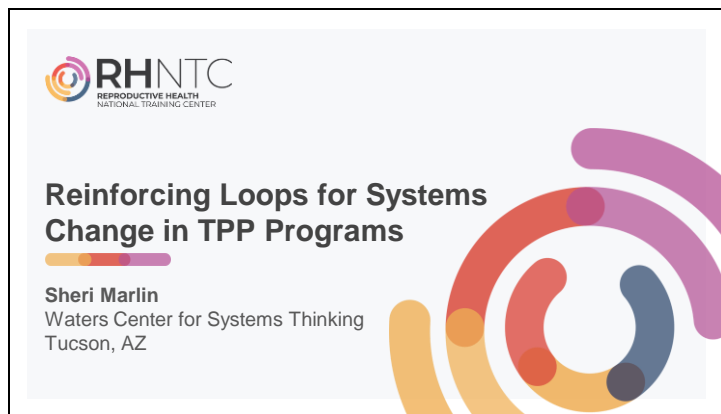


Reinforcing Loops for Systems Change in TPP Programs Webinar Transcript

March 23, 2022

Slide 1



Yvonne Hamby: I'm recording today's webinar and the slide deck, as well as the transcript will be available on the rhntc.org website within the next few days following the webinar. And my colleagues, Nancy and/or John will be chatting out the evaluation link to you all. So you have it handy and ready to give your feedback and we really do appreciate and welcome your feedback. It's extremely important to us and has enabled us to make quality improvements in our work based on your comments. So please take a moment to open the evaluation link that gets chatted out, and consider completing the evaluation in real time. As we go through the content today, fill out that evaluation. And in order to obtain a certificate of completion, you must be logged into the rhntc.org when you complete the evaluation. This presentation was supported by the Office of Population Affairs, and its content are solely the responsibility of the authors and do not necessarily represent the official views of OPA, OWH or HHS.

Slide 2

Learning Objectives

By the end of the session, participants will be able to:

1. Identify a reinforcing loop
2. Describe the anatomy of a reinforcing loop
3. Tell a reinforcing story
4. Apply the concept of reinforcing loops to elements within systems in TPP programs

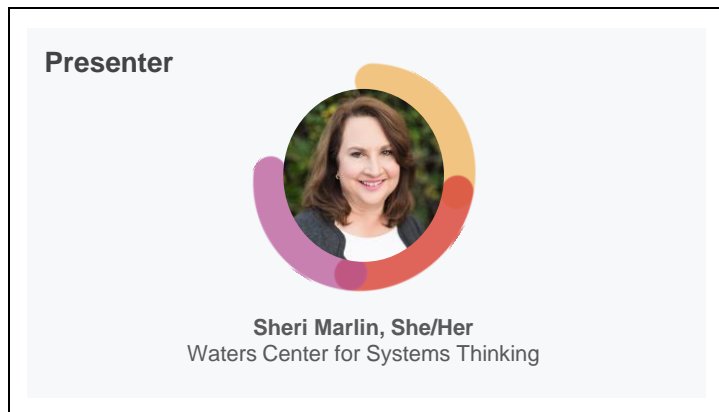
?

Poll: How confident are you in recognizing a reinforcing loop?

- Very confident
- Somewhat confident
- Not confident
- Never heard of a reinforcing loop before now

Yvonne Hamby: Again, we're excited to continue our journey to better understand systems thinking and give you some tools to practice it within your programs. Our second stop in this journey is reinforcing feedback, and our third stop in August will be systems mapping. Our content today was really developed specifically for our TPP program audience. So we hope that you really find some relevant applications to the content within your programs. I recognize that we might have folks who registered for the session that may not be affiliated with the TPP program, and that's okay. Just keep in mind that, again, the presentation is tailored for that TPP audience. All that in mind, at the end of this event, we hope you will be able to identify a reinforcing loop, describe the anatomy of a reinforcing loop, tell a reinforcing story and apply the concept of reinforcing loops to elements within your TPP programs. Before we get started, let's do a quick poll to understand your confidence level with recognizing reinforcing feedback. We're getting lots of responses. Most people are falling into that somewhat confident category. We have one respondent that's very confident, and then we have a few that have never heard of a reinforcing loop before now. So we're excited to have you with us. So we're showing the results now. So again, we stayed with that one person at very confident with most of you falling around the somewhat confident category and then there's some not confident and they never heard of a reinforcing loop. So, I think we're all in the right place and we're all going to be learning about this really interesting concept all together. So, I'm glad that we're here.

Slide 3




Yvonne Hamby: And now, I have the wonderful and exciting thing of introducing you to our presenter, Sheri Marlin. She presented on our last webinar. And she's the Chief Learning Officer for the Waters Center for Systems Thinking. She writes, speaks, and collaborates with others to apply systems thinking in real-world context. She has taught preschool through graduate school and has worked as a Building Principal and District Curriculum Specialist. She finds tremendous satisfaction in facilitating teams of people as they develop shared vision, and achieve desired results. By providing resources and sparking curiosity, Sheri keeps learning at the center of everything she does. She believes that when people understand and apply the tools and habits of systems thinking, they are more likely to engage in meaningful, lifelong learning and innovation. Sheri is co-author of "The Habit-Forming Guide to Becoming a Systems Thinker." The Waters Center helps people understand what systems thinking is and how to incorporate the habits, tools and concepts of systems thinking into their work and life to achieve desired results. So we're really excited. I've worked alongside Sheri for these last two webinars and can really speak to all of that firsthand. So I'm excited to hand things over to Sheri to take us on our journey today.

Slide 4

What do you think of when you hear “feedback”?

YOUR BOSS

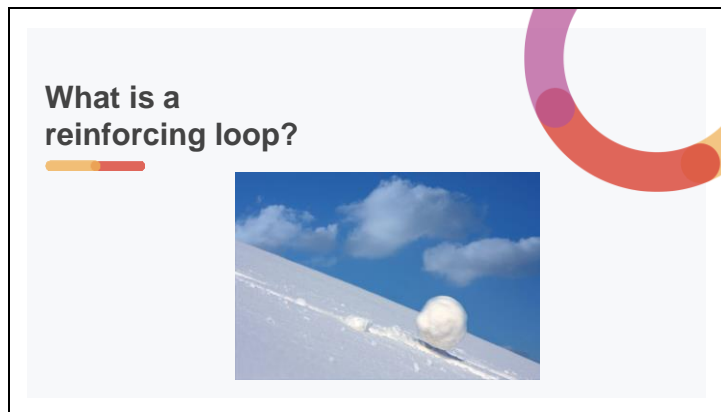


A SOUND SYSTEM

Sheri Marlin: Thank you, Yvonne, thank you. I think we're going to need to trim that introduction the next time, because it just reinforces my anxiety a whole lot. So this is a webinar, we're muted to keep sound quality really high for everyone. But if you are in a place and a space where you're willing to turn your camera on, it is designed to be interactive, I am happy to talk to your names, but it's always so much more fun to see your faces. Some of you toyed with that and then turned it off. So for me, the culture and the expectation that when you can have your camera on, and I know you can't always do that, it is super helpful and it helps you engage with your other participants. So thank you very much those of you they're willing to indulge me in that. It just helps a lot. Because this webinar is all about feedback, and I get a lot more feedback from you when your cameras are on, okay. I'm used to facilitating in-person, where I really do pay attention to the people in front of me, and this is not a keynote. So, that's one thing I think of when I think of feedback is am I talking to myself or am I talking to all of you? When you hear feedback, you might think about an evaluation when your boss says, oh, let's talk about this report, or its annual time, fill out this self-assessment. And I know it's good practice, but I also know that it is just the, butt of almost every meme and joke, like I had to fill out another, it's self-assessment. But it's this idea because oftentimes we think of feedback in our society as very linear. We give the self-assessment, we hand it to the boss. The boss gives us an evaluation and he hands it to us and we don't complete that circular nature of feedback, which is really where we want to go today. The other place that you might be thinking about feedback is a sound system. So, when there's feedback and you get that microphone in front of that speaker, it makes yeah, make it a really, really unpleasant noise. So that's feedback. That's probably the feedback like nails on chalkboard that we don't really like. At the Waters Center, we define a lot of our systems thinking principles, and what systems thinking is in terms of habits, in terms of what systems thinkers are able to do. And we believe that a systems thinker pays attention to the circular nature of cause and effect. So in a systems thinker where your boss, yes, they'd ask for that self-assessment, but then they would give you feedback, not just from their point of view on that evaluation document, but actually on your self-assessment. And they would give you their evaluation and give time for you to respond back to that. So in our illustration, reinforcing feedback is very present in nature. So here you see the idea about pollination, the more flowers, the more bees are going to be attracted to those flowers. The more bees pollinate, the more flowers come back next spring. So there's a beautiful cycle of reinforcing feedback and pollination, and in many other places in nature. This would be a really great time for you to just drop into chat, again, from your life experience.

You don't have to go to TPP just yet. But when you think of feedback, other than bad music or an evaluation encounter, what do you think of when you think about feedback? And I'm watching chat to see it just populate. Data, okay. Data, and again, it's what do we do with that data? CQI surveys, improvement, survey results. Grades, yeah. Scary, thank you, Josh. But thanks for that honesty. Megan, opportunity. No, I appreciate that. Yeah, because again, we've conditioned ourselves to think that it's responding to a student's contributions and building a beautiful example. Birthing a positive feedback loop. All right, Mackenzie. Hopefully you're going to have a lot of opportunities to work on that today. Smiles, thanks Yvonne. There is a children's book called "One Smile." If you know that story, about a little girl, and it goes through her day and how it's a great example. When I work with groups that I think will indulge me, I love that, smiles are very contagious. Okay, one more reason why you might just want to have your camera on.

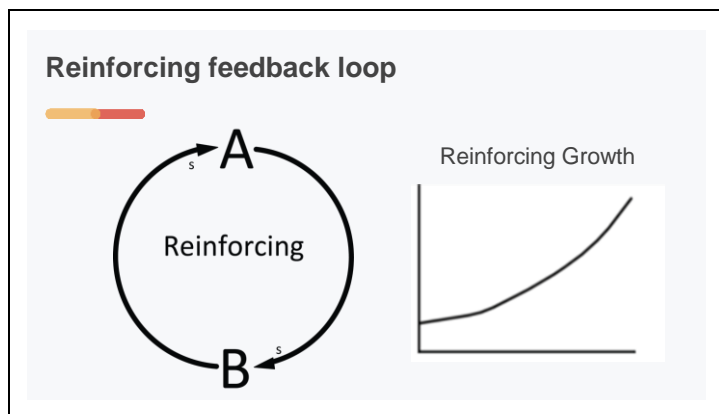
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Sheri Marlin: Okay, so what is reinforcing feedback? Here's another metaphor that we use for reinforcing feedback. And that's the idea of a snowball going downhill. Now I live in Tucson, Arizona, so we have snow. It doesn't actually cover the ground and you probably have to run outside to catch it. But I am told that there are places where you take that snow and you roll it. And I've seen pictures of these snowmen that are substantial size. We build snowmen here that look a little bit more like this. But the idea is that as that snow rolls down the hill, it gets bigger and bigger and bigger. And so here's where I want you to begin to think of a little bit about your programs. What are some things that you want to reinforce, that you want to grow? So as the reputation of your program grows, the enrollment, the number of participants is very likely to grow. And as the enrollment grows, so does the reputation of your program because more people here, there's more information, there's more data. For the teens that you work with as peer pressure increases, you could tell a story where their dependence on that pressure also increases, builds a culture of, we're going to listen to our friends a lot more than we listen to these facilitators or these mentors that we're working with. And that may be the reinforcing we're going to talk. And I'm going to show you example about a group of very young children who figured out how to break a cycle. So you might be trying to break a reinforcing loop of peer dependence in your programs, in your systems. And here's when the adults are perhaps a little guilty of. Like, oh yeah, I know, I know about that, yeah. I have some information and that feeds the desire for gossip. So, I want to be liked. So I may give you a bit of that information, which then grows my desire to have a little bit more information. So I give a little bit more gossip and all of a sudden we have a pretty unhealthy culture going, another cycle that we need to break. So now in chat, let's get specific, let's make this. And some of you again, I was really glad to see all the somewhat confidence because reinforcing feedback is such a natural part of our world, it's all around us. It's very reasonable that you would feel confident in that. So now let's get really specific about your programs and your TPP programs. What are some things that, and let's start with the positive, with the virtuous, what do you want to see reinforced? What do you want to grow like that snowball rolling downhill? Positive behaviors, excellent. The needle's moving, partners. We talk a lot about those. Success, oh, I like success with implementation. Yeah, then that's the positive side of peer pressure. I go, I like it, I bring my friend. That friend brings a friend, that's reinforcing feedback. Stakeholder engagement, excellent, okay, cool. And Lauren thinks that when folks have success with implementation. So think a little bit about that as a reinforcing driver. That's really positive and connects to some of the reinforcing feedback examples you gave about data and looking for

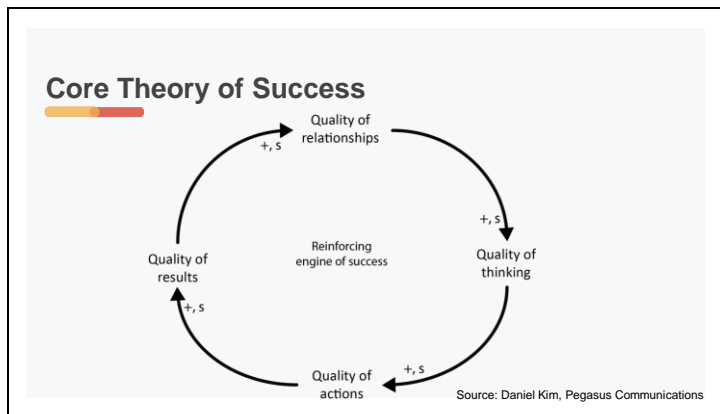
information. So, if I am successful in year one of my program or attempt one or this idea, then that very much reinforces my desire to try something new, and I get a little bit more success. Success breeds success, success to the successful, which can actually be a trap that we have to look at. We may need a webinar on success to the successful because when programs do really well, they get resourced better. And sometimes that means that we need to pay close attention to equity. So we're really focused on reinforcing feedback in this particular webinar because of the time constraints that we have. But you need to know as systems thinkers, and in that habit about just even in the pollination, nothing reinforces forever, not in nature, not in life. And so that success is hugely important. And at the end of today, I really want you to have some examples of how you're going to build that success. But a system thinker would also take a step back and look at that system, and make sure that they're paying attention to the balancing features as well. And make sure that their reinforcement is not at the expense of another group, or now that you're continuing to work collaboratively, again, using a trauma informed approach.

