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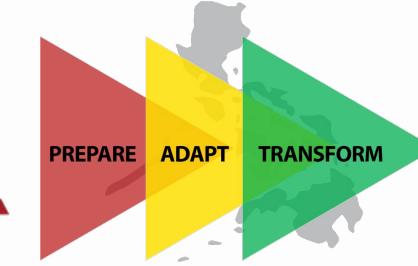


# Adopt-A-City: RLGSS BASELINE CONSOLIDATION

February 15-16, 2024 | Pala-o, Iligan City



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# BRIDGING LEADERSHIP

**Mr. Bong Villamor**

*Resilience Fellow*  
National Resilience Council

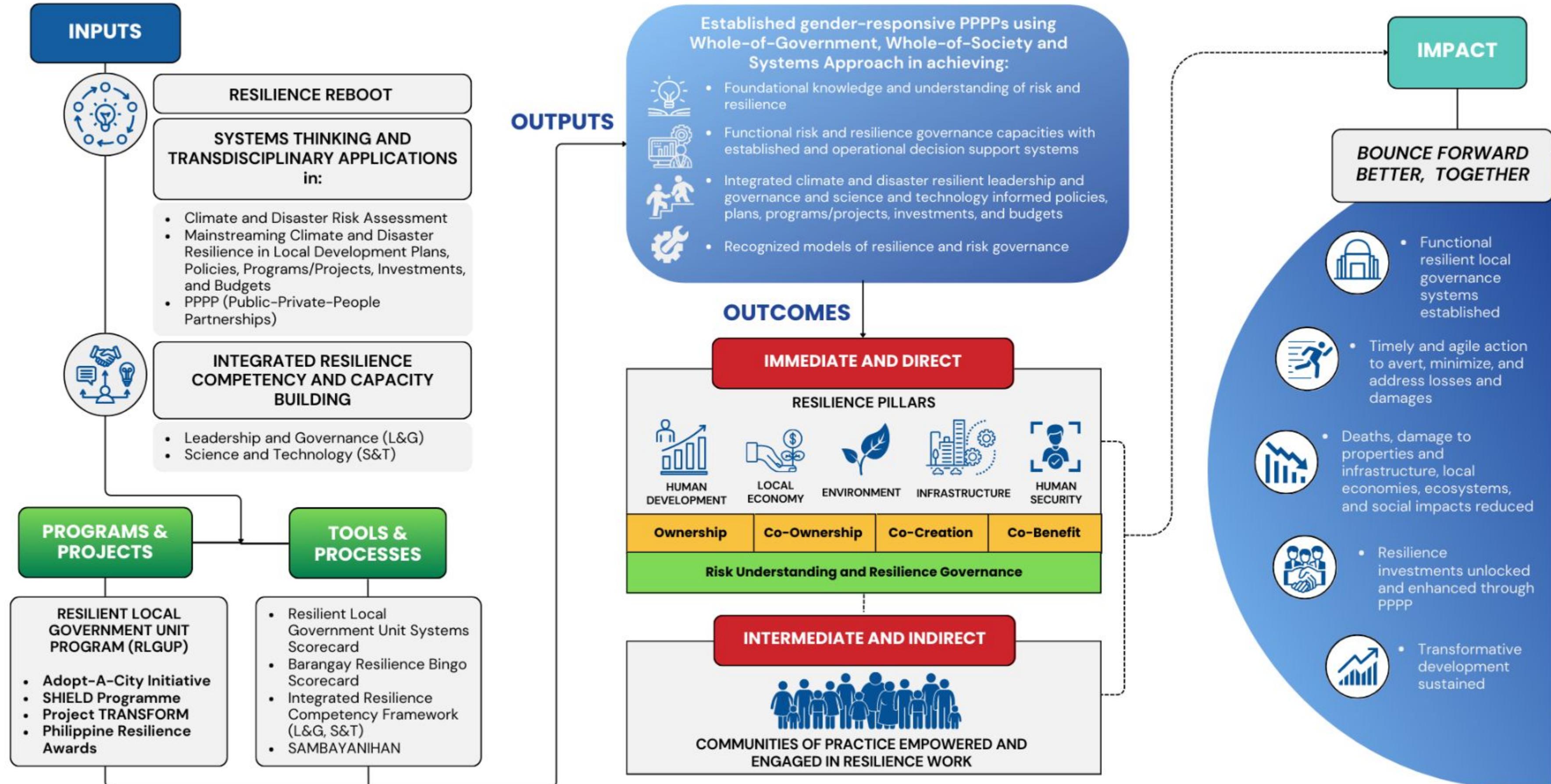


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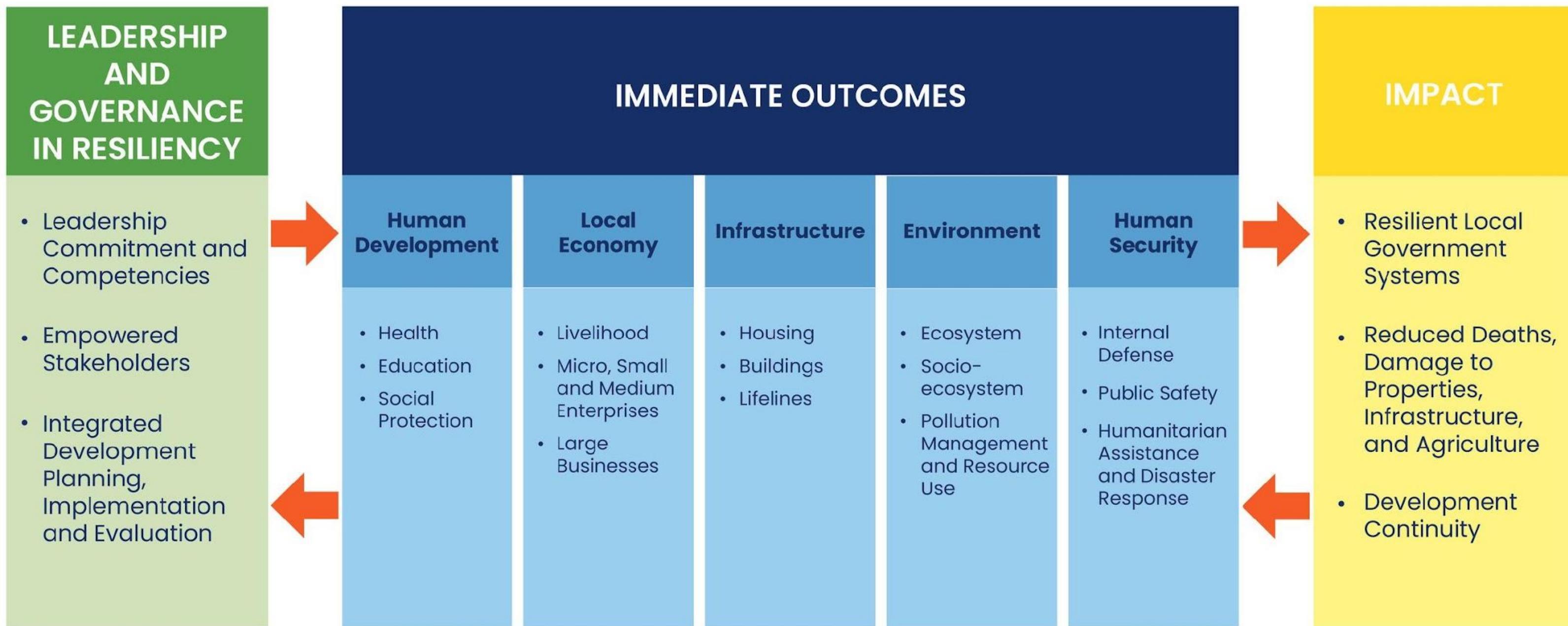
# LEADERSHIP and GOVERNANCE: Organizing for Resilience

# NRC Theory of Change



# Organizing for Resilience: The NRC Resilience Council

## The Resilience Framework



# DISASTER RISK



Disaster risk is widely recognized as the **potential consequence** of the interaction of hazard and the characteristics that make people, places, structures, ecosystems and other elements, vulnerable and exposed.

