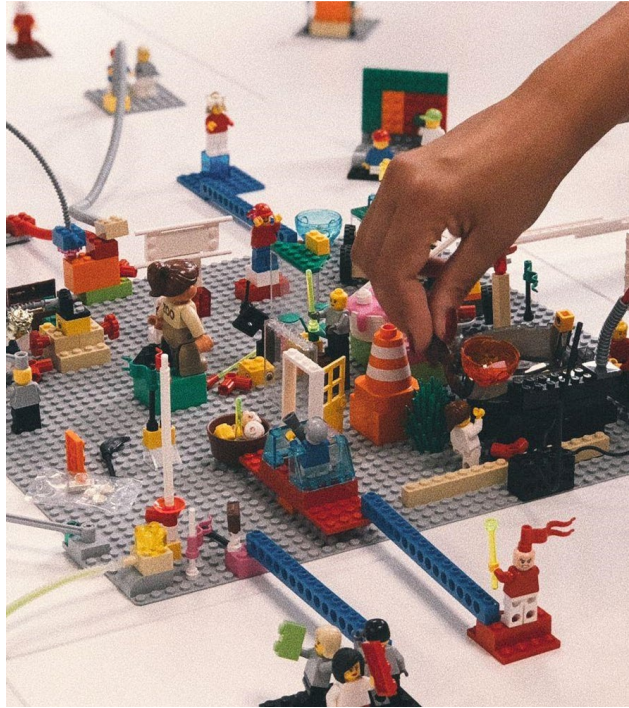
Draw your visual (5 mins)

Share in groups (20 mins)

# OPENNESS AND TRUST SPIRAL

By investing in each other we create an open space.





# Integrated Model for Group Development (IMGD)

**Susan Wheelan**  
discovered several  
behavioural  
patterns across  
multi-  
generational,  
multi-cultural  
teams.


- trust and dependency must be established
- relates to leadership
- changes in verbal behavior



# Integrated Model for Group Development (IMGD)



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<p><b>STAGE 1</b> Dependency and Inclusion</p>	<p><b>STAGE 2</b> Counter- Dependency and Fight</p>
	

# Integrated Model for Group Development (IMGD)

STAGE 1 Dependency and Inclusion	STAGE 2 Counter- Dependency and Fight	STAGE 3 Trust and Structure
		

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LEADERSHIP STYLE  
**DIRECTING**

LEADERSHIP STYLE  
**COACHING**

LEADERSHIP STYLE  
**COLLABORATIVE**

LEADERSHIP STYLE  
**VISIONARY**

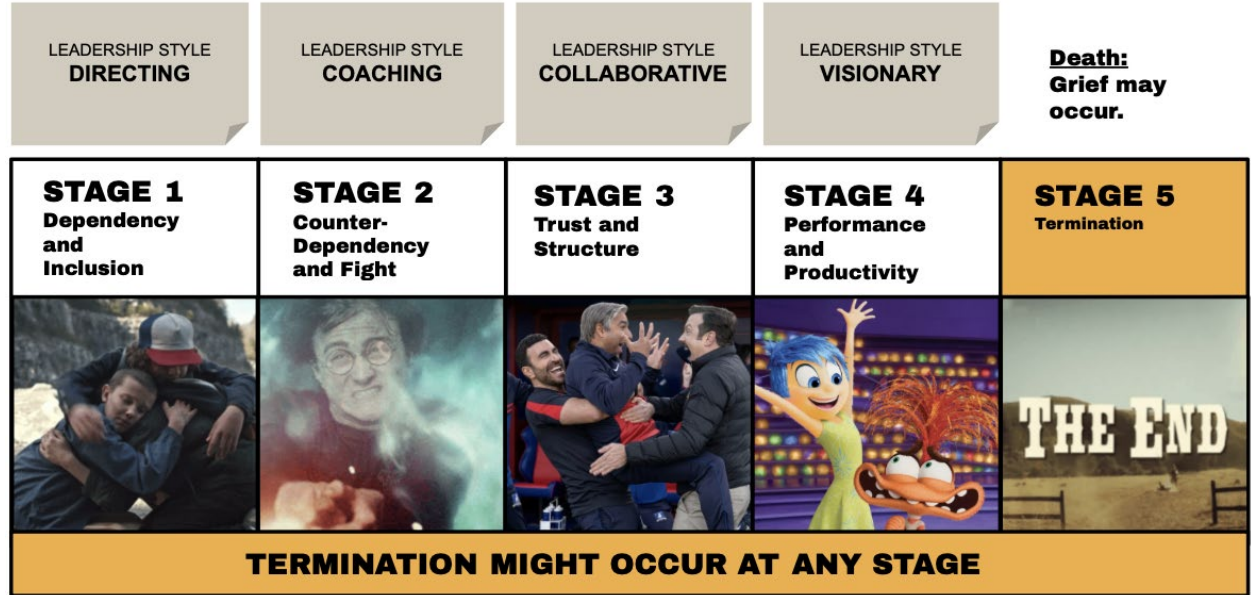
Death:  
Grief may  
occur.

TIPS FOR LEADERS

STAGE 1 Dependency and Inclusion	STAGE 2 Counter- Dependency and Fight	STAGE 3 Trust and Structure	STAGE 4 Performance and Productivity	STAGE 5 Termination
<p>Help members to get to know one another to feel included and safe</p> <p>Directive, confident, organised</p> <p>Facilitate open discussion about purpose, goal, values, norms and roles</p>	<p>Help the group to resolve conflicts about goals, roles, and leadership</p> <p>Support, coach, facilitate collaboration</p> <p>Do not take attacks or challenges personally</p>	<p>Delegate more responsibilities to members</p> <p>Encourage initiatives and responsibilities</p> <p>Challenge and coach the team forward</p>	<p>Focus on vision &amp; further development</p> <p>Let the most suitable lead each task</p> <p>Encourage and empower self-management within the team</p>	<p>Facilitate processes for evaluation, reflection, feedback, celebration and closure</p> <p>Ensure team learning and wisdom is taken forward</p>

# DISCUSSION

In your current teams at work, which stage resonates with you?





**“Great things in  
business are  
never done by  
one person.  
They’re done by a  
team  
of people.”**

—Steve Jobs

# TRAITS OF EFFECTIVE TEAMS

## NO-BLAME CULTURE.

Do not blame others for problems in the group.

