



# AN INTRODUCTION TO NARRATIVE

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Chief Storyteller  
Narrate

# WHAT WE'RE SKIPPING TODAY ...

**Non-causal systems**

**Cynefin framework for  
complex situations**

**Anticipatory  
awareness**

**Monitoring Singapore schools**

**Colombian attitudes  
to entrepreneurship**

**The futility of  
rebutting  
narratives**

**Identity, Intention,  
Intelligence**

**Bangladeshi  
latrines**

**Building Mexican  
resilience to drug  
gangs**

**Different  
perceptions of  
justice**

**The problems of using  
measures as targets**

**Complexity  
approaches  
to scaling up  
with UNDP**

**Knowledge  
vs doctrine**

**Bosnia-Herzegovina**

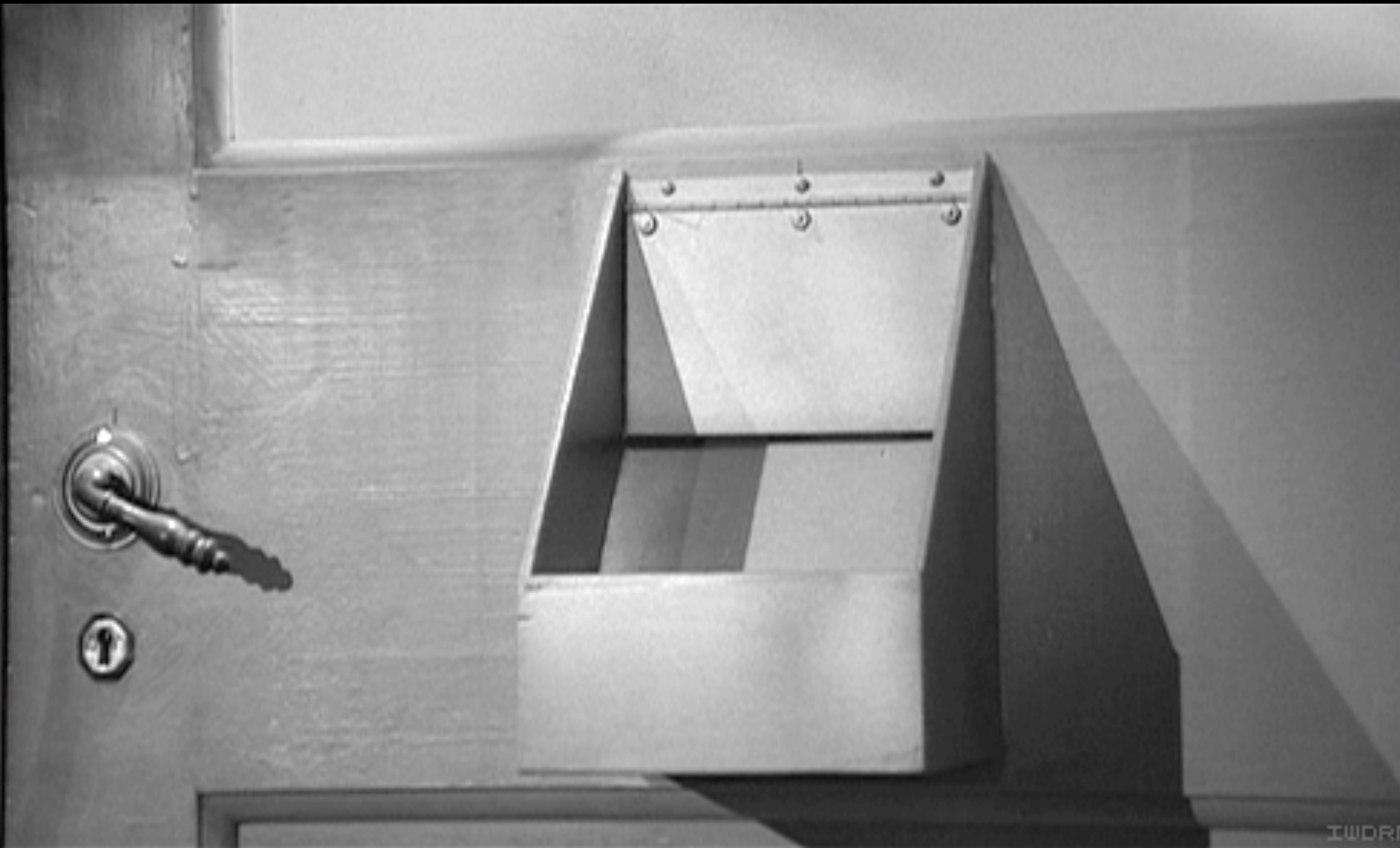
**The gaming  
of Twitter**

**Distributed cognition**

**Country and  
strategic narratives**

**Causation vs correlation**

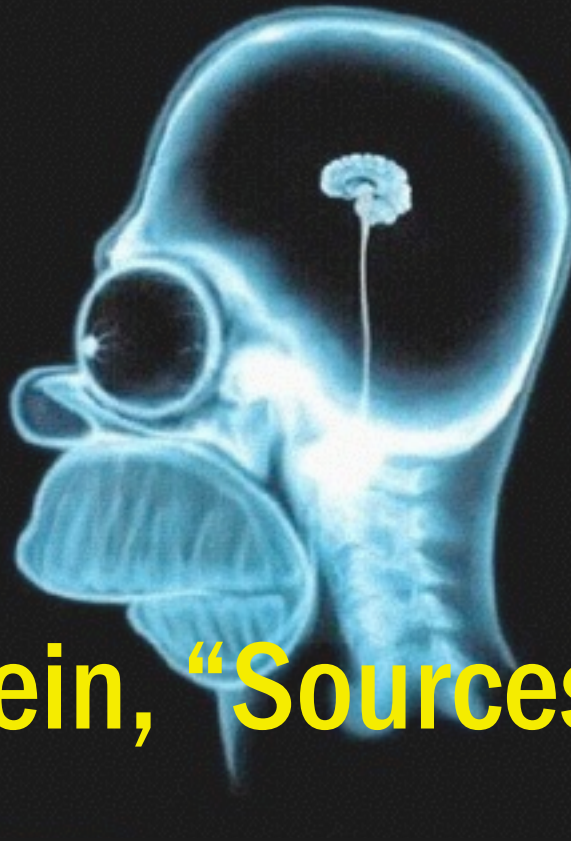
**Horizon scanning  
and risk assessment**



