

**Check Against Delivery.**  
**Embargoed until 3:45 PM, 6 November 2010**

## **Managing Change by Strategic Navigation**

**by Jean Hillier, Newcastle University, Newcastle upon Tyne**

Session 11, Workshop 11.4: „Managing Structural Change in Partnered Governance“  
Our Common Future, Essen, November 6th, 2010

Our Common Future, Hannover/Essen, 2-6 November 2010 ([www.ourcommonfuture.de](http://www.ourcommonfuture.de))



**Managing Change  
by  
Strategic Navigation**


**Jean Hillier  
GURU, Newcastle University**

***Imagine ....***



 **concerned with trajectories rather than specified end-points;**

 **an experimental practice working with doubt and uncertainty, engaged with adaptation and creation - a speculative exercise;**

 **strategic navigation along the lines of the investigation of ‘virtualities’ unseen in the present; the speculation about what may yet happen; the inquiry into what at a given time and place we might think or do and how this might influence socially and environmentally just spatial form.**

# **A multiplanar approach to strategic spatial planning**

**1. Several (or perhaps one collectively preferred) trajectories or 'visions' of the longer-term future, including concepts towards which actants desire to navigate, such as sustainability;**


**2. Shorter-term, location-specific detailed plans and projects with collaboratively determined tangible goals, for example, mainstreet regeneration, provision of cultural facilities and so on.**



# **Strategic Navigation**

***‘Conventional strategic planning is dead! In a world where strategy is a commodity, navigation and imagination become the critical factors’***

