The Campaign Accelerator blends high-performing campaign strategy tools with proven methods inspired by design thinking. This is a practical guide for planning campaign projects that put people at the centre of our efforts for change through a collaborative process that involves the entire project team using visual templates, methods and exercises.
These tools are presented in the order we use them to define a campaign however...you may not need all of these tools for your project. Start by evaluating the tools and determine which ones make sense for your specific project. Then map out the path and methods you will use to define your challenge.

Throughout the guide you will also find some tips from experienced users of these tools. Send us your tips to add to the guide.

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About Campaign Accelerator

This is a participatory process.
By bringing together project teams with diverse skills and perspectives to develop strategy and tactics through participatory exercises, integration is baked in and brings greater team alignment.

People are at the centre of our planning.
Throughout the process we involve people outside the project team — allies, supporters and people we wish to engage — to gain insight, inspiration and test ideas to make them fit for purpose.

These are practical tools.
They are a blend of campaign strategy tools, including system thinking, and human centred design that can be combined in different ways to create a process that works for your team.

This is a work in progress.
Everything in this toolkit is a prototype. We are constantly testing, evaluating and learning how to improve this process and we invite you to provide feedback on the methods and tools to improve it based on your experience.

This approach is flexible and adaptable.
This process isn’t intended to be linear. You may need to iterate several times to get to your solution. We encourage you to adapt, hack and improvise to improve on what you see here.
Introduction

People powered campaigns thrive on strategies that put people at the centre of change. It's a shift for many campaigns and campaigners, so we created the Campaign Accelerator to blend a systems approach to strategy with proven methods inspired by design thinking. We've found that this hybrid approach enables teams to build campaigns that engage more people in deeper, more powerful ways, quicker. By accelerating the planning process we can get campaigns out the door faster, and learn and adapt from our campaigning to create more effective people powered campaigns.

This is an action-based process. We develop ideas and test theories. We get out of the meeting room and work with key audiences. Over five days, the plan evolves and gets refined. By the end of the five day programme, teams generate a project plan with clear next steps based on an analysis of the problem and solution, audience feedback, and tested ideas that address the campaign challenge. Teams also walk away with processes and tools for radical collaboration and planning that can be taken forward and used long after the Accelerator ends.

We have presented the Accelerator here as an intensive 5 day process, but how you use these tools is up to you. You can break it down and develop your plan over a longer period or select a few tools and methods to create a campaign in a day to respond to current events. In reality you'll find the process is not linear; you may revisit these tools and techniques many times as you learn and develop the campaign based on feedback.
Are you ready for a people powered approach?

The Campaign Accelerator puts people power at the centre of the strategy and campaign planning process. No matter how many skilled staff and volunteers we claim, it will take more than our individual organisations to create and sustain the change the world demands of us. People powered movements are transforming the world — and our work.

By building strong and effective people powered strategies into our campaigns and projects, we can enable countless individuals to take an active role in change-making. The result: more campaigns, more wins, bigger victories and sustained movements that can scale to take on the enormous challenges our planet and humanity faces.

While there may be other strands of work your organisation or team takes on to deliver change, in this process we focus in on who can help us create change and connect with them through this process to inspire campaign stories, activities and engagement.

Before embarking on this process, your team and key decision makers need to be committed to a people-powered approach to campaigning.

To learn more about people power, download the Mobilisation Cookbook.

Are you ready for a participatory approach?

Collaboration is one of the core values of this approach. Team members contribute equally throughout the process by relying on diverse perspectives and expertise. Together, problems are identified and solutions tested, building a culture of collaboration that lasts beyond the planning process.

Team members have remarked that there was no difference between roles during the process. By bringing together project teams with diverse skills and perspectives to develop strategy and tactics through participatory exercises, integration is baked in and brings greater team alignment.

Alignment on strategy and plans through the process brings higher levels of autonomy during implementation. While the team will agree the strategy, creative direction and big elements together, other details of the plan can be developed by those with specific expertise. This means the team is able to focus on the big picture together instead of small details.

This can create a level of internal disruption which surfaces current power dynamics and provides an opportunity to transform them. Those people who have traditionally held power over decisions need to be open to everyone’s perspectives and input during the process and willing to share power and decision making with all team members in order for this collaborative approach to be successful.
Why do we take a systems approach?

Often the problems we are trying to solve are deeply complex and are part of larger integrated systems. When we try to create change and “fix” just a part of that system, the system often adapts and the problem reappears somewhere else. In order to create lasting change that addresses the root of the problem the whole system needs to be transformed.

When our aim is to transform the system, we need to explore and understand the whole system including its many components, players and the relationships between them.

Because systems are complex and dynamic, it requires us to embrace a process of real world experimentation, learning and adaptation.

Most of today’s major crises are tied up within complex economic, political and social systems; they are global and deeply cultural. To understand these complex systems and how we can create change and transform them we need to take an approach that is based on probe-sense-respond. We probe the system by creating experiments and testing assumptions. We sense by listening, evaluating and integrating feedback from our experiments into our understanding of the system. And we respond by changing our experiments and adapting our strategy or scaling what is working to disrupt and transform the system.

