

Applied Systemics Thinking Online Course for CFI Network

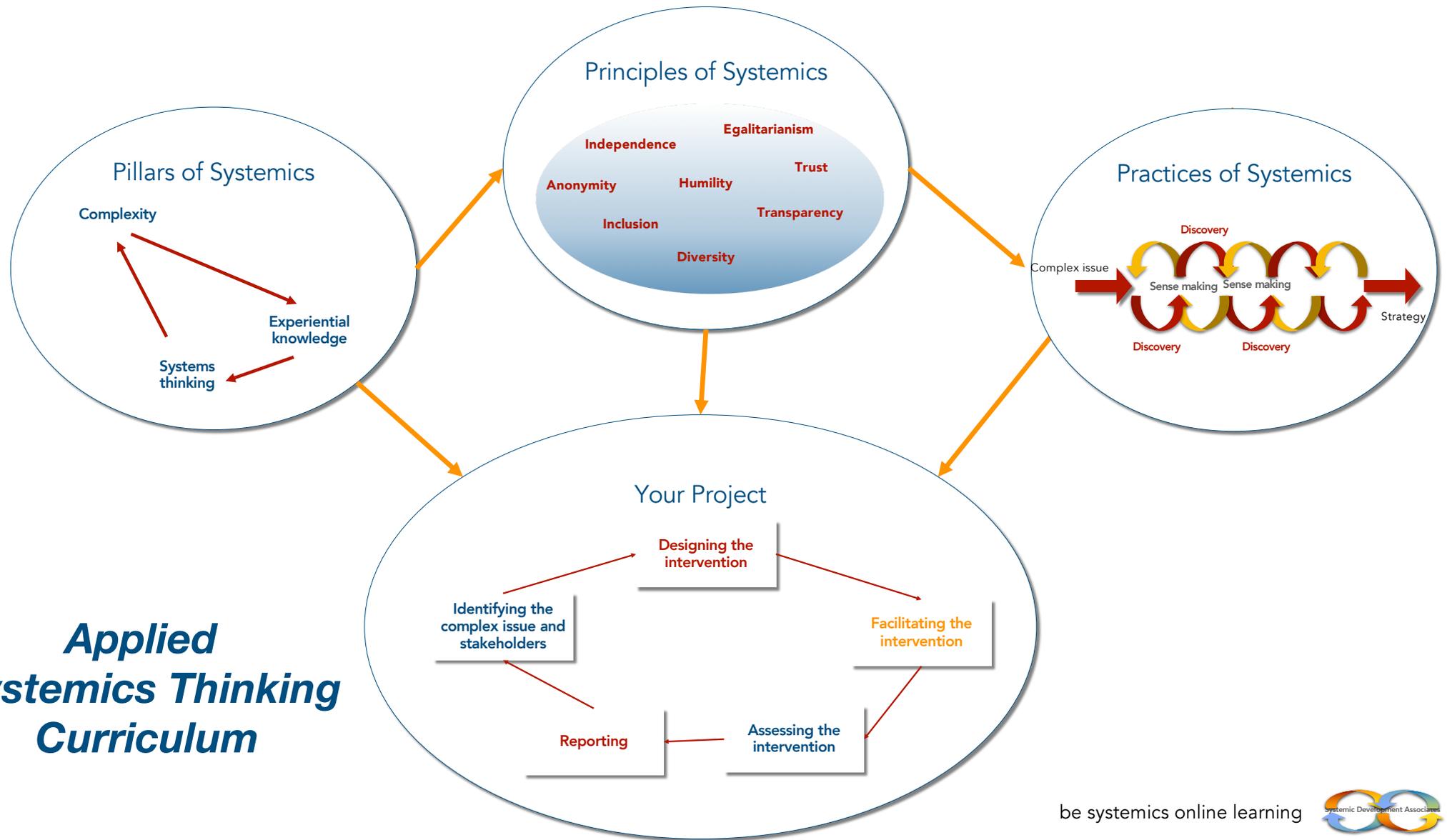
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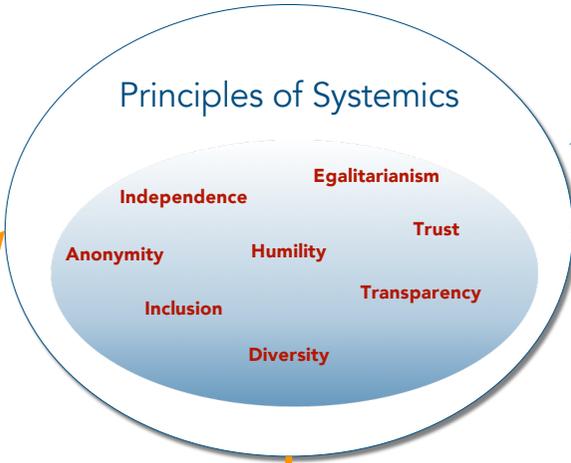
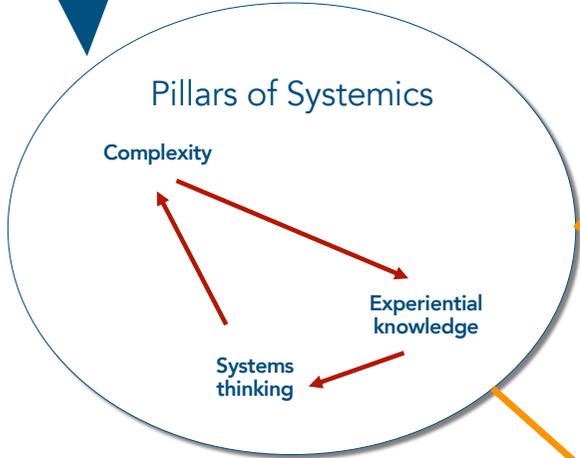
be systemics online learning