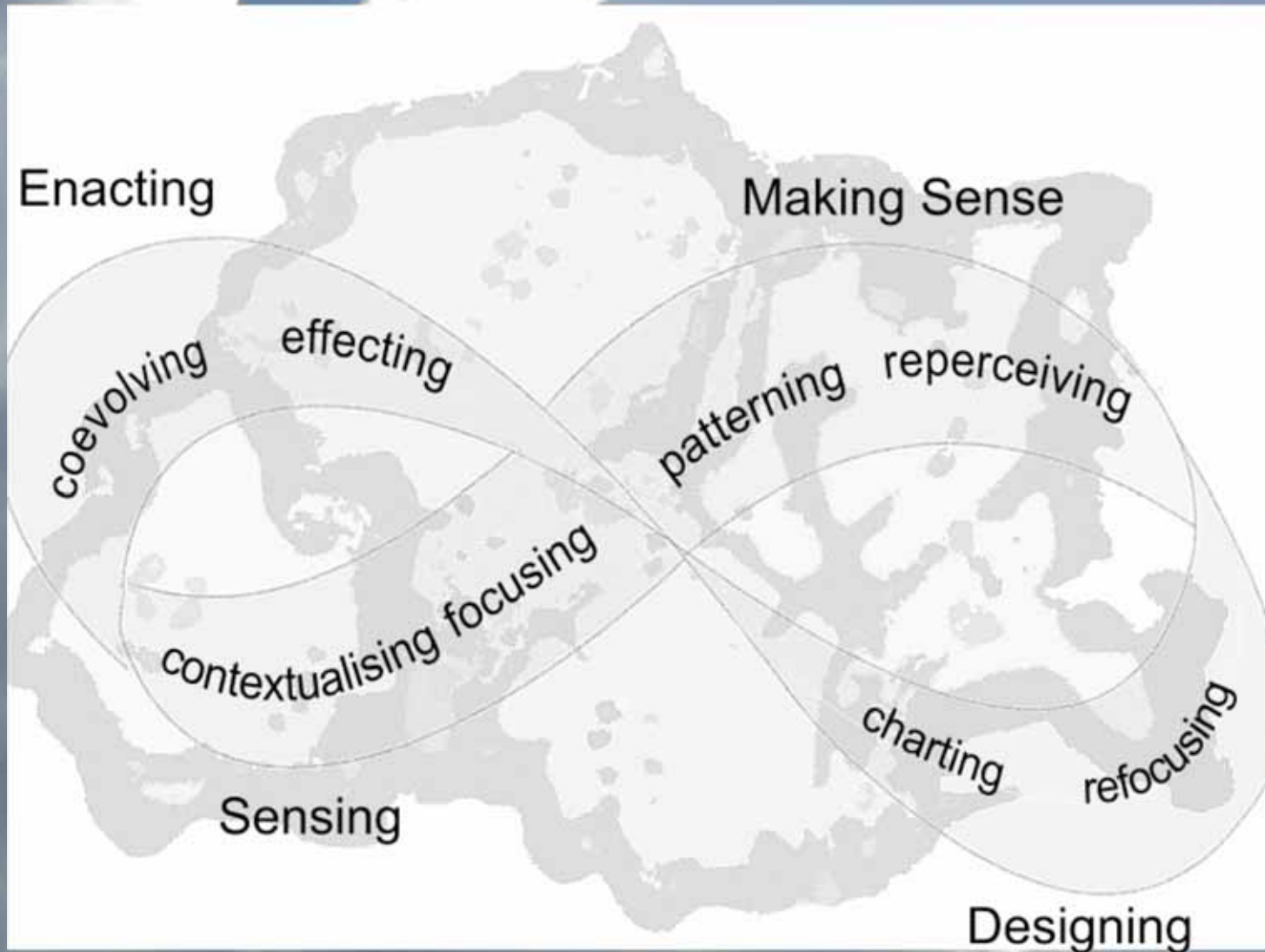
**(Hames, 2007a: 229)**



**‘the art of confidently and ethically finding viable paths into the future, negotiating unknown terrain and unprecedented complexity while retaining integrity and relevance’ (Hames, 2007a: 228-229)**



