Leading Social Change

MAY 2019

Conditions for Collective Impact

Leadership

Common Agenda

Shared Measurement

Mutually Reinforcing Activities

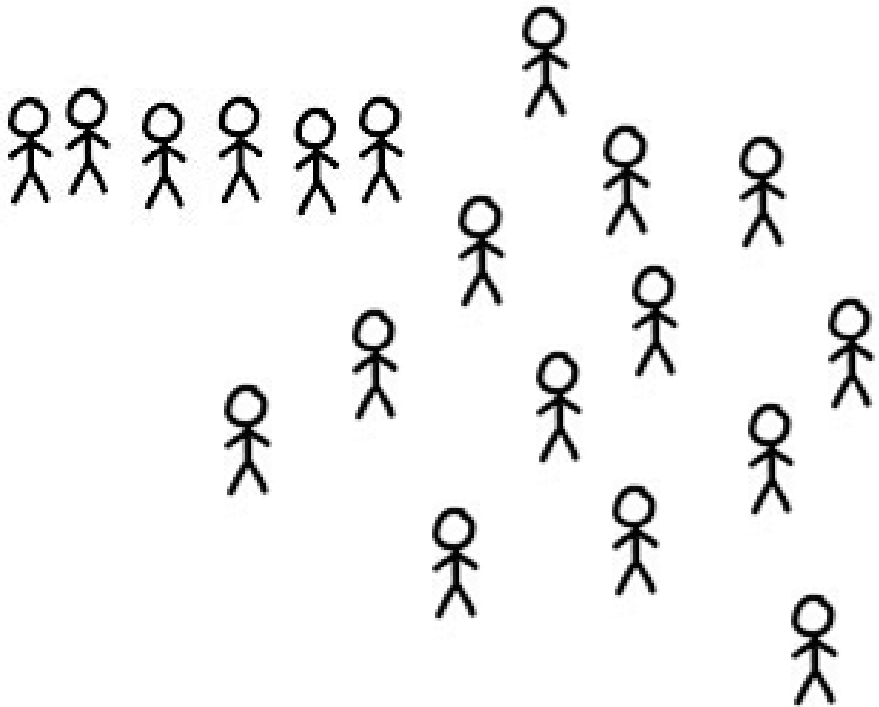**Continuous Communication**

Backbone Support
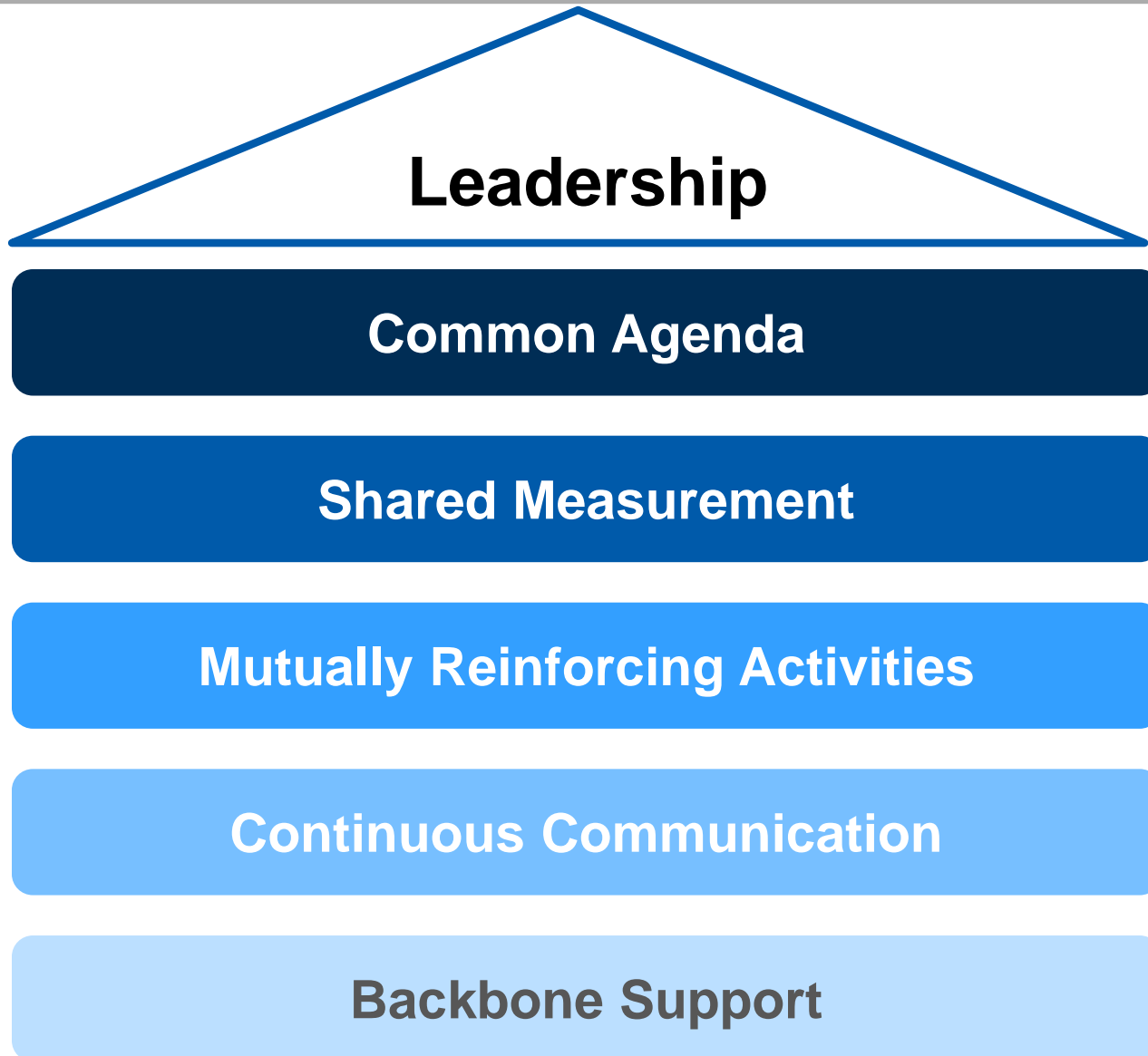
Progress in social change

Level One Progress:
Incremental

Level Two Progress:
Transformational
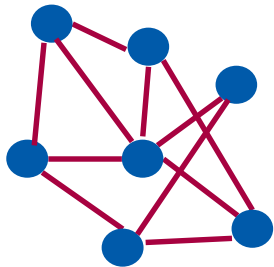
Leading social change is not hierarchical

What system leadership is about

Catalyzing
Collective Leadership

What shifts in perspective are needed in CI?

