Playbook

# How to Influence the Way People Think to Change How Society Works

Hello!

Welcome to the Playbook

Dear Participant of the Online Course,

We are excited you are embarking on this learning journey with us! Thank you for your trust. On this page you will find some tips on how to use this playbook. We hope you enjoy this reflection process as much as we enjoyed the course development!

Yours truly, the team of Ashoka Globalizer
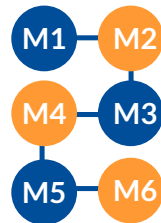
1 week per module

The course has 6 modules. You might find it convenient to take one week per module and extend the time, if needed.

Video + Playbook + Case Study

Start each module by watching the video and then turn to the playbook and its prompts. Case studies will provide examples on how to go about the prompts.

Final One-pager

Once you finish each module, place your key take-aways into a final one-pager (page 50). It will summarize your strategy and help start a discussion with external stakeholders.

Choose Your Format

- ✔ interactive (fillable) pdf document
- ✔ online Miro board allowing for online-collaboration;
- ✔ printed out PDF or hand-sketched version of the prompts.

How to Influence the Way People Think to Change How Society Works

The Ashoka Globalizer Online Course for Social Entrepreneurs

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2

Your Journey With Us

Get ready!

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3

Your Starting Point *1/2*

Our online courses are open to all interested changemakers around the world. Some participants are in the early days of their endeavors, others already reflect on their systemic achievements and refine strategies. The questions on this page will help you reflect where YOU are in the journey.

If you are taking a guided course with Ashoka, please also submit your answers via an online survey (link) and we will discuss them in the first course meeting. If you are taking the course by yourself, with colleagues or with a third party, please answer these questions in your playbook and use them as a basis for the discussion with peers.

The Problem

1 Which social or environmental problem are you addressing? What are the geographical boundaries and what is the scale of the problem?

2 How long have you been working on this problem?

Your Approach So Far

3 So far, how much of your work approximately has been about delivering direct services (helping people/protecting nature directly) and how much of your work has been about creating indirect impact (e.g. influencing legislation, building capacity of others to address this problem, changing the way people think, etc)?

Direct services ____ %	Indirect impact ____ %

4 What have been your main successes?

Which Shift In People's Thinking And Why

5 Please specify the shift in people's thinking that you would like to achieve:

6 Why is this shift important? How exactly can it contribute to alleviating the problem at the systemic level?

The Status Quo & Your Capacity Today

7 On the scale 1-5 where 1 is the old thinking and 5 is the desired way of thinking on the issue of your concern, where is your audience today?

old ———————————————— new
1   2   3   4   5

8 How would you evaluate your current capacity to influence the way people think along the following metrics:

Knowing exactly WHAT you want to change in the way people think and how it will help alleviate the problem	min ———————————— max 1 2 3 4 5
Knowing HOW to make these changes happen	min ———————————— max 1 2 3 4 5
Having designated people in the team with specialized competencies WHO can make these changes happen	min ———————————— max 1 2 3 4 5
INTENSITY of current activities around changing the way people think	min ———————————— max 1 2 3 4 5

The Challenges You Encounter & the Support You Seek

9 What are the main challenges you and your team encounter on the journey to change the way people think?

10 What is the goal you have for taking this online course?

Why Influence the Way People Think
& Course Logistics

Prompt 1: Personal Reflection

Prompt 2: Reflection on the Film

Summary of the module's video

We start module 1 by exploring the connection between social problems and mental models, i.e. deeply embedded ideas and schemas in people's heads about how things work or should work in the world.

We compare mental models to lenses which, when worn, project a picture of the world with some peculiarities — for example, certain groups of people in a system becoming invisible in the eyes of the broader public, or their contribution to the smooth functioning of a system appearing distorted or less significant than it is in reality, or important connections between elements in a system being muted or kept completely out of sight.

The ways of thinking shared across large parts of society play a critical role in establishing and maintaining systemic structures that manifest mental models in very tangible terms. Influencing the way people think, thus, has an effect on whether business as usual in a system is maintained or challenged. A new mental model adopted across some parts of society can provide the basis for contesting the existing order of things and power relations and can fuel the development of broad social movements which can shift systemic structures.

Knowing how to identify mental models behind a social or environmental problem, how to trace their roots and journey to people's psyche, how to develop alternative mental models that would get to people as effectively, how to deploy new mental models across the broader public and how to ultimately channel new ways of thinking into changing the systemic structures that perpetuate injustice are the topics of modules two to six that we foreshadow in our first video.

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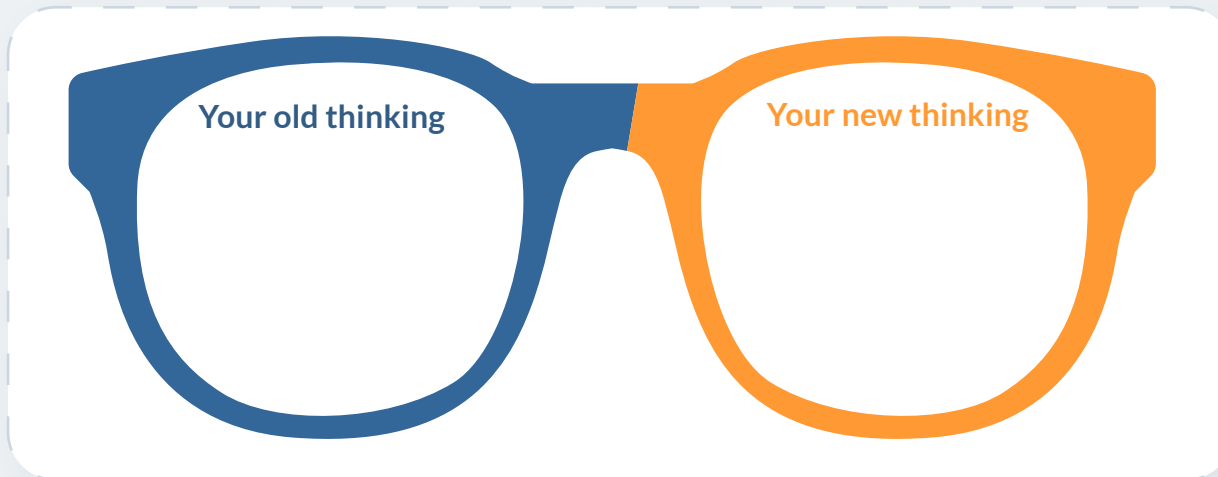
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6

Personal Reflection

a. Can you think of the time when your thinking on some social or environmental issue changed in the last years?

Your old thinking   **Your new thinking**

b. What was the cause? How did the shift happen? Who and what made it possible? How did your narrative environment contribute to it?

c. Which learnings from this experience can help you in your own efforts to shift the way people think?

Reflection on the Film

Before we get to more sophisticated homework in the next modules, we have an idea for a nice evening for you, your family and friends! We suggest that you get together with your dear people and watch one of the feature films showcasing moments in history in which changes in the way people think led to major systemic changes. They are not documentaries, but still provide some good food for thought.
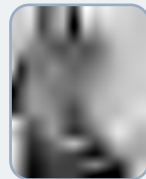
Amazing grace (2006) discusses a shift in thinking about slave trade that happened in the British Empire in the 18th century.
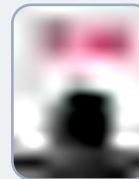
Selma (2014) shows the work that had been done to shift the way people thought about voting rights in the US.
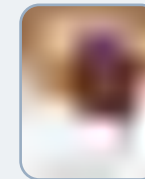
Gandhi (1982) discusses the 20th century Indian independence movement.

Upon watching any of the films, we invite you and your circle to discuss whether there are learnings applicable to your case. You can use the questions for reflection. We will invite you to share your thoughts in the meeting of the guided online course.

a. Which shifts in the way of thinking were the protagonists of these movies trying to achieve?

b. What have been the key tactics that helped them achieve the change?

c. Have there been some external conditions that contributed to change?

d. Has anything surprised you in these stories?

e. Which activities did protagonists offer to the broader public supporting the movement to demonstrate their adherence to the cause?

Mental Models Behind the Problem and the Vision

Prompt 1: Personal Reflection

Prompt 2: Problem Tree

Prompt 3: Stakeholders' Thinking & Behavior

Prompt 4: Chain of Demand

Prompt 5: A new desired mental model

Prompt 6: Feasibility of Changes in Thinking

Summary of the module's video

If we don't want to end up treating symptoms of the problem that might re-appear, we need to understand and address both *structural root causes* and *mental models* underlying them.

What can help us analyze the problem is the metaphor of a tree. We will compare the big problem we are addressing to a trunk of a tree, its consequences to a crown and structural root causes and mental models — to the roots of a tree.

We then take a more detailed look at mental models (lenses) and examine them for each stakeholder group in our case. We formulate what the mental models are now and how they affect stakeholders' behaviors, and what we want them to be. We think about how changes in thinking of different stakeholders can lead to the creation of the chain of demand that, when implemented, can ultimately result in tangible changes in the system. We then invite you to choose one stakeholder group whose mental models we will focus on throughout the course.

We end the module reflecting on the feasibility of desired changes in a given context.

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Personal Reflection

Please watch Module 2 video and reflect on the personal questions below. We have selected the issue of waste for reflection as it seems to be a rather universal one, the shift in attitude towards which has been happening globally within our lifetime. If you feel uncomfortable with this topic, feel free to share another example (different to what you used in Module 1) 😊

**Has your relationship to waste and waste management been changing in the last years?**

If yes

❓ Can you define whether there are changes in mental models responsible for it?

❓ What or who helped you move towards a new mental model?

❓ How long is it taking?

❓ Have there been infrastructural barriers and incentives that influence your behavior?