IWDRI



# COGNITIVE SCIENCE



**Gary Klein, "Sources of Power"**

It seems that whatever we perceive is organised into patterns for which we the perceivers are largely responsible.

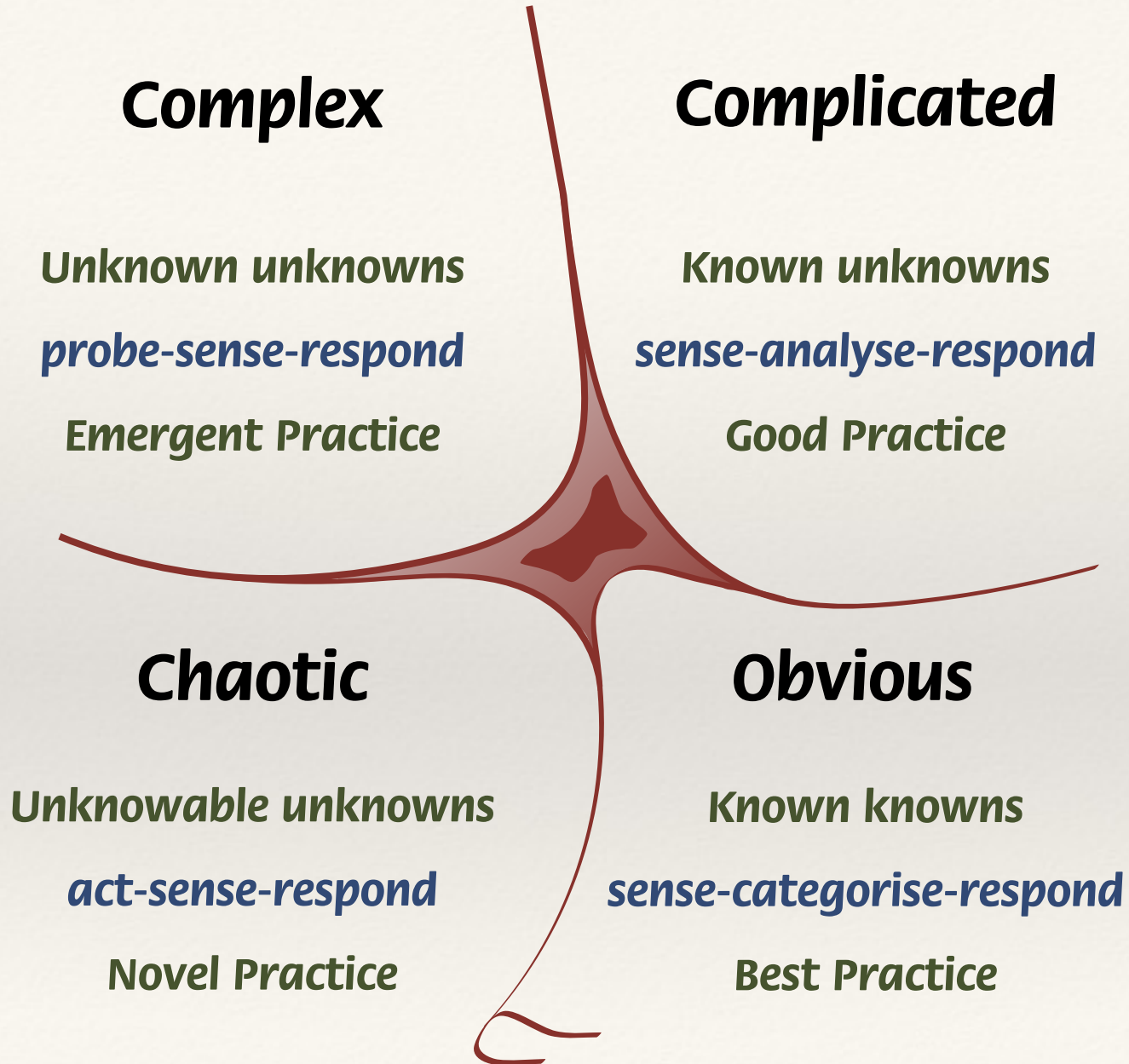
...

In a chaos of shifting impressions each of us constructs a stable world...



