

Powering Change:

BUILDING HEALTHY, EQUITABLE COMMUNITIES TOGETHER

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AUTHORS & ACKNOWLEDGEMENTS



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AUTHORS

- Emily Christopher, *MPH*
- Sue Grinnell, *MPH*
- Kathryn Stewart, *MPP*

OTHER ACKNOWLEDGEMENTS

(in alphabetical order)

- Terry Amsler, *Indiana University O'Neill School of Public and Environmental Affairs, Steering Committee Community Voices for Health in Monroe County*
- Kevin deVoss, *Northwest Center for Public Health Practice, University of Washington School of Public Health*
- Kimberley Elliott, *Source Your Magic*
- Janet Heinrich, *George Washington University, Funders Forum on Accountable Health*
- Jeffrey Levi, *George Washington University, Funders Forum on Accountable Health*
- Dana Pearlman, *Leading Change Institute*
- Cheryl Moder, *Consultant, San Diego Accountable Community for Health*
- Tracy Schiffman, *The Trauma-Informed Classroom, LLC*

CONTRIBUTORS

(in alphabetical order)

- Jennifer Brya, *Desert Vista Consulting*
- Jeremy Cantor, *John Snow, Inc.*
- Kristene Cristobal, *Cristobal Consulting*
- Anne Haddix, *Minga Analytics*
- Laura Hogan, *CACHI Program Management Team*
- Andrew Krackov, *Hillcrest Advisory*
- Karen Linkins, *Desert Vista Consulting*
- Barbara Masters, *CACHI Director*
- Michael Miller, *Brown Miller Associates*
- Patricia Powers, *CACHI Program Management Team*
- Stephanie Sario, *Public Health Institute*
- Arpine Shakhbandaryan, *CACHI Program Management Team*
- Susan Watson, *Public Health Institute, CA4Health*

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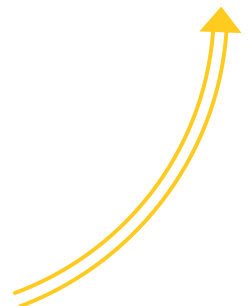
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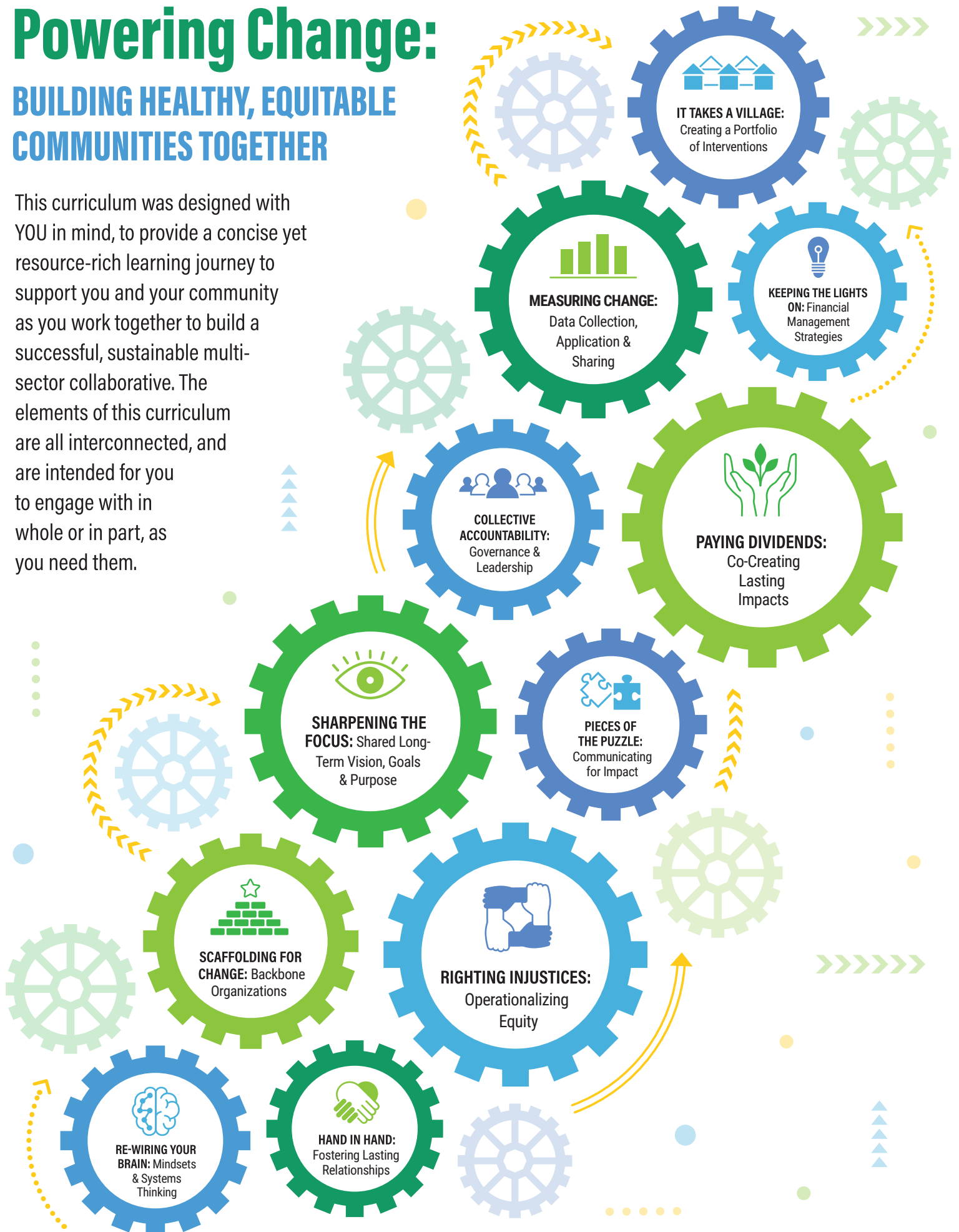
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Powering Change:

