Transformational leadership: insights from futures, peace and gender studies

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Background – theoretical and epistemological underpinnings informing the process

- Summarised in slides 3-9
- Methodology summarised in slides 10-82
- Further readings available @ http://www.metafuture.org/library-page/
Factors in creating futures
Futures thinking in a nutshell

- Strictly speaking, every study of the future is the study of ideas about the future: an investigation about the ways in which current predictions, images and ideas about the future influence decision and policy making today.
- Critical futures thinking is about unpacking underlying assumptions and contextualising ideas about the future (i.e. historical, social, & cultural context).
- Also an investigation of cause and effect dynamics, extrapolation of current trajectories towards their logical consequences.
- And an investigation of various possibilities (plausible in terms of present-day knowledge and theory); making them more visible and explicit.
The future is not predetermined and cannot be ‘known’ or ‘predicted’.

The future is determined partly by history, social structures and reality, and partly by chance, innovation and human choice.

There is a range of alternative futures which can be ‘forecast’.

Future outcomes can be influenced by human choices.
• Early intervention enables planning and design, while in ‘crises response’ people can only try to adapt and/or react.

• Ideas and images of the future shape our actions and decisions in the present.

• Our visions of preferred futures are shaped by our values.

• Humanity does not make choices as a whole, nor are we motivated by the same values, aspirations and projects.
Transformative and strategic foresight is the understanding of alternative – possible, probable, and preferred – futures and the worldviews and myths that underlie them.

Foresight:
- Creates flexibility in decision-making by moving from a focus on one future to an analysis of alternative futures.
- Moves from the management of everyday reality to the creation of possibilities.
Foresight, continued

- Moves from the day-to-day operational considerations of management to the longer-term transformative dimensions of leadership.
- Moves from narrow problem-solving approaches to broader and deeper systemic and trans-disciplinarian perspectives and solutions.
- Anticipates emerging issues and weak signals that may derail strategic plans and policies. Through environmental scanning, strategic foresight intends to solve tomorrow’s problems today, and discover opportunities early on.
Foresight, continued

- Articulates the first and second order consequences of current issues through logic and creative thinking.
- Changes the temporal horizon of planning from the short-term to the medium- and long-term; indeed, strategic foresight provides methods and tools to navigate the three horizons (short, medium, and the long-term).
- Seeks to ensure that the inner stories of organisations, institutions and nations are linked to systemic strategies. Often strategies fail not because an inaccurate assessment of alternative futures but because of a lack of understanding of deep culture.
Foresight, continued

- Reduces risk by understanding the worldviews of multiple stakeholders. Blind spots - which are always built into the knowledge framework of each person and organisation - are addressed by including difference. This makes implementation far easier.
- Moves from risk avoidance to risk reduction to risk management to opportunity and innovation creation.
- Uses the future to change the present. Uses the present to move towards the preferred future.
Futures Studies ‘Six Pillars’ Methodology. Methods used:
• Futures Triangle
• Causal Layered Analysis
• Scenarios
• Visioning
• Transcending Conflict
• Backcasting

Additional methods used:
• The Polak Game
• Styles of Conflict Resolution
Methods overview and rationale

• I: The Polak Game – Where do you stand? (Introducing 4 archetypal images and beliefs about the future)

• II: Causal Layered Analysis (Identifying a specific conflict and what lies underneath it; identifying the preferred future at four CLA levels)

• III: Conflict resolution methods and strategies (5 conflict resolution outcomes; also, in effect, the 2 by 2 scenario development method)

• IV: From visions to their implementation (Theorising power and change via the futures triangle, making visions more explicit via creative visualisation, deepening the process via CLA and strategizing via backcasting).
While things go wrong from time to time, the overall trend is that things are getting better.

While there are big processes and forces that have shaped the world, by far the biggest cause is people.

While things go OK from time to time, the overall trend is that it’s more of a struggle things are getting worse.
Upper Left: Things are good and getting better; We have to work with the larger forces and play our part.

Lower Left: Things are getting worse; There is nothing I can do about it. I cannot make things worse so I am free of the responsibility of trying to do that.