**‘strategy-as-process’ – ‘a continuous braiding of intelligence creation with insightful action’ (Hames, 2007a: 81)**

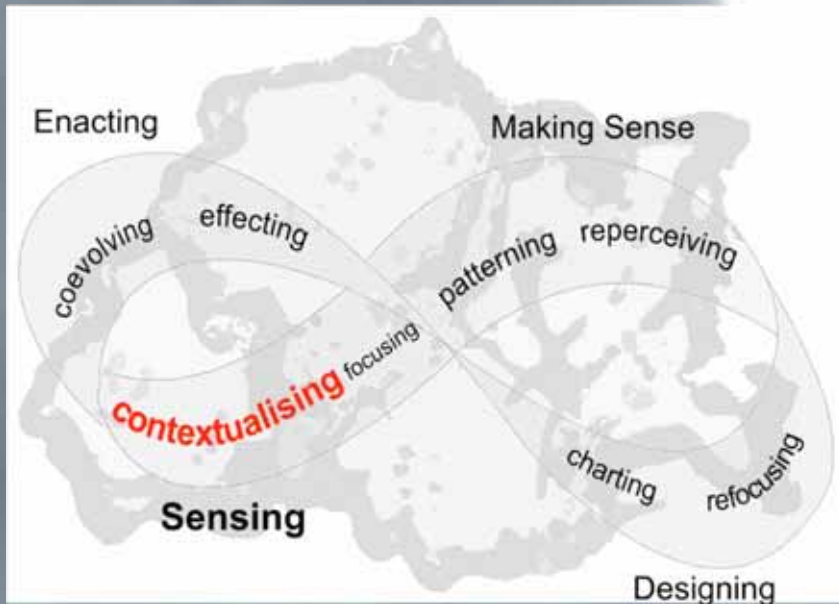


# **The Rhizome of Strategic Learning**



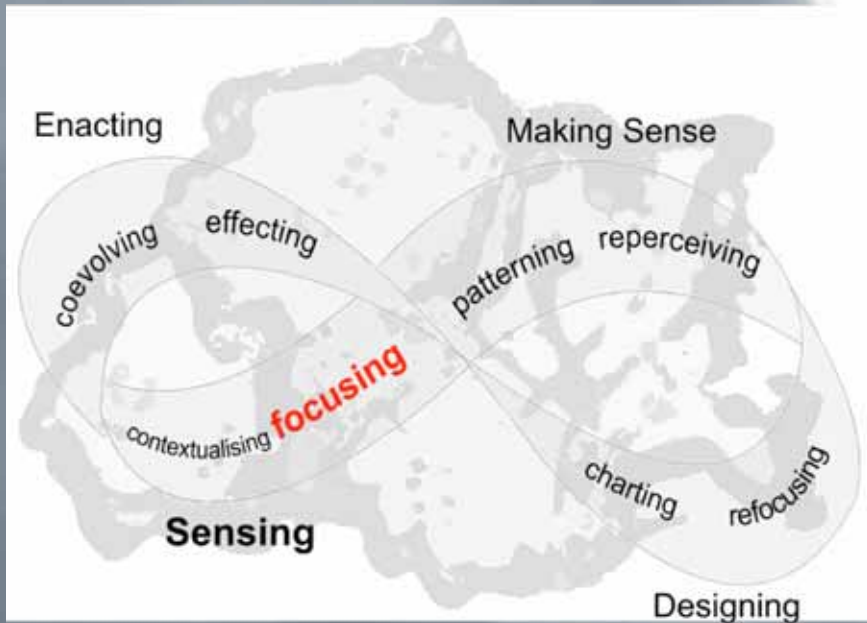
# Sensing

**Contextualising** performs understanding of the context in which strategic planning is to take place; a sensing of what is going on and how things came to be.



- **What are the key characteristics of the socio-economic-political environment?**
- **What are the critical relationships between these characteristics?**
- **What were their conditions of possibility?**
- **What were the dynamics of power or force relations between actants?**
- **What changed?**
- **Why?**

***Focusing*** arrives at an initial, shared understanding of critical issues.



- **What are the most strategically significant issues requiring attention?**
- **What are the relationships between these and other dispositions and issues?**
- **What relationships matter most?**
- **What most concerns key decision makers?**
- **What control or influence can planners exercise over these issues and their relationships?**
- **What assumptions lead us to these conclusions?**
- **Do other actants share these conclusions?**

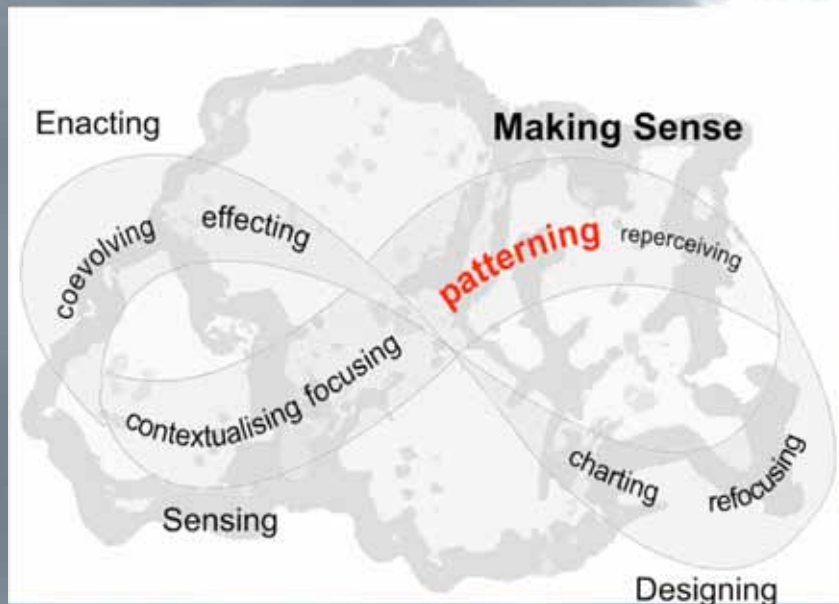
## Sensing: how did something come to be?

- 1. who possessed an **ability** to say etc?;
- 1. why in this particular manner?
- 1. why these particular **words** and at this particular **time**?
- 1. what was the **strategic imperative**?
- 1. what referents or **discourses** were used?;
- 1. what **materialities**? why?
- 1. what were the main internal and external **power relations** at work?
- 1. **how did these power relations make discourses possible?**
- 1. how were discourses used to support or undermine power relations?
- 1. How did actants regard themselves and others?
- 1. how were power relations **strategically linked**?
- 1. what were the **impacts** on other actants?