BUILDING HEALTHY, EQUITABLE COMMUNITIES TOGETHER

This curriculum was designed with YOU in mind, to provide a concise yet resource-rich learning journey to support you and your community as you work together to build a successful, sustainable multi-sector collaborative. The elements of this curriculum are all interconnected, and are intended for you to engage with in whole or in part, as you need them.



WHY WE MADE THIS

The work of **multisector collaboratives (MSCs)** is a radical shift away from “business as usual”. These collaboratives take a systems approach to their work, and are driven by a common goal and accountability to the communities they serve. There is no road map for this complex and constantly evolving work.

The Powering Change: Building Healthy, Equitable Communities Together curriculum was created to support the development and operations of health-focused MSCs. We highlight many of the excellent resources available in this space to provide a concise yet resource-rich learning journey to support MSCs and their communities in working together to build a successful, sustainable collaborative. Powering Change was developed in response to the need by California Accountable Communities for Health Initiative (CACHI) to enhance the ongoing operations of current **Accountable Communities of Health (ACHs)** as well as to assist new collaboratives in becoming ACHs. The curriculum also has broader applicability to MSCs in general. The development of this curriculum was funded by CACHI.

Upon the successful completion of the Powering Change curriculum, you will have learned skills to build a sustainable culture, nurture relationships, navigate complex challenges and co-create solutions with your partners. You will have created a number of products to support the continued operations of your collaborative.

At the Population Health Innovation Lab (PHIL) we seek to design, catalyze and accelerate innovative approaches that advance health outcomes and well-being. We hope that our Powering Change curriculum helps you to build these capacities within your own organization.

For a fee, the Population Health Innovation Lab offers consulting services related to this work, including implementation support, facilitation, and strategic advising. To learn more about consulting options, contact Sue Grinnell of the Public Health Institute’s Population Health Innovation Lab at sue.grinnell@phi.org

We would love to hear from you! Please email questions or comments to Emily Christopher at emily.christopher@phi.org.