Upper Right: Things are good and getting better; AND we can act to make things even better.

Lower Right: Things are getting worse generally; But I can act to make a difference here and now, in this place. It may not change the futures but it is still worthwhile.
How would you describe the other quadrants?

Upper Right (UR) – Powerful, or Agentic
Upper Left (UL) – Service-oriented
Lower Right (LR) – Realistic, or Stoic
Lower Left (LL) – Free, or Que Sera Sera

When asking players how they would describe the other quadrants, you get something like this:

<table>
<thead>
<tr>
<th>In-quadrant view</th>
<th>View from UR</th>
<th>View from UL</th>
<th>View from LR</th>
<th>View from LL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UR - Powerful</td>
<td>X</td>
<td>Deluded</td>
<td>Unrealistic</td>
<td>Oppressors</td>
</tr>
<tr>
<td>UL – Service-oriented</td>
<td>Passive</td>
<td>X</td>
<td>Idealists</td>
<td>Lucky</td>
</tr>
<tr>
<td>LR – Stoic</td>
<td>Battlers</td>
<td>Martyrs</td>
<td>X</td>
<td>Lost Cause</td>
</tr>
<tr>
<td>LL – Free</td>
<td>Losers</td>
<td>Victims</td>
<td>Lazy</td>
<td>X</td>
</tr>
</tbody>
</table>

II: Intention for today? Introducing Causal Layer Analysis (CLA)

- “Litany level”
- “Social/system cause level”
- “Worldview level”
- “Story/myth/metaphor/narrative level”
IV: Identify a specific conflict – relevant to you

- “Litany level”
- “Social/system cause level”
- “Worldview level”
- “Story/myth/metaphor/narrative level”

E.g. (Ivana’s conflict in 1994)

- 1994 arrival to AU
- Bellicose societ(ies); Migration
- Essence and influence pessimism
- “Disaster is about to strike”
How would your preferred future in relation to that conflict look like? (e.g. personal narrative shift I.M.)

- Figures about violence in/by AU
- Militarism, Patriarchy, Imperialism/Colonialism
- Essence Pessimism/Influence Optimism
- “Can happen to you/here too”

- Peaceful society and the world at all levels – presence of negative, positive and holistic peace (facts and figures supporting this)
- Egalitarianism
- Essence Optimism/Influence Optimism
- “Different, better, world is possible”
Two basic choices for getting out of trauma/conflict: One is the way of reliving and recreating it [or ‘getting stuck’ in it], the other, the way of transcendence (Galtung, 2000).

Transcendence presupposes hope, and hope is located in visions of a positive, constructive future (Galtung, 2004).

The Transcend method is about dis-embedding the conflict from where it was (past-present), and embedding it elsewhere (future).

“A conflict is also an invitation for the parties, the society, the whole world to move ahead, taking the challenge presented by the issues head-on, with an attitude of empathy (with all parties), nonviolence (also to stop the meta-conflicts from developing) and creativity (to find ways out).”

III. Conflict Resolution Methods and Strategies

- Contextualising Conflict
- Applying modified Thomas-Kilmann and Transcend methods
- Relationships/agenda (goals & ideas) 2 by 2 scenarios axis from David Ausburger and Ron Kraybill
- Introduction to Conflict Styles via Kraybill Conflict Style Inventory available here https://www.riverhouseepress.com/
- “Learn [get reminded of] the Basics of Conflict Style Management in Five Minutes”, power point presentation: https://www.riverhouseepress.com/intro-in-powerpoint
Continuum of Conflicts

Fig. 1. The Conflict Continuum

“If you are a poet, you will see clearly that there is a cloud floating in this sheet of paper. Without a cloud there will be no water; without water, the trees cannot grow; and without trees, you cannot make paper. So the cloud is in here. The existence of [the paper] is dependent on the existence of the cloud. ... if you look more deeply, with the eyes of those who are awake, you seen not only the cloud [but] the sunshine, the logger ... [in fact] everything is here: the wheat that became the bread for the logger to eat, the logger’s father ... you cannot point to one thing that does not have a relationship with this sheet of paper ... everything is in this sheet of paper”. (From: Thich Nhat Hanh, Being Peace, 1987)
Conflict (narratives, literature, archetypes)

