



Training for Regenerative Leadership

Module 6

Co-creating and Leading Transformational Change

Developed by Eurosuccess | 2026

PROJECT NUMBER: 2024-1-FR01-KA220-VET-000244092



Co-funded by
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6. Co-creating and Leading Transformational Change

Participatory change processes, co-creation, and stakeholder engagement.

by Eurosuccess

6.1 Introduction

Topics and Key Concepts

This module supports participants in moving from reflection and strategic thinking to practical implementation by exploring how transformational change can be co-created and led within organisations, educational settings, VET institutions, community initiatives, and other professional environments. It focuses on participatory approaches that encourage collaboration, shared ownership, and inclusive decision-making when designing and implementing meaningful improvements.

Participants will examine how engaging diverse stakeholders, promoting trust, and building readiness for change can strengthen resilience, inclusion, and sustainability across different contexts. Through practical reflection and planning, the module enables participants to translate ideas related to diversity, inclusion, and regenerative leadership into realistic actions that can be implemented within teams, learning environments, organisations, or communities.

By the end of the module, participants will be better prepared to lead collaborative change processes, manage resistance constructively, and contribute to the development of environments that continuously learn, adapt, and improve.

Topic of the Module:

This module focuses on how organisations and educational institutions can move from awareness and strategy to action by co-creating and leading transformational change processes. It emphasises participatory approaches that engage diverse stakeholders in designing and implementing inclusive, regenerative, and sustainable organisational practices.

Key Concepts:

- **Transformational Change:** A structured process that leads to significant and sustainable improvements in culture, practices, relationships, and outcomes, moving beyond incremental adjustments toward long-term systemic change.
- **Co-creation:** A collaborative approach in which stakeholders actively participate in designing solutions and strategies, ensuring diverse perspectives are included.
- **Participatory Leadership:** A leadership approach that encourages shared decision-making, empowerment, dialogue, and active involvement of learners, educators, team members, and stakeholders.
- **Stakeholder Engagement:** The intentional process of involving individuals and groups affected by or able to influence change processes within organisations, educational settings, or communities.
- **Change Readiness:** The extent to which individuals, teams, or institutions are prepared to adopt new practices, mindsets, and behaviours.

- **Inclusive Change Processes:** Change initiatives that actively consider diversity, equity, and accessibility, ensuring all voices are heard.
- **Collaborative Decision-Making:** Decisions made collectively through dialogue and shared responsibility, strengthening ownership of outcomes.
- **Action Planning for Change:** Translating ideas and reflections into concrete, realistic steps for implementation within teams, educational settings or organisations.
- **Resistance to Change:** Natural reactions to new ideas arising from uncertainty or lack of understanding, requiring supportive leadership and clear communication.
- **Learning Organisations:** Environments that continuously adapt and improve by encouraging feedback, experimentation, and shared learning.

Overall Goals and Learning Objectives

To equip participants with practical tools and approaches to co-create and lead transformational change within organisations, educational settings, VET environments, or community initiatives translating intentions around diversity, inclusion, participation, and regenerative leadership into concrete and sustainable actions.

Knowledge

Participants will be able to:

- Describe the key principles of transformational change and participatory leadership
- Explain the role of co-creation and stakeholder engagement in successful organisational change
- Identify common challenges and barriers in leading change processes
- Recognise the importance of inclusive approaches in improving learning, working, and community environments

Skills

Participants will be able to:

- Facilitate participatory discussions and collaborative planning processes
- Design simple and realistic action plans to support organisational change
- Communicate change objectives clearly and effectively within their professional or educational environment

Attitudes:

Participants will be able to:

- Demonstrate openness to collaboration and shared decision-making
- Value diverse perspectives and inclusive participation in organisational processes
- Reflect on their own leadership role in promoting positive organisational change

Resources

Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press.

Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organisation*. Doubleday.

Cooperrider, D. L., & Whitney, D. (2005). *Appreciative Inquiry: A Positive Revolution in Change*. Berrett-Koehler Publishers.

Laloux, F. (2014). *Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness*. Nelson Parker.

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Harvard Business Press.

Brené Brown (2018). *Dare to Lead: Brave Work, Tough Conversations, Whole Hearts*. Random House.

Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). Free Press.

