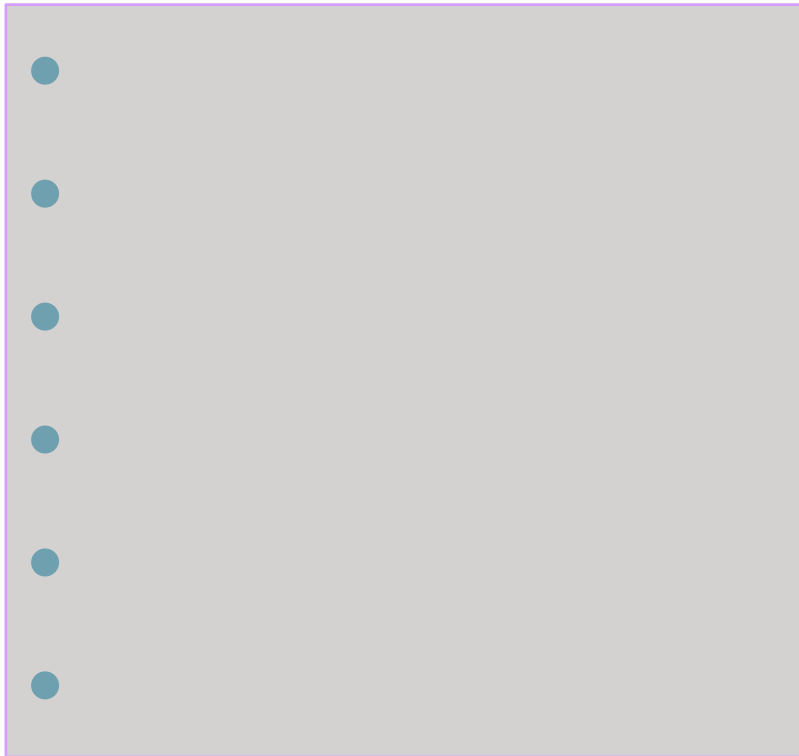


Systems Thinking, Systems Changing



Dr. Philip Hallinger
Professor

What are the greatest challenges to creating continuous improvement?



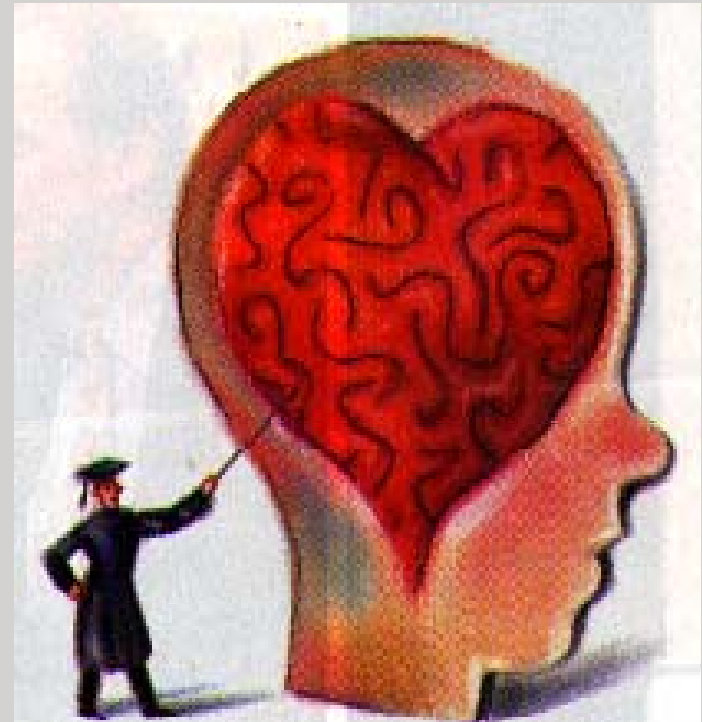
Learning Goals



- To understand concept of learning organizations;
- To learn to think *systemically* about change;
- To apply concepts of learning organizations, change and continuous improvement;
- To work as a team to implement change;
- To understand the role of leaders in change.

A learning organization can ...

- change how it thinks and acts.
- do what it was never able to do before.
- continually expand its capacity to create its future.
- create an environment where people are continually learning how to learn together.



People: Organizations are Communities of Learners



- Organizations are communities of learners.
- The capacity to change depends upon their ability to learn.
- Staff are adult learners.
- Leaders are “head learners.”

DILBERT SUCCESS STRATEGIES

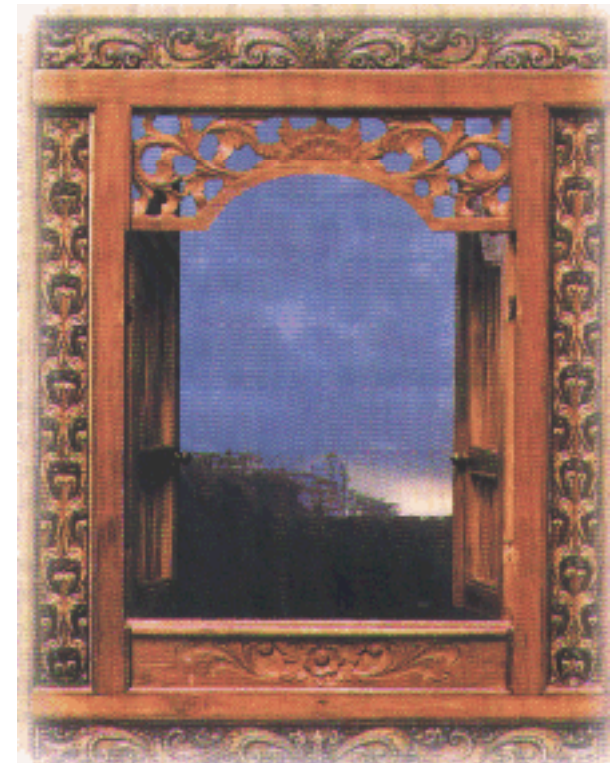
YOU SHOULD, LIKE, WORK HARDER... OTHERWISE YOU MIGHT GET FIRED. ANY QUESTIONS?



Singapore Society: Creating its desired future



“Thinking schools,
a learning society”



Challenges in Fostering Adult Learning

What conditions foster adult learning? Jot your thoughts as you watch the video. What are implications for leaders?

- 1.
- 2.
- 3.
- 4.