Guidelines

Problem Tree

Please watch Module #2 video and read the instructions (on the right) on how to fill out the Problem Tree template. When you are ready, proceed to the next page and fill in your answers highlighting the mental models behind the problem of your concern.

Crown = Consequences

Trunk = Problem

Roots = Root causes

1
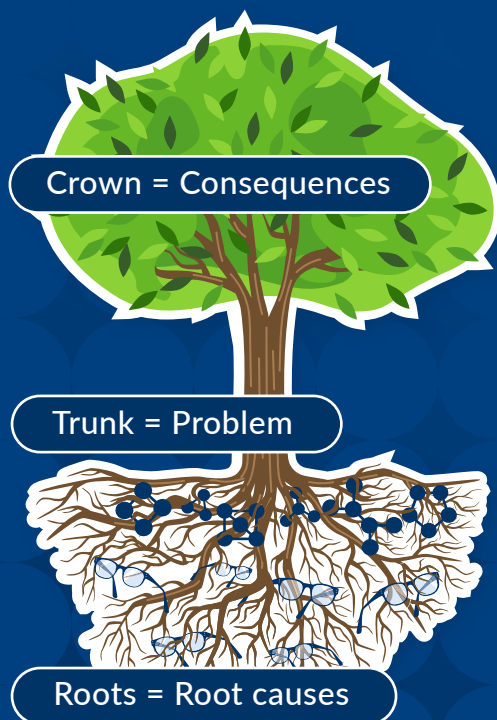
Start with the trunk by defining the Big Problem you are addressing. Write down one statement that answers the guiding questions below in 1-2 sentences.

- ❓ Why are you doing what you are doing?
- ❓ Which big problem or injustice motivates you and your team to take action in the first place?

Consider whether your problem statement can include a paradox in which the assets, aspirations and contribution of a social group in question are counterweighed by the challenges or deficits they experience, nevertheless. Make sure to use data to support your Problem statement.

If you can't decide which problem statement to put in the center of your tree, try doing this exercise several times around different problem statements. See whether these multiple trees can be combined or choose one which resonates with you most.

2

Proceed to the crown of the tree – Consequences of the Big Problem. Write down 3-4 statements that answer the guiding questions in 1-2 sentences. Use data to support your statements.

- ❓ Why do you care about the Big Problem at all?
- ❓ What happens if the Big Problem is not solved in terms of social, economic, political consequences?
- ❓ Why should other stakeholders be worried or care about it, even if the Big Problem is of no interest to them?

3

Proceed to the roots of the tree – Root Causes of the Big Problem. First, write down 3-5 statements that come to your mind as answers to the questions: "Why is this problem in place? What leads to the problem?".

Ask "Why" about each statement multiple times. The sufficient depth of the answers is achieved, if you identify the root causes at the level of systemic structures and the engrained ways people think, answering the following questions:

- ❓ Which existing systemic structures and rules contribute to creating/ perpetuating the problem?
- ❓ Which patterns of thinking among different stakeholders underly the problem/ certain structural root causes? (one mental model could be responsible for multiple structural root causes, just like multiple mental models can be responsible for one structural root cause).

If applicable and helpful, indicate connections between different root causes (and maybe even the consequences).

Problem Tree
Template

Write your formulations of the Big Problem, its Consequences and Root Causes in the text boxes on the tree.

If you have formulated more consequences and root causes than there are text boxes, feel free to write multiple items in one box.

Please finish the prompt by choosing and marking one mental model you would like to focus on during this course.
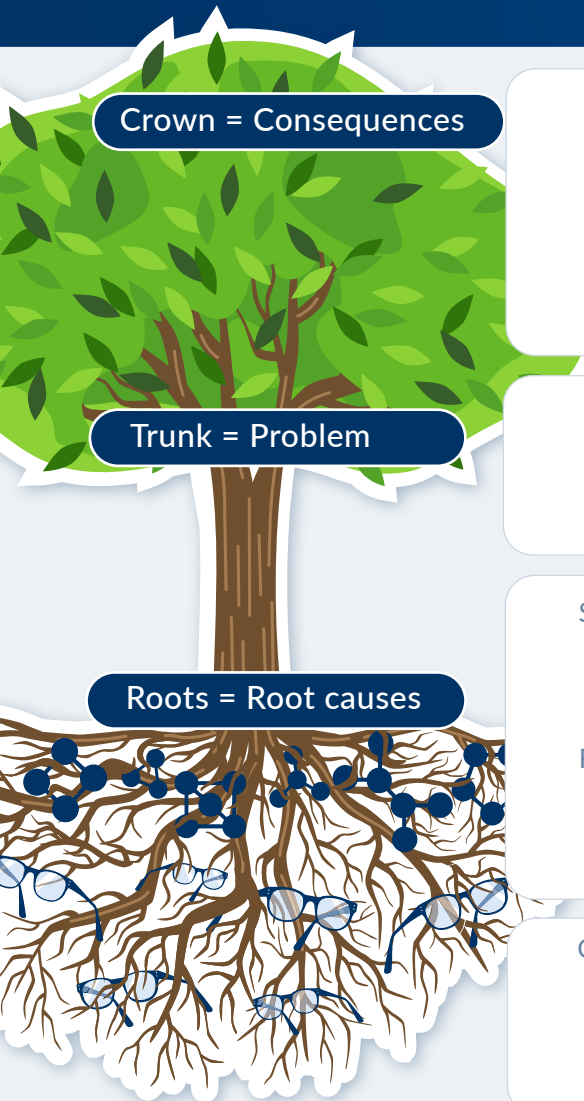
Crown = Consequences

Trunk = Problem

Roots = Root causes

Systemic structures and rules	Systemic structures and rules	Systemic structures and rules
Root-specific mental models	Root-specific mental models	Root-specific mental models

Cross-cutting mental models

Problem Tree for National Domestic Workers Alliance, US

Crown = Consequences

Financial challenges for domestic workers and their families contributing to the vicious cycle of poverty (problems with housing, education and healthcare).

Physical and mental health challenges due to demanding work and disrespectful treatment which can hardly receive timely and adequate treatment in the absence of social safety net.

Little time for domestic workers' own loved ones due to unregulated work hours, which in the longer-term perspective could lead to teen risky behavior of their children.

Little chance for full integration in the community and social coherence due to the lack of time and capacity of DWs to participate in social life and better integrate into community.

Insufficient quality of care for millions of Americans in need of it in the long term as:
- poor working conditions and low social status contribute to the low prestige of caring professions, which discourages potential professionals from entering caregiving;
- domestic workers have no time for further professional training.

Trunk = Problem

There are 3 million domestic workers in the US - nannies, house cleaners and home care workers, the majority of whom are immigrants and women of color – who work hard and make an important contribution to the higher quality of lives of their employers and American society in general. Despite all this, they do not have access to basic social services and rights other workers have – regulated work hours, paid leave, minimum wage regulation, or access to healthcare, and some of them are mistreated, abused and even sexually harassed by their employers.

Roots = Root causes

Systemic structures and rules

Employers of domestic workers have no formal regulations, incentives, or infrastructure – coming from government – to change the unfair practices of employment, and many carry on, drawing benefits in their own favour. No social pressure is there to influence government and employers.

Systemic structures and rules

The US Labor legislation (from its very origination) has excluded domestic workers from social security and protections guaranteed to other types of workers.

Systemic structures and rules

Lack of clear and fair infrastructure for those employers willing to contribute to their domestic worker's social safety net, as domestic workers usually have multiple employers and costs need to be split

Cross-cutting mental models

Not much thinking about domestic workers in the heads of people, they are invisible. If at all: domestic workers might be necessary for the functioning of households, but their work is less important than other types of work. Women who do this work are often not valued nor seen as people deserving of appreciation and recognition due to little awareness of how critical the role of domestic workers is and will increasingly be for society (due to demographic changes), little awareness of how physically, emotionally and professionally demanding domestic work is, and often also dismissive attitude to women of color (involving attitudes to gender, race and migration issues). Hence, it goes, it is ok that they don' t get the social safety net and respect other jobs have.

Stakeholders' Thinking & Behavior

Now we invite you to build on the findings from the roots of your Problem Tree. Take the way of thinking you have selected for thorough analysis and try to discern nuances in thinking and behavior of different stakeholders .

1 Start the exercise by listing the stakeholder groups that have the strongest connection to the mental model you have selected. The list of stakeholders might include but not be limited to a marginalized social group themselves, broader public, some level of government officials, business representatives, media, etc. Please select three or four groups of stakeholders and put them in the first column of the template on the next page.
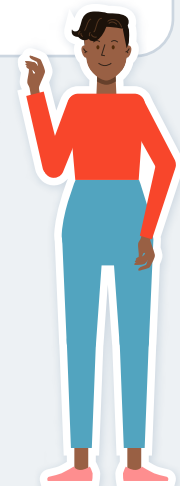
2 Then continue analyzing group by group considering the following questions:

❓ What are the nuances of their current thinking on the topic? Are there strong emotions connected to these thoughts? (column 2)

❓ How are these thoughts and emotions manifested in behavior? Does this behavior contribute to keeping the structural root cause in place? (column 3)

❓ How do things need to change to alleviate the problem? Which new thinking and behavior for each group of stakeholder can we aim for? (columns 4 & 5).

3 Continue until you fill in the table for all selected stakeholders.

	Thinking (& Emotions) STATUS QUO	Behavior STATUS QUO	Thinking (& Emotions) TARGET STATE	Behavior TARGET STATE
Stakeholders				
Stakeholders				
Stakeholders				
Stakeholders				

It is very likely that when listing the key stakeholders in this prompt, you will also name the broader public. It is their thinking and behavior that the remaining modules of the course could help analyze and address best.

However, should you seek guidance on how to influence the way other stakeholders (e.g. government or business decision-makers or a marginalized social group) think and behave, feel free to use the same prompts for them as well, just keeping in mind these stakeholders are still part of the broader public anyway but might require additional approaches like lobbying or community organizing.