## CLEAR GOALS, ROLES, AND TASKS. TRANSPARENCY.

Encourage the Process of Goal, Role, and Task Clarification.

## ALL SPEAK, ALL ARE HEARD. EQUAL SPEAKING TIME.

Encourage the adoption of open communication.

## SKILLFUL, SUBJECT MATTER EXPERTS.

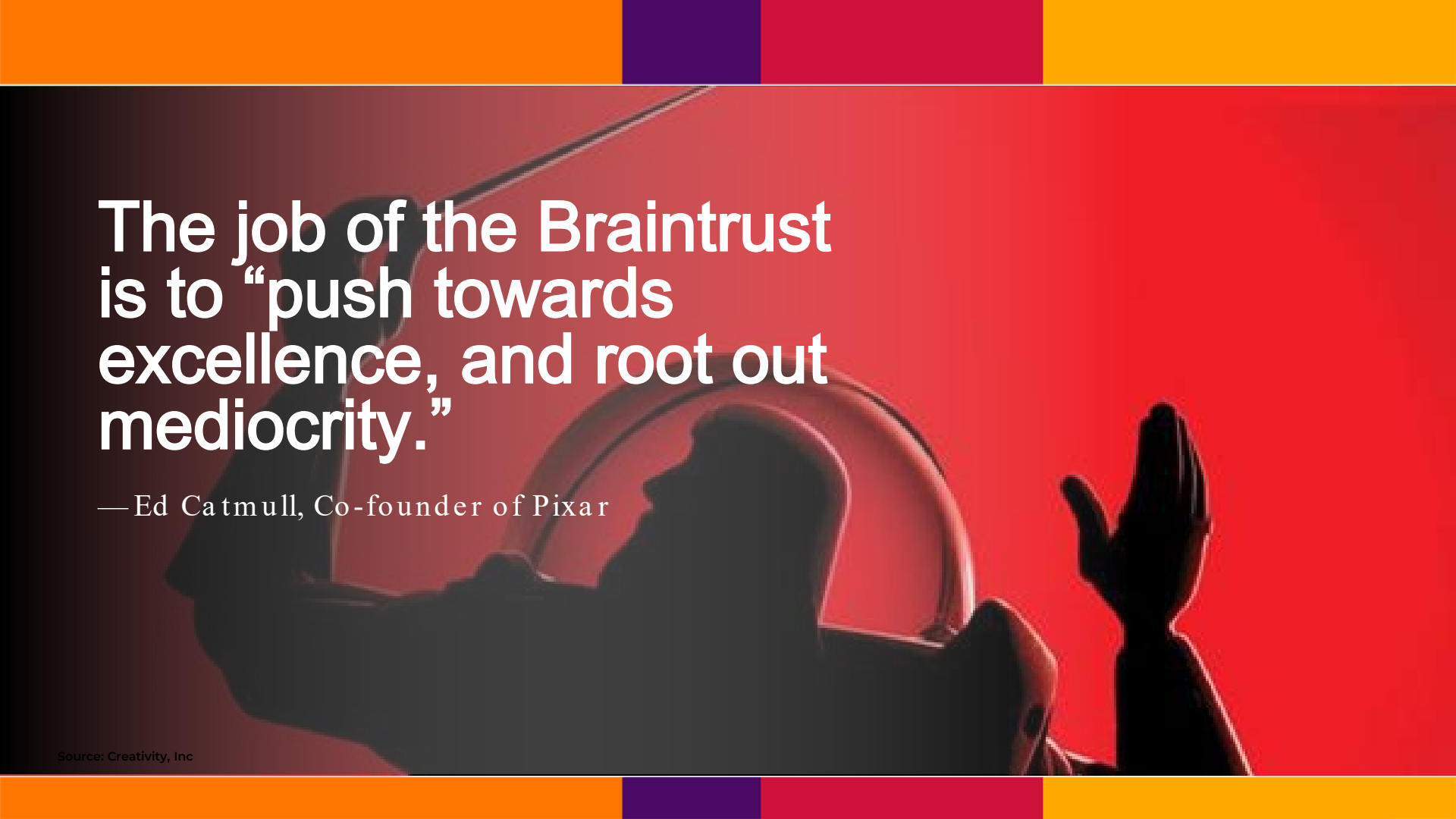
Promote the use of effective problem-solving & decision-making procedures.

## PSYCHOLOGICAL SAFETY, AUTONOMY, SELF-ORGANISING.

Establish norms that encourage productivity, innovation, and freedom of expression.

## CONFLICT RESOLUTION.

Conflicts are managed, not avoided. Promote group cohesion and cooperation.

The background of the slide features a vibrant red color. At the top, there is a horizontal bar divided into four colored segments: orange, purple, magenta, and yellow. In the center, there are dark silhouettes of people in a meeting. One person on the left is holding a long object, possibly a pen or a pointer, which extends across the top of the frame. Another person on the right has their hand raised. The overall composition is dynamic and professional.

**The job of the Braintrust  
is to “push towards  
excellence, and root out  
mediocrity.”**

—Ed Catmull, Co-founder of Pixar



# TEAMING ON THE FLY

Reflect individually on at least 3 helpful and 3  
hindering behaviours...

**What behaviors will HELP or HINDER  
collaborative learning for me with my team?**

Katrina Mallillin • 1m

# Creative AGE | Teaming on the Fly



A screenshot of the Padlet mobile app interface for creating a new post. The interface includes a top navigation bar with a search icon, a profile picture, and a share icon. The main content area has a text input field with the placeholder "Write your name here \*", a "Publish" button, and a rich text editor with icons for text, link, image, video, and a "+11" button. Below the editor are two text prompts: "What are my top 3 helpful behaviors? \*" and "What are my top 3 hindering behaviors? \*". A "White" theme selector is at the bottom. Four callout boxes provide instructions: "Add your name here" points to the text input field; "Feel free to add an image!" points to the image icon; "Add your behaviors here" points to the text prompts; and "Add a post by clicking the + button" points to the bottom right "+" button.

Add your name here

Feel free to add an image!