Systems Change Simulation



Systems Thinking/Systems Changing



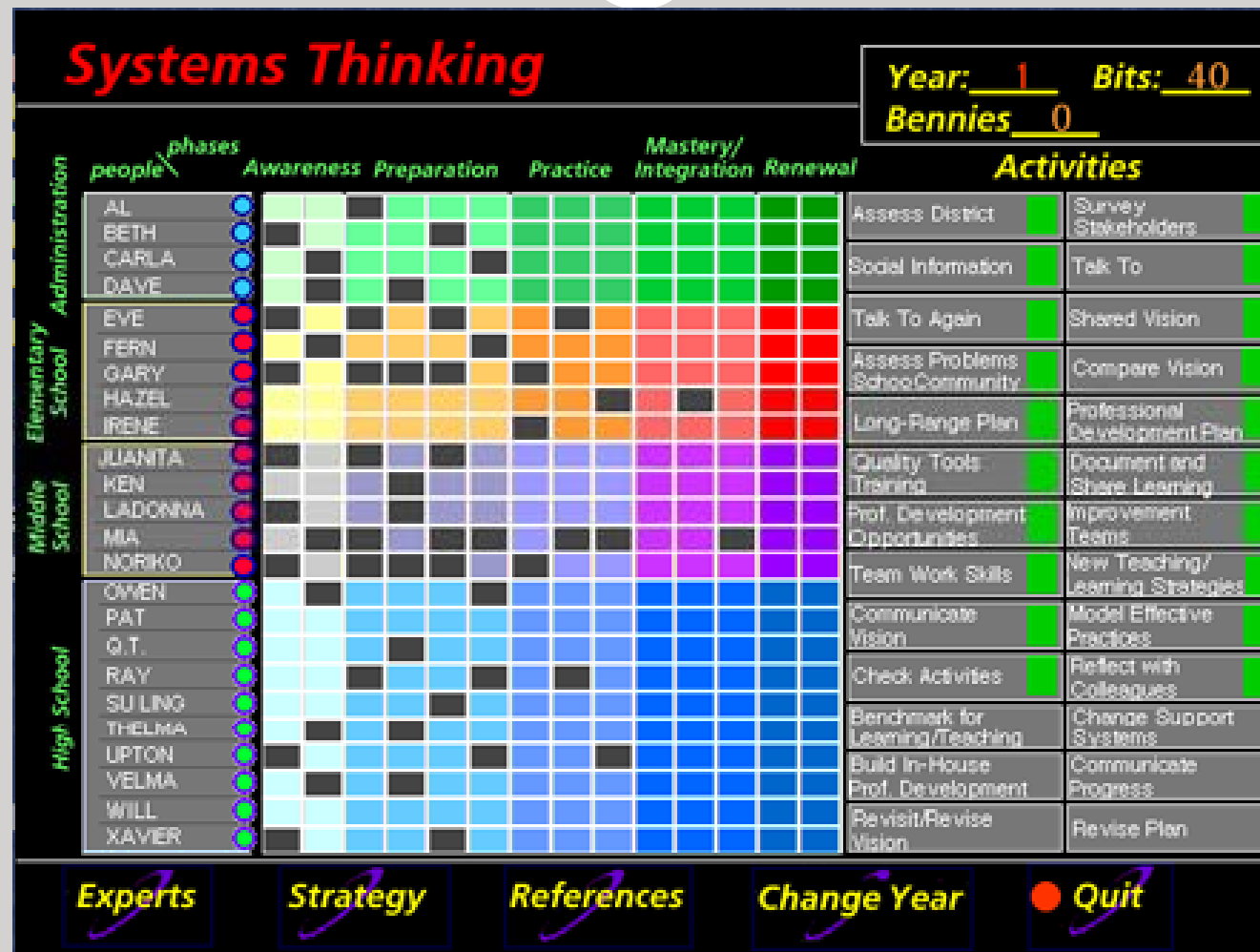
- The Making Change Happen! Simulation focused on the implementation of a specific innovation – IT 2020
- However, organizations today are faced with implementing many changes at the same time.
- The Systems Thinking/Systems Changing simulation focuses on how to increase the capacity of organizations to adapt to continuous changes.