TED Talk — How to lead a conversation between people who disagree | Eve Pearlman:
https://www.ted.com/talks/eve_pearlman_how_to_lead_a_conversation_between_people_who_disagree

TED Talk — The secret to leading organisational change is empathy | Serial entrepreneur:
https://www.ted.com/talks/rob_kalwarowsky_the_secret_to_leading_organizational_change_is_empathy

6.2 Activities

Activity 1: Icebreaker

Learning Objectives:

- Participants get to know each other and engage with the module topic.
- Participants warm up and engage with the theme of organisational change.
- Participants reflect on the current state and desired direction of their organisation using a creative metaphor.

Procedure and methods:

Procedure	Group format	Materials	Time
The facilitator asks participants to think about their organisation right now and finish the sentence: <i>"If my organisation were a vehicle, it would be a ____ because ____."</i> Participants have one minute to think individually. They are encouraged to be creative and, if they wish, to briefly mimic or reenact the vehicle they have in mind (for example, showing how it moves, its speed, or its condition). This helps create a relaxed atmosphere and brings energy into the room from the start.	Individual work	None	2 minutes
Participants share their answers with the full group in a quick round. The facilitator encourages brief responses (one sentence each) to keep the energy moving.	Plenary session	None	5 minutes
The facilitator briefly draws out two or three observations from what was shared. For example, how different vehicles reflect different speeds of change, levels of agility, or direction. The facilitator transitions to the module theme: <i>"Today we'll explore how to steer that vehicle, together."</i>	Plenary session	None	3 minutes

Activity 2: Stakeholder Mapping for Change — "Who Needs to Be in the Room?"

Learning Objectives:

- Participants identify the key stakeholders relevant to a change initiative in their own organisational context.
- Participants recognise the importance of inclusive stakeholder engagement in co-creating sustainable change.
- Participants practise mapping stakeholder relationships, interests, and levels of influence.

Procedure and methods:

Procedure	Group format	Materials	Time
The facilitator introduces the concept of stakeholder engagement in change processes, explaining that successful transformational change requires identifying and involving the right people, including those who may resist. The facilitator explains that stakeholder mapping is not only about identifying formal roles, but also recognising informal influence, hidden barriers, and voices that are often excluded from decision-making. The facilitator presents a simple stakeholder matrix on a flipchart, based on the activity worksheet (axes: Level of Influence / Level of Interest).	Plenary session	Flipchart or whiteboard, markers	10 minutes
The facilitator shares the stakeholder mapping worksheet with the participants. Each participant is encouraged to think of a real or realistic change initiative in their organisation. This could be related to inclusion, a new process, a team restructure, or any regenerative practice. They individually map out the key stakeholders on a worksheet, placing them in the matrix and the table, and then noting their likely attitude toward the change (supportive, neutral, resistant). Participants then briefly review their stakeholder map and identify: • any stakeholders with unexpected or informal influence, • voices that may be overlooked or excluded, • stakeholders who may resist the change Participants may mark or annotate these directly on the worksheet to support the	Individual work	Stakeholder Mapping Worksheet (see 6.3), pens	10 minutes

Procedure	Group format	Materials	Time
next discussion phase.			
Participants form small groups of 3-4. Each person briefly presents their stakeholder map and shares: <i>Which stakeholder surprised them? Who is often overlooked? Who holds the most informal power?</i> Groups discuss patterns across their different contexts and reflect on how stakeholder attitudes and influence can affect change processes. Note: Also, consider a short pair-sharing step to make the reflection moments more interactive, especially for participants who may not feel comfortable sharing directly in the big group.	Group work	Completed stakeholder maps	15 minutes
Groups share one key insight from their discussion with the full group. The facilitator consolidates the main themes, reinforcing the message that co-creation begins with <i>who</i> is invited into the process, and that marginalised or overlooked voices are often the most important to include.	Plenary session	Flipchart to note key points	10 minutes
The facilitator introduces a brief reflection prompt: <i>"What would change in your organisation if you approached this change process with a co-creation mindset?"</i> Participants write one sentence in their notes.	Individual work	Notebook or paper	5 minutes

