



Handbok of designing

Leading Transition Together

Umeå Climate Roadmap
learning platform spring 2024

**UMEÅ
KOMMUN**



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Production

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1

About the learning platform



About this handbook

This handbook outlines how Umeå Climate Roadmap has enhanced the skills and capacity required to lead the climate transition in collaboration with various stakeholders and partners. We know that many face the same challenges as we do, and that collaboration is key to mobilising and accelerating the work on climate change. The ability to lead transition together is therefore extremely important.

After having designed and implemented a learning platform that has become both appreciated and sought after, we now want to share our experiences.

This handbook is intended as a source of inspiration for others who also want to develop their own ability to lead climate efforts together but might not have the time to design it themselves.

In this handbook we explain why we chose to invest in this initiative, share reflections from partners while describing how we formed the design behind our sessions. We have also compiled an overview of the most important concepts, tools, and methods that that was covered in the learning platform.

If you want to know more or are interested in implementing something similar, please feel free to reach out! We look forward to sharing experiences and learning from each other.

Sincerely,

The team behind "Leading Transition Together"

This is why we created the learning platform "Leading Transition Together"

The climate effort will lead to significant changes in our society the following years, changes that will affect both how our partners in Umeå Climate Roadmap operate and how we work in Umeå Municipality. To tackle this, we need a better understanding of how the system functions and the challenges that we and other actors face.

It is not enough for us to understand the challenges; we need to find effective ways to lead together and to implement the necessary transitions.

Through this we have seen a great need of strengthening competence and capability in 'leading transition together'.

About the learning platform

During the spring of 2024, the learning platform 'Leading Transition Together' was conducted as part of Umeå Climate Roadmap. The aim was to equip us with the tools and knowledge needed to implement significant changes in society. The goal is to transform entire systems where no single actor has absolute control, which requires us to think differently and collaborate with various organisations and actors to succeed.

The target group consisted of individuals carrying leading roles within the Umeå Climate Roadmap, such as sustainability strategists, innovation leaders and project managers.

The aim is to form a cohesive approach centered around three key themes:

- 1. Innovating in the gap** - How we can find new solutions by focusing on the spaces between different areas.
- 2. Do we have the required leadership?** - A discussion on how we can develop leadership that can manage and drive significant changes.
- 3. Dare to stay in friction** - How we can learn to handle uncertainty and challenges without giving up.

The sessions were designed to give participants the opportunity to learn from each other, create an open climate for discussions and reinforce the trust within the group. The goal was to make climate efforts more effective by building networks and knowledge together.

Funding from the EU and Net Zero Cities Pilot City Programme made it possible for us to carry this out.





2 Reflections and learning

Participants' reflections

"It feels great that we are building competence together."

"Rewarding for those of us working with change."

"We're so damn smart together! It's great to see our collective intelligence. How do we strengthen it?"

"The meetings give us more terms, concepts, ideas and inspiration."

"There is great expertise and competence in the room; creating smaller networks, or in other ways encourage collaboration would be interesting."

"Talking and reflecting gives energy to actually accomplish things together."

"Together we can create both the climate and the culture! Perhaps this is what the Climate Roadmap aims to achieve."

Looking Back: Reflection and learning

Our approach

Designing the learning platform has been exploratory: When we began designing "Leading Transition Together", we started from existing needs and what we knew was important to strengthen the transition capability in Umeå Climate Roadmap. We focused on exploring the scope, setting the content and dared to launch without having every element planned. We chose to make an invitation that focused on what we wanted with the learning platform and what it offers participants. Not detailing every session gave us the opportunity to refine the sessions based on participants' feedback.

Our perspective: In Umeå Municipality, we work to create the conditions necessary to facilitate the **climate transition** that must occur. A driving force in this effort is the **Climate Roadmap** which includes private actors from Umeå. To accelerate the climate transition work, we undertake **projects**. Our primary focus is achieving the climate transition, and projects helps us to reach our goals.

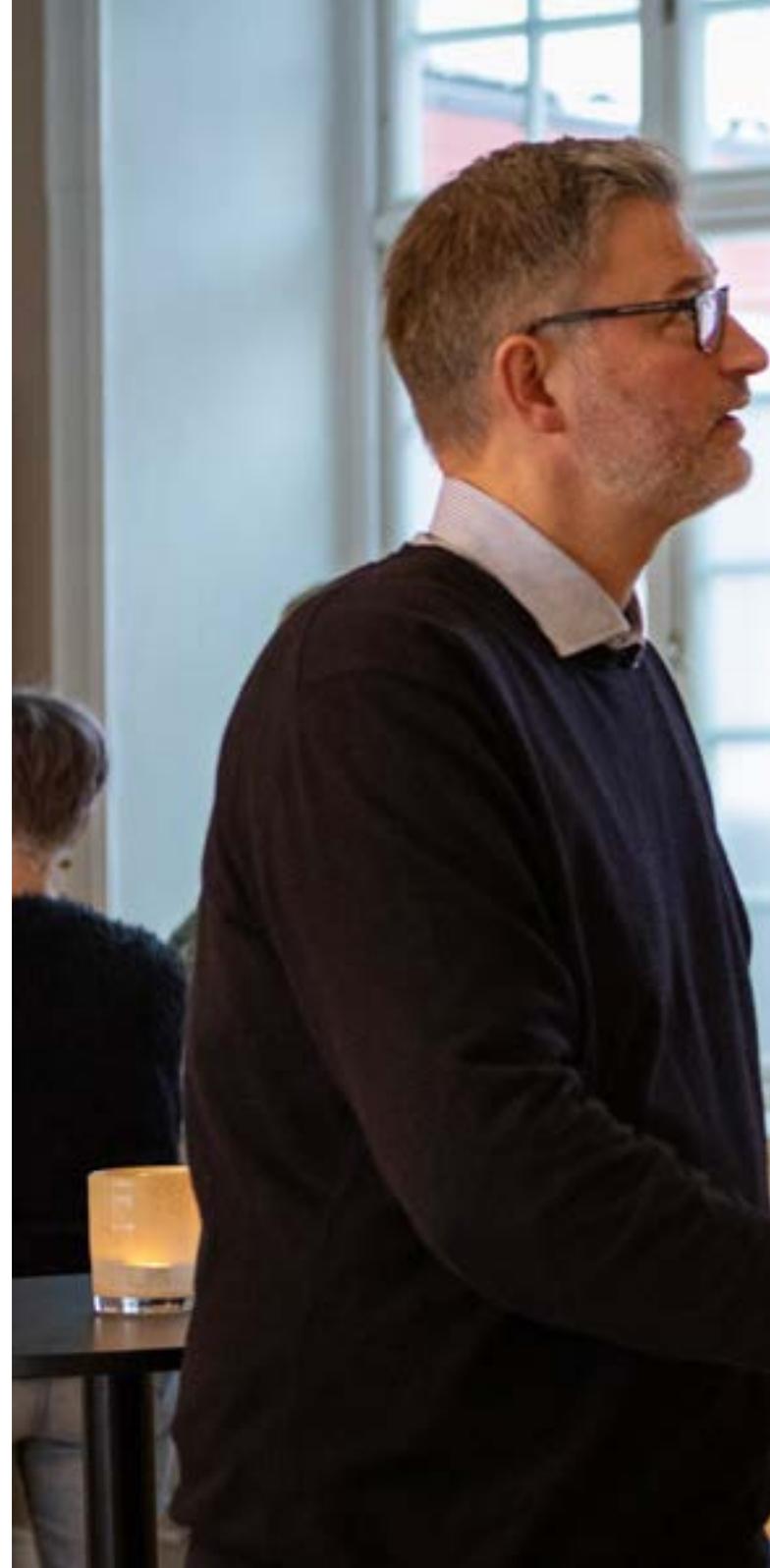
Our communication: We communicated "Leading Transition Together" to strengthen our partners' transitional abilities, with the specific project or financier being of secondary importance. As such, the participants has seen this as an initiative connected to Umeå Climate Roadmap, not a separate project.

