

Imaginal Progression

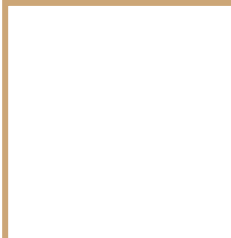
Evolution and Metamorphosis through:

Adaptive Leadership

Systems Thinking

Design Thinking

Qualitative Methodologies



Systems Diagnosis

Imaginal Progression



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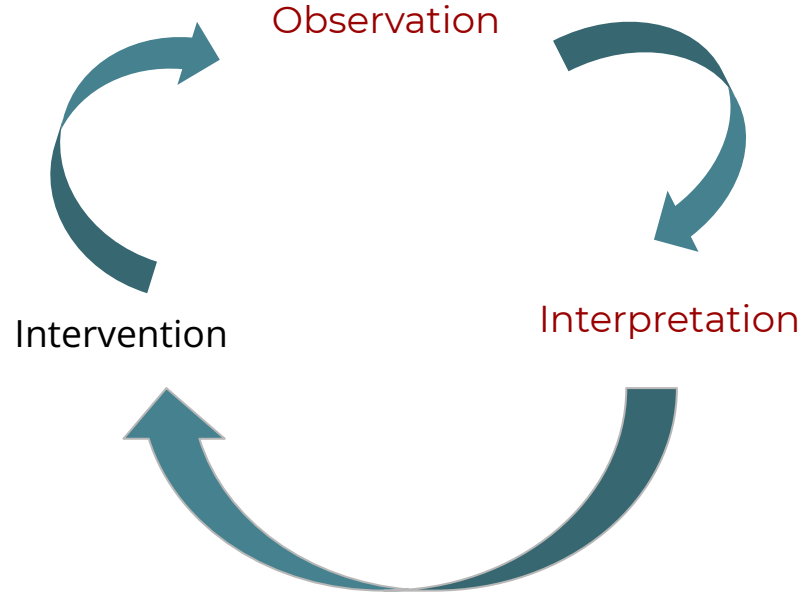
Technical vs. Adaptive Problems

	Technical	Adaptive
Problem	clear	messy
Solution	clear	requires learning
Whose work is it?	expert/authority	stakeholders
Success	fix the problem	make progress
Attitude	confidence and skill	curiosity





Oil Cycle



Multiple Interpretations



Be experimental

Be conflictual

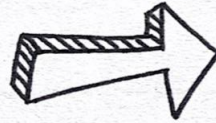
Be open

Conflictual Interpretations

MAKE TOUGH INTERPRETATIONS

Technical:

Known solution that can be carried out by experts/authorities.

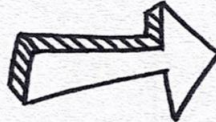


Adaptive:

Requires new learning with stakeholders engaged in smart experimentation.

Benign:

Interpretations that do not challenge the status quo or the story we like to tell.



Conflictual

Raises the heat by revealing unspoken motivations and "our part of the mess."

Individual:

Accounting for actions by assigning cause to a specific individual.

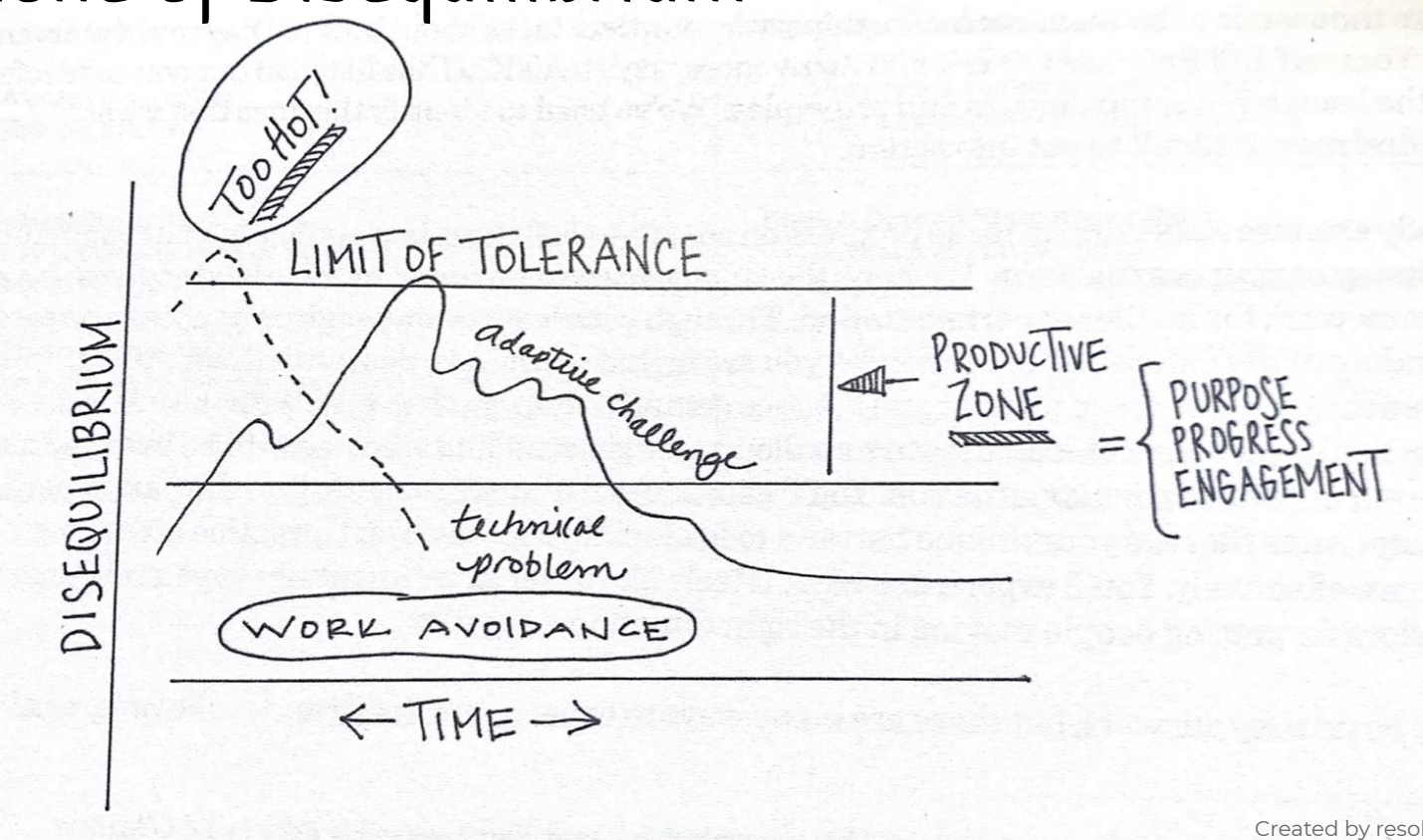


Systemic:

Accounts for pressures, patterns and roles that exist in any group.