*Mary Douglas*

# The Cynefin framework





# CYNEFIN FRAMEWORK

## *Cynefin: contextual complexity*

### **COMPLEX**

Cause and effect coherent in retrospect do not repeat

*Pattern Management*

*PERSPECTIVE FILTERS*

*Complex Adaptive Systems*

*Probe-Sense-Respond*

### **COMPLICATED**

Cause and effect separated over time and space

*Analytical/Reductionist*

*SCENARIO PLANNING*

*Systems Thinking*

*Sense-Analyse-Respond*

### **CHAOS**

No cause and effect relationships perceivable

*Stability focused intervention*

*ENACTMENT TOOLS*

*Crisis Management*

*Act-Sense-Respond*

### **SIMPLE**

Cause and effect relations repeatable and predictable

*Legitimate best practice*

*STANDARD OPERATING PROCEDURES*

*Process Re-Engineering*

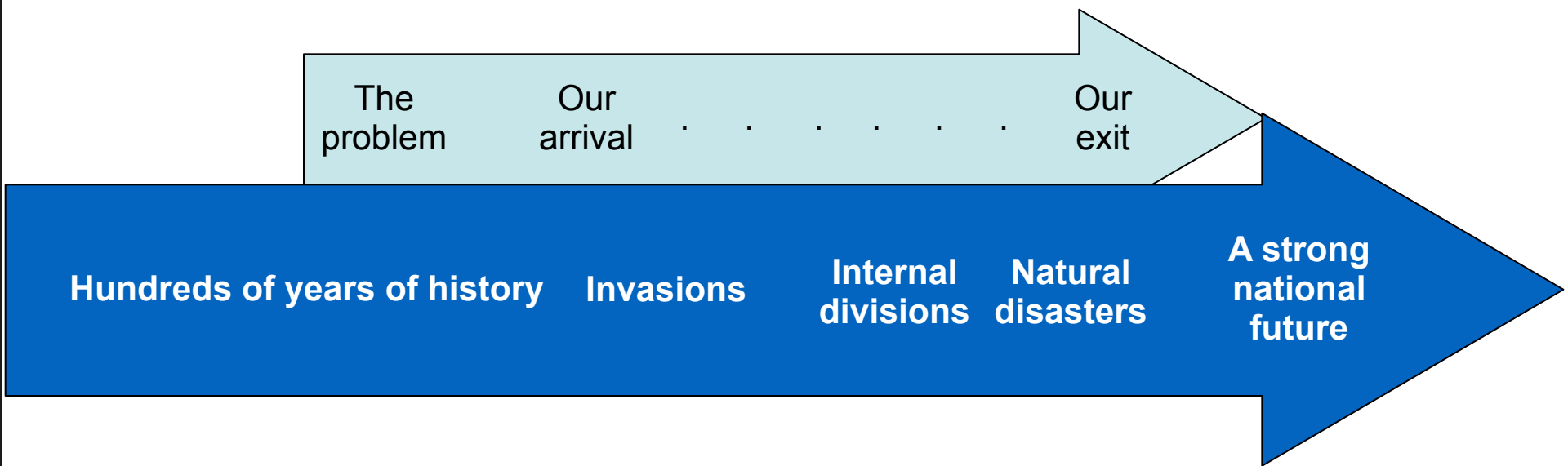
*Sense-Categorise-Respond*

# THE IMPLICATIONS OF COMPLEXITY

- **Small differences at the start create big differences by the end ... so different cultures require different processes**
- **In retrospect, we can see how, where, when and why things happened ... *but prediction is impossible***

# ANTHROPOLOGY

- **Narrative is not story but fragments**
- **How we define in social groups:**
  - Who's in and who's out
  - What we aspire to
  - What we will tolerate and what we won't
- **Homo narrans - the storytelling ape**



The  
problem

Our  
arrival

· · · · ·

Our  
exit

**Hundreds of years of history**

**Invasions**

**Internal  
divisions**

**Natural  
disasters**

**A strong  
national  
future**

# SO WHAT DOES THIS MEAN?

- **Understanding the population = need to understand their narratives**
- **Use patterns to see fixed and movable points in belief systems**
  - Emergent patterns, not predicted ones
- **Facts don't beat narratives**
- **No hard and fast way to adapt things**
  - Probe, Sense, Respond

