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Responding to the Future:
Futures Literacy, Liberating Structures, and the Powers of Nursing Leadership

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Key Points of the Presentation

1. Transformation and re-design of a 21st century health care system requires understanding the differences concerning change and transformation. Change efforts focused on the past may or may not help create inspired futures. Transformation is about responding to a desired future. Transformation is supported by futures literacy. Futures literacy invites people to create and share stories about the future to inform current practice and realities. Nurse educators who want to bridge innovations across educational programs must become time-conscious and embrace the dynamics of appreciation, influence and self- control in light of greater purposes. See <http://theprimes.com/> Change versus transformation <http://theprimes.com/change-vs-transformation> and Stake <http://theprimes.com/stake>. Liberating structures support the emergence of desired futures. The dynamics of appreciation, influence, and self-control support personal and professional leadership powers.
2. The National Center for Healthcare Leadership (<http://nchl.org/index.asp>) convened futurists to discern trends related to the state of health in the 21st century:

- The US will become part of a global system focusing on wellness and preventive care worldwide.
- Patients will receive care from “virtual” centers of excellence around the world.
- Deeper understanding of the human genome will create exciting new forms of drugs that will prevent disease from developing. Treatment will evolve from disease management to prevention or minimization.
- As the “baby boomers” become senior citizens around 2020 the issue of rising costs, resource allocation and priorities will be exacerbated.
- Fueled by access to information through the World Wide Web, people will take more self-management of their personal health decisions and demand that the system treat them as customers rather than users.
- Most Americans will receive care from specialized centers for chronic diseases (cancers, women’s health, heart etc.)
- Standard diagnostic health will largely be electronic, with people conducting their own “doctor visits” from home through miniature data collection and monitoring devices.

3. The Institute of the Future for the Phoenix Research Institute has identified six drivers and ten skills necessary for a 2020 workforce.

http://cdn.theatlantic.com/static/front/docs/sponsored/phoenix/future_work_skills_2020.pdf

The drivers are:

- Extreme longevity – increasing global life spans change the nature of careers and learning.
- Rise of smart machines and systems -work place automation nudges human workers out of rote repetitive tasks.
- Computational world- massive increases in sensors and processing power make the world a programmable system.
- New media ecology –new communication tools require new media literacies beyond text.
- Superstructured organizations –social technologies drive new forms of production and value creation.
- Globally connected world- increased global connectivity puts diversity and adaptability at the center of organizational operations.

The cross impacts of these drivers’ fuels the need for ten vital skills for a future workforce.

- **Sense making:** *ability to determine the deeper meaning or significance of what is being expressed.*
- **Social intelligence:** *ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.*
- **Novel and adaptive thinking:** *proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.*
- **Cross cultural competency:** *ability to operate in different cultural settings.*
- **Computational thinking:** *ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.*
- **New media literacy:** *ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.*
- **Transdisciplinarity:** *literacy in and ability to understand concepts across multiple disciplines.*
- **Design mindset:** *ability to represent and develop tasks and work processes for desired outcomes.*