**How
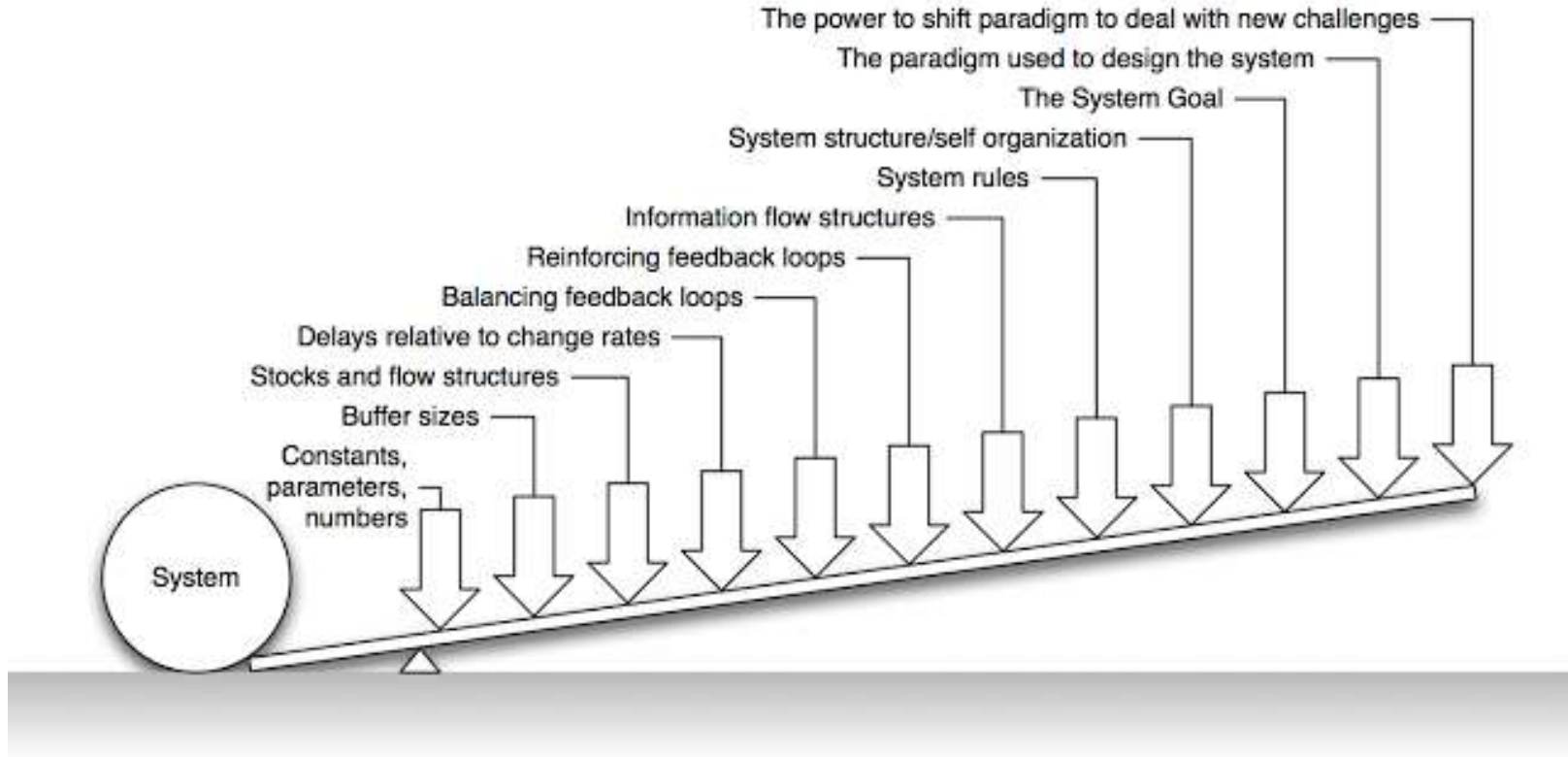Systems Work**

**What Drives
Social Change**

**Where
Expertise Lies**

Leverage points in a system

The power to shift paradigm to deal with new challenges

The paradigm used to design the system

The System Goal

System structure/self organization

System rules

Information flow structures

Reinforcing feedback loops

Balancing feedback loops

Delays relative to change rates

Stocks and flow structures

Buffer sizes

Constants, parameters, numbers

System

How Systems Work

Increasing visibility ↑
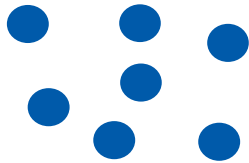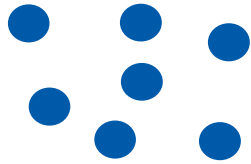
System Elements

The **elements** (organizations, institutions, individuals) are the parts of the system we are most likely to notice. They are least important in defining the unique characteristics of the system. Changing elements has the *least effect* on the system.

Increasing impact on a system when change occurs →
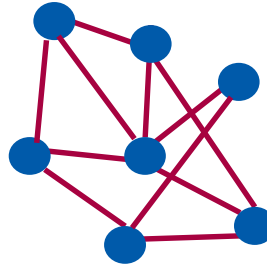
How Systems Work

System Elements

Relationships between the elements – the **interconnections** – are less obvious than the elements themselves and are subject to oblique power dynamics. If interconnections shift, the system may be *greatly altered*.