COFFEE

知





# ***This speaker had...***

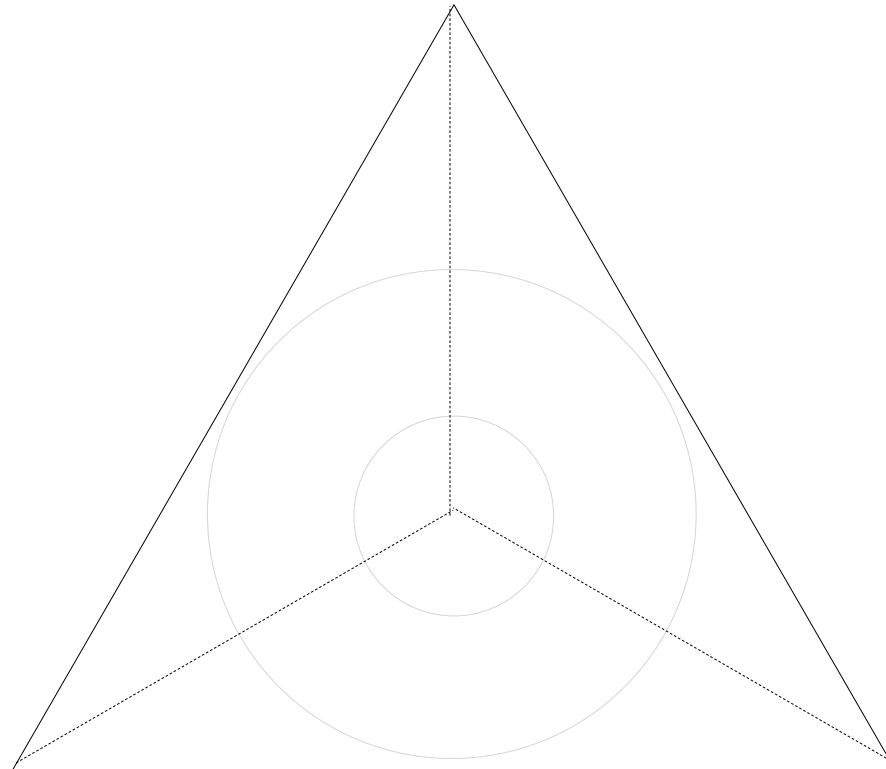
**Poor presentation skills**



**Excellent presentation skills**

# ***This speaker`s strengths were...***

**Relevant information**



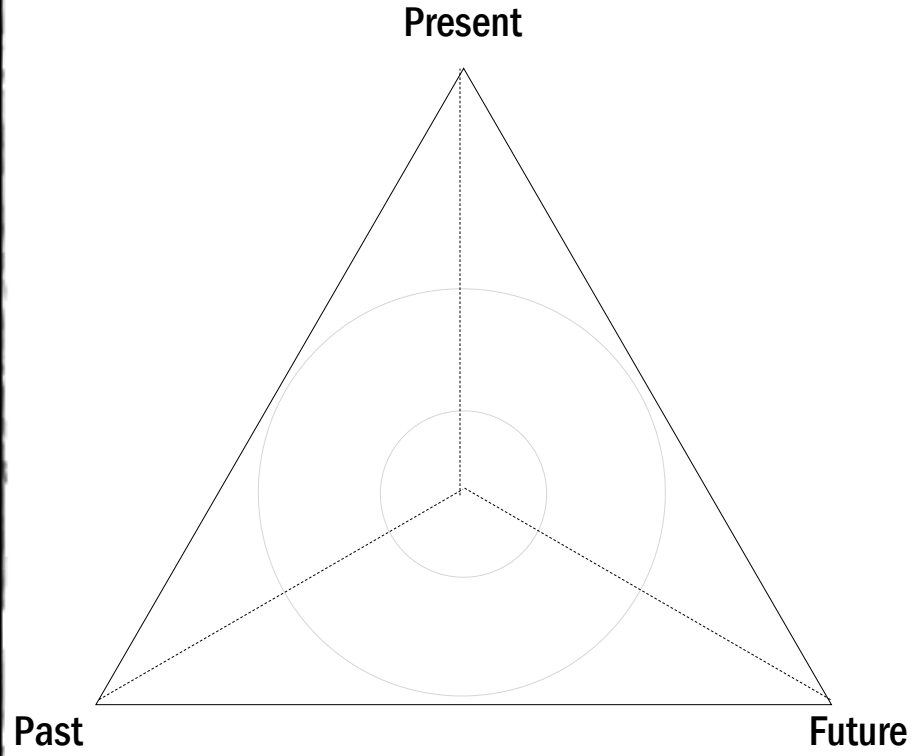
