Learning with Humility Reordering our Priorities

Kelly Okamura, Dan Eng, Joanne Dong
http://systemschanges.com

Systems Changes Learning Circle
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In balancing priorities, Eisenhower said that "The urgent are never important, and the important are never urgent"

Urgent … but not important?

Important … but not urgent?

Image from Giphy: "Ringing Telephone" 2015 BY Phillippa Rice. Image from Flickr; "Inner Levee Breach" CC-BY 2015 Infrogmation of New Orleans

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Reflections for the Breakout

√ systems changes most present
√ reordering priorities

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Our Focus – What is in focus?

The Local

The Distant

Reflections for the Breakout

√ systems changes most present
√ reordering priorities

The systems changes most present to each of us can be mapped in two dimension of (i) urgent – important, and (ii) local - distant
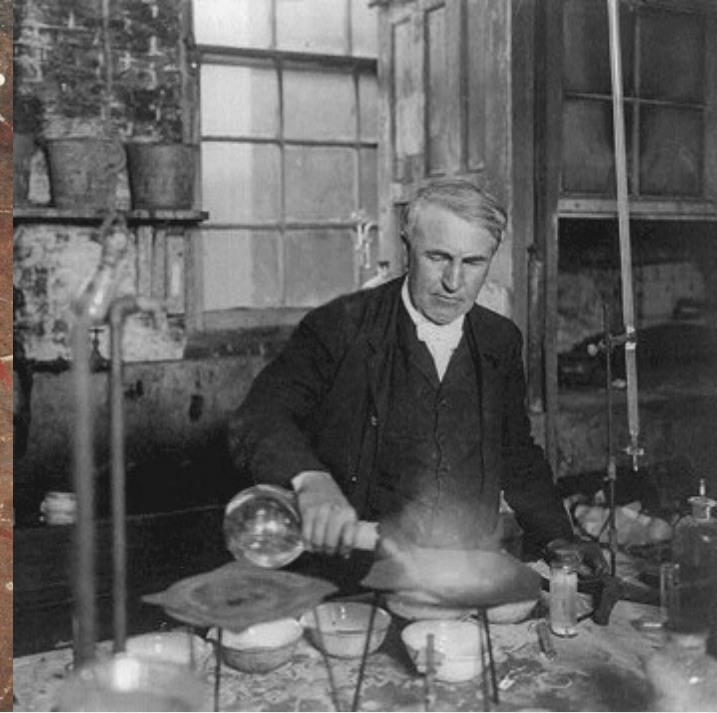
Distant

Local

Urgent

Important

Taking action recognizes degrees of systems changes, as (i) unfolding nature; (ii) fixing problems; and (iii) making history

Unfolding nature

Fixing problems

Making history

Images from Giphy: "Summer Grow" Kristy Good; "DIY Tools" BY Reuben Armstrong; "Thomas Edison" BY General Electric

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In which ways should we reorder priorities for our systems changes?

Taking Action

Framing:　　　　　Better answers or better questions?

Situating:　　　　Joining *the circle* on five learnings

We're in year 2 of 10(ish) at the **Systems Changes Learning Circle,** Toronto.

In which *systems* would you like to see *changes* occur?

Systems Changes is an open collaborative community, initiated with a learning circle in Toronto, Canada. A call for participation was launched in January 2019 at the monthly Systems Thinking Ontario meeting. The web site was will evolve as contributions and knowledge are added.

The plurals in the program name are significant.

- There are multiple system**s** simultaneously at play, not just a single system.
- Change**s** include those within a field that individual and groups can influence, and those in an extended environment that are beyond our abilities.

Asking better questions can make us aware of **solving the wrong problems.**
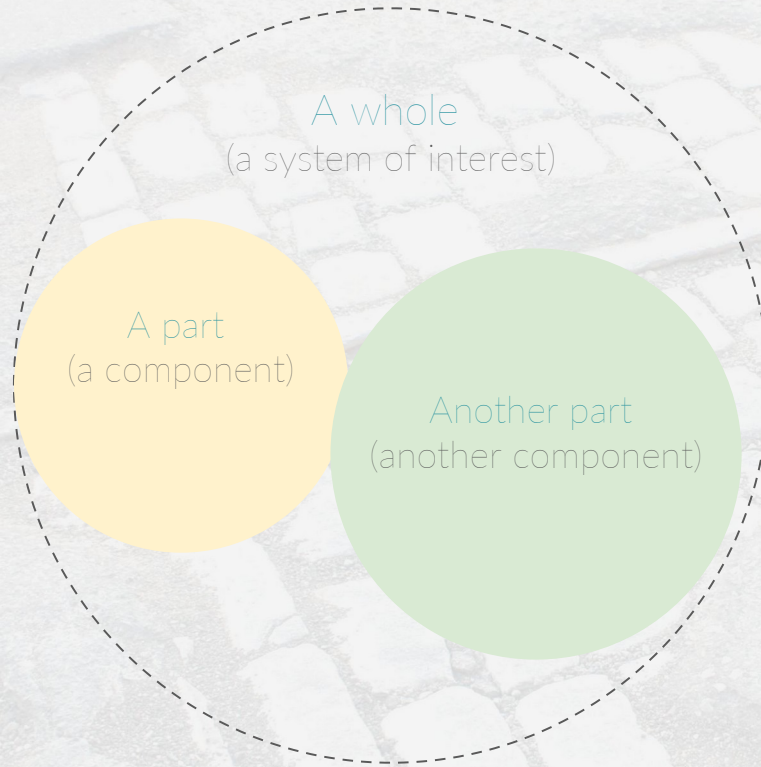
Type III Errors: Tricking ourselves
Unintentional error of solving wrong problems precisely

Type IV Errors: Tricking others
Intentionally getting others to solve the wrong problem

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A system is a whole that cannot be divided into independent parts.