Why participants appreciated this initiative

Participants can relate and understand why it is important: It's been straightforward to relate to the content/themes of the learning platform and to see its importance. All participants has been in similar situations and experienced how hard it can be to cooperate across borders and how these organisational boundaries can become obstacles to progress. They have faced the friction and resistance that occurs when managerial leadership do not lead the transition together. Participants thought that these sessions were important and engaging.

Research as foundation creates credibility: With a foundation in science, these sessions gave us access to common knowledge and terminology that felt credible. Mixing that with participants' experiences enables a greater, genuine learning. They take what they learn to heart.

Space for listening and reflection, together: The design of these sessions was focused on co-creation and to understand different perspectives. This made the participants feel welcomed and valued, inspiring them to return for the next session.





3 Planning and design

The learning platform

Goals

- Strengthen the ability to lead transition in between sections.
- Creating a common language.
- Gaining a deeper understanding system transformation and our roles within it.

Methods of learning

- The structure for the sessions are based on Whole Person Process Facilitation, which is a method with a holistic perspective on learning and development.
- We are not teaching, we are learning and evolving together.
- Learning and reflection based in science and personal experiences.

Our hypothesis: If a group of people continuously meet each other, in sessions designed based on the points listed above, it will create confidence, trust and increase the ability to act.

The sessions

The sessions are the cornerstone of Leading Transition Together. Each section had a specific theme and the themes were selected to incrementally broaden the participants' knowledge and ability to act. The sessions are designed in such a way that the participants are active in both listening and reflecting. It is focusing on strengthening the community which is supporting the trust building process.

Number of sessions and duration: 4 sessions, 2,5 hours each

Format: In-person, at a neutral location

Target audience: Those in charge of transition work within the Umeå Climate Roadmap's various areas of focus and commitments such as sustainability strategists, innovation leaders and project managers.

Webinars

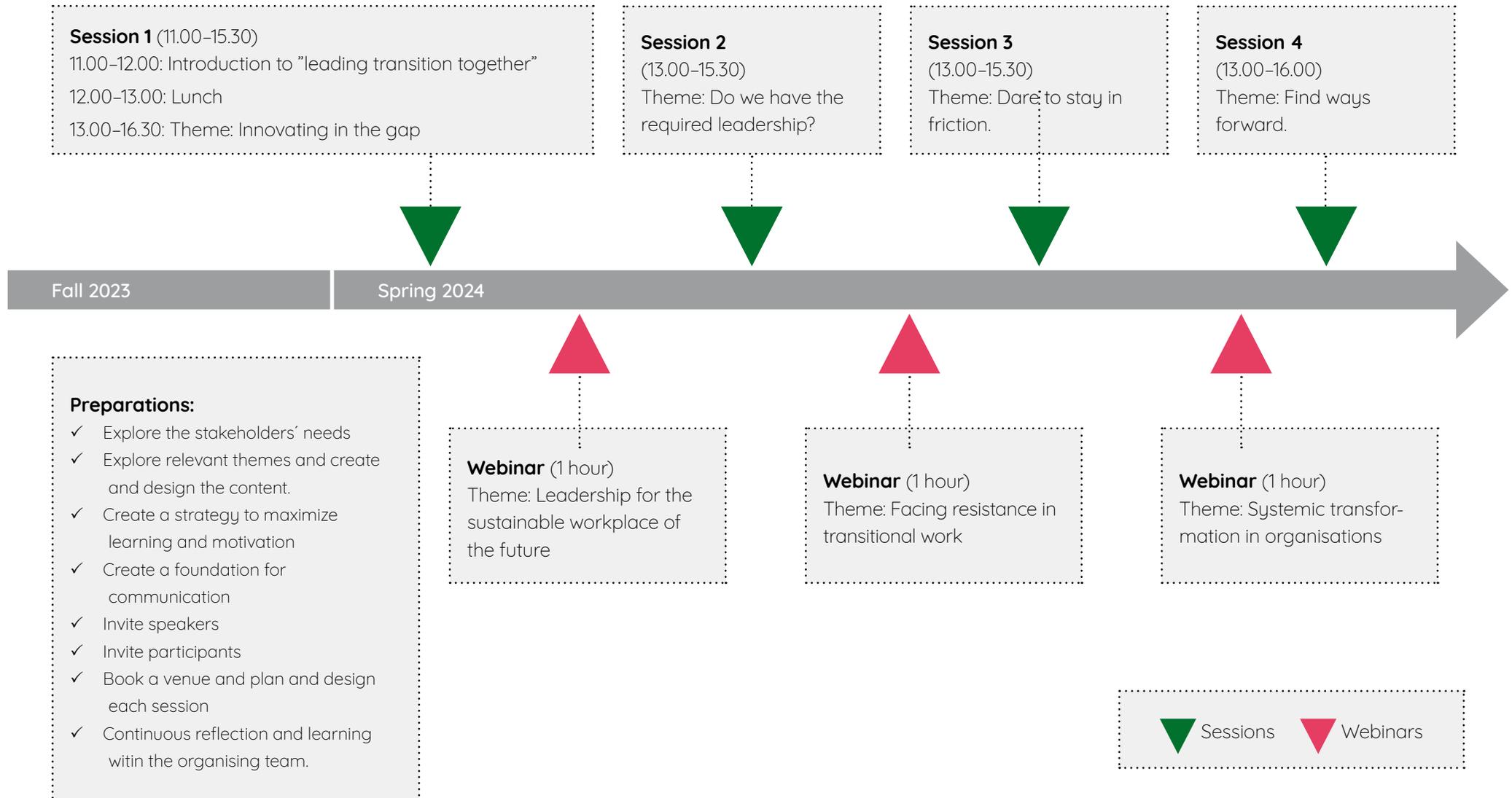
The purpose of the webinars was to impart deeper knowledge to the participants and establish a foundation before the sessions.

Number of webinars and duration: 3 webinars, 1 hour each

Format: Digitally (they were recorded and published on Umeå Climate Roadmap's website)

Target audience: All partners in the Umeå Climate Roadmap and other interested parties were informed. Details about the webinars were shared on Umeå Municipality's website, Umeå Climate Roadmap's newsletters, and LinkedIn.

Design of the learning platform



Invitation

Leading Transition Together!

This spring, we present the opportunity for all organisations involved in the Umeå Climate Roadmap to strengthen our own as well as collective ability in leading transition.

The climate transition will cause major systemic shifts affecting our organisations and work. By understanding Umeå as a system and each other's challenges, we enhance our initiatives' impact and better prepare for these changes.

The initiative "Leading Transition Together" aims to strengthen organisations by building a shared knowledge base, promoting shared language use, and facilitating collaboration for transition work.

This is to strengthen our combined ability to support each other on our transition and innovation journey.

Shared experiences for a shared vision

During a series of sessions, we will learn more about how we can lead across organisations, what type of culture and leadership it is that fosters innovation, and how organisational challenges appear from a systemic perspective.

The sessions are not only an opportunity for personal skill development but also about getting to know others and each other's organisations, sharing experiences, and together creating consensus and new momentum for action.

Unique platform for knowledge exchange

Together with RISE, we offer a unique platform for knowledge exchange, where you can reflect and discuss with other leading actors in Umeå about experiences and strategies to address the transition challenges faced by most organisations.

