Original Manuscript

World Futures Review
1–10

DOI: 10.1177/19467567211010314
journals.sagepub.com/home/wfr
SAGE

A Landscape to Live by an Adaptation of Hardin Tibbs' Strategic Landscape: A Tool for Use in Facilitation Workshops

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Abstract

The Strategic Landscape designed by Hardin Tibbs was originally produced for use as a tool to analyze the bigger picture ideas and ideals for better structure within businesses and societies. The focus of facilitation workshops is to uncover subconscious behavioral patterns and make individuals aware of their motivators so that they can make positive changes in their lives. The facilitation workshops incorporate critical thinking activities, encouraging individuals to further break down the many aspects of their lives with open-ended questions designed for personal insight, as well as group discussions around recognized behavior patterns and best practices. The Strategic Landscape contains easily recognized significant symbols. Individuals may separate the different aspects of their lives using this tool, to better recognize their activities and actions and analyze their desires. Through honest analysis of behavioral patterns and goal setting, individuals are afforded clarity in their lives. Here, we describe the adaptation of Hardin Tibbs' Strategic Landscape for use in facilitation workshops, to assist individuals to better structure their lives so that they may positively impact not only themselves but also their families, workplaces, and societies.

Keywords

strategic, landscape, chessboard, workshop, facilitation, scenario, planning

When You Die, What Will Bring You Satisfaction and What Will Bring You Regret?

As a facilitator, my work centers around challenging individuals to recognize their behaviors and effectively identify ways in which they may improve their approach to life. Facilitation workshops are flexible, performance-oriented programs that focus on assisting attendees in reaching organizational or personal outcomes by aligning with their sense of purpose. They may be formal or informal and achieve this understanding of purpose by identifying and providing insights around behaviors, as well as assisting attendees to better perform in line with their values. Participants are encouraged to focus on uncovering their subconscious motivators and are taught to consciously redirect their energy toward their goals. This work may be undertaken with individuals, groups, or organizations, many of which hold these workshops to seek better productivity and staff retention.

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In addition to working as a facilitator, I am a funeral celebrant. When affected by death, people gain a distinct perspective, where regret looms larger than social, financial, or structural barriers; possibilities appear everywhere; and satisfaction is found in the small and the personal.

Unexpectedly, the clarity and perspective I had witnessed in those affected by death emerged within my facilitation work when Hardin Tibbs' Strategic Landscape entered my life in 2015 while I was undertaking research regarding strategic planning. Within the workshops, I recognized many complexities associated with the behavioral patterns in the diverse groups of professionals, so I sought a tool, applicable to all attendees, from meat exporters to forensic pathologists, which would provide a method for the analysis of behavioral patterns. On discovering the Tibbs (2000) paper, I recognized that the Strategic Landscape, originally developed as a method to explore future strategies for businesses and communities, could be applied on a more personal level.

The Tibbs (2000) paper broke down the complex concept of future planning, presenting a simple, well-thought-out model, and I recognized the value of this for personal development. The original landscape was developed by Hardin Tibbs as a tool to grasp the complex "bigger picture" ideas associated with effective strategic thinking, which lessens an otherwise overwhelming task. I recognized the parallels between the overwhelming concept of future planning and the daunting task of understanding our own personal behaviors and drivers. The focus of the facilitation workshops is, essentially, to develop better societal interactions, which in turn will develop a better future. Consequently, it occurred to me that the Strategic Landscape could be adapted for use on a more personal level, providing a tool to assist facilitation attendees to better view their lives.

By experiencing the world as a physical journey through a visible landscape, I hoped participants could disengage from the clutter and see the patterns that shaped their existences. Within the landscape, I saw an opportunity to give space, priority, and safety to the fraught area of what drives our behavior. Even if widely accepted throughout an organization as the cause of repeated issues, the role of behavior in decision-making is often ignored as an influencing factor in future planning—it is an uncomfortable conversation people do not know how to have.