Applied Systemics Thinking Curriculum

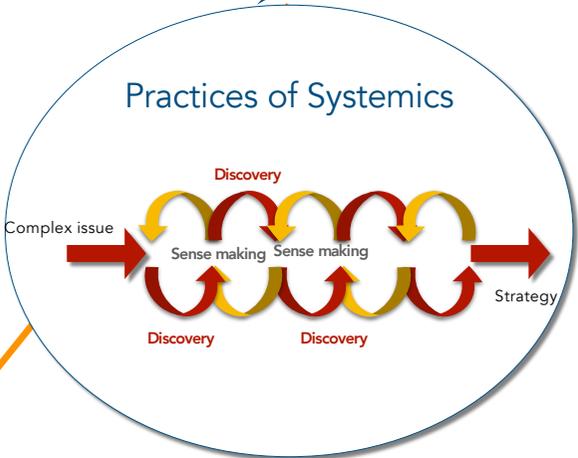


Fairly theoretical
3 modules



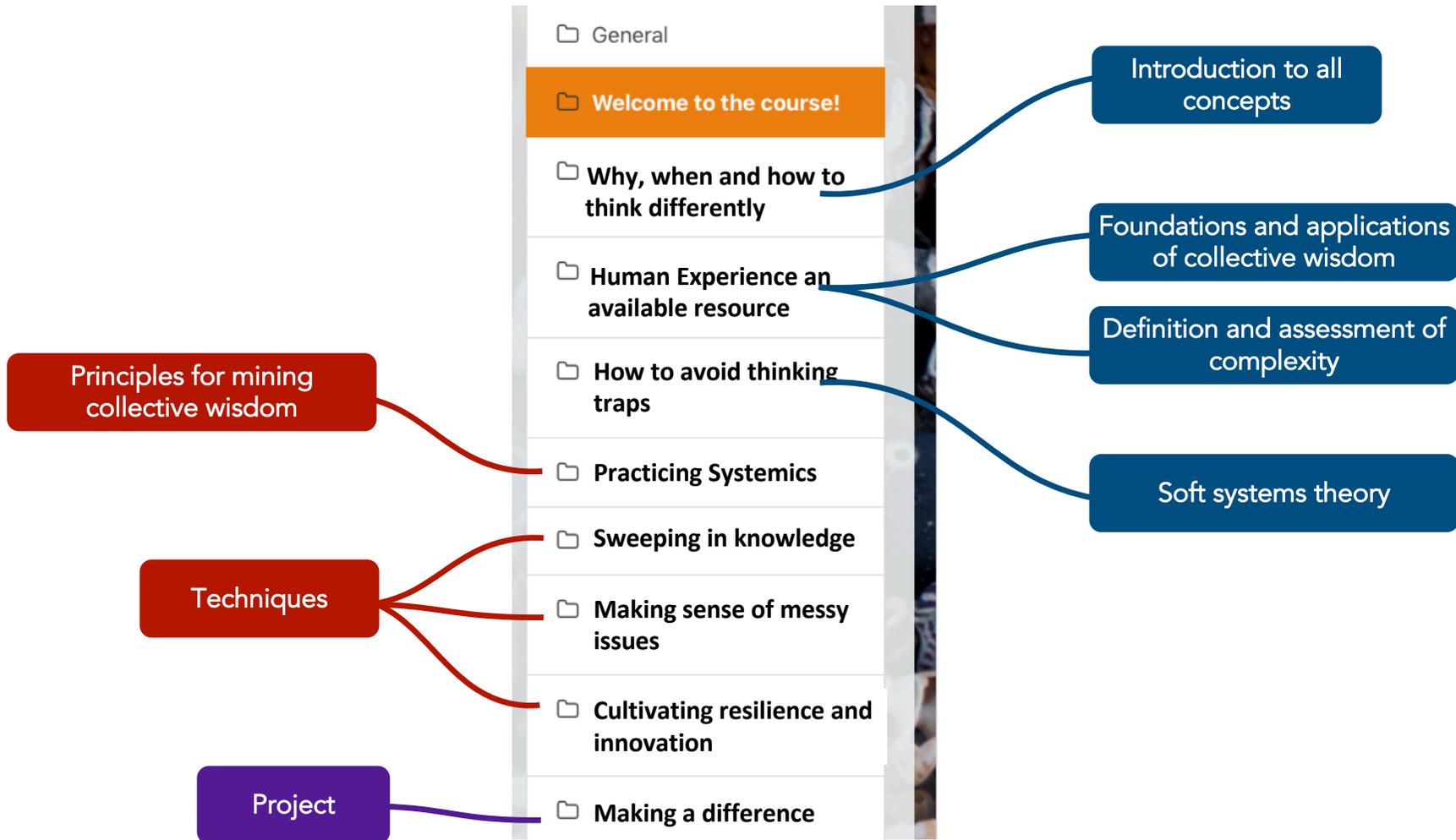
1 module

3 modules



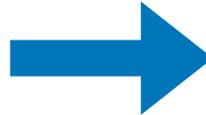
1 module

Applied Systemics Thinking Curriculum



Two entry points

Concepts first



Techniques first



- General
- Welcome to the course!
- Why, when and how to think differently
- Human Experience an available resource
- How to avoid thinking traps
- Practicing Systemics
- Sweeping in knowledge
- Making sense of messy issues
- Cultivating resilience and innovation
- Making a difference

- 1- Pick one entry point
- 3- Make it work for you!

Sample module roadmap

Questions, reflections, and findings from activities shared in the Forum

Online Forum



Regular Live Online Meeting – Kitchen Table Conversation style~ 90 min

Conversations



Lessons

Lesson 1 ~30 min
Lesson 2 ~30 min
Lesson 3 ~20 min



Activities

Explore: What do you already know? ~30 min
Create: Your learning objectives ~10 min
Synthesise: Your learning from this module ~1h
Pause and reflect in Lessons: Short exercises

Assignment

Practice: Assignment ~1h



Applied Systemics Thinking

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◀ 3 - How to avoid thinking traps

4 - Practicing Systemics

5- Sweeping in knowledge ▶

Welcome to the community of people practicing systemics!

Whether it is your first exposure to systemics or you have a good grasp of systemics, by the end of this module, you will understand what systemics in action looks like. We are taking you on a tour of the principles, processes and happening of a systemics intervention.



Read me first: Introduction

Systemics: A brief introduction

Explore: What do you already know?

Review: Your learning objectives

Lessons