Slide 6



Sheri Marlin: Excellent, so you guys have great examples of reinforcing stories already, so we want to build that. So reinforcing loop can be two or more elements, variables that reinforce over time, that go in the same direction. And if you were to graph that, it would look a little bit like exponential growth. Some things grow in a linear fashion, but most things grow exponentially. Think about the money in your bank account, or on the other side, the interest on your credit card. Okay, that first month it's not so bad. It was worth it. It was worth it to get that brand new outfit for five bucks. But so I buy another one and a few months down the road, that interest has compounded and it's a couple \$100 a month. And then that's a little bit more painful. But we don't notice it at the beginning 'cause that's what reinforcing growth does. It's really tiny. So the other piece is that you want to make sure that as you're finding your success and you're celebrating your success, 'cause just like that credit card interest, sometimes that can be creeping up on you as well.

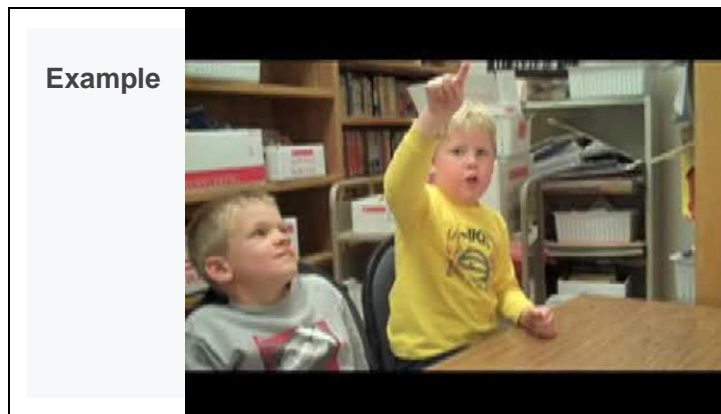
Slide 7



Sheri Marlin: So this is an example of a reinforcing loop, just like the reinforcing stories that we have been talking about. It has four elements. Again, there's no magic number. Today you'll probably be telling stories between two and four elements, but you can have more, can't have less than two. Otherwise, you just have a linear feedback, a causal connection. So we're always asking what comes back as a part of that story. But this was done by a gentleman by the name of Daniel Kim. I've had people disagree with the order of this, but this is his theory. And every loop, every graph, every stock flow map, any of the systems tools that we use are just that, there are mental models. There are ideas that we put down on paper in order to make our thinking visible. And so in this model you see the quality of relationships as that increases. And the S or the plus just go in the same direction. As that increases, the quality of thinking goes up. That's this plus or S that you see right here. So, as we spend time together, as I get feedback from you, then the quality of our thinking is going to improve. When we're comfortable with people, when we're able to share and collaborate, that increases the quality of our thinking. Hopefully, you'll buy this theory that as the quality of our thinking goes up, 'cause that's why you're here today, it's going to improve the quality of your actions. When I have considered an issue, when I have thought through consequences and unintended consequences, then the quality of my actions is going to increase as well. As the quality of my actions increases, I'm going to get better results, which is why we're after that. We want to measure those deliverables in the grant. We want to show our success, we want our funding to continue. And as our results go up, the quality of our relationships increases as well 'cause we have something to celebrate. So here is a big reinforcing principle I want you to get. Where do we tend to put all of our effort? On the results, the measureables, what's the thing? Is the program officer I talked to on? Yeah, we had a site visit, and that creates a lot of stress, right? Because we're focused on our results. But what you're doing today is you're saying I'm going to take a one hour break from just focusing on my results, and I'm going to invest in my quality of thinking. And if you understand reinforcing feedback, you know that as you improve the quality of your thinking, it's going to help you take higher leveraged actions, which is going to improve the quality of your results, which will give you more to celebrate. And maybe you're really in a program that's having some difficulty, you've been through some struggles. Ah, yeah, there was this thing called COVID. It through everybody into a dither. And maybe results aren't where you want them. So, you're always going in this other direction 'cause as your results go down, maybe you had to let some people go, that creates a lack of morale, that then decreases the... Yes, good point, Lauren, you can start anywhere in that story,

absolutely, excellent point. So that continues to reinforce in what we call a vicious direction. So maybe what you need do is start at the quality of relationships and try to figure out exactly what it is you can do to bolster those. All right, so, I hope you are thinking of some more. And Lauren, that's really the power of this. Is that you can start anywhere and you're looking for drivers. If some of you are familiar with Jim Collins and "Good to Great" that particular book, does that ring? You guys, for those of you with your camera, you can have these little things called reactions, you can do those. But Jim Collins actually talked about the flywheel. I just saw it last, I haven't even watched the entire thing yet. But he came out with a new YouTube video about how that flywheel is reinforcing feedback. And it's the same idea as Daniel Kim's "Core Theory of Success." We can put emphasis on any one of those variables and that is very much the power of it. All right.

Slide 8



Sheri Marlin: So again, I'm glad you're confident because one thing we know at the Waters Center is our mission is to bring systems thinking to all generations and geographies. It's that young kids can do this. So I'm going to set this video up really quickly. These are some first graders and they were having problems on the playground. These first graders are in college now. So this happened a long time ago, but it's still a jam. It still really helps us recognize the power of reinforcing feedback. So I'm going to just give you a little bit. They started out with mean words and hurt feelings. 'Cause when they would go on the playground, they would have mean words and hurt feelings. And those hurt feelings led to more mean words. And that just got them in a mess of trouble, even though they were friends. So they started and you'll see at the very beginning, is they started with some ways to break the loop. Like playing with someone else, doing a different game, something along those lines. And then they come to a really important aha, about their reinforcing story, so here we go. There's their loop.