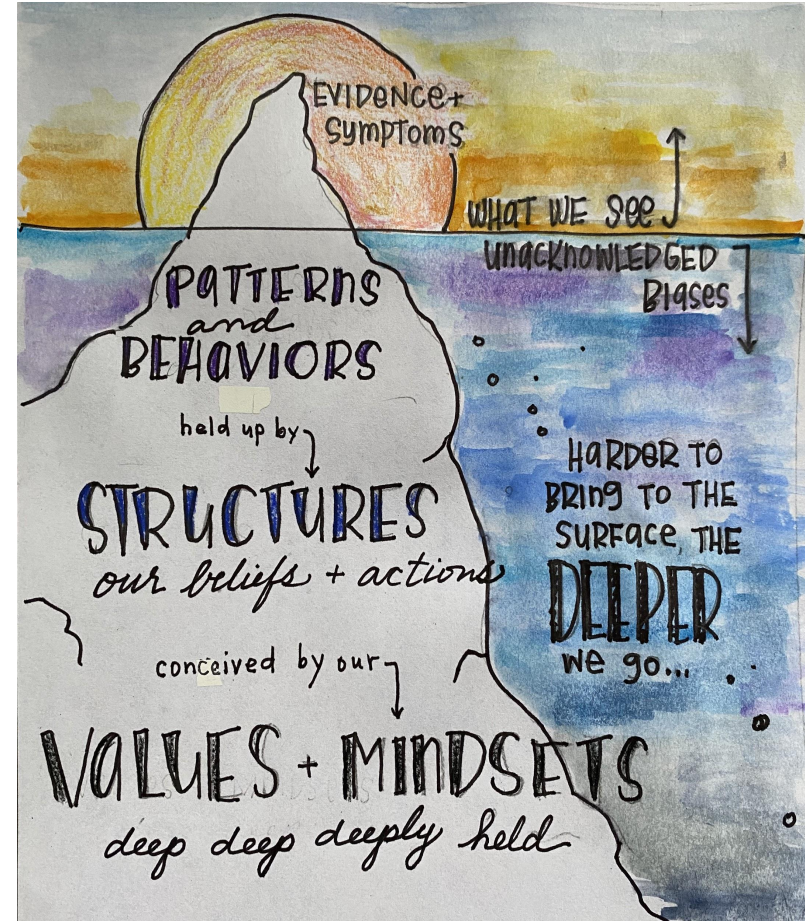
Source: Kansas Leadership Center & Cambridge Leadership Associates

Zone of Disequilibrium



How Systems Work

- **Evidence:** The symptoms of the challenge
- **Patterns and Behaviors**
- **Structure:** Beliefs and actions that keep those patterns in place
- **Values and Mindsets:** Informed by the stories we tell ourselves, they reinforce the structure we have and work against change.



The system

The system is working perfectly well to achieve the results it is achieving



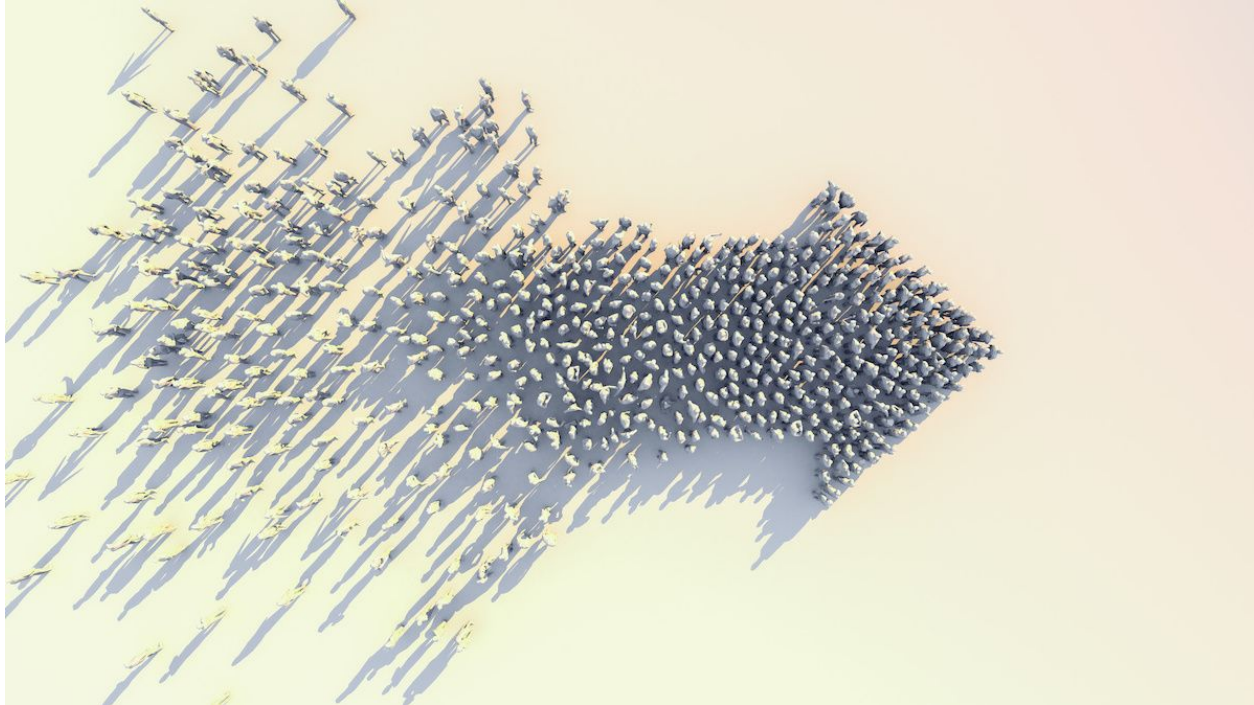
Fall in love with the problem



Spend 80% of the time in diagnosis

"THESE ARE SOME GREAT SOLUTIONS WE'VE COME UP WITH, ED.
SEE IF WE HAVE ANY PROBLEMS THEY'LL SOLVE."

Current Reality  Desired State



Current reality

Everyone has very good intention for the environmental movement but I see group think, Cliques. Hard for newcomers - new ideas are kept at arms length.

Well intentioned, well meaning,

Honest intention and effort, but a fear of finding out something - systemic racism. Not only intergenerational, but is being perpetuated. Environmental violence, political violence. Creating distrust.

Desired state

Open group, welcoming

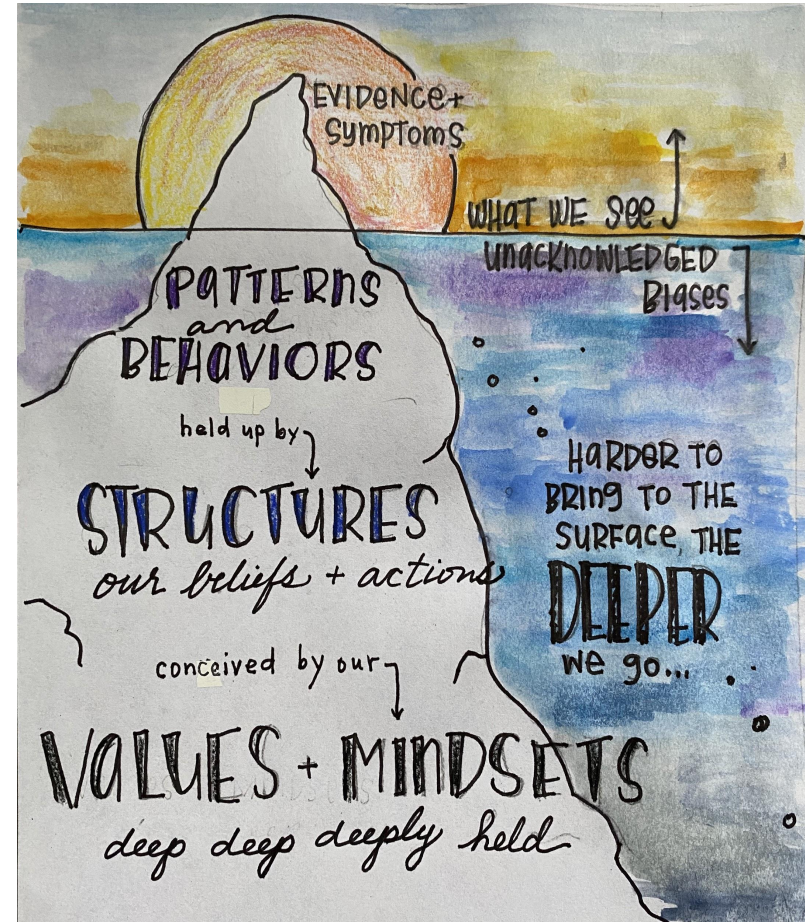
Need to be more of a mural of what is going on in the streets in Providence and in RI - there are a lot of folks addressing environmental issues and ECRI needs to be representative of that.