Learn: Systemics principles for probing complex issues

Learn: Systemics intervention design guidelines

Learn: Systemics intervention gauges of effectiveness

Assignment

Synthesise: Your learning from this module

Teach and practice: Assignment

Resources

Reading to go further

Your progress ?



◀ 3 - How to avoid thinking traps

Jump to...

5- Sweeping in knowledge ▶

Applied Systemics Thinking

Participants

Welcome to this course!

1 - Why, when and how to think differently

2 - Human Experience an available resource

3 - How to avoid thinking traps

4 - Practicing Systemics

5- Sweeping in knowledge

6 - Making sense of messy issues

7 - Cultivating resilience and innovation

8 - Making a difference

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Learn: Systemics principles for probing complex issues

Introduction

Imagine that you have been tasked with conducting a systemics intervention. As you are presented with new information, imagine how you would use it for such a project.

When first talking to the organisation/team sponsoring the systemics intervention, it is important for them to understand what a systemics intervention entails and what grounds it requires for thriving.

It is important to bear in mind that one does not resolve a complex issue, as by nature it keeps evolving and does not have a resolution, but one improves upon it. The goal of the intervention is to identify patterns that lead to actionable insights for improvement.

Principles required for a thriving systemics intervention have to be understood and agreed upon by the sponsors of the intervention or the issue owners. As such, a systemics intervention starts with a discussion with the sponsoring organisation or issue owners about the underlying principles of such an intervention.