Child 1: And our reinforcing loop is about when we get mean, we get mean words, hurt feelings, mean words, hurt feelings. And we get fights. We get mean words again and hurt feelings. And then we've thought about some ways to break loop.

Child 2: We thought about all of our ways to break the reinforcing loop, but we tried this, this has crossed out. Saying, I'm sorry worked, but we haven't tried these out yet. But the next time we get in a fight, we're going to try it.

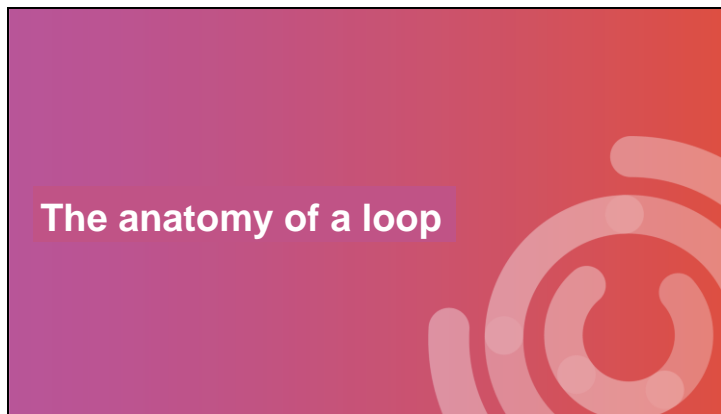
Teacher: What would the behavior over to time graph look like for this reinforcing loop?

Child 1: First it would look bad. And then we'd get hurt feelings and mean words and keep going like this. And then one of the leverages would make us go down. If this reinforcing loop said nice words, nice feelings, we could get rid of this, get rid of this, get rid of these and change 'em to something that's not bad, change it to something that's good, that will keep the loop going.

Sheri Marlin: Okay, we could just change our reinforcing loop. So again, please put some responses in there. Yes, these were real kids. Yes, that's edited down from about a 40 minute conversation. So it's not in a minute and a half. They went from mean words and hurt feelings to kind words and nice feelings.

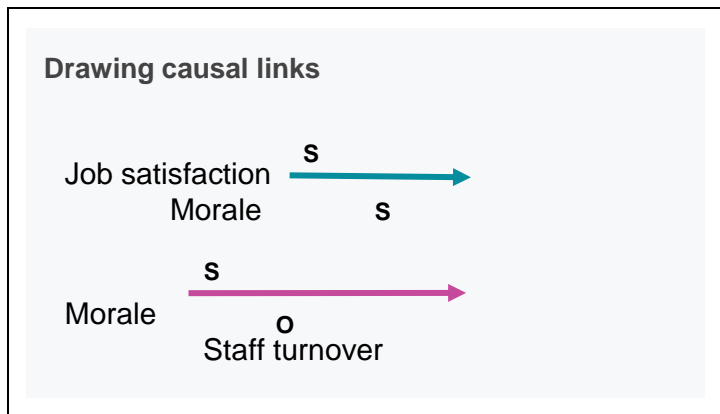
But I'll tell you that loop of kind words and nice feelings stuck in that building for years. And I was in there several years later when these kids had gone and a new principal said, I love being a principal in this building because I get to eat lunch. And I said, what do you mean? But you know after lunch kids come in and they're always in trouble and you never get to eat until like four o'clock. She said on the rare occasions kids come in, she had that loop. Kind words, nice feelings laminated on her table. And just like these kids, she says, okay, what happened? And they go, I fell out of the loop. And she says, how are you going to get back in the loop? They give me their answer. I eat my soup hot and my salad cold. It is good. So, it changed it. And so the point is not that kids are better, kids can do it that we can't. I do think that we can make a case that we extinct some of the systems understanding out of kids. It's one reason I love the reinforcing example from nature because I think when we, again, kids experience it, they see it. And a lot of this is way more natural than we'd like to believe, and we make it a little bit more complex. And yes, changing these attitudes and these mental models can do systems change.

Slide 9



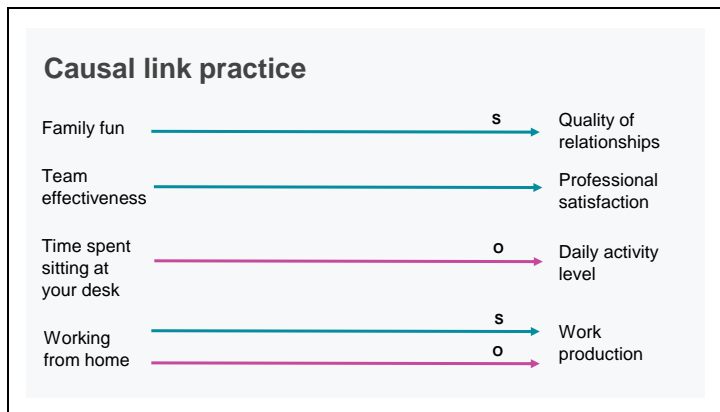
Sheri Marlin: So let's go right to the anatomy of a loop. So how do you build one? And again, we're going to talk about some technical aspects of building a loop. We're going to do a little bit more of it next time in the modeling session, but it is just as powerful like these kids to just have that sense of, yeah, we need to stop just trying to break it, we need to switch it. We need to get out of a vicious loop, we need to get into a virtuous loop. And to be able to tell the story is super important.