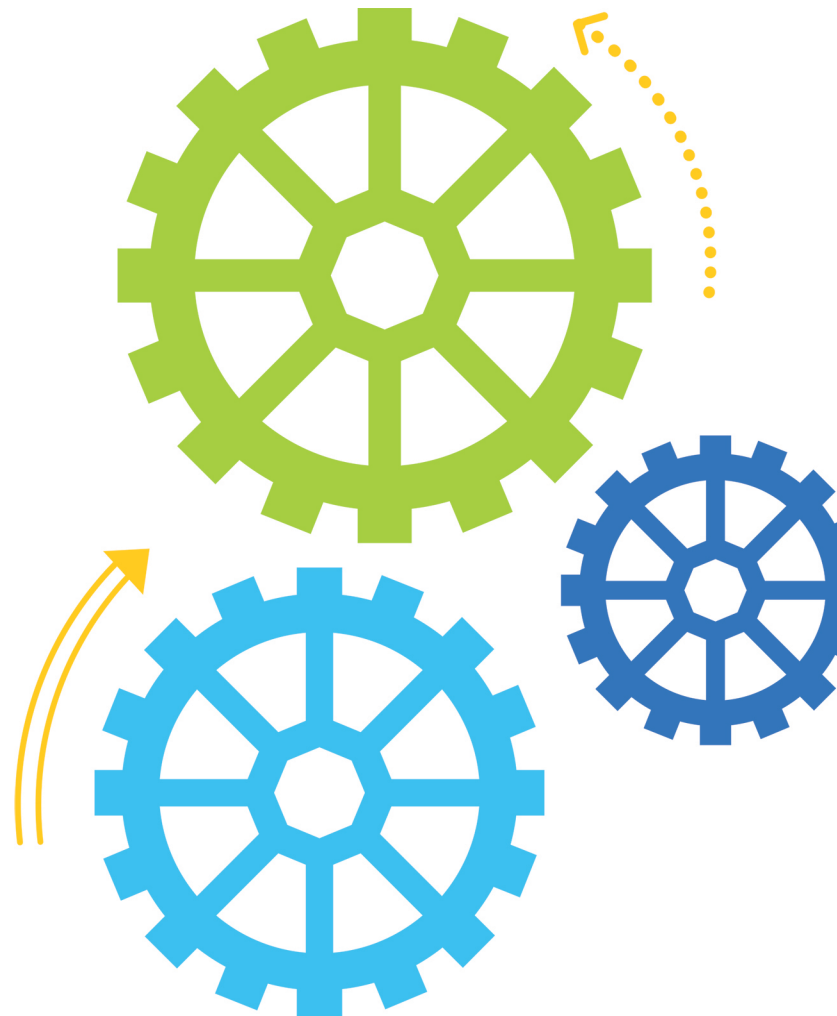


HOW TO USE THE CURRICULUM

The Powering Change curriculum may be used by anyone involved in multisectoral collaborative work, but is specifically targeted toward **backbone** staff of both new and existing MSCs, including ACHs, in public and population health disciplines.

Whether you are just starting out and need to know everything about standing up your collaborative, or have been doing this work for a number of years and just need support in a few key areas, Powering Change is for you.

The curriculum is broken down into eleven modules, which are laid out in an infographic on page 4. There is not a specific order in which you must work through the modules. All of the modules are interconnected, and are designed for you to engage with in whole or in part, as you need them.



HOW TO USE THE CURRICULUM

Many lessons have a section entitled Dig Deeper, which contains additional resources you may find helpful in your exploration of that lesson.

Often there are “callbacks” to other modules with related content. These are clearly denoted when they arise. This is inherent in the multisector collaborative structure; with each action you take impacting a number of other areas of your work.

AS YOU USE THE CURRICULUM, YOU WILL SEE FIVE DIFFERENT TYPES OF RESOURCES:



Read

Resources such as journal articles, reports, newspaper articles, blog posts, and the like.



Watch

Resources such as videos and webinars.



Do

Interactive resources, such as frameworks to be applied, discussion guides, worksheets and materials of similar nature.



Community Example

Examples of how existing collaboratives have applied certain concepts.

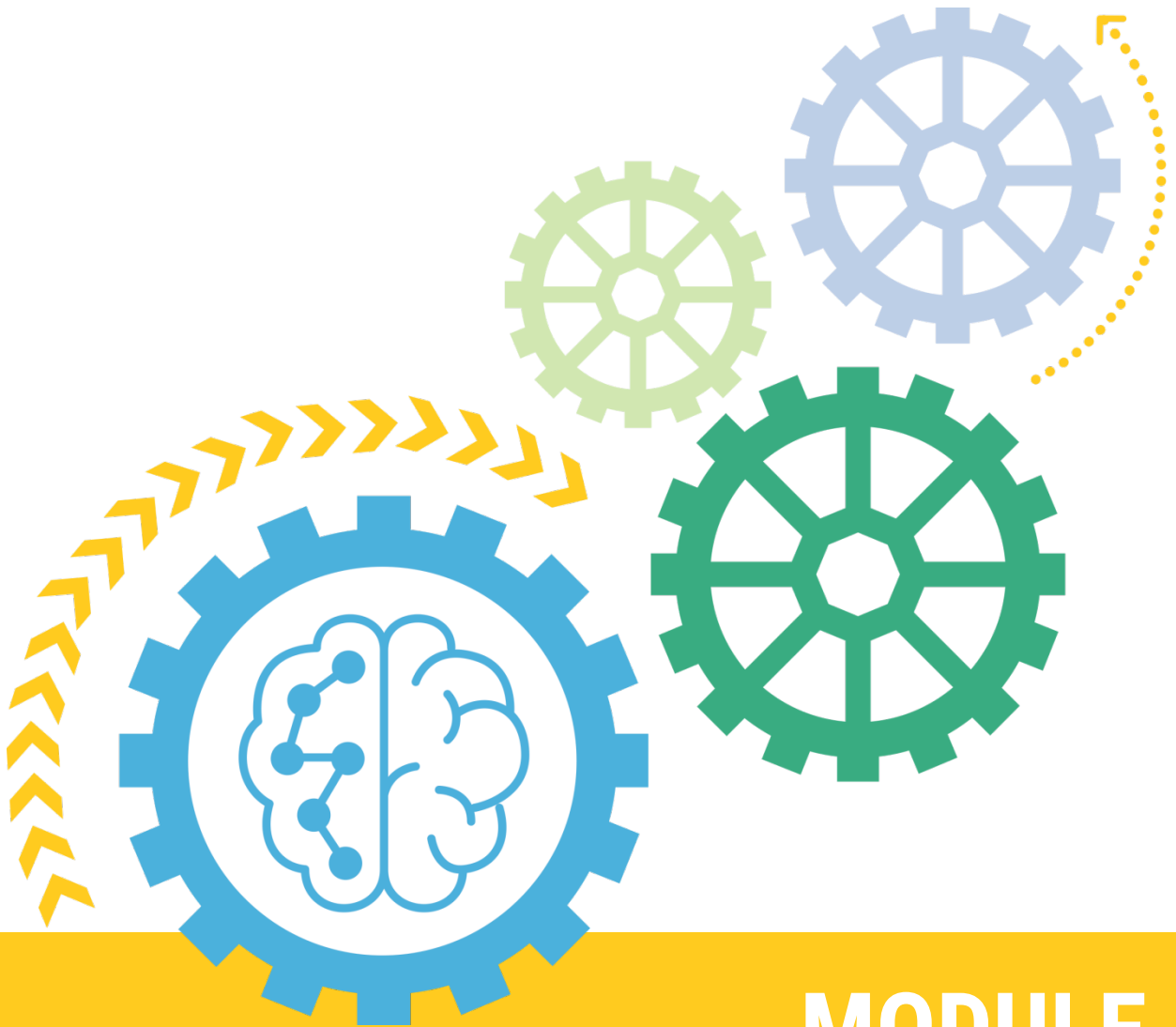


Callback

References to concepts mentioned elsewhere in the curriculum.

You may notice that some of these resource types seem to overlap, for example a “do” resource may be a webinar. They are categorized by the primary intent to simplify the user experience.

All resources link out to external sites. If a link is broken, please send an email to emily.christopher@phi.org and we will correct the issue.



MODULE 1

REWIRING YOUR BRAIN

MINDSETS & SYSTEMS THINKING

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REWIRING YOUR BRAIN

Mindsets & Systems Thinking



OBJECTIVE

Learn new ways of thinking to approach complex problems and strategies for applying these practices.