Stakeholders' Thinking & Behavior

	Thinking (& Emotions) **STATUS QUO**	Behavior **STATUS QUO**	Thinking (& Emotions) **TARGET STATE**	Behavior **TARGET STATE**
Stakeholders				
Stakeholders				
Stakeholders				
Stakeholders				

Stakeholders' Thinking and Behavior
for National Domestic Workers Alliance, US

	Thinking (& Emotions) **STATUS QUO**	Behavior **STATUS QUO**	Thinking (& Emotions) **TARGET STATE**	Behavior **TARGET STATE**
Stakeholders Domestic workers	Lack of dignity despite the hard work is my sacrifice for the better future of my children in this country. I cannot do anything against it, I am all by myself and nobody cares. I am afraid of taking any action, as I might lose my job and be deported.	Carrying out domestic work, not taking action to change the situation.	We, domestic workers, are human and, just like other citizens, we have the right to dignified work. The work that we do is skilled work that makes all other work possible, and it is both physically and emotionally demanding. We deserve essential rights and respect afforded to other workers.	Connecting with other domestic workers across the country and jointly advocating for new legislation and social norms. Talking to my employer to change current rules of employment.
Stakeholders Broader Public, Employers (potential employers)	Not thinking much about DWs. If at all: Domestic workers might be necessary for the functioning of households, but their work is less important than other types of work. Women who do this work are often not valued nor seen as people deserving of appreciation and recognition. Hence, it goes, it is ok that they don't get the social safety net and respect other jobs have.	Not demanding the improvement of working conditions for domestic workers. If and when employing DWs, not establishing work hours, often paying wage less than minimum wage, not contributing to DW's access to healthcare and sick leave, sometimes — allowing themselves to mistreat, abuse and sexually harass DWs	For domestic workers to care of our loved ones is both a very responsible and important job, that also enables us to do other types of work. It is skilled work that can be both physically and emotionally demanding. Domestic work is the work that makes all other work possible. Those who work in this critical profession deserve essential rights and respect afforded to other workers.	Treating domestic workers with respect Supporting legislative changes that would enable dignified working conditions For employers: Establishing work hours Paying wage not less than minimum wage Contributing to DW's access to healthcare and sick leave Not allowing themselves to mistreat, abuse and sexually harass DWs
Stakeholders Policy-makers	Not thinking much about DWs at all. There is no demand for change in this field and there are other more important priorities	Not taking action on the fact that the US Labor legislation has been excluding domestic workers from social security and protections guaranteed to other types of workers	Regulating domestic work and caregiving is of utmost priority given the demographic situation. There is social demand and pressure for change.	Passing legislation that would legally oblige employers to embrace new behavior and provide for the infrastructure to implement it

Guidelines

Chain of Demand

This prompt invites you to construct a model of how changes in thinking and behavior of one group of stakeholders can affect the thinking and behavior of another group of stakeholders, and then following a chain of demand lead to tangible changes in the system.

It is, of course, quite a simplified model, not considering all possible factors of influence. But we invite you to give it a try under the motto "All models are wrong, but some are useful".

If you now look at your analysis of stakeholders' thinking and behavior, would it be true to say that in order to bring about the desired systemic change, some stakeholders would need to demand change from other stakeholders, and these other stakeholders would need to demand change from yet someone else?

Please look at the example below and see if you can formulate your own Chain of Demand.

If the chain of demand is not applicable in your case, please describe why changing the way people think (or a particular group of stakeholders thinks) is important in your case.

For example, it might mean that a mere change of thinking and behavior of the broader public is a sufficient systemic change on its own. Or it might mean that a change in the way policymakers think alone will suffice.

The affected social group
changes their own perception about themselves and demands change in how the broader public, policy-makers and business view them as well.

Policy-makers
demand change in business practices through new regulations.

Other value chain stakeholders
are motivated/ pushed to change their practices.

The broader public
demands change in business practices from business and policy makers, while changing individual behavior as well, anchoring the new norm across society.

Businesses
change own internal practices and demand/ enable change of practices throughout the value chain.

Chain of Demand

Chain of Demand
for National Domestic Workers Alliance, US

Previously scattered domestic workers organize themselves and, together with some human rights organizations, demand change of public attitude to them and tangible changes in working conditions

Policy-makers establish legal framework for dignified working conditions for domestic workers and thus demand change in the employment process of each individual employer

Part of the broader public (including progressive employers) change their attitude to domestic workers and demand legislative changes

Employers adopt the new employment practices and there is an accountability mechanism, the broader public fully embraces new social norms

A new desired mental model

Building on the Chain of Demand from the previous prompt, let's now choose one group of stakeholders you will focus on for the rest of this course. Use the template below to sharpen how exactly you would like them to change their perception of someone/ something.

We would like

an important group of stakeholders you would like to focus on in this course (e.g. broader public)

to see

who or what you would like to be seen differently

as

how you would like them / it to be seen

(optional) as opposed to

how they are seeing them / it currently

Fuel and Friction*
for the Changes in Thinking

Guidelines & Template

Finally, we invite you to think about how feasible your desired changes in thinking would be in the current situation.

Put together a list of factors that are likely to support or hinder the diffusion of a new way of thinking and discuss it with your team and other stakeholders. Consider factors such as:

☀ economic and social conditions

☀ the constellation of interests

☀ the status of expert discourse on the issue

☀ the media and political environment

☀ and how well a field or movement is organized.

FUEL FUEL

Factors that would **support** the adoption of a new way of thinking

FRICTION

Factors that would **hinder** the adoption of a new way of thinking

*The metaphor of Fuel and Friction comes from Dan Ariely.

How Mental Models Get to People's Heads

Prompt 1: Personal Reflection

Prompt 2: Narrative Environment Canvas: Status Quo

Prompt 3: Narrative Environment Canvas: Target State

Prompt 4: Formats For Testing New Narrative Ideas

Summary of the module's video

Upon identifying the current mental models on a given issue and the new, desired ones, we analyze how existing mental models have taken hold in people's heads and hearts and which environment has contributed to it. For this purpose, we use the Narrative Environment Canvas.

We recall stories people have been hearing on an issue for the last years and decades, define most frequent delivery channels, analyze commonalities in these stories, for example, who is pictured as a villain, who is a hero, who is invisible, what is the conflict. We explore emotions these stories evoke, and foundational ideas and values they appeal to. We then identify the champions of current mental models and their interests in maintaining them.

Once the current narrative environment is mapped, we proceed to defining the targeted narrative environment. For this we answer the same set of questions and start thinking of stories and environment we would need to deploy to bring new mental models to the foreground of people's attention.

We end the module reflecting on ways to test new stories with real audience.

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22

Personal Reflection

Please watch Module #3 video and reflect on the personal questions below. When thinking of people with opposite views, try not to become antagonistic. We invite you to open your heart, and embrace generosity of spirit and empathy.

A dear person with opposite views

Do you have a friend or a relative with whom you have opposite views on a topic that is dear to your heart? Let's put them in the center of your attention for a while. Think about how they got to this way of thinking.

❓ What has been their journey?

❓ Which personal experiences have shaped their way of thinking to the largest extent?

❓ How are their personal needs and challenges reflected in their opinions?

✅ Do make an effort to explore their world and ask them questions, if unsure.

Communication channels you use now

Once you have that understanding, think about the people whose way of thinking you are trying to influence on the issue of your concern.

❓ What are the communication channels through which they mainly get their information?

❓ Do you see a gap between the channels you use and the channels you could be using?

❓ And who is currently influencing people's mental models in all those places where you are not influencing them?

❓ Does it motivate you to expand the field you are playing on?

Guidelines

Narrative Environment Canvas

STATUS QUO

Following the instructions from Module #3 video and this page, fill out the prompt on the next page. If you feel it needs to be filled out for multiple stakeholder groups separately, do so.

① Audience

Start with the status quo by naming our selected stakeholder group or audience. As discussed in the previous module, we recommend it would be the broader public but feel free to use different groups as well. Fill in your selected audience's current behavior that contributes to perpetuating the problem and mental models that fuel this behavior, both of which you have explored in detail in the previous module.

② Stories & Experiences

Recall stories (with specific titles, if applicable) or clusters of stories on the issue of your concern that have been circulating among the selected audience in the last years or even decades, and put down channels through which people in our audience get in touch with these stories and the experiences connected to story delivery

③ Emotions

Name emotions likely evoked among the audience with these stories and experiences.

④ Commonalities in stories

Once you collect a pool of stories, channels, experiences and recall emotions, it's time to explore the content of these stories in more depth and any common features or threads you can find in them. What type of stories prevails on this issue? Any repeating patterns you notice about roles — who are usually villains, victims and heroes in these stories? Any typical conflict in stories? Who are we and who are they? Are there any persistent metaphors that explain complex social issues in a particular way? What are common cues — like symbols and language? How is future foreshadowed, if at all?*

⑤ Foundational ideas

When analyzing the commonalities in your stories, you will also be able to formulate very specific foundational ideas they are based on. If these equal the way our target audience now thinks on the matter, it means the narrative environment has been successfully created and has had the desired effect.

⑥ Values

Think about values these stories are based on and appeal to.

⑦ Champions

Finally, ask yourself, whether there are specific sponsors or champions of these values, foundational ideas and stories that transport them. Why are they interested in advancing this type of stories and how do they do it?

*Adapted from "Re:Imagining Change" by Patrick Reinsborough & Doyle Canning

② STORIES & EXPERIENCES   **③ EMOTIONS**

① AUDIENCE   **⑦ CHAMPIONS**

WHAT DO THEY THINK?

④ COMMONALITIES IN STORIES   WHAT ARE THEIR BENEFITS?