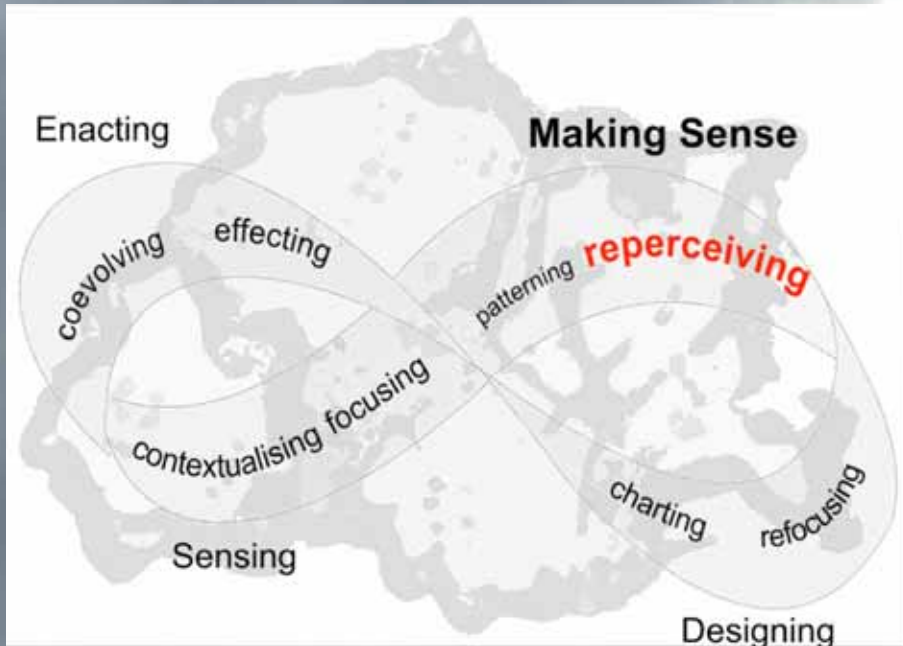
# **Making Sense**

***Patterning*** integrates different perspectives and new knowledges into planners' understandings of what is happening and might happen in the future.



- **What patterns of change can we identify? Force relations? Dispositions etc?**
- **How and why are these patterns changing?**
- **What connections/disconnections?**
- **How are changes manifest?**
- **What are the gaps in our current thinking and knowing?**
- **Where can we get the information from?**
- **Are there other ways of perceiving the issues which raise different questions, problems, opportunities?**

***Reperceiving*** involves deepening awareness and understanding through finding new ways to view issues. Foresighting or prospective exercises offer multiple perspectives on alternative futures. Outcomes can significantly change beliefs about what is important.



- **What new insights can be gleaned from the various perspectives?**
- **What are the conditions of possibility of the various perspectives?**
- **What are the key relations between actants?**
- **How may force relations play out in the future?**
- **What changes might there be and why?**
- **What implications do these insights have for strategic planning?**



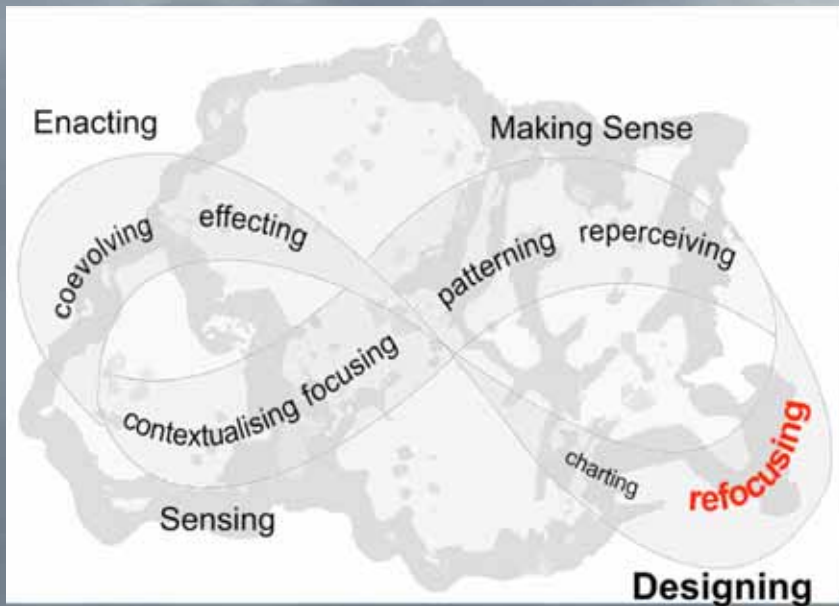
# **Designing**

- 🦘 **discovery and perception of indicators or landmarks;**
- 🦘 **'a way of marking out the territory on the road'**
- 🦘 **'a furtive glance sideways into an undecidable future'**  
**(Bosteels, 2001: 895).**

