

# Designing Designers

## Paths to Experience Desired Futures

### Main Themes

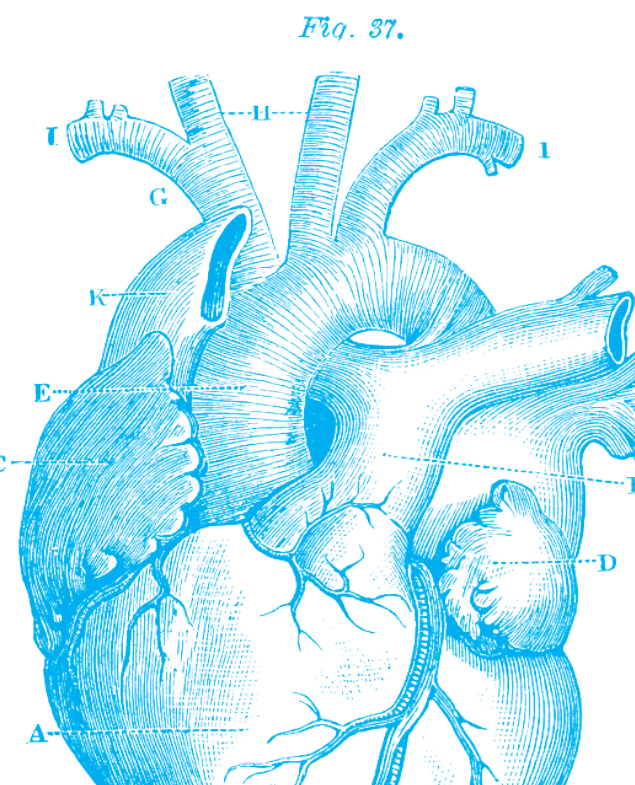
- Divides
- Evolving Design
- Self-Development
- Creativity
- Collaboration
- Ethical Relationality
- Pluriverse
- Myths

### Experiences

- Creating the Debate to Dialogue Workshop
- Working on Strategic Foresight for my own company: Wake Insights
- Team dynamics within the Strategic Foresight and Innovation (SFI) Program
- Existing in a polarized cultural reality

### Initial Lens

- Traditional Design [Graphic & Strategic]
- Divides
- Non-Violent Communication<sup>11</sup>
- U Theory (Presencing)
- Questioning Paradigms (Humans Innately Compassionate)



### Drives / Purpose

- Belief that design can facilitate a transition towards a world with less pain and suffering.
- The banalization of empathy.
- The frustration with how designers struggle to collaborate.

"If we start with the presupposition, striking perhaps but not totally farfetched, that the contemporary world can be considered a massive design failure, certainly the result of particular design decisions, is it a matter of designing or way out?" (Escobar, 2018, p. 32)

## The Story of the Research

### conscious

### Myths

- Debate separates people, it is something to evolve from.
- We need dialogue to truly connect to others and allow a desired future to emerge.
- The world needs the design mindsets to transition towards a desired future.
- There are "status quo keepers" and "desired futures thinkers"
- We need everyone to focus on self-development to address several current "divides".

### Intentions

- Evolve the discipline of design, and design education to support a world in transition into more desired futures.
- To support designers becoming more collaborative and "futures focused" through connection and joy.

### Evolution of the Research Question

What are the mindsets, skills, and tools individuals need to become serving leaders (willingness to serve something larger than themselves)

### Methods

- Expert Interviews** with designers and implementers of changemaking<sup>10</sup> programs: mapped core skills & approaches
- [Design consultants, military designers & design educators]
- Desk Research/Literature Review** of existing programs to develop changemakers, or serving leaders. Understand what are versions of desired futures? What are the commonalities and dissidences.
- Trend Analysis** focused on behavioral patterns in the future of work, mental health, design and education. Map systemic and individual needs and desires.

### Insights

- Design Thinking & Strategic Design is becoming widely criticized as one more "marketing fad" promising to solve everything.
- The importance of self-development for design is being talked about, but it is timidly or superficially addressed. There is a gap between discourse and action.
- Gap between wanting to collaborate with diversity<sup>14</sup> and being able to do it.

In a world in rapid and profound transformation, we are all designers. In short, the "all" we are talking about includes every subject, whether individual or collective, who in a world in transformation must determine their own identity and their own life project.

**Research Question: How might we experience ways of being that allow desired futures to emerge?**

### Lens themes surfaced through research

- Theatre of Innovation<sup>15</sup>
- Suspension to Embodiment
- Patriarchy vs. Self Development
- A world of too many versus (dichotomies)
- Conceptualizers vs. Implementers
- Designers vs. Other Disciplines
- Design Mindsets<sup>16</sup> are exhausting
- We need everyone

There is space and need for debate and dialogue.

Some people connect through debate. Design mindsets<sup>17</sup> are mental models surfacing everywhere, so it felt arrogant to limit them to design.

We need people who see the value in self-development to really dive into that and people who are not interested in self-development to respect its value.

Designers are not walking the talk<sup>18</sup>

+ To find out why are we struggling so much to see the value in each other. What are the origins of our world of dichotomies?

To find out why is there such a barrier to meaningful self-development<sup>19</sup>?

What are the core shifts that need to happen for designers to allow a desired future to emerge?

**Causal Layered Analysis (CLA)** Populated by themes that emerged from the research to find the value sets and myths underlying our current systems & the divides.

**Desk Research/Literature Review** To expand, and uncover new themes to complete the CLA.

**Affinity** Using insights uncovered in all previous phases to clarify findings and validate patterns.

**Conversations<sup>20</sup>** Instead of a new round of structured interviews, or a workshop, I had unstructured conversations around these topics to allow for emergence of new themes that would complement my journey.

### Assumptions

If the world is full of extremely different people, and we struggle operating outside of a competitive mindset<sup>21</sup>, our ideas of the future will always go through logics of exclusion or oppression.

The only way I can escape this cognitive shackle, is by believing everyone and everything not only has value, but is "needed" to transition to desired futures.

**Have designers become arrogant as a defense mechanism to a world that still struggles to see and use "our" value?**

In our current system transition is uncomfortable and painful for everyone.

The belief that we need to grasp complexity and design everything might be one of our limiting myths.

This is the story of my research. My intention to evolve the discipline of design, and design education to support a world in transition led me to a journey of self-discovery. Through the observation of reality, and what shapes our perspectives of it my efforts were focused on deconstructing my own cognitive shackles, or myths; my path is the outcome of this exploration. They are ways I found to experience a desired future where we value difference and multiple realities co-exist.

### The Divides

The term is used by Otto Schärmer in "Leading from the Emerging Future". They are the visible symptoms, or pathologies of society today.

### Ecological Divide

The ecological divide has become very familiar in the past few years, being a central focus of scientific research, worldwide conferences and political debate. It mainly involves our overuse of natural resources and the impacts that we as a society have caused in our ecosystem.

### Social Divide

The social divide, also a well-known and gr... it involves around inequality and its consequences, such as lack of financial distribution, political representation, and increased polarization.

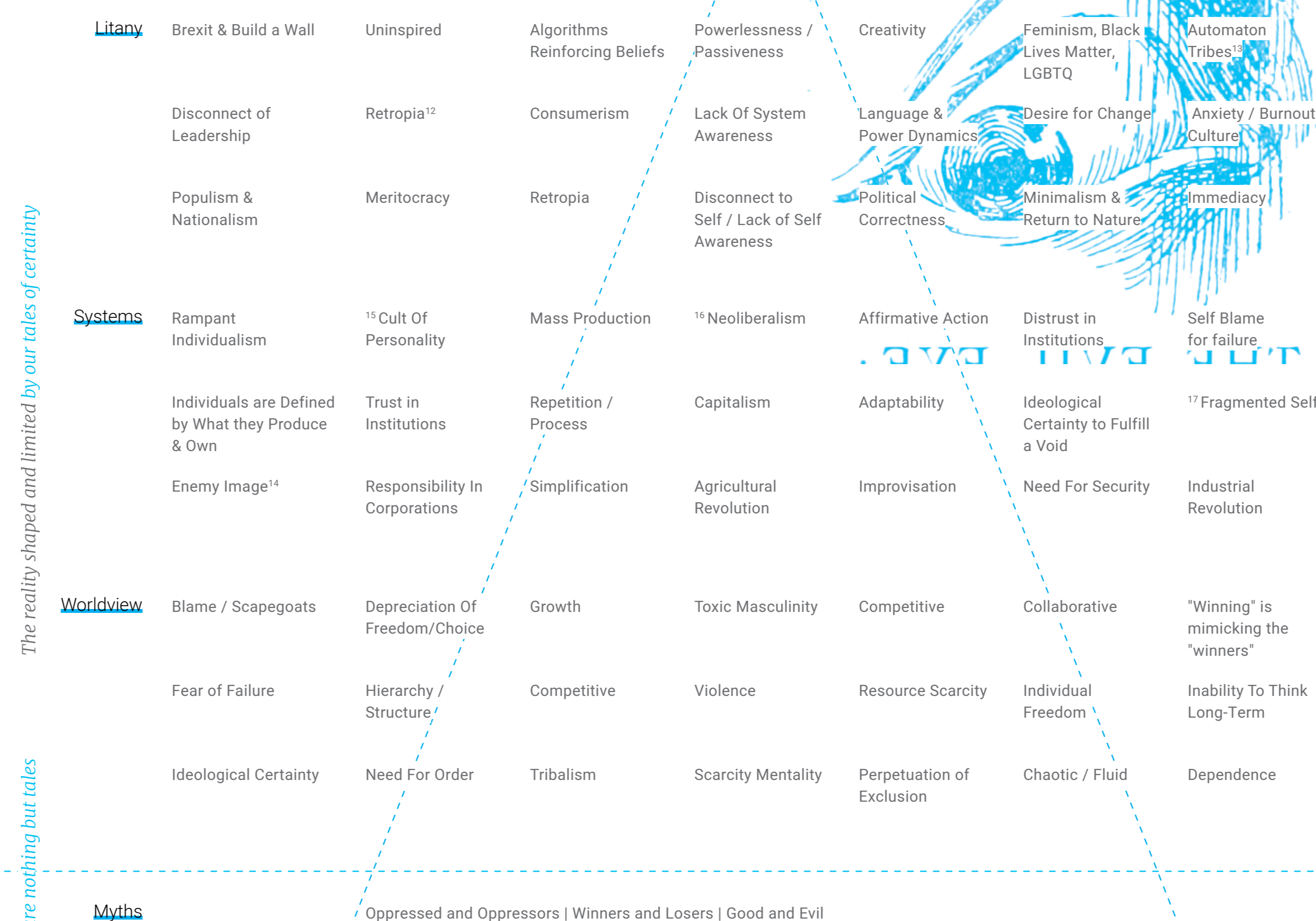
### Spiritual-Cultural Divide

The spiritual-cultural divide, defined as the disconnect between self and self, and self and other. It is a crack between exterior demands and interior aspirations.

In our lack of understanding of the self, we live uncoordinated to our needs and desires. We are cruel

The spiritual-cultural divide, related to one's self-awareness, purpose and greatest potential is connected to the growing figures of burnout and depression.

## Causal Layered Analysis (CLA)



The reality shaped and limited by our rates of certainty

The stories of our stories, our truths, that are nothing but rates

### Is our Origin Story nothing but myth?

Overwhelming evidence from archaeology, anthropology, and kindred disciplines is beginning to give us a fairly clear idea of what the last 40,000 years of human history really looked like, and in almost no way does it resemble the conventional narrative. Our species did not, in fact, spend most of its history in tiny bands; agriculture did not mark an irreversible threshold in social evolution; the first cities were often robustly egalitarian.

"The researches, in which we may engage on this occasion, are not to be taken for historical truths, but merely as hypothetical and conditional reasonings, fitter to illustrate the nature of things, than to show their true origin. — Jean-Jacques Rousseau, Discourse on the Origin and the Foundation of Inequality Among Mankind

### Most widely known narrative of our origins. Popularized by the works of Jean-Jacques Rousseau

- Foragers > Matriarchal
- Agribultural > Egalitarian
- Revolution > Dominance
- Modernity > Families
- Tools
- Technologies
- Cities
- Social Systems

### How does a new narrative expand our visions and possibilities for the future? Does it matter if it is truth or myth? What is truth?

- Social Systems > Matriarchal
- Myths of > Oppression
- Modernity > Divides
- Enemities
- Violence
- Pain
- Dependence
- Suffering
- Inequality
- Tools & Technologies
- Cities

### Current Logic<sup>14</sup> or Interdependent Myths

The desired aspects of modernity can only be achieved through, dominance, violence and inequality. Consequently suppressing what is interpreted as patriarchal, egalitarian, autonomous, or joyful. It is the price we pay.

Humans are innately selfish, competitive and aggressive. We need to fight our own nature, and those who succumb to it (enemies) in order to maintain modernity.

Using wealth for power and dominance is an inevitable side of inequality. Some beings have minor importance and their existence has lesser intrinsic worth.

### What is possible if we operate from a new myth?

Desired Futures can emerge if we find new ways of being that are not based on dominance, violence, dependence, and our current paradigm of inequality.

Logic Reasoning conducted or assessed according to strict principles of validity

Truth the body of real things, events, and facts. A judgment, proposition, or idea that is true or accepted as true

Ontology The branch of metaphysics dealing with the nature of being

### What is a Desired Future?

My broad definitions of a desired future where of one where people found value and respect in difference, and that consequently they would respect the systems created by and with those distinct ways of being. During the research I found scholars who were coming to the same ample ideas in which to guide our paths towards creating them. I am using their terms so we can build upon these emerging ideas.

<sup>12</sup>Retropia The erosion of institutions and the failure of sensemaking give birth to a number of deleterious effects, in particular the inability to solve macro problems on a macro level and the resulting search for solutions in the past — a strategy which cannot work, as it is impossible to turn back time. (Kociatkiewicz & Kostera, 2018)

<sup>13</sup>Automaton Tribes Term to capture the idea of living just going through the motions, not thinking through why, and how we are creating our realities.

<sup>14</sup>Enemy Image Seeing any person or group that is not part of your own as being inferior. The group can be defined by ethnicity, race, religion, personal characteristics, or a present common goal.

<sup>15</sup>Cult Of Personality The original term was used to describe the rise of a "savior" or heroic idealized figure in the political scenery through use of propaganda, mass media, spectacle, the arts, and government organized demonstrations. In this context it is the rise of such "heroes" in any context.

<sup>16</sup>Ontological Design Postulates By Anne-Marie Willis "That design is something far more pervasive and profound than is generally recognized by designers, cultural theorists, philosophers or lay persons

That designing is fundamental to being human — we design, that is to say, we deliberate, plan and scheme in ways which prefigure our actions and makings — in turn we are designed by our designing and by that which we have designed (i.e. through our interactions with the structural and material specificities of our environments).

That this adds up to a double movement — we design our world, while our world acts back on us and designs us ("Being and Design," n.d.)

**Ethical Relationality** Not only respect, but value, for human difference. Beyond acceptance, it is about the appreciation and wise use of our distinct experiences, perceptions, ideas, gifts, and struggles.

**Term used by Dwayne Donald** in the article Forts, Curriculum, and Indigenous Métissage: Imaging Decolonization of Aboriginal-Canadian Relations in Educational Contexts

**Pluriverse** Where multiple realities can exist, not only plural in respect to individuals, but plural in respect to the systems that they create and in return continues to create themselves.

**Term used by Arturo Escobar** in the book "Designs for the Pluriverse"

### Expanding Lens

- Ontology
- Ontology of Language
- Non-Competitive Language
- Transition

Everything is myth.

I can use collaborative language<sup>19</sup> to try to expand my own cognitive shackles.

We need everyone. We need people to see the value in each other, and trust there is value even when we can't fully grasp it yet.

To expand possibilities of desired futures, we all need to see the complex systems that limit us.

To find joyful ways of being in transition:

To share the ways I uncovered my own myths and experience ethical relationality.

How might we experience ways of being that allow desired futures to emerge?

**Desk Research/Literature Review** to expand my knowledge of these themes through the perspective of scholars<sup>20</sup> invested in exploring similar questions.

**Conversations** about my discoveries with the network I built to feel the level of interest and openness to consider these paths for emerging desired futures and design education.

### Possibilities

Everything is myth, therefore everything is in transition. Scholars invested in similar questions use the terms ethical relationality & pluriversality to describe my ideas of "we need everyone".

We can change our reality by becoming aware of our own conversations<sup>22</sup>

We can observe and change our narratives, to access different emotions emerging new ways of being.

We can live in a constant state of transition, experiencing desired futures by embodying our visions of it.

### Transitional Lens

- Transition Design
- Ethical Relationality
- Pluriverse
- Ontological Design<sup>17</sup>
- Ontology of Language<sup>18</sup>
- Epigenetics
- Conversations
- Embodiment

### Expanding Lens

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## Research Outcomes

Expand the design mindsets to include or emphasize: self-development, ethical relationality, generosity, joy, and fuel to endure. The additional concepts should also support the awareness of limiting myths or cognitive shackles.

