

collaborate
for social change

Changing systems through collaborative action

Our Learning Journey

A: The foundations of systems leadership

1. Thinking in systems
2. Your role in leading change
3. Understanding your system

B: Becoming a system activist

4. Skills and behaviours for systems leadership

Skills sessions:

- Relationship building; developing empathy
- Understanding biases; valuing difference
- Storytelling; change conversations; influencing
- Negotiation

C: Building collaborative capacity and taking collaborative action

5. Building collaborative capacity
6. Partnering across difference
7. Changing systems through collaborative action

D: Learning as a driver of systems change

8. Developing good learning habits and culture; measurement and impact

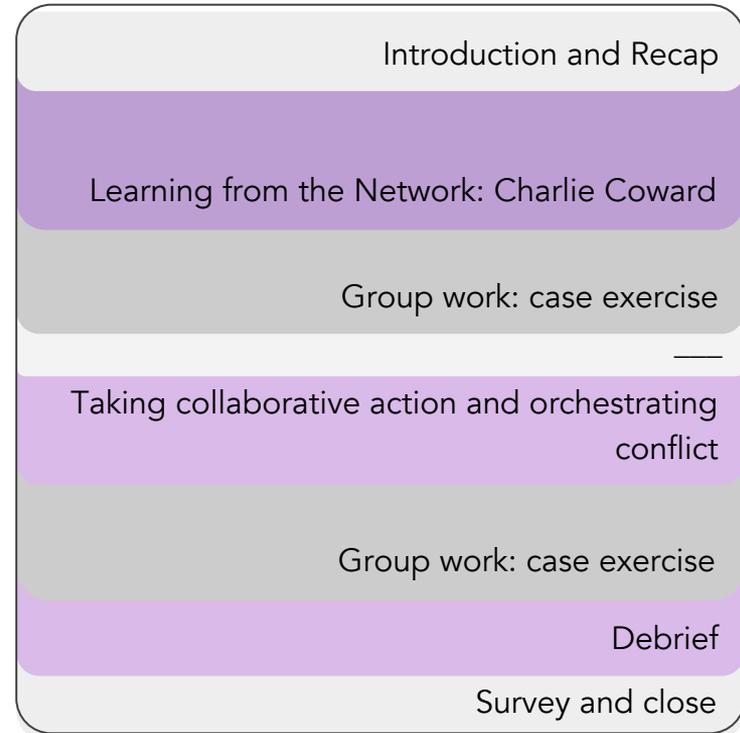
Changing systems through collaborative action



Today

C: Building collaborative capacity and taking collaborative action

- 5. Building collaborative capacity
Follow up peer led session
- 5. Partnering across difference
- 5. Changing systems through collaborative action
Follow up peer led session



Key learning

- How do we start to put all we've learned together?
- Why is system change a team sport?
- How can you sustain a process of change through the tough times?

Learning from the Network

Charlie Coward

Deputy Chief Executive - Active Dorset

Acting together - diagnosis



Diagnosing the issues: what is the work?

Recap

Type of Work	Problem	Solution	Response	Locus of Work
Technical	Clearly defined	Clear and known. Requires application of procedures and expertise	Rational, logical and thorough	Led by authority
Adaptive	Not clear, requires discovery	Unknown. Requires learning and change	Evokes an emotional response, issues are avoided	Requires engagement of stakeholders

Diagnosing the issues: what is the work?
What are the perspectives of stakeholders?

Stakeholder Perspectives

Who are they?

What do they want?

How much do they care?

What do they stand to lose and gain?

Why do they care?