Add your behaviors here

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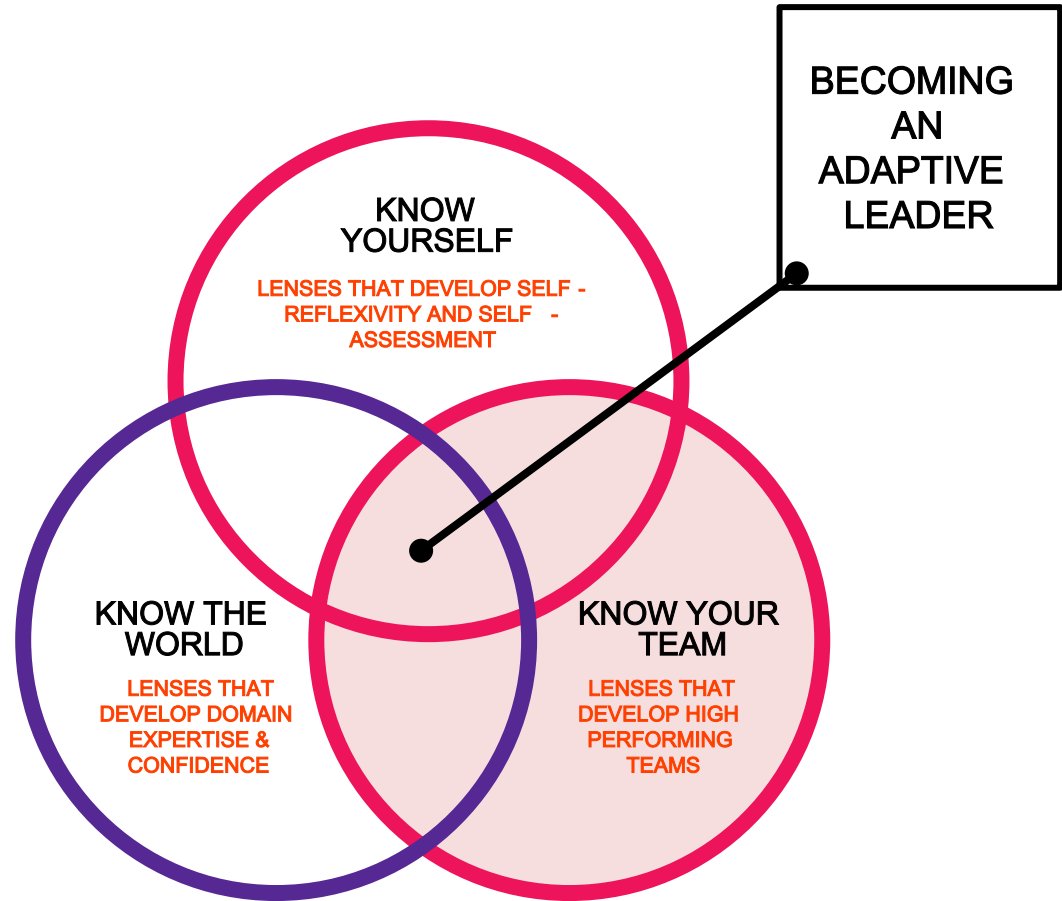


# TEAMING ON THE FLY

Then, share your answers within the group.

As a group, combine the top 3 helpful and top 3 hindering behaviours.

# LEADERSHIP COMPETENCIES AND LENSES



# CREATIVE AGE FOR SDGS

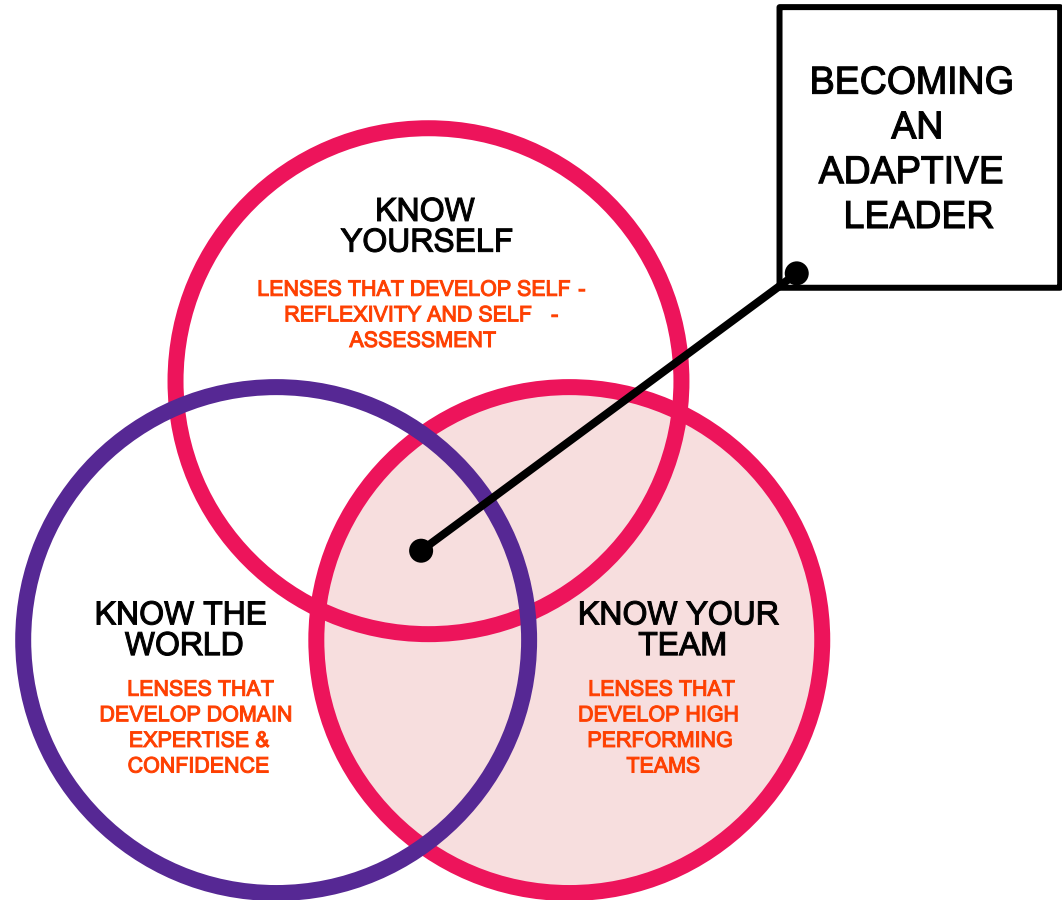
Accelerating Growth of MSMEs in the Philippines