Limited spots

The amount of spots are limited. "Leading Transition Together" is facilitated by four sessions in person, so do not hesitate to sign up here by Monday, 22nd January. All actors of Umeå Climate Roadmap will also have the opportunity to attend our webinars as well.

Who is this for? You that lead transition efforts connected to the Umeå Climate Roadmap's different focus areas such as sustainability strategists, innovation leaders and project managers.

Don't miss this chance to develop your skills, broaden your network and contribute to a sustainable future - all for free. (Maximum 40 spots)

A warm welcome to an inspiring journey towards transition!

The Office for Umeå's Climate Roadmap

Schedule: Sessions during spring

Wednesday 7th February - Session 1: Innovating in the gap

The first session begins with an overview and background of the "Leading Transition Together". Following this, we will move on to the day's theme: working with innovation in the gaps. We will delve into the understanding of systems and how we can build a shared mandate across different system boundaries.

Tuesday 19th March - Session 2: Do we have the required leadership?

The second session focuses on direction and leadership. What type of leadership is required to guide us in the transition work? Additionally, how can we build acceptance around the challenges of innovation, and what does courageous leadership mean in the context of innovation climate?

Tuesday 23rd April - Session 3: Dare to stay in friction

To be in the middle of transition work can at times be taxing, we experience friction we did not know existed. At the third session we focus on dealing with friction and resistance. This session provides an opportunity to reflect around how it is to be in transition and how to find strategies to work with the discomfort and not against it.

Tuesday 7th May - Session 4: Find ways forward (Open Space)

The content of the fourth session will be derived from the feedback we receive from all participants during spring. We tie together our experiences and reflections we have made during this journey.

Design of the sessions (1-3)

- The sessions started with a **transfer-in** where the participants were invited to reflect on the theme in an unexpected way.
- After this, we had an **inspirational presentation** based on research in the field.
- Starting from this knowledge the participants organised themselves into groups for further reflection. The **group-discussions** focused on learning from each other and highlighting the aspects that could be beneficial in our ongoing transition work.
- After the group-discussions, participants were asked to conduct a self-assessment regarding our current ability, as well as identify what they found challenging and what we excelled at.
- The session concluded with a **transfer-out**, where all participants had the opportunity to share a reflection from the day's meeting with each other.



Session 1: Innovating in the gap

The first session begins with an overview of the learning platform "Leading Transition Together". Following this, we will move on to the first theme: working with innovating in the gaps. We will delve into how systems work and how we can build a shared mandate across different system boundaries.

Speakers: Martin Börjeson, RISE, Heiti Ernits, RISE.

Session 2: Do we have the necessary leadership?

The second session focuses on leadership. What type of leadership is required to guide us in the transition work? Additionally, how can we build acceptance around the challenges of innovation, and what does courageous leadership mean in the context of innovation climate?

Speaker: Anders Wikström, RISE.

Session 3: Dare to stay in friction

Working with transition can be challenging at times, as we encounter friction and resistance we didn't know existed. The third session focuses on the courage to face this friction and resistance. It provides an opportunity to reflect on what it's like to be in transition and to find strategies to work with the friction, rather than against it.

Speaker: Jessica Fogelberg, RISE.

Design of session 1-3

Tips: You as facilitator has a detailed meeting schedule (just for you) and a general plan (visible for the participants).

This gives you as facilitator space to shorten, lengthen and adjust when you see the need.

When participants see a detailed schedule, it can create a need for control, and if something takes longer than expected, it can easily lead to stress among the participants.

Participants should simply trust that the facilitator is in control and will guide them smoothly from start to finish!

The agenda that was showed to the participants

Today

- Introduction and transfer in
- Inspirational seminar
- Participants` perspective
- Dialog and reflection
- Self assessment
- Summary and conclusion
- Mingle



Detailed meeting schedule

| | |
|-------|---|
| 13.00 | Introduction and transfer-in <ul style="list-style-type: none"> • Today's session (subject and structure) Summarizing what we have done during earlier sessions (5-7 min) • Transfer-in based on today's subject (20-25 min) |
| 13.30 | Inspirational seminar connected to today's subject <ul style="list-style-type: none"> • Physical/digital presentation that introduces a scientific perspective (25 min) |
| 14.00 | Participants' perspective <ul style="list-style-type: none"> • Two participants was asked to share their reflections concerning what they have heard in relation to their own experiences (5 min each) • Speaker listens to this and replies with reflections based on what has been said (5 min) • Time for questions from other participants for the speaker (5 min) |
| 14.15 | What have you heard? What will you bring with you from here? + Fika during discussions <ul style="list-style-type: none"> • Participants organise themselves into groups (4-6 ppl) and in open discussion reflect what they have heard and what can inspire us in our transitional work in Umeå. (30 min) • Reorganising into a larger group- the smaller groups share their discussions. (15 min) |
| 15.00 | Self-assessment <ul style="list-style-type: none"> • Participants conduct a self-assessment via Menti. The questions focused on their thoughts about our ability regarding today's theme, what they find challenging, and what we excel at. • E.g., how well do you think you/your organisation/we in Umeå collectively innovate in the interspaces? |
| 15.10 | Summary and transfer-out <ul style="list-style-type: none"> • Summary of what we've done today and the tools we've gained. • A round for sharing reflections from today's session. |
| 15.10 | Mingle: An opportunity to stay a while and chat with other participants |

Tips for Transfer-in

When planning a learning session or a workshop it can easily feel like doing a transfer-in is a waste of time. BUT, if you do it, the reactions from participants will look something like this; "We accomplished so much today, everyone was so active, it was fun, and we quickly got into the subject".

Advantages of this setup:

- Everyone gets opportunity to reflect on the subject.
- Starting by intuitively picking an object without knowing its purpose, and then receiving the question to associate with, leads to new thoughts and makes participants more open to new perspectives.
- Creating space for everyone to reflect and share their thoughts at the beginning ensures that all participants engage and listen to different perspectives from the start.

Facilitator says:

"Pick an object or thing, choose something that speaks to you right now." [prepare a table with pictures or objects that the participants can choose from]

When everyone is done, say:

"Based on what you picked, what is the reflection about...? Take a few minutes for individual reflection, write down your thoughts. Then share your thoughts with others."

When the groups have talked for about 10 minutes say:

"It would be exciting to hear a few different perspectives, is there anyone that would like to share with the whole group?" [don't be afraid of the silence, let it work for you until someone decides to share]



Photo: Rebecka Jamois.

Design of session 4

- The theme for session 4 was not fully decided when the learning platform started.
- This was intentional, as we wanted to create an opportunity to gauge the participants' interests.
- After session 2, it became clear that the final session would focus on unpacking and tying together the discussions from the previous sessions and finding paths forward.
- The last session was conducted in an Open Space format, which creates the conditions needed for dialogue and co-creation.

Detailed schedule

| | |
|-------|--|
| 13.00 | Introduction and the purpose of this session (10 min) <ul style="list-style-type: none"> • The purpose of session. • Explaining Open Space methodology. • A summary of important concepts, tools and methods that was introduced in the learning platform. |
| 13.10 | Participants reflects on what they wants to discuss (15 min) |
| 13.25 | Make the agenda (15 min) <ul style="list-style-type: none"> • Explain in detail how an Open Space works. • Participants propose topics, creating the agenda. |
| 13.40 | Discussion in groups (90 min) <ul style="list-style-type: none"> • Participants choose which discussions to attend. • 1st discussion: 13.45-14.10, 2nd discussion: 14.15-14.40, 3rd discussion: 14.45-15.10. • Fika is available at all time during the discussions. |
| 15.15 | Exhibition (10 min) <ul style="list-style-type: none"> • Each discussion make a summary of their talk in a report sheet. • The summaries are displayed in an exhibition so participants could view all of them. |
| 15.25 | Action plan (15 min) <ul style="list-style-type: none"> • Participants were invited to propose the next steps. They wrote their preferred initiatives into an action plan. |
| 15.40 | Summary and conclusion (20 min) |
| 16.00 | Mingling with snacks! |

About Open Space

Open Space is a meeting format that encourages dialogue and co-creation.