- **Cognitive load management:** *ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques.*
 - **Virtual collaboration:** *ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.*
4. Given the complexities of health care –health care leaders especially nurses, must exercise influence, consensus and coalition building to a greater degree than leaders in other sectors. As a means to enhance the Health leadership skill set required of 21st century health care providers the National Center for Health Care Leadership has developed a Leadership Competency Model. The model focuses on three essential domains and defines 26 competencies within those domains. The domains and competencies are:
- **Transformation** that supports visionary thinking, energizing and stimulating change processes that engage people and communities in the design, and development of new models of health care and wellness. Competencies that support this domain are a strategic orientation, innovative thinking, information seeking, analytic thinking, a community orientation, financial knowledge management, and a community and achievement orientation.
 - **People** skills that engage and energize employees in service of valuing people’s capabilities and appreciating the impact that and influence that people have on each other and stakeholders with whom they engage. Competencies that support this domain are: relationship building, interpersonal understanding, professionalism, self-confidence, self-development, talent development, team leadership, and human resources management.
 - **Execution** –the skill and abilities to translate vision and strategy into organizational performance. Competencies that support this domain are: organizational awareness, change leadership, impact and influence, accountability, collaboration, communication skills, initiative, information technology management, performance measurement, process management/ organizational design, project management.
5. Pesut (1997a; 1997b; 1997c; 2000) proposes nine principles that support the development of futures thinking and futures literacy.
- ✓ Pay attention to time and time spirits
 - ✓ Learn about the future
 - ✓ Actively monitor industry trends and forecasts
 - ✓ Discern logical consequences of trends using future thinking tools and techniques
 - ✓ Use AIC and emotional intelligence in change efforts
 - ✓ Create vision based scenarios
 - ✓ Stimulate strategic conversations about espoused scenarios
 - ✓ Consider the value of an integrally informed future
 - ✓ Develop leadership through (AIC) appreciation, influence, and self- control.
6. Zimbardo & Boyd (2008) submit time perspective is the often nonconscious personal attitude that each of us holds toward time and the process whereby the continual flow of existence is bundled into time categories that help to give order, coherence, and meaning to our lives (page 51). They have identified six time perspectives: 1) past-negative, 2) past-positive, 3) present fatalistic, 4) present hedonistic, 5) future, 6) transcendental future. To discover the patterns of your time perspective see:

The time paradox survey retrieved <http://www.thetimeparadox.com/surveys/> . How does your pattern of time influence your thinking, feeling, doing? To what degree is it possible to reset your psychological time clock? Becoming aware of one’s time perspective influences the development of one’s future literacy skills.

7. Riel Miller (2011) has defined the concept of futures literacy and suggests there are three levels of futures literacy with concomitant tasks and techniques

Levels of Futures Literacy—tasks and techniques


Futures literacy	Task	Technique(s)
Level 1 awareness	Temporal awareness, shifting both values and expectations from tacit to explicit—all of which builds the capacity of people, teams and leaders to respond and innovate	A wide range of catalysts and processes generate the discussions and sharing of stories that elicit people's views on what they want and expect in the future
Level 2 discovery	Rigorous Imagining (RI) involves two distinct challenges—imagination and rigor, the former in order to push the boundaries and the latter so that what is imagined is scientific and intelligible	Escaping from the probable and preferable to imagine the possible demands systematic creativity and creating systematically, non-discursive reflection and social science are essential ingredients
Level 3 choice	Strategic scenarios are aimed at questioning the assumptions used to make decisions in the present, not as targets to plan-by but to provide new insights into the potential of the current world as a way to embrace complexity, heterogeneity and the pertinence of spontaneous actions that put values into practice	Strategic scenarios are constructed using the capacities and stories acquired in developing Levels 1 and 2 FL, by combining values, expectations and possibilities into scenarios that follow the narrative rules (see Level 1 FL below) and “history of the future” methods

8. Margo Greenwood (2013) and colleagues suggest it is vital that educators reflect on the future and build agency in the face of uncertainty. Cross impacting locus of control (to what degree do we see our response to the future in our own hands or the hands of others) with perceptions of the future (to what degree how uncertain do we perceive the future to be?). Such a cross impact creates four positions.

- ✓ Position 1-Building Site –we assume the future is open and undetermined, and we have control determining our way forward into possibility.
- ✓ Position 2- Route Map-we are confident in a particular future coming to pass and we have control over our path to that future.
- ✓ Position-3-Carried Along-we are confident in a particular future coming to pass and do not see ourselves having control over our path in regard to the future direction.
- ✓ Position 4- Into the Mist- we assume the future is open and undetermined, and we do not see ourselves as having control over determining our way ahead in relation to possibilities.
- ✓ Is it possible to change one’s point of view? https://s3-ap-southeast-1.amazonaws.com/esrcfutures/docs/BuildingAgency_EducatorGuide.pdf

