12:01:11 From Jennifer Jones-Patulli : Hello All!
12:01:24 From Mary Nations : Hi all — happy to have you join in today!
12:01:27 From Stephen Bosacker to All Panelists : Greetings Cohort 50!
12:01:34 From Olga Yiannakis : Hello All!
12:02:11 From John N Murray : Hello from the beautiful St Paul, Minnesota
12:02:29 From Stephen Bosacker to All Panelists : Greetings to all from Anoka, MN
12:02:44 From Laura Williams : Hi John and all—also from St. Paul!
12:02:45 From Jennifer Jones-Patulli : Hello Olga! Hello John!
12:02:54 From Rich Ann : Greetings from Washington, DC!
12:02:54 From Jennifer Jones-Patulli : Join you all from rainy Montreal.
12:02:55 From Jane Tigan to All Panelists : Hello, All! (Also from Saint Paul!)
12:03:02 From Helena Luginbuehl to All Panelists : Hello everybody and greetings from Madrid, Spain.
12:03:23 From Code Genesys : Hello all from Atlanta.
12:03:30 From alejandra to All Panelists : so glad to be here. tuning in on my phone and not sure if I'm muted? all my sound options seem to be about Glenda's audio and I will not silence her!! ;)
12:03:43 From Royce : Welcome to you all from Minnesota on a chilly fall day.
12:04:07 From Deborah.edwards : Hi all, Deb from Nanaimo BC
12:04:15 From Royce : Alejandra, your audio doesn't work in this webinar space. so no worries…so great to see you here.
12:04:28 From Code Genesys : Not sure where my microphone mute button is.
12:05:04 From Royce : No problem with your mute button. Only Mary and glenda and I have voice. She was making sure we were muted. Thanks.
12:05:06 From Liz Coenen : Right now this compliance-innovation tension is being highlighted for me in a public-private educational partnership. Work is getting stickier and more complex as we aim to work collaboratively toward equity throughout our organizations and in the partnership itself.
12:05:43 From Royce : Great example Liz. I can see where there would be such a tension.
12:05:49 From Stephen Bosacker to All Panelists : This interdependent pair is everywhere in education too.
12:06:03 From Mary Nations : sounds interesting Liz!
12:06:31 From Royce : Absolutely—the structure, management, standards are all about compliance—while learning is all about emergence and innovation.
12:06:41 From brenda : Hello from North Vancouver
12:06:53 From Royce : That was for @Stephen re education.
12:06:59 From Liz Coenen : Yes, Royce — exactly!
12:07:00 From Jeannette Raymond to All Panelists : Complicane — food safety

12:07:05 From Laura Williams : LOL…have you been watching our building projects this summer?
12:07:06 From Royce : Brenda so glad you are here.
12:07:13 From Cathy Toll to All Panelists : In educaiton, "fidelity" has become a catch phrase, and evidence has pointed to the limitations of fidelity: When an innovation is to last, educators must be able to adapt it to their own students and contexts.
12:08:21 From Sara Swords : Responding to climate change would straddle both I guess.
12:08:36 From Jeannette Raymond to All Panelists : Innovation – raising children
12:08:43 From Jane Tigan to All Panelists : We are seeing this tension in work that we are doing for innovative approaches for social service delivery for children and families––it interacts with eligibility for services <comliance> but is different and is still governed by comliance–type thinking. How do we have policies/practices that are adaptive/innovative while we are still in a very complianced–focused and one might say entrenched systems.
12:08:51 From Helena Luginbuehl : I work in health care education and we need both, compliance and innovation. a tension sometimes is that people very much tend to only one side, either compliance or innovation ...
12:08:51 From Royce : Sara, that's right…it straddles the rules/regulations demands with individual local adaptations.
12:10:03 From a0l944 to All Panelists : Health Equity as it relates to healthcare systems
12:10:12 From brenda : This conflict makes me consider that it may be a part of the difficult to articulate stress on healthcare workers – leading to burnout. Being pressured to consider compliance while knowing that innovation is required –but not supported
12:11:00 From Rich Ann : And how can we innovate compliance in a healthy way?