An Open Space allows participants to create the agenda and choose discussion topics based on their interests and needs.

Law of Mobility

Get mobile! When you find yourself in a situation where you're neither learning nor contributing, it's your responsibility to move on, either to another group or another place. The method relies on the dynamics, chaos, and creativity of a fika-break. Everyone decides when to participate or not.



The four principles for Open Space:

1. Whoever comes is the right person.
2. Whatever happens, it is the only thing that could happen.
3. Whenever it starts, it is the right time.
4. When its over, it's over.



Foto: Rebecka Janalis.

About the open Space-method:



The design of our webinars

The purpose of our webinars:

- Provide an additional perspective before the next session.
- Allow those who didn't have the possibility to participate in the learning platform to learn more about "Leading Transition Together".

Invitations to these webinars have been sent to participants in the learning platform, stakeholders in the Umeå Climate Roadmap, and through external advertising on LinkedIn.

They have been held in the morning from 8:30 to 9:30 and have been recorded and published here:



| Time | Activity |
|------|--|
| 8.30 | Introduction <ul style="list-style-type: none">• The host welcomes everyone and introduces the speaker. |
| 8.35 | Inspirational seminar based on the day's subject <ul style="list-style-type: none">• The speaker gives their presentation. |
| 9.00 | Dialogue and discussion <ul style="list-style-type: none">• Dialogue based on the presenter's questions or participants' inquiries. |
| 9.25 | Summary and conclusion |

Webinar 1: Leadership for Sustainable Future Workplaces

Nina Bozic, Senior Researcher in Innovation Management and the Workplace of the Future at RISE, will deliver the lecture. It focuses on the leadership competencies we need today and in the future. Nina also explains what self-management is and why it is important, especially for a sustainable working life. Additionally, we will receive concrete examples of leadership practices for a sustainable future.

Webinar 2: Facing Resistance in Transitional Work

Getting people on board for a transformation process is not always easy. It is often met with resistance, in various forms and degrees, and sometimes from unexpected sources. Linda Gustafsson, Development Strategist, and Jennie Vennberg, Communications Officer at Umeå Municipality, share their experiences and reflections on leading change in the areas of gender equality and climate transition in Umeå.

Webinar 3: System Transformation in Organisations

Complex societal challenges require approaches and collaboration methods that can manage the complexity of various systems. Peter Ljungstrand, Senior Researcher and Marketing Manager at RISE, provides examples from different organisations' work and offers insights into how businesses can understand and address challenges in system innovation.



4 Concepts, tools and methods

Concepts, tools and methods of the Umeå Climate Roadmap Leading Transition Together!

This summary provides an overview of the concepts, tools and methods that was covered in the learning platform.

1

Systems thinking & transformation/transition. This section provides us with tools to comprehend the concept of transformation and outlines the necessary requirements to effectively manage it.

2

The Culture & Climate required for transition: This section outlines the key elements necessary for developing transition capability. It equips us with tools to shape the climate, which subsequently affects the culture.

3

The necessary leadership for a successful transition: This section highlights the key elements for leading a transition effectively. The primary emphasis is on self-management and collaborative leadership.

4

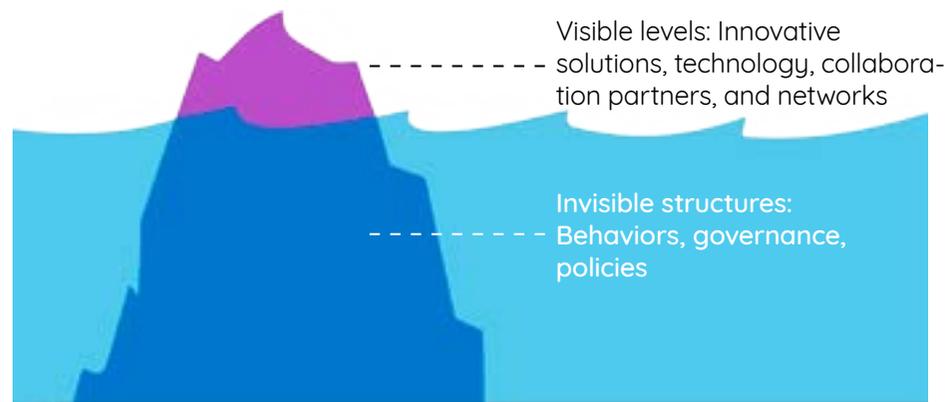
Cooperation and boundary spanning leadership: This section offers tools to understand how to operate across borders, identify 'brokers,' and implement concrete methods.

5

Frictions and Resistance - an integral part of transition. This section emphasizes that frictions and resistance are normal and natural aspects of working with transitions. It provides useful strategies for effectively managing resistance when encountered

Guiding images

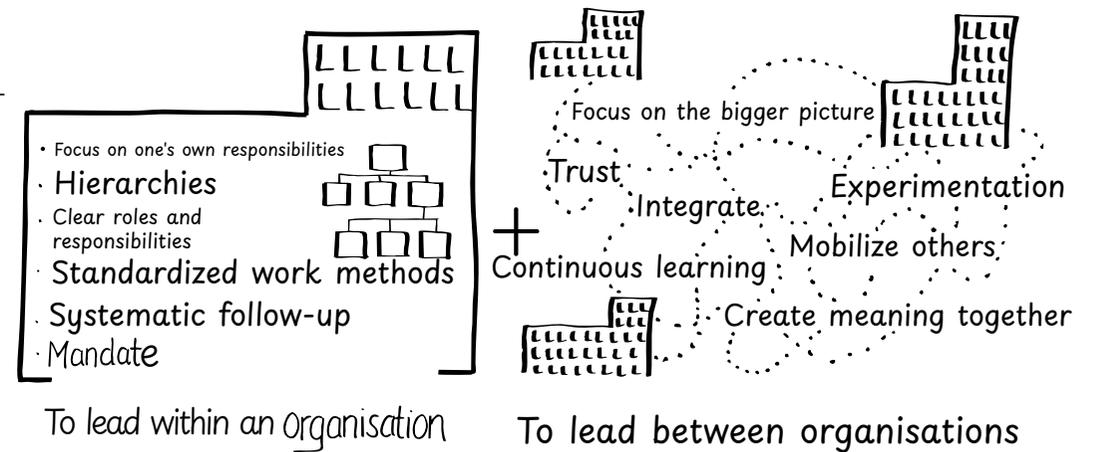
System innovation - like an iceberg



These two pictures serve as the foundation for developing 'Leading Transition Together' and act as a reference point throughout the entire initiative.

System innovation: The iceberg metaphor visualises the tangible aspects, such as innovative solutions, and highlights the invisible level related to the conditions necessary for transformation. This invisible level has been a major focus of the entire learning platform.

Boundary spanning leadership for climate transition



Boundary spanning leadership for climate transition: When working with system transformation, the entire system undergoes change. It's not about the transformation capacity of individual organisations, but rather how we build it across the entire system. This involves boundary spanning leadership.

Picture from the book - Att lyckas leda i samverkan, Bottheim och Zingmark (2019) s.24.