9. Liberating structures (<http://www.liberatingstructures.com/>) are easy to learn adaptable methods that invite people to interact and learn from each other in new ways that support self-organization, creative problem solving and development of innovations and learning. Liberating structures can be used to support engagement, transformation and the dialogue and deliberations that are necessary for the development of futures literacy. Liberating structures provide ways and means to actualize the transformation, people and execution skills required of 21st century health care leaders. See: <http://campaignforaction.org/national-summit>. Liberating structure principles include:

- Include and unleash everyone
- Practice deep respect for people and local situations
- Build trust as you go
- Learn by failing forward
- Practice self-discovery within a group
- Amplify Freedom and Responsibility
- Emphasize possibilities: Believe before you see
- Invite creative destruction to enable innovation
- Engage in seriously playful curiosity

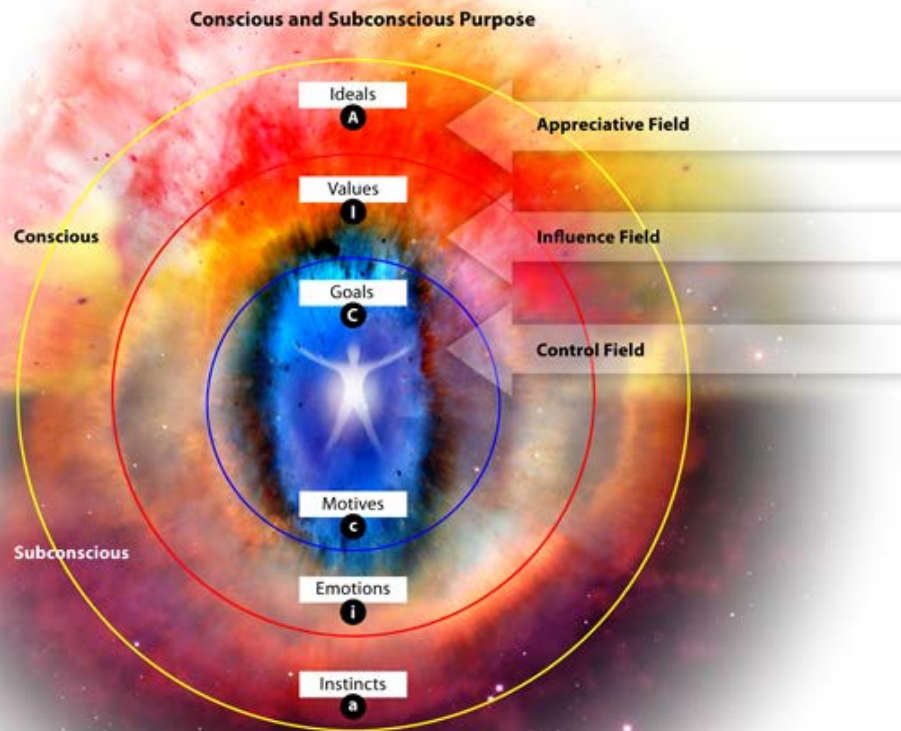
 Liberating Structures: Including and Unleashing Everyone (2012) v 2.1