What I witnessed using this visual aid and the accompanying symbols as analogies for different aspects of people's lives was an almost immediate change in where participants "spoke from"—a unique shift in the perspective that formed the foundation of their reactions and decision-making. It is a profound shift that I had only, until that point, experienced in working with death: the hunger to seek out alignment values; to exist, communicate, and operate at a deeper level of understanding, brought into sharp focus by regret, satisfaction, and life purpose.

As an operating space for observation of one's past, exploration of future scenarios, and decision-making in real time, the landscape's genius lies in separating the complexity of an individual's lifetime into four distinct areas, which may then be better recognized and understood. In separating these elements from ourselves, we are able to isolate the emotional response to each life scenario as it naturally unfolds and objectively choose a better reaction armed with hindsight, clear goals, a sense of purpose, and the gift of time.

The two professions I had always seen as separate—facilitator and celebrant—had collided. I have found that at the end of life, and during some of their most difficult journeys, people are consistently able to easily answer the question, "What brought you satisfaction and what brought you regret?"

It is my aim to encourage individuals to recognize what is truly important within their day-to-day lives and choose it.

Looking at the Landscape from a Different Perspective

The model for the original Strategic Landscape used to demonstrate the concepts of future planning comprises four easily recognized symbols: the star, the mountain, the

Table 1. A Comparison of the Meanings behind the Symbols Associated with the Original Strategic Landscape Developed by Hardin Tibbs and the Alternative Meanings Developed by Meg Rose for Use in Facilitation Workshops.

Element	Hardin Tibbs' meaning	Adaptation by Meg Rose
Star	Our enduring and guiding social role. The purpose of the organization: • A future-focused role image • Not completed or used up	The driving force for satisfaction and regret. Star is recognizable as the feeling—or absence—of alignment, momentum, and peacefulness. Star is our guiding purpose, confirming our mountain and chosen actions during the landscape journey
Mountain	What we hope to achieve. The strategic objective: • A compelling, relevant future • A challenge, but achievable • Big hairy audacious goal • A concrete, specific goal	Perspective for the decisions and goals underway on the chessboard. The perspective of the mountain allows to see beyond what is directly in front of us, into the past to observe how we got there and into the future to where our next steps could lead us
Chessboard	Issues and challenges we are likely to face. The strategic environment: • Strategic implementation and tactics • Threats and opportunities • Actions of other strategic actors • Driving forces • Mapped and understood using scenarios	The action space where our time and energy are invested. Our chessboard contains tasks we choose and those we are given. Actions and barriers create visible patterns that either move us toward our goals or hold us stuck in place
Self	Our values and attributes as a strategic player. Strategic identity: • Current reality • Self-knowledge • Strengths and weaknesses • Values • Preferences and experience	Our experiences, skills, and capacity; the driving force to have needs met. As Self, we navigate activities on the chessboard, react to events, make choices, and operate in our learned behavioral patterns

chessboard, and the self. Meanings are attached to the symbols, encouraging the individual reviewing of the Strategic Landscape to consider a particular perspective when thinking about the different aspects involved with outcomes in the future.

Outside of the original purpose, the meanings behind the symbols of the original landscape have been adapted to be more in line with the requirements of the attendees of the facilitation workshops. Within Table 1, the distinct purposes for the four symbols are listed with the original meanings provided by Hardin Tibbs, along with the adapted meanings developed by Meg Rose. While the meanings are distinct, core themes from the original may be found in the adapted meanings.

In addition to altering the meaning of the symbols, the figure of the landscape itself was also altered. The original landscape was perceived to present a separation between participants and the illustration—the relationship was one of resource; the symbols appeared distinct and isolated instead of interwoven, which was important for the facilitation workshops. An alternative landscape was developed for the facilitation workshops, as shown in Figure 1. A larger and more fluid chessboard is presented, allowing participants the space they need to write out the activity and pressures affecting them. Three separate mountains are presented, which provide space for multiple and potentially conflicting goals, which are, nonetheless, equal on the landscape. Self was made whole, presenting an entire person instead of just the head and shoulders shown in the original Strategic Landscape. This was done to remind participants that while intentions are decided in the head, it is through the hands, feet, and mouth that any actions are performed. This