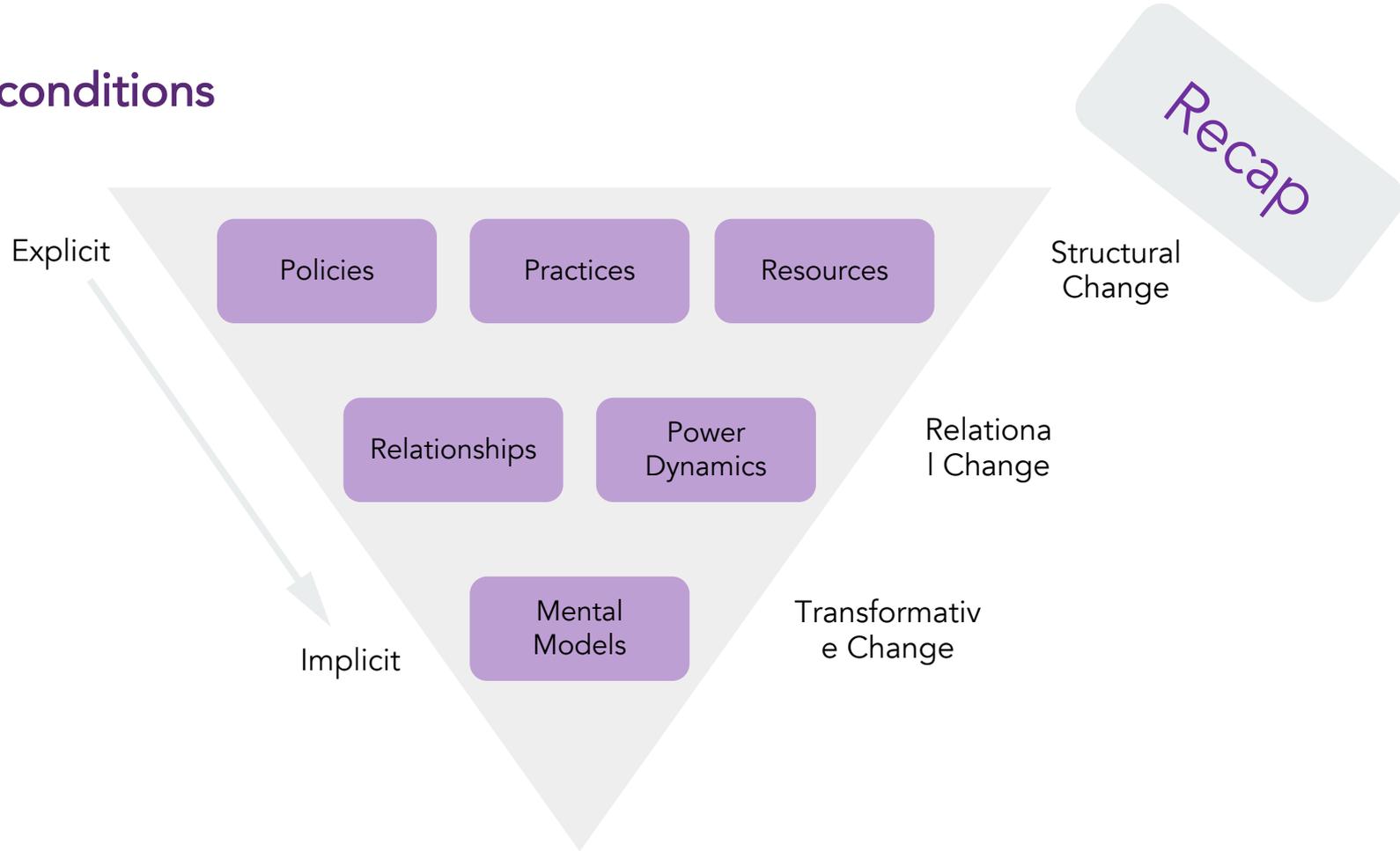
Who are their allies?

What is expected of them?