Will be tough - discussions around power and resources are led by those who are most impacted by it.

ONE LAW from the point of view of those who are oppressed by systemic racism.

Defining the problem

- **Evidence:** The symptoms of the challenge
- Patterns and trends: Behaviors
- Structure: Beliefs and actions that keep those patterns in place
- Values and Mindsets: Informed by the stories we tell ourselves, they reinforce the structure we have and work against change.



Peer Group Exercise

1	2	3
Symptoms	Symptoms	Symptoms

Problem/s

[Large empty dotted box for writing]

CHOOSE YOUR OWN BREAK OUT ROOM

Survey results from last week (key points)

- More direct focus on JEDI issues
- More time for small group discussions
- The technology can get confusing

Symptoms and problems (Identified last week)

People burn out as volunteer board members really fast.

Challenge of adding ECRI to existing responsibilities

Problems

Volunteer board members don't have strong paid staff support.

Not feeling welcome

Difficult to participate

Problems

Power structure is in place

Friendships/relationships exclude people

Symptoms

ECRI is predominantly white.

lack of diversity - don't reflect the community

Not use same terminology. Some based on lived experience, others not.

not using the same words, using different terminology, but we're talking about the same things - some based on lived experiences and others not

not crossing paths - ECRI at the statehouse vs. community spaces - it's messy!

ECRI tends to focus on state house as the primary place to solve problems.

Problems

Taking ownership of these symptoms as reflecting a problem.

The problems that are defined need to reflect the symptoms

people representing the organization they work for rather than being themselves

it's not fun

how is feedback used? what happens when input is collected?

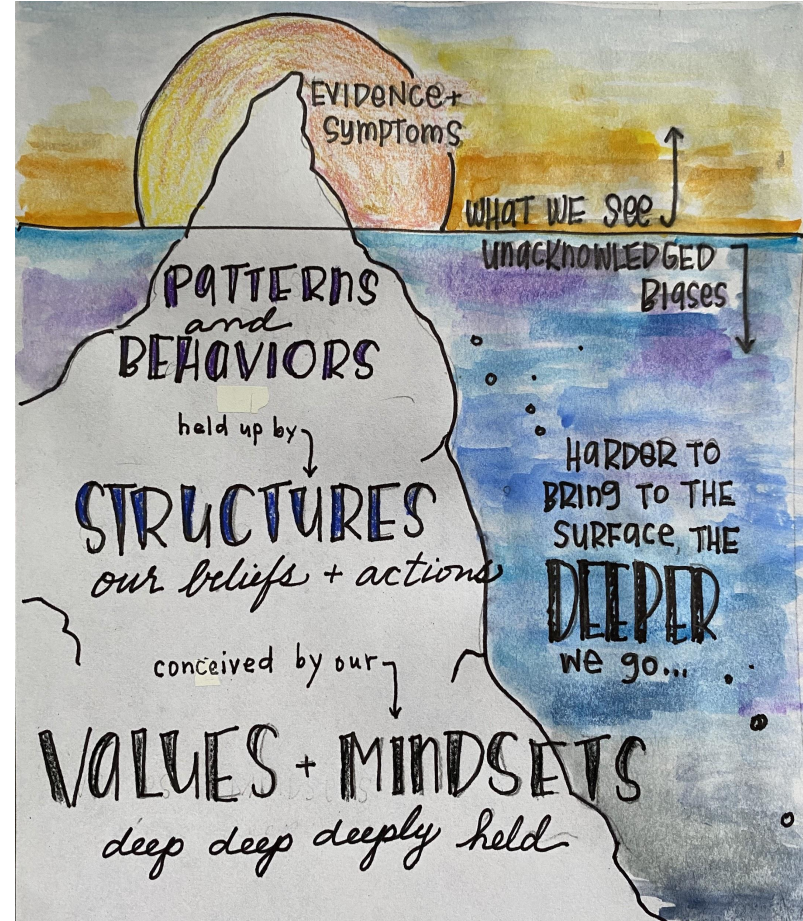
clique-y-ness / in group vs out group

no follow-through

extractive dynamic when ECRI organizational members are there to get something for their job

Exploring the Why

- Evidence: The symptoms of the challenge
- Patterns and Behaviors
- **Structure:** Actions and inactions that keep patterns in place
- Values and Mindsets: Informed by the stories we tell ourselves, they reinforce the structure we have and work against change.



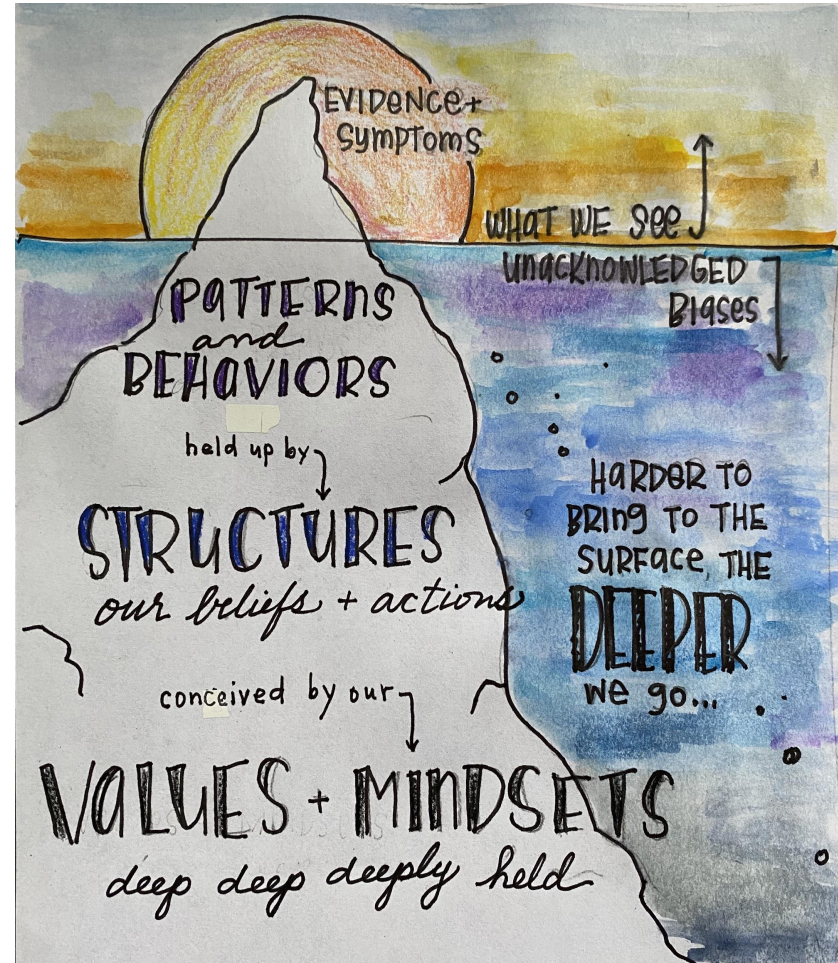
Peer-group Exercise

Actions and inactions based on symptoms identified last week (chose two actions/inactions to share)