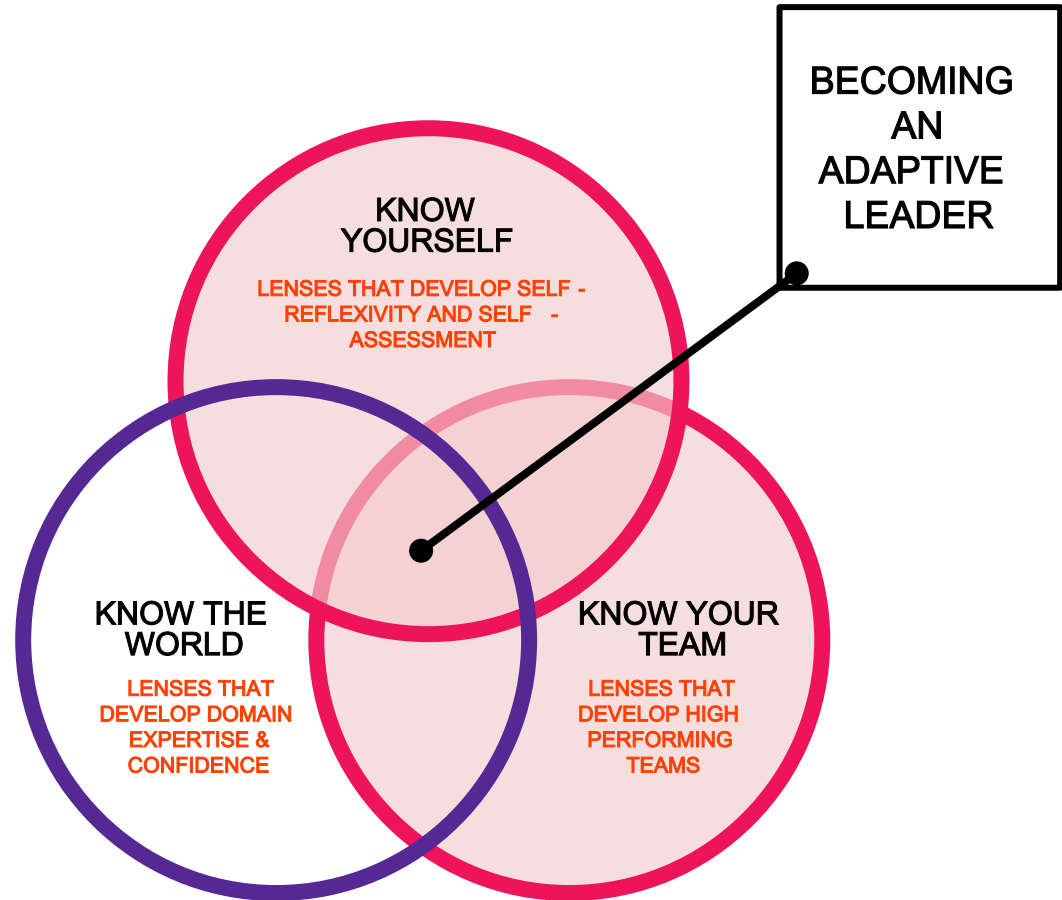
# BREAK

03 July 2024

# HYPER ISLAND'S LEADERSHIP COMPETENCIES AND LENSES



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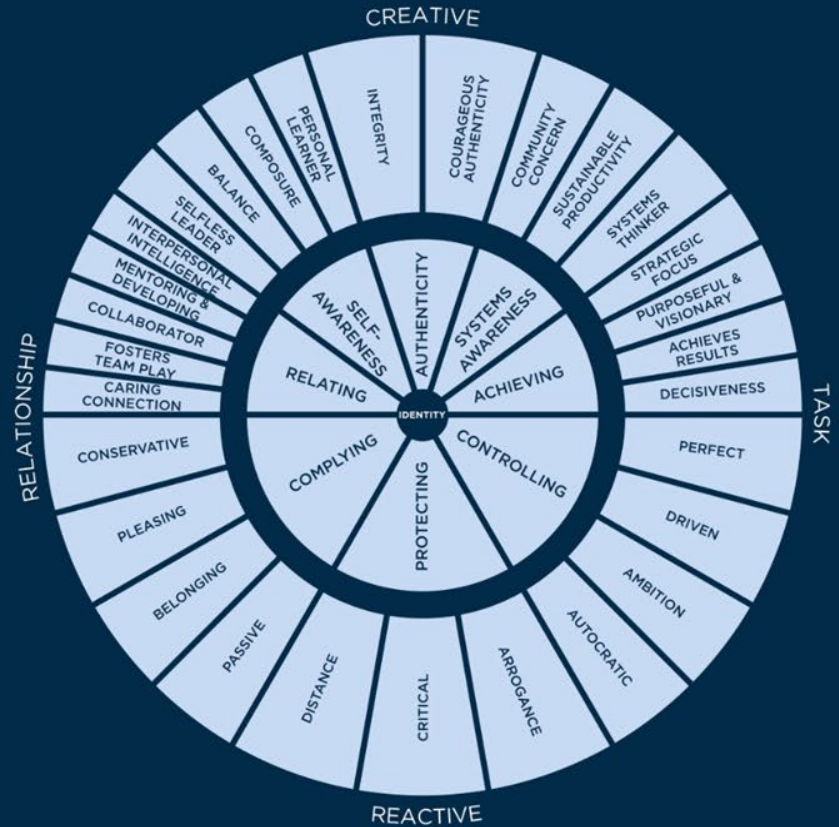
# KNOW THYSELF

Our connection with other people is only as solid  
and deep as our connection to ourselves.



# LEADERSHIP CIRCLE PROFILE II

A free tool that provides a detailed snapshot in time, enabling leaders to answer the question: “How are my behaviors and mindset enabling or constraining my intended leadership impact and our business performance?”