# VULNERABILITY <----> CAPACITY

Capacities are a combination of physical and intangible strengths in the community that can help manage and reduce risks and strengthen resilience.

These strengths may be exhibited in the following examples:

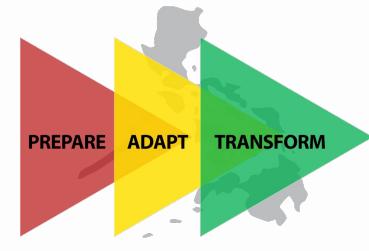
1. Infrastructure
2. Institutions
3. Knowledge and skills
4. Social relationships
5. Leadership and management



<http://www.valcaulin.com/article/how-you-can-help-yolanda-survivors-in-iloilo/3686/>

<http://iloilodrrmo.blogspot.com/p/blog-page.html>

UNISDR, 2 February 2017 <https://www.unisdr.org/we/inform/terminology>



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# NRC Resilient Local Government Unit Program (RLGUP)

## PREPARE

How can we minimize loss  
of lives and assets?

## ADAPT

How can we improve existing  
systems to prevent or reduce risks  
and vulnerability to hazardous  
events?

## TRANSFORM

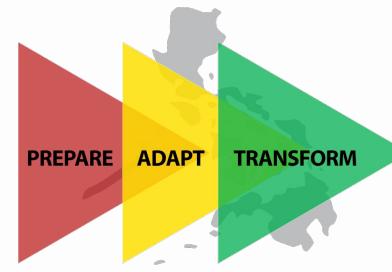
How can we change existing  
systems to achieve resilience?

## LEADERSHIP & GOVERNANCE

- Resilience Leadership Program Modules
- NRC Coalition Workshop Modules
- Practicum with Coaching

## SCIENCE AND TECHNOLOGY

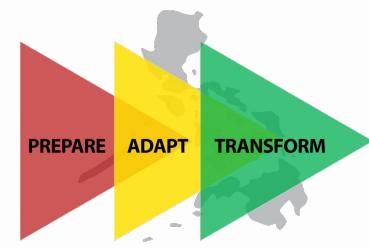
- Year 1 – Climate and Disaster Risk Assessment
- Year 2 – Deepening Systems Thinking for Resilient Development Pathways
- Year 3 – Solutions-driven Action Research/Choosing the Right Tools



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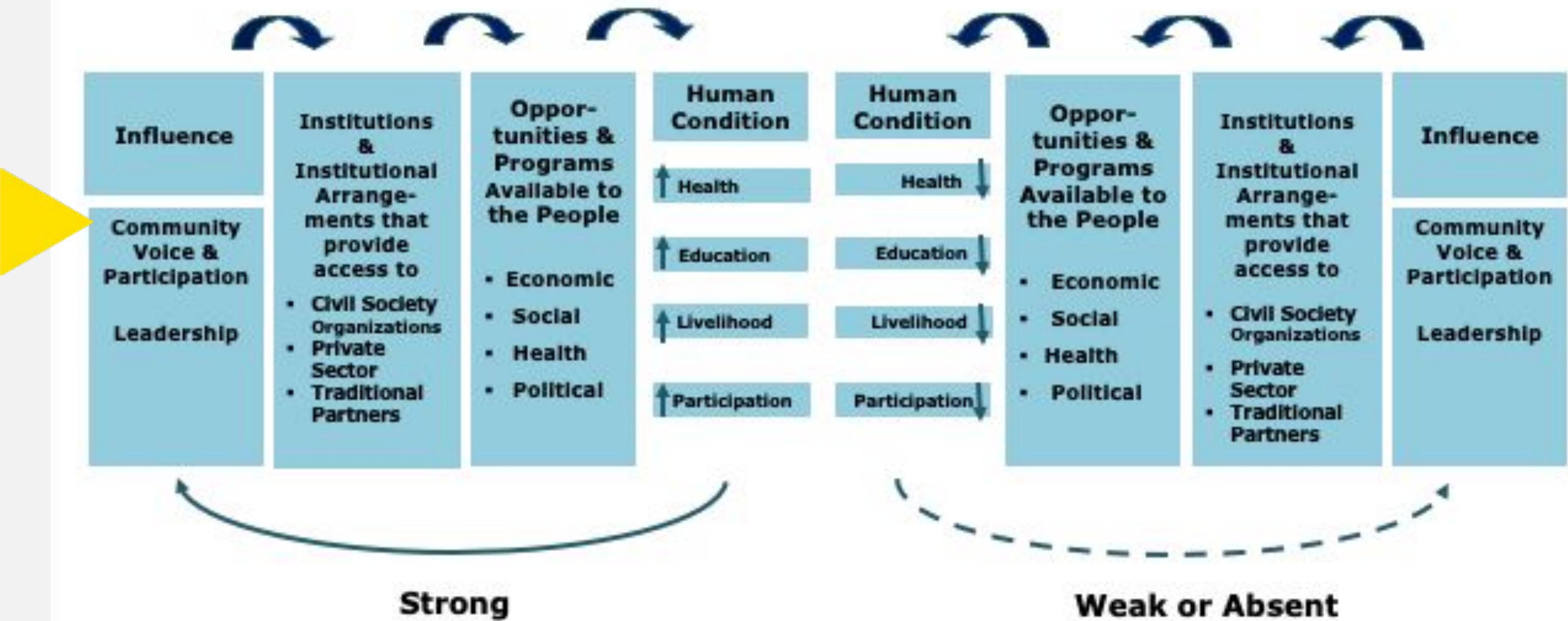
# The Challenge of Inequities

- Inequities: Differences in the availability of opportunities to access social programs and services of different individuals
- In an inequitable society, individuals have varying access to social programs and services necessary for better outcomes and improved quality of life
- Inequities influence how we respond to social and human development issues

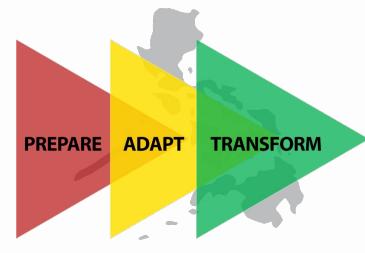


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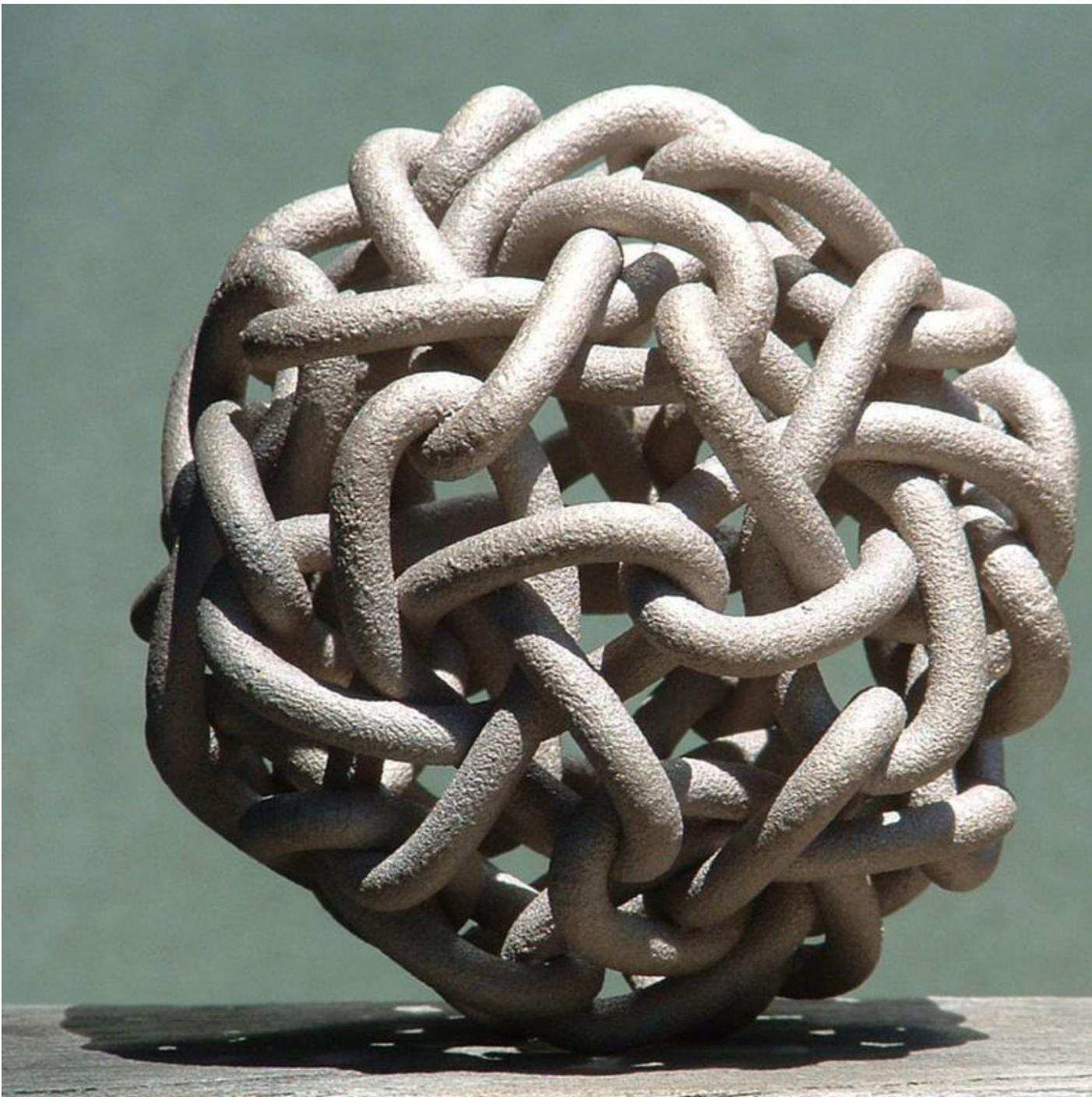
# What Explains Inequities