Simulation Instructions

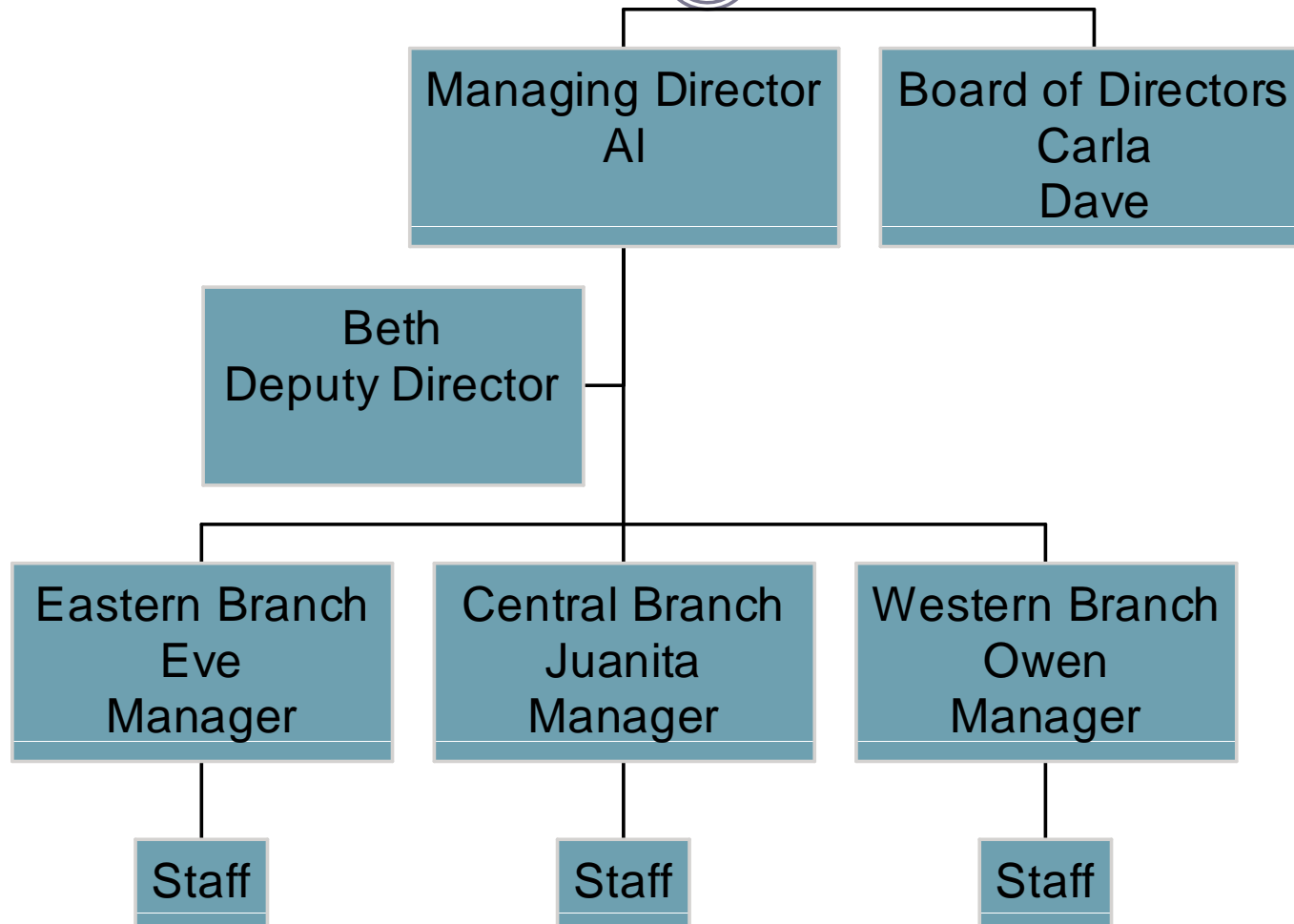


- Change team appointed to foster practices of a learning community over 3 years in the organization.
- Goals:
 - To move people from awareness to renewal stage.
 - To increase productivity benefits (Bennies).
- 24 people from the organization (see *handout*).
- Five Stages of Use in the process of adopting change.
- Budget of 40 Bits each year, but cannot carry-over.
- Choose from 24 activities to foster change (see *handout*).
- After selecting activities, you'll receive feedback:
 - Sometimes your pieces will move;
 - Sometimes you will also accumulate Bennies.
- Play in three one-year segments as instructed.

The Gameboard



Organizational Chart



Assumptions

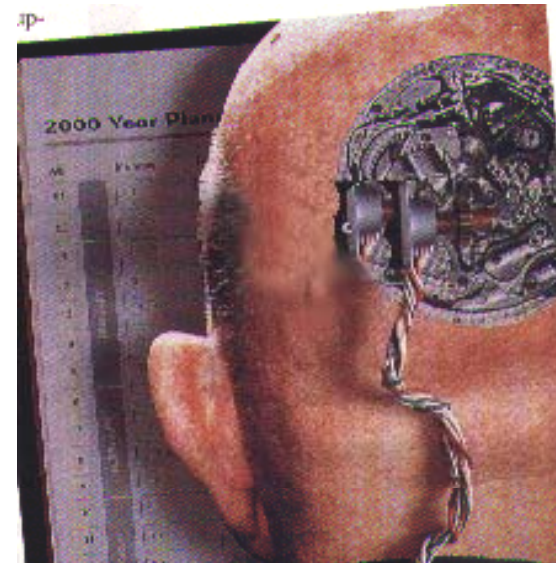


- Your task is to build the capacity for continuous improvement in the the organization
- You have the permission of the Managing Director to plan but do not yet have his broad support. Nor do you have commitment of staff in the organization.
- People in the community (player pieces on game board) that you need to influence know nothing about your task.
- Although in reality “improvement has no end” we will follow your effort for three years after which your success will be assessed.

Strategy Records

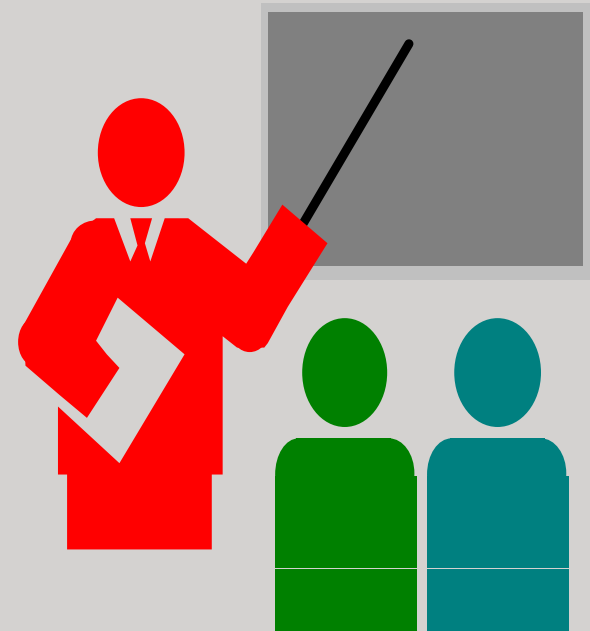


- The computer will track your change strategy (see *Strategy Button*).
- Keep notes on progress:
 - Which activities gave you Bennies?
 - Which activities were most successful?
 - What's *not* working?



Agenda

- Introduction
- Break
- Simulation : Year 1
- Change : Debriefing
- Break
- Simulation : Year 2
- Change : Debriefing
- Simulation: Year 3
- Break
- Discussion & Team Reports



Reminders!



- Read the full tutorial by clicking on the left-side buttons.
- Match activities to needs.
- Spend your money each year.
- Pieces will skip black squares.
- Focus on productivity as well as use of continuous improvement.
- Use teamwork and have fun!

Break!



“Excuse me Prof H.,
but I need to check
back to my office.”

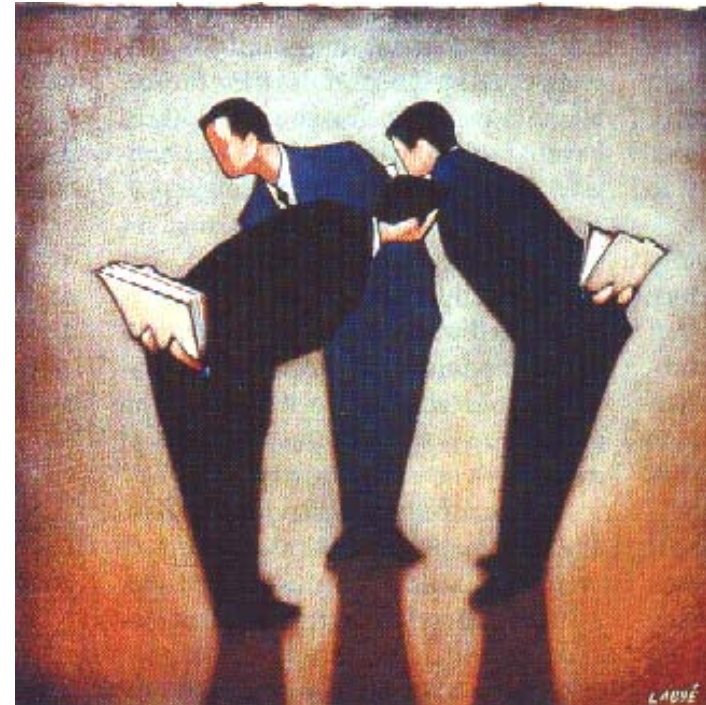


Aware									
Prep'n									
Practice									
Mastery									
Renewal									
Bennies	<100	100-400	>400	<400	400-800	>800	<600	600-1200	>1200

Debriefing: Year I



- What were your most successful activities?
- How did your sequence of activities affect your success?
- What advice would you give others about what you learned this year?



Back Home: Discuss



- What did you learn from your visits?
- What do you need to do differently?
- What's your strategy for this year?

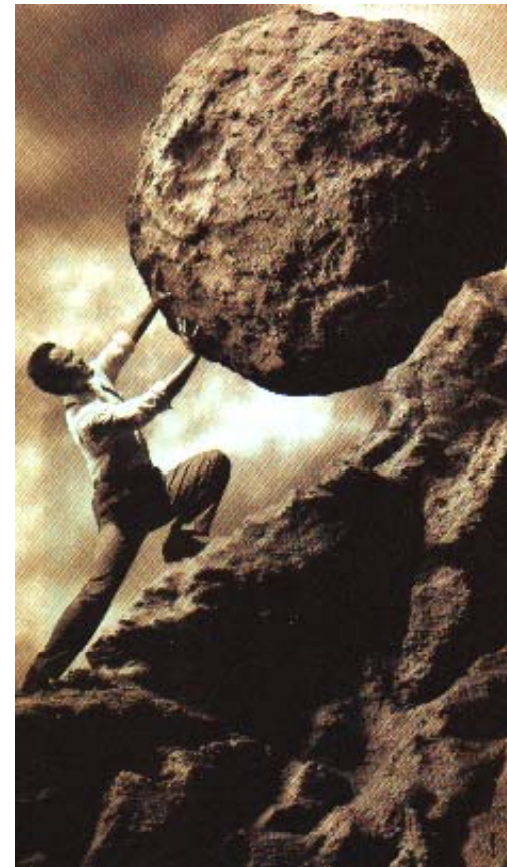


"To learn from foreign companies by establishing partnerships with them tops the agenda."
—Liu Chuanzhi, CEO, Legend Group

Learning from Year One



- Who are the formal and informal leaders you have influenced this year?
- How did they help you?
- Who are the people who are very hard to move? What are you doing about them?
- What are the roles people play in making effective system-wide change at this point?



Break!



Debriefing Year II



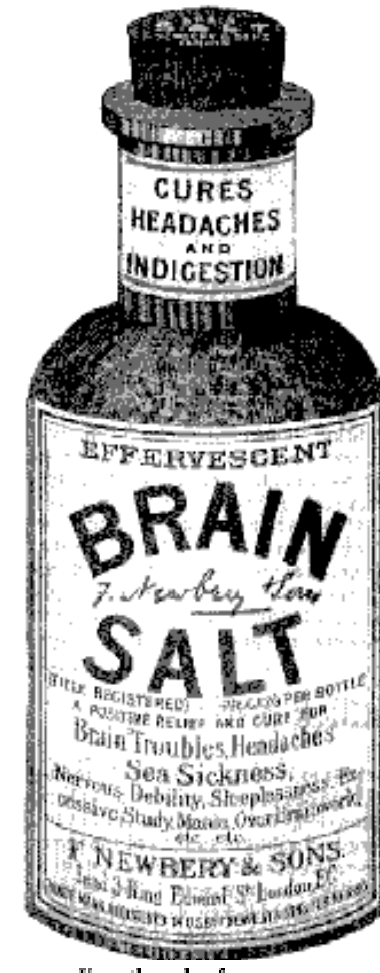
- What activities allow people to get a systems perspective?
- Who do you need to include in activities to be successful?
- What happens if you don't include representatives from the whole community?
- How do the stages of change that people are in affect the success of your activities?

Breaktime!



“Excuse me Mrs.
Johnson,
may I be excused? My
brain is full.”

Gary Larson



Check Your Results



Use your *Strategy Record* and Progress Notes to obtain a picture of your team's success. See the level you attained by clicking on the Quit Button (you can return to the game). These are based on Bennies and player progress through change.

- Apprentice
- Novice
- Manager
- Leader
- Expert
- Change Master

Pulling it Together #1



- Where you were blocked? What did you do to get beyond the blocks?
- What did you learn about resistance to change? What are the reasons for resistance? Look at the total *Bennies*. When did you start earning them? What activities moved many people and gave you the most *Bennies*?