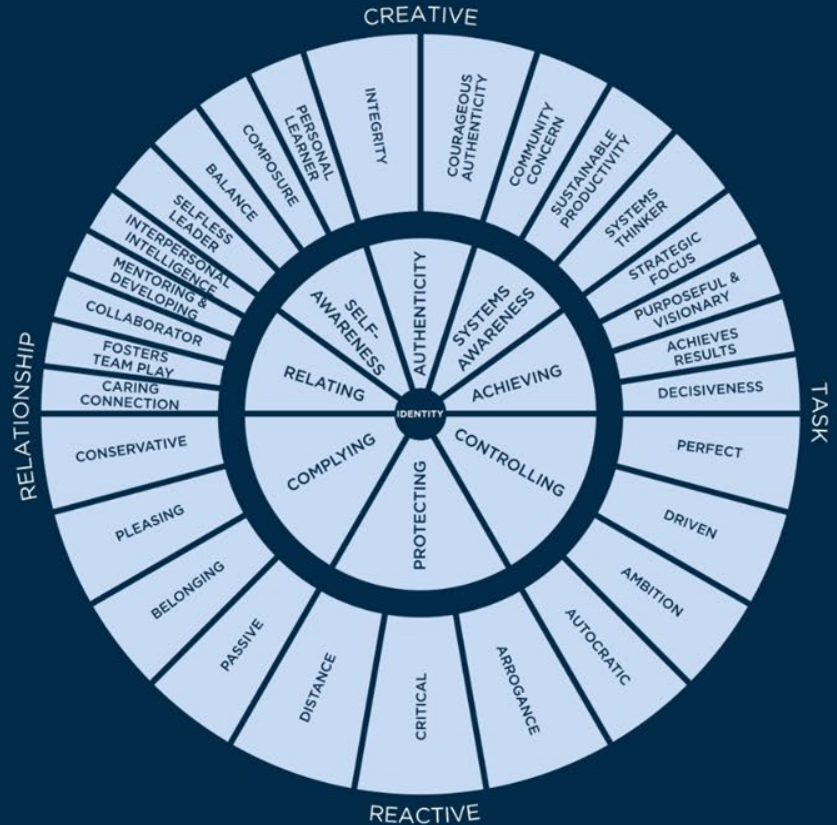


# Complete your Leadership Circle Profile



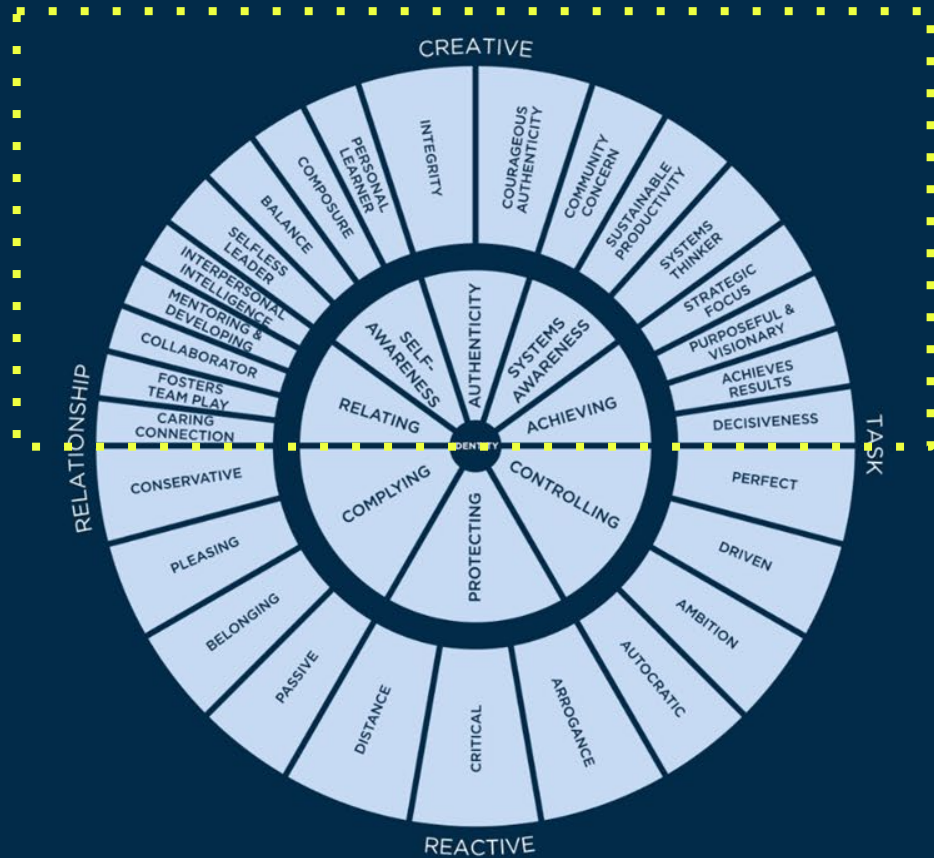
SCAN ME

Scroll down to take self assessment



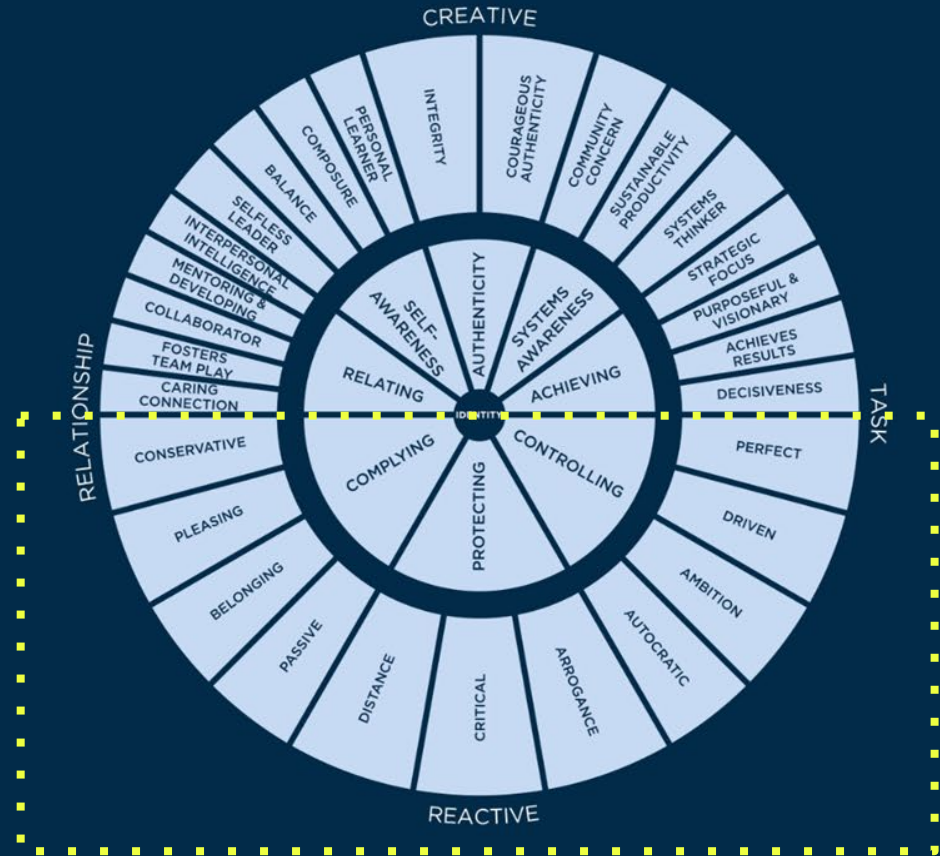
# Results

The top half of the circle maps **Creative Competencies** that contribute to a leader's effectiveness. This measures how you achieve results, bring out the best in others, lead with vision, enhance your development, act with integrity and courage, and improve organizational systems.



