



HUMAN SYSTEMS
DYNAMICS INSTITUTE

Human Systems Dynamics Institute

Quarterly Virtual Mini-Conference
September 15, 2016



Welcome!

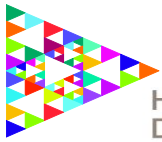
Quarterly Virtual Mini-Conference

- ▶ Celebrate of our Associates' use of HSD
- ▶ Honor their HSD stories
- ▶ Share with the broader network of interest



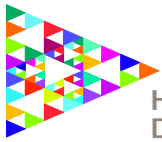
Today's Agenda

- ▶ *Glenda Eoyang*
Uncertainty: Finding the Simplicity in the Complex
- ▶ *Diane Robie*
Practice Fad or Enduring Practice
- ▶ *Bruce Pappas*
When Teachers Talk – the HSD Connection
- ▶ *Jennifer Jones-Patulli*
Restoring the Workplace Using HSD



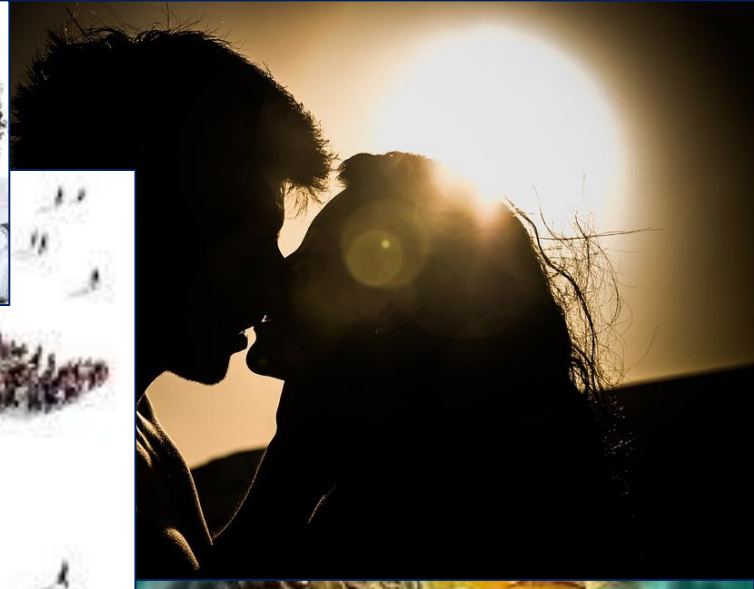
Glenda Eoyang





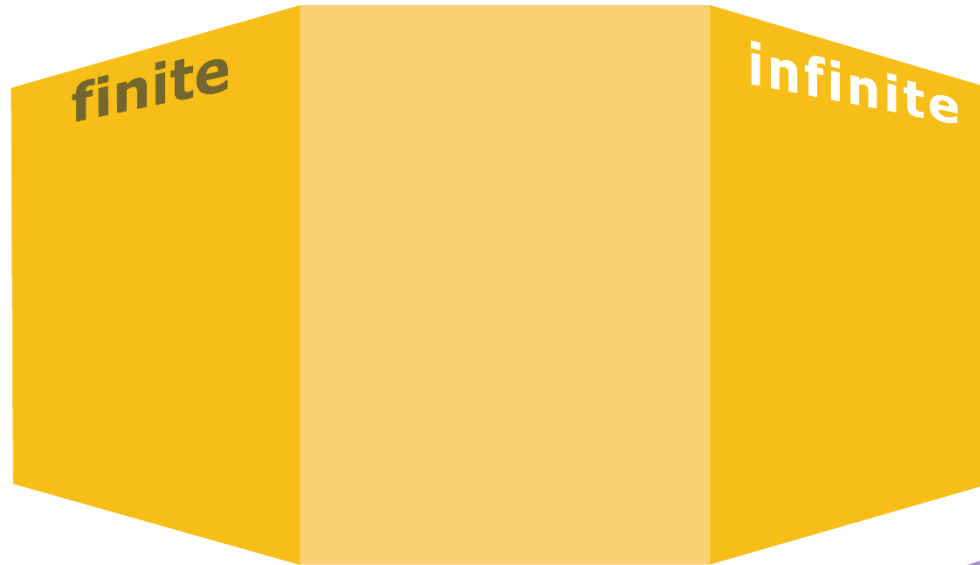
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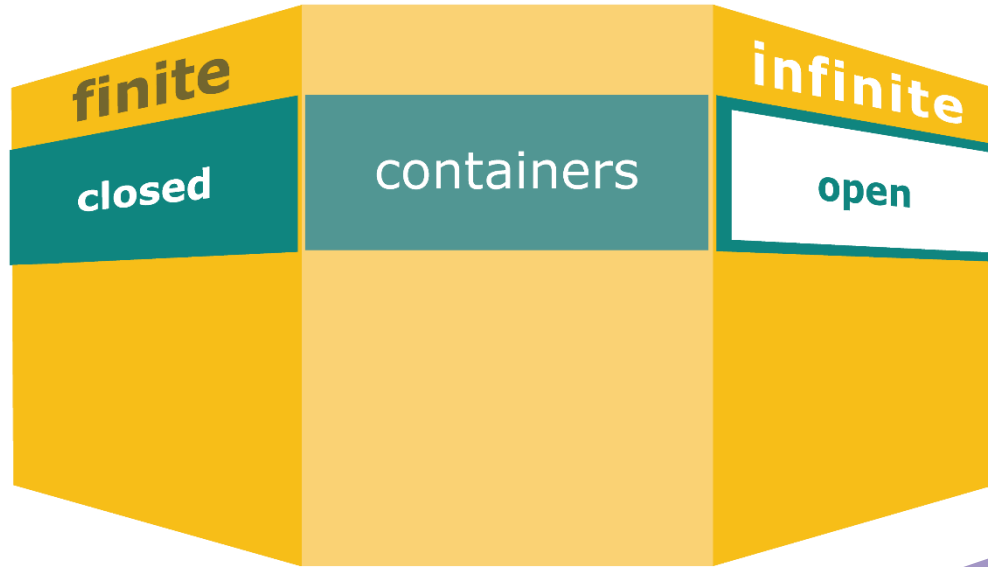
— Finite & Infinite Games —