LESSONS IN THIS MODULE INCLUDE

- 1) Introducing Mindsets & Mental Models
- 2) Systems Thinking

AT THE END OF THIS MODULE YOU WILL HAVE

- ▶ A suite of mental models and mindsets to inform your approach to your work, and strategies to apply them.
- ▶ An understanding of systems thinking and the tools to incorporate this practice in to your collaborative.
- ▶ An understanding of change management and its application.



***“Everything you need
to accomplish your goals
is already in you.”
~ Martin Luther King Jr.***

If you are interested in further coaching on this topic, please contact:

Sue Grinnell, MPH,
Director
Population Health Innovation Lab
sue.grinnell@phi.org
pophealthinnovationlab.org

Dana Pearlman, MA, MSc,
Social Change Facilitator
danapearlman@gmail.com
danapearlman.com



Lesson 1: Introducing Mindsets & Mental Models

OPENING QUESTIONS

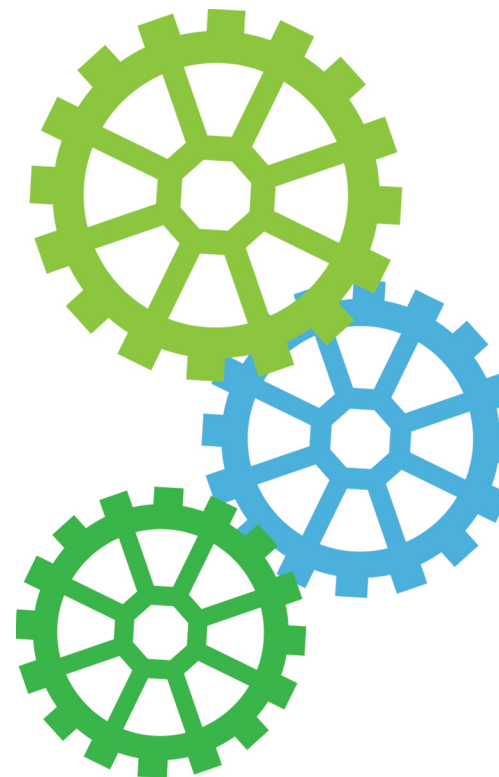
Discuss these questions with your team members before beginning this lesson.

- ▶ When you have the opportunity to learn something new, what is your approach?
- ▶ How do your worldviews shape decisions and perspectives?
- ▶ When you engage in dialogue with others who have different perspectives, thoughts or opinions from you, how do you typically respond?

LEARNING OUTCOMES

After completing this lesson, you will be able to:

- 1) Describe different mindsets and how they can be applied to your work as an individual and with partners.
- 2) Learn strategies for using mental models and mindsets, integrating them into your decision-making processes and daily activities.



LESSON 1: INTRODUCING MINDSETS & MENTAL MODELS

UNDERSTAND

MENTAL MODELS

All individuals have an existing set of mental models. A **mental model** explains “how someone thinks about the world around them.”³ These are typically set patterns of thinking derived from one’s background, environment and other experiences. The way we consider and respond is determined by our thoughts and as a result influences how we behave and or react to the world, our work, our families, and so on.

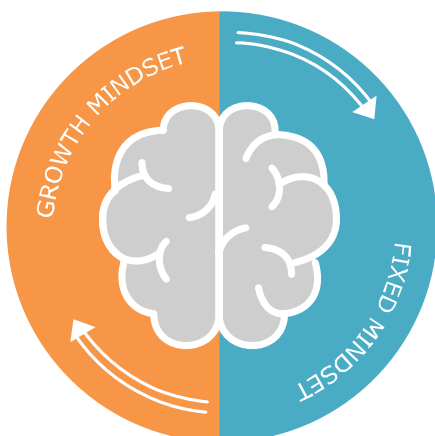
MINDSETS

“**Mindsets** are a way of thinking, disposition or frame of mind. Your mindset is a collection of thoughts and beliefs that shape your thought habits.”³ These thought habits affect how you think, what you feel, and what you do. Your mindset impacts how you make sense of the world, and how you make sense of you. These habits can be either positive and or negative.