Source: Sen, as modified



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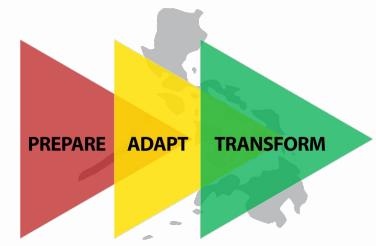


# Inequities as Complex Challenges

## WICKED PROBLEMS IN A COMPLEX SYSTEM

a social or cultural problem that is difficult or impossible to solve

- Roots are complex and interconnected
- Many stakeholders with different values, priorities and perspectives
- Problems are emerging (constantly changing)

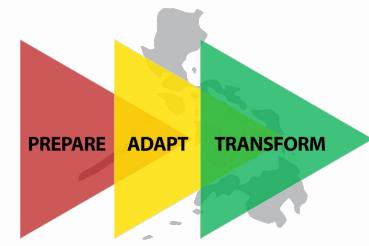


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# Inequities as Complex Challenges

NATURE OF INEQUITY	INTERVENTION APPROACH	METHODOLOGY
Dynamic	Systemic	Systems Thinking
Social	Participative	Multi-Stakeholder Engagement
Generative	Emergent	Creative

Source: Kahane



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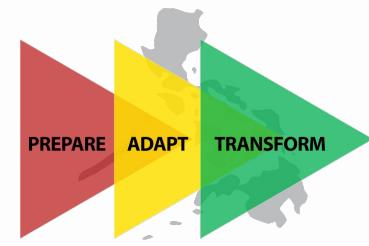
# Bridging Leadership



## PERSONAL OWNERSHIP AND TRANSFORMATION

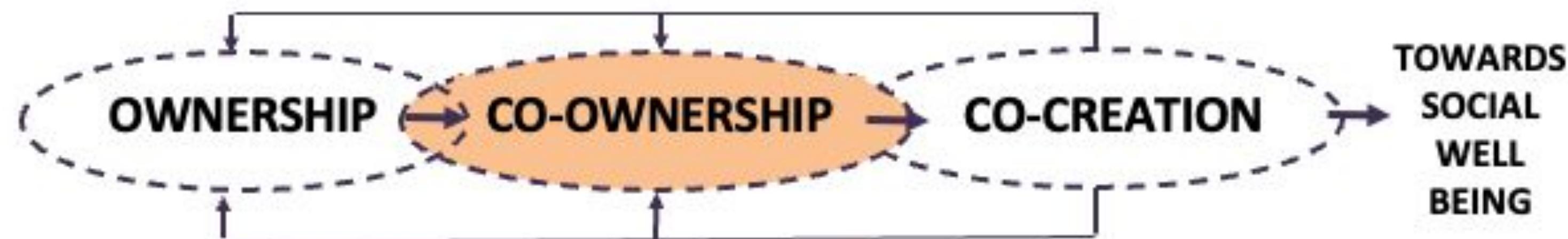
- Reflects on his/her life journey, gifts and inner challenges
- Understands systemic context and what it seeking from him/her
- Makes a deep personal response to transform his/her inner and outer reality

- **Life Purpose**
- **Leadership Challenge**
- **Personal Response**



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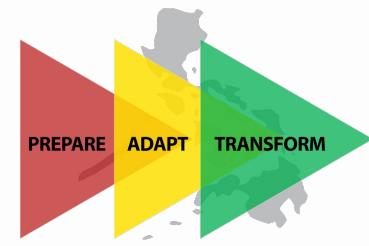
# Bridging Leadership



## MULTI-STAKEHOLDER PARTNERSHIP

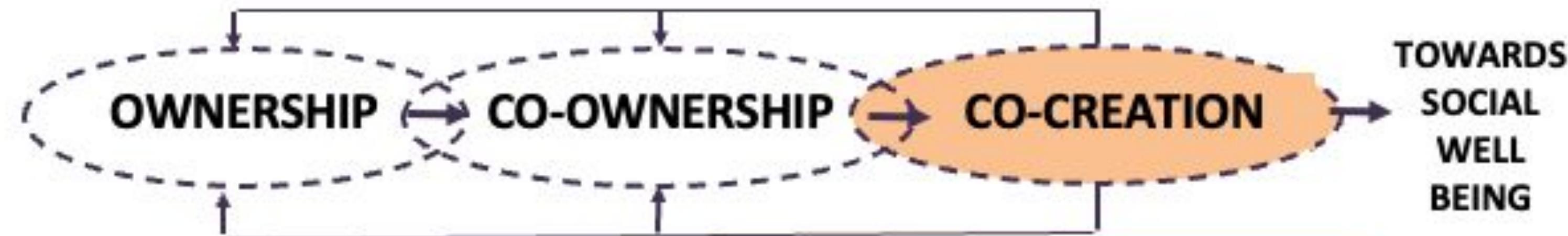
- Identifies and engages with other stakeholders
- Listens and integrates others perspectives
- Facilitates space for collective reflection and ownership of leadership challenge/social divide