Recap

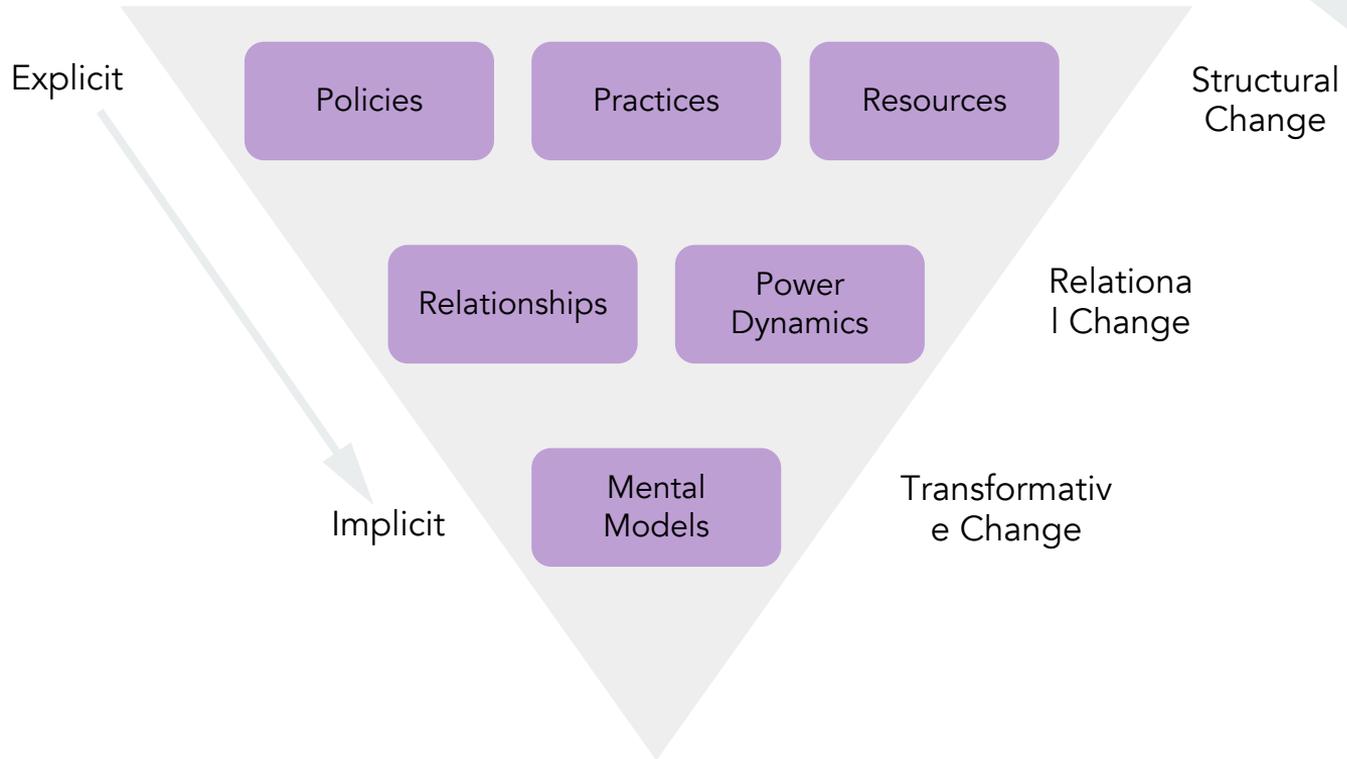
Diagnosing the issues: what is the work?
What are the perspectives of stakeholders?
What is holding the problem in place?

System conditions



Diagnosing the issues: what is the work?
What are the perspectives of stakeholders?
What is holding the problem in place?
What could shift the problem?

System conditions



Recap

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Diagnosing the issues: what is the work?
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Where are the points of leverage?
Where are you in this?
What is the work?

Group Work



Group work

Take a break, then back at 10:40

We asked you to think about a time when you tried, but failed to mobilise change.

Chose one person in the group to share their story for no more than 5 minutes.