Problem			
Symptom	Symptom	Symptom	Symptom
Action/Inaction	Action/Inaction	Action/Inaction	Action/Inaction

StoryTelling and Identity

- Events: The evidence of the challenge
- Patterns and trends: Behaviors
- Structure: Beliefs that keep those patterns in place
- **Values and Mindsets:** Informed by the stories we tell ourselves, they reinforce the structure we have and work against change.



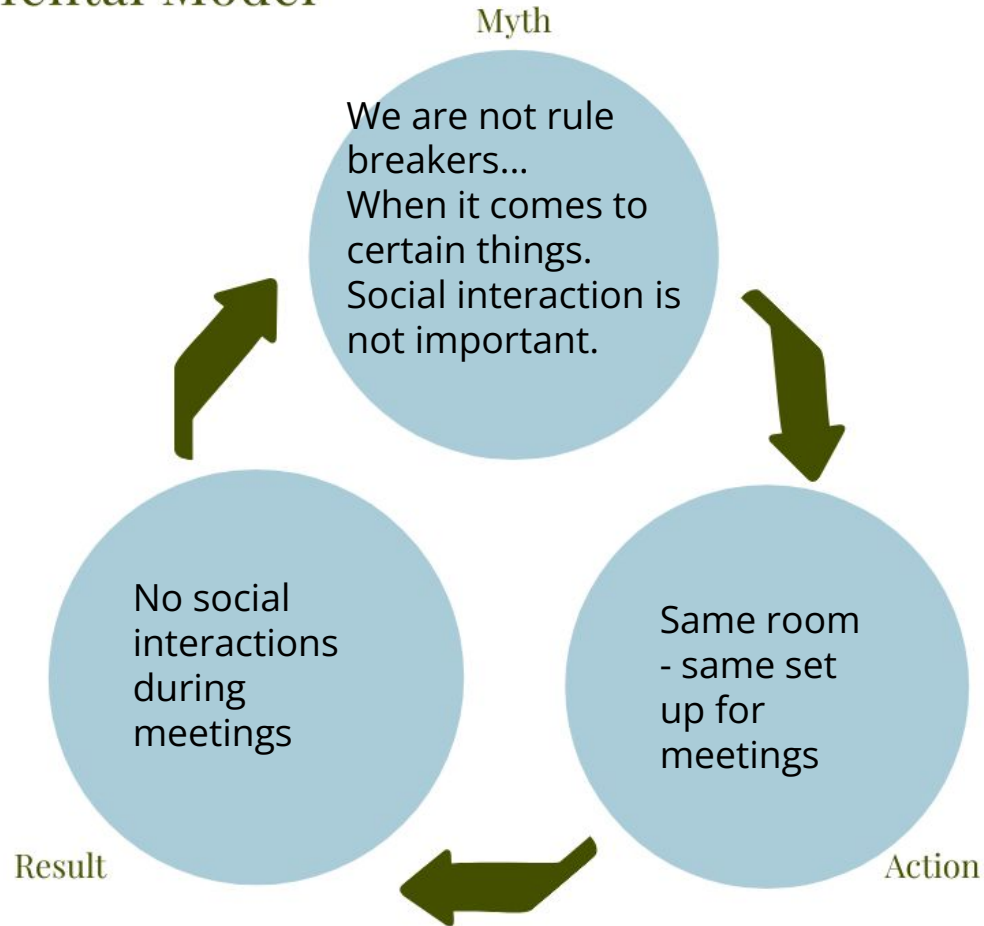
Formative Legends, Myths and Mental Models

- Indoctrination, rite of passage
- Who do they serve?

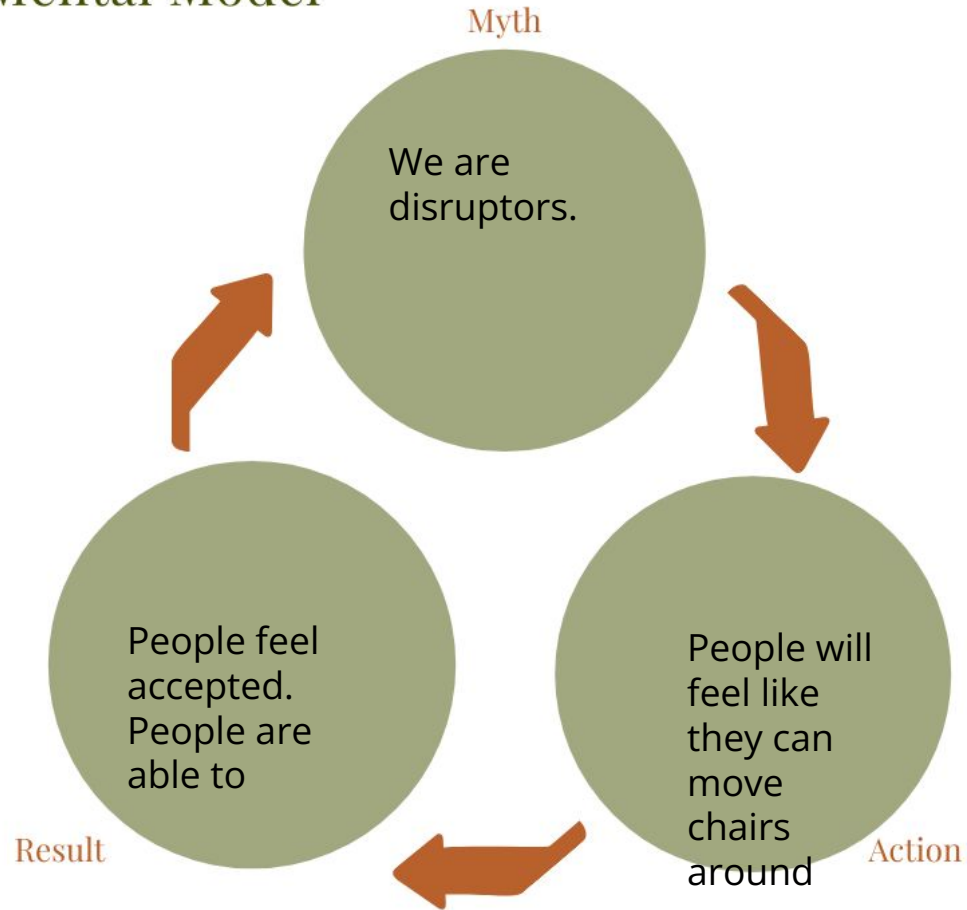
How do we find the Mental Model?