- (Wo*)Man vs (Wo)Man
- (Wo)Man vs Nature
- (Wo)Man vs Self/Selves
- (Wo)Man vs Society
- (Wo)Man vs Machine/Technology
- (Wo)Man vs God/Supernatural/Fate

*(Hu)*
Sources and Types of Conflict

- Conflicts About Information
- Conflicts over Resources
- Conflicts over Relationships
- Conflicts over Interests or Needs
- Conflicts About Structures
- Conflicts Involving Values
Issues: Consent, 3rd party involvement and the level of formality

FIGURE 2.1. Approaches to Handling Conflict.

- Legal Due-Process Boundary
- Legally Enforced Decision Making (Pressure to Enforce Legal Standards)
- Avoidance
- Violence
- Litigation
- Legislation
- Arbitration
- Mediation
- Conciliation
- Negotiation
- Decreasing Power of Disputants to Manage Their Own Conflicts
- Private or Community Decision Making (Possibility of Enhancing Relationships)
- Community Ends ↔ Law Begins

Source: This diagram is adapted with permission from Community Boards, San Francisco, 415/552-1250, www.communityboards.org.

From: Kraybill, Evans and Evans, 2001, Peace Skills: A manual for community mediators
Self – Other gradient

- High regard for self and low regard for other is sadistic.
- High regard for self and high regard for other is healthy.
- Low self-esteem and high regard for other is masochistic.

Killing + suicide
Conflict resolution

- **Power based methods** (who is the most powerful?). Strategies: the rule of man, overt violence and non-physical sanctions
- **Rights based methods** (who has the best case?). Strategies: the rule of law, religious code, community norms, authority’s order.
- **Randomness/chance based methods** (who is ‘the luckiest’?). Strategies: random methods (i.e. lottery, coin flipping).
- **Interest-based methods** (what are the needs and concerns?). Strategies: problem solving approaches.
Styles of conflict management: Thomas Kilmann Conflict Modes Model and Johan Galtung’s Transcend Method

- My Way (Or: `A1 wins``)
- Your Way (`A2 wins``)
- Half Way (`Compromise``)
- No Way (`Withdrawal``)
- Our Way (`Transcendence``)
Conflict resolution as 2 by 2 scenario method

Goals and Ideals/Own Agenda (High Concern)
- Assertiveness (High)
- Collaborating (OUR WAY)
  Snowflake/Collaborative Leader
- Affirmation (Low)
- Compromising (HALF WAY)
  Dealer/Cooperative Leader
- Relationships (Low Concern)
- Avoiding (NO WAY)
  Slacker/Relaxed Leader
- Assertiveness (Low)
- Accommodating (YOUR WAY)
  Doormat/Selfless Leader
- Goals and Ideals/Own Agenda (Low Concern)
- Assertiveness (Low)
Figure 1. Styles of conflict management

Conflict - five basic outcomes
Conflict resolution example
Barnaby vs Johnny

B wins: dogs gone or dead

Compromise: one dog stays the other one gone

Withdrawal: dogs run away

Transcendence: an educational tape gets recorded ;)

G wins: keeps the dogs in AU
1. Choose a conflict you want to work on as a group

2. Each person at the table picks a role (5 people 5 roles): Dealer, Dictator, Doormat, Slacker, or Snowflake (preferably one that you least identify with – all should be represented within a group)
3. Argue the case and propose the solution based on the role you picked/are given (text is indicative)

4. Map on the chart different conflict resolution strategies (others can assist)

5. Present to the whole group

6. Any other solutions? The most appropriate one for the specific conflict/situation? (*Styles of Conflict Management – When to use each style – Handout given at the workshop*)
Developing Futures Literacy

- **Preposterous!**
  - "impossible!"
  - "won't ever happen!"