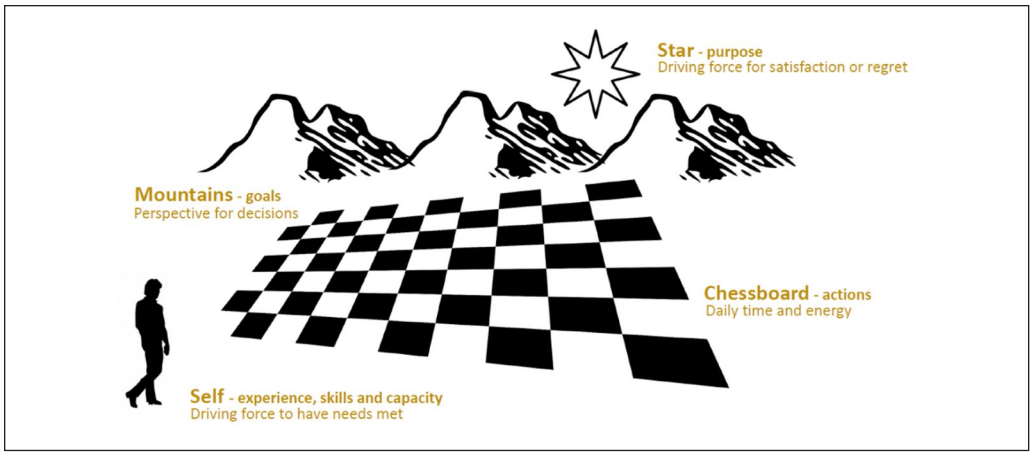

Figure 1. Meg Rose's adaptation of the Strategic Landscape developed by Hardin Tibbs, which is used in the facilitation workshops, demonstrating the different elements presented to participants, with a short description for each respective element.

landscape provided participants with a cohesive diagram that they could use to link their thoughts with text, drawings, arrows, and more.

Why Are We Here and Where Are We Going?

The process described in this article is designed to allow participants' goals, barriers to progress, and behavioral patterns to become visible and navigable through the unpeeling of repeating layers. The use of real-world examples is intended to demonstrate the wide relatability of the landscape in its application during a facilitated workshop and in daily life.

Before telling the story of the landscape and its purpose in the session we have gathered for, I take several minutes to introduce myself and ask each person in the room to do the same. This exercise builds trust, and through establishing relationships with fellow participants, each individual is more receptive to the introspective work and feelings experienced over the course of the workshop.

Participants are then introduced to the adapted version of the landscape, as shown in Figure 1, and provided with explanations of the meaning behind the four elements, as demonstrated in Table 1.

Provided with writing material, the participants are then asked to put pen to paper and draw their own landscape, using the adapted version of the landscape as a template. This allows time for them to digest each of the elements, filter what they may be exploring, and write out specific details relevant to the different elements in their own lives associated with the images of the four symbols they have drawn. Where the landscape is being used as a tool to gain insight within a session, rather than as the sole focus of a session, participants are asked to annotate a diagram of the landscape with the elements already drawn for them, as presented in Figure 1.

The process of physically drawing one's own landscape diagram engages participants immediately in their role as Self, laying the groundwork for personal investment in the journey that is about to unfold.

This process is especially effective in large groups, as demonstrated with one group of eighty early childhood teachers. The immediate engagement of eighty participants working separately on an individual task reduces the opportunity for chatter, which can fragment and unfocus group work, and ensures that the attendees have the privacy to uncover their own truth instead of becoming biased and conforming to group opinions.

Table 2. The Four Focus Areas Presented to Participants during the Facilitation Workshop, Separated into Quadrants, with Associated Considerations Used to Aid Participants in Developing their Responses.