**Stakeholder Mapping**  
**Generative Dialogue**



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# Bridging Leadership



**Safe spaces for institutional and community engagement**

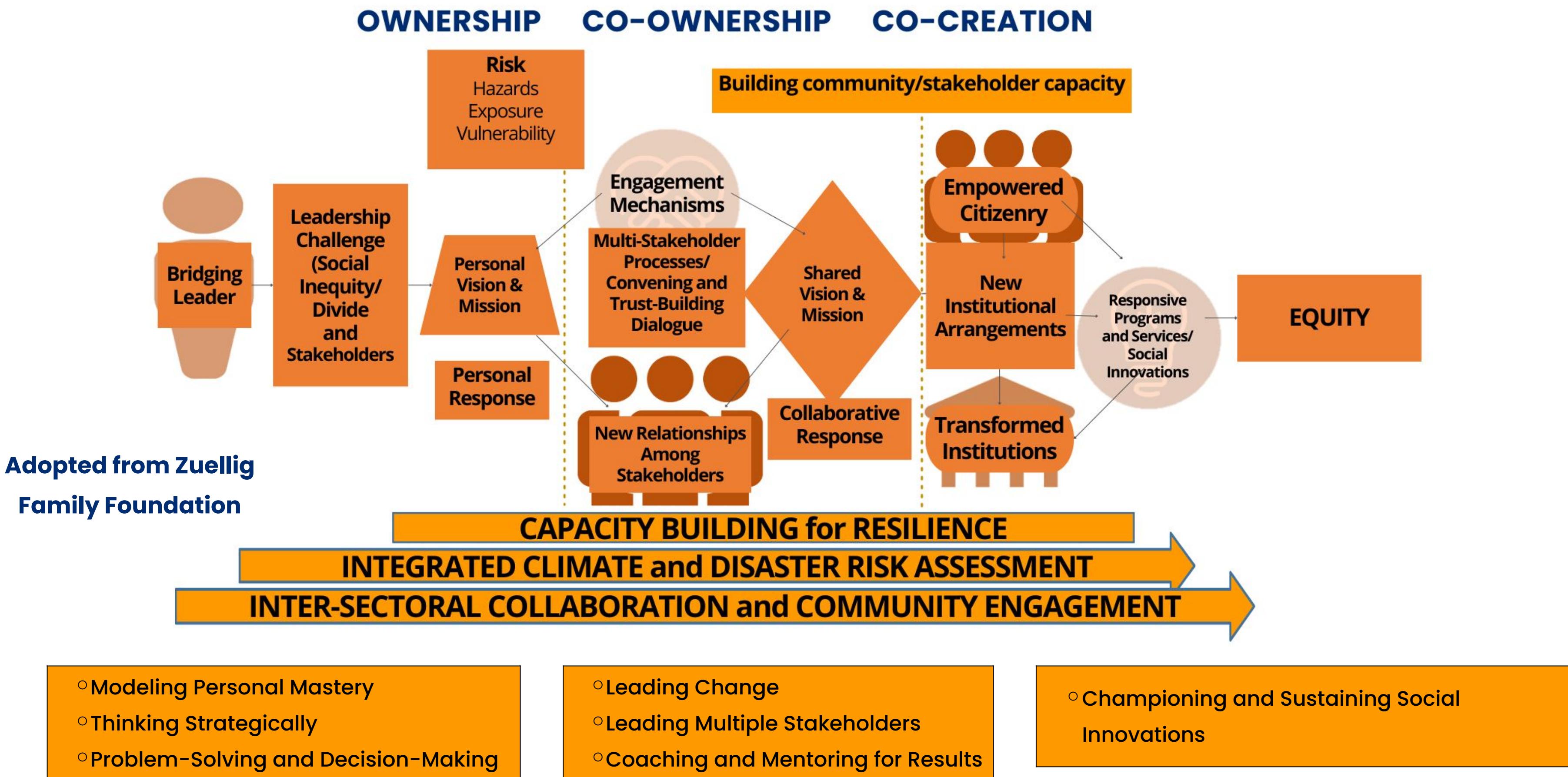
**Prototyping platform**

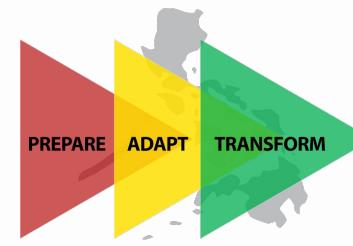
**New institutional arrangements**

## NEW INSTITUTIONAL ARRANGEMENTS

- Facilitates safe spaces across the social divides and power differences
- Enables platform for social learning and innovation
- Co-creates containers leading to responsive institutions and empowered citizenry

# Bridging Leadership (BL) for Risk Governance





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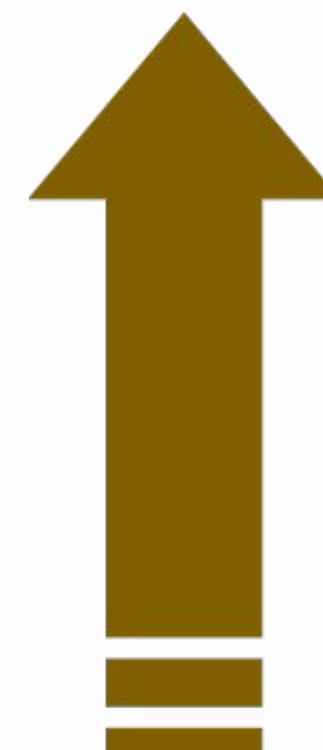
**The key in understanding the system is to move from the EVENT level to the PATTERN level and thinking deeper to move to the underlying STRUCTURE and the MENTAL MODELS behind it.**



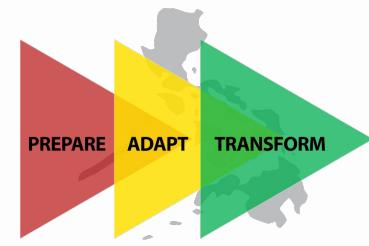
# Bridging Leadership Tools: Systems Thinking



**Systems thinking is thinking that there are MENTAL MODELS creating the STRUCTURE that causes the PATTERN which produces the EVENT.**



Huigens, Andre. Systems Thinking, the Iceberg Theory of Daniel Kim Explained, as modified

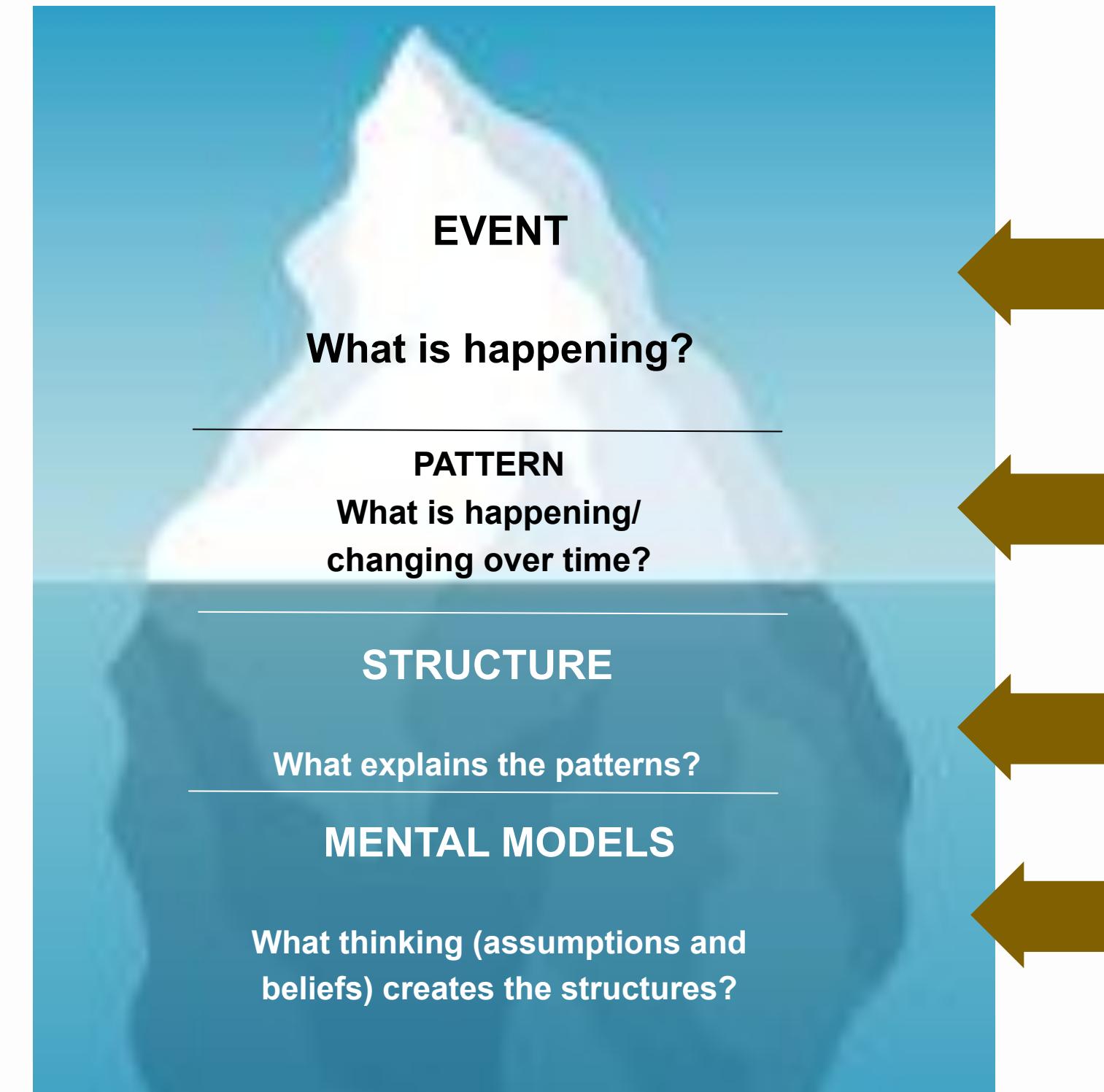


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As we go deeper in the system, solutions to problems become **MORE INNOVATIVE**, **MORE DIFFICULT TO IMPLEMENT** and are **BIGGER** in **IMPACT**