Decouple these mindsets from "design".

Look at the established mindsets through a lens of ethical relationality.

### Emerging Mindsets

The intention to expand the design mindsets led me to create my own list that included aspects of self-awareness, connection to others, and joy that I found were missing. This list is a match between traditional design mindsets, parallel disciplines related to self-development and mapped barriers for designers in our current scenario.

### Established Mindsets

Through the process I found the need to list established mindsets as complementary mental models to design. How can we create a path to ethical relationality and pluriversality if the knowledge we share perpetuates competition, often unconsciously seeking to put forward the design mindsets more adequate or even superior?

| Emerging Mindsets   | Established Mindsets  |
|---|---|
| <p><b>Flexibility Appreciate Ambiguity</b><br/>Willingness to identify/question assumptions<br/>Ability to entertain multiple viewpoints</p>  | <p><b>Solidity Appreciate Certainty</b><br/>Willingness to take advantage of certainties<br/>Ability to rely on a viewpoint</p>   |
| <p><b>Faith Exercise Optimism</b><br/>Willingness to believe that everything/everyone can evolve.<br/>Ability to trust that there are always multiple possibilities.</p>  | <p><b>Facts Refine the Established</b><br/>Willingness to seek for similarities and refine.<br/>Ability to take pleasure in the existing state.</p>                                   |
| <p><b>Surrender Allow Emergence</b><br/>Willingness to be reflective find opportunities for careful consideration<br/>Ability to let go of control; move with what arises</p>   | <p><b>Authority Take Control</b><br/>Willingness to make swift difficult decisions<br/>Ability to move according to what you can control</p>  |
| <p><b>Authenticity Practice Vulnerability</b><br/>Willingness to share yourself; Experiences, Thoughts and Feelings<br/>Ability to respond to failure with humility and acceptance</p>                                  | <p><b>Expertly Practice Accountability</b><br/>Willingness to share your strengths; Successes, Knowledge, and Concerns<br/>Ability to respond to failure with an alternative plan</p> |
| <p><b>Wonder Enjoy Exploration</b><br/>Willingness to seek potentially relevant factors and expand perspectives<br/>Ability to make connections between the seemingly unrelated, see how one part affects the other</p> | <p><b>Focus Accomplish Goals</b><br/>Willingness to classify and analyze withing an objective frame<br/>Ability to simplify and reduce for efficacy</p>                               |
| <p><b>Self-Awareness Observe Yourself</b><br/>Willingness to focus on your role, be accountable and avoid blame<br/>Ability to refrain from judgment and inhabit a state of self observation</p>                        | <p><b>Self-Confidence Validate Yourself</b><br/>Willingness to discuss merits and faults of others<br/>Ability to take in judgment and persist</p>                                    |
| <p><b>Connection Admire Others</b><br/>Willingness to access your own feelings to connect to others, fostering commonalities.<br/>Ability to recognize and relish differences</p>                                       | <p><b>Differentiation Respect Others</b><br/>Willingness to access your own feelings to compare to others, observing differences.<br/>Ability to analyze and respect differences</p>  |
| <p><b>Resilience Foster Perseverance</b><br/>Willingness to choose paths of most resistance.<br/>Ability to be resourceful and keep adapting.</p>   | <p><b>Consistence Encourage Rigor</b><br/>Willingness to produce replicable paths<br/>Ability to stay motivated through repetition</p>  |

### Wondrous World Travelers

Dissatisfied with the underlying competitive nature of the first exercise I sought to create a model to share my own journey to deconstruct myths, become more self-aware and connect to others in difference. I call it the wondrous world traveler lens, due to it's attempt to see our realities and others through feelings of wonder and joy instead of discomfort.

### Impacts on Education

My initial intention was to evolve design education, while the mindsets are a direct attempt to expand what is being focused on, I also felt the need to capture other insights that could help reshape our ways of learning.

See poster 02 for detailed explanation of the Mindsets, on being wondrous world travelers and impacts on education.

A lens to uncover our cognitive shackles

# Designing Designers

## Paths to Experience Desired Futures

### Intentions

Expand the design mindsets to include or emphasize: self-development, ethical relationality, generosity, joy, and fuel to endure. The additional concepts should also support the awareness of limiting myths or cognitive shackles.

Decouple these mindsets from "design".

Look at the established mindsets through a lens of ethical relationality.

### Methods

#### Clustering and Crossing Information

Existent design, changemaking, and complex problem solving mindsets.

Learning from complementary disciplines accessing self-development more meaningfully.

Considering the current barriers to access the mindsets.

### Existing Mindsets

|                        |                           |
|------------------------|---------------------------|
| Embrace Ambiguity      | Empathy                   |
| Optimism               | Iterate, Iterate, Iterate |
| Learn from Failure     | Make It                   |
| Creative Confidence    | See the Big Picture       |
| Trust the process      | Deferring Judgment        |
| Putting People First   | Working Iteratively       |
| Diverging & Converging | Creative Problem Solving  |
| Co-Creating            | Mastering Tool sets       |

### Complementary disciplines

**NVC Non-Violent Communication**, an approach to life created by Marshall B Rosenberg, revolves around a series of practices to develop our ability to communicate to one another. It is based on the idea that people only resort to "violence" when they don't recognize their own or each other's fundamental needs. In NVC violence is any act that expresses judgment, labeling, criticism, and ridicule. Needs represent basic human needs such as: connection, physical well being, honesty, play, peace, autonomy and meaning. (Rosenberg, 2015)