## ***Refocusing***





- 🦘 **'a set of various intersecting lines' (Deleuze, 1995: 33)**
- 🦘 **'the power to affect and ... to be affected' (Deleuze, 1988b: 73)**
- 🦘 **Who and what might be power-full agents?**
- 🦘 **Who and what might form likely alliances? Why?**
- 🦘 **What knowledges might be important?**
- 🦘 **What tensions might occur? Over what issues?**

***Refocusing*** examines what, from the perspectives investigated, could be more or less likely to take place and could be more or less strategically important and why. Refocusing filters attention.

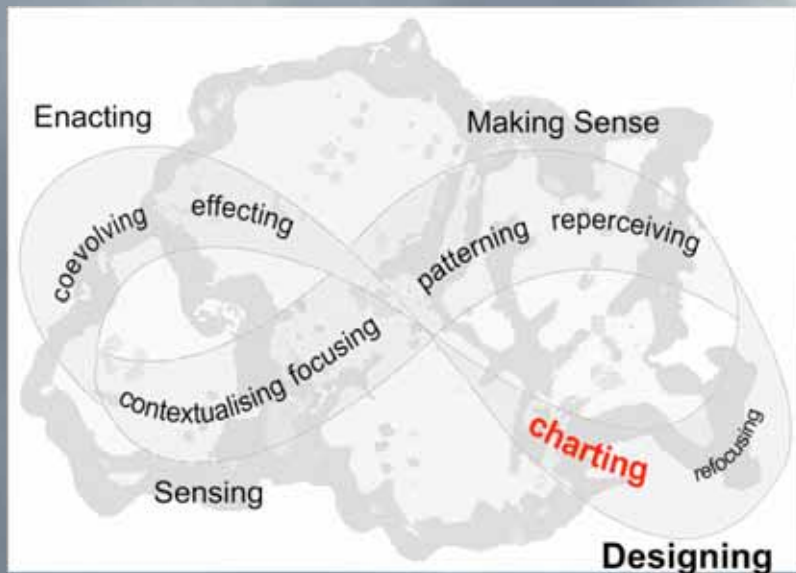


- **What are the most significant issues requiring attention?**
- **What specific factors make these issues critical and why?**
- **How might these issues be addressed?**
- **What might happen if ...?**
- **Does the planning system have the capacities to address these issues?**
- **What other actants should be involved?**
- **What should plans address in the short- and long-term and why?**

# ***Charting***

-  **‘both a process of exploring and hence constructing connections ..., and a process of undoing connections in an effort to form new ones’ (Bogue, 2007: 10);**
-  **‘what decisions to make, when to make them, who to involve, and how in a context of dynamically complex change’ (Hames, 2007: 197)**
-  **who gives planning practitioners the authority to ‘judge’ which are ‘good’ and which are ‘bad’ actants, encounters and potentialities?**
-  **whose definition of ‘good’ or ‘bad’ is employed?**

