What is Principled Innovation?

Principled Innovation is the ability to imagine new concepts, catalyze ideas, and form new solutions, guided by principles that create positive change for humanity.
About the Cards

This card deck is intended to generate individual and group reflection to engage character as part of our decision-making process and the way we design solutions for the dilemmas and challenges we face. Intentional reflection on our experiences contributes to the development of practical wisdom.
Every card features two questions, one as a “starter” question (white) to begin exploring an aspect of our character and another “deeper dive” question (color) to engage practices of Principled Innovation. They are divided and color-coded into four categories:

*Moral* • *Civic* • *Intellectual* • *Performance*
Find a code on each card that indicates which practice the question is exploring.

M1 M2 I1 I2
C1 C2 P1 P2
MORAL character supports decision making from multiple perspectives, allowing one to honestly evaluate situations with open-mindedness, integrity, equity, and justice in order to respond in a meaningful and responsible manner.

Assets include: empathy, compassion, fairness, gratitude, and humility.
M1: Identify and acknowledge fundamental values
Distinguish the values that are important to the individuals, team, community, and learning environment and ensure that the process, structures, and solutions honor, appreciate, and reflect the identified values.

M2: Utilize moral and ethical decision making
Use a values-informed reflective process to assess possibilities, navigate dilemmas, and make the best possible choice to serve the needs of the individual, team, community, and learning environment.
CIVIC character is a commitment to the public good through one’s own local, national, and global awareness and engagement. Civic character drives the commitment to address and challenge systemic problems to improve the well-being of others.

Assets include: service and action orientation, civility, perspective-taking, inclusive and collaborative spirit
**C1: Understand culture and context**
Use evidence-based resources, empathy, reflective questioning, and asset-based appreciative inquiry to fully understand and assess the lived and current experiences and circumstances of individuals, communities, and learning environments.

**C2: Engage multiple and diverse perspectives**
Seek and champion equitable and inclusive involvement and contribution to the process, including many different voices who have a variety of lived experiences, beliefs, backgrounds, and cultural wealth.
INTELLECTUAL character enables individuals to become innovative, creative, and critical thinkers who value quality of information in seeking the truth and strengthening society. Intellectual character supports informed learning and utilizing data and evidence to think critically and challenge the status quo in order to effect systemic change.

**Assets include:** critical thinking, problem-solving, and truth-seeking
I1: Develop habits of an informed systems thinker
Use evidence-based resources and data to inform flexible thinking and appreciation of emerging insights and multiple perspectives, allowing one to recognize how the individual parts are influenced by their environment and interact to form a complex whole.

I2: Reflect critically and compassionately
Use a growth mindset to make meaning of experiences through contemplation and consideration of one’s thoughts, feelings, and actions and how they affect the growth, development, and identity of the individual, team, community, and learning environment.
PERFORMANCE character, when informed by intellectual, civic, and moral assets, enables individuals to navigate uncertainty, anticipate and mitigate intended and unintended consequences, and work collaboratively to design and implement creative and effective solutions to the toughest social and educational challenges.

Assets include: initiative, creativity, courage, perseverance, resilience, and risk-taking
P1: Design creative solutions
Work collaboratively and intentionally for and with the community to define and understand the problem; then generate and catalyze purposeful, innovative ideas to achieve a desired outcome that creates positive change for humanity.

P2: Navigate uncertainty and mitigate consequences
Guide the decision-making process through observation and reflective questioning that helps to imagine and effectively respond to the possible outcomes. Allow space for meaningful action to increase the chance for desired results and reduce the risk of harm to individuals, teams, communities, and learning environments.
Mary Lou Fulton Teachers College

at Arizona State University
developed a framework for Principled Innovation with the support of a generous grant from the Kern Family Foundation.

For more information and resources, visit: principled-innovation.org
Let us know what you think!

Share your feedback and ideas with our team by emailing us at pi@asu.edu
A single question is often the simplest way to start a conversation.

1. Identify a topic of discussion or challenge you’re facing.
2. Each group member picks one card from the deck.
3. Participants discuss how each question relates to the identified topic/challenge.

Extend the discussion

1. Identify how your perspective on the topic or challenge shifted after using the cards.
2. Discuss the “big picture” and how your topic/challenge fits into the larger scope of your work.
Personal growth occurs when we can look at a situation and find ways to reframe it.

1. Choose a card from the deck and journal about how the question applies to a professional and/or personal situation in your life.

2. Review what you wrote - has your perspective on the situation shifted? Did your response bring up any additional questions to explore?
Use questions from each character asset to help your learning experience stay human-centered.

1. Identify an area in a current project/assignment where you would like to bolster the focus on character.
2. Randomly choose one card from each of the four character assets and use the questions to reflect on the project/assignment.
3. If there are any character assets that are not represented in your learning experience, how might you intentionally integrate them?
Collaborative Meeting

Think about using questions to collaboratively address a dilemma or to jumpstart a meeting.

1. Before a meeting, look at the meeting topic or agenda to get a sense for what will be discussed.
2. Choose a card that could serve as a warm-up question to jumpstart everyone’s thinking or questions that could help engage new perspectives on a dilemma or challenge your team is facing.
3. If you are reviewing current work or launching new projects, choose a question from each asset that could spark ideas and perspectives to further your work.
Think about designing your own reflection activity. This could be for individual or group reflection as it relates to:

- Group work/collaboration
- Project goals/outcomes
- Curriculum planning and development
- Debrief event or challenge
- What else?