 Impromptu Networking Focusing on People, Purpose, & the Power of Loose Connections	 Min Specs Unleashing Innovation by Specifying Only "Must-do's" & "Must-not-do's"	 Discovery & Action Dialogue (DAD) Discovering Solutions To Big Challenges In Plain Sight
 TRIZ Designing a Perfectly Adverse System to Make Space for Innovation	 Wise Crowds Tapping the "Wisdom of Crowds"	 Integrated~Autonomy Moving from <i>Either-Or</i> to <i>Both-And</i> Creative Solutions
 What, So What, Now What? W³ Reflecting on Your Progress and Making Adjustments-As-You-Go	 Wicked Questions Framing a Paradoxical Challenge That Engages Everyone's Imagination	 Generative Relationships Understanding Patterns in Relationships that Create Surprising Value
 Conversation Café Making Sense of and Forming Consensual Hunches about Challenges	 Purpose-To-Practice Designing for Shared Ownership, Adaptability, and Resilience	 Critical Uncertainties Preparing and Practicing Strategy-Making for Surprising-Yet-Plausible Futures
 Appreciative Interviews Discovering & Building On the Root Causes of Success	 Improv Prototyping Developing Inventive Solutions to Chronic Challenges	 User Experience Fishbowl Sharing <i>Know How</i> Gained from Field Experience with a Larger Community
 1-2-4-All Conversing in Cycles: Self-Reflection, Pairs, & Small Groups	 Agreement-Certainty Matrix Matching Approaches to Your Different Types of Challenges	 Drawing Together Drawing Out Insight that Precedes Logical Understanding
 9 Whys Becoming Clear About Purpose	 What I Need From You Surfacing Needs and Working Across Silos	 Panarchy Spreading Your Innovation or Good Idea At Many Levels Simultaneously
 15% Solutions Noticing the Influence & Discretion You Have Now	 Heard, Seen, Respected Practicing Deeper Listening and Empathy	 Troika Consulting Guiding Your Next Steps with Colleagues
 Ecocycle Engaging Groups in Growing and Sifting Their Portfolio of Activities	 Social Network Webbing Drawing Out Informal Connections & Adaptability	 Celebrity Interview Exploring Big Challenges with an Expert or Leader
 Shift & Share Spreading Good Ideas from the Grass Roots Up & the Fringe In	 Design Storyboards Detailing Design Elements for Meetings & Innovation Efforts	 Helping Heuristics Practicing Progressive Methods for Helping Others and Asking for Help
 25/10 Crowd Sourcing Vetting Powerful Ideas and Igniting Action	 Open Space Liberating Inherent Action & Leadership In Large Groups	 Simple Ethnography Making Field Observations of User Experience



Keith McCandless & Henri Lipmanowicz www.liberatingstructures.com

10. William Smith (2009) proposes that when one establishes a purpose three power fields are created: Appreciation, Influence and Control (AIC) is simultaneously a philosophy, theory, model and process. For an introduction to AIC and a free mapping of your purpose, power leadership map see: <http://aic-3.com/>



11. The AIC model and theory invites reflection and action on appreciation; one's own and other's influence and the self-control embedded in every situation.
- ✓ Once a purpose is defined the power fields of appreciation, influence and control are created.
 - ✓ As you think of a purpose and the ideal you want to accomplish consider who will support and oppose you?

- ✓ As you reflect on the responses you are getting from the people in your environment how will you refine and or revise your ideas? Ask yourself, in the moment, in any moment in time, should I appreciate more, influence more or control more?
- ✓ For example, when stuck in the middle of a complex situation, pause between interactions and thoughtfully consider and reflect what is calling for appreciation in this instance? What is calling for influence? And what is calling for self- control or action in this situation?
- ✓ What can I do and how can I act to appreciate, influence and control this situation? And, while you may personally be reflecting on appreciation, influence and control it is important to consider the degree that others are reacting with appreciating, influence and control.
- ✓ This form of reflexivity in action and on action moves one to conscious purposeful leadership influence and competence.

12. Exercise the powers of your nursing leadership. Use your appreciation, influence and control powers to support your aspirations and the aspirations of those around you. Explore and seek out some of the authors referenced. Reflect on their writings. Discern your pattern of time perspective. Become fully engaged through appreciation; be open to exerting and responding to influence. Suspend control impulses until you are ready to act/ choose a course of action. Develop personal mastery through application of concepts, ideas, and tools and resources that appeal to you. Attend to the development of futures literacy in yourself, others and the organizations where you work. Shift conversations in your work place from uncertainty to choice. Create the future through agency and action. Remember: “Wisdom is the application of intelligence, creativity and knowledge to the common good by balancing intrapersonal (one’s own), interpersonal (other’s) and extra personal (institutional or other larger) interests over the long and short terms, through the mediation of values, so as to adapt to, shape, and select environments.” Sternberg (2004).

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Notes and Questions: