



Quarterly Virtual Mini-Conference

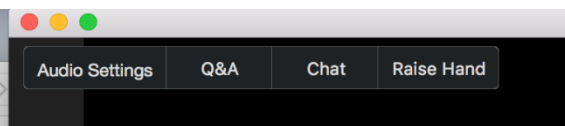
December 14, 2017

Nothing is intractable.



Welcome to our new webinar space!

You have four controls:

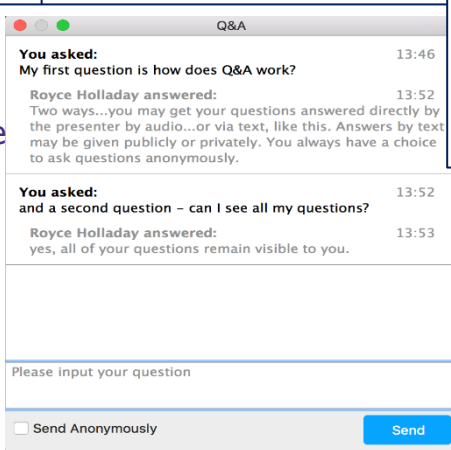


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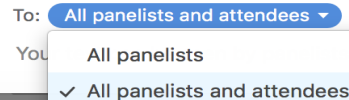
1 You can check your Audio (speaker) volume, *mics are only used by presenters, in general*

4
Or raise your hand!

2 You can ask questions directly to the presenter or host



3 You can chat with each other





Quarterly Virtual Mini-Conference

December 14, 2017

Nothing is intractable.



Welcome!

We have a full agenda for you.

- ▶ Glenda will talk about questions in HSD
- ▶ Wendy Gudalewicz will share her HSD Story: Using HSD for Leadership Development
- ▶ Glenda will share some stories of inquiry
- ▶ I will share with you the plan for Adaptive Action Labs we're offering in 2018



Glenda Eoyang

HSD Questions



Inquiry

- ▶ turn judgment into curiosity
- ▶ turn disagreement into shared exploration
- ▶ turn defensiveness into self-reflection
- ▶ turn assumptions into questions

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HSD Questions: External Patterns

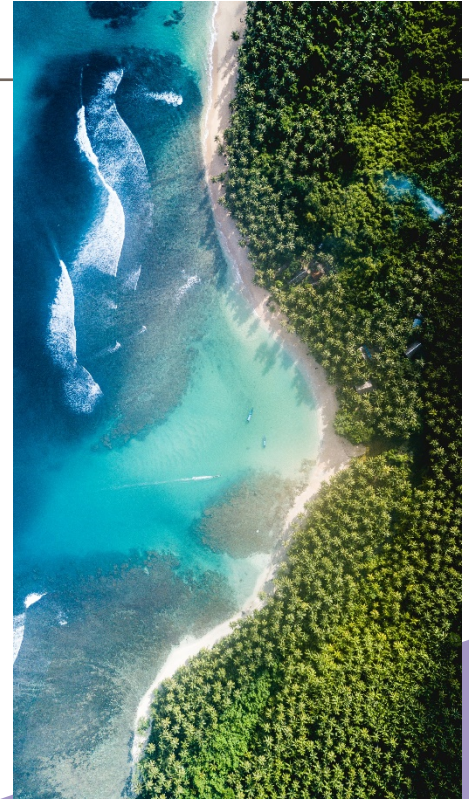
- ▶ What will be the effect of the tax reform in the USA on our clients and on us?
- ▶ How will individuals, communities, and nation states respond to changes in climate, demographics, politics, economics, technology?
- ▶ How can we use HSD to help individuals and groups live with what they can and change what they cannot?





HSD Questions: Research

- ▶ What competencies are required to work in complexity?
- ▶ How can we contribute to social accountability in health professions and health professions education?
- ▶ What difference will it make when the network is visible to itself?
- ▶ How can HSD help us understand and support the disruption of migration?
- ▶ How can we and others use social media for good and not ill?
- ▶ What is the future of organizations, as org charts and networks become obsolete?





HSD Questions: The Institute

- ▶ Operations
 - ▶ How can I be better at delegating and mentoring?
 - ▶ How can we build on results from 2017?
 - ▶ How will we keep getting better every day?
- ▶ Marketing
 - ▶ What partnerships will be most interesting and useful?
 - ▶ Who needs HSD, and how can we get it into their hands?
 - ▶ Who will attend our online AA Labs and what can we learn from them?
 - ▶ How can we talk about HSD to speak into others' listening?
- ▶ Network
 - ▶ Who will step up and invest in the future of HSD and the future of the HSD Institute?
 - ▶ Who will move in closer and who will move farther away?