- **Possible**
  - Future Knowledge
  - "might happen"

- **Plausible**
  - Current Knowledge
  - "could happen"

- **The ‘Projected’ Future**
  - The ‘default’ extrapolated ‘baseline’
  - ‘business as usual’ future

- **Probable**
  - Current Trends
  - "likely to happen"

- **Preferable**
  - Value Judgements
  - "want to happen"
  - "should happen"

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*Adapted & Extended from Voros (2003)*
IV. Visions (preferable futures) and their implementations

- “If it can be imagined, it can be created” (Elise Boulding): Creative Visualisation and its role in moving beyond “business as usual” and the “future as an extended past/present”
- Backcasting vs planning
- Insights from the futures triangle and CLA
THE CYCLE OF CYNICISM

1. Finding out about a problem
2. Wanting to do something to help
3. Not seeing how you can help
4. Not doing anything about it
5. Feeling sad, powerless, angry
6. Deciding that nothing can be done
7. Beginning to shut down
8. Wanting to know less about problems

Repeat until apathy results.

1. It is too hard
2. There are too many obstacles
3. Others will complain/attack
4. It may not be the right solution
5. Not doing anything about it
6. Deciding that nothing can be done
7. Going back to ‘default’ and ‘used’ futures
8. Reactive crisis management, piece meal solutions
1. It may be difficult but this is **what leadership is about**
2. There are some obstacles and ‘weights’ but they can be overcome/minimised
3. If inspired by vision, others will come on board
4. Vision/system/story alignment
5. Who/what/when or person/strategy/time alignment
6. Riding the wave of change/pushes of the present
7. Acting in line with vision, story, values
8. Acting with whatever one has, wherever one is, whatever one can
9. Recognising you can’t do everything

**THE CYCLE OF HOPE**

1. Taking personal responsibility for being a good person
2. Creating a vision of a better world based on your values
3. Seeking out quality information about the world’s problems
4. Discovering practical options for action
5. Acting in line with your values
6. Recognizing you can’t do everything

Repeat until better world results.
“People want to be ‘realistic’, and they take it as axiomatic that fears are realistic and hopes unrealistic.”

Elise Boulding
Creative Visualisation

https://www.youtube.com/watch?v=fhu38wBV_yo

If it can be imagined, it is possible
VISUALISE your preferred future in relation to the conflict: 2018, 2028 or 2038

Touch upon some of the following:

- Environmental setting
- Social and cultural context
- Political, demographic and technological changes
- Organisational structure (e.g. system, process, content, actors)
- Experience of various stakeholders
Activity

1. Write down your vision.
2. Discuss as a group.
3. See if there are any shared visions.
4. Whole group discussion (if of interest).
Moving forward

• A vision: “an idea of the future, an image, a strongly felt wish”
• A vision is not a dream, it is “a reality that has yet to come into existence” (Snyder, N. Leadership and vision, 1994)
• It is a glue that binds individuals into a group with a common goal
• It acts as a force within, compelling to action
• Effective leaders have a concern with a guiding purpose, an overarching vision that keeps a leader moving despite various forces of resistance to the vision (Bennis 1990)
• A vision needs an image – “What we can imagine, we can create” (Boulding, E.)
Her next step was clear but she wasn't so sure about the one after that.
Backcasting

**2020**
- Partially implemented
- Incentives for lecturers working from home (for contributing to green environment, lower the cost of utilities)