**Clear message**

**Good presentation skills**

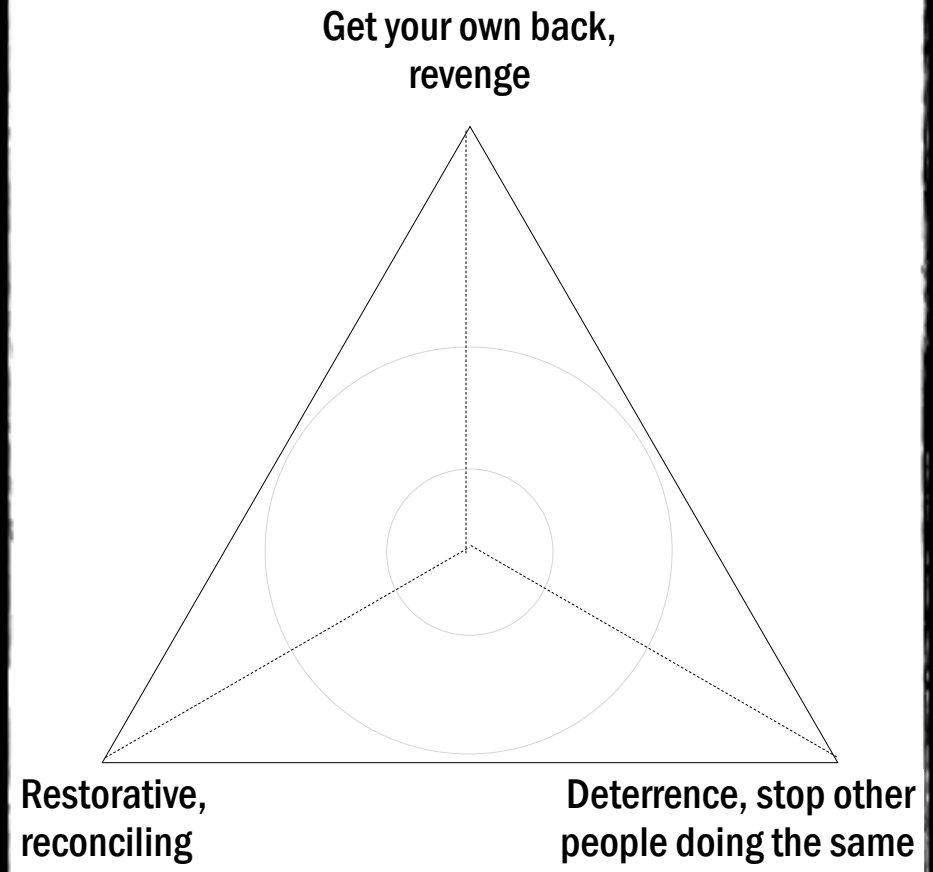
# THE PROCESS

- **Copy the following two triangles - translating into your language**

The lesson in this story applies to the

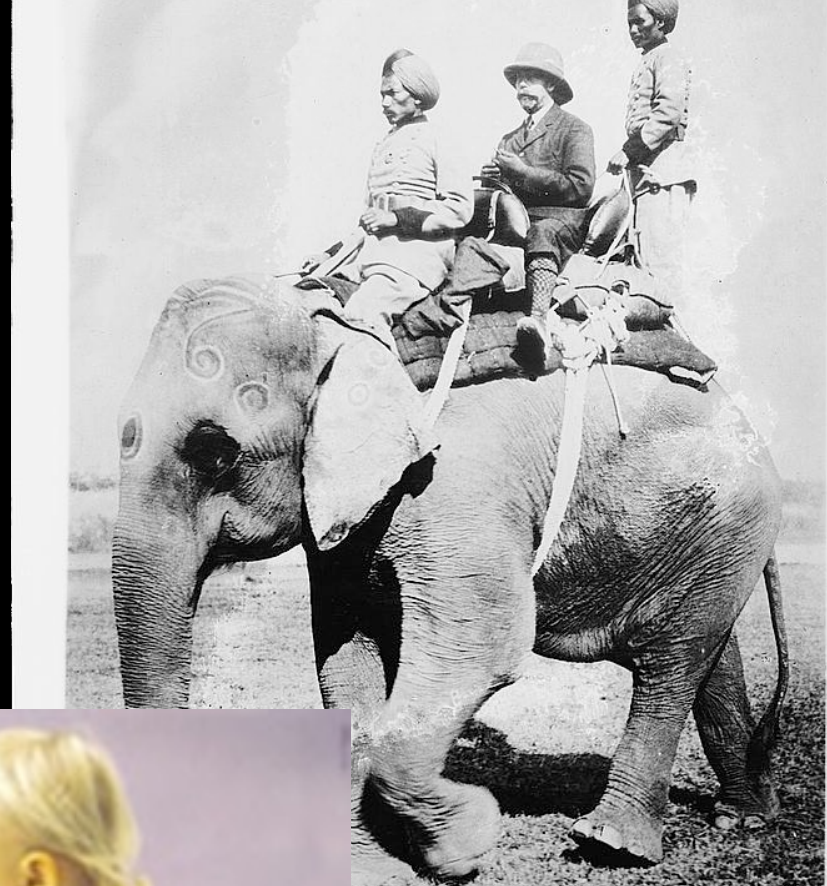


What sort of justice is shown in your story?