**U Theory** The U process, that has its name due to the U shape that helps detail a transformational process, where we move from past unproductive patterns into a desired future. As Otto Scharmer explains himself, U Theory is three things: A phenomena, where more people are waking up to a deeper level of awareness in order to bring something new to reality. It also a framework and a language, that allows us to communicate about that deeper level of experience that many of us have but don't talk about because its not part of the mainstream discourse. It is a methodology that helps be more effective when operating from that deeper space. (Scharmer, 2018)

**Transition Design** Refers to design-led societal transition toward a more sustainable futures and the re-conception of entire lifestyles. It is based upon an understanding of the interconnectedness and inter-dependency of social, economic, political and natural systems. Transition design challenges existing paradigms, envisions new ones, and leads to radical, positive social and environmental change. (Irwin, 2015)

### Deconstructing Barriers for Innovation

|   |   |
|---|---|
| <b>Aversion to self-development</b>                       | Make seeing yourself less painful.  |
| <b>Struggle to Collaborate in Difference</b>              | Make connecting to others, even in difference, less challenging.          |
| <b>Emerging Mindsets are exhausting</b>                   | Facilitate finding hope and agency.                                       |
| <b>Gap from discourse to action</b>                       | Facilitate finding hope and agency.                                       |
| <b>Complex systems operating with undesired paradigms</b> | Make seeing systemic traps easier.  |
| <b>Project Success defined by status-quo metrics</b>      | Make power dynamics something easier to give up.                          |
| <b>Aversion to change: power dynamics</b>                 | Make creating your own success definitions possible.                      |
| <b>Gap from ideation to implementation</b>                | Alternative path: change yourself instead of trying to change the system. |
|   | Redefine discomfort for resilience.                                       |

These mindsets were expanded from ones commonly used in traditional design. The focus here is on what is different, and why those changes seem relevant to surpass the current barriers for this kind of thinking.

Design mode means the outcome of combining three human gifts: critical sense (the ability to look at the state of things and recognize what cannot, or should not be, acceptable), creativity (the ability to imagine something that does not yet exist), and practical sense (the ability to recognize feasible ways of getting things to happen). Integrating the three makes it possible to imagine something that is not there, but which could be if appropriate actions were taken. It is therefore a way of acting based on a capability proper to our species, a capability that we all possess and to which potentially we all have access. (Manzini, 2015, p.30)

## Emerging Mindsets

### Flexibility Appreciate Ambiguity

Willingness to identify/question assumptions  
Ability to entertain multiple viewpoints

### Faith Exercise Optimism

Willingness to believe that everything/everyone can evolve.  
Ability to trust that there are always multiple possibilities.

### Surrender Allow Emergence

Willingness to be reflective find opportunities for careful consideration  
Ability to let go of control, move with what arises

### Authenticity Practice Vulnerability

Willingness to share yourself. Experiences, Thoughts and Feelings  
Ability to respond to failure with humility and acceptance

*"It's tough, because our very language is conditioned by Newtonian physics."*

#### Why Appreciate Ambiguity

#### Worldviews are myths

Accepting that our deeply ingrained beliefs and worldviews are nothing but uncertain narratives is a path for change.

#### Appreciating the Incomprehensible

More than accepting ambiguity, we can appreciate it, taking joy in how complex and interconnected our world is and that we might never fully understand it.

#### Multiple Viewpoints

Being able to appreciate that their will always be multiple viewpoints and ways of being allows us to connect to others.

*"What kinds of things should we be trying to encourage the system to behave like now? Can we nudge it into the right directions? Or how can we reinvent aspects of it so that it becomes a system that reflects the*

*kind of interests and values that we would like to see?"*

#### Why Faith

#### The belief that evolution is possible

Similar to optimism, to embark on a journey towards desired futures, we need to believe that living one is possible to begin with.

#### Deeper Commitment

More than just optimism, the word faith invokes a deeper sense of conviction that can be useful in a reality so resistant to change.

*"You can go through life without ever realizing that you're thinking in a particular way, and that you're thinking leads you into particular pathways that don't represent reality the range of alternatives that you have in front of you."*

#### Why Surrender?

#### Refrain from habits

We are used to responding to challenges in our usual ways. Usual, will not lead us to change.

### Wonder Enjoy Exploration

Willingness to seek potentially relevant factors and expand perspectives

Ability to make connections between the seemingly unrelated, see how one part affects the other

### Self-Awareness Observe Yourself

Willingness to focus on your role, be accountable and avoid blaming

Ability to refrain from judgment and inhabit a state of self observation.

### Connection Admire Others

Willingness to access your own feelings to connect to others, fostering commonalities.

Ability to recognize and relish differences

### Resilience Foster Perseverance

Willingness to chose paths of most resistance.  
Ability to be resourceful and keep adapting.

### Wisdom of Flows & Confluence

When you surrender to what is happening around you, or what other people need, you allow new paths to be created by the confluence of realities. That is a wisdom that cannot come from individuals.

#### Ownership

We are often to attached to our own ideas and ways of being. When we surrender that we access generosity, and we also relieve an unreal burden of failure when things don't pan out as planned.

*"Creativity is not a technique but a part of your soul you choose to give to any project you commit to."*

#### Why Authenticity?

#### Honesty and Embodiment

Can we truly embody these mindsets if they don't come from an honest place? Not only an idea but a way of living?

#### Connecting Through Truth

It is by sharing our truths that people become comfortable sharing and accepting their own.

*"The problems that I deal with are not just about the things that I understand, but things that I don't understand."*

#### Why Wonder?

#### The joy of discovery

We often talk about the importance of curiosity, but we can still find extremely frustrated or hurt by what we find through that lens. That is why I shifted to wonder. Staying in wonder allows us to connect to feelings of admiration and awe when we encounter the unknown.

#### Rejoice in our limitations

It is a way to not only look at the big picture, and it's complexity, but rejoice in our inability to fully grasp it.