12:11:17 From Laura Williams : Handling forensic evidence in investigating crimes should be standardized as much as possible; and yet we aim for response to crime victims to be sensitive to needed variability
12:11:32 From Jeannette Raymond : How to you measure the success of innovation?
12:11:40 From Royce : Brenda, I completely agree…I see it in health care, social services, and education—the call for compliance with regs and expectations that control risk playing against providing individual care, learning, and services for individuals.
12:12:13 From Code Genesys : In the interdependent(polarity) pair of compliance and innovation, would you comment on if/how/where you may see two way non–linear causality. Thanks.
12:12:40 From Royce : Jeannette, that's a great question….I think she'll touch on that a bit later…if not, I'll bring that in.
12:13:15 From Royce : Sure Code Genesys…we'll talk about that i a bit.
12:18:46 From a0l944 to All Panelists : It seems to me that a lot of the adaptation between compliance and innovation lands in the space of

counter-intuitive. Is that too broad a conclusion?
12:23:12 From Heather Oxman : That is a great observation re burnout in systems.
12:25:32 From Royce : Competence and confidence both!
12:26:53 From Heather Oxman : Im not getting those comments!
12:27:01 From Stephen Bosacker to All Panelists : What are common symptoms that this polarity tension is too great? And how do we reduce the tension in the moment and season?
12:27:31 From Laura Williams : It feels like the Landscape diagram here…what in the current moment/practice/project needs to bend toward compliance, what needs to bend toward innovation/adaptation?
12:27:42 From Laura Williams : *useful here
12:27:42 From Jeannette Raymond : Compliance can be seen as reducing risks to a system - a defense "we did what we were supposed to do" or "we did what we were told to do" We did what statute says
12:29:42 From Diane to All Panelists : People have different preferences with regard to those type of changes. A validated theory and associated instrument to measure this, is the Kirton Adaption and Innovation theory (KAI). Note, he uses the word Adaption as a synonyme to Improvement. Very aligned with what you are explaining.
12:30:18 From Royce to All Panelists : Thanks, Diane, I will remember to shar that with Glenda.
12:31:47 From Royce : Some of you are not seeing all the comments and part of that is because some of them are posed to panelists only.
12:31:54 From Mary Nations : I agree Laura! one reason I love the landscape diagram is to look at tensions such as these in a fluid way
12:33:03 From Diane : People have different preferences with regard to those type of changes. A validated theory and associated instrument to measure this, is the Kirton Adaption and Innovation theory (KAI). Note, he uses the word Adaption as a synonyme to Improvement. Very aligned with what you are explaining
12:34:24 From Royce : Thanks for sharing that in the larger audience, Diane. I had responded earlier to your note, and realized that I didn't include you in my respond…I apologize. That sharing of preferences is really important.
12:34:39 From Jennifer Jones-Patulli : Interdependent Pairs, https://www.hsdinstitute.org/resources/interdependent-pairs.html
12:38:47 From Royce : Replication is also about the fidelity question. "Best Practice" programs often require fidelity … but when you are working on a local context, I often cannot replicate enough, right?
12:41:36 From Cathy Toll : Yes, Royce, this is an issue I share with educators. There is no universal best practice; only practices that may be best in some situations.
12:41:53 From Royce : Exactly, Cathy!
12:42:29 From Royce : Simple Rules= a solution that helps you navigate that space between adaptiable and reliable, for instance.
12:43:03 From Jennifer Jones-Patulli : Simple Rules, https://www.hsdinstitute.org/resources/simple-rules.html
12:43:12 From Danielle Edwards to All Panelists : This is very well explained. Thank you! Could you give a few other simple examples for

the interdependent pairs?
12:43:20 From Code Genesys : Interdependent pairs pretty foundational for the stability of AA cycle.
12:44:24 From Liz Coenen : So helpful to see and explore the layered interdependent pairs. Thank you!
12:44:34 From Clare to All Panelists : thanks for your link Diane
12:44:41 From Diane : Royce. Thanks. The issue for me is the importance of recognising that people do have different preferences and need to be taking into account the context. What is necessary in the momen? ...and at the same time recognise the impact on them in terms of stress....and it is not a matter of skills necessarily...but style – preference.