This approach is built into the Campaign Accelerator process by exploring what we currently know about systems, challenging our assumptions, generating ideas and seeking feedback and adapting ideas. It is also an approach that needs to continue long after the Campaign Accelerator process in order to create systemic change.

To learn more about a systems approach to campaigning see SmartCSOs report Reimagining Activism, or the Greenpeace (draft) systems campaigning toolkit.
Why do we integrate design thinking in the process?

As organisations we regularly tackle complex issues that are the result of dysfunction in larger systems including poverty, environmental destruction, inequality and violence, and design thinking offers advantages for working within complex and dynamic environments.

Design thinking has earned a reputation for generating innovative new products and services. We’re seeing the methodologies spread quickly throughout the international aid and development sectors, and the NGO / advocacy worlds are beginning to take note as well.

Design thinking has its roots in professional design traditions including ways of thinking and working. In order to engage non-professional designers in the process of design, these traditions have been simplified into a set of practices or tools and popularised under the terms “design thinking” and “human-centred design.”

Design thinking requires cognitive skills other than deduction and induction, and this can sometimes be uncomfortable new territory for staff from NGOs which are more commonly influenced by scientific traditions. Yet as with any new skill, with practice and experience this approach can become natural or automatic.

We have integrated design thinking practices into the Campaign Accelerator because it is a process designed to tackle complex problems — problems where the solution is not known from the beginning. Design Thinking is a solution-focused process, one that recognises many possible solutions exist, and as we design solutions and experiment, we also learn more about the problem.

Adapting and including a design thinking approach in campaign planning develops empathy with audiences, challenges assumptions, and helps us better understand people’s challenges and needs. The process includes field research and interacting with key audiences to uncover what inspires action. Gaining empathy helps remove the barriers between ‘us’ as staff and ‘them’ as people we wish to engage. This creates inspiration for innovation and greater creativity in our campaigns.

Design thinking uses prototypes to gather direct feedback on how and why people engage in and interact with campaigns. The process of prototyping, getting feedback and iteration is an essential part of the process and evolution of the solution. It also frees teams up to try wild ideas while minimising risks. Free from failure, participants find courage to try new things rather than sticking to what they already know.

There are many resources available online to learn more about design thinking, including free online courses from Acumen and IDEO.org.
How to use this guide

This process was created and optimised for project teams to turn around plans quickly — to spend less time planning and more time campaigning.

It works best for developing specific projects within a wider campaign. Teams should have completed their basic research and have a good understanding of the problem they are tackling and the context of the problem, even if they don’t know their specific strategy yet.

Whether you’re using this for a totally new campaign or to reinvigorate an existing campaign, you’ll need to have a clear idea of what you want to get out of the process at the end so that you can adapt the process to meet those specific needs.

Each exercise comes with step by step instructions based on what we found works best with teams; you might have better ideas. Take inspiration from this, adapt it as necessary, and make it work for your team. Always keep your outcomes in mind. The process, methods and tools should serve the outcomes you need.

You may find some of these tools and methods useful for long term planning, or at specific points during implementation. It’s up to you how to use them and when. We hope this guide will provide you with inspiration and a useful toolkit to create more responsive, people powered and impactful campaigns that spark system transformation.

What the Campaign Accelerator will not do

This toolkit will not deliver answers to all your questions or cover all the work you may need to address in the life of your campaign. (Sorry!) The process is about accelerating your planning and launching people-powered campaigns more quickly — which should allow you to learn from your campaign activities and adapt plans based on your experience.

The Campaign Accelerator probably won’t replace all of your current campaign planning tools, templates and methods; hopefully it can supplement them, complement them and provide your team with some new ways of working to supercharge your campaigns.

With Gratitude

This guide is only possible because of the great work that has come before it. We are grateful for the inspiration and guidance these organisations have provided: Fantastic Studios, Greenpeace Response Lab, Grove Consultants International, Hyper Island, IDEO.org, Kaospilots, Nesta, SmartCSOs, Strategyzer and Greenpeace Mexico for providing incubation space.
Module 1: Define

**Purpose**
At this stage we are beginning to define where the campaign will go, aligning on vision, exploring the problem and system that creates the problem. We will identify topline strategies and the key people that we want to engage and influence.

**Outcomes**
At the end of this stage you should know which problems you will focus on solving and the system you are campaigning to change. You should have a first iteration of your strategic direction and the key people you need to engage with to create that change.

**HOW TO USE THIS GUIDE:** This guide is intended to bring together tools to help us integrate people centred campaigning into our plans. This is a living document. We want you to try these tools, test them, adapt them and to share your learnings with your colleagues and with us so we can improve on the guide. If you have feedback on this guide please email: accelerator@mobilisationlab.org
SECTION 1:

Problem & Context

This section will help you set the stage for your campaign or project, providing a sense of where you want to get to (vision), what you see as the core problems preventing that vision from happening, and getting a sense for the surrounding context.
Exercise 1: Defining a Vision

Purpose of this exercise:
Defining the direction you are going, or your vision, in broad strokes.

Expected outcomes:
A drawing of the campaign vision for each participant; a list of common themes; and one or more statements that express the shared vision of what aim to achieve.

Expected Campaign Canvas outcome:
This will provide your initial content for box 1 (vision).