**2025**
- Technology has been fully implemented

**2030**
- Establishment of virtual university
## Back Casting

<table>
<thead>
<tr>
<th>Year</th>
<th>Workforce &amp; demographics</th>
<th>Govt Impacts</th>
<th>Legal Impacts</th>
<th>Social &amp; Environmental Impacts</th>
<th>Technology</th>
<th>Financial</th>
<th>Labour market pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>• 2500 staff&lt;br&gt;25% &gt; 55yr&lt;br&gt;Ageing workforce + population</td>
<td>Departure of water</td>
<td>Code of Practice exists</td>
<td>Community awareness of sustainable environment - region</td>
<td>Some access to video conferencing, blackberrys &amp; remote access</td>
<td>$ Deficit</td>
<td>Low - $200m wages</td>
</tr>
<tr>
<td>2012</td>
<td>• 2350 staff&lt;br&gt;Ageing workforce &amp; population</td>
<td>State election</td>
<td>Polices &amp; guidelines starting to reflect future direction</td>
<td>More dwellings becoming energy and environmentally sustainable</td>
<td>Telephones with video, high use of remote access, inc blackberrys</td>
<td>$ Surplus</td>
<td>Medium pressure</td>
</tr>
<tr>
<td>2015</td>
<td>• 1550 staff&lt;br&gt;Ageing workforce &amp; population</td>
<td>Waste Mgt to State Govt</td>
<td>Increased cost of living Kawana Hospital</td>
<td>Increased mobility of employees with less office space</td>
<td>Increased mobility of employees with less office space</td>
<td>Creative Asset Mgt</td>
<td>Competitive Market</td>
</tr>
<tr>
<td>2018</td>
<td>• Airport Privatised&lt;br&gt;Ageing workforce &amp; population&lt;br&gt;Amalgamation dist ant memory</td>
<td>Planning and Roads to State Govt</td>
<td>International employment contracts</td>
<td>Mobile &amp; geographically dispersed workforce</td>
<td>Employees based nationally utilising remote access</td>
<td>Lease and Sell offices</td>
<td>Competitive Market</td>
</tr>
<tr>
<td>2020</td>
<td>• 800 staff&lt;br&gt;Generation X and Y Managers</td>
<td>Amalgamation with MBRC</td>
<td>Employment restrictions of Amalgamation</td>
<td>Economic Development + population growth</td>
<td>Full use of high end technology and equipment for workforce.</td>
<td>Investment in technology</td>
<td>Competitive Market</td>
</tr>
<tr>
<td>2025</td>
<td>• 400 staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2030</td>
<td>• 200 staff</td>
<td></td>
<td></td>
<td>Population increase of 1 million</td>
<td>Technology enabling a skilled, geographically diverse workforce</td>
<td>Internal wage costs = $20m &amp; $700m to fund projects &amp; outsourcing</td>
<td></td>
</tr>
</tbody>
</table>
Backcasting (GROUP) Activity

• Stay in your preferred future and ‘remember’ what happened for that future to materialise.
• What concrete steps had been taken to achieve this vision and when?
• What resources were put in place?
• Who was responsible for which implementation?
Post-backcasting activity:

- Name one to three things you want to be responsible for
- Is there something you would do differently next week, i.e. next Monday?
Dear Past Me,
You've got this.
Love, Future You
Futures Triangle
Understanding social change, history and the current context

Our histories

Our images of the future

Our drivers

Our weights
20th C Women’s Movements and Social Change:

Desired futures visions
(i.e. gender egalitarianism and equity)

- Economic, demographic, ecological, cultural trends (i.e. industrialisation, urbanisation, WWII, material abundance vs. the social conservativism of the 1950s, ‘baby boom generation’, the pill, secularisation, etc.)

- Weight of history/social structure (i.e. gender power order, patriarchy, traditional power structures and systems)

Feminism is the radical notion that women are people
20th C Women’s Movements and Social Change: Critical Success Factors

Desired futures visions (i.e. gender egalitarianism and equity)

Pull of the Future
The Vision or Image of the Future – Personal and Collective

Pull towards the Future
Demographic, Economic, Technological, Social and Cultural changes

Educational and Futures Visions – Desired Futures
Utopianism
Reformism
Traditionalism

Weight of History and Social Structures
Social hierarchies and order

Economic and Futures Trends
Education as the Instrument of Social Maintenance and Control

Weight of history/social structure
(i.e. gender power order, patriarchy, traditional power structures and systems)

- Overt vision of a desired future
- Riding the waves of change
- Weight of history minimised

Economic, demographic, ecological, cultural trends (i.e. industrialisation, urbanisation, WWII, material abundance vs. social conservativism of the 1950s, ‘baby boom generation’, the pill, secularisation, etc.)
Desired futures visions (i.e. sustainability, circular metabolism, ‘de-growth’, genuine progress, survival societies, ecological holism, etc.)