Quadrant reference	Focus areas	Considerations
First quadrant	Things I need to deal with	Tasks, actions, pressures, and priorities
Second quadrant	What gets in the way	The corresponding barrier preventing action
Third quadrant	Working space	Revelations, potential actions; shared mountains; special focus topic
Fourth quadrant	Actions	Chosen doable actions

What Is on Your Chessboard? What Fills Your Twenty-Four-Hour Day, Your Week, and Your Life?

Everything taking time and energy daily should be written on the chessboard. It is a revealing stocktake of the things achieved within a day, as well as the many hours spent thinking, planning, doing, avoiding, and wallowing. Meetings that never result in anything, jobs that could be delegated but build up like logjams, worry about family members—all of these details are listed alongside participants' most functional and fulfilling actions.

Participants may intuitively write slow-moving or personal activity near "self" and fast-moving or goal-focused activity near "mountain." They may inexplicably miss obvious things such as work or family. Often people are surprised to see a complete absence of hobbies or alone time. After completion, participants are encouraged to reflect on their chessboard and in doing so may gain clarity on their behaviors. In one example, a participant listed several activities dedicated to variations on the same theme presented as "nostalgia, missing Dad, solitude, lounging in bed." Upon evaluation, the participant pointed to a single square marked "singing," comparing the feeling of lightness it gave her with the dark feelings of the aforementioned squares, and immediately chose to change the proportion of time dedicated to each.

Seeing the sum investment of our time and energy as individual conscious choices can be confronting and a great motivator for change. During the evaluation process, the participants may benefit from questions around their choice of words or placement relative to the chessboard. If judgment of Self or others emerges, it is explored objectively.

To better understand motivators and more effectively modify behaviors, focus areas related to the chessboard activities may then be presented to the participants. Separating a page into quadrants, participants develop thoughts and responses for the four focus areas presented in Table 2, with the restrictive space on the page forcing participants to filter their thoughts.

What Are the Things You Need to Deal with?

To address the focus area within the first quadrant, "*Things I need to deal with*," participants filter the items on the chessboard under this heading. Many are unaware they have prioritized items as they have transferred tasks from the chessboard and completed their list.

Facilitators should be prepared for a range of emotions. Participants may be overwhelmed by the volume or type of tasks, or feel embarrassed, confronted, or genuinely surprised at what they see in front of them. By asking each to share one or two items, the group further relaxes as they recognize that others share themes with their own lives. In this first moment of disclosing their own chosen level of vulnerability, group relatedness and trust may be solidified. Having been given the opportunity to connect with their colleagues, participants often realize that they share many experiences and they may be able to observe their own life through someone else's story, possibly for the first time.

Confidentiality is the only rule within the workshops. Individual landscapes and associated quadrants remain personal to the participants. They are asked to share only what

they choose to within the facilitation workshop. Their input creates the discussion content; issues are worked through in real time. The landscape is used with individuals and groups of people who may or may not know each other. Facilitation workshop clients include process workers, former prisoners, teachers, community members, business owners, broadcasters, and politicians. Breaches in confidentiality have never been an issue, and maintaining confidentiality and respect are of utmost importance.

What Gets in the Way of Your Success?

For the second quadrant, participants are asked to address "*What gets in the way*." This part of the exercise evaluates the barriers that hinder the participant's progression. Barriers may be real or imagined and should be probed; for example, "lack of time" may actually be lack of motivation or interest.

Participants are often surprised when deep-buried barriers emerge freely, even those embedded in personal judgment, expectations, assumptions, and unconscious beliefs. Occasionally, even intergenerational barriers arise. Answers are known by the participant but often subconsciously, and uncovering them can be challenging. The landscape and corresponding quadrant focus areas simply give participants the ability to recognize what is in front of them and the language to express it.

This may be the first time participants hear themselves talking about these barriers out loud and they should be encouraged to be comfortable with expressing frustration, resentment, or sadness. Within business workshops, facilitators may recognize comments, such as "I dread this time of year," "This always happens," or "We never get told anything." This opens the door to opportunities for system-based improvements to be put on the table.

What Can You Now See?