System Element Interconnections

Increasing visibility

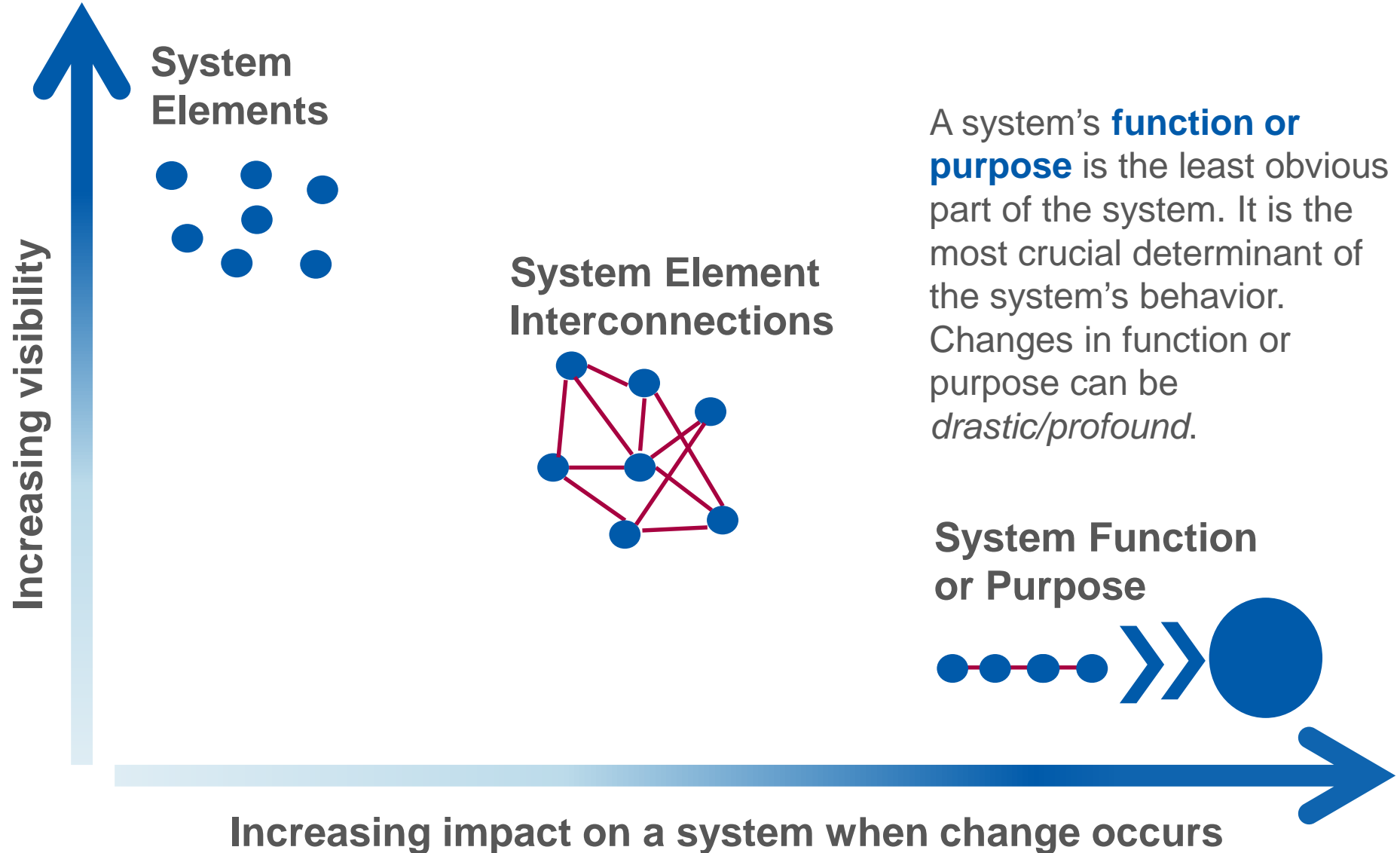**Increasing impact on a system when change occurs**

How Systems Work

You think that because you understand "one" that you must therefore understand "two" because one and one make two.

But you forget that you must also understand "and."

Donella Meadows

How Systems Work

System Elements

Increasing visibility

System Element Interconnections

A system's **function or purpose** is the least obvious part of the system. It is the most crucial determinant of the system's behavior. Changes in function or purpose can be *drastic/profound*.

System Function or Purpose

Increasing impact on a system when change occurs
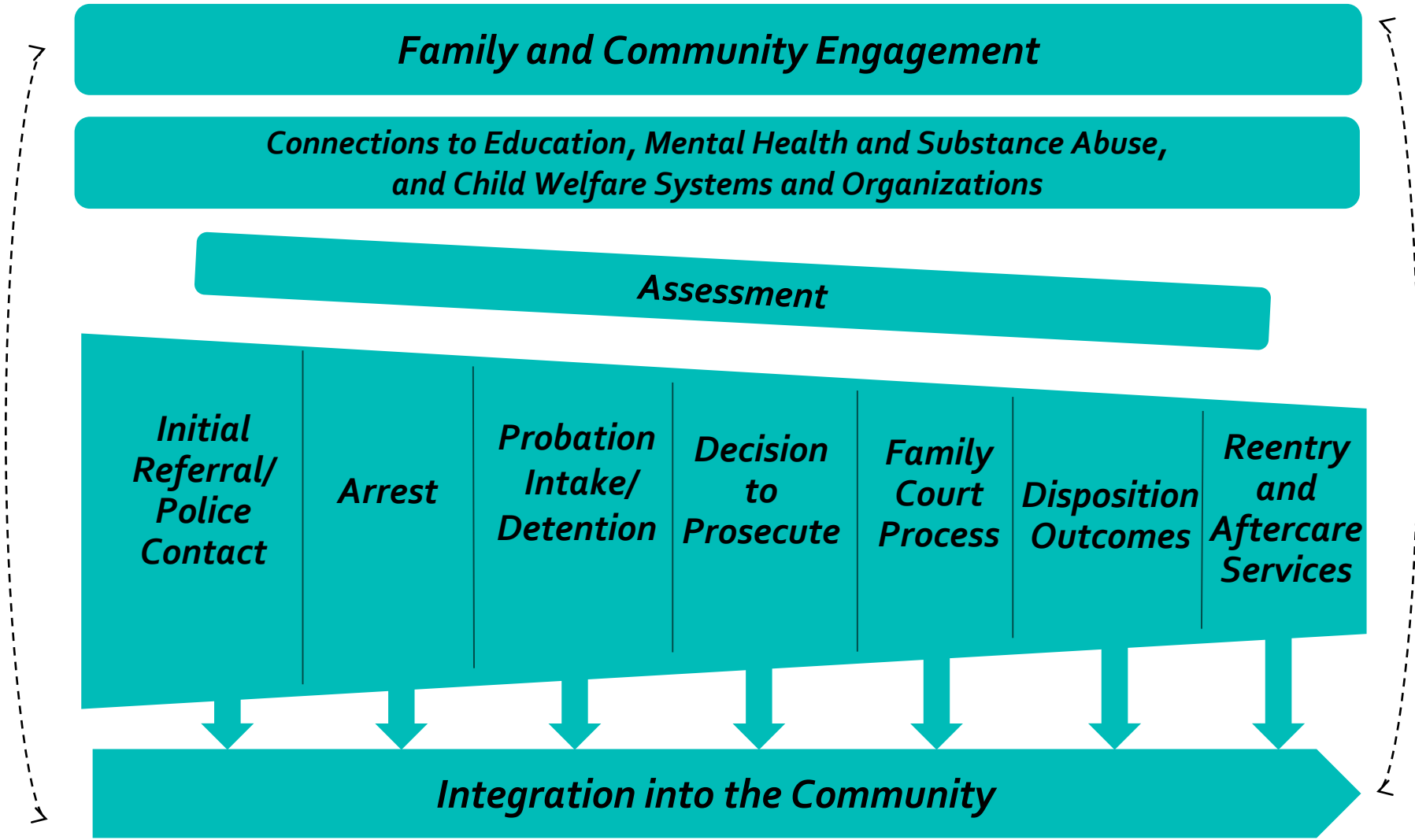
Shifting System Purpose