WHAT DO THEY DO?   HOW DO THEY ADVANCE THE NARRATIVE?

⑤ FOUNDATIONAL IDEAS   **⑥ VALUES**

24

Template

Narrative Environment Canvas

Use this page to describe the status quo of the narrative, and page 28 — to describe the narrative environment you wish to create. On the following pages, we will share more ideas how to go about filling some of the sections. And, of course, there is an example of the canvas filled out for the domestic workers case on pages 29-31.

STATUS QUO

This is the canvas we invite you to fill out.

① **AUDIENCE**

WHAT DO THEY THINK?

WHAT DO THEY DO?

② STORIES & EXPERIENCES

③ EMOTIONS

④ COMMONALITIES IN STORIES

⑤ FOUNDATIONAL IDEAS

⑥ VALUES

⑦ **CHAMPIONS**

WHAT ARE THEIR BENEFITS?

HOW DO THEY ADVANCE THE NARRATIVE?

**Support to Box #3
of Narrative
Environment Canvas**

Plutchik's Wheel of Emotions

Professor of Psychiatry and Psychology, PhD Robert Plutchik created a wheel of emotions in 1980 to illustrate different emotions and how they are related. He suggested 8 primary bipolar emotions: joy versus sadness; anger versus fear; trust versus disgust; and surprise versus anticipation.

Which of these emotions are connected to the stories your target audience are hearing?

Note your answer down in box 3 of your Narrative Environment Canvas.
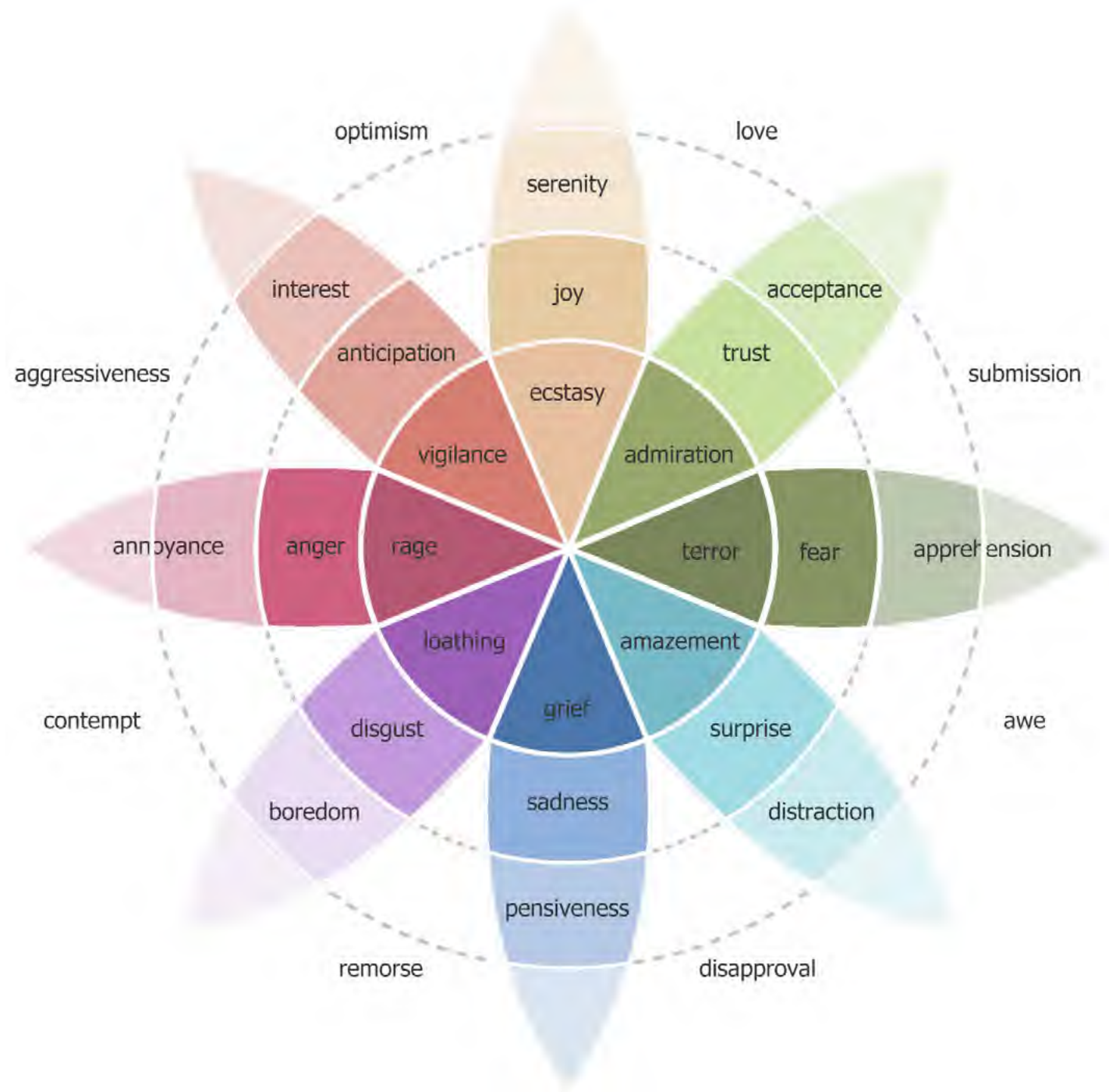
Support to Box #4 of Narrative Environment Canvas

Story Archetypes

Which, if any, of the following archetypes, can be discerned in the narrative that currently dominates your environment?

Note your answer down into box 4 of your Narrative Environment Canvas.

One can think of multiple familiar story archetypes which don't have to be the same in different cultural contexts. What we can offer as the basis is the categorization of story archetypes by Christopher Booker who has written a book "The Seven Basic Plots: Why We Tell Stories". After 34 years of studying different stories, he discerned seven most typical plots in the western culture:

Overcoming the Monster

The protagonist sets out to defeat an antagonistic force (often evil) which threatens the protagonist or protagonist's homeland. Think of Perseus, Beowulf or Star Wars.

Rags to Riches

The poor protagonist acquires power, wealth, or a mate, loses it all and gains it back, growing as a person as a result. Think of Cinderella, Jane Eyre.

Quest

The protagonist and companions set out to acquire an important object or to get to a location. They face temptations and other obstacles along the way. Homer's Iliad and the Lord of the Rings are our examples here.

Voyage and Return

The protagonist goes to a strange land and, after overcoming the threats it poses or learning important lessons, they return with experience. Think of Odissey, Gulliver's Travels or Peter Pan.

Comedy

A story that usually involves a light and humorous character with a happy or cheerful ending, the triumph over adverse circumstance, resulting in a successful or happy conclusion. Think of Shakespear's Midsummer Night's dream and the majority of romance films.

Tragedy

The protagonist is a hero with a major character flaw or great mistake which is ultimately their undoing. Their unfortunate end evokes pity at their folly and the fall of a fundamentally good character. Anna Karenina and Bonnie and Clyde could serve as examples.

Rebirth

An event forces the main character to change their ways and often become a better individual. Beauty and the Beast, and Pride and Prejudice illustrate this type.

27

Template

Narrative Environment Canvas

TARGET STATE

Now we invite you to fill out the Narrative Environment Canvas again — this time focusing on the desired, or target, state.

Please keep in mind that the order in which to fill out the narrative environment canvas for desired state is up to you — and you can do it in the opposite direction too, starting from the narrative sponsors and champions, going to the key content and values of stories, and then thinking through specific stories and channels for delivery.

① **AUDIENCE**

WHAT DO THEY THINK?

WHAT DO THEY DO?

② **STORIES & EXPERIENCES**

③ **EMOTIONS**

④ **COMMONALITIES IN STORIES**

⑤ **FOUNDATIONAL IDEAS**

⑥ **VALUES**

⑦ **CHAMPIONS**

WHAT ARE THEIR BENEFITS?

HOW DO THEY ADVANCE THE NARRATIVE?

Example

Narrative Environment Canvas
for National Domestic Workers Alliance, US

STATUS QUO

② STORIES & EXPERIENCES

- ▶ Internal family experiences and narratives
- ▶ Some Hollywood productions
- ▶ News, social media, influencers, advertising don't devote significant attention to domestic workers
- ▶ Laws excluding domestic workers from many rights other workers are entitled to (see next page for details)

③ EMOTIONS

No particular emotions about domestic workers as they are invisible.

If any – perhaps, pity or annoyance

① AUDIENCE

Broader public, including employers and potential employers of domestic workers in the US (families who have children, elderly family members and people with disabilities)

⑦ CHAMPIONS

No one specifically is proactively paying/ advancing this type of stories with invisible DWs these days. Although in the 1930s when the Labor Legislation was being adopted, it was the Southern "Dixiecrats" who actively advocated against including the formerly enslaved into labor law, which might have laid the foundation for the current invisibility of domestic workers in the popular culture. Currently also some employers and politicians.

WHAT DO THEY THINK?

Not much thinking about domestic workers in the heads of people in the first place. And if the thinking did take place: Domestic workers might be necessary for the functioning of our households, but their work is less important than the work I/WE do. Women who do this work are often not valued nor seen as people deserving of appreciation and recognition. Hence, it goes, it is ok that they don' t get the social security and respect other jobs have.

④ COMMONALITIES IN STORIES

DWs are not represented at all in the existing narratives. They are shown as not important and not always treated with respected.

Rarely do they play a specific important character in the stories told (protagonist, antagonist, love interest, confident) more often - tertiary characters or no role at all. Neither are they a visible part of most common narrative archetypes (Overcoming the monster, From Rags to Riches, Quest, Voyage & Return, Comedy, Tragedy, Rebirth)

No references of the future in this narrative, no foreshadowing of an increased need for qualified domestic help due to natural demographic processes.