The decision-maker within us (described as "Self" within the landscape) decides to take or avoid action in any given moment. By understanding the motivation and history behind each of the reactors that exist within Self, we can avoid repeating patterns that will never lead us to our goals.

These reactors develop during our lives, usually to avoid a difficult situation, and once served a purpose. The moment the reactive behavior was first experienced may be recalled by the participant. For example, an aggressive individual may recognize the first time they exercised this behavior as a child dealing with conflict on the playground. While this behavior may have been effective at the time, it may not serve them in the workplace. Rather than judging these aspects of Self, the process of understanding where individuals speak from is about honoring the role of that aspect of our psyche in getting us to this point of life and, if the behavior no longer serves us, letting it go.

After leading the participant to analyze their behaviors and personify the aspect of Self responsible for previously initiating this behavior (such as the first time the child realized the aggressive behavior could be an effective tool against playground conflict), that old part of Self may then be invited to move from the chessboard (place of daily action) to the mountain (the place that allows us to have an overview of our life as a whole). There, with a metaphorical arm slung around the shoulders of the former part of Self responsible for the undesirable behavior, the participant may then thank that part of themselves and invite that part of Self to put down the load and rest—that behavior is now recognized and understood but no longer required in daily life. Honoring and embracing all aspects of an individual's self are important in maintaining self-worth and avoiding shame.

Moving forward, participants are encouraged to get curious about their reactions and recognize old behavior when they encounter it within their daily life among chessboard actions. Encouraging curiosity instead of defense when analyzing unwanted behavior may motivate positive changes. Participants are encouraged to keep their chessboards in mind. For example, curious questions include the following: "Why did I react like that?" "Is this how I always react in this scenario?" or

"What else could I do?" Participants may then choose to consciously reevaluate the situation with their curious mindset, new tools, and time to think about their preferred behaviors.

What Barriers Can You Now Predict?

After gaining perspective in recognizing behavioral patterns and barriers, from the mountain (overview of life), participants can track where their actions are taking them. An effective analogy used in facilitation workshops is dust rising from a car on a faraway road. If we are observant and keep the landscape in mind, we have time to prepare before a visitor arrives at the door. Reminding participants that there are many changes in life, and that their resolution in behavioral change will be tested, is important. Participants can become discouraged when old, unwanted behaviors begin to emerge, and taking the time to reevaluate the situation from the mountain may help.

The chessboard effectively separates the elements of daily life from Self (how an individual perceives themselves attending to tasks and actions). Participants are asked to check back in with the process, walk around the chessboard, and sit with the different aspects of Self on the mountain to get a clear perspective of what they have experienced and where their life is heading. This is an endless process and participants are again encouraged to observe and accept themselves without shame.

Would It Still Get in the Way?

With the benefit of hindsight, and an environment of safety and no judgment, participants can be more open to recognizing patterns or steps they could have taken and may see different future actions as possible. As barriers and new realities emerge, participants are encouraged to use their new awareness to objectively test where patterns, future relationships, or other challenges could create tension. Participants may work through how they could communicate earlier, more effectively, and with a better sense of the needs of each party. The process they have been taught within the facilitation workshops of preemptively analyzing their environment and predicting future stressors provides the mechanism for effective and courageous future actions:

- *What did I notice and when?*
- *What did I do and why/why not?*
- *How is this related to my own barriers?*
- *What different steps could I take in the future?*

A participant might feel a barrier that does not feel logical or which they cannot name. If their action or inaction relates to a scenario being discussed, defensiveness may impede the curiosity required to explore behavior or past actions openly. When defensiveness or accusations are encountered among participants who are encouraged to investigate an aspect of their behavior, the conversation topic can be expanded to a broader setting. The group as a whole is encouraged to consider changes that could be made outside of the current situation to achieve the same result, such as the following:

- *What would we build if we were starting from scratch?*
- *Would we still do it this way?*
- *What would be different?*

These questions are still relevant to the broad-thinking mindset the facilitation workshop seeks to encourage, but take the pressure off individuals.