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Activity 2

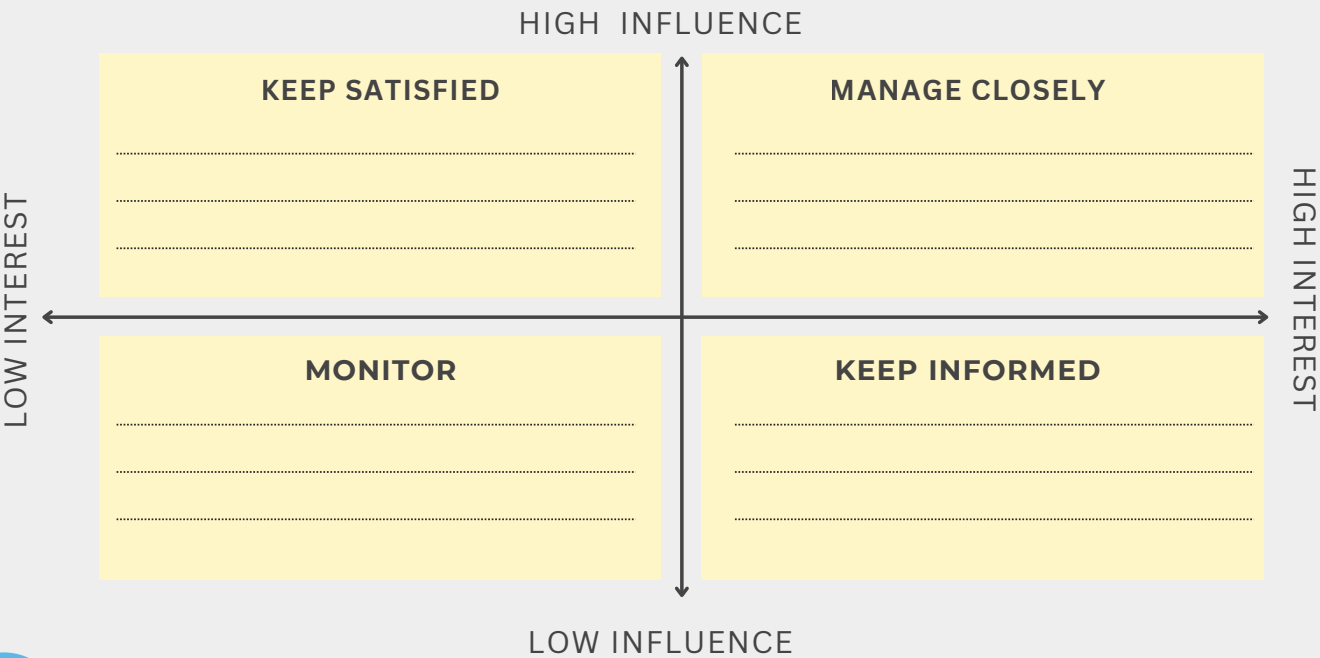
Stakeholder Mapping Worksheet

"Who Needs to Be in the Room?"

1 MY CHANGE INITIATIVE

Briefly describe the change you want to make in your organisation:

2 STAKEHOLDER MATRIX



3 STAKEHOLDER DETAIL TABLE

Stakeholder Name/Role	Attitude ☐ Supportive ☐ Neutral ☐ Resistant	Why?	How will I engage them?

Reflection Prompt: Who is often overlooked in your organisation’s change processes? What would happen if they wer included?

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Activity 2

Stakeholder Mapping Worksheet

"Who Needs to Be in the Room?"