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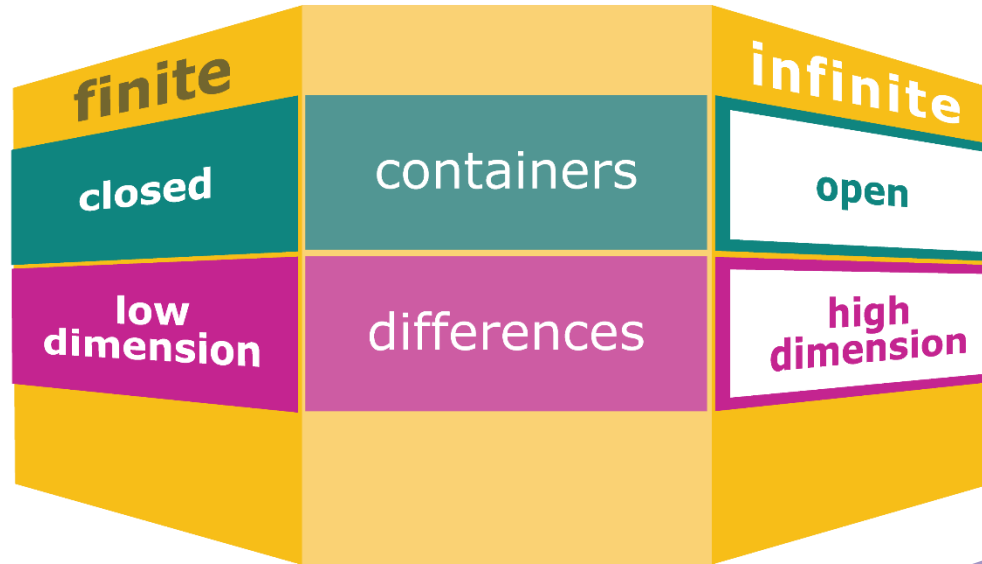
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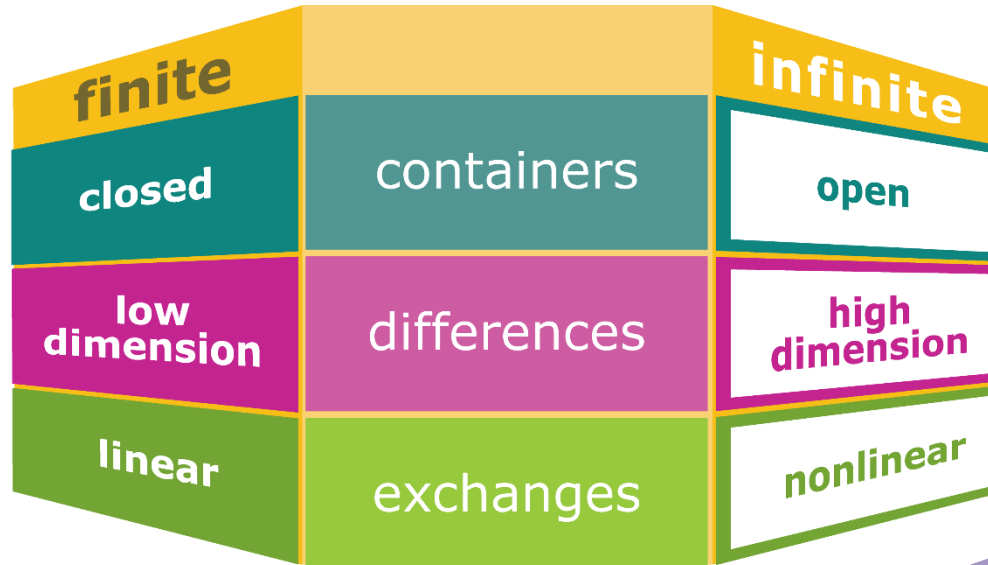
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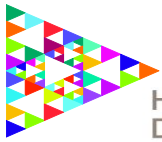
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Rules of Infinite Games:

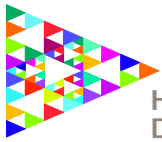
- ▶ Inquiry
- ▶ Adaptive Action



Inquiry

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

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— Adaptive Action —



— Adaptive Action —

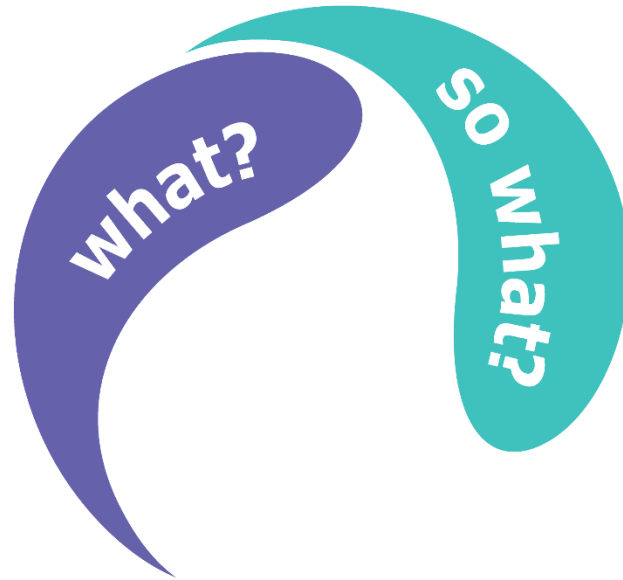
What are the patterns?
What do you expect?
What is the tension?
What do you know?
What do you wonder?
And . . .



what?