Critical Success Factors

• Overt vision of a desired future
• Riding the waves of change
• Weight of history minimised

Economic, demographic, ecological, cultural trends
(i.e. climate change, global warming, destruction of habitat and pollution, population growth and de-growth, conflict, migrations, increase in global mindfulness and awareness, materialism saturation, new information and communication technologies)

Other success related variables:

• Memes
• Novelty
• “Yesterday’s utopias can become tomorrow’s nightmares”
• Ownership of visions/local sensitivities

Weight of history/social structure
(i.e. Definition of ‘growth & progress’, world system, world economy, global privilege & inequities, traditional power structures and systems)
Pull of the Future – Desired/Preferred
The Vision or Image of the Future –
Personal and Collective

Push of the Present/towards the future
STEEPLE, cultural changes, trends – quantitative

Weight of the Past (i.e. history and social structure)
Social hierarchies and order, maintenance and control
Agents of Change in Organisations & Communities

Pull of the Future – Desired/Preferred
The Vision or Image of the Future – Personal and Collective

Push of the Present/towards the Future
Steeple, cultural changes, trends

Weight of the Past (i.e. history and social structure)
Social hierarchies and order, maintenance and control

Radical Change
Dreamers, Visionaries, Revolutionaries, Utopians

Adaptive Change
Progressives

Marginal Change
Reformists, Pragmatists, Moderates

No Change
Traditionalists, Conservatives

Back to the (Imaginary) Desired Past
Reactionaries

Dreamers
Visionaries
Revolutionaries
Utopians

Progressives

Reformists
Pragmatists
Moderates

Traditionalists
Conservatives

Reactionaries

Progressives

Reformists
Pragmatists
Moderates

Traditionalists
Conservatives

Reactionaries
Working on a specific futures issue/or organisational conflict
(identify then apply futures triangle)

- What could it look like? What is your preferred vision? Any other preferred futures visions?
- What are some pushes/drivers enabling the vision (these visions)?
- What are some weights/barriers disabling the vision (these visions)?
FUTURES TRIANGLE GAME

Additional Activity: Futures Triangle Game
Create 4 teams to create the change in the organisation (preferred future):
1. Dreamers/Visionaries;
2. Progressives;
3. Pragmatists; and
4. Traditionalists/Reactionaries.

Discuss your preferred future and how to get there.
What are some of the insights?

- Q1 How can I/we make the vision of the desired future more overt?
- Q2 How can we best ‘ride the waves of change’?
- Q3 How can the ‘weights of the past’ be minimised?
Implications for leaders/change agents

- Expect the backlash
- Understand ‘we are here for the long haul’
- Watch for burn outs and ‘change fatigue’ – take time to rejuvenate
- Timing
- Try to contain and minimise resistance
- Ride the waves of change where possible
- Focus on the vision and periodically revisit/revision (visions get tired as well)
- Investigate multiple strategies to achieve the vision – and which ones are more likely to succeed
ENHANCING the vision

**Metaphor** is a Meta-Door to Change (Cialdini, 2016)

“If you want to change the world, change the metaphor.” (Joseph Campell)

"People like to think they're objective and making decisions based on numbers," Boroditsky said. "They want to believe they're logical. But they're really being swayed by metaphors.“ (Gorlick, 2011)

In a number of USA based surveys about government's role in poverty alleviation, the mere word “welfare” acts like a position pill. Questions that mention “welfare” reduce public support for such programs by almost 40 percentage points compared with questions that use the phrases “assistance to the poor” or “caring for the poor”. (Deborah Stone, Policy Paradox, 2012, p. 257).
Metaphors and Crime

Crime as a Beast

Catching and jailing criminals

Crime as a Virus

Education and ending poverty

Enforcement measures

Social reform

“Remarkably, the size of the difference due to the change of a single word (22 percent) was more than double the size of preferred solution differences that were commonly due to the readers’ gender (9 percent) or political party affiliation (8 percent)”. (Caldini, 2016, Pre-Suasion)
A serious flu epidemic is expected to kill 600 people. The government is considering two possible vaccination programs.

- Program A: uses a conventional vaccine that can be counted on to save 200 people.
- Program B: uses an experimental vaccine that has a 1/3 chance of saving 600 people but a 2/3 chance of being totally ineffective and saving none.