Systems thinking & transformation/ transition

Summary:

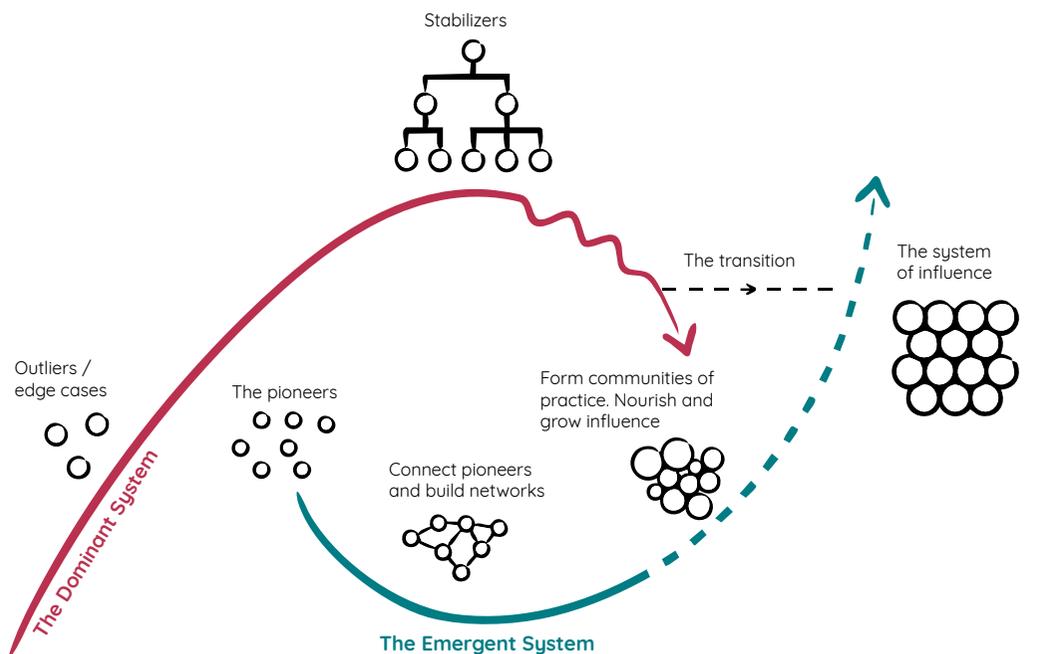
- The two-loop model helps us understand transformation, specifically the transition from the **dominant system** to **new dominant structures**.
- Transformation requires change on multiple levels: individual, cultural, relational, as well as processes and systems.
- During the **transition** from the old to the new, individuals often realise that institutions, structures, theories, and methods cease to function effectively, leading to an escalation of **resistance**.
- Cynefin is a framework for understanding **levels of complexity**. Our society today consists of institutions shaped during an era when challenges were primarily **complicated**. However, today's systemic challenges are complex, requiring the capabilities described in the **Innovation Management System** (ISO 56000)

Tips!

- Support to face the future in a transformative world
- Stories as a tool to work with boundless and complex complicated problems (so called wicked problems)

The two-loop model helps us understand transformation

Transition from the dominant system to new dominant structures.



Ref: Two loops model - Berkana Institute

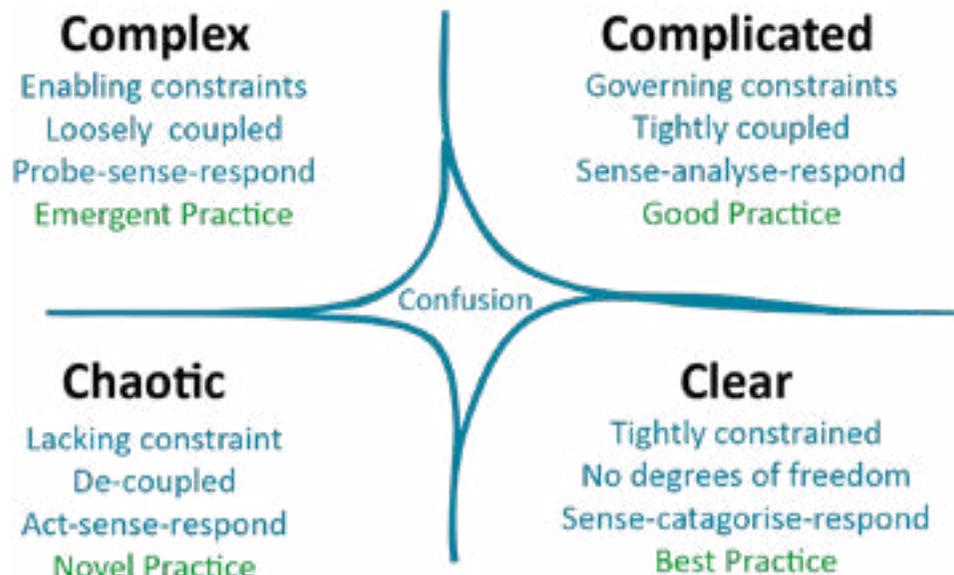
The model describes

- **The dominant system** represents the traditional ways of doing things. When more people recognize that these methods are no longer effective, the system is challenged, and previously successful institutions, structures, and methods cease to function.
- **The emerging system** is initiated by pioneers and innovators, often operating outside the dominant system, who perceive the need for change. It evolves gradually and adaptively, driven by new ideas and changing conditions, with an increasing understanding over time. As pioneers connect and form networks, they eventually gain enough influence to challenge the dominant system.
- **The transition** from the old to the new is often experienced as painful, as it involves changes in business models, organisations, and ways of working or behaviours. This frequently leads to anxiety and a defence of the old system. However, it can also trigger a drive to shift from the old to the new, which is essential for survival. During the transition, the majority tend to follow the structures they trust.

Examples

- The transition of the music industry
- The industrial revolution
- Your first child
- Transition of the cell phone to smart phones
- The transition of the bank sector

Cynefin – a framework to understand levels of complexity



In a complicated system you work **within** the boundaries – in a complex system you work **with** the boundaries

From a complicated world...

Our society has been shaped by institutions built during an era when challenges were predominantly complicated. The approach was to understand the problem, analyse it, and then act. If the problem couldn't be solved, it required deeper analysis, more knowledgeable experts, better methods and tools, breaking the problem into subproblems, more resources, and reorganisation. Institutions were structured like hierarchical factories.

... To a Complex World

In today's world, we face more detailed components, system states, perspectives, and degrees of freedom. Problems cannot be broken down into subproblems due to qualitative and unpredictable interactions between system levels and systems. All situations are unique, and domains are no longer separable. Small differences in any part can lead to significant changes. Participants are integrated parts of both the problem and the solution, mutually influencing each other. More challenges now qualify as wicked problems.