How this exercise leads to the next section:
The key themes you identify here will be the “problems” you explore in the next section. So, if a key theme is “clean air,” you could formulate one of your problem statements in the next section as “The air is too polluted.”

Facilitation Pointers:
- Starting a process with an exercise that activates a different part of the brain from normal (like this, through drawing) helps put people in a more open, creative mindset.
- Make sure that the vision statements that you create when you debrief and synthesise the group’s vision drawings focus on the long term and sit above the tactical elements.

Level of difficulty: Easy
Time: 30-60 minutes
People: Individually and then in group
Materials: Coloured markers, A4 or Letter paper

CORE FUNCTION: YES
Understanding the key themes of the overall vision for your project is important.

CORE TOOL: NO
There are other ways to do this, but make sure that it’s a collective, participatory process (it’s important to set that tone and expectation from the start), and that you wind up with the right takeaways.
Exercise 1: Defining a Vision, continued...

**Step by Step:**

1. Everyone in the group gets one sheet of paper and access to coloured markers and begins individually by drawing their vision for the future related to the project. This is intentionally left vague, with no time frame, to allow participants to define the scope of the vision. Maximum 10 mins for the drawing exercise.

2. Everyone stands in a circle and has max 2 mins to present and talk about their drawing. While this is happening a facilitator takes notes on flip chart or post-its capturing the highlights of what people say.

3. Once everyone has presented all images are posted on the wall together, and ask participants what similarities they see looking at all the images and hearing the descriptions. These should be big picture themes related to the long term vision rather than specific tactics.

4. From discussion identify biggest themes and write as statements that describe the long term vision for the campaign or project and post them in box 1 of the Campaign Canvas or on the wall where everyone can see them throughout the process.
Exercise 2: Exploring the Problem

**Purpose of this exercise:**
Exploring the problem, root causes and the difference between causes and symptoms.

**Expected outcomes:**
One or more problem statements that express the root causes or most important parts of the problem to tackle.

**Expected Campaign Canvas outcome:**
This should provide the first stab at how we might define some of the content for box 2 in the canvas, “what needs to change,” though you will continue to get more clarity as you move through the accelerator.

**How this exercise leads to the next section:**
You should have identified the root cause(s) that you will then further analyse and attempt to shift through your campaign, and about which you will define the context.

**Facilitation Pointers:**
You will likely have several problem statements coming out of the vision exercise. Depending on group size, you could split into smaller groups for each of the problem statements. You can then regroup and go through symptoms/causes together on the big poster and identify commonalities and core themes.

If you have multiple problem statements it can also be helpful to evaluate their relative impact. Which problems is address would have the greatest impact on solving the problem? Which problems will only be solved through people-power?

Once you’ve settled on a problem statement, it’s helpful to write it up on a large sheet of paper and post it on the wall for people to refer back to in later exercises.

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**Level of difficulty:** Medium

**Time:** 1-2 hours

**People:** Individually or in a small group

**Materials:** Pens, paper, Causes Diagram template
Step by Step:

1. Identify the problem(s) or challenge(s) you’re tackling (you can use your vision to define a problem statement or statements).

2. Write down the immediate and long-term effects (what happens as a result) of this problem.

3. Write down the direct and underlying causes (what situations directly support the problem, what contributes to those situations).

4. Go through the effects and causes with the team, discuss what elements of the problem you want to address in your strategy.

5. Can you identify a root cause that you need to change, or identify what problem you are going to tackle and why? Write it on a large post-it note.
Problem Diagram

Exercise 2: Exploring the problem, continued...

NOTE: Don’t get stuck on getting post-its in exactly the right circle. Some issues could fit in multiple spots. The important thing is to use this as a tool to explore and think deeper about the problem.

Problem Diagram

Immedicate Effects  Long-term Effects  Contributing Factors

Direct Causes  Underlying Causes  Contributing Factors

Problem

Produced by Mobilisation Lab / Nesta  |  www.mobilisationlab.org  |  Original Diagram

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Download A4 Template
Download A0 Template
Exercise 2: Exploring the problem, continued...

Exploring the problem: An example

**Effects** are often the things people see, hear and feel as part of the problem.

- Public transport overcrowded
- Water shortages
- Traffic and pollution
- Lack of green space

**Causes** are often the things that you **cannot** see or are hidden that contribute to the problem.

- Dirty/cheap energy
- Lack of access
- Development plans
- Lack of investment
- Change seems impossible
- Distribution of wealth
- No demand for clean energy...
- Car fuel is cheap
- Oil rich country
- Corruption
- Idea of what success is...

It can be tricky to tell the difference between a cause and an effect. Here’s an example from a recent workshop with the Greenpeace team in Mexico who are working to make Mexico City a more sustainable city.

**NOTE:** Don’t get stuck on getting it perfect. The important thing is to dig deep into the problem and understand the different causes of the problem and which ones you’re going to tackle.
Exercise 3: Context Map

Purpose of this exercise:
Explore the wider context of your problem and the other factors that might impact your campaign.

Expected outcomes:
A completed context map template that covers the wider context, current trends and opportunities to explore in your strategy.

Expected Campaign Canvas outcome:
None, though you could wind up pulling elements from this into “who can help” (box 4) and “what influences” (box 5).

How this exercise leads to the next section:
None of note — once context map is filled, move on to system mapping.