Purposes are deduced from behavior, not from rhetoric or stated goals.

Donella Meadows

Shifting a System's Purpose
NY State Juvenile Justice System

The New York Juvenile Justice System Continuum

Family and Community Engagement

Connections to Education, Mental Health and Substance Abuse, and Child Welfare Systems and Organizations

Assessment

| Initial Referral/ Police Contact | Arrest | Probation Intake/ Detention | Decision to Prosecute | Family Court Process | Disposition Outcomes | Reentry and Aftercare Services |

Integration into the Community

Current actors across the New York Juvenile Justice System
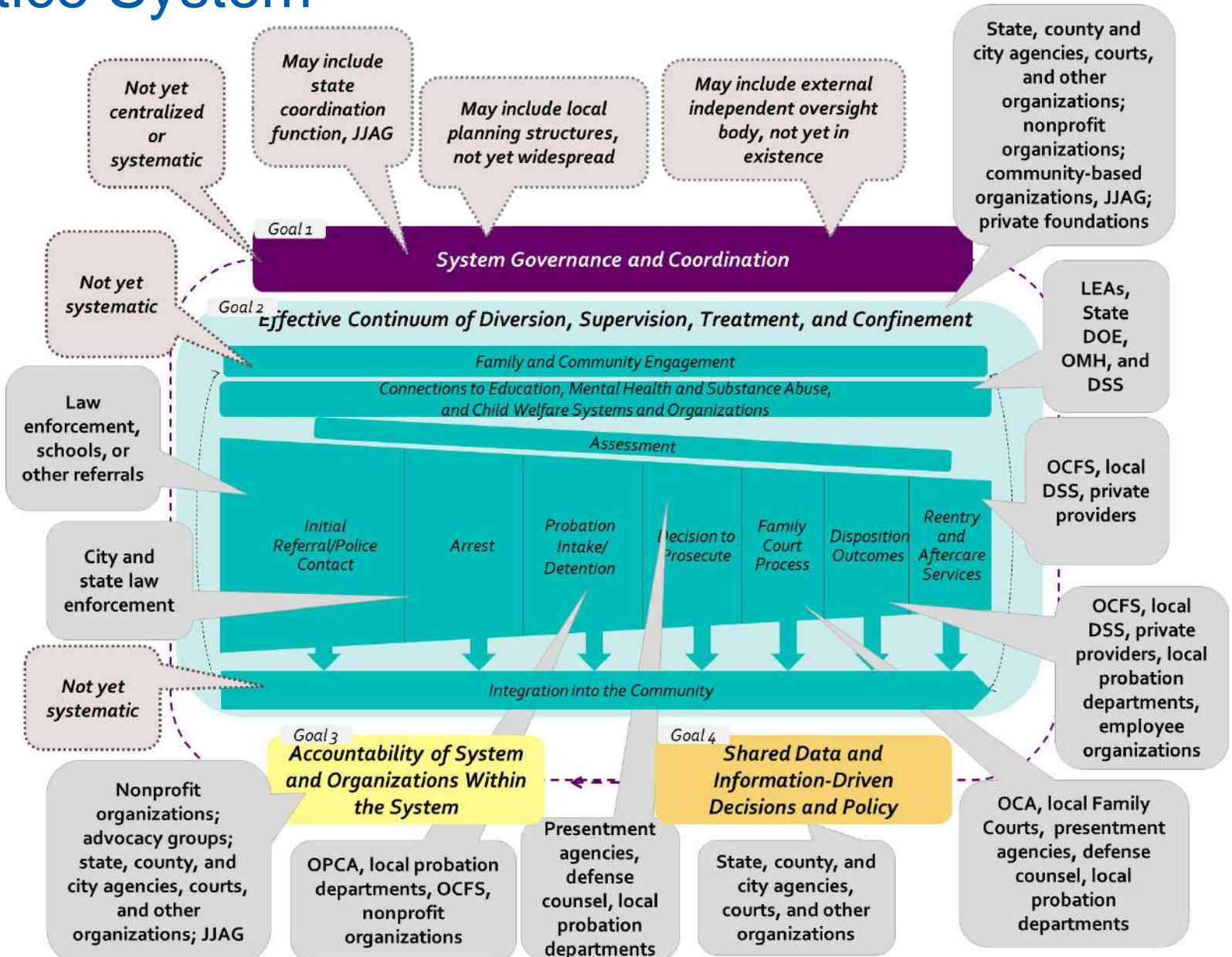
New York State Juvenile Justice System Common Agenda

Vision: *Across New York State, the juvenile justice system promotes youth success and ensures public safety*

Community Outcomes

Community safety & quality of life

Delinquent acts

Victims have a voice in the process

Youth Outcomes

Just and fair to youth

Services to meet youth development needs

Successful reintegration into community

Components of System Excellence

1
System Governance and Coordination

2
Effective Continuum of Diversion, Supervision, Treatment, & Confinement

3
Accountability of System & Organizations Within the System

4
Shared Data and Information Driven Decisions and Policy

What happened over a three-year period?