— Adaptive Action —

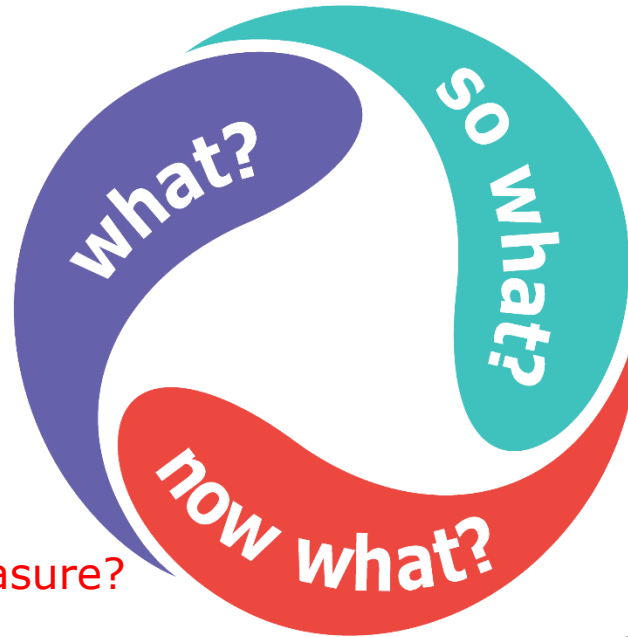


So what is working?
So what is better?
So what is possible?
So what is the research?
So what have we tried?
So what are our options?
And . . .

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— Adaptive Action —



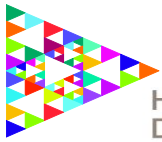
Now what will we do?
Now what will we say?
Now what will we measure?
And . . .

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Rules of Infinite Games:

- ▶ Inquiry
- ▶ Adaptive Action

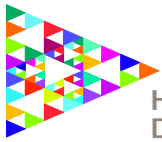


Diane Robie



Introduction

- ▶ Diane Robie
- ▶ Senior Vice President
- ▶ Berkshire Children and Families, Pittsfield, MA
 - ▷ Child and Family Well-being
 - ▷ Permanency
 - ▷ Early Education and Care
 - ▷ Kids 4 Harmony

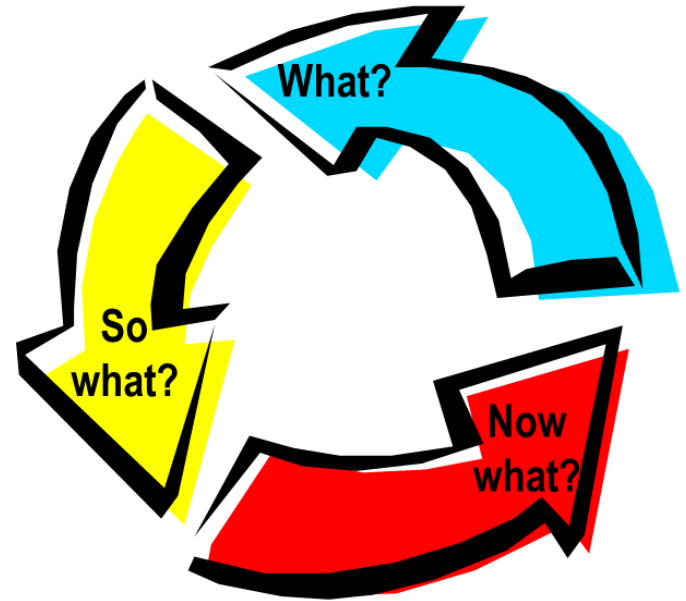
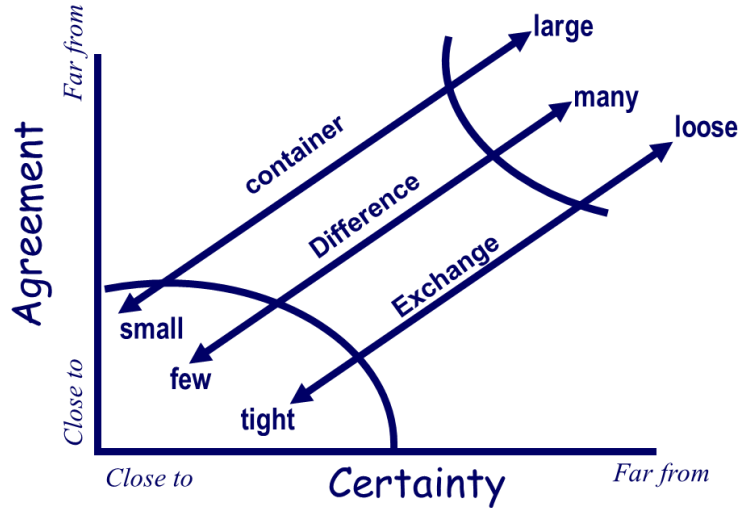