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# Bridging Leadership Tools: Systems Thinking

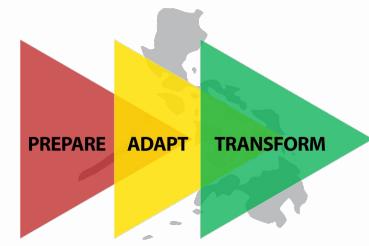
**REACT**

**ANTICIPATE,  
PLAN**

**DESIGN**

**INNOVATE/  
TRANSFORM**

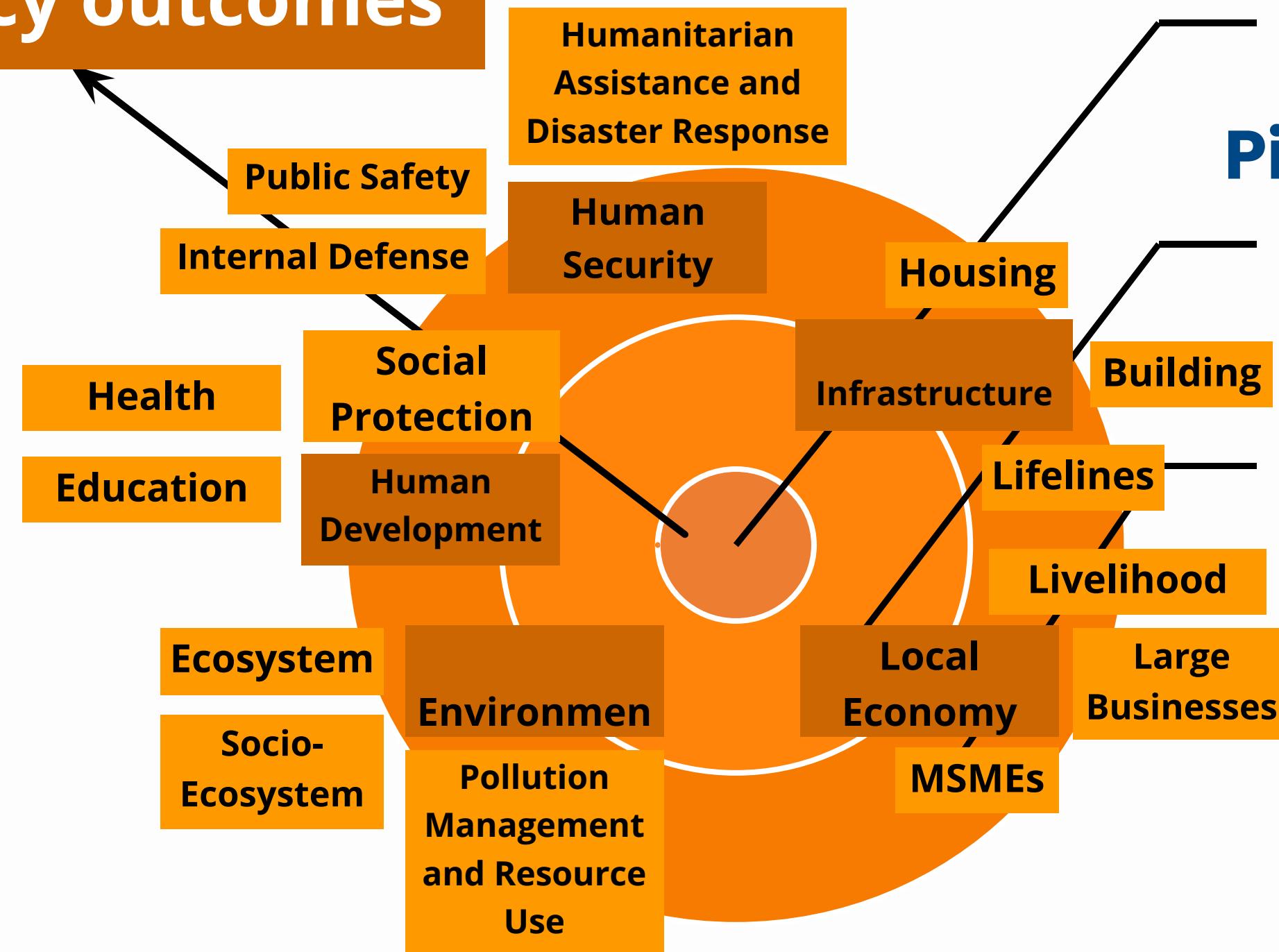
Huigens, Andre. Systems Thinking, the Iceberg Theory of Daniel Kim Explained, as modified



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# Systems Thinking for Resilience LGUs

Better risk and  
resiliency outcomes



Resilient LGU  
System

Pillars of a Resilient  
LGU System

Sub-Pillars of Risk  
and Resiliency



# How Systems Behave

## *Structured Learning Experience: Triangle Exercise*

Participants will form a circle in the middle of the room. Upon the signal of the facilitator, the objective of the game is for EACH OF THE PARTICIPANTS to form an EQUIDISTANT TRIANGLE. When we say equidistant, make sure that all three sides of your triangle must be equal in length or distance.

### **Round 1:**

Without communicating to anyone, choose TWO other participants as your reference points. With these two reference points, form an equidistant triangle when the facilitator gives the signal.

### **Round 2:**

A participant will be assigned as a reference point for everyone else in the circle. Participants then secretly choose ONE OTHER PARTICIPANT as the other reference point. When the facilitator gives the signal, please make sure that you form the TRIANGLE with these two reference points.

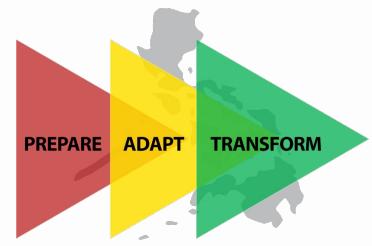
### **Round 3:**

Like in Round 1, choose TWO REFERENCE points, but this time, before taking any step, count 3 seconds (1,001, 1,002, 1,003 then move) before forming the equidistant triangle.



# How Systems Behave

- Emphasizes circular relationships and wholes rather than parts; stresses the role of **INTERCONNECTIONS** — including the role we each play in the systems at work in our lives;
- Emphasizes that no one person/sector is the cause of the output but rather, all parts of the system are involved in creation of the output; there are, however, **LEVERAGE POINTS** where interventions make the most impact; and,
- Emphasizes the occurrence of **TIME DELAYS** in dealing with systems-level adaptive challenges requiring transformation and innovation.