Slide 10



Sheri Marlin: But if you want to do some drawing and make these connections, like you've seen in these slides, then you want to use arrows and S's and O's. So as job satisfaction goes up, morale goes up. And to make it a loop, that's just a causal connection. Job satisfaction goes up, morale goes up. Those are going in the same direction. And you could come back around to make the loop. And I think you could argue that as morale goes up, job satisfaction goes up. When people are happy, it's that relationships quality of thinking, quality of results loop again. Now, if morale goes up, staff turnover is likely going to go down, and that's balancing feedback. And again, our focus in this session is on reinforcing feedback, but you need to know about balancing feedback as well, because it's an important part of the system, and it's at play. And again, balancing loops can go around. So as morale goes up, staff turnover goes down. As staff turnover goes down, morale is very likely to continue to go up. That actually is still going to be a reinforcing loop because the morale is going to continue to grow. But again, at some point, the team's been together for 99 years.

Slide 11



Sheri Marlin: Okay, we got it, you're working well. All right, so this is a little practice. Again, feel free. You got thumbs and those reaction bars. So, if you go to your tool bar in Zoom and you may have to click on the three dots for more, or you just may find reactions, but feel free to either do it on camera or do it in your reaction bar or in chat. So you can put your response in chat too, just so we get a sense of doing this all together. So as family fun goes up, quality of relationships goes up or down? Up, there you go, up, up, up, up. Yes, I think we can agree with that and we can tell that story. As team effectiveness goes up, professional satisfaction goes up, up, up, up, okay. As time spent sitting at your desk goes up, like 14 hours on Zoom, daily activity level goes down. All right, excellent. It'd be interesting to try to tell that story coming back around. As daily activity goes down, time spent sitting at your desk goes down 'cause your help goes down too. Okay, so working from home. Now, what do you say? Working from home, production goes up, production goes down. I see an up, I see an up, I see Megan say up. All right, okay. Eudora, thanks for taking a stand there. And I have this one set. You could tell again, the anatomy of the loop is deciding this up and down. The power of the loop is being able to tell the story. So the story sounds like, when I work from home, I have everything set up, I don't waste any time on my commute. I have more money in my bank account 'cause I'm not spending on gas and dry cleaning. My productivity is stellar. Or you could tell the story that when I work from home, I think about the laundry that needs to be done, I have to help the kids with their homework. One more snack is not going to hurt anything and my production goes down. So it's your story. So again, these aren't right or wrong. As you're on these loops, it really is about being able to tell the story.

Slide 12

Causal link practice

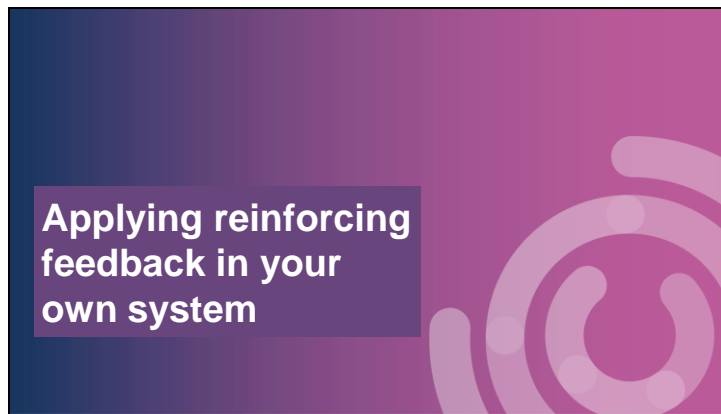
Think about a feedback scenario that is relevant to your work. Make one set of causal links that changes in the same direction (label the arrow 's') and one set that changes in the opposite direction (label the arrow 'o').