Source: The Cynefin Framework ([youtube.com](https://www.youtube.com/watch?v=K1111111111)), Peter Ljungstrand, RISE

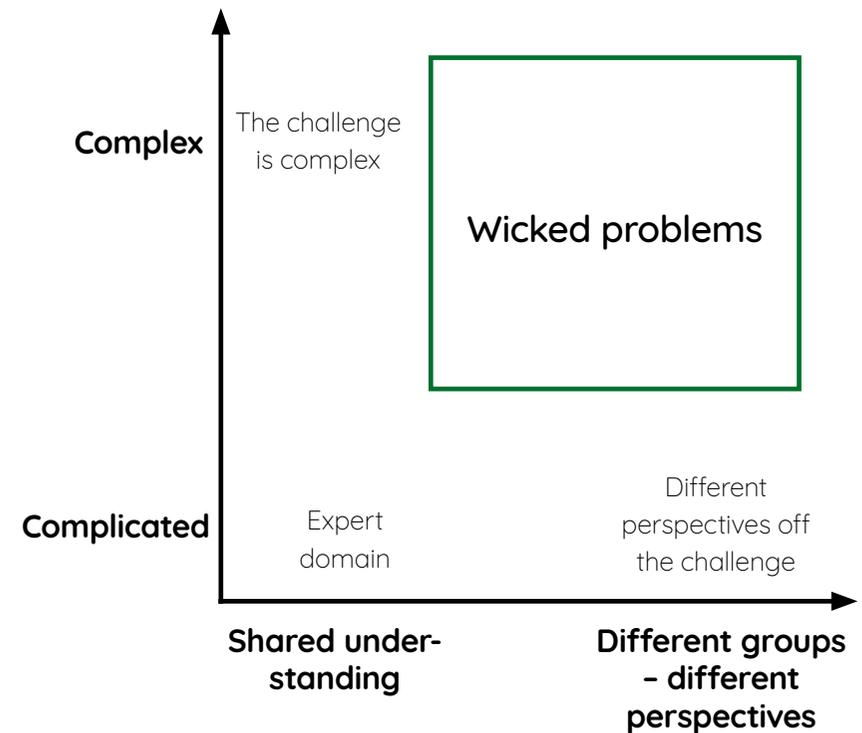
Wicked problems

As complexity increases and values and perspectives fragment, more problems become 'wicked problems.'

Wicked problems are boundaryless, complex, and multifaceted issues that defy simple understanding. Proposed solutions often create new problems.

These problems involve different, conflicting interests that need to be weighed against each other. In Swedish, these problems could be described as 'elusive problem complexes' because they consist of multiple interconnected issues that affect and are linked to each other.

An example is how the climate crisis must be understood in relation to biodiversity, energy supply, social inequalities, and societal conflicts.



Support to face the future in a transformative world

Keep a reflective approach to the future

To have a reflective approach means continuously evaluating and adjusting your strategies and goals based on new insights and changes in the environment. It requires openness to learning and the ability to change course when necessary.

1. Understanding and guiding innovations

Effective innovation guidance necessitates a deep understanding of both technological and human factors. This includes identifying needs and opportunities, as well as fostering a culture that encourages creativity and risk-taking.

2. Find and balance perspectives

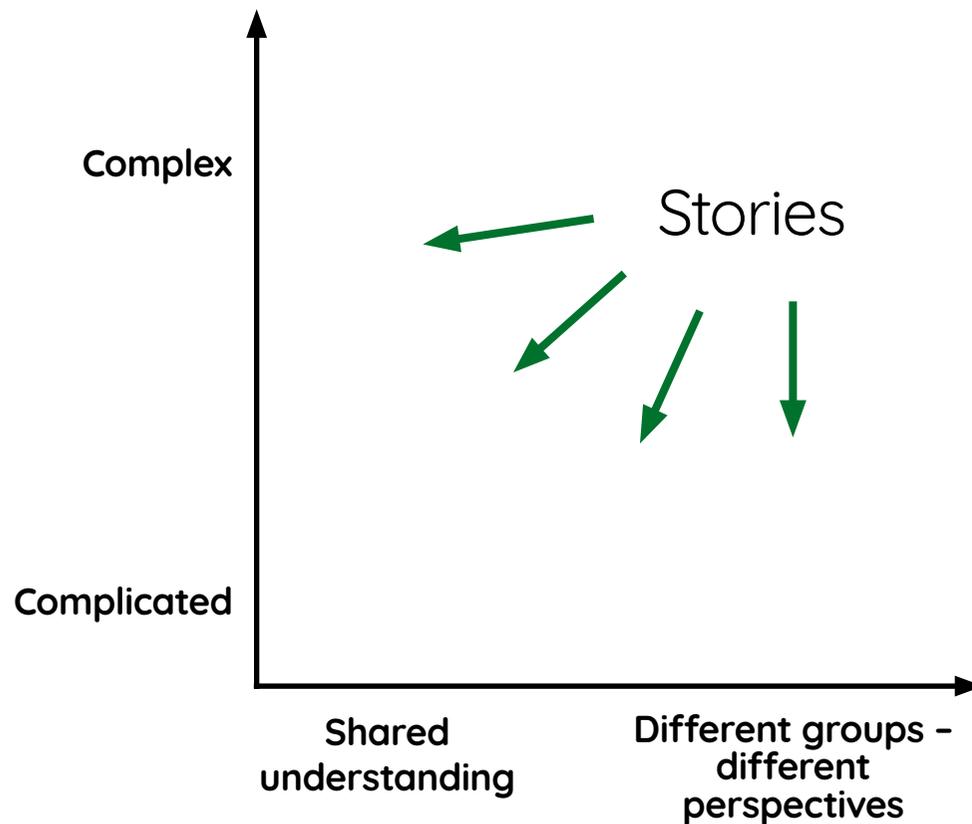
In a future-oriented system, it is crucial to balance three perspectives:

- Leadership perspective: Ensures the system's survival, adapts as needed, and guarantees measurability and results.
- The boundary-spanning perspective: Operates outside, inside, and between systems, maintaining direction towards the larger goal, supporting transformation by building bridges, and challenging boundaries.
- The pioneer perspective: Initiates and drives new ideas and perspectives that will eventually replace the old system.

3. Understanding and supporting the social innovation logic

Focus on transforming the entire system collectively, rather than individual ownership. New ideas, often from pioneers, challenge the dominant system and should be valued for their potential, not by old standards. The environment must release control while coordinating efforts and supporting development and scaling.

Stories can be used as a tool to work on “wicked problems”



Stories are powerful tools for creating meaning and context

- They embody a perspective and instill courage, decisiveness, and unity.
- As carriers of knowledge, stories are key to learning from complex contexts, engaging both the sense and emotion, and coordinating and organizing efforts.
- Repeated stories have a greater impact, fostering a shared identity.
- They have the ability to both guide and manipulate.

Materials and in-depth exploration
1. Systems thinking and transformation/transition



Materials from "Leading Transition Together"

Documentation from Learning Session 1, as well as presentations by Martin Börjesson, RISE (Learning Session 1) and Peter Ljungstrand, RISE (Webinar: System Transformation in Organizations).



The two-loop model

To understand the transition between the dominant system and new dominant structures.



About Cynefin – Framework for understanding levels of complexity

The Cynefin Framework.

2

The culture & climate required during transition

Summary:

- What is required of an organisation to succeed with transition and innovation is described in the **innovation management system** (ISO 56000). A culture that fosters creativity and implementation is one of the eight principles.
- **The Culture** (What is "embedded in the walls," assumptions, beliefs, and values) is difficult to change and takes a long time. It is said to take a generation to change the culture in an organisation.
- **The Climate** (How we act, interact, and relate to each other and change) is something we can largely influence ourselves. It requires no time at all; we can decide to be one way or another.
- The strength lies in the fact that the **climate** affects the **culture**, meaning it is faster to change the culture if we change the way we act and interact.
- Principles for strengthening culture and climate for transition include idea time, playfulness, conflict, debate, freedom, and colleague support.

Tips!

- Measure and follow up on how things look in your organization.

Understand your organisation's innovation climate

An organisation's innovation climate is closely tied to the ability to be creative and requires a leadership that is built on trust.

Use these topics as a foundation to understand and enhance your organisation's innovation climate.

By identifying your strengths and areas for improvement, you can use this knowledge as a basis for ongoing organisational development.