Language in communication with domestic workers and their visual appearance in stories point at their little importance

WHAT ARE THEIR BENEFITS?

Some employers enjoy the economic benefits and convenience of the current status of domestic workers.

Some politicians build their political agenda on the premises of race or gender superiority.

WHAT DO THEY DO?

When employing DWs, not establishing work hours, often paying wage less than minimum wage, not contributing to DW's access to healthcare and sick leave, sometimes - allowing themselves to mistreat, abuse and sexually harass DWs.

Not actively advocating for their rights

HOW DO THEY ADVANCE THE NARRATIVE?

By not putting the issue of domestic workers' rights on the political agenda, by appealing to xenophobic ideas.

Domestic work is less important than other types of work.

Many different: family, love, care for loved ones, law and abiding by law, or (individual) success at work and in life of the main story characters, without necessarily applying them on domestic workers

⑤ FOUNDATIONAL IDEAS

⑥ VALUES

29

Key Milestones in the Narrative Evolution on the topic of domestic workers

Addition to Narrative Canvas

1935
National Labor Relations Act
Domestic workers are excluded from the Act, enacted to guarantee employees the right to form labor unions—or engage in other forms of collective action—to organize for better working conditions.

1938
Fair Labor Standards Act
"Live-in" workers are excluded from the overtime protections

1964
Civil Rights Act
Domestic workers excluded from this civil rights and labor law that outlaws discrimination based on race, color, religion, sex, national origin, and later sexual orientation and gender identity

1967
The Age Discrimination in Employment Act
Domestic workers excluded from this labor law that forbids employment discrimination against anyone at least 40 years of age

1970
Occupational Safety and Health Act
This act governing federal law of occupational health and safety in the private sector does not apply to "individuals who, in their own residences, privately employ persons for the purpose of performing… what are commonly regarded as ordinary domestic household tasks, such as house cleaning, cooking, and caring for children"

2007
The National Domestic Workers Alliance established
These days the Alliance is powered by 60 affiliated organizations and local chapters in every state with thousands of members

2004
1st National Domestic Workers Convention
Workers came together for first time and started working on designing a new law for themselves

1993
Family and Medical Leave Act
Domestic workers excluded from this labor law requiring employers to provide employees with job-protected and unpaid leave for qualified medical and family reasons

2010
Domestic Workers Bills of Rights
Since 2010, nine states (California, Connecticut, Hawaii, Illinois, Massachusetts, Nevada, New Mexico, New York, and Oregon) and the city of Seattle have already passed Domestic Workers Bills of Rights. Extending basic wage and hour protections to domestic workers, establishing fair scheduling, transparent employment contracts, and access to health care and retirement benefits for domestic workers.

2011
Film The Help
Public screenings, discussions, red carpet parties for the Academy Award in 2012

2018
Film Roma
Public screenings, discussions, celebrations and numerous awards in 2018-2020

2019
Federal bill
to ensure comprehensive rights for domestic workers introduced by Senator Kamala Harris (D-CA) and Representative Pramila Jayapal (D-WA).

President Biden pledging to support this Bill.

Narrative Environment Canvas
for National Domestic Workers Alliance, US

TARGET STATE

2 STORIES & EXPERIENCES

The 360 narrative environment meeting people where they are: movies (the Help, Roma), social media, short video content, newspapers, advertising, public art installations, public offline and online events and engagement with influencers, stories from peers and celebrities, new legislation protecting DW's rights

3 EMOTIONS

Empathy, perhaps surprise, but also admiration and trust.

① AUDIENCE

Broader public, including employers and potential employers of domestic workers in the US (families who have children, elderly family members and people with disabilities)

WHAT DO THEY THINK?

For domestic workers to care of our loved ones is both a very responsible and important job, that also enables us to do other types of work. It is skilled work that can be both physically and emotionally demanding. Domestic work is the work that makes all other work possible. Those who work in this critical profession deserve essential rights and respect afforded to other workers.

WHAT DO THEY DO?

◆ Treat domestic workers respectfully,
◆ Pay them at least the minimum wage,
◆ Contribute to their social safety net,
◆ Advocate for embedding this behavior as a new norm across society

④ COMMONALITIES IN STORIES

▶ Stories emphasize both the human side of domestic workers and highlight the importance of the work they do for individual families and society in the long-term perspective.

▶ The character-driven stories are often told directly by domestic workers themselves.

▶ From the tertiary or fully invisible characters, domestic workers gain a more important and visible role in the narrative, e.g. protagonists themselves or an indispensable support ("confident") for the protagonist to achieve their goal. Their personal stories can be unfolded via one of the key story archetypes e.g. Quest (overcoming challenges)

▶ From multiple possible framings of the new stories (workers' rights, racial equity, immigration and families belonging together, care), one has been prioritized — CARE, as it is least partisan and politicized, and has most potential for bringing together people across differences.

▶ Clear reference of the future where such supporters are inevitable important for the success of society due to demographic developments

▶ Language, metaphors and symbols showcasing domestic workers as positive, committed, hard-working characters

● We entrust domestic workers with the most important of what we have — our loved ones.

● Domestic work and care is what enables all other types of work, t is an enabling infrastructure that powers the economy.

● Domestic work is skilled work that can be both physically and emotionally demanding and those who work in this critical profession deserve essential rights, protection and respect afforded to other workers.

● Domestic workers are leaders.

Human dignity, family and care for family, interdependence, inclusion, success of community or nation rather than individual success only.

⑦ CHAMPIONS

● Domestic workers themselves
● human right organizations
● progressive employers.

WHAT ARE THEIR BENEFITS?

✓ For domestic workers: dignified working conditions

✓ For human rights organizations and progressive employers – upholding human rights and respectful attitude towards all people.

HOW DO THEY ADVANCE THE NARRATIVE?

By collaboratively advancing the new narrative through pop culture and bringing domestic workers and their contributions to the spotlight of attention

5 FOUNDATIONAL IDEAS

6 VALUES

Formats For Testing New Narrative Ideas

The closing prompt of module #3 invites you to think of testing your ideas about new stories and narrative with people, before you start spreading them at large scale.

We hope that after thinking on this prompt you gain clarity on how understandable and relatable your new stories are, which emotions and thoughts they trigger, and how long do they persist in people's heads.

Think about what would the most suitable formats* be for you to test new narrative ideas.

Perhaps you carry out street interviews offering people an old and a new narrative and tracking changes in their reactions, or large-scale quantitative experiments, or live usability and persistence trials tracking whether people will be able to absorb a new narrative and transmit it further without distorting key messages.

Note down your ideas and potential partners for testing.

*You can find out more about the suitable formats in the FrameWorks Institute online course and consulting services

Different Segments in the Audience

Prompt 1: Personal Reflection: Your Own Openness to Ideas

Prompt 2: Audience Segmentation

Prompt 3: Partners for Audience Analysis

Summary of the module's video

Upon defining the desired Narrative Environment that we want to create around stakeholder group of our interest, it is time to explore the selected stakeholder group in more detail. We are particularly interested how open people within this group are to new ideas.

We base our analysis on the diffusion of innovations theory. It divides people into different categories according to how open or resistant they are to adopt an innovation or a new way of thinking. The five categories include innovators, early adopters, early majority, late majority and laggards. We explore characteristics of each group and the most effective ways to get them on board.

We consider whether the more open categories of our audience, the so-called "base", can help us persuade the middle and make the opponents appear like the outliers they are.

In the end of the module, we explore ways to better understand different segments of our audience and potential partners in this endeavor.

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33

Personal Reflection: Your Own Openness to Ideas

Upon watching the video of Module #4, proceed to yet another personal reflection on the topic.

Can you think of examples which demonstrate different levels of openness to ideas within yourself?

Which topics and ideas excite and motivate you to the extent that you follow all the trends, try innovations, are ready to explore and put up with glitches and even be considered odd by other people? In which fields do you find yourself in the middle — not necessarily being the first one to try new things, waiting for some proof and signals from peers? And in which cases can you say that you are not open to new ideas at all?

Feel free to recall both more tangible topics (like fashion, tech gadgets) and topics connected to social justice, human rights and environmental protection. Write the names of the topics in the corresponding sections of the diagram to the right.

Innovators
Early Adopters
Early Majority
Late Majority
Laggards

You as an Innovator

You as an Early Adopter

You as part of Early Majority

You as part of Late Majority

You as a Laggard

Audience Segmentation

It is now time to find out which people fall into which segment of the audience in the topic of your concern. We prepared some guidelines on this page and a fillable table on the next page for you to note down findings about your audience segments.

What is it that we want to know about our audience segments?

Which arguments do they use to support or oppose the new way of thinking?

What are their concerns about the new way of thinking and behavior?

Which share of the total target audience does each segment represent?

What connection of the issue to other topics they make?

What are their values and psycho-demographic characteristics?

Which communication channels or narrative delivery vehicles are most effective for each of the segments?
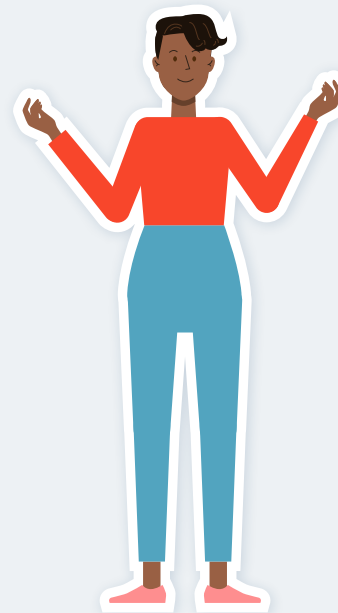
*Don't feel confined to these questions, and modify them the way you find helpful.

Audience Segmentation

We recommend that you fill out the table twice — take a first stab at it based on your guestimation right away, and then partner up with experts in sociology to gain more nuanced information about these different groups.