Passing Fad or Enduring Practice

- ▶ Cohort 6, 2007
- ▶ “Finding My Tribe”
- ▶ Practice vs. Fad
- ▶ Thought Leaders



Key Frameworks





Application

- ▶ Planning Meetings—family, community, organizational
- ▶ Starting the Family Resource Center
- ▶ Supervision & Coaching
- ▶ Organizational Planning and Development

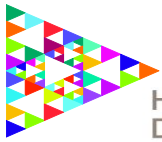


The leader doesn't talk, he acts.
When his work is done,
the people say, "Amazing:
we did it, all by ourselves!"

— Lao Tzu, Tao Te Ching



Bruce Pappas



When teachers talk – the HSD connection

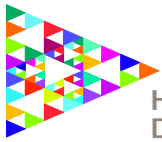
Presented by Bruce Colglazier Pappas, EdD
HSD Associate, Cohort 13, August 2010

Quarterly Associates Meeting
September 15, 2016



“Transitioning to a New Principal From the Teachers’ Perspective: An Interpretive Case Study”

- ▶ Dissertation for Doctorate in Organizational Development from the University of St. Thomas, successfully defended on March 17, 2016.
- ▶ File location: <http://mspnet.info/cohort5/Pappas.pdf>
- ▶ Methodology: Interpretive case study
- ▶ Two questions:
 1. *The teacher experience during a principal transition.*
 2. *Teachers’ perceptions of the role that the principal played in the transition.*



Research

- ▶ Teachers revealed their experience during a principal transition, which was reported to be positive.
- ▶ Prior research: No research to date was found that focused on the teacher experience when a new principal is hired.
- ▶ Significance: Added to the body of knowledge by filling a gap regarding the teacher experience during one principal transition.
- ▶ Implication: Highlighted the need for principals to examine the impact of their actions on teachers, likewise for managers regarding their employees.



Themes discovered during research interviews with teachers

During the principal transition, teachers experienced:

1. An improved school work environment.
2. A graphic vision for the school's future.
3. More systems to support students and learning.
4. More building-based professional development



Theme 1: Teachers experienced... An improved school work environment.

- a. A positive tone.
- b. Feeling listened to.
- c. Clear expectations.
- d. Feeling treated as professionals.
- e. Direct communication.
- f. Involvement in decision making.
- g. Time to deal with the past and the future.
- h. Lower teacher turnover.
- i. A focus on fit.



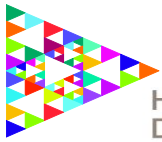
Theme 2: Teachers experienced... A graphic vision for the school's future.

- a. A shared vision.
- b. A focus on student learning.
- c. Removal of unnecessary work.
- d. Resistance to district administration demands.



Theme 3: Teachers experienced... More systems to support students and learning.

- a. Better systems put in place.
- b. More time to teach.



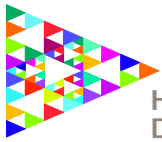
Theme 4: Teachers experienced... More building-based professional development.