What Do We Need, from Whom, and When?

When participants encounter those who share our mountains, they may be viewed as competitors and therefore a barrier to us reaching our own goals. With new perspectives resulting from the self-analysis within the landscape, individuals can instead explore the potential benefit of seeing the supposed "competitors"

as someone who could help us get there. Participants are then asked to consider the following questions:

- *What questions would we ask them if we could?*
- *Who else has this knowledge?*
- *If we are seasonal or exporting, what can we learn from those in the opposite hemisphere or a different time zone or industry with similar barriers?*
- *Who would know about particular indicators or barriers before us?*
- *Where might this information already be available?*
- *Who might be open to talking about the wider context and providing guidance on the next steps?*

The Role of the Third Quadrant

The third quadrant provides an individual working space to capture and work through revelations as they occur. The process of stripping back the revelation allows participants to practice identifying the core mountain or barrier beneath the thought or reaction that first appeared. A whiteboard is used by the facilitator to visibly paraphrase what emerges from participants so that they may observe how their word choice and judgments sound. Because a bond of kindness and trust is expected at this point in the workshop, participants are encouraged to respond honestly to what they hear and see. In most cases, people are voicing these inner thoughts for the first time and seeing how they sound out loud can be revelatory.

In this, I am provocative. I am putting a potential truth out there to be confirmed or challenged.

As an example of uncovering the underlying message within their narrative, a participant said, "I am fine on my own"; however, "I don't need anyone" was printed on the whiteboard instead of the words actually spoken. As participants work through verbal corrections, they will settle on their own truth. In the case of the example above, the participant was extremely surprised to hear themselves ask that the words be changed to "I want to be looked after."

In another example, a participant said, "I'm worried about my adult child's life choices" but instead the message on the board read, "My son is not living up to my hopes for him." This is often where the confusion or "clouds" clear and the mountains emerge. In this case, the participant had written "family" as a mountain; reflecting on the barrier being dealt with, she crossed out her son's name and wrote her own, then reflecting again, crossed out her own name. Her reason was, "If I accept my lovely son exactly as he is, I will stop worrying and he will stop being anxious about letting me down all the time. We can just get on with being a family." As soon as the mountain had emerged and the true barrier to achieving her goals became visible, something previously full of personal conflict was now easily understood and the resolution was simple—the participant had an easy choice to make to improve her family dynamic as well as her life.

If there is a particular focus for the discussion (e.g., the question of professionalism described later in this article), the third quadrant is used to capture and refine revelations specific to the focus area. In discussion, the focus areas sit alongside the personal and barrier questions, for example, *What would get in the way of you choosing this shared mountain and the actions that come with reaching it? Is this in alignment with your own star or is this instead something that would conflict with your values, which you would regret?*

What Could You Do?

During the process of working through the first three quadrants, the fourth, labeled "Actions," naturally fills. These are the chosen actions that will deliver us to our mountains.

Our mountains (goals) are there to be reached and replaced. Using what we now know, we can read situations more clearly; integrate information as it occurs; see patterns and use them to predict behaviors; understand why we and others make certain decisions; and continue to refine and develop new goals as

opportunities emerge. The measurement for all these things is the ultimate goal—Star.

When You Die, What Will Bring You Satisfaction and What Will Bring You Regret?

At this point in the workshop, participants are asked to reflect on the feelings of Star—alignment, momentum, and peacefulness. It is this sense of purpose that assures individuals that they are on the right track.

Participants with a thorough overview of their goals, activities, and underlying behaviors may now return to the chessboard: *Is your time and energy invested in actions that will carry you to the mountain?*

Moving to the quadrants, we adjust and confirm the following through discussion, using the third quadrant on the whiteboard to illustrate statements and work through revelations:

- *Are you dealing with the things you need to be?*
- *What patterns have emerged in the things that get in the way?*
- *Are any barriers now surmountable?*
- *Now you have already experienced your journey to your mountain on the chessboard, does reaching it feel like you thought it would?*

Participants are encouraged to adjust and confirm mountains and actions.