Pulling it Together #2

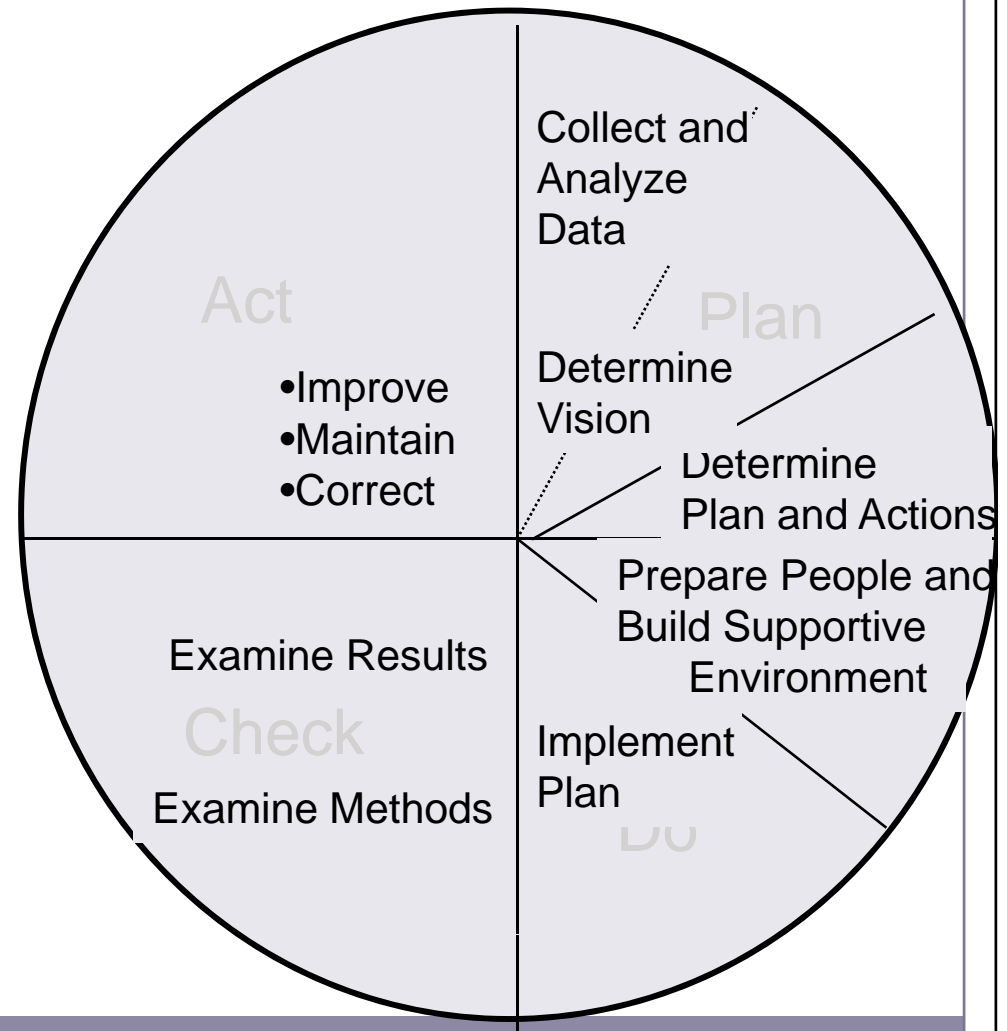


- What data gathering and planning activities did you choose; did they help or hinder you? Did you collect data throughout the simulation? If not, how did this affect you?
- How did sequence affect outcomes? How would you change your sequence if you played again?
- What activities helped the organization's members learn continuously? How did you as players continuously learn?

Plan, Do, Check, Act Cycle



- How did the sequence of your activities affect the outcomes?
- How would you change your sequence of activities if you played again?

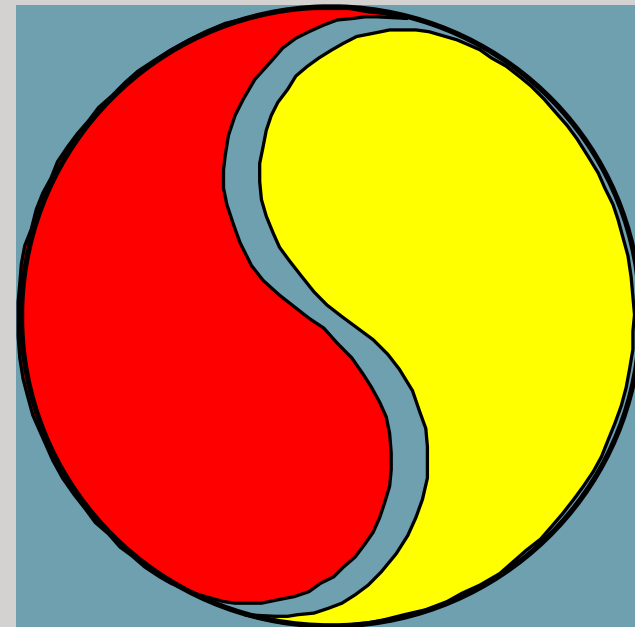


Resistance to Change



Change is the only constant state today.

- International
- Technology
- Communication
- Transportation
- Media
- Economy

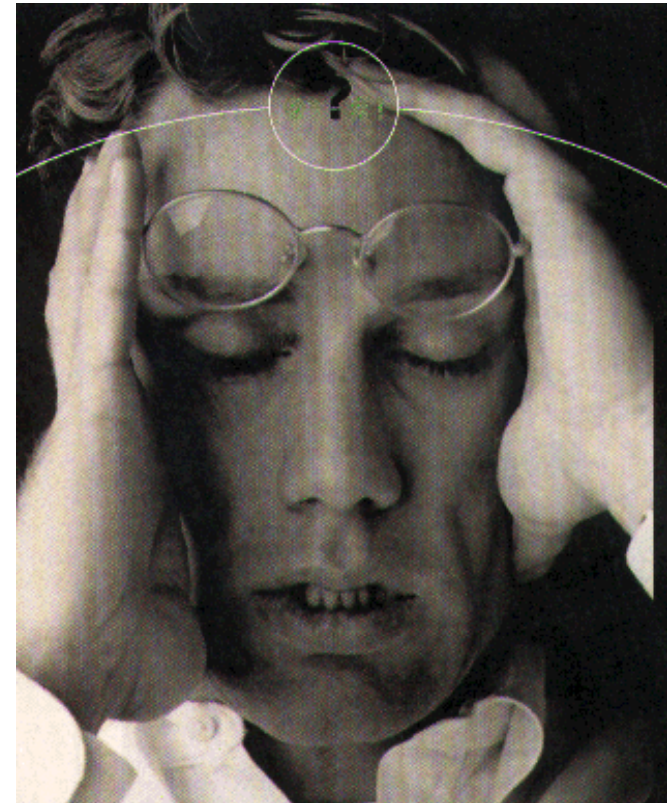


Resistance to change is our natural state.

Don't Deny the Resistance



“Often those who resist have something important to tell us. We can be influenced by them. People resist for what they view as good reasons. They may see alternatives we never dreamed of. They may understand problems about the minutiae of implementation that we never see from our lofty perch.”



Reasons for Resistance to Change



- People do not know enough about the change
- No one has made a clear case for the change
- There has been poor communication about the change
- People do not believe the change is worthwhile
- People are afraid they will fail
- The change is not aligned with the corporate culture
- Stakeholders are not adequately involved
- Lack of trust
- Lack of leadership for the change
- Inadequate resources

Strategies for Addressing Resistance



- Build stronger relationships among all members of the organization
- Practice communicating negative, as well as positive aspects of change — learn to listen.
- Gather data to understand the basis of people's resistance
- Develop plans for addressing the concerns and needs people have with regard to change
- Create a shared vision.
- Hold high expectations for each member of the community.

Change takes vision and time.