The rest of the group then have 15 minutes to identify

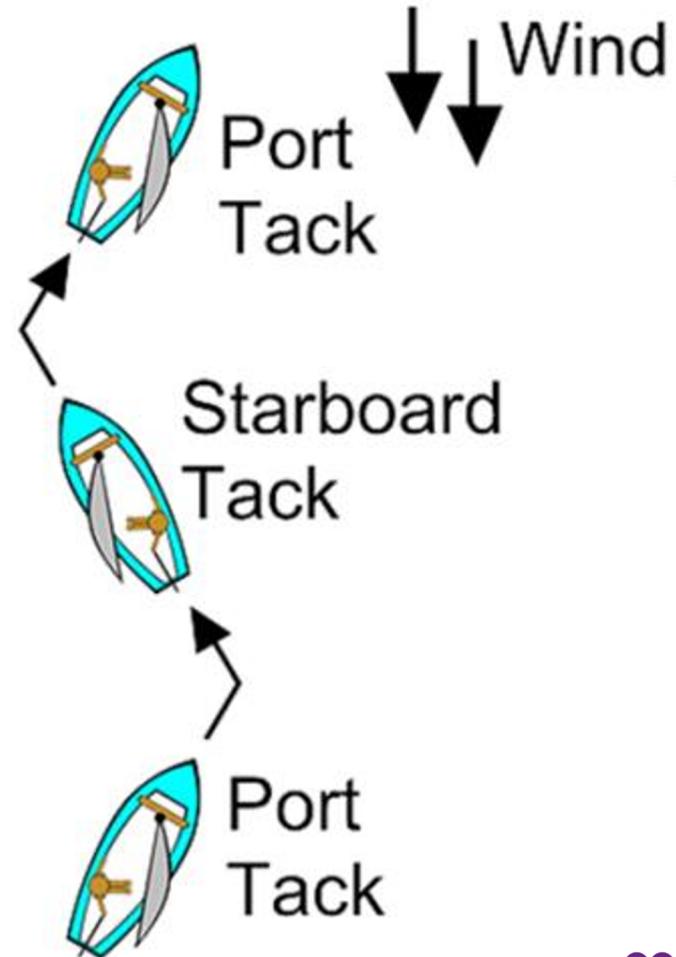
- What were the adaptive challenges? What needed to be learned, by whom?
- Who were the stakeholders on this issue and what were their perspectives?
- What were the factors holding the problem in place?
- What could have shifted the problem? Any points of leverage?
- Where was the presenter in all this? What role were they playing?

Break

Taking collaborative action



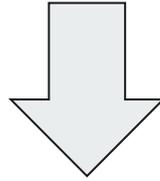
Clear on purpose
Flexible on means



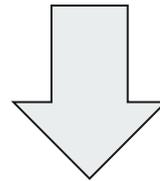
Coordinate
activities



Start with ripe issues



Build momentum
Strengthen collaborative capacity
Generate learning





Keep your **focus** on the work



Orchestrating Conflict



Create a strong holding environment

Rules and procedures

Norms and traditions

Language



Rituals and values

Culture of learning

Trust

Learning Together

Recap

Overall

- Arrive on time
- Reduce distractions

Break out groups

- Use *gallery* view on Zoom
- Listen actively
- Speak up
- Help each other learn
- Cameras on if you can
- Keep confidences