**Charting** involves preparing appropriate plans.

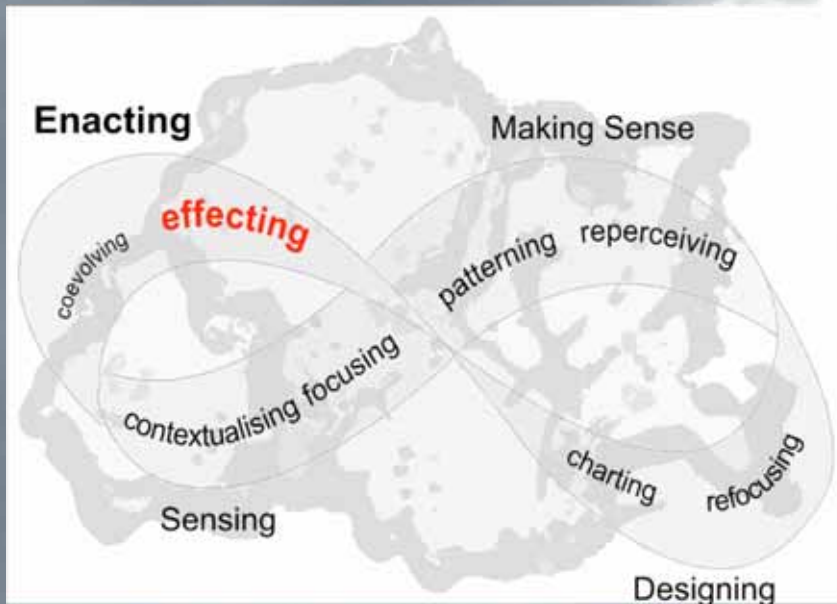


- **What strategies are possible?**
- **What strategies might become possible in the short or longer-term future, how and why?**
- **What are the possible consequences, risks and opportunities of these strategies?**
- **How can strategic plans be prepared so that the local planning authority remains responsive and adaptive?**
- **How can the linkages between the components of the strategic plans be described?**
- **Do the strategies address key leverage points?**



# Enacting

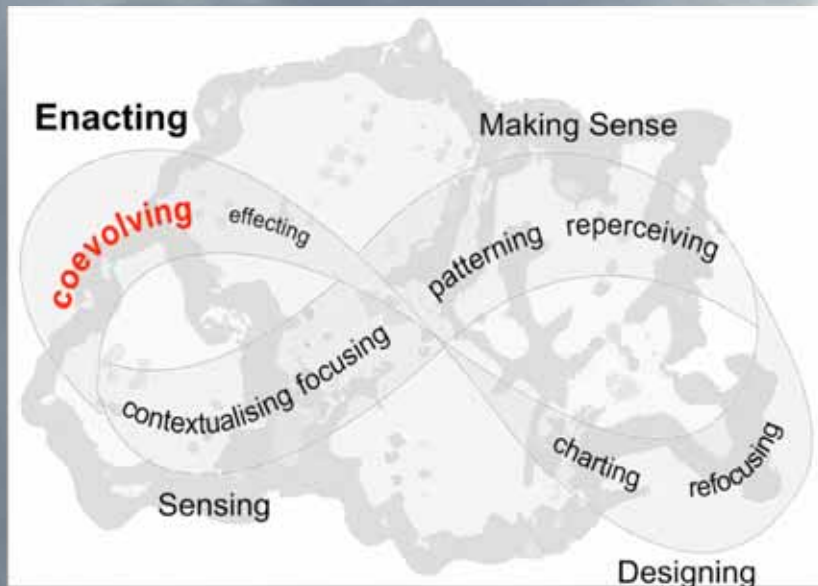
**Effecting** implements the plans.



- **How will we know if the plans are effective in navigating towards our strategic intentions?**
- **What would be an appropriate monitoring system?**
- **How would we accommodate requirements for systemic change in the plans?**
- **What are we unaware of that may cause problems in the future?**



***Co-evolving*** enables adaptation of practice and plans in the light of changes caused by those practices and plans.



- **What signals will indicate that a fundamental change is occurring in the context from which we defined the strategic plans?**
- **What may be the critical, unintended consequences of our plans?**
- **Do we need to think differently about our strategic intentions?**
- **Are we ignoring any force relations, connections or actants that might be critical?**
- **Do our plans need to change?**

# Conclusions

-  **Learning something new and providing the opportunities for the emergence of the 'not-yet'.**
-  **Planning as speculative and creative, yet structured, experimentation in the spatial.**
-  **Strategically navigating 'journeys rather than destinations'.**