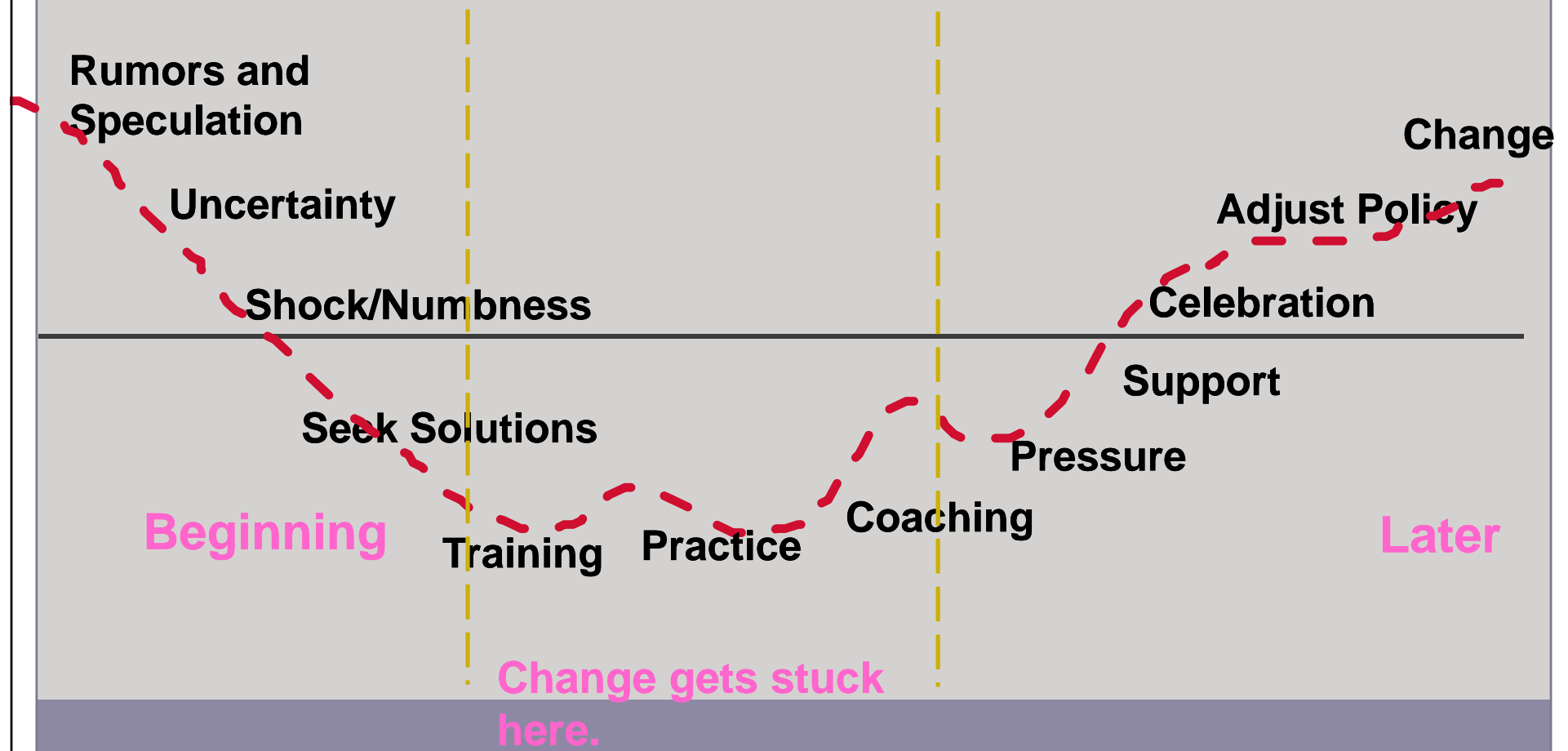
When Robert Fulton first showed off his new invention -- the steamboat -- skeptics were crowded on the riverbank, yelling, "It'll never start, it'll never start."

It did. It got going with a lot of clanking and groaning and as it made its way down the river, the skeptics were quiet -- for one minute. Then they started yelling, "It'll never stop, it'll never stop!"



What happened when Moses brought the 10 Commandments?

Increasing the System's Capacity for (Learning) Change



The Learning Organization

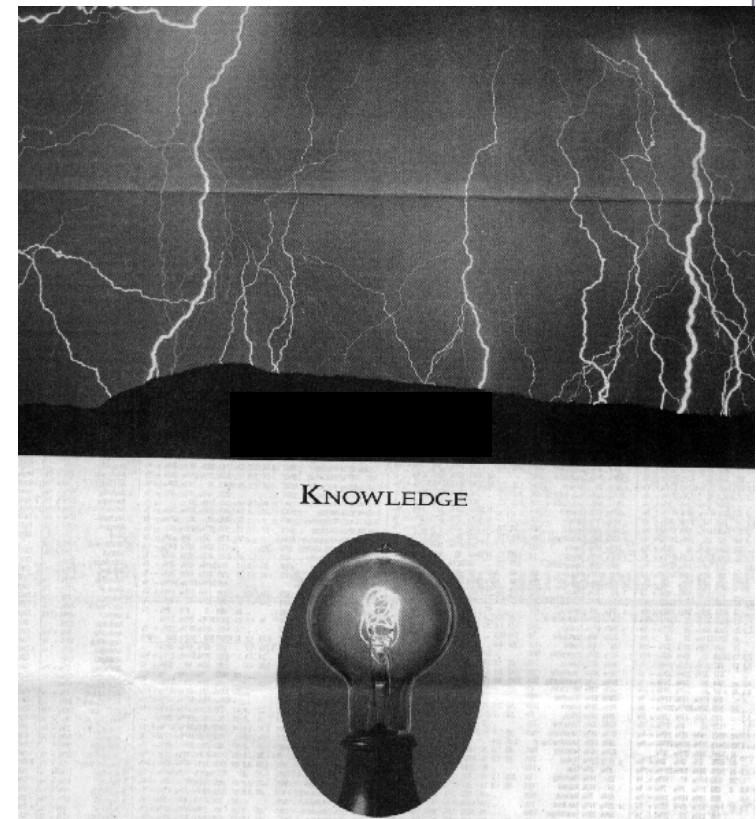


- Systems thinking
- Personal mastery
- Mental models
- Team learning
- Building a shared vision

Systems Thinking



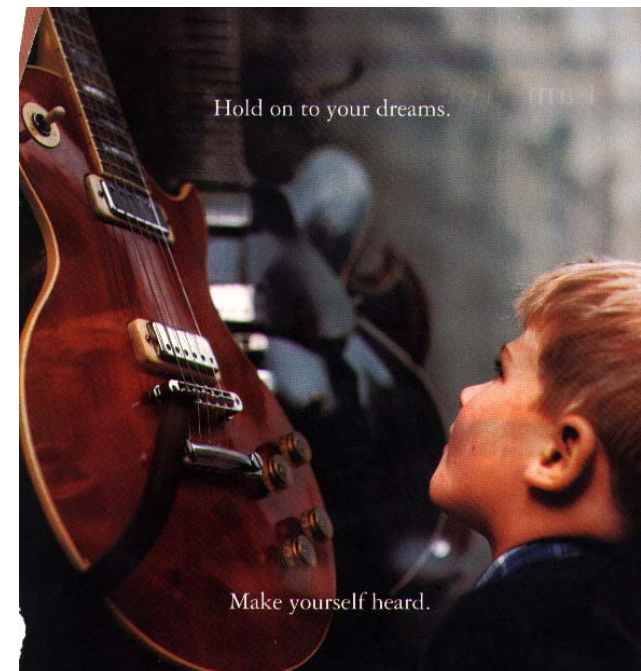
- A discipline for seeing wholes,
- A framework for seeing patterns and inter-relationships among parts
- Helps us see patterns and learn to reinforce or change them effectively.