- a. Development of teacher-leaders.
- b. Building the capacity of every teacher.



HSD connection – school as a system

- ▶ A system IS; it just IS.
- ▶ *People* interpret the system and assess responsibility.
- ▶ A school is a system. All parts try to bring stability to the system.
 - ▷ When management struggles, employees fill the gap(s).
 - ▷ The assumption of good intentions.
- ▶ Principal set conditions for self-organizing.



HSD connection – “no fault” patterns

- ▶ IMHO- one of the strengths of HSD lies in the “judgment-less” pursuit of finding patterns.
- ▶ No fault; no assessing blame; “no naughty or nice”
- ▶ Allows people to take a step back and look objectively at what has happened and what is happening without assessing blame.



HSD connection – examples

- ▶ Organized a staff retreat
 - ▷ “What was it like working at Lincoln?”
 - ▷ “What do we want it to be like?”
 - ▷ Some teachers previously labelled as “negative”
- ▶ Both defined and limited work by creating a vision
- ▶ Recognized patterns – put systems in place to respond, not react
- ▶ Developed in-house teacher-leaders



HSD connection – takeaways

- ▶ Focus on the teacher experience
- ▶ No other dissertations found to-date that focus on teachers
 - ▷ All focus on principals and management
 - ▷ Perspective of leadership
- ▶ Is there a role for “followership” in HSD?
 - ▷ Use of simple rules
 - ▷ Bringing coherence across system



Discussion

Bruce Colglazier Pappas, EdD

Email: bruce@brucepappas.com

Phone: (H) [763-377-9874](tel:763-377-9874) - (C) [763-229-7075](tel:763-229-7075)

Dissertation: <http://mspnet.info/cohort5/Pappas.pdf>

Address: 20 Ardmore Dr, Golden Valley (Minneapolis), MN 55422

Work blog: www.HR-OD.com

Coffee blog: www.CapnCoffee.com

Skype: bruce.c.pappas

Sailboat: 1982 Ta-Shing Panda 40 Pilot House #29 "Whisper", Duluth, MN

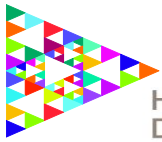


Jennifer Jones-Patulli



Where is the focus?





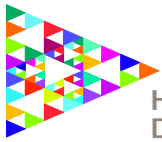
Becoming Pattern Spotters

- ▶ In general I notice. . .
- ▶ Except for. . .
- ▶ On one hand. . . On the other. . .
- ▶ I was / am surprised by. . .
- ▶ I wonder. . .



Building Adaptive Capacity

- ▶ **What** is happening around you? Within you?
- ▶ **So what** does this mean to you? So what possibilities do you see?
- ▶ **Now what** small actions can you take? Now what support do you want? Now what will you accept, and what will you reject?
- ▶ **What** is your new “what?”



Learn more . . .

- ▶ Online at HSDinstitute.org
- ▶ Adaptive Action Labs:
 - ▷ HSD Professional Certification—Toronto, January 2017
 - ▷ Leadership in Health Professions Education—Online
 - ▷ Coaching—Online
 - ▷ Conflict—Ottawa
 - ▷ Health and Wellness—Ottawa

For more information contact rholladay@hsdinstitute.org



Join us for upcoming webinars

Oct 6th, 11 am CDT Live Virtual Workshop	<i>Greater than the Sum of the Parts: Collaborate for Community</i>
Nov 3rd, 11 am CDT Live Virtual Workshop	<i>Your Unfolding Future: Plan in Uncertainty</i>
Dec 1st, 11 am CST Live Virtual Workshop	<i>Personal Power to Design the Life You Want: Your Radical Inquiry</i>
Dec 15th, 11 am CST Qrtly Virtual Mini-Conf	<i>HSD Virtual Holiday Celebration</i>



Thanks!

- ▶ To Glenda, Diane, Bruce, Jen for their presentations
- ▶ To Mary for her support
- ▶ To you for spending this time with us!