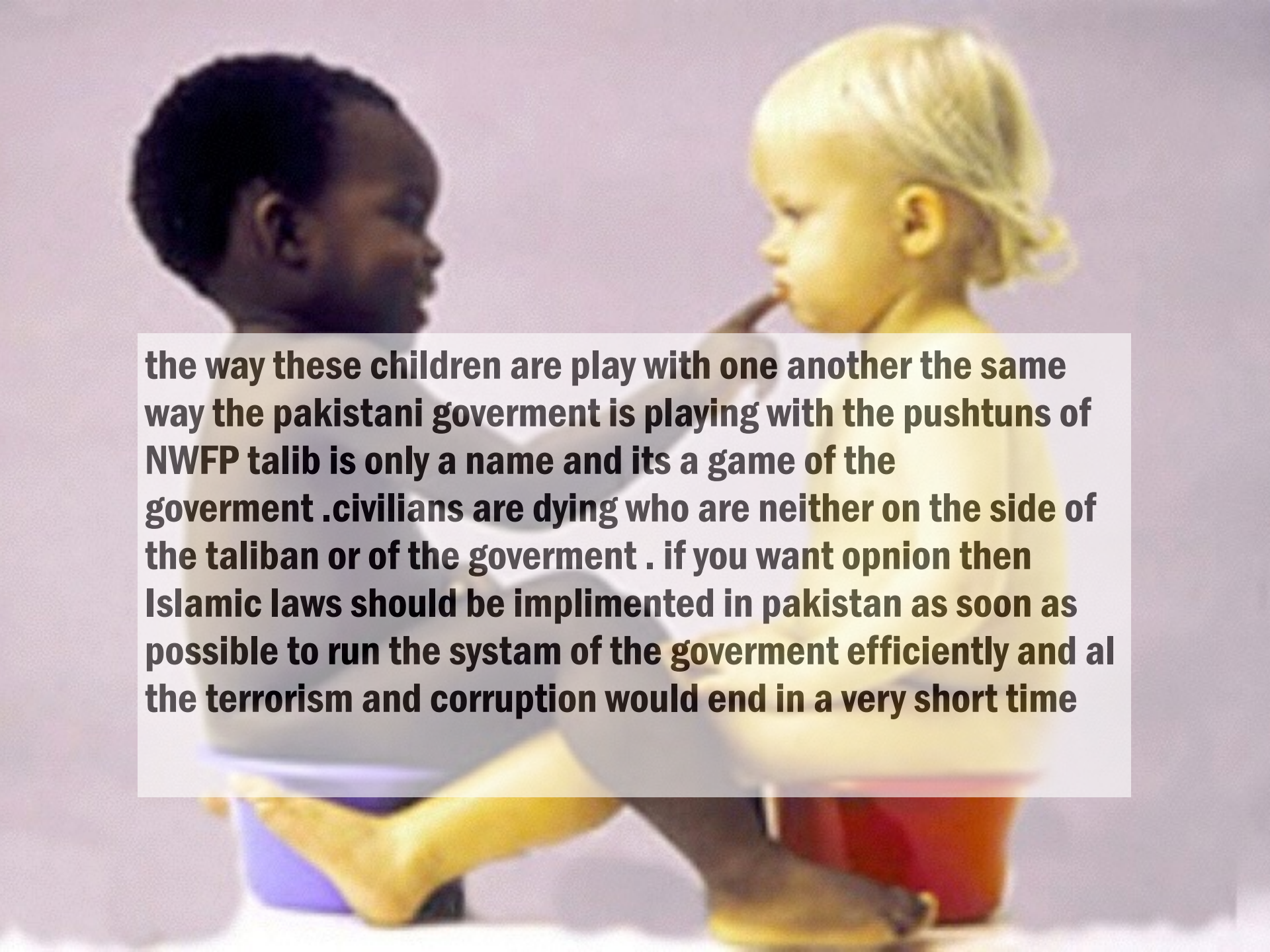
# THE PROCESS

- **Copy the following two triangles - translating into your language**
- **Which of the following three pictures strikes you?**
- **Think of the story/fragment that the picture makes you think of**
- **Make a couple of notes of the story**



Marceau  
la vérité



A photograph of two young children sitting on potties. On the left is a Black child with short hair, wearing a grey long-sleeved shirt and yellow pants, sitting on a purple potty. On the right is a white child with blonde hair, wearing a yellow long-sleeved shirt and red pants, sitting on a red potty. They are facing each other and appear to be in conversation. The background is a plain, light-colored wall.

**the way these children are play with one another the same way the pakistani goverment is playing with the pushtuns of NWFP talib is only a name and its a game of the goverment .civilians are dying who are neither on the side of the taliban or of the goverment . if you want opnion then Islamic laws should be implimented in pakistan as soon as possible to run the systam of the goverment efficiently and al the terrorism and corruption would end in a very short time**

## حمامة الحرية

بتفكرنى بالحرية وهى عبارة عن حمامة الحرية شوفت زيها على النت  
ماكنتش بحرك كان مكتوب تحتها حمامة الحرية والحرية يستحقها كل  
انسان وهى غريزة فى الانسان والحيوان



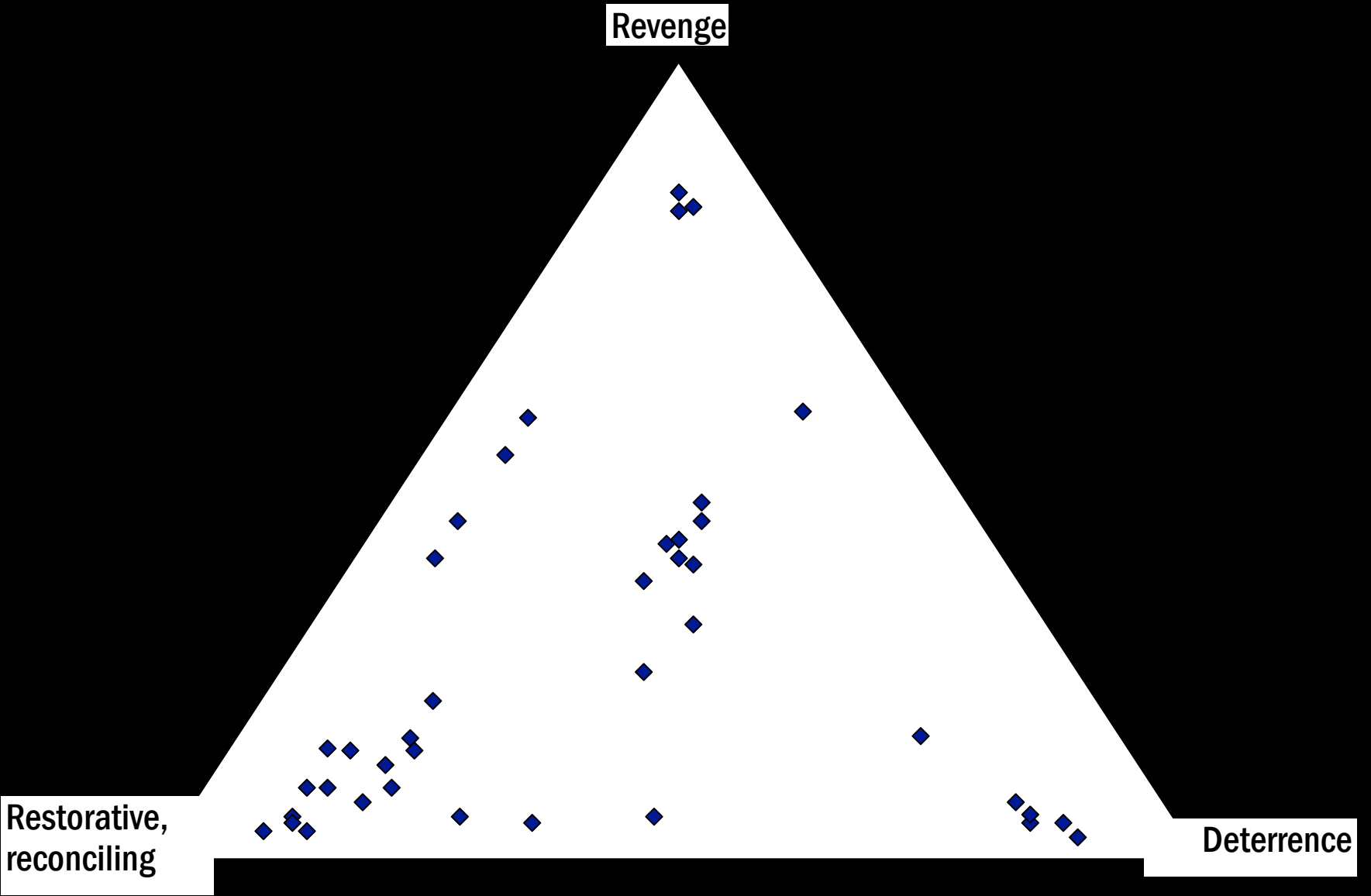
What type of justice is shown in your story?