12:47:01 From Royce : Absolutely true, Diane. Where I stand/prefer in life may be different from what is required from me in my work. And it brings tension and frustration and challenges. I dealt with that as a Special Education director. And you are right, it was not that I couldn't do the compliance stuff…it's just that I didn't like that—it wasn't my natural language. Thanks for the expansion of the idea.
12:50:28 From Cathy Toll : Diane, I have the same thoughts...and am also thinking that making the interdependent pairs visible to a group will help individuals to see how their preferences are not everyone's and perhaps will help them to feel comfortable moving a bit on the cotinuum.
12:50:40 From Royce : @Danielle, here are some other examples: Self/Other, Group/Individual, Speed/Accuracy, Open/closed, cost/quality. You can identify them by seeing where the tensions are in the system. Then choose one tension and consider what happens when you tip toward highly constrained end of a spectrum and then what happens at the open/unconstrained end of the spectrum around that tension. I don't know if that helps or not, but its' a way to think about it.
12:51:45 From Royce : @Cathy Toll and Diane—this conversations can also help to build a team relationship because team member s understand and know what to expect from each other and how to ask for other things from each other.
12:53:59 From Helena Luginbuehl : I love the idea of adaptive action within the IPs. Gives me a new dimension of taking action. Need some time to think on my examples ....
12:54:14 From Cathy Toll : I work with teacher leaders and administrators who often decry the need for "everyone to be on the same page." I caution them about the limitations of doing so and the reality that if folks are on the same page, that likely will last for about five minutes before someone shifts or the makeup of the group changes, or the environment changes, etc. I think using the interdependent pairs would be a solid addition to the conversation.
12:54:20 From Diane : Absolutely...it can bring great insights in ourselves and in others.
12:54:24 From Jeannette Raymond : In our health equity work, we really are in an adaptable phase – but for accountability some want to move more towards reliability – how can we say what we are doing if we are in the innvoation/adaptable phase

12:54:32 From a0l944 to All Panelists : What's interesting is that we've changed our business model and separated the business based on the extremes. I'm sure it was about clarity and ease and the talent preferences. The question for me from this is doing this work to find out the bridge that must happen between these two groups going forward for best outcome. By separating I'm not sure if we didn't set ourselves up for we/they thinking?
12:54:56 From Mary Nations : For those who know the Myers Briggs Type Indicator, think of the four dichotomies from Jung's theory as interdependent pairs in this way
12:56:33 From Sara Swords : I guess that as the context changes each day, then we need to shift in these pairings too. That's the difficult bit to get used to being more fluid and less mechanistic
12:56:51 From Laura Williams : I'm thinking I might use it to take the current work to be done in our work (feels clearest when it's grounded in real tasks) and ask the team where they think that task needs to be on this map—or in which places and times it needs to be there. It may not solve it all—but would surface really useful insights to inform our decision-making
12:56:54 From Royce : Great point, A01944….It seems there may be importance in bridging that gap in as many ways as you can.
12:56:56 From a0l944 to All Panelists : Agree with you mary — could be an interesting exploration with groups to take on.
12:57:39 From Royce : These are great comments, and questions…Please as you have other questions go to our Facebook page or on Linked In and post them in.
12:58:17 From Stephen Bosacker to All Panelists : Wonderful conversation! Thank you!
12:58:40 From Jennifer Jones-Patulli : Learning Opportunities, https://www.hsdinstitute.org/learning-opportunities.html
12:58:43 From Diane : Thank you...it was interesting for sure.
12:58:52 From Royce : Thanks to all of you for being here.
12:59:57 From Rich Ann : Thank you!
13:00:05 From Laura Williams : Thank you so much!!
13:00:17 From Liz Coenen : Thank you — an especially rich topic. Take good care, All!
13:00:19 From a0l944 to All Panelists : Thank you so very much to both of you and those participating online.
13:00:22 From Cindy Hilmoe : thanks all,,,,,,
13:00:22 From Royce : Your thoughts and contributions have been so great…thanks to you all!
13:00:26 From Code Genesys : Thank you, Glenda, Royce, Mary, Heather, all others for this rich webinar. —Ajay.
13:00:27 From Mary Nations : thanks all!
13:00:30 From Olga Yiannakis : Thanks All!
13:00:34 From Helena Luginbuehl : thanks!