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# Bridging Leadership Tools: Dialogue for Multi-Stakeholder Engagement

*Co-Ownership and Multi-Sectoral Engagement*

## Engagement Mechanisms



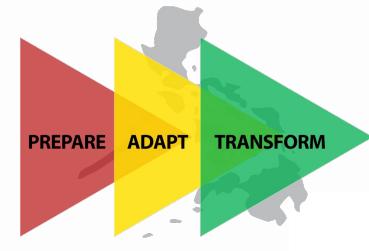
Multi-Stakeholder Processes/  
Trust-Building Dialogue

New Relationships  
Among Stakeholders

Shared  
Vision &  
Mission

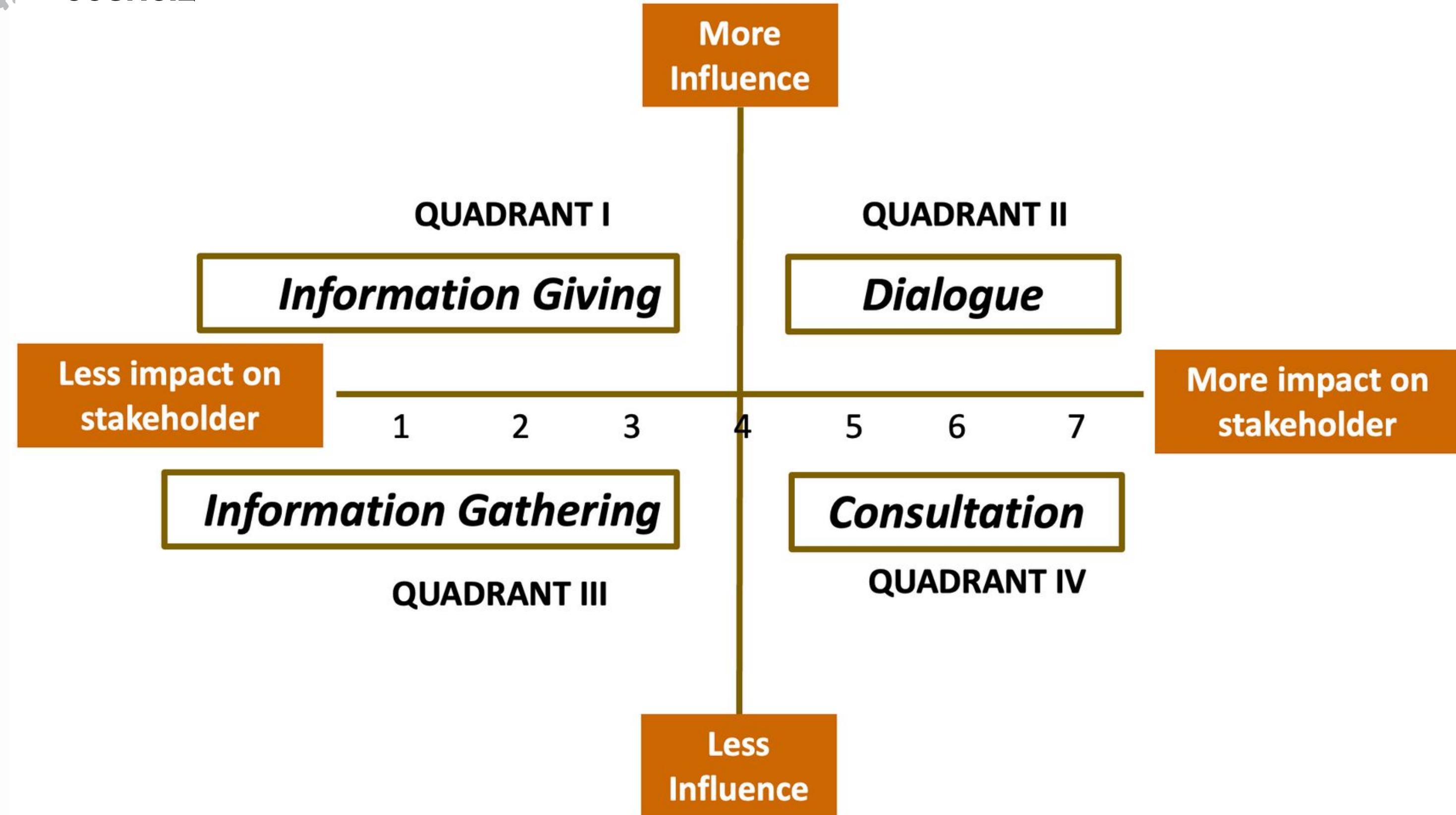
Collaborative  
Response

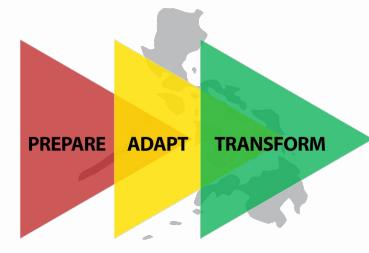
Community Participation and Multi-Sectoral Engagement



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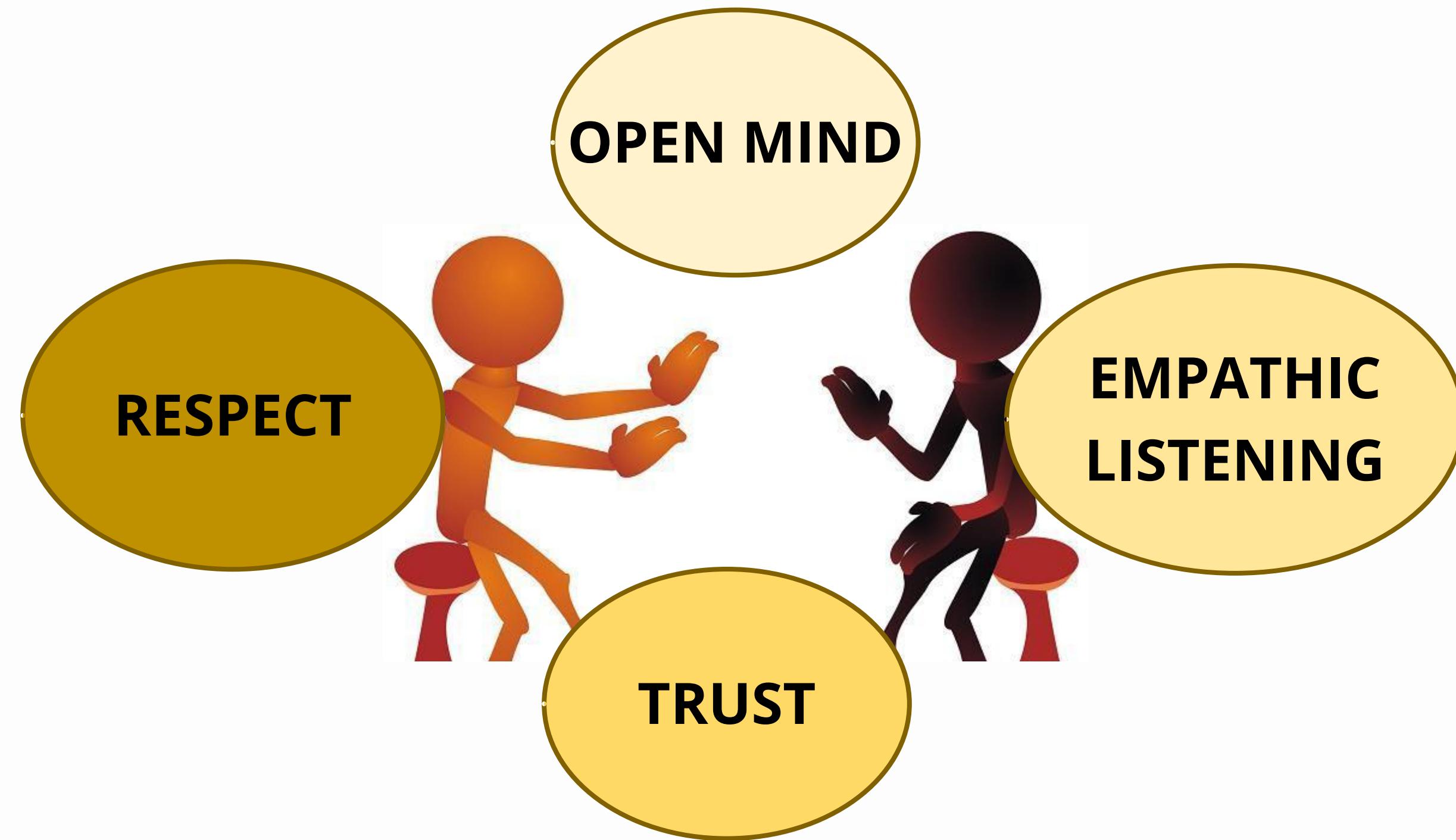
# Multi-Stakeholder Mapping and Analysis