- ✓ The number of juveniles in **state custody** declined by **45%**

- ✓ **Juvenile arrests** have dropped by **24%**

- ✓ The number of juveniles **admitted to detention** declined by **23%**

- ✓ The number of juvenile **probation intake cases** declined by **20%**

Seeking a Softer Justice System, Closer to Home, for New York's Juvenile Offenders

Robert Stolarik for The New York Times

One of the 12 current residents of Boys Town, a detention center for boys 16 and under, gives a tour of its Brooklyn row house.

*These large drops in number of youth having contact with the system **have not** led to any increase in crime*

A vision should be judged by the clarity of its values, not the clarity of its implementation path

Donella Meadows
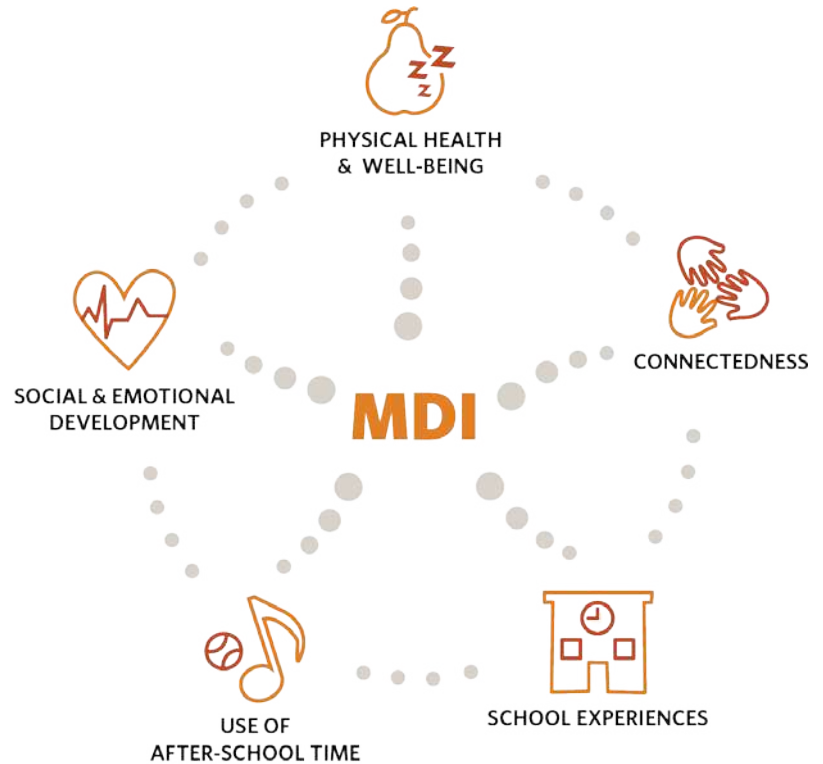
Shifting System Purpose

Vancouver, Canada

Well Being Outcomes

Education Outcomes

Health Outcomes

PHYSICAL HEALTH & WELL-BEING

CONNECTEDNESS

SOCIAL & EMOTIONAL DEVELOPMENT

MDI

USE OF AFTER-SCHOOL TIME

SCHOOL EXPERIENCES
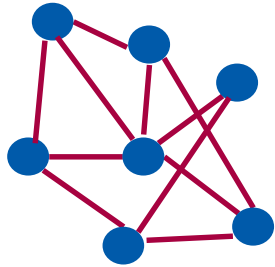
- **What's coming up for you?**

- **What's resonating? What's not?**

- **Can you see anything that your collective impact effort might do differently?**

What shifts in perspective are needed in CI?