Discover the story behind the action

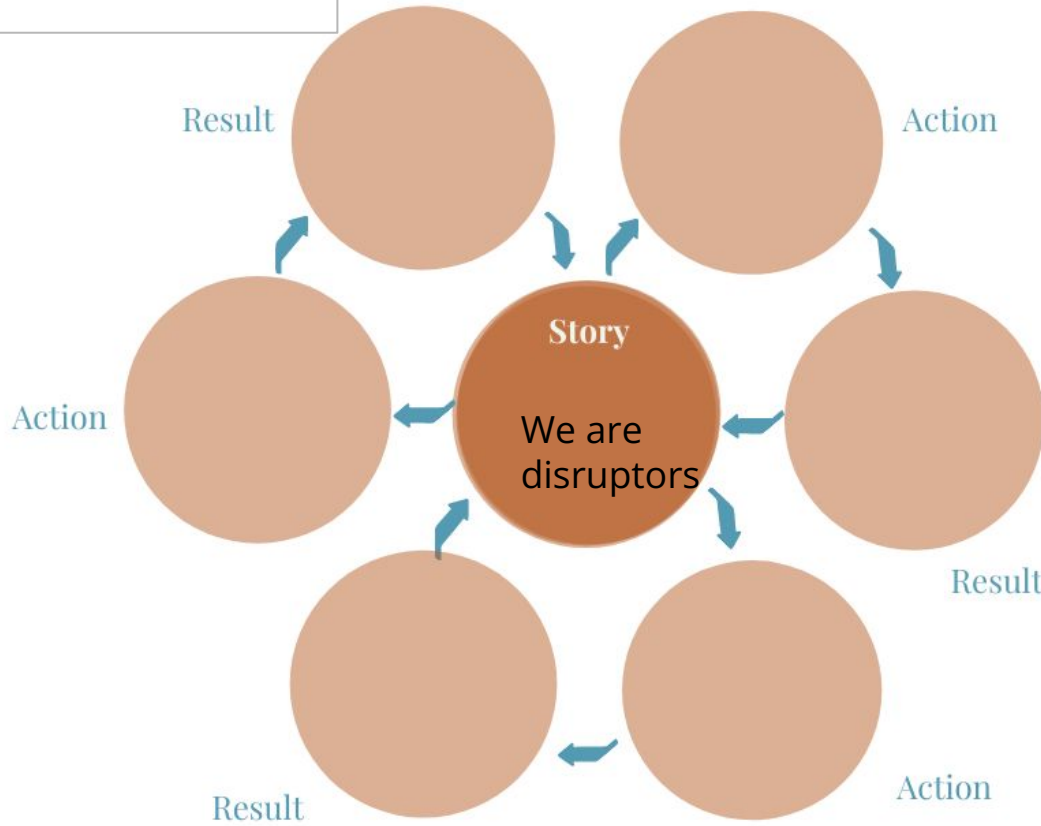
1. Current Mental Model



2. Possible Mental Model



Butterfly Effect



Survey results from week 2 (key points)

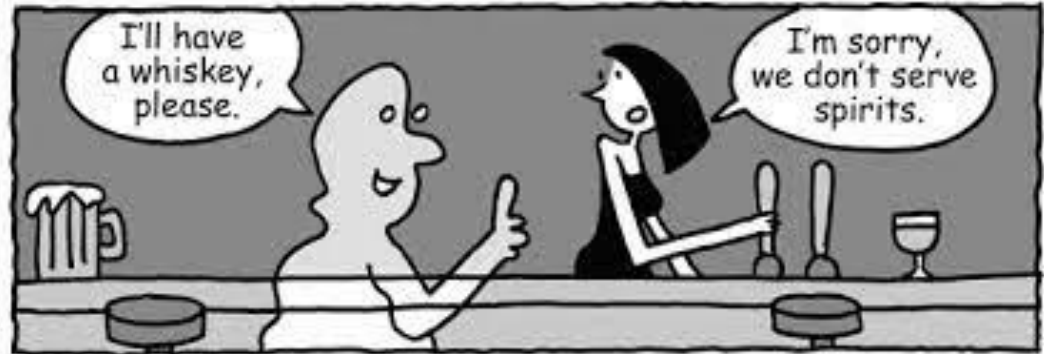
- Ready for the harder conversations
- Some people are taking too much space in the discussions
- The technology is being perceived and used as a barrier
- Too much time in review

Language

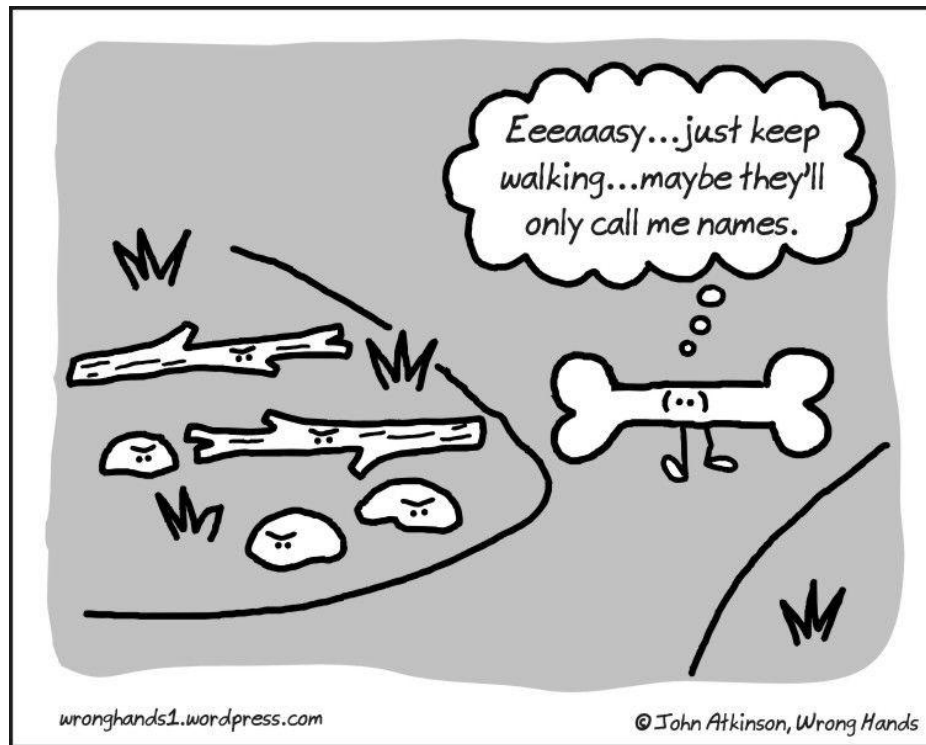
1. Are we speaking the same language?