We’d love to hear more about the ways you’re using these cards and any activities you design! Share your ideas and experiences with our team - pi@asu.edu
What are my values?

How are my values reflected in my decisions?
Does this decision conflict with my core values?

How are we ensuring the intrinsic worth of people is being valued in an equitable and just way?
How are we practicing love and care?

What are the consistent opportunities and practices in place that encourage the development of authentic relationships?
How am I being empathetic towards myself and others?

How can we support others in finding their identity and interests through every interaction?
How does my role affect how and what people share with me?

How might I contribute to providing a safe environment to share ideas, thoughts, concerns, and viewpoints?
What emotion am I feeling?

How are my emotions in this situation connected to my values?
What do others need from me in this situation?

How might I contribute in a way that is fair, equitable, and just?
What is my mission or vision?

How am I aligning my choices with my mission or vision?
Why do we believe this is the right decision?

What other choices do we have in this situation?
How might others perceive my decision or action?

What ethical concerns or implications exist in this decision?
What are my biases?

Do I acknowledge the bias I bring to this situation, or am I taking action to remove that bias?
Is the choice I am making affected by my biases?

What assumptions or judgements am I making?
What qualities are you grateful for when collaborating with others?

How does gratitude impact our decision making?
How might others be suffering in this situation?

What decisions or actions can I make to alleviate suffering?
What are the strengths of the community in which we are operating?

What actions did I take to get to know the community or context in which we are operating?
How am I taking time to build relationships?

What kinds of partnerships do we need to establish to ensure our work respects the social context?
What is the cultural wealth of the people in the community?

How are we moving from culturally responsive to culturally sustaining practices?
How are we showing compassion for others’ needs?

How might I be more compassionate in my responses?
How have we received feedback from the community about this project/decision?

How might we effectively use feedback from the community to ensure their needs are being met?
What is the importance and value of service and giving back?

What action steps can I take to engage in and commit to regular service opportunities?
How might understanding these experiences help us to connect with each other?

How might I better understand the experiences and responses of members of the community?
Whose perspective, different from my own, do I need to solicit?

How will we learn more about the socio-cultural and historical context where we plan to implement this initiative?
What opportunities have we provided to view the problem through different lenses?

What are the ways we can be more transparent in this situation?
Who in my network can bring a different perspective or inform this conversation?

How might I engage active listening to remain open to all perspectives?
How do my decisions affect the community or those around me?

What actions and steps can I take to get to know the community and context around me?
What are my biases around the community in which we’re operating?

What other perspectives were considered to interrupt implicit bias?
What does civility look like in practice?

How might I foster civility in my daily interactions and conversations?
Who will be affected by this action?

How might I confirm that I am accurately understanding their needs?
How am I ensuring I’m using accurate information?

How do I accurately disseminate knowledge?
What opportunities are available for me to lead change?

How do I work with and influence stakeholders?
How do we encourage questioning and risk-taking?

How might we create an environment that supports questioning and risk-taking?
What data or resources informed our decision?

What evidence are we seeing that the decision had a positive impact?
What information do we need before addressing systemic change?

How do we recognize multiple perspectives in systems change?
How do I think critically about who is not served by the current system/process?

How will critical thinking about who is excluded from the current system/process start plans for improvements?
Am I claiming more than I actually know?

How can we be transparent about our knowledge gaps or biases?
How might we support a culture of intellectual humility?

How might we be more resilient as an organization?
What are my opportunities for growth?

How do I amplify innovation within a group?
What evidence do I have to support my perspective?

Do I understand how my bias or perspective may influence the approach I take?
How did I respond to challenges?

Did my responses support the greater good?
What might we be missing?

What opportunities will there be for critical and compassionate reflection?
How is our team encouraged to improve our current processes?

Do our institutional processes support critical thinking?
How have I been transformed by this experience?

How might I use this experience to guide future actions?
What support or resources do we need to overcome the challenges of the problem?

How will we know if the innovation is effective?
How might we preserve what’s working well in various contexts?

How will this design value the intrinsic worth of all people it impacts?
How have we engaged the community in the design process?

How will the design support the well-being of the individual, community, society?
Have we allowed ourselves to ask “What if?” in order to engage possibility thinking?

How might we take actionable steps to enact our imagined possibilities?
How are the proposed solutions a fit for the context of the community?

How might this action/solution be perceived by others in the community?
What steps can we take to collaborate effectively, resulting in a positive experience?

What does successful collaboration look like in this design?
How do I support and build on team members’ ideas?

How do my team members support and build on my ideas?
What are alternative ways of approaching the situation?
What strategies am I using to respond instead of react to this idea/situation?

What kinds of unanticipated issues are emerging and how can I respond to them?
What does positive growth and transformation look like?

How do our decisions contribute to positive growth for everyone involved?
What can I as an individual do to make the situation better?

Have I fully considered unintended consequences to the best of my ability?
How have other organizations responded in similar situations?

How are we responding to changes, and are we remaining open minded?
What is the best mistake I’ve ever made?

How did that experience help me make meaning or change my decision making?
What are the risks of missed opportunities or the risks of inaction?
We can innovate, but should we?
Mary Lou Fulton Teachers College at Arizona State University developed a framework for Principled Innovation with the support of a generous grant from the Kern Family Foundation.

For more information and resources, visit: principled-innovation.org