Facilitation Pointers:
You’ll probably want to split your full group into small groups (two/three people each), and give each group one or two context areas to concentrate on. You can be intentional about how to divide the groups, to ensure that people with specific expertise are able to use it here.

Remember to frame this in the context of the core problem(s) you’ve identified, rather than the overall project/vision.
Step by Step:

1. Run through the headings of the context map and make sure you all have the same understanding of them. For example, the difference between social climate and cultural trends can be tricky. You could think of social climate as akin to gross national happiness. Are people content with their quality of life? Is there unrest or conflict? Whereas cultural trends relate more to what is fashionable in popular culture or emerging trends in arts, culture, entertainment and media. Cultural trends can also impact on the social climate if it affects beliefs and attitudes.

2. Brainstorm trends for each heading on the context map on post-its. Start to put them on your map.

3. Don’t forget to list uncertainties and questions you have about the issue and context.
Exercise 3: Context Map, continued...

Context Map

- **Political Climate**
- **Economic Climate**
- **Environmental Trends**
- **Social Climate**
- **Technology Trends**
- **Cultural Trends**
- **Uncertainties**
SECTION 2:
Core Strategy

This section will help you understand the system and craft your strategy, answering questions about what your key intervention points might be and how you think you might be able to shift the core problem. You will not necessarily emerge from this section with the one true path, but rather with several possible theories to test.
What is Systemic Change?

By definition the term systemic change can refer to change in any system: the whole national school system, the global food system, the local waste system etc.

Systemic change is required when efforts to change one aspect of a system fail to fix the problem. The whole system needs to be transformed. Systemic change means that change has to be fundamental and affects how the whole system functions.

Systemic change can mean gradual institutional reforms, but those reforms must be based on and aimed at a transformation of the fundamental qualities and tenets of the system itself.

When our objective is systemic change, we need to look at the whole system including all its components and the relationships between them. Most systems are by nature dynamic and complex and systemic change cannot be fully planned in advance. Instead systemic change requires innovation, experimentation as well as constant learning and adaptation.

There is not one agreed upon definition for systemic change: some refer more to the what of change (fundamental) and others to the how of change (involving all system actors, innovation, emergence) – it has to be both, but in addition it has to include a realistic consideration of power in the system and how to deal with it.

Setting the system boundaries is fundamental. Many system change projects and approaches are not tackling the real root causes because the wrong system boundaries are set. Many of today’s crises (e.g. ecological, social) might be ameliorated if looked at in a sub-system (e.g. food), but in order to identify more effective leverage points we need to go deeper and beyond these system boundaries: ultimately today’s major crises are global and deeply cultural. They are tied up with our economic, political and social systems in the broadest sense.

(Reimaginging Activism, Smart CSOs, 2016)
Changing Systems

Change happens at different interconnected levels.

**Culture** is where the dominant societal values and mindsets lie and eventually shift. For systems change we need to understand the role of culture and activist organisations can play a positive role in culture change and shifting mindsets.

**Regimes** are where the dominant power dynamics lie including political, economic and social institutions. Regimes resist change and often adapt when being pushed.

**Niches** are where people experiment with new ideas that can disrupt the current system and with support and scaling create the seeds for a new system.

(Reimaginging Activism, Smart CSOs, 2016)
Exercise 1:

System Surfing

**Purpose of this exercise:**
To identify and understand the dynamic patterns and trends of the problem and the system it is a part of.

**Expected outcomes:**
Identify which system(s) you are dealing with and the patterns, behaviours and trends of the system based on what we can observe through events, stories and headlines over time.

**Expected Campaign Canvas outcome:**
You should be able to begin identifying what needs to change in box 2, especially in terms of beliefs and mindsets. You may also identify some elements of boxes 4 and 5.

**How this exercise leads to the next section:**
This exercise identifies the visible or surface aspects of complex systems to better understand how the system behaves and maintains the status quo.

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**Level of difficulty:**
Medium

**Time:**
1 hour

**People:**
In small groups

**Materials:**
Flip chart paper, markers, sticky notes

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**Core Function:** Yes
Giving people (especially the experts in the room) an opportunity to share the history and context they know is important.

**Core Tool:** No
You could also do a traditional PESTLE or something else.

**Facilitation Pointers:**
- Ask an issue expert to identify a few key events/headlines from the last 5-10 years to provide examples and get the groups started.
- Remember to frame this in the context of the core problem(s) you’ve identified, rather than the overall project/vision.
Step by Step:

1. On flip chart paper create a rough timeline covering past and current events. The scope of the timeline should be dictated by the problem you are addressing and the knowledge in the room. You can pre-populate the timeline with key events provided by your issue experts (just a few).

2. Groups continue to build on the events on the timeline – what has happened in the past or is happening now related to this issue. What have been some of the key headlines or decisions across society, politics, markets, technology, the environment or entertainment? What have you observed or felt personally? Events need to be specific to the problem we’re looking at. Allow about 20 minutes to populate the timeline.

3. From these events, what patterns or trends can the group see? What are the long-term behaviours of the system that creates this problem? What system or systems do you think are responsible for the problem?