GWY SŴHADA

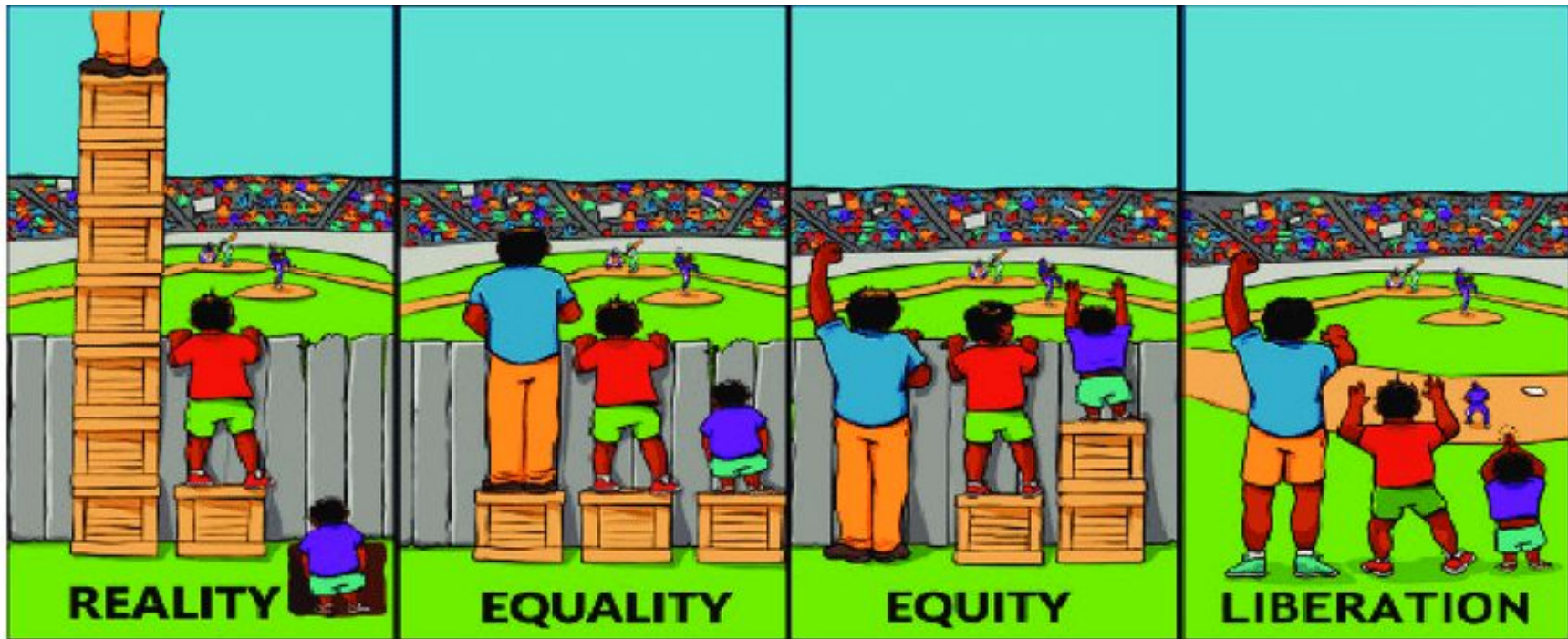
2. Do I know what you mean?



Words Matter



Vocabulary



Implicit Bias



Microaggressions

- **Behavioral** - communicating a message with actions or symbols that display insensitivity to identity stereotypes.
- **Environmental** - lack of representation and diversity, including gender, race, ethnicity, and sexual orientation.
- **Verbal** - saying something that may not outright appear to be but is disrespectful or offensive to a marginalized group.

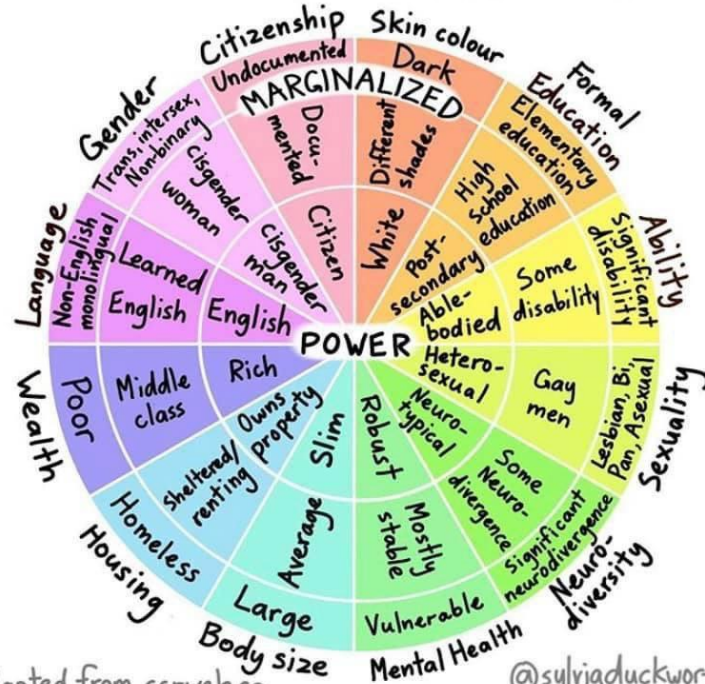


Language and Intent vs Injury



The Axe Forgets what the Tree Remembers

WHEEL OF POWER/PRIVILEGE



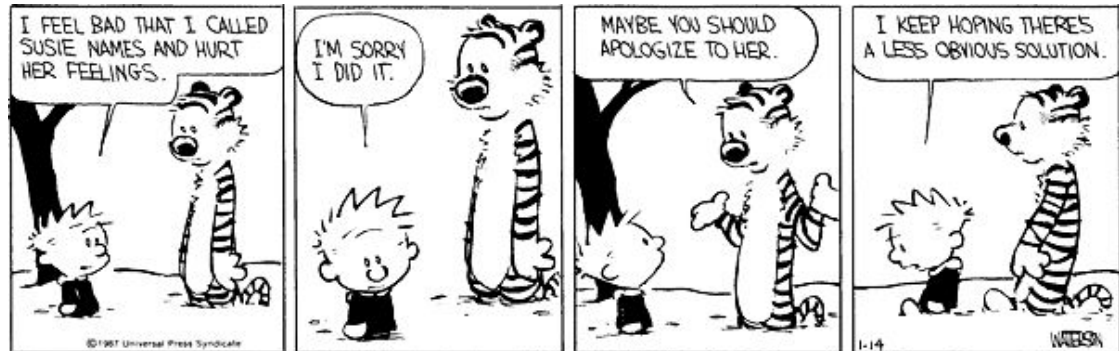
Adapted from ccrweb.ca

@sylviaaduckworth

How to move forward

1. Ask for clarification or repeat what you heard before responding (if you choose to)
2. Recognize that you are in control of your own emotions and reactions
3. Remember that it's not your job to teach
4. Find support from someone or a group of people that you trust to share your experiences with

1. Remember that you can't dictate how someone reacts to your responses
2. Sincerely apologize
3. Learn about structural racism, sexism, homophobia, transphobia, and other forms of discrimination
4. Forgive yourself and move on
5. Support others



Shame

Feeling trapped, powerless
and isolated.

Thinking: “I am bad”

wn, 2016.

Bro



Shame Antidotes

Empathy, connection, power and freedom.