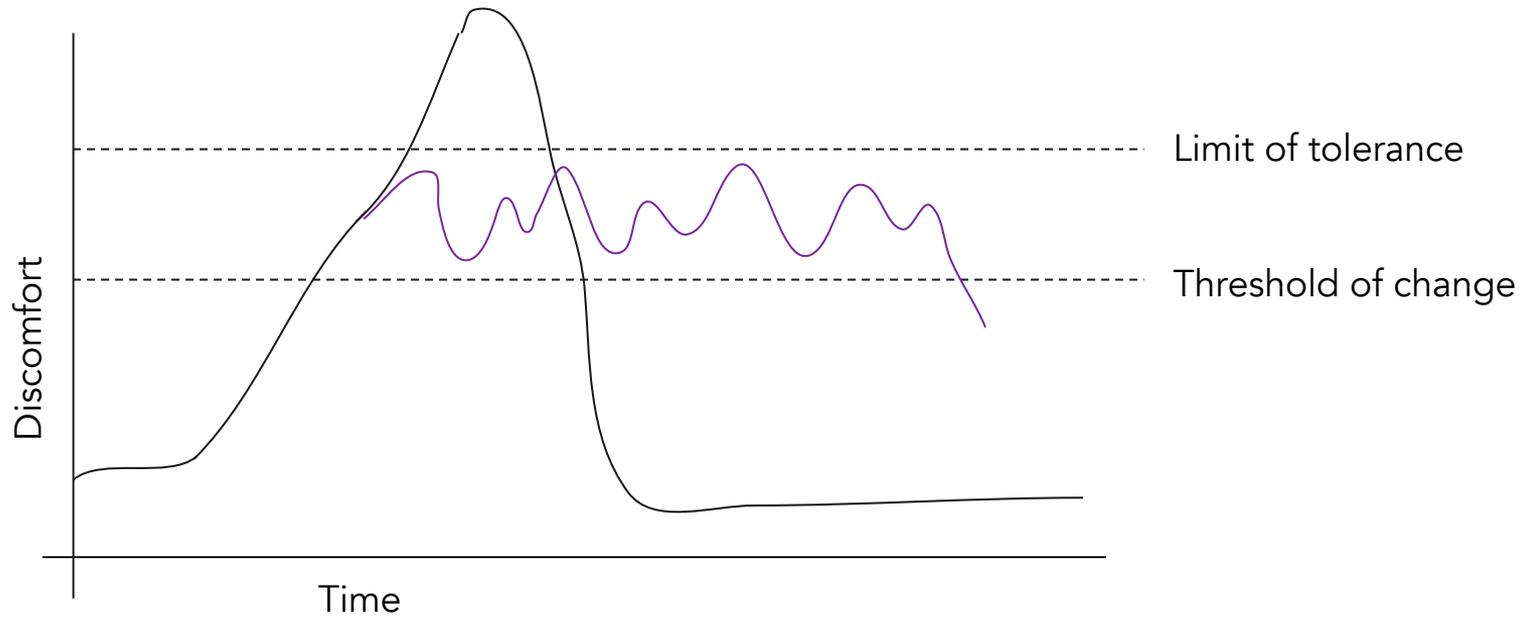
Main session

- Use *speaker* view on Zoom
- Use the chat for ideas or questions
- Keep mics off during presentations