**How
Systems Work**

**What Drives
Social Change**

We can't impose our will on a system. We can listen to what the system tells us, and discover how its properties and our values can work together to bring forth something much better than could ever be produced by our will alone.
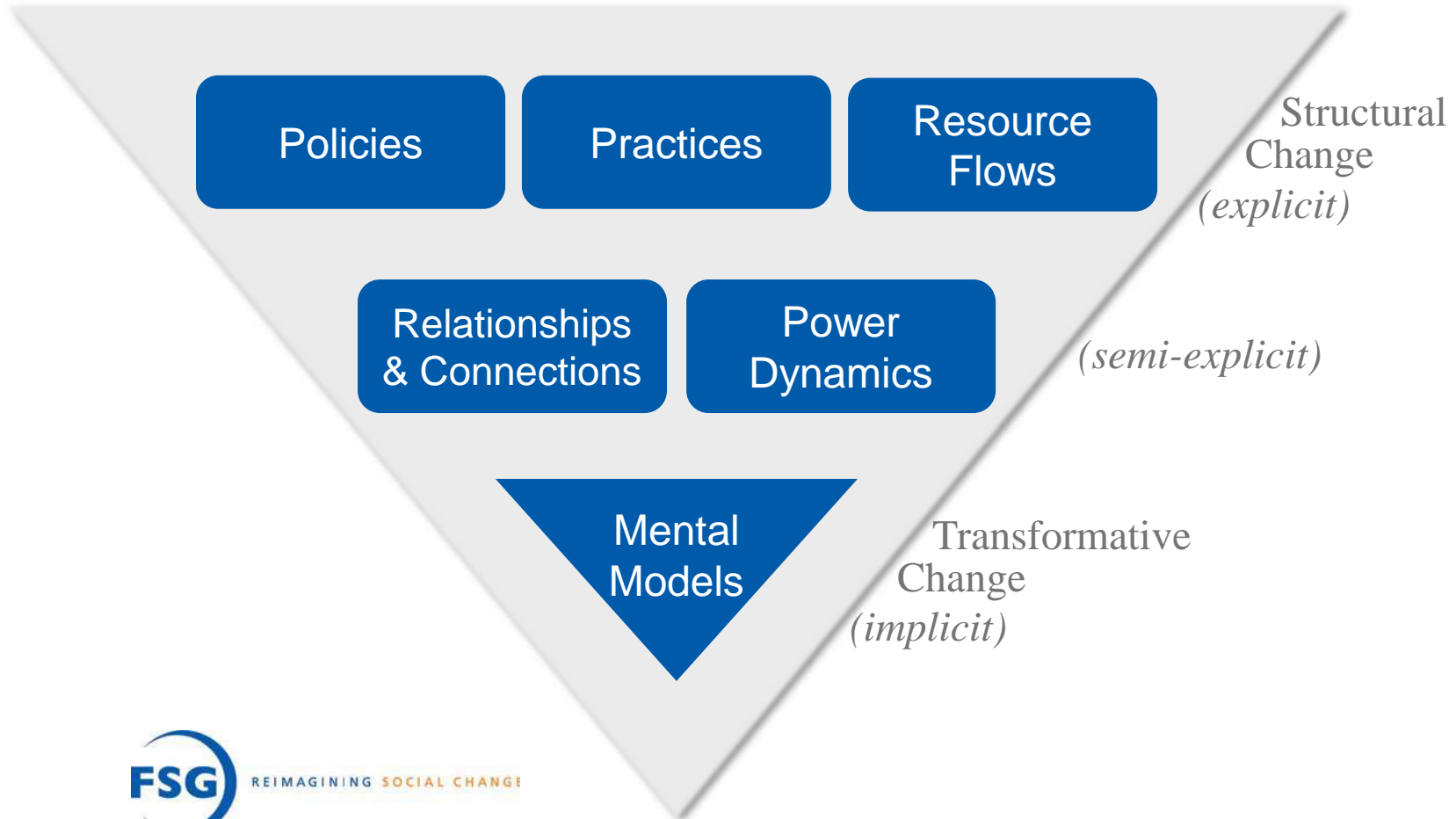
Donella Meadows

What is systems change?

Systems change is about **shifting the conditions that are holding a problem in place**

Shifting the conditions that hold the problem in place

Six Conditions of Systems Change

Policies

Practices

Resource Flows

Relationships & Connections

Power Dynamics

Mental Models

Structural Change *(explicit)*

(semi-explicit)

Transformative Change *(implicit)*

FSG
REIMAGINING SOCIAL CHANGE

Equity Alliance For Staten Island
(K-12 Public Education)

I. Students successfully transition from elementary to middle school

System Change Condition	Illustrative Strategy
Policies	*Change the income requirements for the New York Child Health Plus (CHIP) insurance program*
Practices	*Adjust school screening, interviewing, and hiring practices to increase the presence of black and Latino staff in learning environments*
Resource Flows	*Ensure families have access to trained social workers who can meet their needs related to socio-emotional and mental health concerns*
Relationships & Connections	*Facilitate more frequent communication and in-person meetings between pediatricians and caregivers to discuss best practices for supporting child development*
Power Dynamics	*Expand the practice of parent-teacher meetings with appropriate accommodations for ELL students and parents/caregivers*
Mental Models	*Implement cultural competency training for education professionals (administrators, teachers, support staff, etc.)*