A whole
(a system of interest)

A part
(a component)

Another part
(another component)

(1) Every part of a system has properties that it loses when separated from the system.

(2) Every system has some properties – its essential ones – that none of its parts do

In authentic systems thinking, synthesis precedes analysis and the containing whole is appreciated.

Why do British drive on the left?

Nothing in the car (analysis) will tell you why.

The answer lies in the containing whole/environment (synthesis)

Synthesis precedes analysis
Determine the larger system of which the system to be explained is a part.
Try to understand the larger system as a whole.
Dis-aggregate the understanding of the whole into an understanding of the part by identifying its role or function in the containing system.

When direct immediate interventions fail, *Systems Changes Learning* incorporates five philosophical schools as an open system of inquiry
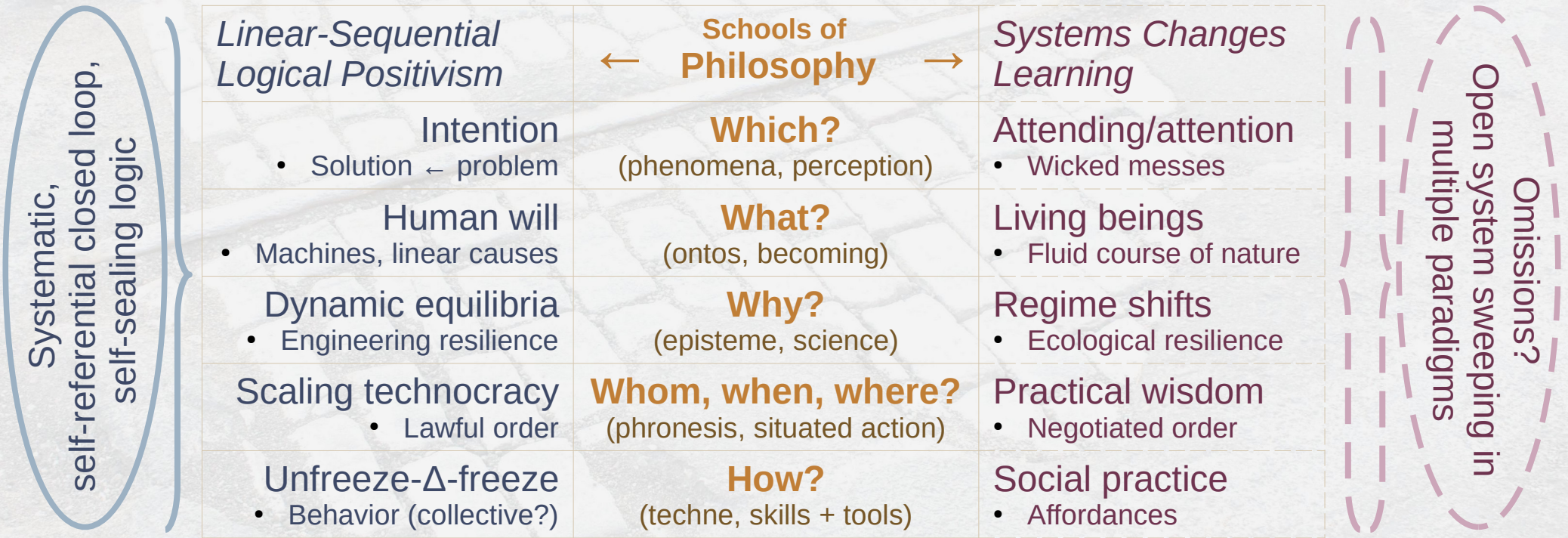
Systematic, self-referential closed loop, self-sealing logic

Linear-Sequential Logical Positivism	Schools of **Philosophy** ← →	*Systems Changes Learning*
Intention • Solution ← problem	**Which?** (phenomena, perception)	Attending/attention • Wicked messes
Human will • Machines, linear causes	**What?** (ontos, becoming)	Living beings • Fluid course of nature
Dynamic equilibria • Engineering resilience	**Why?** (episteme, science)	Regime shifts • Ecological resilience
Scaling technocracy • Lawful order	**Whom, when, where?** (phronesis, situated action)	Practical wisdom • Negotiated order
Unfreeze-Δ-freeze • Behavior (collective?)	**How?** (techne, skills + tools)	Social practice • Affordances

Open system sweeping in multiple paradigms

Omissions?

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CHANGEMAKER COMMUNITY

A Global Virtual Journey 2020

Global Change Days
Listed group

https://www.linkedin.com/groups/8943074/

Kelly Okamura (Kelly.Okamura@sympatico.ca)

Dan Eng (Dan.Eng.wp@gmail.com)

Joanne Dong (Joanne.Dong@jdstream.ca)

systemschanges.com

Choose to be a humble hero

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