Get your own back, revenge

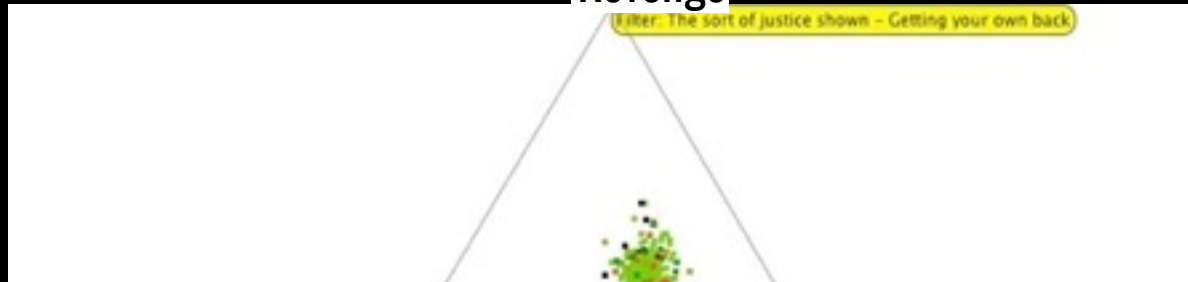


Restorative, reconciling

Deterrence, stop other  
people doing the same



## Revenge



Cluster -- Selection from 286 673 to 682 899 (171 items)

Items Summary

Text Indexing

الفرجة  
11 ممامة السلام  
الأنشطة الرياضيه  
الطائرة يعلق بين الأسطح  
NoTitle 472  
NoTitle 473  
كرة القدم في الشوارع  
مساعدته المحتاجين 2  
مساعدته المريض  
الفرجة 2  
البنيت الغلبانه  
NoTitle 494  
الأطفال صنعوا التاريخ  
السيور ماركت 2  
المساعدة والتعاون  
المجاعة والفقر  
اخلاق المصريين  
كرة القدم 7  
رسالة الى صديق  
اولاد الشوارع 18  
فلسطين 4  
اولاد الشوارع 22  
الكشافة 6  
الاعتذار واجنب وحق  
ماتش، مصر والجرائر 2

الأطفال يريدون الألعاب والمسابقات ولا كمن الطفل لم يخلق في الألعاب بل خيقي لا العلم والصلوات مثل قصة رمسيس الثان كان في التاسعه من عمرة أبوه وضع علي رأسه التاج وقال له رمسيس الثان ماذا وضع التاج علي رأسي قال له لم تعد صغير يا إلهي الأكبر يا ولد وبعد أن أتى من عمره عشرون سنه تولى حكم مصر وهزم الأعداء الذين كانوا يريدون أن يستولوا على مصر لكن لم يقدر عليه ولقب رمسيس الثان