Wendy Gudalewicz

HSD and School Improvement



What?

- ▶ 30 future school administrators
- ▶ 9 months to prepare them
- ▶ Little to no experience in leading in complex system
- ▶ Schools are very complex systems
- ▶ Traditional preparation focuses on theory or “The What” which has resulted in poor decision making
- ▶ Our approach was to focus on the the “What, So What and Now What” using Radical Rules for Schools



So What?

- ▶ Success is based mostly on judgment
- ▶ Judgment is based on knowing and understanding the system and having methods and models to navigate
- ▶ Need to provide future administrators with both theory and practice
- ▶ Apply the Adaptive Action Cycle to issues occurring in their current systems



Now What?

Sticky Issues

- ▶ Staff does not show up for professional learning and if they do they are not engaged
- ▶ Enrollment in the Adult Education Program is dropping and the numbers of learners who complete courses is also dropping



Radical Rules for Schools-Models

Review of the structures that enhance or inhibit professional learning and growth:

1. Individually review your negotiated agreement
 - ▶ Look at minutes (work day, collaboration time, planning time, etc.)
 - ▶ Look at language related to professional development, evaluation and collaboration
2. At your table group chart what you find that enhances professional learning and growth and what inhibits professional learning and growth
3. Share out
4. Talk about what beliefs are driving the structure of the contract
5. What shifts in beliefs would you want to see?
6. If the belief system shifted what structures would have to be changed, removed, added?



Radical Rules for Schools

Final Project Review

- ▶ Building on previous group project, design a plan for professional learning that will contribute to the shifts you outlined in your project
- ▶ Plan design must address the desired beliefs (Include time, collaboration, observation, feedback, structure of learning time, etc.)
- ▶ Plan must be time bound (cannot take five years to begin ;-)

Desired Beliefs

- ▶ Teachers have varying needs
- ▶ Teacher time is valued
- ▶ Takes time to learn and we all learn at different rates
- ▶ We need constructive, timely feedback
- ▶ PD should be based on data and needs analysis
- ▶ Evaluation is based on what can be measured
- ▶ Teachers (everyone) has expertise
- ▶ Input should guide PD
- ▶ PD is not a one time shot
- ▶ PD has value when it is relevant and meaningful
- ▶ PD impacts student learning



Working with Sticky Issues

- ▶ Adaptive Action
- ▶ CDE
- ▶ Architectural Model
- ▶ Simple Rules
- ▶ Four Truths
- ▶ Landscape Diagram



From Theory to Practice

Develop a visual display that you will share in class. The display should include your sticky issue and a summary of the data you collected (The What), the implications of the patterns you noticed when analyzing the data and any models/methods you used (The So What) and adaptive action steps your group has identified to create positive shifts in the data (The Now What).



Background... Layout Theme... Transition...

In conclusion

- Pay attention to patterns in the whole, part, and greater whole - Cost of living!
- See, understand, and influence patterns - Robust employment!
- Recognize and build on assets of self and others - Use Industry trends to build classes!
- Seek the true and useful - Use the most current demographic data to fund programs!
- Be curious; embrace uncertainty; act with courage - Don't be afraid to try new classes!
- Engage in joyful practice - Collaborate with other schools!



Glenda Eoyang

HSD Questions and Cases



Inquiry

- ▶ turn judgment into curiosity
- ▶ turn disagreement into shared exploration
- ▶ turn defensiveness into self-reflection
- ▶ turn assumptions into questions

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Inquiry Case Study: Shifting Teams

A supervisor in an early childhood learning center lost a team member to another team. She was hurt and angry. She asked, “Where is the benefit, and for whom?” She saw opportunities, and helped bring others with her from *judgment to curiosity*.





Inquiry Case Study: Blame the Docs

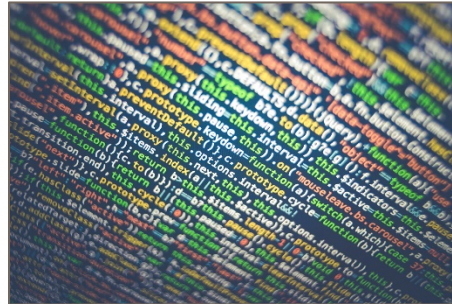
Three doctors needed to collaborate to design a pediatric emergency program. They had hated each other their whole careers. Project managers asked them to answer a question on video, "Why do you do what you do?" They invited the docs and their spouses to dinner, wined them and dined them, then showed them all the videos. Collaboration began as they turned *conflict into shared exploration*.