4. What are the beliefs and values this systems espouses or reinforces through headlines and events?

5. When groups report back, they should summarise what has happened over time and where we are now, share the key behaviours of the system they observed and the lessons they learned. Once all groups have shared you should have a good idea of what systems you’re dealing with and how it behaves.
Exercise 2:

System Narrative

**Purpose of this exercise:**
To understand the dominant narrative of the system that maintains the status quo and the beliefs and worldview it reinforces.

**Expected outcomes:**
An outline of the dominant narrative including key characters, conflict, imagery, foreshadowing and assumptions.

**Expected Campaign Canvas outcome:**
You should be able to begin identifying what needs to change in box 2, especially in terms of beliefs and stories that need to change. Possibly boxes 4 and 5.

**How this exercise leads to the next section:**
This exercise expresses the dominant narrative that is spread by the people who wish to maintain the status quo. It will give you a starting point in terms of key characters for the systems mapping.

**Facilitation Pointers:**
- You could use an example of a story that is familiar to everyone and work through it together so the group understands the different elements of the story.
- A narrative is the bigger story that is created or expresses by the collection of many smaller stories that come and go on an issue. It is more open ended and less linear.

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**Level of difficulty:**
Medium

**Time:**
1 hour

**People:**
Groups of 4-10 people

**Materials:**
Flip chart paper, markers

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**CORE FUNCTION:** YES
Giving people (especially the experts in the room) an opportunity to share the history and context they know is important.

**CORE TOOL:** NO
You could also do a traditional PESTLE or something else.
Step by Step:

1. Prepare story templates in advance on flip chart paper for each group including the following headings:
   - **Conflict**: How is the problem being framed? Who or what is the conflict between?
   - **Characters**: Who are the victims? Villains? Heroes? Messengers?
   - **Imagery**: What images show us rather than tell us the story? Metaphors? Symbols?
   - **Foreshadowing**: How does the story show us the future? How will it be resolved?
   - **Assumptions**: What are the underlying assumptions or beliefs that make this true?

2. Begin by explaining the difference between stories and narrative. Narrative is the bigger picture and the collection of the many stories on the issue. It expresses the dominant understanding of the issue in society. It can be helpful to work through a common narrative for people to better understand the elements of a story.

3. Split into smaller groups if needed and allow the groups to work through the headings in relation to the problem identified.

4. Bring the groups together and work through the headings discussing the small group answers and consolidating into one version of the dominant narrative.

5. This narrative of the status quo is one of the things you will need to change to create system change. You will come back to this by Module 5 to create the narrative that will replace it.

Inspired by the Center for Story-based Strategy
Exercise 3: System Mapping

**Purpose of this exercise:**
Understanding the systems, people and relationships that create the problem you’re tackling and as well as the dependencies and interconnections.

**Key difference from power map:**
A focus on relationships between actors, rather than on the actors themselves.

**Expected outcomes:**
A picture and understanding of the people and relationships that maintain the status quo, including how they benefit and their role in maintaining it.

**Facilitation Pointer:**
This can be tricky. You’ll likely need to pause and pivot once or twice while working your way through, and it will take some real facilitative skill to guide the group to a productive outcome. Don’t worry — this one is supposed to be hard!

**Level of difficulty:**
Difficult

**Time:**
1-2 hours

**People:**
Project team, a diverse group of experience and perspectives, split into small groups

**Materials:**
Markers, sticky notes, flip chart paper. You could also create a 3D model using lego, random objects and string.

By attempting to map the full system (to the extent possible) which we want to change — whatever the problem is that we’ve identified, there’s a system of people, groups, and other forces that act to make that problem exist — we are better positioned to understand the key relationships which, if shifted, could change the entire system.

**Expected Campaign Canvas outcome:**
You should now be able to refine or add to boxes 2, 3, 4 and 5. You might even start to get some initial ideas for box 6.

**How this exercise leads to the next section:**
This should give you a good overview of the system, the key relationships and how they work together to maintain the status quo. This sets you up to identify and assess leverage points and disruptions in the next exercise.
Step by Step:

1. Begin in small groups with a blank sheet of flip chart paper. Identify the key elements of the system – both tangible (institutions, products, people) and the intangible (messaging, values) – write each element on a sticky note.

2. With your elements on sticky notes, begin exploring the interconnections (relationships) and create a causal diagram using arrows between elements (and label them). How are the elements connected? How does information flow? Where are there physical flows? Where are the key relationships in this system? Where are the critical decision points?

3. Now it’s time to step back and look at the whole system from different perspectives. Start by looking at power in the system. Which relationships do you feel are critical to maintain the status quo? Who is winning and how do they benefit? Where are the key transactions? Who is losing in this system?

4. Explore the hard truths. What are some of the beliefs, rules and norms of this system? What are the dominant stories?

5. What insights can you draw from your map? Based on how the system behaves, what would you say is the purpose of the system? Not the rhetoric or stated goals, but based on how it behaves?

6. What is your vision for this system? What in this situation is old and ending or should disappear? What do you feel is new, waiting to be born or emerge? Where do you see opportunities?

7. Come back together as a big group to share your insights and reflections about the system. What surprised groups about what they learned.
Exercise 4:

System Levers and Disruptors

Purpose of this exercise:
To identify opportunities to change/disrupt/transform the system responsible for the problem.