Personal Mastery



- Learning to expand our personal capacity to create the results we most desire,
- Creating an organizational environment which encourages all members to develop themselves toward the goals and purposes they choose.



Mental Models



- Deeply rooted assumptions, generalizations or even pictures or images that influence how we understand and interact with the world.
- Must first make our mental models apparent, then question their validity.



Team Learning



- Think insightfully about complex issues; engage in innovative, coordinated action.
- Begins with the capacity of members to suspend assumptions
- Develops skills of groups to look for the larger picture that lies beyond individual perspectives.

Using Teams in the Workplace



- What makes teamwork work?
- What are obstacles to using teams effectively.
- What have you done to foster team learning?
- What is the leader's role fostering team learning?

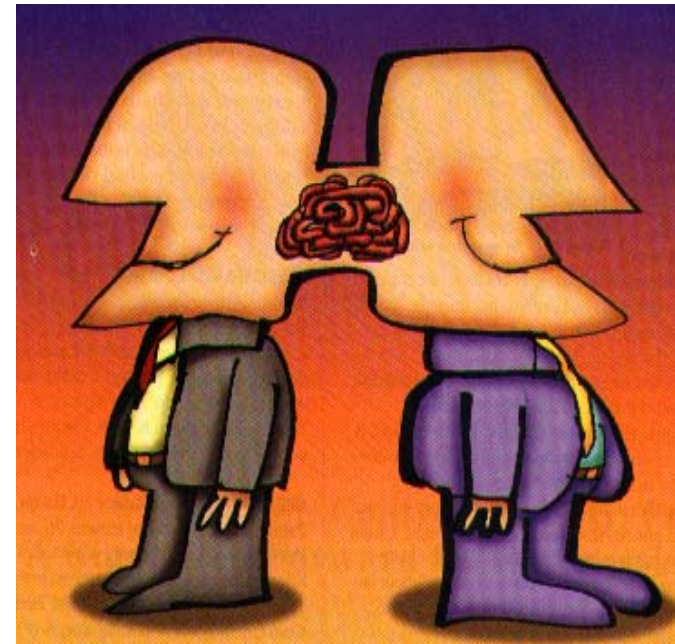
GOOD PLAN. WE'LL
NEVER REALIZE WE'RE
POWERLESS, MICRO-
MANAGED SERFS AFTER
WE CALL OURSELVES
A "TEAM."



Shared Vision



- Creating shared pictures of the future that foster genuine commitment and enrollment among community members, rather than compliance.
- Think big, start small; Don't overplan or over-manage.

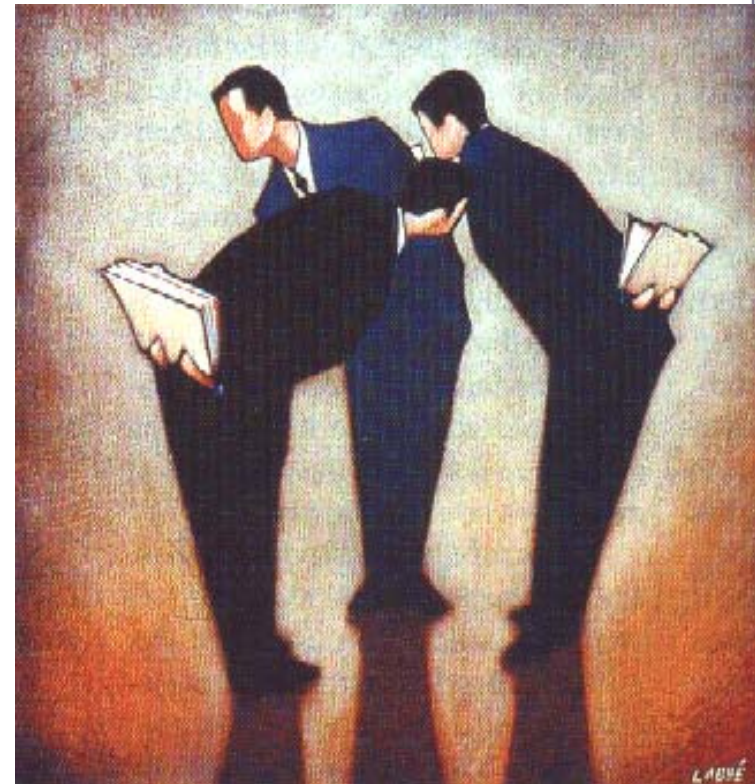


Characteristics of a Collaborative Culture



View this video clip: What features of this culture foster collaborative work and also enhance each individual's effectiveness?

-
-
-
-
-
-



Anything worth doing is worth doing poorly.

“If you always do
What you’ve always done
You’ll always be
What you’ve always been.”

Josh McDowell

“Learning curves are
steepest when you’re out on
a limb.”

R. Barth, 1997



Barth, R. (1997). The principal learner: A work in progress. The International Network of Principals' Centers, Harvard Graduate School of Education, Cambridge, MA.

Many Paths to Change



Go around the room and look at each team's progress.

- Note where each team is blocked. Look at their prior activities. Can you tell why they were blocked?
- Look at the balance of the activities and the Plan, Do, Check, Act Cycle. What do you notice? If we had a year four, what might you see?
- Look at the total number of Bennies each team accumulated. Which activities earned the most Bennies?
- What is the relationship between the stages of change people (player pieces) were in and the number of Bennies the team earned for doing a certain activity?
- How did the sequence of activities affect the outcome?

Bringing It Home

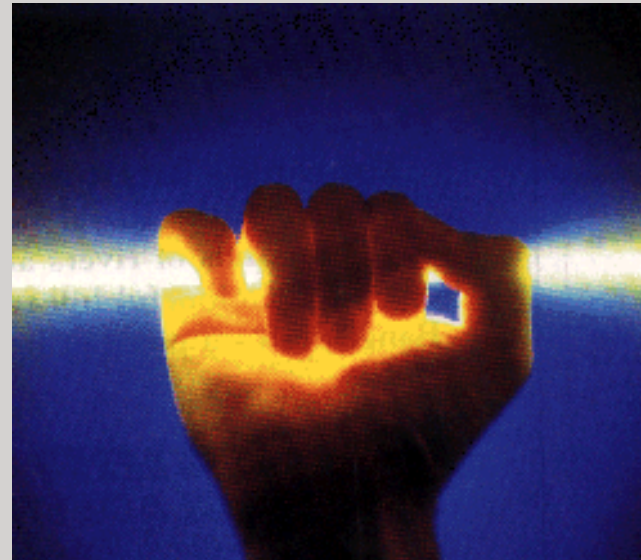


- Effective Leadership
- Role of People in the Change Process
- Using Systems Thinking
- Understanding and using the Process of Change