*"We notice it. We pretend it isn't there. This is personal, not professional. This does not concern the work team. That old tale. Conversations that need to happen and are not happening."*

#### Why Self-Awareness?

#### Through kindness

Central to my evolution of the mindsets, this is the idea that we need to observe ourselves to understand how we are observing the world, and what is limiting our thoughts and actions.

#### Avoid blame

The second and crucial point, is being able to avoid blaming. When faced with the inherent discomfords of changemaking, being able to look inside for answers, not scapegoats.

We have the power to change ourselves, not others.

*"People don't create space for true nearness. Relationships are superficial."*

#### Why Admire Others?

#### Find beauty in divide

I am using this mental model to expand, or even refrain from the term empathy. Empathy is being used for the idea of sharing feelings and having compassion.

#### Decolonizing Empathy

One can argue that you can never truly share a feeling or worldview, we are limited by our lens. What we can do, is access our own emotions to connect through parallels, or simply admire the beauty and value of the unreachable other.

*"It leads to all sorts of uncomfortable, things that require me to rethink my job. And I just don't want to do that."*

#### Why Foster Perseverance?

#### Stay with the troubles

During my research I found that we have multiple devices put in place so that we maintain our current reality. Which means that change is often hard, exhaustive and even painful.

#### Walk the talk

We need a strong sense of determination to not only have these conversations but act accordingly.

### Using Collaborative Language

I started outlining the "established mindsets" that appeared in my research, and found that my habit, was to see them as barriers for achieving desired futures. This habit, also makes it that in collaborative exercises I see people who display those mindsets as "enemies", and also use of scapegoats when things go "wrong".

Collaborative Language became a tool to reconfigure my embodiment of competitive myths.

Whenever I observed I was using categorizing language, such as better, worse, good or bad, I carefully reassessed my perspective. When I found that I categorized a behavior I was outlining as bad, I tried to re frame it, revisiting experiences where someone used that mental model in service of others.

### Moving Forward with the Exercise

This is an initial attempt to start deconstructing my own bias. I have already begun conversations with people who feel they identify with several of the established mindsets in order to develop these mental models as truly complementary in a collaborative setting.

While I see the value in this exercise, I believe there are still considerable work to be done for it to be less competitive, and more conducive to collaboration.

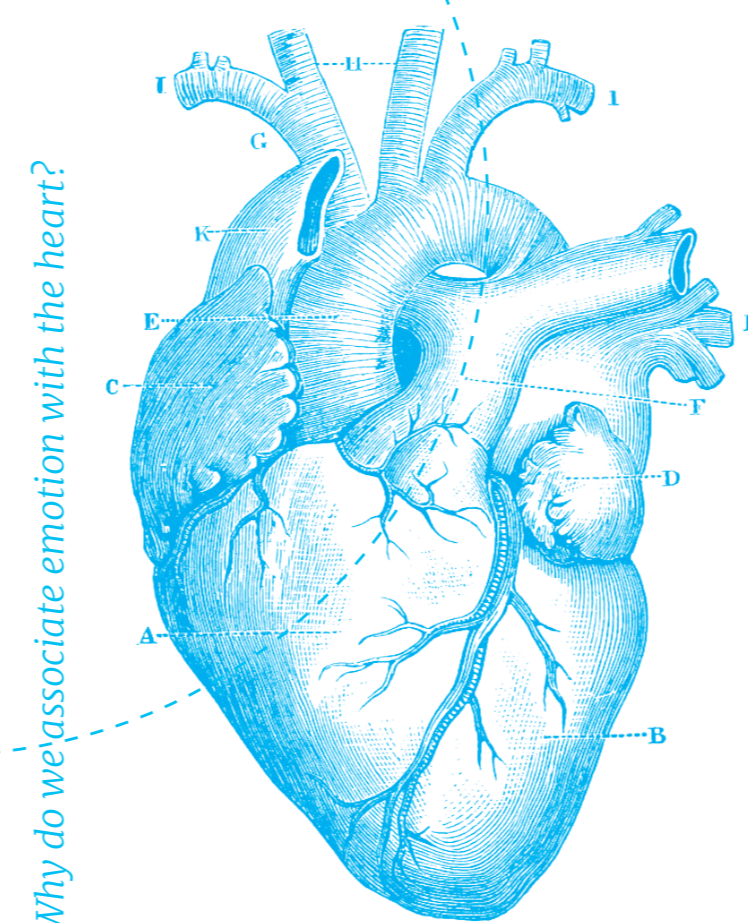
This is a very clear example where perceptual limitations can be broken through true admiration of others.

*Is it necessary to categorize them as emerging and established?*

*They were written through a collaborative lens, but are readers still making judgments on what is best?*

*Can examples of moments where these are great fits to problem solving, facilitate a collaborative angle?*

*The original design mindsets have several mental models focus on "moving to action" such as prototype and iterate. My selection lacks that focus, and that is a considerable blind spot. If the objective of this research is also to bridge a discourse to, implementation gap, this will have to be addressed.*



These mindsets were created based on the themes that surfaced through the research and clustered to be complementary to the previously mapped Emerging Mindsets.

"We are in conventional mode when tradition guides us in what we do and how we do it (and also in why we do it), and when social conventions enable all those interested in an activity or a given production process to know in advance what to do and how to do it (and everything happens in accordance with what everyone expects). There is a certain wisdom in this way of proceeding. Following tradition is a rapid way of achieving tangible results that incorporate learning accumulated through a long series of previous experiences, through trial and error." (Manzini, 2015, p.30)

### Solidity Appreciate Certainty

Willingness to take advantage of certainties  
Ability to rely on a viewpoint

### Facts Refine the Established

Willingness to seek for similarities and refine.  
Ability to take pleasure in the existing state.