# Results

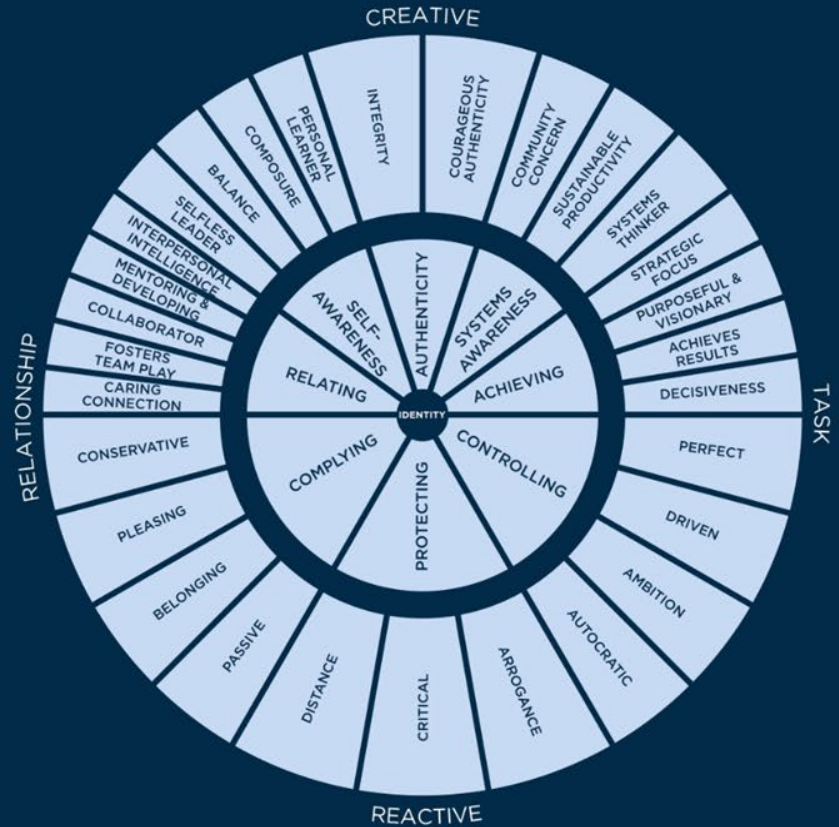
The lower half of the circle maps self-limiting **Reactive Tendencies** and behaviors. This reflects inner beliefs and assumptions that limit effectiveness, authentic expression, and empowering leadership.



# Results

**Reactive-Creative Scale** (Left scale)  
reflects the degree of balance  
between the Creative dimensions  
and the Reactive dimensions.

**Relationship-Task** (Upper scale)  
balance measures the degree of  
balance a leader shows between  
the Achieving and Relating  
competencies.

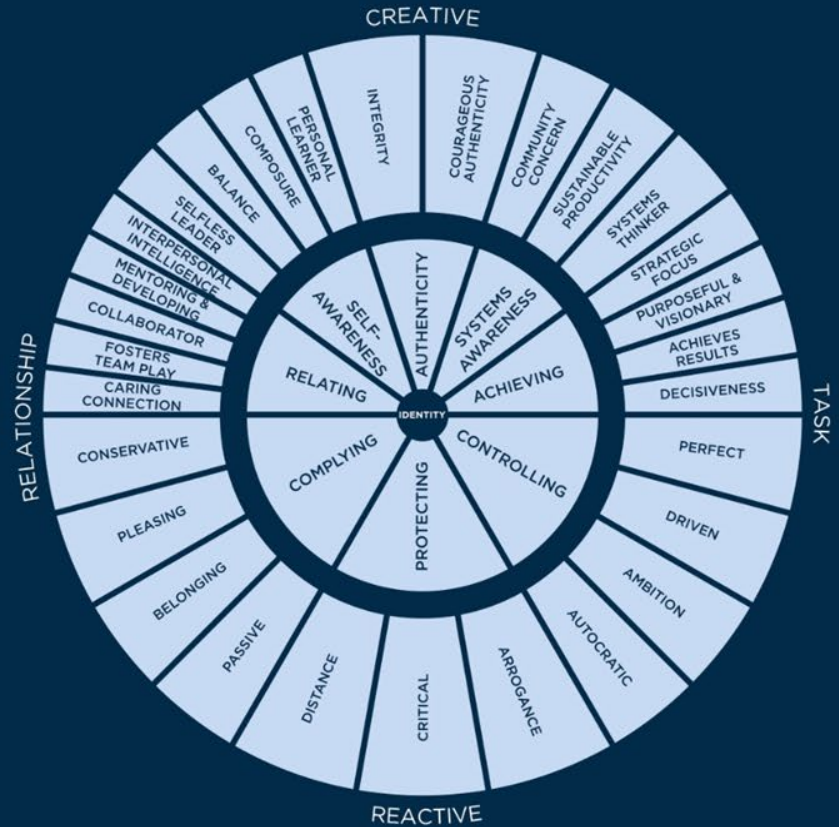




# Results

**Leadership Potential Utilization** (Right scale) is a bottom-line measure that compares the overall score of the dimensions measured to that of other leaders who have taken the LCP.