Shifting the conditions that hold the problem in place

Six Conditions of Systems Change

Policies

Practices

Resource Flows

Technical

Relationships & Connections

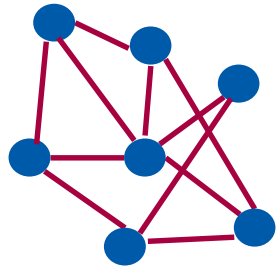Power Dynamics

EQUITY

Mental Models

Cultural
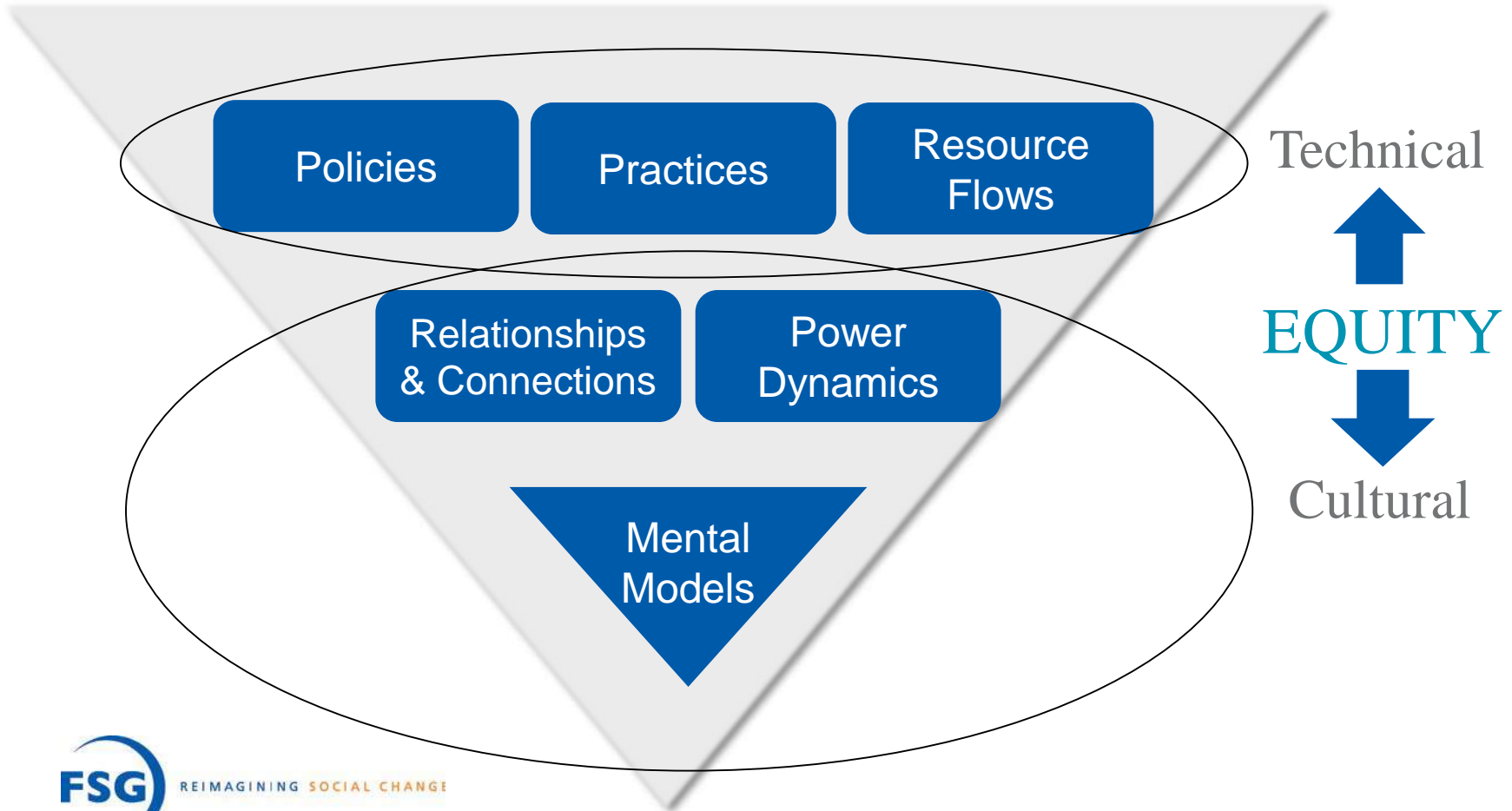
Staten Island

. . . The issue of race and racial inequities was included in the conversation, a first for Staten Island. It was honest, emotional and intense. As we each told our story, we recognized we are more alike than we are different and want the same things – an exemplary education for our children. At the core of every sentence was a REAL commitment to move ALL children to not just meeting minimum state standards but exceeding them.

For the first time since my children began their academic career, I see glimpses of a beautiful future for marginalized students of color on Staten Island where leaders who were formerly foes are now working diligently behind the scenes in unison."

—Tammy Greer Brown, Community Member

What shifts in perspective are needed in CI?

**How
Systems Work**

**What Drives
Social Change**

**Where
Expertise Lies**

Where expertise lies

Where expertise lies

Family Independence Initiative doesn't do anything, but really just showcase what families are already doing for themselves.

Family Independence Iniatives-Albuquerque Director Susy Sarimiento

Where expertise lies

Where expertise lies

The most powerful thing is that GirlTrek is not rooted in dominant pathology to fix black women but operates from a stance of love and moving you to health

GirlTrek's language and framing is both powerful and radical, and deeply resonates with black women

Their actions are also rooted in a deep commitment to community – what's necessary to build relationships that create connection, power, and leadership

The impact cascades to the various ways in which women lead and shows up at work and in other aspects of their personal lives
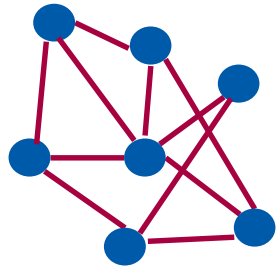
Community voice and agency needs to be brought into <u>every</u> level of collective impact

We are being led by student voices and we are now elevating their [students] aspirations and asking systems to change in ways that the students think will work – it's very powerful

Mary Jean Ryan

Executive Director

Road Map Project
Seattle

Bottom Up Collaboration

Top Down Collaboration

Centered Collaboration

What shifts in perspective are needed in CI?

**How
Systems Work**

**What Drives
Social Change**

**Where
Expertise Lies**

- **What's coming up for you now?**

- **What's resonating? What's not?**

- **Can you see anything that your collective impact effort might do differently?**