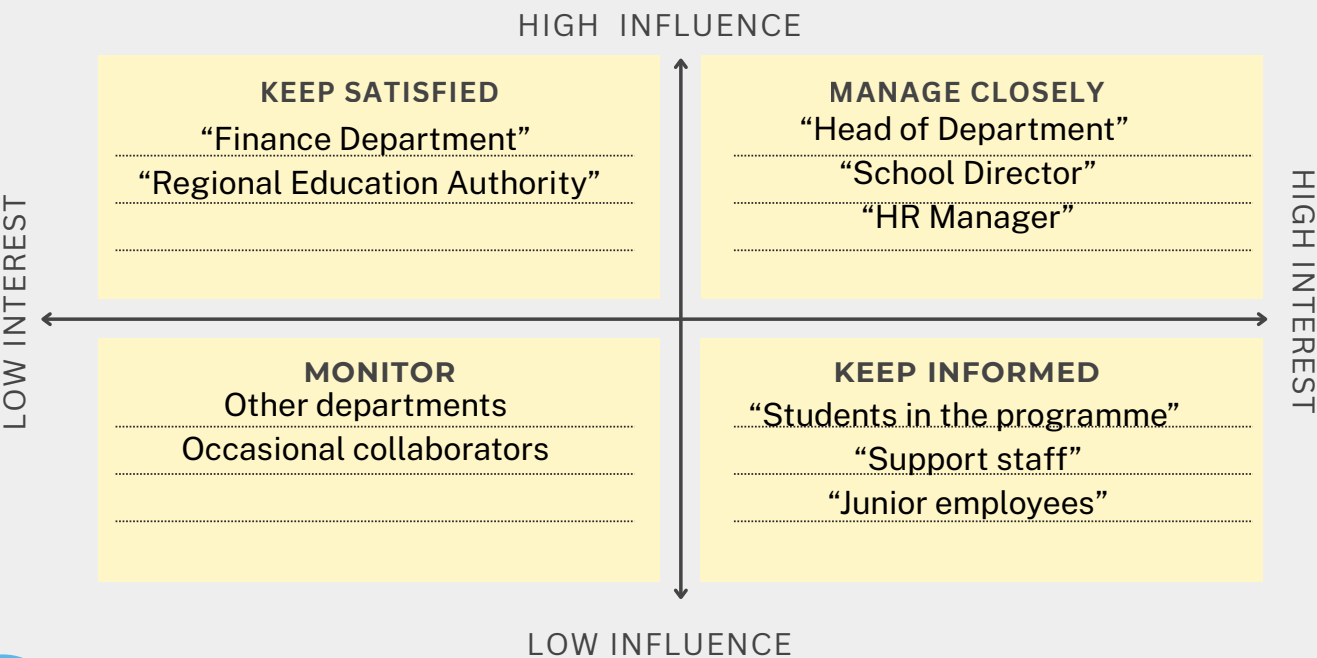
1 MY CHANGE INITIATIVE

Briefly describe the change you want to make in your organisation:

Examples:

- "Introduce more inclusive teaching practices in our VET classes."
- "Create a wellbeing support system for staff."
- "Improve collaboration between departments."

2 STAKEHOLDER MATRIX



3 STAKEHOLDER DETAIL TABLE

Stakeholder Name/Role	Attitude ☐ Supportive ☐ Neutral ☐ Resistant	Why?	How will I engage them?
Learners	Supportive	They see positive benefits.	Collect feedback and involve them in discussions.
Senior staff	Neutral	They are unsure about the impact.	Share information and invite participation.
Some managers	Resistant	They worry about workload or change.	Communicate benefits and address concerns.

Reflection Prompt: Who is often overlooked in your organisation's change processes? What would happen if they were included?

Activity 3: Co-Creating a Change Roadmap — "From Vision to First Steps"

Learning Objectives:

- Participants practise translating a change vision into concrete, collaborative action steps.
- Participants experience the process of co-creation by working together to design a shared plan.
- Participants identify potential barriers and strategies to overcome resistance.

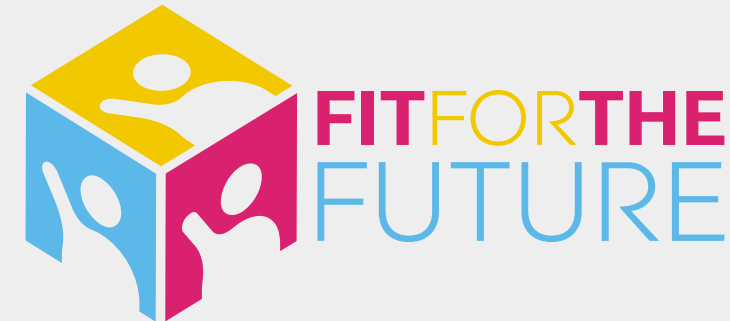
Procedure and methods:

Procedure	Group format	Materials	Time
The facilitator introduces the concept of a Change Roadmap: a simple, participatory planning tool that defines: (1) the desired change, (2) current reality, (3) key milestones, (4) who is involved, and (5) first concrete steps. The facilitator emphasises that the roadmap is intentionally simple: the goal is to make change feel actionable, not overwhelming. To support mixed groups from different organisations and backgrounds, the facilitator may provide a small number of pre-defined example situations (e.g., improving inclusive communication, increasing learner participation, introducing staff wellbeing practices, or strengthening feedback culture) so groups can quickly select one scenario and focus on the roadmap activity itself. Alternatively, facilitators can refer back to Activity 2 and allow each group to choose one of the situations identified in the stakeholder map as their current reality for this exercise. You can find the template and an example of the roadmap in 6.3.	Plenary session	Flipchart or whiteboard, markers, Change Roadmap template (see 6.3)	5 minutes
In groups of 4–5, participants choose one shared change theme relevant to their context (e.g., improving inclusive communication in teams, introducing regular feedback loops, building a more diverse hiring process). Groups collaboratively complete a large-format Change Roadmap on a poster or flipchart sheet, filling in each section together. The facilitator circulates and supports groups as needed.	Group work	Large paper / flipchart sheets, coloured markers, Change Roadmap template (see 6.3)	20 minutes
Each group presents their roadmap in 2–3 minutes, focusing particularly on: (a) the first concrete step they would take, and (b) one barrier they anticipate and	Plenary session	Completed roadmap posters	10 minutes