Expected outcomes:
First draft of potential strategies to create change in the system, across the different levels - culture, regimes and niches.

Expected Campaign Canvas outcome:
You should now be able to add more definition or create a first draft for boxes 2, 3, 4 and 5.

How this exercise leads to the next section:
This creates a first draft of the strategy you will explore and refine throughout the rest of the Campaign Accelerator.

Facilitation Pointer:
It is natural to have some doubt about the outcomes of this exercise or have more than one possible strategy. In complex systems you can only know what will create change by testing your strategies and monitoring how the system responds. Working with systems change is about exploring the unknown and being comfortable with uncertainty.

When introducing this exercise it is helpful to remind the group that we are looking for opportunities to create change across all three levels of the system — culture, regimes and niches — as described on page 53.
Step by Step:

1. Now it’s time to look at your system map or model again. Start by identifying any levers or disruptions that are already challenging the status quo.

Think and share your insights especially around:
- disruptions that are destabilising key relationships in the system
- emerging changes in behaviour
- new and alternative movements.

2. Once you have identified what is already challenging the system, explore what changes or disruptions you would like to see and promote.

- What values, beliefs or worldview do we want to promote through a transformed system?
- In what ways do we want relationships and functions of the system to change?
- What are the alternatives?

3. Finally, identify where are the best opportunities to create change?

- What could be key leverage points to change the system?
- How might we initiate or amplify a change in behaviours?
- Where is there resistance or conflict within the system? How can this be used to destabilise connections and flows?
- How can we support and amplify alternatives?

4. Come back together as one big group and give each small group an opportunity to share the key levers or disruptions they think could have the biggest impact on the system across the different levels — culture, regimes and niches.

5. After each group has shared their outcomes, assess where there is alignment or divergence in the group. If there is not alignment on which strategies they would like to test ask the group how they want to resolve the divergence. Remember it is ok to have more than one strategy that can be tested as there can be no certain answers at this point in a systems change strategy.
Exercise 5: Iceberg exercise

Purpose of this exercise:
Putting the system into context to build on strategies and identify specific opportunities for intervening in the system.

Expected outcomes:
A completed iceberg template and refined or confirmed strategy based on what you have uncovered about the system.

Expected Campaign Canvas outcome:
Extra definition on boxes 1-5.

How this exercise leads to the next section:
This will provide greater definition to the Campaign Canvas, but is not necessary at this stage or to move on, so long as you have a good outcome from system mapping.

Facilitation Pointer:
Based on the System Map you should have a detailed view of the structure of the system, the critical relationships, what supports is as well as some opportunities for disruption. This exercise can be used to get a broader view of the system and identify the cultures and beliefs that support the system, and what is happening now as a result of the system to identify additional opportunities to disrupt the system.

The iceberg template can also be used as a good summarise tool to distill what you have learned about the system from previous exercises and evaluate opportunities for change based on what parts of the system they address.
Exercise 5: Iceberg Exercise, continued...

Step by Step:

1. With a large print out of drawing of the iceberg, and post-it notes, start adding what you know about the structure of the system and critical relationships. Discuss and add, what are the rules, norms and values of the system you can add to better understand it?

2. Going one level deeper, what are the deeply held beliefs that support the current system? Are there a few key beliefs you can identify that enable the system to continue?

3. Now look at what is happening right now that is a product of this system? Headlines. Civic unrest, community struggles?

4. From this can you see any patterns about what has been happening or what is changing?

5. Now move to the responses. Is there anything you need to respond to that is happening in the system right now? How could you respond in a way that impacts the deeper levels of the system?

6. Based on patterns and recent changes, can you anticipate any opportunities?

7. How could you disrupt the relationships and rules of the system to design a new system?

8. And what beliefs and mindsets need to shift to transform the system?

9. From what you have learnt, can you update your strategies from the previous?
Exercise 5: Iceberg Exercise, continued...

System Opportunities & Vulnerabilities—The Iceberg

EVENTS
What just happened?

React

PATTERNS/TRENDS
What’s been happening?
What’s changing?

Anticipate

STRUCTURES
What has influenced these patterns?
What are the relationships between parts?
What are the rules, norms, cultures, values and policies?

Design

MENTAL MODES
What assumptions, beliefs and values
do people hold about the system?
What beliefs keep the system in place?

Transform

Original Design Credit: NWEI

Download A4 Template
Download A1 Template
Systems Change Campaigning Toolkit

Want to go deeper on systems thinking and campaigning? The Greenpeace Response Lab put together a Systems Change Campaigning Toolkit with tools and methods to help.
Directions of Travel – Milestone!

You should now have a much clearer idea of what direction you want your campaign to go, who are the key stakeholders or audiences you want to engage, what are the weak points for your targets, disruptive trends and solutions, and possible top line strategies.

It is time to take stock.

Use the tool on the next page start to draft out the initial direction you think you would like the campaign to take. Then it is time to move on to defining your key audiences, understanding them better and incorporating that into your strategy and tactics.

What you should have now...

- Understand the shared vision for what you want to achieve.
- Understand the problem and root causes.
- Understand the external context and trends.
- Identified key decision makers, stakeholders, influencers and relationships that create and maintain the problem.
- You know what needs to change and have some ideas for how to change it.
Exercise 6:

Campaign Canvas

**Purpose of this exercise:**
Putting it all together and creating a quick outline of your project plan and as an ongoing tool to track, respond and adapt to changes that affect your strategy or plan.