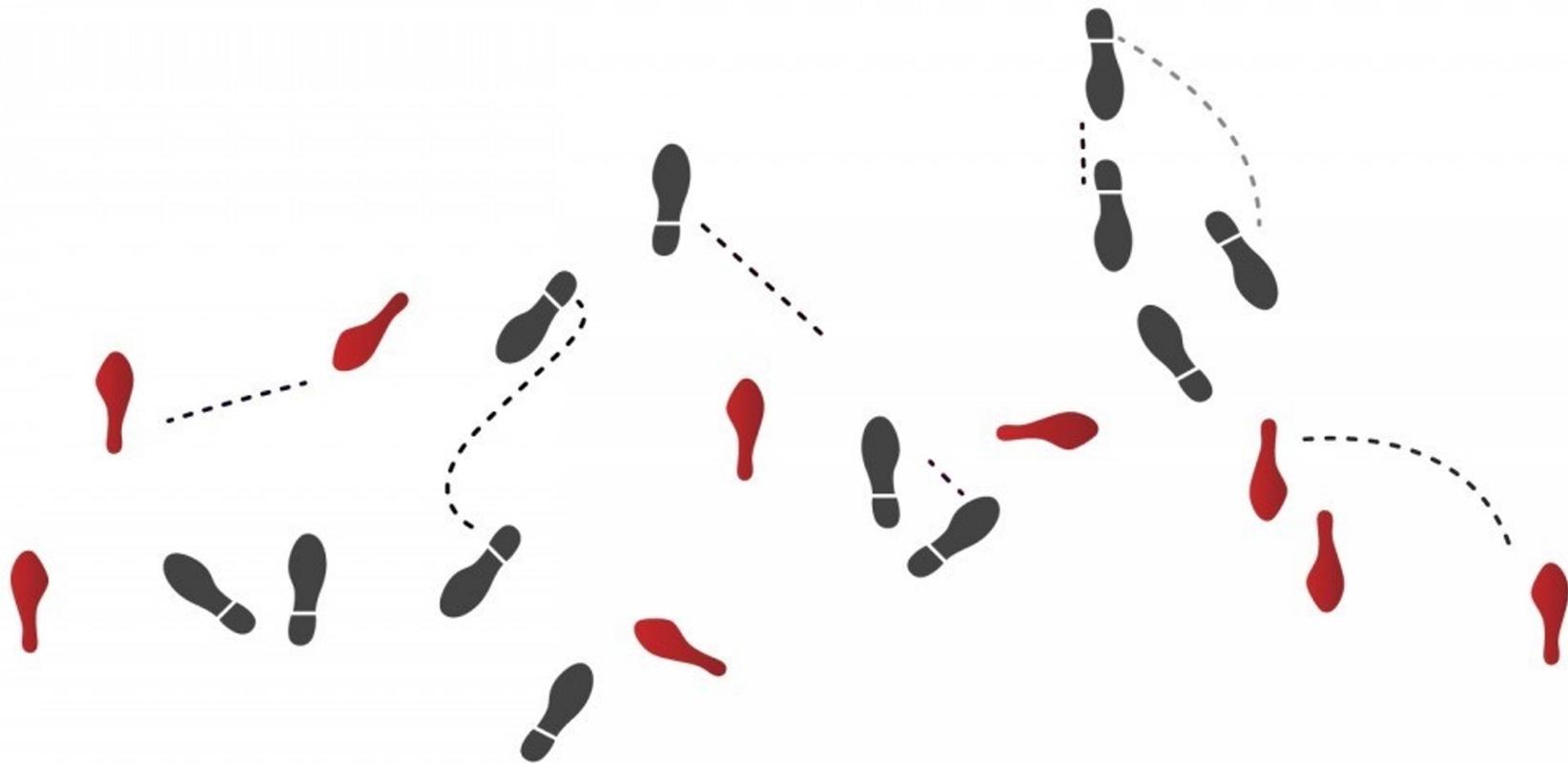
Guest Speakers

- Listen actively
- Use the chat for ideas or questions

Regulate the discomfort



Pace the work



Group Work



Group work

Back at 11:15

Based on your diagnosis in the last exercise, think about what the presenter could do to mobilise the system.

- What experiments could they do to learn more about the situation?
- How could they coordinate better with others?
- How can they keep the focus on the work, but not overheat?

Leave 5 minutes at the end for the presenter to reflect on what they have taken from the two discussions and anything they will do differently as a result.

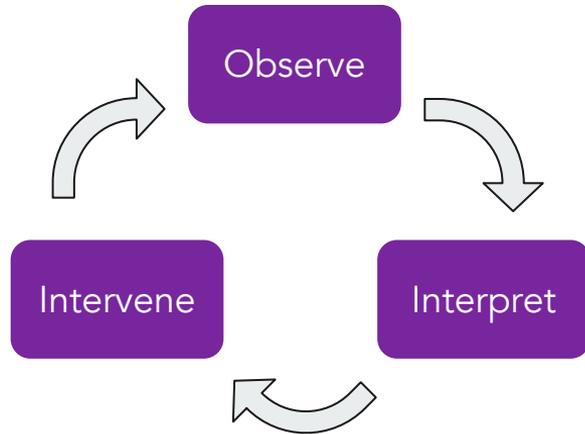
Debrief



Personal Reflection

Personal Reflection

In conversations, debates or arguments you are in...



Observe: when in the discussion does the discomfort seem to rise or fall? what happened to bring about the change?

Interpret: why might that be? what issues are being worked or avoided?

Intervene: what could you do to regulate the temperature and maintain a productive focus?

Observe: what difference did your intervention make?

Closing



Key learning

- Always start with diagnosis: observe, interpret, intervene, repeat!
- Changing systems requires changing multiple things, only through collaborative action can you begin to tackle them all.
- Steering a process of change requires you to build and sustain a holding environment, regulate discomfort and pace the work.

Next Steps

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Feedback survey

<https://forms.gle/JHTd9XH4F3UJo8MV6>

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