For inspiration, you can have a look at how some other organizations managed their detailed audience analysis: on the topic of migration and poverty and economic mobility.

	1. Innovators Already practicing new thinking and behavior	**2. Early adopters** Likely to adopt new thinking and behavior easily	**3. Early majority** Don't have the new thinking and don't practice new behavior yet, but there is potential for values overlap	**4. Late majority** Don't have the new thinking and don't practice new behavior yet, but could potentially comply with peer pressure and rules	**5. Laggards/ opponents** Are unlikely to adopt the new thinking and behavior due to strong convictions
Values					
Demographic & Psychographic Characteristics*					
Share of audience (% of total)					
Their framing and reasoning of the issue, connections they see to other issues					
Concerns about new way of thinking					
Preferred communication channels and activities					

*Demographic data can include age, race, ethnicity, religious beliefs, occupation, income, social class, and education level. Psychographic data can include information on people's activities, interests, and opinions

Audience Segmentation *for National Domestic Workers Alliance, US*

NATIONAL DOMESTIC WORKERS ALLIANCE

1. Innovators

Domestic workers themselves, human rights organizations

2. Early Adopters

People across the US, particularly those on the coast who lean progressive and skew young, and are already somehow active in the social justice movement

3. Early Majority

Women across age and ethnic groups united by the value of children, families and care for them.

4. Late Majority

People who are value-aligned with the NDWA but not yet aligned on the issue of domestic workers, e.g. those who believe in bootstrapping and the idea "if you work hard enough, you will succeed"

5. Laggards

People leaning towards strong individualistic values or ideas of supremacy of some races over others.

Partners for Audience Analysis

Closing module 4, we would like to invite you to think through the potential partners who can help you understand your audience better.

Please consider which option from below fits your situation best. You can, of course, choose multiple options:

You have sociological expertise on your team	You partner up with a respective university department	You engage pro bono partners from among the social research/data analytics companies	You hire a company specializing on social research/data analytics companies	Other
Please specify who could be good at leading/ carrying such analysis	Please specify who these university partners could be	Please specify who would these pro bono partners be	Please specify who you could hire	Please specify

Immersing Audience into New Narrative Environment

Prompt 1: Deploying the New Narrative Across Audience Segments. 3x3 Matrix

Prompt 2: Mobilizing Your Base

Summary of the module's video

For a person to adopt a new way of thinking, three different components need to be affected at three different levels. We want to make sure that a person gains awareness on the issue, becomes willing to change thinking and behavior, and is capable to implement new thinking and new behavior in practice.

We have seen that a person progresses through these three components at three different levels: the individual, or personal level at which a person is building on own resources, the social level — at which the progress happens through the interaction in social circles — family, friends, colleagues, peers, and finally — the structural level, at which awareness, willingness and capacity to act on the issue become embedded in the current systemic structures and surround the person from different sides, creating a stereo effect.

In this module, we connect these parameters — the three components and the three levels — together in a 3 by 3 matrix. The matrix gives us hints about the channels of narrative delivery for different levels and different audience categories.

Finally, we explore how to mobilize the base of our audience to co-create the new narrative environment together with us. We discuss several steps movement leaders can undertake to identify, engage and strengthen the base in order to win over the persuadable middle.

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39

Deploying the New Narrative Across Audience Segments *3x3 Matrix*

Please watch the video of Module #5 and brainstorm the activities that could help create a new effective narrative environment for your cause.

1. Individual Level

First, formulate the activities that can help you get people on board at the individual level.

Thinks of channels that do not necessarily require person's interaction with other people or systemic structures, for example, reading books and articles, watching certain movies, news, or TED talks online, looking up information in the internet, facing advertising, going through individual experiences or overcoming personal capacity limits on their own.

Finish this part by filling out the boxes at the individual level. Check yourself whether these activities really:

a. Make individuals aware at the individual level (awareness)
b. Make the undesirable desirable (willingness)
c. Help surpass personal limits (capacity)

2. Social Level

Next, explore how acquiring awareness on the issue, willingness to take action and capacity to do so can happen at the social level, as a result of interaction between people.

Becoming aware of something through a group experience, public event or peer conference. Becoming willing to embrace new thinking as a consequence of some shared experience, being exposed to social proof from peers and peer pressure. Becoming capable to implement new thinking and behavior thanks to having peer help, experience and resources available.

Finish this part by filling out the boxes at the social level. Check yourself whether these activities really:

a. Make different social groups aware (awareness);
b. Harness peer pressure (willingness)
c. Harness peer help & resources (capacity)
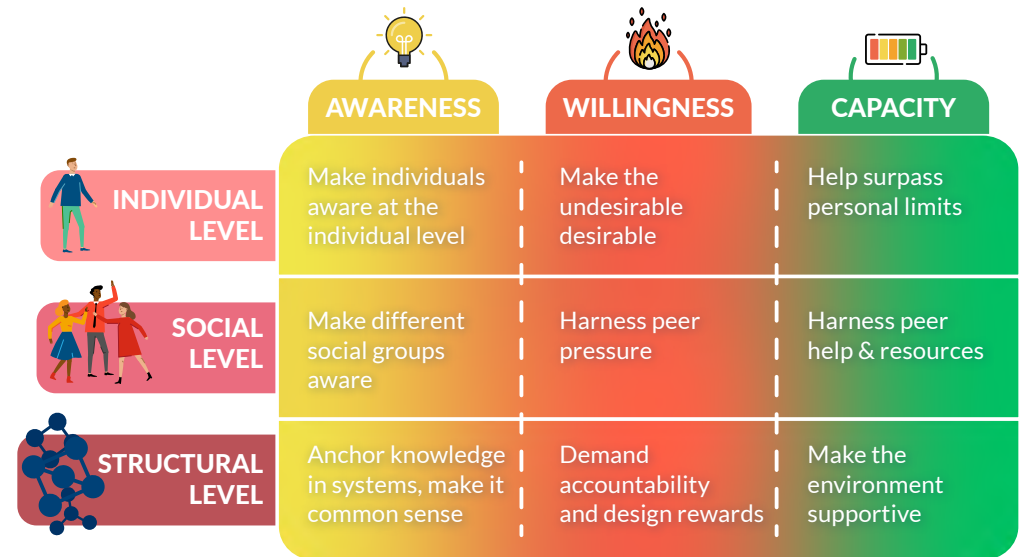
3. Structural Level

Finally, think about how becoming aware, willing and capable can be enabled by a thought-through environment and structural architecture that ensures a new way of thinking surrounds us and is embedded in systems.

People can become aware of the new way of thinking through their participation in the education system, systematically watching public broadcasting that raises a certain topic or following legislation that frames an issue in a new way. Willingness at the structural level is incentivized by certain accountability in a system manifested through positive and negative incentives, like rewards for embracing a new way of thinking and behavior, and fines for failing to do so. And on the capacity side, the systemic environment can be changed such that the system itself starts offering capacitation/ consulting to those willing to embrace new behavior.

Finish this part by filling out the boxes at the structural level. Check yourself whether these activities really:

a. Anchor knowledge in systems, make it common sense (awareness)
b. Demand accountability and design rewards (willingness)
c. Make the environment supportive (capacity)

	AWARENESS	WILLINGNESS	CAPACITY
INDIVIDUAL LEVEL	Make individuals aware at the individual level	Make the undesirable desirable	Help surpass personal limits
SOCIAL LEVEL	Make different social groups aware	Harness peer pressure	Harness peer help & resources
STRUCTURAL LEVEL	Anchor knowledge in systems, make it common sense	Demand accountability and design rewards	Make the environment supportive

Template

Deploying the New Narrative Across Audience Segments

3x3 Matrix*

The hint in each box of the matrix is meant to guide you towards the type of activities most suitable to that level. Don't feel obliged to fill in activities in every box, but the more boxes you fill, the more comprehensive the environment will be. Keep in mind that same activities can cover multiple boxes.

	AWARENESS	WILLINGNESS	CAPACITY
INDIVIDUAL LEVEL	Make individuals aware at the individual level	Make the undesirable desirable	Help surpass personal limits
SOCIAL LEVEL	Make different social groups aware	Harness peer pressure	Harness peer help & resources
STRUCTURAL LEVEL	Anchor knowledge in systems, make it common sense	Demand accountability and design rewards	Make the environment supportive

*Inspired by and adapted from the Six Sources of Influence model from "Influencer: The Power to Change Anything" by Kerry Patterson, Joseph Grenny, David Maxfield, Ron McMillan, and Al Switzler

Deploying the New Narrative Across Audience Segments   *3x3 Matrix*

AWARENESS

WILLINGNESS

CAPACITY

INDIVIDUAL LEVEL

- Abundant social media content
- News, articles, advertising, short videos, TED talks
- Movies «The Help» and «Roma»
- Interactive and engaging movie websites
- Active press statements and articles

SOCIAL LEVEL

- Public screenings & discussions of movies organized across the country by domestic workers themselves
- Red carpet parties around the big award shows for the movies (Golden Globe, Oscar) in 22 cities
- Americans invited to share and discuss own stories of care and caregivers in conversations with family, peers, colleagues

#BeTheHelp campaign on social media – thousands of Americans, including celebrities, joined the campaign to celebrate the contribution of domestic workers to their households and take actions that create respect, recognition and protections for them

Families employing domestic workers invited to join the Fair Care Pledge to recognize that "their home is someone's workplace" and pledge to three things: Fair Wages, Clear Expectations, Paid Time Off.