Which one would you recommend?

A choice between two other programs

- Program C: uses a conventional vaccine that will result in the death of 400 people.
- Program D: uses an experimental vaccine that would offer a 1/3 chance that no one will die and a 2/3 chance that all 600 would die.

Which of the two would you recommend?
“If you are like most people, you chose Program A in the first problem and Program D in the second.

In terms of rational decision theory, the choices are structurally identical. They offer the same probabilities of the same outcomes. The first options (A and C) will have as their result 400 people dying from the flu. The second options (B and D) are gambles whose expected values are 400 lives. Both dilemmas, therefore, offer a choice between a certain outcome of 400 deaths and a gamble with an expected [more likely] value of 400 deaths.”

So why most people shift C to D in the second option?

“Most people choose the certain outcome when the alternatives are labeled as “lives saved” but the gamble when the alternatives are labeled as “deaths”.”
Decision making

- Methods used by humans: “habit, social custom, impulse, intuition, procrastination, and avoidance; cogitation, delegation, advice-seeking, and prayer for guidance; consensus, bargaining, mediation, voting, or chance.” (D. Stone, 2012)

- Choosing a course of action amongst a list of possible alternatives highly dependent on (historical, social, cultural, person etc.) context and issues framing (language used, metaphors, analogies, mental associations) – rather than on ‘pure rationality’ and ‘common sense’
The role of the structure/system/default
Counterintuitive systemic intervention? E.g.
Removing a lane to ease the traffic jam

- [http://theconversation.com/do-more-roads-really-mean-less-congestion-for-commuters-39508](http://theconversation.com/do-more-roads-really-mean-less-congestion-for-commuters-39508)
- [https://transportist.org/2016/04/19/21-strategies-to-solve-congestion/](https://transportist.org/2016/04/19/21-strategies-to-solve-congestion/)
The importance of both systemic and narrative shift: “Culture [habits] eats strategy for breakfast.”
New measurements at the systemic level (strategies, policies, indicators) for the new future.

- Number of publications
- Number of supervisions
- Number of research grants etc.
Activity 3 (Choosing strategies more likely to succeed)

<table>
<thead>
<tr>
<th>Layer/Time</th>
<th>Today</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worldview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Identify preferred ‘litany’ (2035)
2. Describe preferred system which supports it
3. What is the new worldview that supports the system? (If you like include the perspectives of different stakeholders)
4. What is the new story that support the new litany, system and the worldview?
<table>
<thead>
<tr>
<th>2017 International Bank</th>
<th>2037 International Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bank finances</strong> x number of kms of roads and other utility infrastructure</td>
<td><strong>Bank finances integrated and sustainable (green, smart, equitable) urban and transport planning.</strong></td>
</tr>
<tr>
<td>Minimize travel distance</td>
<td>Minimize carbon emissions</td>
</tr>
</tbody>
</table>
| Population growth, a greater number of cars, increased wealth and larger flats | Integrated planning
Driverless and autonomous vehicles
Smarter city systems that coordinate traffic and safety |
| Shared and pooled transport | |
| **Car-centric** | **Human and connection centred** |
| The right to drive our car whenever and wherever | Mobility of persons via integrated planning as opposed to ownership |
| **Ownership** | **I love my neighbourhood** |
| **I love my car** | **I love my neighbourhood** |
Critical success factors in creating futures-oriented (healthy, functional, helpful, harmonious etc. ) organizations (Inayatullah)

- Challenging default future – challenging the official business-as-usual future
- Confronting used future – why we do not innovate
- Investigating disowned future – why things fall apart and bite back
- Developing alternative futures – creating adaptability
- Creating inner alignment – linking the inner story to the preferred future and enabling via system (default position)
Causal Layered Analysis

Problem

Systemic Causes

Social Science Analysis:
Short-term historical facts uncovered.
Solution values with structures