**Expected outcomes:**
At this point you should have a first draft (in the form of post-it notes) on the canvas template boxes 1 through 5. These will continue to be refined throughout the five modules so don’t worry if they are not perfect.

**Expected Campaign Canvas outcome:**
If you introduced this at the start and have been filling in as you go along, you might already be there, or you could take this moment to pause and reflect on what you have come up with during each exercise and add outcomes to the canvas.

**Level of difficulty:**
Easy

**Time:**
You can use this to slowly build a picture of your plan over time as you complete the exercises in this guide.

**People:**
Project team

**Materials:**
Draw or print the campaign canvas and use sticky notes so you can make changes as your plan is refined.

**How this exercise leads to the next section:**
None of note.

**Facilitation Pointers:**
If you haven’t done this many times, you might want to introduce the Canvas earlier, to provide everyone with a bit of a roadmap. You can also wait to unveil until later on if you’d prefer.
Exercise 6: Campaign Canvas, continued...

Step by Step:

1. Follow the numbered sections of the canvas adding what you know on post-it notes as you build your plan and update it as you learn more about the problem, the context and the groups you want to engage.

NOTE: This is a good point to take a deep breath and summarise everything you have identified so far using the campaign canvas and make sure the team is in agreement about where you are right now.
Exercise 6: Campaign Canvas, continued...

Campaign Canvas

**Vision**
What is your long-term vision for what you want to achieve with this campaign?

**How can we create that change?**
How can we disrupt and transform the current system?

**Who can help?**
Who do we need to bring about this change? Who has influence? Who is affected? And who can we collaborate with?

**Goals**
What is the specific goal for the project? What will inspire key audiences and allies to act and show that their efforts have impact?

**What’s the story?**
What are the key elements of the new narrative we want to create? What will inspire key audiences and allies to act and show that their efforts have impact?

**Objectives**
What do we need to bring this about?

**What do people need to do?**
How can key audiences and allies help bring about this change? What are our asks to them?

**What do we need to do?**
What are the key activities and tasks that we need to do to support people to take action and create a shift?

**What influences?**
What is influencing, trends or events currently that influence needs sustain the current situation or could shift it?

**Outcomes**
What does success look like?

**Indicators**
How will we know we’re on the right path?

**What we need to do?**
What are the key activities and tasks that we need to do to support people to take action and create a shift?

**Tracking & measuring**
What will we track and measure to show we are making progress towards our objectives?

**What else will we track and measure to show we are making progress towards our objectives?**

**What needs to change?**
Based on the problems we’ve identified that contribute to the current situation, what needs to change?

**Who can help?**
Who do we need to bring about this change? Who has influence? Who is affected? And who can we collaborate with?

**Contributing factors**
What trends, events and relationships do we need to keep an eye on that could shift the situation?

**Vision**
What is your long-term vision for what you want to achieve with this campaign?

**Assumptions**
What assumptions have we made about how the system will respond? Why do we believe this plan will succeed?

**Risks**
Why might this plan fail? What resistance could we face? Are there risks to staff or the organization?

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**Vision**
What is your long-term vision for what you want to achieve with this campaign?

**Assumptions**
What assumptions have we made about how the system will respond? Why do we believe this plan will succeed?

**Risks**
Why might this plan fail? What resistance could we face? Are there risks to staff or the organization?

NOTE: Large templates to print the Campaign Canvas for your workshop can be found at the bottom of the page as well as at the end of the guide. You can also keep it and post it in your office so everyone can see it and update it as the plan changes. The orange boxes are the ones to keep an eye on and update as the external context changes, leading to needed shifts in what you’ve put in the grey boxes.

Download A4 Template
Download A0 Template
**Exercise 6: Campaign Canvas, continued...**

**Campaign Canvas Example**

### Vision

What is your long term vision for what you want to achieve with this campaign?

A green and safe city where people are happy and connected to others in their community through public space and nature.

### How can we create that change?

How can we disrupt and transform the current system?

- Change the belief & story that change is possible.
- Increase and make visible use of public spaces by and for communities. Protect public spaces for social good.
- Amplify and aggregate creative and community use of public spaces.
- Improve public transportation especially bus transport by decreasing crowding.

### Who can help?

Who do we need to bring about this change? Who has influence? Who is affected? And who can we collaborate with?

- White collar workers, students, bus drivers, parents with young children, artists, cyclists.

### Goals

What is the specific goal for the project? Demonstrate that change is possible & create hope that a better city is possible.

**Objectives**

- What do we need to bring this about?
- Increase use and attendance in public spaces for community use
- Organise bus drivers and commuters to improve transport...

### What's the story?

What are the key elements of the new narrative we want to create? What will inspire key audiences and allies to act?

Together we can improve the city & quality of life one public space or bus at a time (hyper local)

By working with drivers we can improve transport

We can make our neighbourhoods better places to live

### What do people need to do?

How can key audiences and allies help bring about this change? What are our asks to them?

Leaders contribute talents and small time to community

Communicate and contribute existing events

Participate in public events in neighbourhood...