### Authority Take Control

Willingness to make swift difficult decisions  
Ability to move according to what you can control

### Expertly Practice Accountability

Willingness to share your strengths: Successes, Knowledge, and Concerns  
Ability to respond to failure with an alternative plan

### Focus Accomplish Goals

Willingness to classify and analyze with an objective frame  
Ability to simplify and reduce for efficacy

### Self-Confidence Validate Yourself

Willingness to discuss merits and faults of others  
Ability to take in judgment and persist

### Differentiation Respect Others

Willingness to access your own feelings to compare to others, observing differences.  
Ability to analyze and respect differences

### Consistence Encourage Rigor

Willingness to produce replicable paths  
Ability to stay motivated through repetition

### What to pay attention to in your language for self-discovery and facilitating connection?

**Something triggering?** Observe your reactive voice. Pay attention to your reactions. What does that uncover about yourself?  
**Interrupting others?** Observe why you might feel the need to do so.

**Using dismissive categorization?** Move past dismissive categorization. Do you need dismissive categorization to express your need or idea? What does that uncover about yourself?

**Resorting to blame?** Pay attention to what you might be trying to avoid.  
**Focusing on individuals instead of actions?** How is that distancing your opportunity to connect?

**Using bureaucratic language?** What would be the consequences of acting differently? What is the need, and how might you create a solution within or outside the system?

**As my initial intention was to evolve the discipline of design and design education, I kept note of all the possibilities to prototype news ways of learning that emerged through the research.**

The lens of the "wondrous world traveler" is the concept I designed to share my path of attempting to habitual ways of being, and be a vessel for desired futures to emerge.

The intention here was to share a possible path that might be relevant for anyone attempting to expand their worldviews, ways of being.

The term world traveler<sup>01</sup> here is being using figuratively, a world traveler, is one open to wandering through reality, and possible realities by connecting to their own, and others emotions, perceptions, and views of the world.

### Embrace or possibly enjoy, Discomfort<sup>02</sup>.

#### Cognitive Biases<sup>03</sup>, System Bail-outs, Fragmented Selves (Social Masks)

Through this journey, what I consistently found, were complex structure of internal and external barriers for change. They are observable in the shape of "cognitive biases", of systems that try to bail themselves out of perceived failure, and in behavioral patterns of avoidance. In another parallel to Jung's ideas, we wear masks to fit in the systems we inhabit, and in behavioral patterns of avoidance, while losing the opportunity to connect to others. Breaking this patterns is a path of discomfort, or often, distress, grief, and pain. So how might we stay in such a course?

#### Redefining Discomfort

For me this was a journey of embracing discomfort, but also practicing what other ideas and emotions to access when feeling discomfort. How might we create a clearer cognitive path from discomfort to joy?

### Systems Selves & Selves through Selves

**World Traveler in the Trouble:** Donna Haraway uses the term "world traveler" and "Homobodies" (Haraway, 2016, p.125) to categorize species, that either survive locally, or need to explore the world, literally, to do so.

**Conversations:** The braiding between emotion and language. "Emotioning changes in the course of our language, and our language changes in the course of our emotioning." (See Maturana, 1988)

**Epigenic A word that originally derives from embryology, where each new development can only take place on the ground of the previous development. This applies to many processes, and particularly to learning.** (Romesin, Verden-Zoller, & Bunnell, 2012, p.8)

If language shapes reality, and language is guided by our "emotioning", we can observe and change our language to access different emotions, and continuously modify what we communicate to ourselves and others.

### Adopt an epigenic<sup>05</sup> life lens

#### Incremental expansions and emergence of possibilities

This is a new lens to look at reality, where we are constantly aware of how our emotions and language are affecting our perspectives and others. This is a lens that will allow us to look at our systems, our selves, and our selves and systems through others in a way that is still inevitably biased, but that I believe, creates space for incremental expansions and emergence of possibilities.

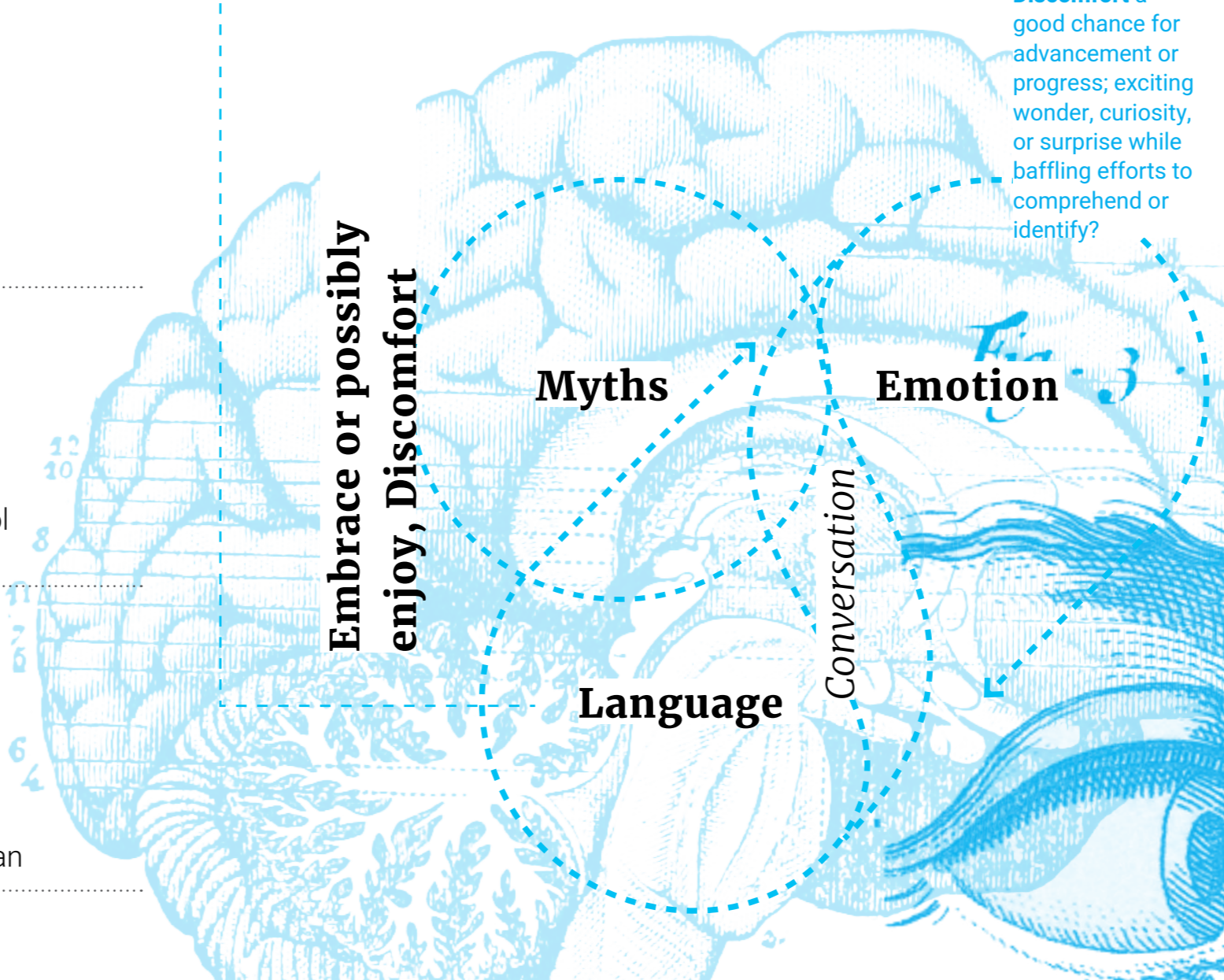
It is a lens of accountability, that strives to substitute judgment for kindness and wonder. That takes responsibility for our actions, and empowers us to exist and create through love.