Discourse Analysis:
Worldview solution often in consciousness transformation

Worldview

Myth/Metaphor Analysis:
Solution can rarely be rationally designed

Metaphors and Myths

The “Litany” official public description of issue

Source: Inayatullah
THE LITANY – UNQUESTIONED DATA, HEADLINES

SYSTEMIC APPROACHES AND SOLUTIONS

WORLDVIEWS, WAYS OF KNOWING AND ALTERNATIVE DISCOURSES

MYTHS, METAPHORS, AND NARRATIVES
## Activity 1

<table>
<thead>
<tr>
<th>Layer/Time</th>
<th>Today</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worldview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Choose an issue (today)
2. Identify its ‘litany’ level
3. Investigate systemic causes
4. Inquiry into worldviews underneath litany/system or structural level
5. What are some deep stories behind this issue?
6. Can you identify an image that best represents your metaphor?
<table>
<thead>
<tr>
<th>Layer/Time</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litany</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worldview</td>
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<tr>
<td>Narrative</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## The great migration

<table>
<thead>
<tr>
<th>Time</th>
<th>Today</th>
<th>Today</th>
<th>Today</th>
<th>Today</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litany</td>
<td>Increased income</td>
<td>Favourable exchange rates</td>
<td>Survival</td>
<td>Survival</td>
<td>Community and connectivity</td>
</tr>
<tr>
<td>System</td>
<td>Enhance wealth –</td>
<td>Affordable Health</td>
<td>Escaping conflict, corruption</td>
<td>Escaping climate change</td>
<td>Minimise losses from GFC and reconnect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment</td>
<td></td>
<td></td>
<td>with birth home. Contribute.</td>
</tr>
<tr>
<td>Worldview -</td>
<td>Gold collar</td>
<td>Western retiree</td>
<td>Low paid female worker</td>
<td>Refugee</td>
<td>The returnee migrant</td>
</tr>
<tr>
<td>stakeholder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Myth-metaphor</td>
<td>Travel the world</td>
<td>Quality of life</td>
<td>Better life. Children will live the Asian</td>
<td>Hope to return home one day</td>
<td>Returning home a hero</td>
</tr>
<tr>
<td></td>
<td>Living the Asian dream</td>
<td></td>
<td>dream</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
CLA – ‘a method that focuses on opening up spaces for alternative futures’ whilst simultaneously unearthing policy approaches ‘more likely to succeed’

As a theoretical and research framework:

- Deepens analysis (prevents surface level interpretation of an issue)
- Problematises existing future oriented thinking (i.e. identifies ‘default’ and ‘used’ futures)
- Explores assumptions, ideologies, worldviews, epistemes etc.
- Makes invisible and ‘unknown knowns’ visible
- Exposes power relationships (who gets to define, who is silenced)
- More inclusive
- Conflict resolution and transformation (homogenous and heterogenous spaces)

As a tool for the redirection of politics and policies

- Integrates subjective multiple realities
- Integrates four layers (litany, system, worldview and myth/metaphor) of analysis to arrive at more viable outcomes
- Increased both the breath of solutions and depth of awareness (increases the degree of transformativity of research, fuller understanding of the present, richer imagination of desired futures).
Conclusion: Co-creating key elements for Transformational Leadership that constructively deals with conflict

- Acknowledge ‘reality’ and understand multiple perceptions of that reality
- Acknowledge that what appears on ‘the surface’ needs to be supplemented with deeper ‘sub-surface’ understandings
- Allow different voices/perspectives to be heard
- Develop futures and conflict resolution ‘literacy’ in organisations
- Acknowledge ways in which language and the framing of problems impact the solution space
- Challenge assumptions: enable reframing (from past/present/problem to futures/preferred/vision)
- Develop as many alternative solutions as possible; then consciously choose the preferred and those more likely to succeed
Transformative leadership continued...

- Intent: Do people want to have conflict resolved? Or do they want to be right? Who ‘owns’ the issue (whose problem is it?)
- How can this conflict become a ‘good thing’ (allowing spiral change)?
- Constructive vs destructive dealing with conflict
- Looking for what is shared rather than divisive
- Interdependence: people, processes, system/culture
- Different management styles are needed for different types of conflict and for different context
- The role of time/timing and the future tense (reframes the problem towards solutions)
For more information:

http://www.metafuture.org/