**☛ Sense and Making Sense offer a temporarily stabilised grid of reference for understanding what came to pass.**

**☛ Refocusing enables charting of trajectories (strategic plans) representing desired of future development.**

**☛ Experimentation.**

**☛ What might happen if .....?**

## **Indicator-based**

**■ number of home units constructed over time**

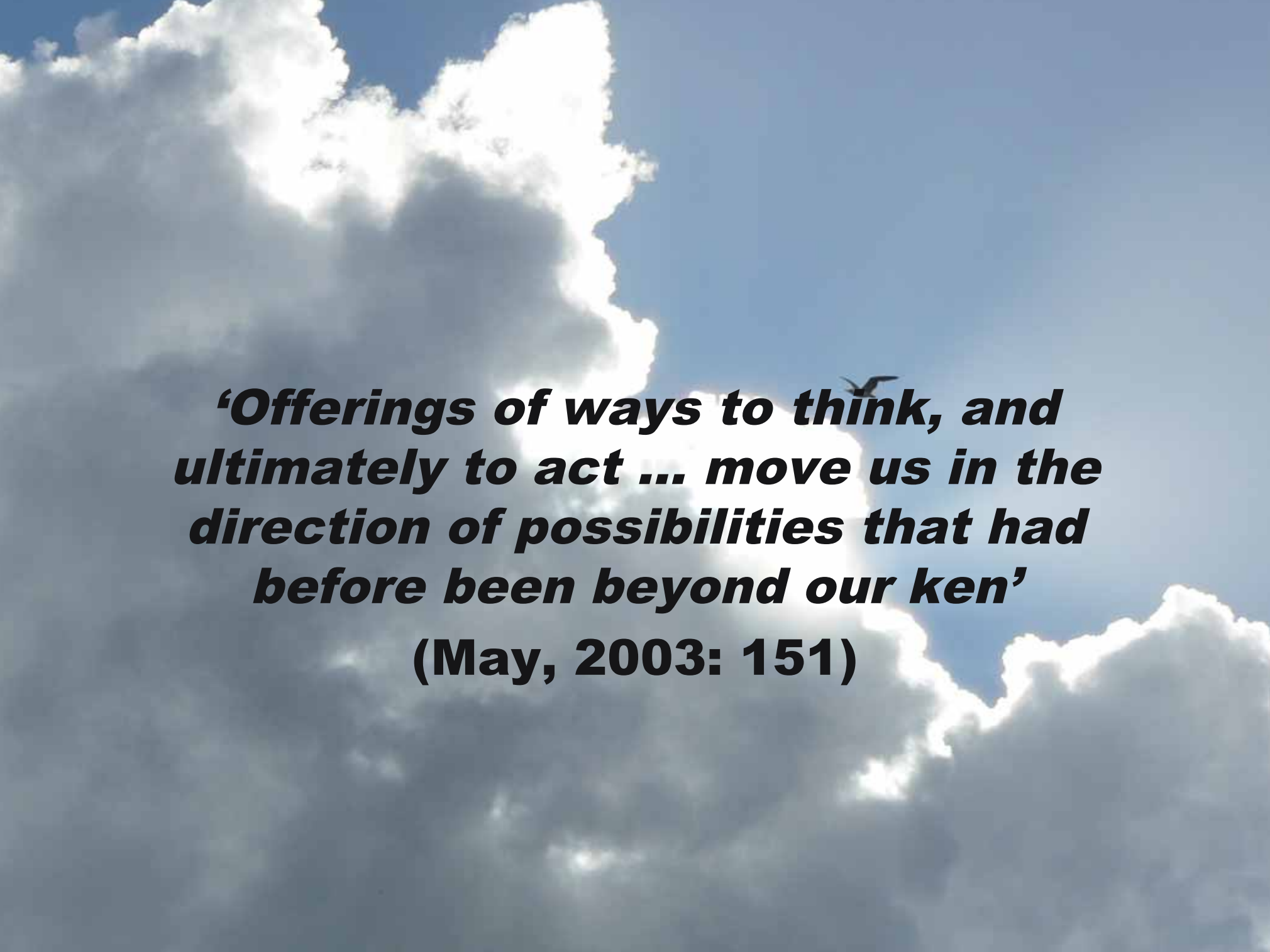
**■ total footfall of pedestrians in the CBD**

## **Strategic Navigation**

**■ urban fringe landowners brought forward their land for development by gaining planning permission for residential construction while their political ‘friends’ were still in power ahead of a key election.**

**■ high footfall may reflect relations between the cold, wet and windy climate and high numbers of people unemployed.**





***‘Offerings of ways to think, and ultimately to act ... move us in the direction of possibilities that had before been beyond our ken’***

**(May, 2003: 151)**