Be prepared to share the story of your links in a breakout group.

```
graph LR; A[Enter your first variable] -- s --> B[Enter your second variable]; C[Enter your first variable] -- o --> D[Enter your second variable];
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Sheri Marlin: So, I am going to ask you to do some causal link practice. And then in some breakout groups, you're going to move those causal links to causal stories. And again, there's nothing wrong with thinking about systems in light of your own world, your parenting. And as you move into your breakout rooms, we're going to want you to transition into thinking a little bit about this work in your programs. So if you've got a piece of scratch paper handy, or if you're working in a journal or taking notes or open a note page on your computer, take just a minute to jot in some causal link practice. And we are going to send you into breakout rooms where some skilled facilitators will help you share those link and turn those links into stories. So I'm going to go up back to our chat. So, I'm going to pick on Devon's. So stakeholder engagement goes up. I might pair that with resources for my program. So as my stakeholder engagement goes up, my program becomes more well-funded, more well-resourced. As my program becomes more resourced, and maybe I add a variable, I can increase the outreach that I can do. As I grow the outreach, I grow the stakeholders, which also continues to increase my funding. So maybe you'd only thought of that story in terms of outreach and resourcing. But it really is the stakeholder engagement becomes a critical variable. So practice your causal links to start. And then each group in this facilitated group will help you move to telling some stories 'cause drawing the loop is important. Making your thinking visible is important, telling the stories is also very important.

Slide 13



Sheri Marlin: Tell us what were some of the common themes in your reinforcing stories? Again, from any of the three groups, you can speak out and otherwise we'll--

Megan Hiltner: Well, I'm happy to share real quick. And group that was in this group, feel free to chime in too. We had some really good at examples related to partnerships and the reinforcing loop around more partnerships, more support, more engagement. But talking about that, then we had a conversation related to if you do team debriefs, following education session with the educators, that leads to them feeling more supported and some learning opportunity. And does that also then result in some more engaged youth? We talked about this. And then we had some folks really pushing, wait, can this be linear? Are we thinking about this too linearly? And how do we take a step to really look at these variables in loops? And then we had great conversation around ensuring that we identify our assumptions when we think through these variables. And then the brilliant group that I was in was like, that's when the mental models come in. They were like, this is where this comes in, we need to check this. And oh, it was such a good conversation in their group. Oh, concept mapping. We had a good suggestion on that, that's been a helpful tool. But we talked that could be another session.

Sheri Marlin: We're not going to do concept mapping, but we are going to do system mapping next time, which there's definitely a difference between those two pieces. And I definitely am taking some notes, Megan, in all groups about how we can bring some of these variables to bear. And I think that question connects to one of the things that I heard as I came into Yvonne's group here in the main session and it's really how do you identify which variable you want to put your effort toward? And so that then connects to Megan's question about, are we really being circular? And are we understanding this is circular feedback? Or are we still going in a linear fashion? A equals B, B equals C. We're having a chain of events rather than looking for the feedback in the system. And so the map will help us do that. And I think the question I'd want you to take from today is when you build those causal links, is it the most direct connection? So again, in Megan's example, as team brief goes, debrief goes up, people feel more supported, which leads to more opportunities for learning, which leads to more. So is there anything that, and I don't know, I'm not saying, but is there anything that would come between support and opportunities for learning? So maybe for example, if they feel supported, then they feel they can ask a question which leads to more tailored professional development. And that may or may not be the story,

but you want to ask that question. Is that the most direct link? And I love the plug for all of those habits that you had in there, I think I can go ahead. Because again, and that's why we present these habits as very connected to one another because they do all come into play, as you begin to think about and look at this. So I don't want to cut anybody off. Ilana, do you want to share anything from your session?