System leadership is grounded in core learning capabilities

System Leader Capabilities

Co-Creating vs. Reactive Problem Solving

- Personal Vision
- Building Shared Vision

Reflective Conversation

- Working with Mental Models
- Dialogue

Seeing the Larger System

- Systems Thinking

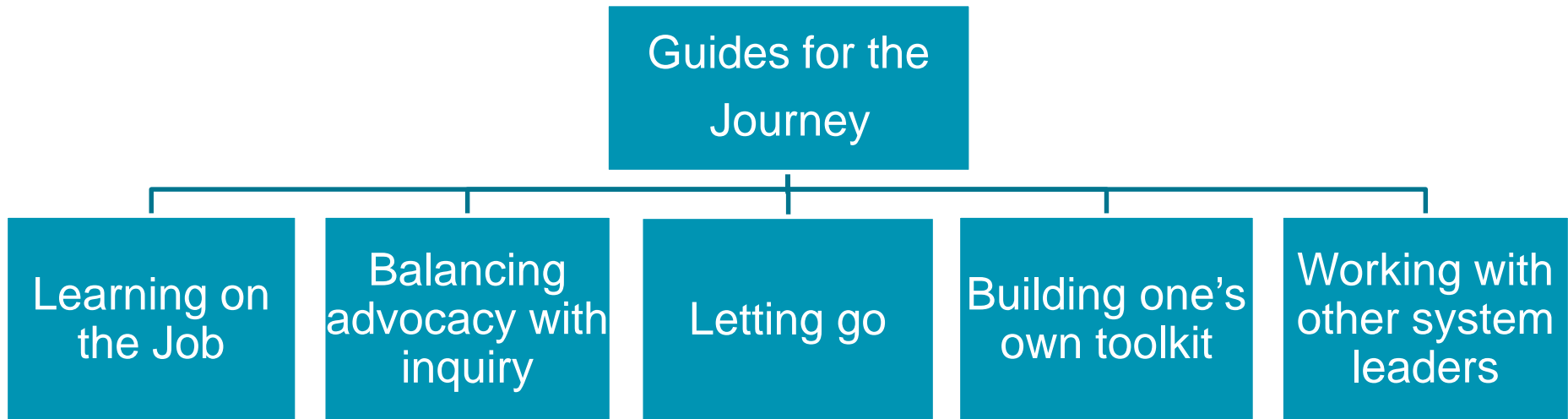# Building the relational field
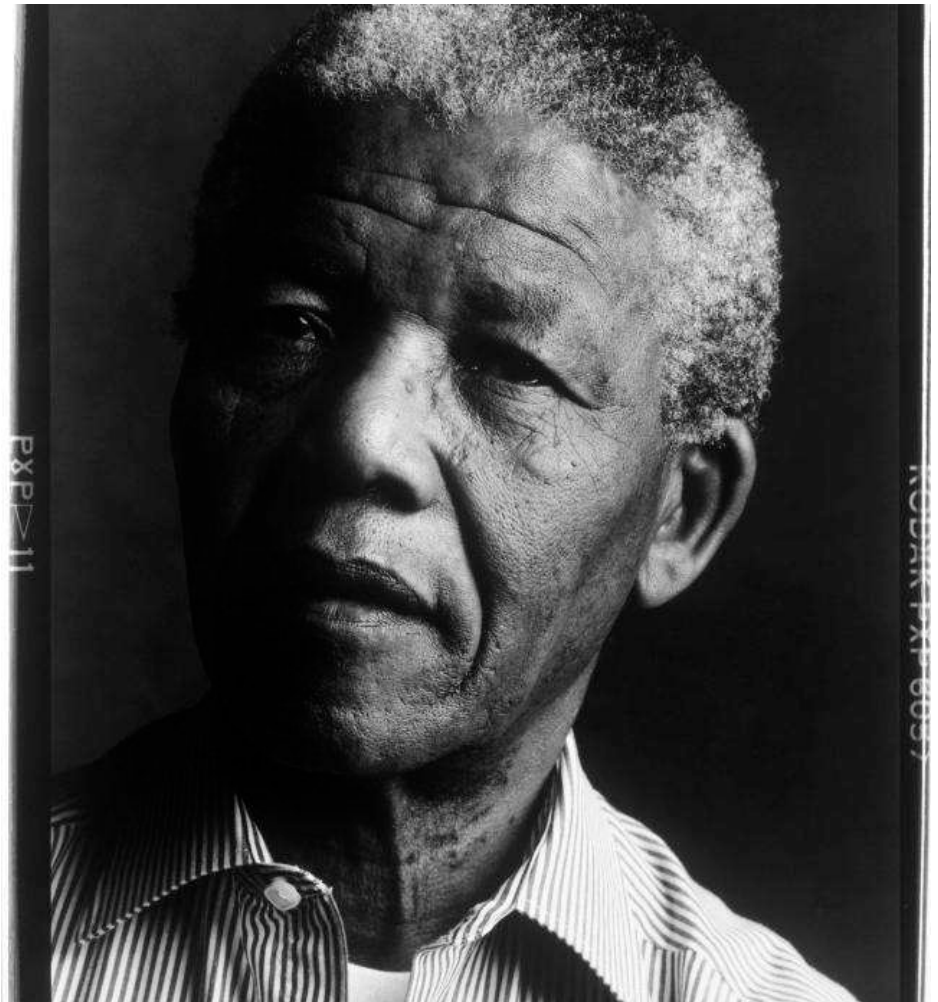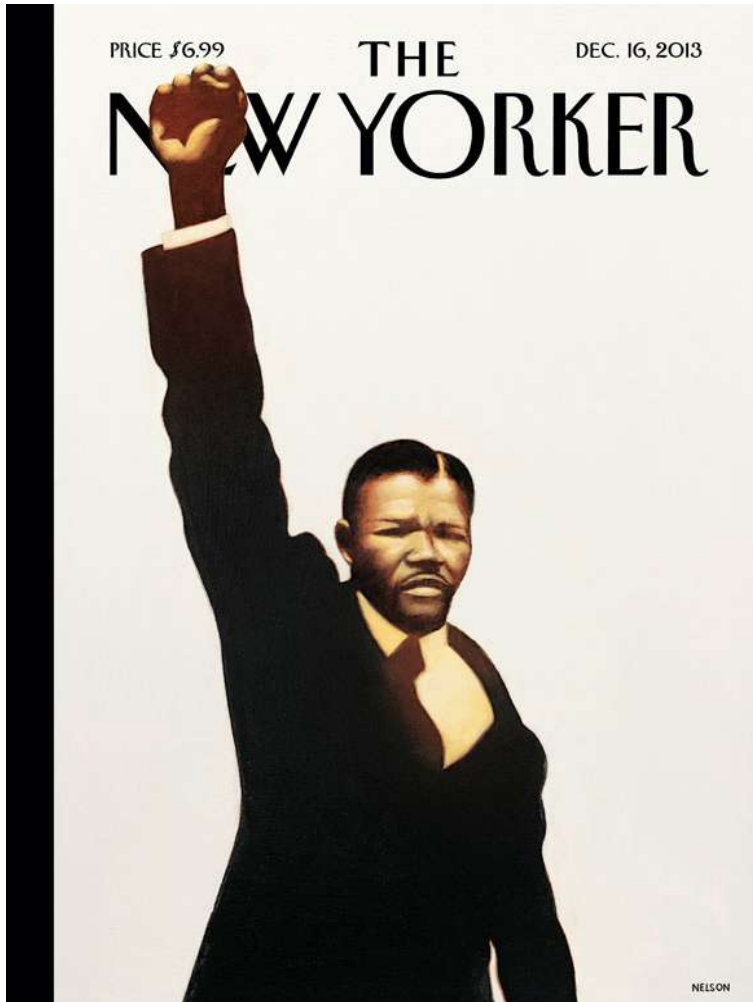
Empathy   **Integration**   **Flow**   **Surprise**

System leadership is inherently developmental

Open Mind
Open Heart
Open Will

Building the relational field

Every so often a Celtics game would heat up so that it became more than a physical or even mental game, and would be magical. That feeling is difficult to describe, and I certainly never talked about it when I was playing.

When it happened, I could feel my play rise to a new level. It came rarely, and would last anywhere from five minutes to a whole quarter, or more... It would surround not only me and the other Celtics, but also the players on the other team, and even the referees.

At that special level, all sorts of odd things happened: The game would be in the white heat of competition, and yet somehow I wouldn't feel competitive, which is a miracle in itself... The game would move so quickly that every fake, cut, and pass would be surprising, and yet nothing could surprise me . . .

Bill Russell

Building the relational field

Empathy   **Integration**   **Flow**