Explore:

1. Personal vulnerability
2. External factors
3. Connecting with others
4. The feelings of shame themselves



B

Unconscious bias



Intent vs. Injury (and microaggressions)

Examples of Microaggressions

- “You’re so articulate.”
- “You’re transgender? Wow, you don’t look like it at all.”
- “Oh, you’re gay? You should meet my friend Ann. She’s gay, too.”
- “My boss is crazy.”
- “Where are you actually from?”
- “The way you’ve overcome your disability is so inspiring.”
- “Your name is so hard to pronounce.”

December 7, 2020 6 Source: Ward, Marguerite, and Rachel Premack. “What Is a Microaggression? 14 Things People Think Are Fine to Say at Work – but Are Actually Racist, Sexist, or Offensive.” Business Insider, July 24, 202

Unconscious bias

The conscious mind can only process 40 bits of info per second

The subconscious mind can process 20,000,000 bits per second (500,000 times more than what the conscious mind)

December 7, 2020 8 Source: Bruce H. Lipton, Ph.D., The Biology of Belief: Unleashing the Power of Consciousness, Matter & Miracles; 2010 <https://www.brucelipton.com/>

P.A.U.S.E

Pay attention to what is happening beneath the surface

Acknowledge your own reaction

Understand other possible reactions and interpretations

Search for the most constructive way to address the situation

Execute your action

The culture makes all the difference

Create a culture where being corrected is OK

Have the courage to speak up when you have power and influence (or protect those that speak up without it)

Pay attention to what is “the norm” and what goes unchecked

Do something about it

Scenario

The NWF has partnered up with the policy and social sciences department of a historically black university in Washington DC to create a CHANGE team. The purpose of the team is to evaluate and reframe all of NWF's environmental policy and advocacy efforts. They have chosen 4 states to pilot their efforts, although all of the chosen states have an NWF affiliate, it has been made clear that this is a completely new and unique effort, and although collaboration is encouraged, there is no expectation that the CHANGE team engage the local affiliate.

Since its creation, the CHANGE team has implemented a digital platform that fully interacts with current social media platforms. All of the engagement has been done in this new platform, and although there are two video tutorials on how to use it, some affiliate members are having trouble with the technology. The CHANGE team has hired lots of new faces in the pilot states to be the on the ground implementation team, and they seem to be operating outside the normal channels for policy making. The CHANGE team has also created a set of documents to help advance environmental policy and advocacy efforts.

After the documents were published, 3 out of the 4 state affiliates have sent letters to NWF indicating that the methodology clashes with what they have been doing for the last 20 years, they argue the state affiliates were not made aware that the CHANGE team was going to be working in their state, they have given multiple examples of successful policy making in the past (using their current methods), and have asked for the CHANGE team to re-evaluate the document and incorporate some of the tried and true methods the affiliates have been using until now, as well as multiple communication channels that are more user friendly.

Rhode Island is the only state that has not yet reached out to the NWF expressing their position, based on the other state's experiences, ECRI members are not sure their voice will be heard at the national level, and are divided on how to respond to or even engage with the CHANGE team and the NWF.

Scenario

- What is making it hard for ECRI members to engage with the whole project?
- What are the losses?
- What are the loyalties at play?
- How will ECRI members engage?
- What are some limitations to engagement?
- What are the opportunities for engagement?
- If there was a do-over, how would ECRI like to participate in the planning portion of the project?

Tool implementation example

ECRI is hereby established to coordinate, to initiate, to promote and to unify efforts of Rhode Island organizations concerned about the problems of our natural environment consistent with the right of the people to a clean, healthy and productive environment in which to live, work and play, and to lobby and advocate for that right.

Where we are

- Common language
- Learned tools
- Built trust
- Create space and time
- Accountability

Futures exercise

What does the next evolution of ECRI look like?



Our Learning Edge

Imaginal Progression



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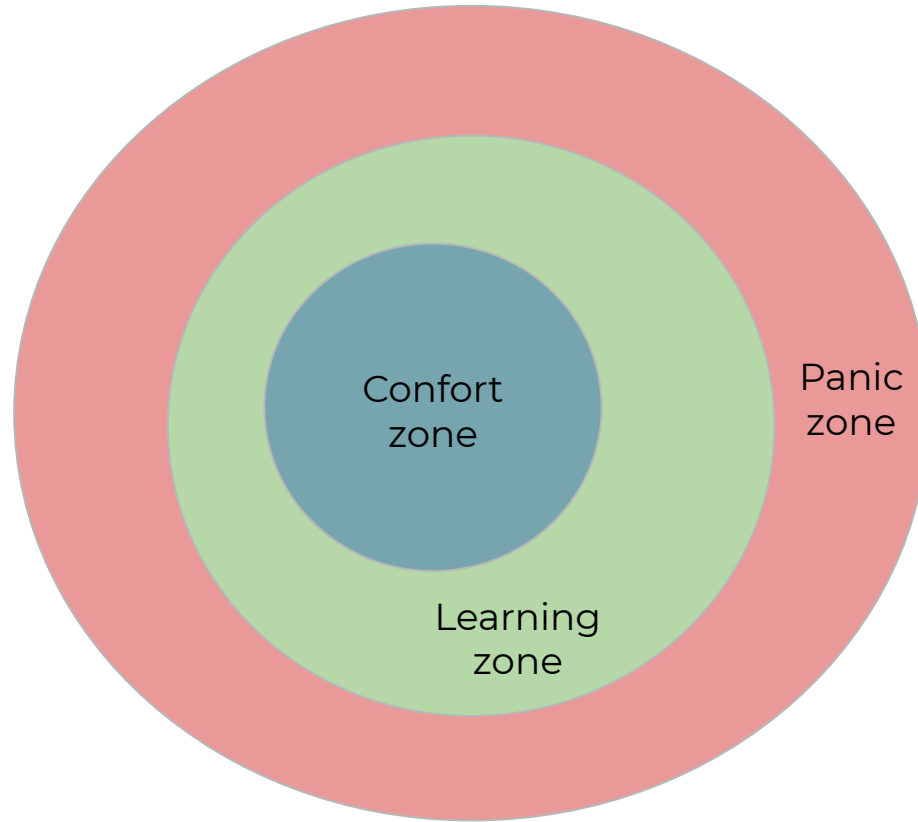
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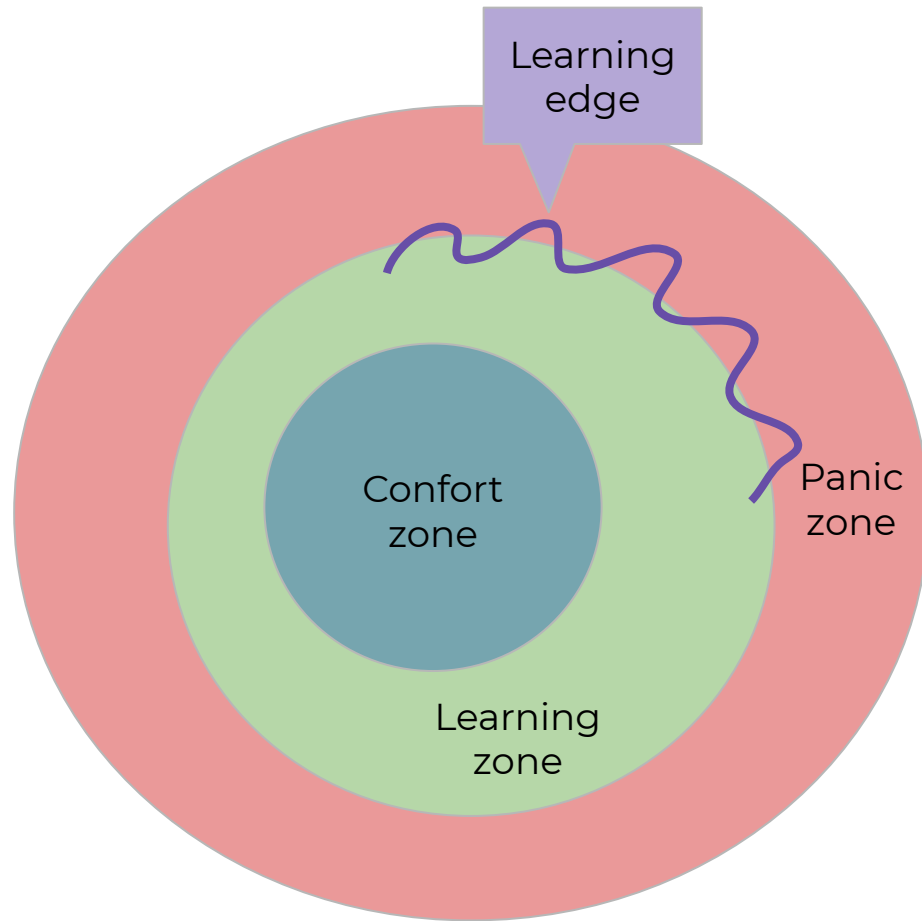