Read more about dimensions for organisational creativity and innovation:



- 1 Challenge**
 A low challenge climate leads to feelings of alienation, indifference and apathy. Whilst a high level of challenge leads to people feeling motivated, happy and that their work is meaningful.
- 2 Freedom**
 In a climate of great freedom, individuals define their own work and daily activities. In the opposite climate, people are passive and working to specific instructions.
- 3 Idea support**
 Ideas are welcomed by both managers and colleagues in the idea-supporting climate. People listen to each other and encourage each other's initiative.
- 4 Trust**
 When trust is high, everyone feels confident to come up with their own ideas, opinions, and take initiative.
- 5 Liveliness**
 The pace of change creates a turbulence that is described by people with terms like 'break-neck speed' and 'full speed ahead'. In contrast, the opposite climate is lukewarm, with no surprises or upsets.

- 6 Playfulness**
 The atmosphere of the organisation is relaxed, with fun, jokes and playfulness instead of tasks being approached with a heavy seriousness.
- 7 Debate**
 In a debating organisation, many different voices are heard and people are keen to present their ideas. Where there is no debate, everyone follows an authoritarian pattern without questioning.
- 8 Conflicts**
 In an organisation where the climate avoids personal conflict, more mature conversations are had, and people are more in control of their emotions.
- 9 Risk taking**
 In obvious risk-taking organisations, people can act quickly and take advantage of emerging opportunities. In a risk-averse organisation, a cautious, investigative mentality prevails.
- 10 Designated time for ideas**
 In a climate with a lot of time for ideas, there is the opportunity to discuss and test impulses and new proposals at an early stage in their development.

Materials and in-depth exploration

2. Culture and climate during transition



Materials from "Leading Transition Together"

Documentation from Learning Session 2, as well as presentations by Anders Wikström, RISE (Learning Session 2).



Dimensions for organisational creativity and innovation.

10 dimensions for organisational creativity and innovation.



The leadership required to succeed with transition

Summary:

- What is required of an organisation to succeed with transition and innovation is described in **the innovation standard** (ISO 56000). Leadership is a crucial prerequisite, and one of the 8 principles is **“future-focused leaders.”**
- Competencies for sustainable future leadership include creating conditions for “thinking together, being together, and doing together.”
- Strengthening **shared leadership** and **self-leadership** is essential.
- **Psychological safety** involves feeling secure enough in a group to express opinions, question things, or hold different viewpoints. It is vital when collaborating with others.

Tips!

- The basics about self-leadership
- How to create psychological safety at work.

The basics about self-leadership

Self-leadership requires a stable and experienced leader who can convey their stability and openness to making mistakes throughout the organisation to the employees.

To reach this it is essential that you work on

- yourself and how you **perceive** yourself
- coping with stress and adversity
- how you and your personality functions

Key areas to focus on includes; stress management, strengthening your self-image, practicing goal visualization and mental training.

First steps to take in self-leadership development:

1. **Setting a clear compass.**
2. **Design rituals and work environments for balance.**
3. **From reactive to proactive mode.**

Read more about self-leadership:

- **Deep Work** – Cal Newport
- **Digital minimalism** – Cal Newport

How to create psychological safety at work as a leader

- 1 Invest time in your relationships** The relationship between employees and the manager is crucial for job satisfaction and engagement. As a leader, you need to actively work on building relationships with employees. Key leadership behaviors are being supportive, building trust, and staying consistent. Regular one-on-one meetings with employees help you stay informed about their work and personal lives
- 2 Be present!** Ensure your employees feel your presence by meeting often and being mentally present. Listen to your employees with the goal of learning from them. Tip: Close your laptop and put away your phone during meetings, listen actively, and show interest.
- 3 Include everyone in meetings and decision-making** Ask questions to ensure everyone feels seen and heard. Distribute airtime in meetings with check-ins and check-outs. Tips: 1) Request input and feedback from employees, 2) Avoid interruptions, 3) Explain the reasons behind your decisions.
- 4 Make the work understandable and manageable** Employees likely want to influence their own work while seeing their contribution to the whole and needing each other in the group. Reinforce this by: 1) Setting clear roles in the team, 2) Celebrating together when you reach goals, 3) Ensuring shared responsibility for goals, even during setbacks and mistakes.
- 5 Dare to show vulnerability!** Being a manager/leader doesn't mean you have to know, do, and get everything right. Dare to be transparent, share about yourself and your work, and encourage your employees to do the same. Share your mistakes and what you learned from them!
- 6 Address what's causing friction and resistance** We are people with different backgrounds, motivation levels, and behaviors. Eventually, you'll notice discomfort in the group. As a manager, you need to be attentive and set an example. Never speak poorly about an employee behind their back. If you hear gossip or notice a conflict, take responsibility and resolve it before it escalates.

Materials and in-depth exploration

3. The leadership required during transition



Materials from "Leading Transition Together"

Documentation from Learning Session 2, as well as presentations by Anders Wikström, RISE (Learning Session 2), and Lina Botic, RISE (Webinar: Leadership for Sustainable Future Workplaces)



Psykologisk säkerhet i gruppen

How you can create psykologisk säkerhet i gruppen – 6 tips.

4

Collaboration and boundary spanning leadership

Summary:

- **Boundaries** exist and will always exist, especially when focusing on the systemic transition of complex systems.
- In a complicated system, you play **within** the boundaries; in a complex system, you play **with** the boundaries.
- Boundaries can be **mental, social/professional, organisational, territorial, and physical.**
- Boundaries can create problems and cause issues to get stuck in **“organisational gaps,”** remaining unaddressed because no single person owns the issue.
- Three ways to **promote boundary spanning collaboration** are: 1) Strategy for unity, 2) Building stable bridges, and 3) Boundary spanning organisation.

Tips!

- Appoint/formalize the boundary spanning role of a “broker.”
- Project studio – an environment and approach for boundary spanning problem-solving, learning, and collaboration.

Broker

Appoint/formalize the boundary spanning role

Tasks for brokers:

- Facilitation of group-level collaboration and conflict management
- Coordinator between activities and organisations
- Policy-entrepreneur that drives development and builds networks



Learn more about what a broker is:

What skills does an intermediary need?

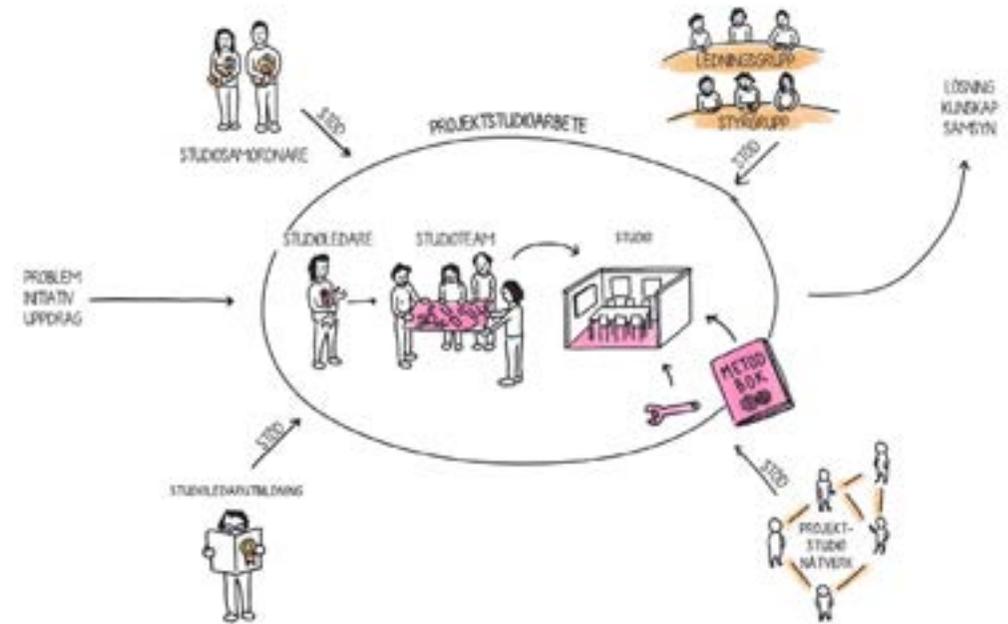
- ✓ Social skills
- ✓ Skilled communicator who adapts to different environments and contexts
- ✓ Sensitivity and the ability to empathize
- ✓ Skilled negotiator –diplomatic ability
- ✓ Courage and perseverance
- ✓ Flexibility and the ability to navigate complexity

It's important for management to support boundary spanning, "untie knots," and create legitimacy.