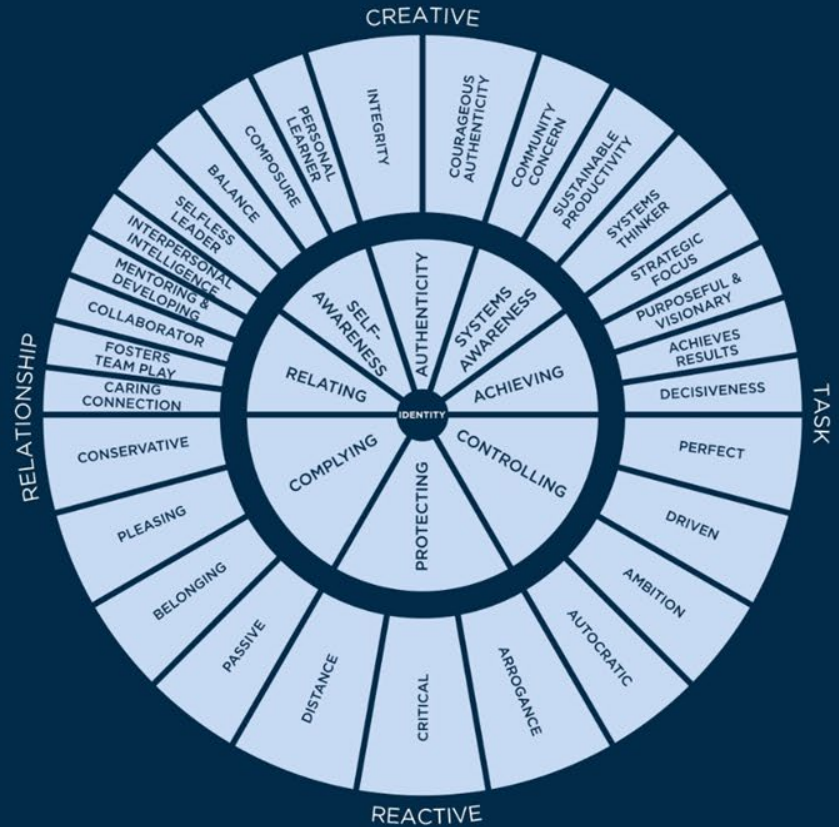
**Leadership Effectiveness** (Bottom scale) measures the leader's perceived level of overall effectiveness.




# Reflection

What did you observe about yourself while you were taking the test?

- How did you initially feel about your result?
- What did you observe about the dimensions in the circle?
- What do you want to do about your result?



The background features a Leadership Circle Profile (LCP) diagram, a circular instrument for assessing leadership behaviors. It consists of several concentric rings and radial lines. The outermost ring is labeled 'TASK' at the top and 'Perfect' on the right side. The next ring inward is labeled 'Decisiveness' at the top and 'Driven' on the right side. The inner rings contain various leadership behaviors such as 'Achieving', 'Influencing', 'Supporting', and 'Identifying'. A central circle is labeled 'Identity'. The diagram is overlaid with a grid of numbers from 0 to 100, representing scores for each behavior.

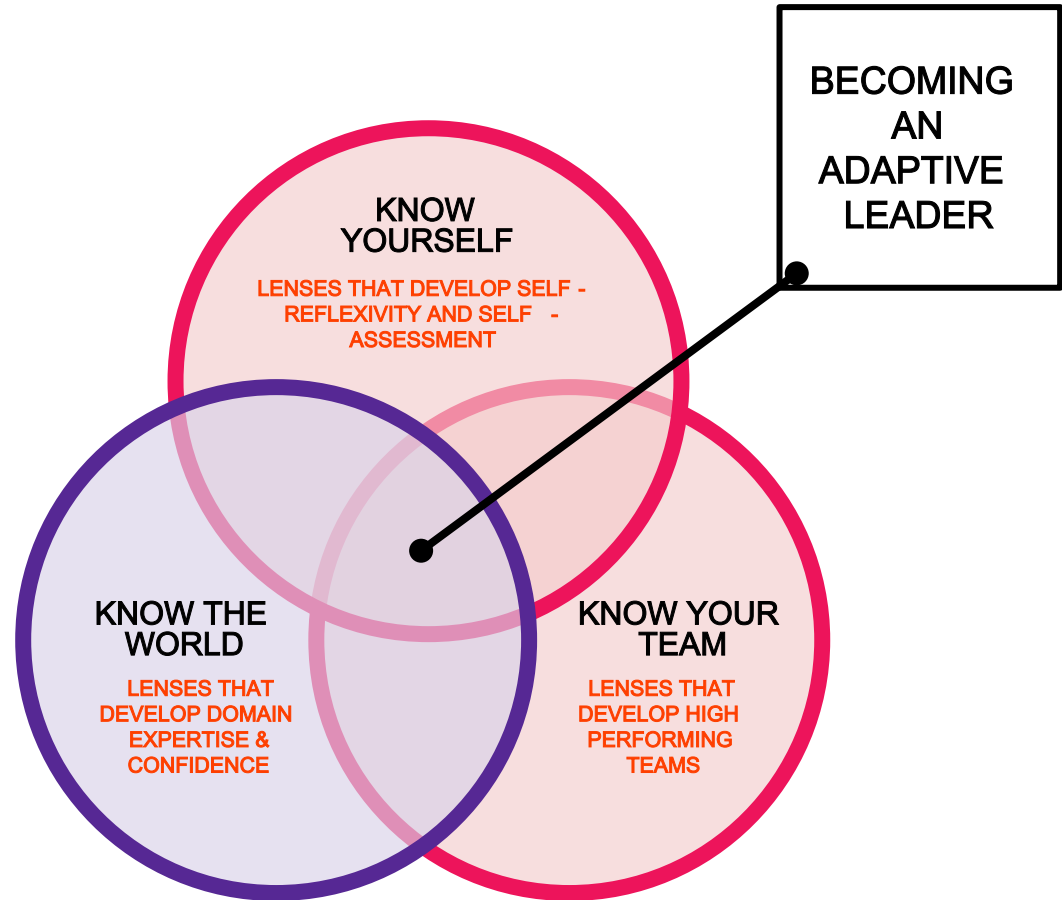
“...the development of effective leadership, especially in complex leadership roles, is a **long -term project —it is life work** .

The process of developing extraordinary leadership is the same process as becoming an extraordinary person.”