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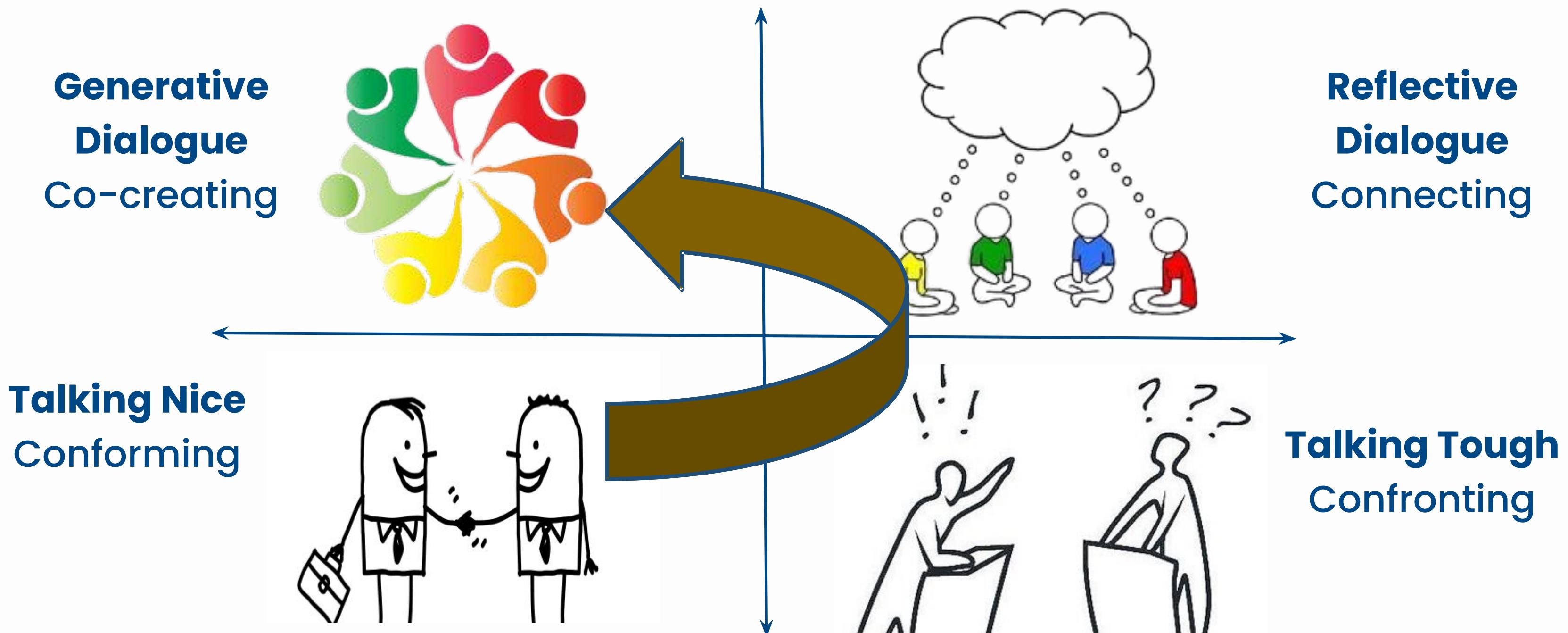
# Bridging Leadership Tools: Dialogue for Multi-Stakeholder Engagement



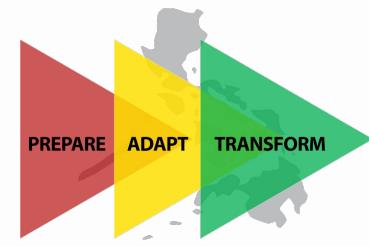
**Creating Safe Spaces for Conversations and Collaborative Work**

# Bridging Leadership Tools: Dialogue for Multi-Stakeholder Engagement

## Levels of Conversation:

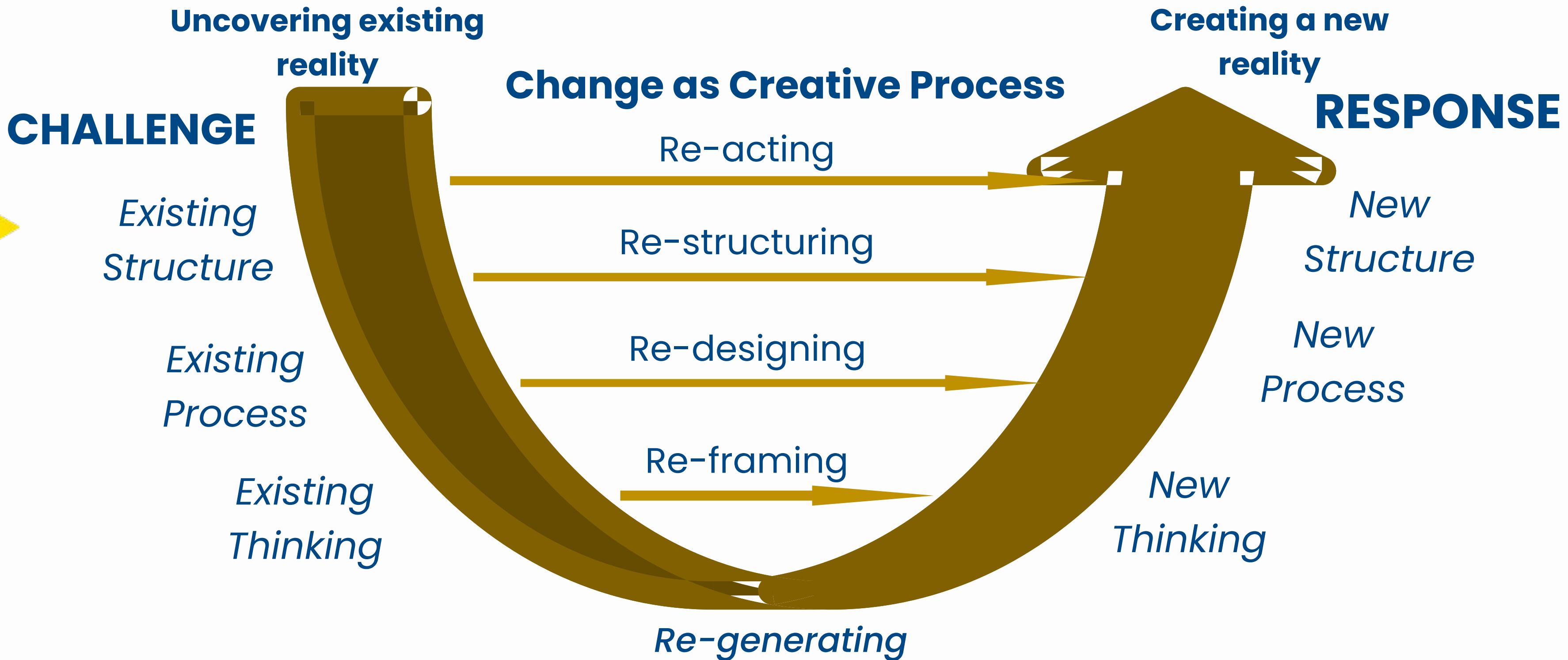


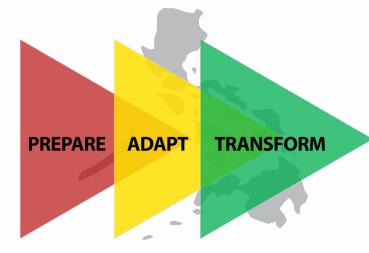
Source: Scharmer, as modified



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# Bridging Leadership Tools: Theory U for Leading Change





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# Bridging Leadership Tools: Theory U for Leading Change