Project studio

An environment and approach for boundary spanning problem resolution, learning, and collaboration.

The **project studio** is an approach that facilitates tackling problems and executing projects requiring collaboration across administrative, organisational, or knowledge boundaries. The project studio is used when issues or problems are complex, ambiguous, or boundary spanning, or when stakeholder involvement or multiple knowledge perspectives are needed. It can be employed to handle events and situations lacking organisational routines, approaches, procedures, or competence. The project studio helps create a robust consensus within the organisation on a particular issue, find compromises, solve tasks more quickly, enhance organisational learning, or provide a better decision-making basis by including a broader knowledge base.

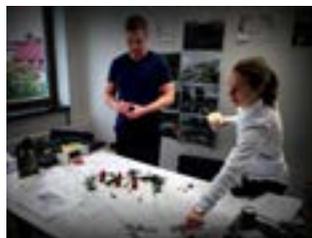


Organization of the Project Studio

Read more about the project studio:

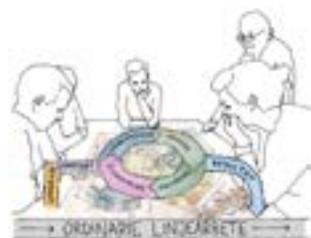


Setting



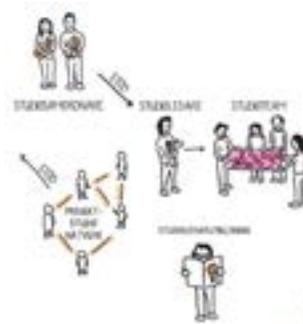
Shared Workspace and Routines

Flexible Work Practices



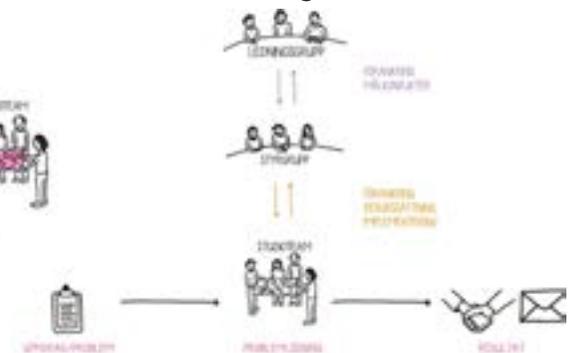
Problem-Focused and Team-Based

Roles



Studio Leader
Project Studio Coordinator
Studio Leader Training
Studio Network
External Coordinators

Decision-Making Infrastructure



Cross-Management Leadership Groups
Cross-Political Steering Committee



Materials and in-depth exploration

4. Collaboration and boundary spanning leadership



Materials from "Leading Transition Together"

Documentation from Learning Session 1, as well as a presentation by Heiti Ernits, RISE (Learning Session 1).



Surrounded by brokers

Here you will learn more about Brokers



Project studio

Read more about the project studio.

5

Resistance & friction – an integral part of transition

Summary:

- Resistance is part of change work. To challenge norms, we must provoke resistance, find friction areas, challenge, and **let the resistance guide the way.**
- During the **shift** from the dominant system to new structures, as individuals recognize that existing institutions, theories, and methods are failing, resistance often increases.
- Resistance can manifest in **various ways** (active, passive, questioning, silence, etc.).
- The cause of resistance can vary on an individual level.
- Using suppression techniques is a common way to express resistance.

Tips!

- Strategies for managing resistance during change/transition

Strategies for you

- Understand that change is difficult and challenging to some extent – we all struggle with uncertainty and friction.
- Learn to identify master suppression techniques.
- Find allies, whether colleagues or through other networks.
- Ask for help and support from people you trust.
- Set demands on your context if you anticipate resistance (consider the room setup, who is present, how they are seated, etc.).
- Analyze and reflect!
- Some resistance is easier to talk about, some is harder – don't be afraid to discuss!
- There is a limit – you are not required to weather everything.
- Think beforehand: What resistance, hardships, and challenges can we face at work? How do we overcome them?

Materials and in-depth exploration:

5. Resistance and friction



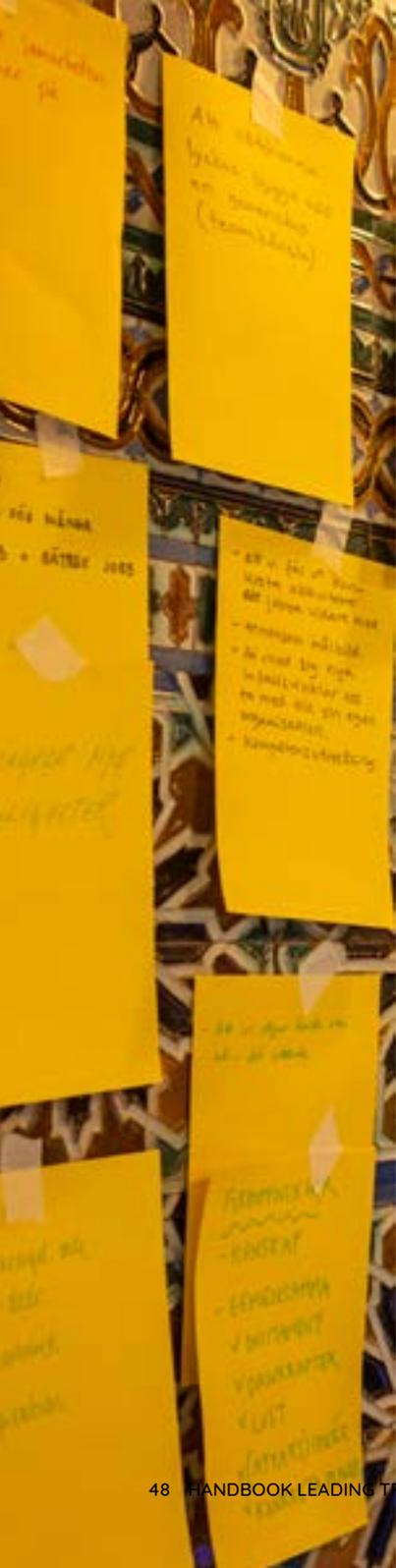
Materials from "Leading Transition Together"

Documentation from Learning Session 3, as well as presentations by Jessica Fogelberg, RISE (Learning Session 3) and Linda Gustavsson and Jennie Vennberg, Umeå Municipality (Webinar: How to Address Resistance in Change Management).





5 Links and further reading



Material - learning platform and reading tips.



Umeå Climate Roadmap

Here you will find information about the Umeå Climate Roadmap, which is the driving force in our climate transition work. These were also the actors targeted by "Leading Transition Together."



Leading Transition Together

Here you will find information about Leading Transition Together.



Learning platform

Here you will find information about the four learning sessions. Under the information for each session, you will find documentation from the meetings and the presentations.



Open Space - method



Whole person process facilitation



The Innovation Standard (ISO 56000).

Contact us if you want to learn about
Leading Transition Together



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