Adopting a new mindset can become a powerful choice. The mindsets you and your partners bring to the table can create an influential impact on the outcomes and progress of your multisector collaborative’s (MSC’s) work. In MSC development, awareness of current mindsets and dedication to being open to exploring new approaches is a path that has proven effective. Choosing to explore, be flexible and include a variety of mindsets throughout the evolution of your efforts can open paths to deeper possibility and innovation.

Adopting a growth mindset, in which you believe that a person’s most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point - is the first step on the path toward a love of learning and a resilience that is essential for great accomplishment.

The alternative to a growth mindset is a fixed mindset. In a fixed mindset people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. This mindset is not helpful in shifting your mindset and driving progress.



LESSON 1: INTRODUCING MINDSETS & MENTAL MODELS

APPLY

“Successful leadership depends on the quality of attention and intention that the leader brings to any situation.”

~ Otto Scharmer

BLINDSPOTS

The notion of blindspots comes from the idea that leaders know what and how they do what they do, but they may not know why they do it. Often leaders do not understand and/or are blind to what is needed to support deep leadership and change. Understanding the origin and intention of your actions as a leader can be equally important to the actions themselves.

Review the following information to better understand the blind spots of leadership.



[Otto Scharmer's The Blind Spot of Leadership: Prescensing as a Social Technology of Freedom](#)

Watch this short video of Otto Scharmer discussing Uncovering the Leadership Blind Spot with a team of your partners. As a group, explore the discussion prompts on the Discovering Blind Spots Discussion Guide.



[Uncovering the Leadership Blindspot](#)



[Discovering Blind Spots Discussion Guide](#)

LADDER OF INFERENCE

Most people do not realize that they have come to a conclusion about the world around them as it happens fairly quickly. The Ladder of Inference describes the automatic thinking process that we all go through, usually without even realizing it, to get from a fact to a decision or action. The ladder of inference is a tool, first developed by Chris Argyris, that provides a structured way for us to reason as to why we don't usually remember where our deepest attitudes or deep-seated behaviours came from. The data is long lost to memory, after years of inferential leap. Before long, we come to think of our longstanding assumptions as data, but we are several steps removed from data. Becoming aware of our own mental models and ways of thinking begins with self awareness and cultivating the ability to have conversations that balance inquiry and advocacy, where people expose their own thinking effectively and creating a space for open dialogue and learning. Explore the following resource to learn guidance on how to reframe your mindset for meaningful dialogue.



[Can We Talk?](#)

LESSON 1: INTRODUCING MINDSETS & MENTAL MODELS

Identify one or more “disruptors” on your team who regularly checks the team on whether they are employing mindsets and sticking to “business as usual.”



[Start-Up Guide: Approaches to Support ACH Work \(Disruptors, p. 5\)](#)

As you move forward with your work, remember that you can pivot if needed!

Ask yourself:

- ▶ What does it mean to shift or pivot our efforts?
- ▶ How might we identify when the chosen path needs to be adjusted?
- ▶ How might we clarify our next move?
- ▶ How might we gracefully pivot our focus to be of greater service?



DIG DEEPER



[Paradigm-Creating Loops: How Perceptions Shape Reality](#)



[Simon Sinek: Empathy](#)



[Human-Centered Design for Innovations in Public Health](#)

LESSON 1: INTRODUCING MINDSETS & MENTAL MODELS



REFLECT


Discuss the following questions with your team. We encourage you to regularly revisit these questions, continually refining your approach as your collaborative grows.

- ▶ What are you learning about your own mindsets?
- ▶ As a result of any of the reflections, where do you need to pivot or approach the work differently?
- ▶ How can you incorporate new ways of thinking?
- ▶ What mindsets or mental models are getting in your way?
- ▶ What do these learnings mean for the broader context of your work, and the work of your collaborative?

Additional practices you can use to support this reflection. For more detail on these resources, visit the 'How to Use' section of our introductory guide.

 [Collaborative Reflection Form](#)

 [What, So What, Now What](#)

 [Pair Reflection Post-Journaling and Solo Presenting Walk](#)

 [HOW TO USE GUIDE](#)



ITERATE

Schedule a time within the next several weeks to reflect with your team on the practices learned in this lesson you will ingrain in your organizational approach moving forward.

Implement any necessary changes discovered through this process, continually revisiting these questions.