how they would address it.			
The facilitator facilitates a brief whole-group reflection: " <i>What made co-creating this plan different from planning alone? What would you take back to your organisation?</i> " The facilitator links back to the module's key concepts: participatory leadership, change readiness, and collaborative decision-making.	Plenary session	None	5 minutes

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Activity 3

CHANGE ROADMAP

1 OUR CHANGE VISION - What change do we want to create?

2 WHERE WE ARE NOW

What is the current reality? What is working? What is not?

3 KEY MILESTONES

What needs to happen along the way?		
Month 1-3	Month 3-6	Month 6-12

4 WHO IS INVOLVED?

List key people, teams, or groups:

5 OUR FIRST CONVRETE STEP - What is the ONE action we will take first?

ACTION: _____

WHO IS RESPONSIBLE? _____

BY WHEN? _____

6 ANTICIPATED BARRIER

ONE BARRIER WE EXPECT _____

HOW WE WILL HANDLE IT _____

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Activity 3 CHANGE ROADMAP

1 OUR CHANGE VISION - What change do we want to create?

Create a more inclusive and collaborative communication culture within our team.

2 WHERE WE ARE NOW

What is the current reality? What is working? What is not?

Team members communicate mostly through managers.
Some staff feel their ideas are not heard.
Meetings happen regularly, but participation is limited.
There is interest in improving teamwork and inclusion.

3 KEY MILESTONES

What needs to happen along the way?

Month 1-3
Collect feedback from staff through a short survey.
Organise one team discussion session.

Month 3-6
Introduce regular feedback meetings.
Create shared communication guidelines.

Month 6-12
Review progress and adapt practices.
Increase staff participation in decision-making.

4 WHO IS INVOLVED?

List key people, teams, or groups:

Team members
Managers
HR staff
Trainers/facilitators
Learners or service users

5 OUR FIRST CONCRETE STEP - What is the ONE action we will take first?

ACTION: Organise a team meeting to discuss communication challenges/ideas.
WHO IS RESPONSIBLE? Team leader and HR representative
BY WHEN? Within the next month

6 ANTICIPATED BARRIER

ONE BARRIER WE EXPECT: Some staff may not feel comfortable sharing opinions openly.
HOW WE HANDLE IT: Create a safe and respectful discussion environment and allow anonymous feedback options.



Activity 4: Closing Reflection My Change Commitment

Learning Objectives:

- Summarize the key insights and lessons from the module.
- Identify concrete actions they can take personally in their mindset, behaviour, or daily work.
- Recognize opportunities to initiate or contribute to changes at team or organisational level.

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer hands out the Closing Reflection worksheet and explains it to participants. Participants reflect individually on the module and complete the worksheet, focusing on: <i>What was my most important insight today? What one action will I take to co-create change in my organisation? Who do I need to involve?</i>	Individual work	Worksheet: Reflection	10 minutes

REFLECTION



Name:

Module:

- **Key Takeaways**

What are the main insights or lessons you gained from this module?

- **Immediate Personal Actions**

Which concrete changes can you start making in your own behaviour, mindset or way of working within your organisation?

- **Structural or Long-Term Actions**

Which changes could you initiate or contribute to in your team, department or organisation over time to create lasting impact?

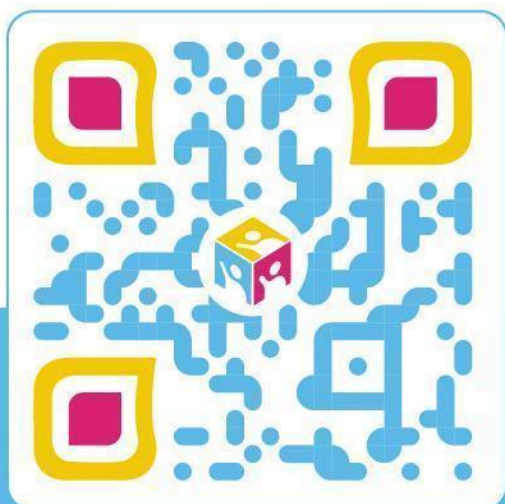


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