STRUCTURAL LEVEL

Moving the real-life stories of women domestic workers into the center of a pop culture through working closely with Hollywood and embedding the stories into the Hollywood production

Adoption of Domestic Workers Bill of Rights in 9 states (California, Connecticut, Hawaii, Illinois, Massachusetts, Nevada, New Mexico, New York, and Oregon) and one major city (Seattle), working to embed the law in the federal legislation.
In 2013 a federal rule change granted 2 million live-in domestic workers the right to minimum wage and overtime pay
2019 — the federal Domestic Worker Bill of Rights Act was drafted which proposes to include domestic workers in common workplace rights, and establishes a mechanism for continuing to raise standards.

Launching ALIA, a domestic worker platform that makes it easy for employers to contribute to paid time off and social security

Mobilizing Your Base
Narrative Drivers

Here we invite you to think about what you and your colleagues can do to ensure that the amazing abundance of activities you listed in the previous prompt become a reality. What can you do to build a strong base for the social movement?

Note down activities that can help you locate and recruit your base to become the Narrative Drivers, enable them to gather, connect and build trust with each other, and build their capacity to speak out and spread the word of the new way of thinking.

Locate & Rectruit

How will you locate and recruit the most proactive elements of the Base, willing and capable to become part of the larger advocacy efforts. They can make great Narrative Drivers in the future.

Cultivate Trust

How will you enable your future Narrative Drivers to gather, connect and build trust with each other?

Build Capacity

How will you build capacity of your Narrative Drivers to speak out and spread the word of the new way of thinking and acting?

From Shifts in Thinking to Tangible Systemic Changes

Prompt 1: Decisions We Want Decision-makers to Make

Prompt 2: Decision-makers We Will Engage

Prompt 3: Increasing Awareness, Willingness And Capacity of Our Decision-makers to Make Change Happen

Summary of the module's video

In this module we explore how to engage with decision-makers in business and politics building on the changes in the thinking of broader public.

Approaching the end of the course, we have already discussed how to advance a new way of thinking and behavior from a narrow base of supporters to the larger circles of early and late majority, and even laggards in our broader target audience.

After years of committed work on a new narrative environment and with a bit of luck, you might start seeing that your efforts begin to bear fruit: there are tangible changes in the thinking of the broader public. In some cases, the very shift in the thinking and behavior of a large group of people would be an important change in a system per se. However, often the change in thinking and behavior serves as a pre-requisite for some structural changes. The power over such structural changes is often concentrated in the hands of

decisionmakers in business and politics. And it is time to explore how we will engage with them.

We start by defining which decisions we ultimately want decisionmakers to make and who exactly are the people in charge of making this decision. We map how supportive they are to the decision currently and what the reasons are for their potential opposition or neutral stance. We then examine the tactics which help in raising decision-makers' awareness, willingness and capacity to implement change, and consider ways to demonstrate worthiness, unity, numbers and commitment of our social movement.

(This, in fact, is the short summary of a specialized online course on "Working with Government as a Pathway to Systems Change").

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44

Decisions We Want Decision-makers to Make

Upon watching the video of module #6, please answer the questions below on and the following three pages. If you feel you don't have enough information to give these answers and need more detailed guidance, consider taking our specialized online course on working with decision-makers in government (also relevant for working with decision-makers in business) with detailed guidance and elaborate case studies.

Let's start by pinpointing the decisions on structural changes that we ultimately want decision-makers to make. For this we need to clarify which structures in the system perpetuate the problem of our concern and further fuel the unhelpful way of thinking among people.

1 How clear are you about the changes that need to happen at the structural level?

min ————————————————————————————— max
     1   2   3   4   5

2 What in the status quo concerns you and which specific structural change would you like to achieve?

If you are concerned with current regulations, laws, policies, government or business practices/services, consider what exactly is wrong with them –are they inexistent, existent but poorly designed or even harmful, underfunded or poorly implemented? And how exactly should things be different?

3 Which stakeholder in the system holds the critical power over the structural change of your concern?

Here we don't ask you to give specific titles or names, but to answer more at the meta-level. The two most obvious stakeholders here could be government (in its multiple manifestations) and (big) business, but other options are possible, too. Which stakeholder is it in your case?

Decision-makers We Will Engage

1. Stakeholders

Now, when we know at the meta-level which systemic stakeholder can move the needle on our issue, let's define in more detail who exactly the decision-makers are for our cause.

For the purpose of this course, we ask you to only put down the names of one-two decision-makers who in your opinion have the most critical power to make the desired change happen (likely – stages 3-4), but feel free to map the entire decision-making chain if helpful. A detailed decision-making chain from our "Working with Government" online course could help you map all involved stakeholders:

1. Who can **recommend** the decision	2. Who can **provide input** to the recommendation	3. Who needs to **sign off** on a recommendation before it can move forward	4. Who will actually **make the final decision** to implement change	5. Who will **unlock funding**	6. Who will **implement**	7. Who will **evaluate** the implementation

Decision-makers We Will Engage

On this page, we invite you to explore in more details the position of selected decision-makers towards the decision we aim to achieve. Are they supportive? If not, what are the reasons?

2. Attitude

How supportive of your desired change are these decision-makers today?

Use the scale to indicate their positive, negative or neutral/undecided attitudes.

3. Reasons

If the identified decision-makers are not too enthusiastic about the change, what, in your opinion, are the reasons for their negative, neutral or undecided attitude? Are they due to the low awareness on the problem, low willingness to take action and/or low capacity to implement change? Please indicate your guestimate of the levels of awareness, willingness and capacity for your selected decision-makers.

DECISION MAKER 1

−−   −   **0/?**   +   ++

AWARENESS   WILLINGNESS   CAPACITY

Please, specify:

DECISION MAKER 2

−−   −   **0/?**   +   ++

AWARENESS   WILLINGNESS   CAPACITY

Please, specify:

Increasing Awareness, Willingness And Capacity of Our Decision-makers *to Make Change Happen*

We mention some of the most frequented tactics in the module's video. For a deep dive – please have a look at the Working with Government Workbook and case studies.

1. Awareness

Which tactics can you and the mobilized Base use to increase awareness of the decision-maker about the problem? What can you do to establish credible evidence on the problem, package it and effectively deliver information to a decision-maker?

2. Willingness

Which tactics can you and the mobilized Base use to increase willingness of the decision-maker to make change happen? Does the desired change align with their personal values and motivations? What do they need to see, hear, feel and understand to support the change? And what can help you transmit the message of your movement being worthy, united, numerous and committed? Think of the tactics from the empathy map that we discuss in the video.

3. Capacity

Which tactics can you and the mobilized Base use to increase capacity of the decision-maker to make the decision? What kind of support on the side of securing human or financial resources can you provide?

Tactics to increase Awareness, Willingness And Capacity
of Policy-makers by National Domestic Workers Alliance, US

The most engaged segments of the audience have been mobilized by the National Domestic Workers alliance to sign petitions, do phone calls to elected representatives and be out in the street on demonstrations demanding the advancement of rights of domestic workers.

A more indirect influence on policy-makers has been through keeping policy-makers up-to-date in terms of numbers of citizens (and potential voters) actively participating in topical discussions on social media, and public offline and online events. One of the most recent "Care can't wait summit" can boast a tremendous reach of half million views — a number impressive enough to gain attention of policy-makers.

The core NDWA team has been actively engaging into direct lobbying efforts with policymakers, providing them with data and drafting legislation proposals.

Your Strategy to Shift the Way People Think

Here we invite you to store key takeaways from each module of the course. When put together in a shortened form, they will constitute a skeleton of your strategy. You might want to use it as a foundation for discussion with your team members and external partners.

1 Big problem that moves you to action

2 Key mental models that fuel the problem

3 The chain of demand that could help you bring about change

4 The mental model shift you choose to focus on

According to the template «We want _____ to see _____ as _____»

5 Narrative Environment that surrounds your selected audience NOW (main learnings about it)

6 Desired Narrative Environment for your selected audience (key ideas that will make it work)

7 Key learnings from the audience segmentation

8 Key activities to build awareness, willingness and capacity of your audience

Individual level

Social Level

Structural Level

9 Activities to mobilize the base of your movement

10 Activities to turn changes in thinking into tangible systemic changes by decision-makers

How Do We Know Our Work Had Effect

Sooner or later in your efforts to influence the way people think, you are likely to face a question whether your work achieves the desired effect. Impact tracking in this field won't be easy, given the complexity of narrative environments, multitude of factors in play, and the time gap between activities and effects, but it is doable. Have a look at some ideas of indicators below and the excellent material that will provide with a needed level of detail.

Changes we might want to track: *in the short-, mid- and long-term perspective**

7 Changes in the systemic structures
Changes in policies, institutional practices and power, including allocation of resources and shifts in engagement and representation in decision-making processes and structures could also manifest and be the result of significant changes in thinking across citizenship.

6 Social norms
Changes in social norms can be another important indicator of how effective our work has been, as they set standards for thinking and behavior at community and population levels.

5 People's behavior
Changes in people's behavior might be another indicator of our interest. While these changes cannot be attributed to the results of our work alone, if we notice tangible desired changes in people's behavior happening upon our work, it could be a sign that we are going in the right direction.

4 Attitudes and beliefs of people
Tracking changes in actual attitudes and beliefs of people about the topic of our concern can be the next important step. To have a representative enough sample here, you will need to use the survey data of or partner up with serious sociological institutions.

3 Public Discourse
Next, we can explore whether there are changes in the public discourse on the topic of our concern. Here we might need to do content analysis of the news media, social media, and various forms of popular culture.

2 Reach of Our Stories
We can then proceed to indicators showcasing the reach of our new stories and narrative overall. Here let's keep in mind that the reach indicators will not show us the effect our new stories had on our audience's hearts and minds, and will only point at how many people have gotten in touch with our message.

1 Own Organizational Capacity
We can start at a very basic level by looking inwards to see whether we and our partners have actually devoted appropriate capacity (human and financial resources) to carry out the work to change the way people think effectively.