**OWNERSHIP**

**CO-OWNERSHIP**

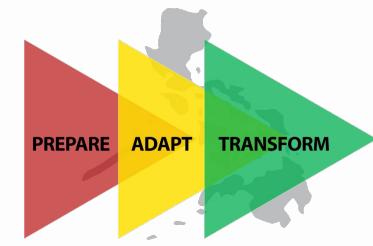
**CO-CREATION**

**Personal  
Response**

**Collaborative  
Response**

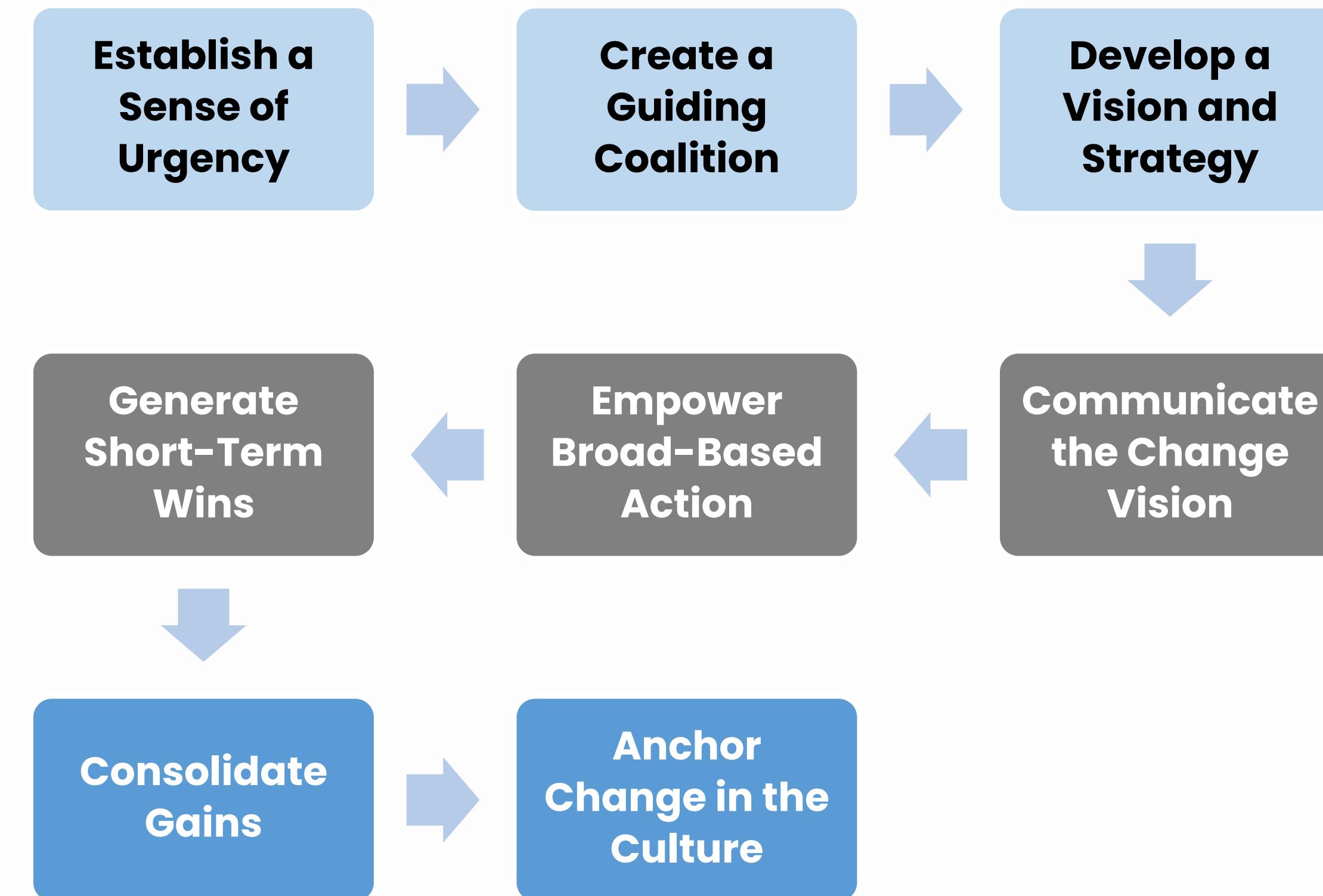
**Innovative  
Institutional  
Arrangements**





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# The Kotter Framework for Leading Change



Source: Leading Change, John P. Kotter, 1996

**Communities and all its members are  
actively involved in all aspects of DRRM and resilience actions,  
are safer and more resilient to the impact of climate change and disasters  
caused by natural hazards**

## **Local Government**

have improved climate and disaster resilience organizational capacities and competencies

## **Private Sector**

is involved and active in climate and disaster resilience actions

## **Civil Society Organizations**

embrace climate and disaster resilience as their mission

## **Academic Institutions**

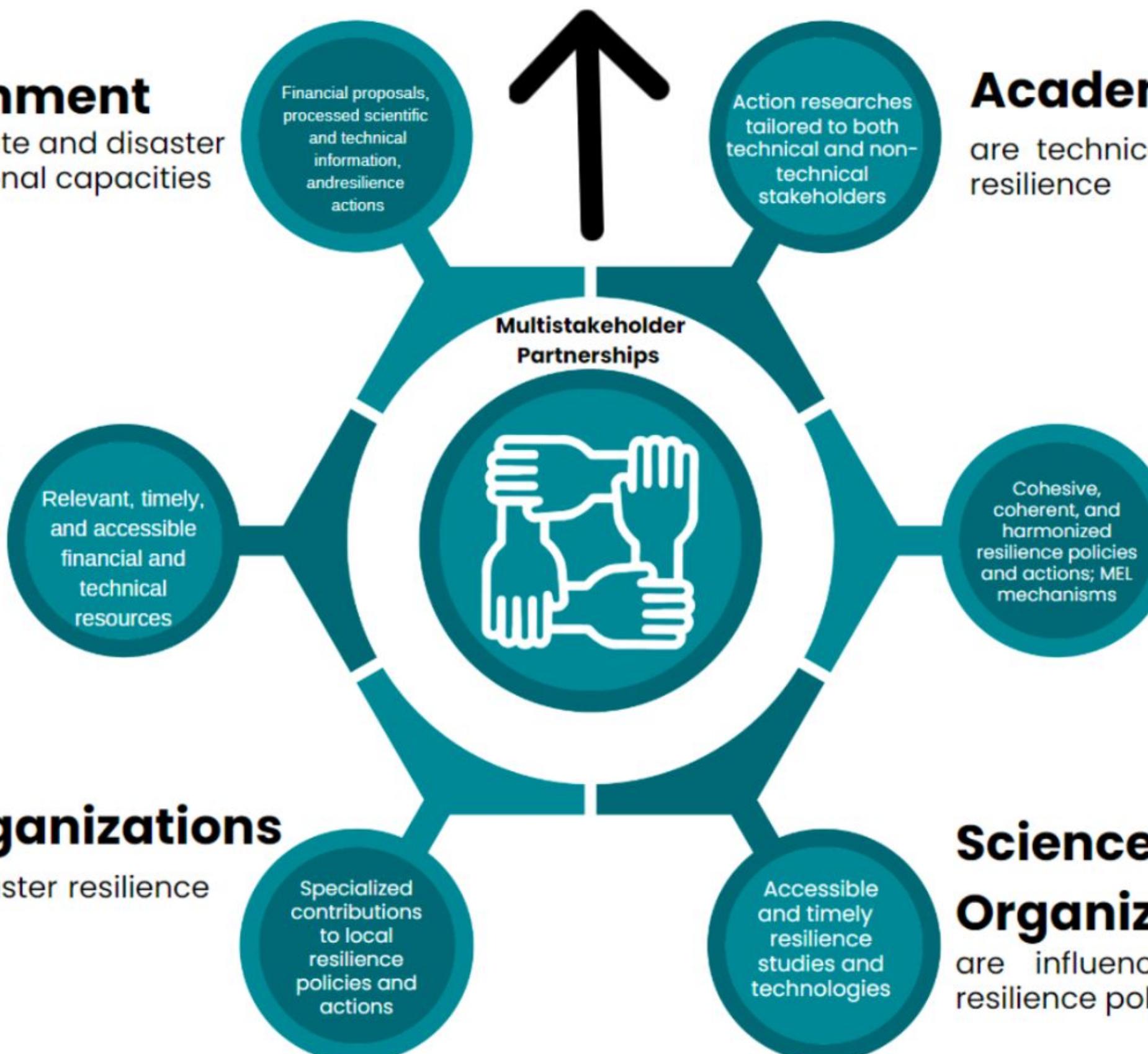
are technically capable in climate and disaster resilience

## **National Government Agencies**

are prioritizing, monitoring, and evaluating climate and disaster resilience

## **Science & Technical Organizations**

are influencing science and evidence-based resilience policies and programs



# WORK WITH US!



[www.resiliencouncil.ph](http://www.resiliencouncil.ph)



National Resilience Council



NRCPhilippines



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