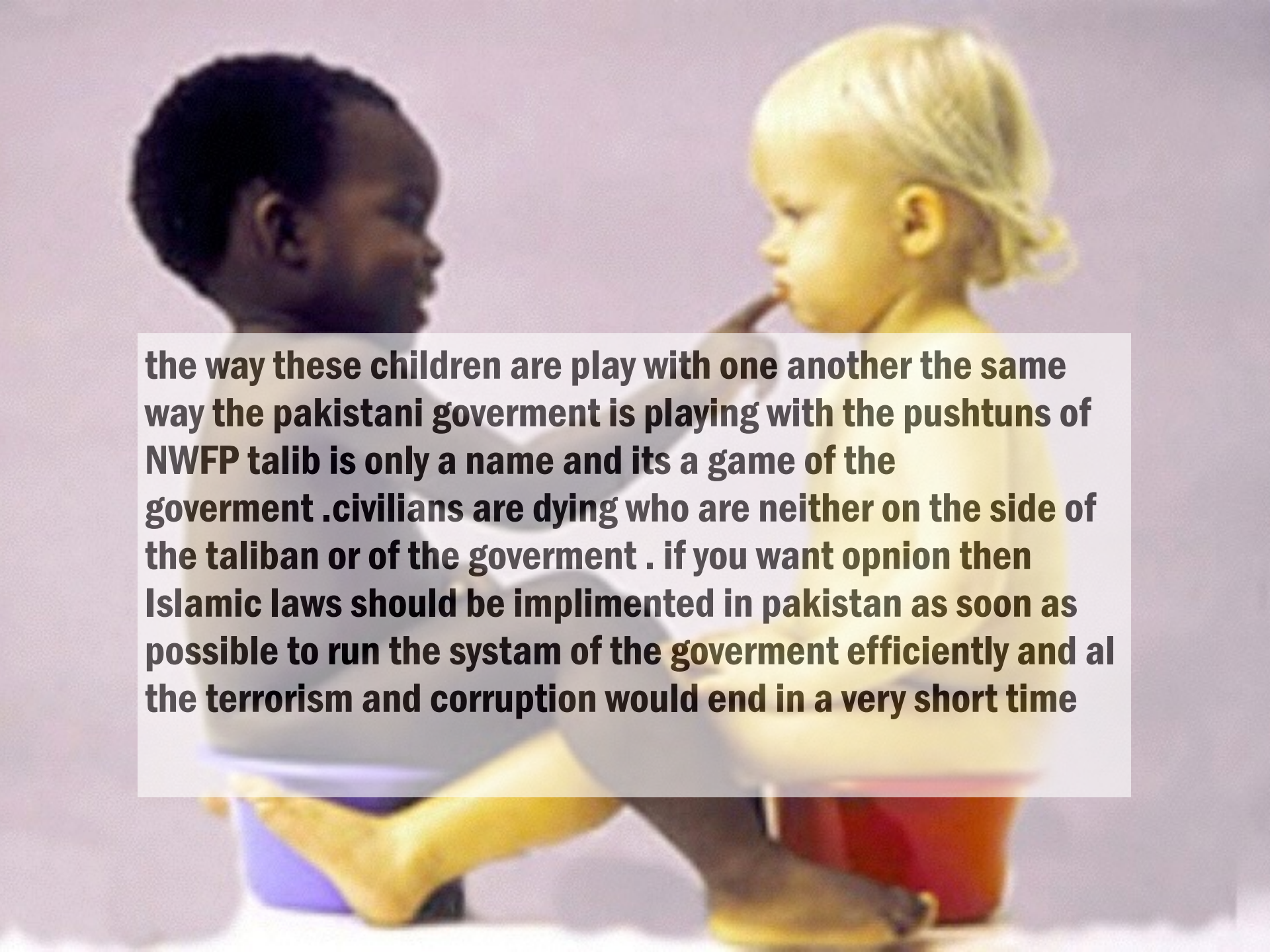
Deterrence

# The science behind narrative research

- Human beings pick up partial information and fit them into pre-existing patterns and narratives
  - Information is filtered by the patterns in our brains
  - Patterns stem from our direct experience and the stories we hear around us
- Minimal hypothesis
- Expert interpretation is good place to start, but there are significant pitfalls
- Meaning is not in the content

**“Red shirt” is an assessment  
of life expectancy, not a  
statement about fashion**



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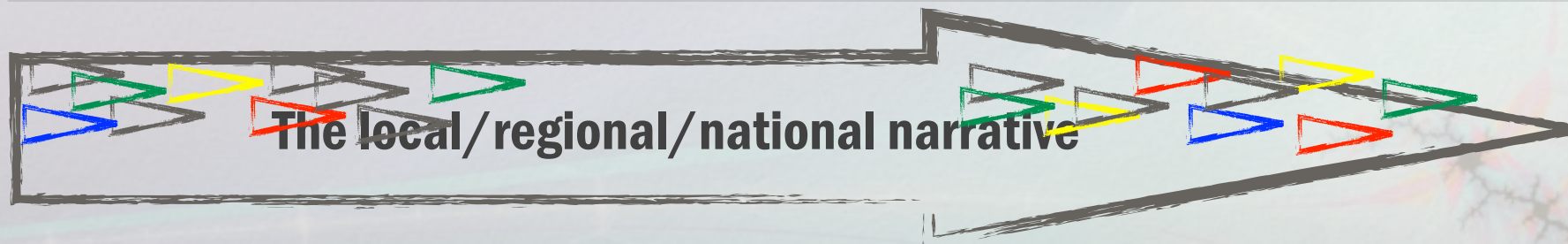
A bright orange Flymo lawnmower is shown from a three-quarter front view. The mower has a black handle and a black deck. The brand name "Flymo" is visible on the side of the orange housing. The mower is set against a plain white background.

*"Dad's mowing the lawn"*

**Past**

**Present**

**Future**

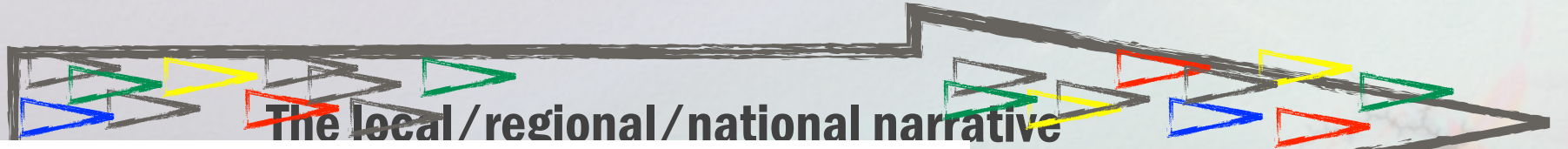




Past

Present

Future



## انتفاضة جيل

منذ طفولتي وبالرغم من صغر سني إلا أنني كنت  
ملما ببلادي وضعها وخاصة الوضع الاقتصادي لما  
تزخر به من خيارات خاصة الذهب الأسود (النفط)  
إلا أن بلادنا من أفقر الدول (الشعب) حيث كانت  
الخيرات كلها تحت قبضة عائلة واحدة وهي العائلة  
الحاكمة (القذافي) وليس هذا فقط بل سلط على  
الشعب دكتاتورية وظلم وكانت ليبيا كسجن كبير

# NARRATIVES

- **The Grand Narrative**
  - The overarching structure, based on direction and constraint
  - If over-defined, it risks being too idealistic
  - For top-down direction, not for analysis – the Danger of a Single Story: <http://on.ted.com/3k>

# NARRATIVES

- **The Grand Narrative**
- **The local narratives**
  - **The individual communication – coherent with the Narrative**
  - **Based on experience/knowledge and relevant to the local context**
  - **Best made up from examples in the micro-narrative environment**

# ADVICE

- **Use examples to illustrate abstract concepts**
  - Situations that will resonate
  - Recall moments of their history that have parallels (but check with someone from the culture beforehand)
- **To set strategy and direction, use “more stories like these, fewer like those”**
- **The heroes and protagonists in the examples should be the audience**
  - NATO is not a hero riding to the rescue, it is more often an ally or mentor

# WHY DO WE HAVE TO SHIT IN THE WOODS?



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