Inquiry Case Study: Future of Archiving

Team was responsible for provincial archives. Some were traditionalists, and others were futurists. A series of interviews asked, “What differences make a difference?” From this foundation, the group conversation turned *conflict to shared exploration*.





Inquiry Case Study: Let me do my job

Facilitating a strategic planning process, the client kept changing the design and usurping the facilitation. Before I fired the client, we had a phone call. I asked, "What do you want from the process? How can I help?" We developed a partnership and a process of interaction that turned my *defensiveness into self-reflection*.





Inquiry Case Study: Dueling Experts

Preparing to participate in a panel, we were unclear about each others' backgrounds and skills, but we were certain the other didn't respect ours. After the blowup, we turned *assumptions into questions* and asked each other, "What is your unique gift to our shared work?" Then, we listened to the answers.





Inquiry Case Study: Leading Leaders

New VP wants to create a leadership team where solo practice had been the norm. After some frustration, she began to ask, “What is the same and what is different about your work? Between the past you remember and the future you want to create?” She turned *judgment into curiosity* and created the team she imagined.





Inquiry Case Study: What is yours?





Royce Holladay

HSD and Adaptive Action
Labs



What's an Adaptive Action Lab?

- ▶ Bring your most difficult challenge
- ▶ Learn new ways to see, understand, and influence problems
- ▶ Plan immediate action that will make a difference
- ▶ Build adaptive capacity to prepare for your next intractable challenge



2018 AA Labs (cont.)

No AA Labs scheduled for July or December

Date	Lead	Title
Jan 22, 24, 26 11a-1p (CT)	Jen Jones-Patulli	Self-Care & Adaptive Action: Build Patterns of Health & Well Being
Feb 20, 21, 28 11a-1p (CT)	Royce Holladay	Facilitation & Adaptive Action: Harness the Power of Groups
Mar 19 – 20 Pretoria South Africa	Glenda Eoyang	Adaptive Action Lab: Plan for Uncertainty in Complexity
Mar 21, 23, 28, 30 12-2p (CT)	Jen Jones-Patulli Mary Nations	Conflict & Adaptive Action: Break Destructive Patterns
Mar 22 - 23 Pretoria South Africa	Glenda Eoyang	Adaptive Action Lab: Agile, Collaborative Change in Complexity
Apr 24, 25, 27 11a – 1p (CT)	Glenda Eoyang Royce Holladay	Planning & Adaptive Action: Build Capacity for a Productive Future



2018 AA Labs (cont.)

No AA Labs scheduled for July or December

Date	Lead	Title
May 7, 9, 14 11a-1p (CT)	Royce Holladay Leslie Patterson	Deep Learning & Adaptive Action: Set Conditions for Generative Teaching & Learning
Jun 22, 26, 27 12n-2p (CT)	Glenda Eoyang Jen Jones-Patulli	Leadership & Adaptive Action: Set Conditions for Success
Aug 24, 31, Sep 7 12n-2p (CT)	Mary Nations Jen Jones-Patulli	Diversity, Inclusion & Adaptive Action: Leverage the Differences that Make Our Lives Rich
Sep 25,27,28 12n-2p (CT)	Griff Griffiths Jen Jones-Patulli	Networks & Adaptive Action: Connect to Create
Oct 3, 4, 5, 12, 19, 26, Nov 2 10a - 12n (CT)	Royce Holladay Lecia Grossman	Coaching & Adaptive Action: Build Patterns of Success
Nov 28, 29, 30 11-1a (CT)	Jen Jones-Patulli Royce Holladay	Collaboration & Adaptive Action: Create Connections for Powerful Action



Join us for upcoming webinars:

Relieve Your Stress:
The Creative Power of Tension

February 1

Real Work in Virtual Teams:
Create the Context for Communication

March 1

Sipping from the Firehose:
Manage Your Information Overload

April 5



Learn More . . .

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Health Professions
Education

Feb – Mar
2018

Online

HSD Professional
Certification

Mar – May
2018

*Cape Town
South Africa*

HSD Professional
Certification

Sept – Dec
2018

*Atlanta, GA,
US*



Thanks!

- ▶ To our presenters for sharing their stories today
- ▶ To Mary for helping with the production today and every webinar
- ▶ To each of you for the HSD stories you are creating every day



Have a blessed holiday season,
and we look forward to
seeing you in the new year!