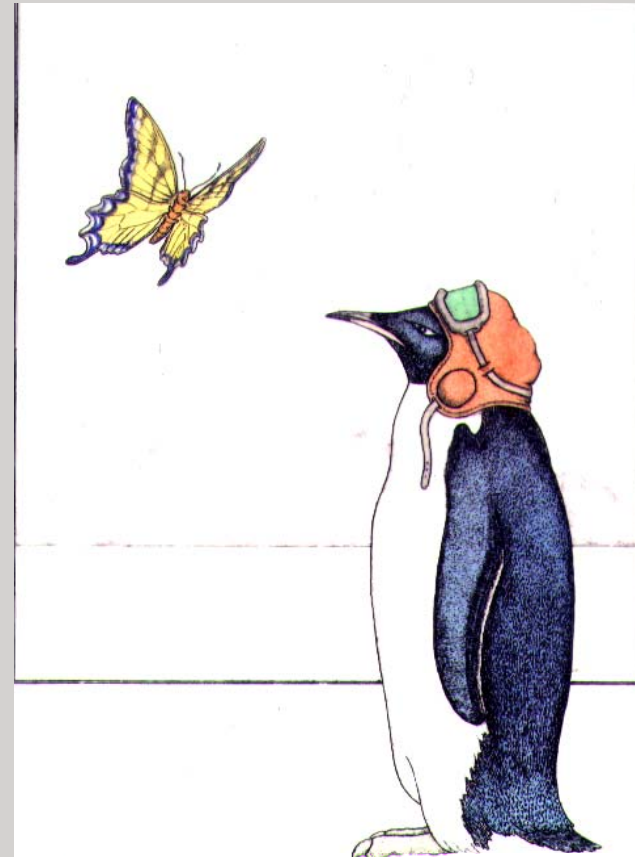
Leaders of Learning Organizations

- Designers of the learning process
- Stewards of the shared vision
- Teachers of systems thinking



Leadership and Experimentation

- Articulate the need.
- State the value.
- Be a model.
- Create supportive conditions.
- Protect innovations.
- Monitor results.
- Reward risk-takers.
- Celebrate and share success.



Fostering Innovation



“Giving people permission to make reasonably small innovations is easy if there is no punishment for failure.”

Judy Barwick, 1997

In Praise of Good Business



Empower a community of learners and they will become leaders.

Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey Bass.



To do: Strategies



1.

2.

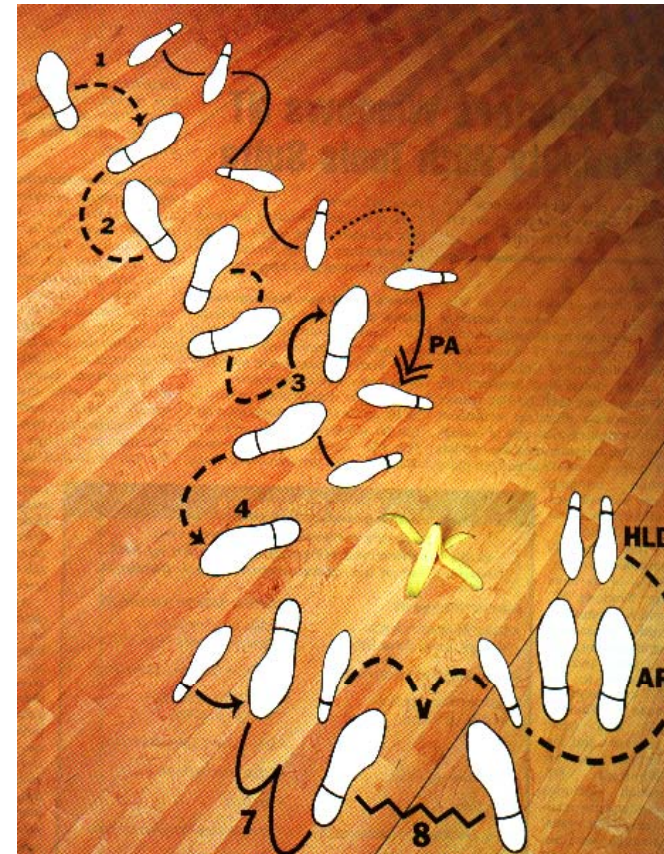
3.

4.

5.

6.

7.



Change takes time.



**And the bear
continued to pace
and roar within
the confines of his
former cage.**



You have to beat the path by walking it.

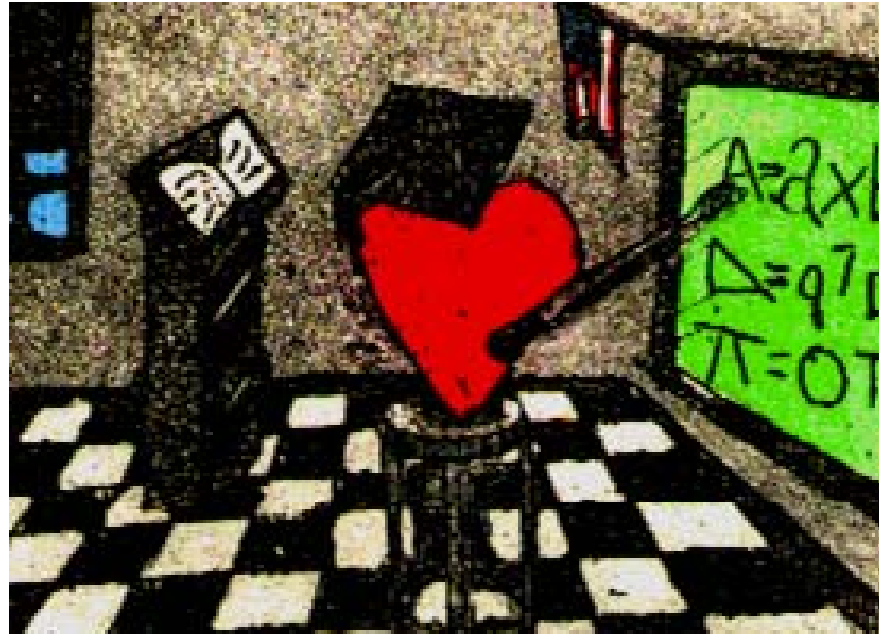


“There is no ready answer to the “how” question. Singular recipes. . . oversimplify what it will take to bring about change in your own situation. Even when you know what research and published advice tell you, no one can prescribe exactly how to apply [it] to your particular workplace and all the unique problems, opportunities and peculiarities it contains.”

Fullan & Hargreaves, 1998



Learn by heart.



Dr. Philip Hallinger
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