*Adapted from "Measuring Narrative Change: Understanding Progress and Navigating Complexity" by Nikki Kalra, Cecilia Borges Farfan, Leonor Robles, and Sarah Stachowiak. We highly recommend the publication for a deep dive into the topic of measuring narrative change, detailed indicators for it and helpful resources and partners for tracking them.

Organizations and Materials We Were Particularly Inspired By *When Preparing This Course*

Pop Culture Collaborative

is a philanthropic resource and funder learning community working to transform the narrative landscape in America around people of color, immigrants, refugees, Muslims, and Indigenous peoples, especially those who are women, queer, transgender and/or disabled. The Collaborative supports the growth of the pop culture for social change field through four interconnected program areas: grantmaking, convening and networking, narrative design and philanthropic learning. Among their materials, you will find: From Stories to Systems shedding light on key terminology and their approach to building narrative systems, a detailed case study of the narrative change on domestic workers in the US pop culture, and another one on how Color of Change is transforming narratives on people of color in the US pop culture. We also very much liked the founder's Bridgit Antoinette Evans' speech on Stories as Catalyst for Widespread Change and one of their key experts on Narratives Ryan Senser's speech If you are storytelling, you are already too late.

The Narrative Initiative
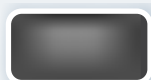
catalyzes durable narrative change in order to make equity and social justice common sense. It makes connections between people and organizations, amplifies the best tools and methodologies from an emerging field, and activates new collaborations that lead to greater alignment. Among their materials, you will find Toward New Gravity summarizing over 100 interviews with field experts and sharing some definitions, commonly identified challenges, hard-earned lessons and pressing needs, Four Baskets Field Guide For Narrative Change

Practice laying out four essential elements of successful narrative strategies, and Waves, a model illustrating the complex relationship between values, narratives and stories. Have a look at their founder's Jee Kim's speech about the difference between stories, narratives and deep narratives.

FrameWorks Institute

is a think tank that helps mission-driven organizations communicate about social issues in ways that build public will to support progressive change. They use rigorous social science methods to study how people understand social issues and develop evidence-based techniques that help researchers, advocates, and practitioners explain those issues more effectively. Among their materials, you will find resources on different aspects of Framing, toolkits on re-framing specific topics like education, aging, climate change, healthcare, the FrameWorks Academy with online classes in framing, the Changing narratives and moving mindsets publication and their founder's Susan Nall Bales' lecture on Structure and Communications (part 1, 2, 3, 4).

Center for Story-based Strategy

cultivates imagination spaces where story, grassroots leadership, organizing, and democracy are interwoven strategies to build power. They link movement building with an analysis of narrative power and place storytelling at the center of social change. The materials we would recommend in the first place are Intro to Story-based Strategy and a more detailed Re:Imagining Change.

Participant
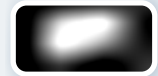
combines the power of a good story well told with real world impact and awareness around today's most vital issues. Participant annually produces up to six narrative feature films, six documentary films, three episodic television series, and more than 20 hours of digital short form programming. Participant's more than 100 films have collectively earned 82 Academy Award® nominations and 21 wins, including Best Picture for Spotlight and Green Book; Best Documentary Feature for American Factory, CITIZENFOUR, The Cove and An Inconvenient Truth; and Best Foreign Language Film for Roma and A Fantastic Woman.

International Center for Policy Advocacy
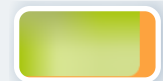
is an independent, non-profit organization empowering researchers and advocates to participate more effectively in public debates & policy making. You might find particularly useful their Reframing Migration Narratives Toolkit offering resources for progressive campaigners working to put diversity and inclusion back on the public/policy agenda and counter populist narratives.

Active Voice Lab

is a nonprofit network of seasoned strategists which helps funders, advocates, media makers, and other leaders skillfully and collaboratively use story to advance social change. We particularly like how they use garden tools as metaphors to provide a fresh, common language for exploring media's impact.

Additional Case Studies of Shifts in How People Think

Book "How Change Happens: Why Some Movements Succeed and Others Don't" by Leslie Crutchfield which examines the US movements of 20th century (against drunk driving, tobacco control, marriage equality, gun rights) and their tactics and campaigns to influence the way people think. Leslie's lecture summarizing the book.

Podcast "Words to Win by" by Anat Schenker-Osorio providing multiple case studies of communication campaigns that contributed to narrative shift around the world on topics like people seeking asylum, police reform, access to medicines and others. Anat is also the author of the "Messaging This Moment" report on principles of effective communication, and here you can find her lecture on effective communication for advocates.

Book "Winning Marriage: The Inside Story of How Same-Sex Couples Took on the Politicians and Pundits--And Won" by Marc Solomon

Report How Communications Can Change Social Norms Around Adolescent Girls: Lessons learned from year 3 of a multi-country field study by Carol Watson with Caroline Harper

Materials You Might Find Useful If You Are Willing to Dive Deeper

Articles

- Changing Our Narrative about Narrative: The Infrastructure Required for Building Narrative Power by Rashad Robinson
- Disrupting the Dominant Frame by Susan Nall Bales
- The Power of Story in Social Movements by Marshall Ganz
- You Can't Lift People Up by Putting Them Down': How to Talk About Tough Issues of Race, Poverty, and More and video on Asset Framing by Ashoka Fellow, Trabian Shorters

Books

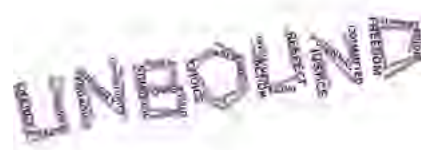- Social Movements, 1768 – 2018 by Charles Tilly, Ernesto Castañeda, Lesley J. Wood
- Don't Think of an Elephant and Moral Politics: How Liberals and Conservatives Think by George Lakoff
- Social Psychology by David Myers
- Influence: The Psychology of Persuasion by Robert Cialdini
- Is Anyone Responsible?: How Television Frames Political Issues by Shanto Iyengar
- Nudge: Improving Decisions About Health, Wealth, and Happiness by Richard H. Thaler, and Cass R. Sunstein
- Switch: How to Change Things When Change is Hard by Chip and Dan Heath
- Diffusion of Innovations by Everett Rogers
- Crossing the Chasm by Geoffrey Moore

Reports

- Making Waves: A Guide to Cultural Strategy by The Culture Group
- Measuring Narrative Change by ORS Impact

Foundations and Organizations We Know of* Providing Financial Support *to Efforts Aiming to Change the Way People Think*

FORD FOUNDATION

W.K. KELLOGG FOUNDATION™

OPEN SOCIETY FOUNDATIONS

Robert Wood Johnson Foundation

THE NATHAN CUMMINGS FOUNDATION

UNBOUND

POP CULTURE COLLAB

AFRICA No Filter

*This is in no way a comprehensive list of supporters and ecosystem builders in the field. Please help us identify more of them by sharing them via email: oshirobokova@ashoka.org

# The Systems Change Library of Ashoka Globalizer

If upon completing this course, you are hungry for more knowledge on systems change, we invite you to explore the library of knowledge pieces we have developed in the last years together with partners. All materials are in the public domain.

Online courses

Systems Change Masterclass

If this is your first acquaintance with systems change, you might want to first have a look at:
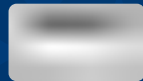
Short animation on systems change

Crash-course for beginners

Working With Government as a Pathway to Systems Change

How to Influence the Way People Think to Change How Society Works

Reports

Systemic and Empowering

Real-life examples of systems changing social entrepreneurs

New Allies

How governments can unlock the potential of social entrepreneurs

Embracing Complexity

Towards a shared understanding of funding systems change

Podcast

The Systems Change Podcast

Conversations on systems change with practitioners

Thank you for embarking on the learning journey with us!

ASHOKA

Everyone A Changemaker™

About Ashoka

Ashoka introduced the term "social entrepreneur" to the world in 1980 and since then has grown to be a leading global network of social entrepreneurs – people with effective systems-changing ideas for the common good, strong ethical fiber, entrepreneurial spirit and creativity, who commit their lives to tackling social and environmental problems. Every year we get to know thousands of changemakers across the world. Over a hundred of them who meet Ashoka's criteria of a social entrepreneur and pass our rigorous selection process, become life-long Ashoka Fellows. What Ashoka offers to them is thought partnership in refining their ideas and strategies, a living stipend and, most importantly, connection to a vibrant network of 4000 peer social entrepreneurs and thousands of changemakers in business, government, media, education and citizen sector who help advance their ideas for the common good. Together with this network, Ashoka is building toward an "Everyone a Changemaker" world: where all of us have the confidence, access and support to co-lead solutions for the common good.

About Ashoka Globalizer

Founded in 2010, Globalizer is Ashoka's prime accelerator program that has supported over 370 Ashoka Fellows across the globe in developing their systems change strategies and opening up for collective action, rather than growing own organizations. In 2018, complementing its accelerator program, Globalizer established the Systems Unit with the aim to capture and analyze learnings Ashoka Fellows make on their journey to systems change and share them with the interested changemakers in the form of engaging knowledge products. Several online courses, reports and a podcast, all covering different dimensions of systems change, have seen the world as a result.

About Olga Shirobokova

A diplomat by training, Olga has played multiple roles in Ashoka's national, regional and global programs since she joined the organization in 2012 – from search and selection of Ashoka Fellows, launching the country office and co-developing a national support ecosystem for social entrepreneurs in the Czech Republic, to being a thought partner on systems change for over 40 Ashoka Fellows across Europe, Asia, Africa and the Americas. Today, while continuing to support Fellows in developing systems change strategies within the Globalizer accelerator, Olga also co-leads Globalizer's Systems Unit where, based on the distilled wisdom of Ashoka Fellows and her own diverse changemaker experience, she develops knowledge products for social entrepreneurs and the broader worldwide ecosystem.