The priority for each mountain is tested for alignment with Star. Participants may be prompted with the question, "*What would you regret if it were to end now?*."

What Actions Could You Now Put in Place to Reach Your Mountains and Have a Continued Sense of Purpose?

People and organizations are driven by human decision-makers, and participants may now recognize the different aspects of Self behind this process and choose to make different choices. This noticeable change in mindset often results in a significant number of participants going on to design better operating patterns in their lives. The outcomes of these changes may significantly improve not only themselves but also their personal and professional communities, where the energy invested is more meaningful for the participants.

An example of the radical change possible after a landscape-guided facilitation workshop is one business owner who chose to hand the control of his company to his staff. Initially frustrated by a perceived lack of professionalism in the workforce, during workshops held in the workplace, the owner learned why employees were making the choices they were. By observing barriers and patterns using this specific process, groups of employees identified issues and found remedies to address the frustrations barring their progress and eroding their professional relationships; all responses were found to be identical. Together, the company of fifty-five people chose to make self-management a mountain, and empowered, self-selected focus groups now facilitate all decisions within the business, including hiring, wages, work allocation, and future direction. Retention has improved and the team has grown. They and the business owner report being much happier and more productive.

Who Is Responsible?

Many organizations and individuals appreciate being held accountable for the changes they seek to make. They may immediately know that accountability is needed, or suggestions may come from the group. Group accountability helps maintain an ongoing healthy perspective and encourages difficult conversations, such as identifying risk indicators or addressing behaviors before they become a problem. Practical examples include team members offering to remind the managing director about the shared mountain and changes they agreed to make if old patterns emerge; a team inventing "chessboard awareness" by asking, "How is your chessboard looking?" at the opening of each meeting and before assigning work; and an employee struggling with stress asking for

someone to join her for a walk "up the mountain" when she feels the first signs of anxiety, to replace the current strategy causing tension and workflow issues.

Personal responsibility is a natural consequence of utilizing the landscape tools effectively, and people may feel justifiably confident to trust themselves with implementing change. Actions may now be chosen through the process of understanding both what motivates need and what stands in our way; then success is foreseeable.

Conclusion

At an individual mindset and a company or societal systems change level, the Strategic Landscape's opportunities for positive impact are compelling. Many workshop participants' language and actions change for the better. They develop more tolerance, understanding, and, in many cases, empathy for where they and those around them speak from.

By going directly to the questions many conversations avoid—"What's going wrong," "What is getting in the way," "What signs did we miss"—the social risk of making someone wrong is removed. Within the facilitation workshops, nothing is wrong, it is only observed. This opens participants to acknowledging their behavior more effectively and changing it instead of denying it due to feelings of shame.

The simplicity of the Strategic Landscape allows effective adoption of the concepts being taught, as well as an understanding specific to the individuals who participate, in a very short space of time. This process champions personal responsibility and honors our past drivers while underpinning core human aspirations to find peace and balance, while remaining focused on the present moment.

On the landscape, all needs are equal; time is equal; emotional, financial, and social barriers are equal. Through the analysis of what participants will regret or be satisfied with at the end of their life, actions and goals become linked to a personal sense of purpose. Achieving this level of self-awareness is the purpose of the exercise, and positive changes are compelling not just on an individual level or within a workplace, but for society as a whole.

Acknowledgments

The author would like to acknowledge Hardin Tibbs for the use of the Strategic Landscape and permission for the adaptation. The author thanks Megan Giliam, MSc, and Lydia Jennings, BSc, for editorial assistance, as well as the many participants whose contributions made this work possible.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

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Meg Rose lives on the East Coast of Aotearoa New Zealand, where she plants trees, lays the dead to rest, and holds conversations. Everything Meg has learned has been through dialogue with others, and these conversations and experiences form her body of work. Specialising in crisis, future and conflict facilitation Meg has guided civic and business leaders, office and process workers, convicts and public audiences on the journey from where they stood to where they needed to be.