Ilana Webb: Yeah, so we had a great discussion. We had a lot of nice causal linkages presented. But our discussion geared towards parental engagement and the difficulty that folks are having doing that, but also understanding that the causal linkages can be really complex because often some folks have heard from teens that they absolutely do not want their parents involved. Or the mental models with the parents and guardians can be the opposite of what the program is trying to achieve. And so, it just becomes really complex. And I think Sheri, it probably gets to your point about are there steps in between? Are there things that we should be leveraging in between things and really addressing the mental models piece of that? And how we think about parental engagement, and also making sure that the youth feel engaged because sometimes those things can go the opposite directions based on that one lever.

Sheri Marlin: Thank you, Ilana, that was a great group as well.

Slide 14

Feedback Loops


IDENTIFIES THE **CIRCULAR NATURE** OF COMPLEX CAUSE AND EFFECT RELATIONSHIPS



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IDENTIFIES THE **CIRCULAR NATURE** OF COMPLEX CAUSE AND EFFECT RELATIONSHIPS

A Systems Thinker sees the interdependencies in a system and uncovers circular causal connections.

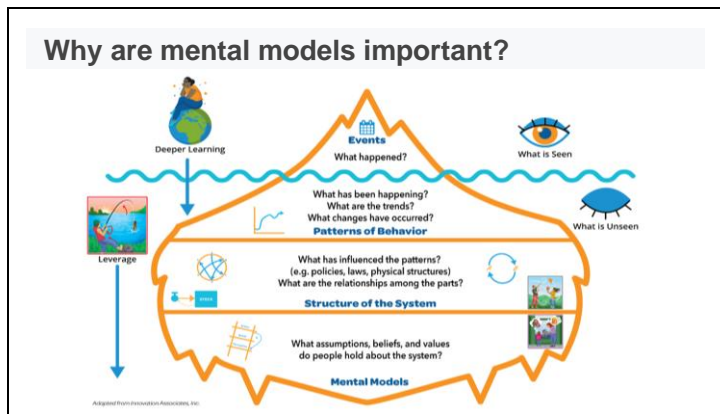


Questions to Ask

How do parts affect one another?
Where does circular causality/feedback emerge?
Is one feedback loop more influential over time than another? If yes, how?

[Skipped for time]

Slide 15



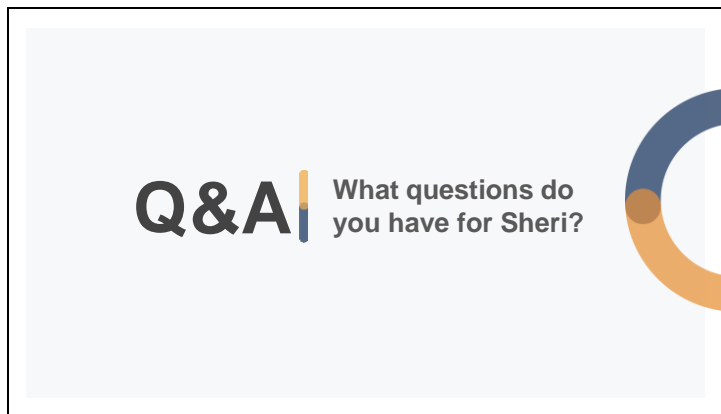
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Slide 16



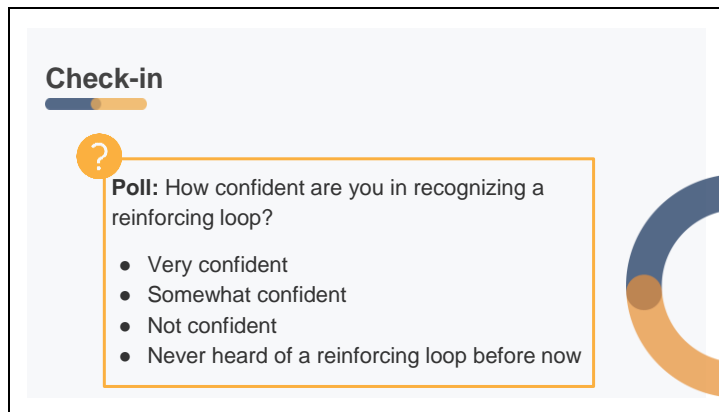
[Skipped for time]

Slide 17



Sheri Marlin: All right, and let me just check chat. If you have other questions or thoughts, you can stick them in chat. I did put the link to the habits cards and chat as well. Oops, I did something wrong 'cause it didn't turn blue. But maybe if Megan, you can help me with that. So if people want to access those cards and look at those questions on the back, they can. I'm very mindful of the time. And I do want to get to questions and answers.

Slide 18



Check-in

? **Poll:** How confident are you in recognizing a reinforcing loop?






- Very confident
- Somewhat confident
- Not confident
- Never heard of a reinforcing loop before now

The slide features a light blue background with a white box containing the poll text. A question mark icon is positioned to the left of the poll text. To the right of the white box, there is a decorative graphic consisting of two overlapping curved shapes, one blue and one orange.

Sheri Marlin: Oh, I wanted to go back, are they here? Okay, I wanted to go back to those outcomes and those objectives. I thought we had stuck that slide and repeat in there about at the beginning, let me just stop share so I can get to that 'cause that's something we really committed to doing is talking about, did we do what we promised we said we were going to do in here? And to give you an opportunity to see those outcomes from the very beginning one more time. So, I can take questions, I'll look in the chat as well, but as we're revisiting these. So did you identify a reinforcing loop? Do you recognize causal links and the anatomy of those loops? We've got another poll asking you how you've... Oh, look at all those, very confident now, love it. You had an opportunity. Many of you came off mute and told a reinforcing story. And this isn't in the script, but I'm just going to say one of the ways that you can continue to grow, not on confidence, that's awesome, but the way even more of you can grow in your confidence is before this week is over, we're right in the middle of Wednesday, before this week is over, make a point to tell a reinforcing story to someone else because that's a really powerful way to get some practice. Just when you feel or if you're wanting to build whatever it is, engagement, partnerships, outreach, think about that reinforcing story and tell that reinforcing story to an important stakeholder. All right, so probably over. Oh, yep, let me turn it back over to Yvonne really quickly. Yvonne, let me get you your slide.


Slide 19

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Yvonne Hamby: Well, as we're closing, we'd love if you would chat in how you will apply what you learned today about reinforcing feedback in your daily work. And while this wasn't focused on application, it was really setting a foundation and building your knowledge base. We'd still like to hear how you might move forward and apply the information you learned today. Also, there's lots of ways that you can engage with us. You can go to our website, rhntc.org, you can email us. And like I said, we will have our slides posted in the next few days with the recording of today.

Slide 20



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THANK YOU!

Please fill out the evaluation form after the webinar!

CONTACT US

rhntc@jsi.com

This webinar was supported by the Office of Population Affairs (Grants FP7PA006030, TPSAH000006) and the Office on Women's Health (Grant ASTWH2000-90-01-00). The views expressed do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Yvonne Hamby: And we really want to thank you all. It was such a great discussion, both in chat and sharing directly with each other. As a reminder, we'll have everything ready in the next few days and shared on the website. If you have additional questions for RHNTC on this topic, please don't hesitate to email us. Another way to get in touch, rhntc@jsi.com. We're chatting out the link again. Please share your feedback, we'll loop it back in, a feedback loop into our planning for our next Systems Thinking webinar. And thank you again for joining us. And this concludes our webinar today, thank you.