Survey results from workshop 6 (key points)

- It is hard to work with others when some individuals take up a lot of space
- Some voices dominated the conversation
- One person got us off track several times
- “It looks like we're beginning to catch on - explicit instructions seem to help us.”

Learning (individual)





Technical vs. Adaptive

Imaginal Progression

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Survey results from workshop 7 (key points)

- ...frustrated with the process, confused about where we stand
- I feel like overall there's cognitive dissonance around how these workshops contribute to equity based strategic planning
- thank you for pushing process and helping us to try to understand that the depth of change we desired requires discomfort
- I know it's a messy process and change is slow to germinate, but I do look forward to talking as a group about a vision/strategic plan

Authority vs. Leadership

Protection

Is an activity, not a position

Direction

Anyone can do it, anywhere, any time

Order

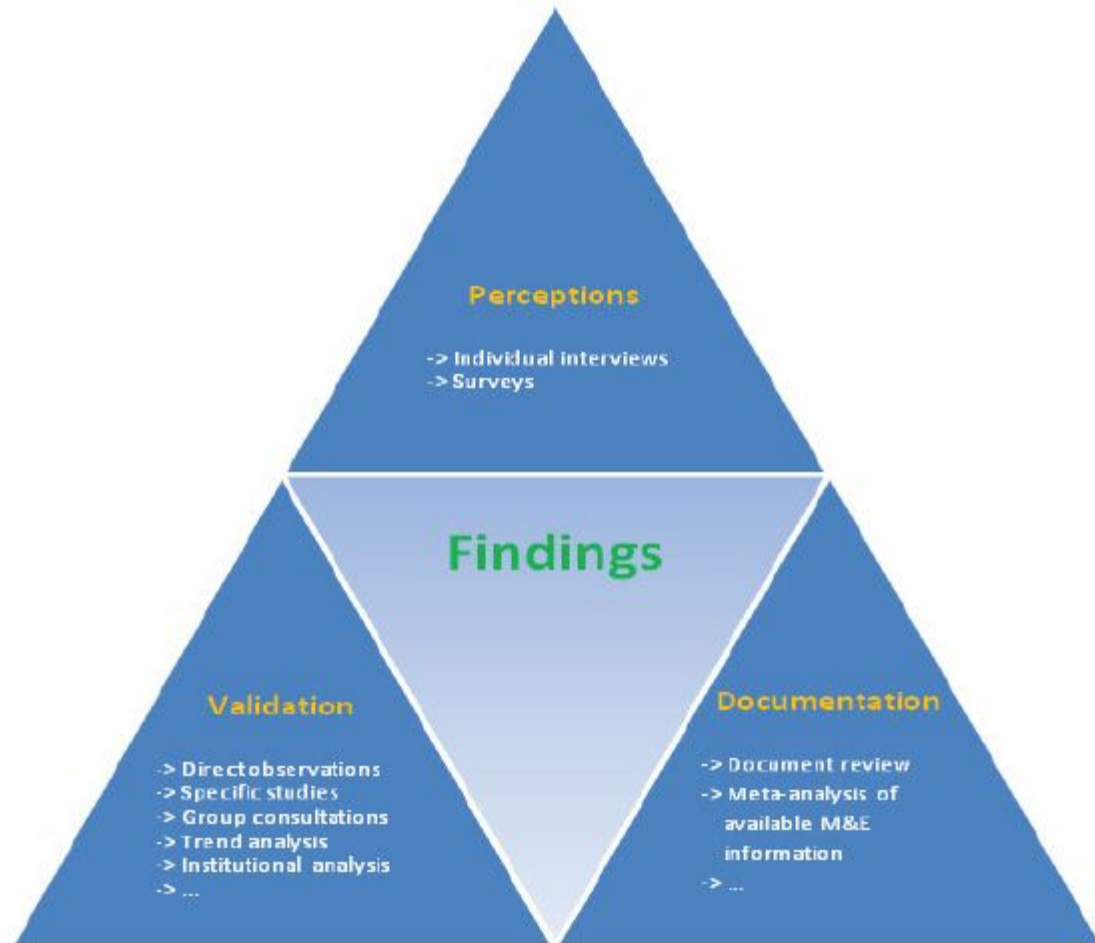
It starts with you and must engage others

Purpose must be clear

It's risky

Methodology

Carter N, Bryant-Lukosius D, DiCenso A, Blythe J, Neville AJ. The use of triangulation in qualitative research. *Oncol Nurs Forum*. 2014 Sep;41(5):545-7. doi: 10.1188/14.ONF.545-547. PMID: 25158659.



Findings

- Perceptions
 - Strategic Plan Survey - 63 responses
 - Semi-structured Interviews - 10
- Documentation
 - ECRI bylaws
 - Ed Fund bylaws
 - ECRI process on position and actions published in 2010
 - ECRI history
 - Outcomes of ECRI's 2018 Retreat
 - Meeting agendas and resolutions 2020-2021
 - Website
- Validation
 - 8 workshops: 12 hours
 - Bi-weekly meetings
 - Emails from participants
 - Workshop surveys

Top Emergent Themes

1. Meetings are not open or welcoming
2. ECRI is obsolete
3. Gatekeeping - lack of trust
4. Confusion over roles
5. Confusion over organizational purpose and direction

Explicit Choice

EXPLICIT CHOICE AND RESPONSIBILITY

CURRENT STORY

WHO GAINS?
WHO LOSES?

NEW STORY

WHO GAINS?
WHO LOSES?

COST

COST

BENEFITS

BENEFITS

EXPLICIT CHOICE

WHO DOES THE WORK?

Influence Workgroups

- 1- Influence
- 2- Creative opportunity
- 3- Previous experience
- 4- Weaknesses
- 5- Avoidance

Interventions and Evaluating Progress