—From the authors of the Leadership Circle Profile



# HYPER ISLAND'S LEADERSHIP COMPETENCIES AND LENSES





United Nations  
Global Compact

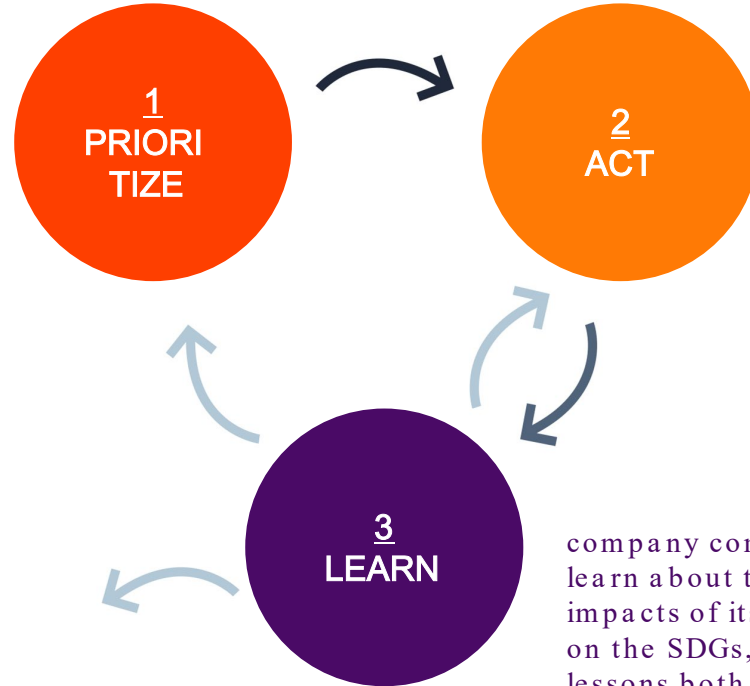
# BLUEPRINT FOR BUSINESS LEADERSHIP ON THE SDGs

**A PRINCIPLES-BASED  
APPROACH**

Aims to **inspire** all business — regardless of size, sector or geography — to take leading action in support of the achievement of the Sustainable Development Goals (SDGs).

# Business leadership on the SDGs evolves through repeating three steps

prioritization of actions based on their potential contribution to the SDGs



when priorities are set, organisation takes time and context specific action that embodies five, equally important, leadership qualities

company commits to learn about the impacts of its actions on the SDGs, sharing lessons both internally and externally

# Five (5) Qualities of SDG Leadership

## INTENTIONAL

Support for the SDGs is an integral, deliberate part of a leading company's strategy

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The organisation's level of ambition greatly exceeds prevailing levels of ambition, its actions are material in the context of its end-to-end operations, and it focuses on long-term outcomes

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## ACCOUNTABLE

A leading company is transparent, manages risk, seeks out meaningful engagement with stakeholders, and is accountable for adverse impacts.



# Leadership Qualities in Action

## Organisation Review and Assessment

### GUIDING QUESTIONS

#### INTENTIONAL

- Is your company committed to supporting the achievement of Goal #? Have you developed a holistic strategy that reflects this commitment, covering end-to-end operations and the wider community?
- Are you committed to learn from your actions and do you have processes in place to improve them accordingly?
- Is your strategy supported by the highest levels of management, including the Board of Directors?

#### AMBITIOUS

- Do your actions achieve long-term outcomes that greatly exceed those resulting from current industry practice?
- Are your actions aligned with what is needed to achieve Goal #?

#### CONSISTENT

- Is support for Goal # embedded across all organizational functions?
- Are staff and board incentives aligned with achieving Goal #?

#### COLLABORATIVE

- Do you proactively look for opportunities to partner with Governments, UN agencies, suppliers, civil society organizations, industry peers and other stakeholders to inform how to advance Goal #?

#### ACCOUNTABLE

- Do you publicly express your commitment to advance Goal #?
- Do you identify, monitor, and report on impacts, including potentially adverse impacts?
- Do you mitigate risks associated with your action?
- Do you remediate negative impacts associated with this action?
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ASSESSMENT

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BUSINESS ACTION / NEXT STEPS

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LEADING SELF

“This gives *me* the confidence

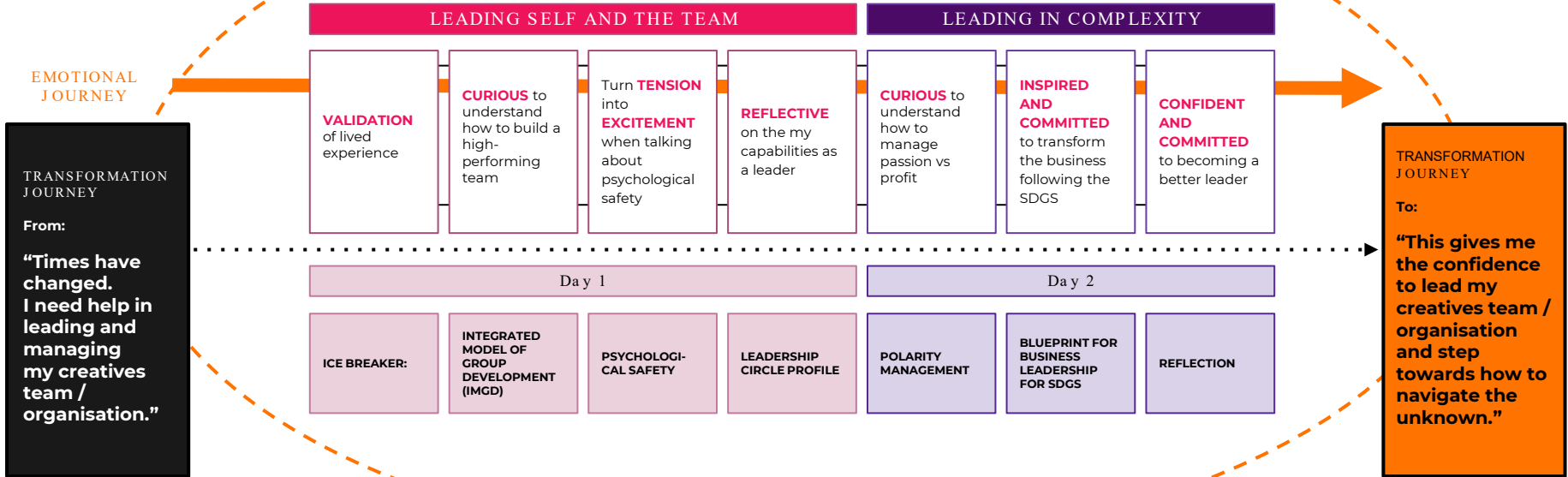
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# LEARNING EXPERIENCE DESIGN PROCESS



# Feedback

Module 2 Evaluation



# Check-out



Use the Patrick Mood Scale to share how you are going to approach your team back after this training.