*"The way we understand a problem is part of the problem."*

*"Discomfort to make uncomfortable or uneasy, archaic: DISTRESS, GRIEF; pain or suffering affecting the body, a bodily part, or the mind"*

*"What if whenever we felt discomfort we could let it. Allow ourselves to feel it. Use a new definition of it to lead us to the possibilities of embracing it?"*

*Discomfort a good chance for advancement or progress: exciting wonder, curiosity, or surprise while baffling efforts to comprehend or identify?"*



*"How to align the process of individuation with companies' search for profit? That's the multi-trillion dollar challenge."*

### Individuation<sup>07</sup>

This journey can be seen as a long justification for the need of meaningful self-awareness to education as a whole. I am using Carl Jung's term to highlight the importance of accessing this knowledge in a world that wants to redesign itself, and therefore needs to understand the multiple layers of forces shaping it, simultaneously inside and outside ourselves. The awareness of this complexity can put us in a path to become facilitator of our own transitions.

*"Even when you have someone recognize that they're thinking is problematic, and that they need to be reflective about it, it is still natural to shift into what we would call bad habits."*

### "Suspension" vs. Experience

You can explain how a cell works by drawing it on the board, explaining how empathy works won't necessarily help people learn how to access it and use it. This example came up in one of my expert interviews, shining light to the fact that these topics can be "suspended", but one could argue that if we are to truly embody them, it is helpful to access and experience them.

*"Complexity, is something that can never be completely grasped by anybody"*

### Design Arrogance

Having conversations with people who were resistant to design education was a powerful experience. A common theme was the arrogance of design, claiming it is *the way* to solve today's wicked problems. There were also issues with the claims made on how we can map our complex systems, and find leverage points to change them, or even map futures and almost predict them. This approach is creating an aversion to the world of design, and a pleasure in observing when it fails.

**Be kind to yourself.** If you have strayed from those habits, just pause and reflect. This is a learning opportunity: Try: Am I [feeling], because I am [needing]?

**Be kind to others.** If they have strayed from those habits, pause, reflect. Aid them towards a learning opportunity: Try: Is this person [feeling], because they might be [needing]?

*"In the course they work on UN Challenges, hunger, forced displacement, etc."*

### Check our tendency for Grandiose

Design and changemaking courses tend to focus their practical challenges on grand wicked problems like hunger, violence, and forced displacement. This inclination often makes it that students don't have real contact with the people and systems they are trying to solve for. It also distances the applicability of design to their daily lives, and reinforces the "design arrogance".

*"We need to be able to hit pause on our daily motions to take care of things that really matter."*

### Walk the Talk

If collaboration is so fundamental to our mental models we need to be able to practice it. We speak of being interdisciplinary yet frequently operate in silos. We talk about celebrating difference yet struggle to communicate and create with those who think differently. We create boundaries of what kind of difference is acceptable or not. We punish those who don't fit it. We label them. We speak of the importance of the process yet measure success<sup>08</sup> by final products. We mimic "heropreneurship"<sup>09</sup> in the classroom, staying in our roles as "experts" as keeping distance from meaningful exchanges and consequent evolution of our practices.

*"It is important not to confuse effort and suffering. Effort can be a very positive flow, of challenging and accessing the most desired versions of yourself, it can be a remarkable thing."*

### Effort and Play suffering & fun

Design mental models are often about letting go. Letting go of certainties, assumptions, trying on different worldviews, boundaries, and embracing possibilities. To let of that tension, we are often resorting to fun instead of play. The play I am advocating for is simply the freedom to embody and enact ways of being outside our norms. This takes effort, and deep mental commitment. Effort, does not have to be suffering. What kind of learning are we promoting, and what kind of systems are we mimicking when burying students with endless tasks, expectations and unreasonable deadlines?

*"The success of an intervention depends on the interior condition of the intervener."* Bill O'Hanlon