### What do we need to do?

How can we track and measure to show we are making progress towards our objectives?

- Make visible activities in public spaces: work with neighbourhoods to identify; aggregate and currate events & activities; partners and promotion for what is happening; support leaders in community to put on events...

### What needs to change?

Based on the problems we’ve identified that contribute to the current situation, what needs to change?

Decrease and ease fear and frustration

Overcome apathy & provide a source of hope for change

Conservative social norms & consequences if you break them

### What influences?

What relationships, trends or events currently has influence/helps sustain the current situation or could shift it?

- Pride in city, successful role models, neighbours, convenience, safety, trends on social media, entrepreneurs, social unrest, local campaigns, big iconic campaigns, economic changes

### Outcomes

What does success look like?

- Public spaces protected and recovered in city
- Sustainability and healthy life appears in city constitution...

### Indicators

How will we know we’re on the right path?

- Public rhetoric by politicians about public spaces and transport...

### Assumptions

What assumptions have we made about how the system will respond? Why do we believe this plan will succeed?

It will increase social connections.

### Risks

Why might this plan fail? What resistance could we face? Are there risks to staff or the organisation?

It does not mitigate violence and crime.

This is an example of an (incomplete) campaign canvas from a Campaign Accelerator workshop that tackled the environmental and social problems of a large city.
SECTION 3: Audiences

This section will help you develop some theories about the audiences and individuals who you should be trying to engage with in this campaign and, crucially, through the rest of this process (Sense, Create, and Prototype).
Exercise 1:

Mapping Allies, Audiences and Influencers

**Purpose of this exercise:**
Quickly identify all of the people and groups who can help you achieve your strategy.

**Expected outcomes:**
A list of specific allies, influencers, audiences and citizen activists who could help you achieve change.

**Expected Campaign Canvas outcome:**
Much better definition on box 4 including specific possible audiences we might view as important, and which we will want to reach out to for sensing.

**How this exercise leads to the next section:**
You might wrap here on the day, or go into the “who will you work with” venn diagram; the key is to know by the end of the day which audience segments you’ll want to explore during sensing.

**Facilitation Pointers:**
This will look more like a creative brainstorm; you might want to bring some methods from the “Create” module in here if you have time.

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**Level of difficulty:**
Easy

**Time:**
20-40 minutes

**People:**
In small groups or one larger group

**Materials:**
Flip chart, post-its and markers
Exercise 1: Mapping Allies, Audiences and Influencers, continued...

Step by Step:

1. On flip chart paper, start with your strategy in the middle. Then add what you already know about what key people and relationships need to shift to make change. Write each person or group on a separate sticky note, you’ll be moving them around once you start prioritising.

2. Now build on what you know thinking about who do you need to make change happen? Who can influence the situation? Who is already working on this and could become an ally? Who is affected by the issue? Who could benefit from change?

3. Once you have a map of all the people and connections who can help make change happen, quickly move on to the next exercise to prioritise groups while they are still fresh in your minds.
Exercise 2:
Who Will You Work With?

CORE FUNCTION: Yes
CORE TOOL: No

Level of difficulty:
Easy

Time:
20-40 minutes

People:
In small groups or one large group

Materials:
Flip chart and the sticky notes from the previous exercise.

Purpose of this exercise:
A fast way to create an initial prioritisation for who you want to work with, learn more about and start testing ideas with.

Expected outcomes:
A clearer prioritisation of the allies, influencers and people you want to work with and engage.

Expected Campaign Canvas outcome:
Narrowed set of audiences for box 4, including specific audiences we will want to reach out to for sensing. Revisions to box 5.

How this exercise leads to the next section:
You might wrap here on the day, or go into mapping allies, audiences, influencers exercise; the key is to have specificity by the end of the day of some possible audience segments you’ll want to explore during sensing.

Facilitation Pointers:
Feel free to adapt this tool to meet your needs — perhaps the labels need to change to better fit your strategy?

While the centre of the three circles is your sweet spot, you may choose to include other sections outside the center, particularly those who fall within “motivated to act” in order to make your campaign more visible. Think about who you are prioritising and why.
Step by Step:

1. Once you have written down on sticky notes all of the allies, partners, influencers and groups of people you think will be important for the campaign (using the previous map and your research).

2. Draw a large Venn diagram with the labels (see next page):
   - Affected by the issue
   - Motivation to act (Engagement Potential)
   - Influence change

3. For each sticky note ask the team to decide where the individual or group falls with the diagram (this can be a quick and rough guess for now).

4. Once all the sticky notes are on the diagram, ask the team which groups seem most important to work with. They don’t all have to fall at the intersection of the three diagram, however they all should be motivated to act and have a good spread of influencers and people affected by the issue.

5. Once you have agreement on the key people to work with, transfer this to the campaign canvas.

Starting to use the audience venn diagram in conjunction with the campaign canvas.

Starting to fill in the campaign canvas.
Exercise 2: Who Will You Work With?, continued...

Who Will You Work With?

- Affected by the issue
- Influence
- Motivated to act

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The Mobilisation Lab exists to transform how campaigns are fought and won, providing a forward-looking space to envision, test, and roll out creative new means of inspiring larger networks of leaders and people around the world to create positive change.

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