Continue lesson

You have completed 100% of the lesson

100%

◀ Review: Your learning objectives

Jump to...

Learn: Systemics intervention design guidelines ▶



[MoodleCloud FAQ](#)

You are logged in as [Bruce McKenzie: Participant](#) ([Return to my normal role](#))
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Learn: Systemics principles for probing complex issues

Principles to be discussed

Principles shaping the conversations with the issue owners about their desired outcomes

There are three elements associated with a Systemics Practice:

- Identifying the type of issue being presented for intervention
- Collecting and collating the experiential knowledge available about the issue
- Applying a systems framework to facilitate the investigation and making sense of the data

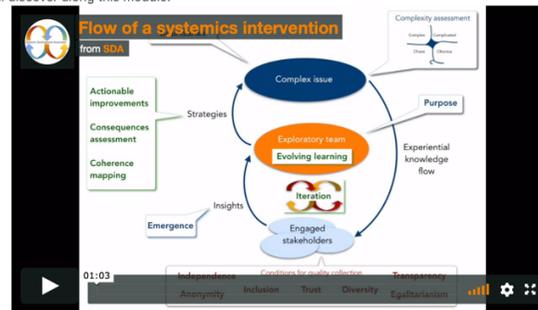
A high-quality, relevant experiential knowledge collection requires:

- Clear purpose for collecting the knowledge
- Diverse sources of ideas
- Independent sources of contributions
- Free flow of ideas
- Consideration of ideas without prejudice

For this to happen, participants - sources of ideas - need to:

- Clearly understand the purpose for sharing their knowledge
- Feel free to express themselves
- Think independently, avoid groupthink
- Trust the process
- Be fully engaged in the process
- See how their participation makes a difference

Below is a video explaining the different elements and flow of a systemics intervention which you will discover along this module.



Continue lesson

You have completed 100% of the lesson

100%

Review: Your learning objectives

Jump to...

Learn: Systemics intervention design guidelines

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Learn: Systemics principles for probing complex issues

First, you need to assess whether you are facing a complex issue or not. Match to the best of your ability the following partial statements comparing and contrasting routine, complicated, complex and chaotic situations.

A complex situation is	<input type="text" value="Choose..."/>
A complex situation calls for	<input type="text" value="Choose..."/>
A complicated situation calls for	<input type="text" value="Choose..."/>
A chaotic situation calls for	<input type="text" value="Choose..."/>
A routine situation calls for	<input type="text" value="Choose..."/>
A complicated situation has	<input type="text" value="Choose..."/>

Submit

You have completed 100% of the lesson

100%

[◀ Review: Your learning objectives](#)

Jump to...

[Learn: Systemics intervention design guidelines ▶](#)



Applied Systemics Thinking

Participants

Welcome to this course!

1 - Why, when and how to think differently

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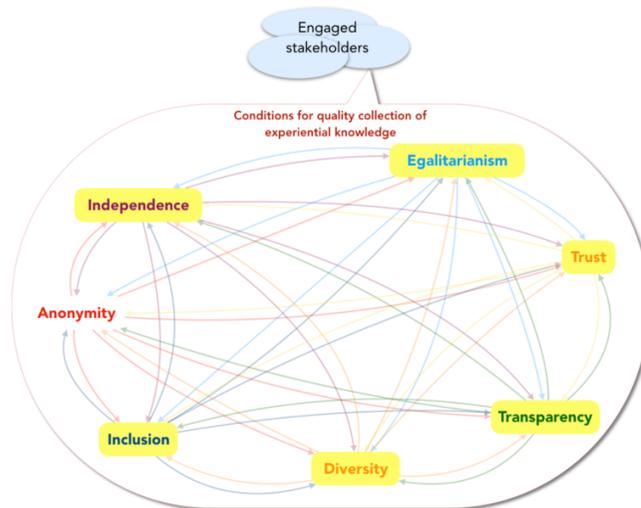
Applied Systemics Thinking

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Learn: Story telling Reflect on systemics principles

Conditions, systemics principles, are required to collect quality experiential learning.

Story telling expresses the following highlighted principles in the graph below. Explain which principles are associated with each step in the process if any. Log your findings into [Share: Forum](#).



Continue lesson

Applied Systemics Thinking

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Learn: Systemics principles for probing complex issues Principles to engage stakeholders

What to discuss with the issue owners

To collect quality experiential knowledge, it is very important to create a trusting environment with the following conditions here below. Each needs to be discussed and clarified with the sponsoring team.

Trust

Sponsors, issue owners as well as participants need to have mutual trust for a free flow of ideas to happen and be considered.

Egalitarianism

All voices are equal, there is no individual whose ideas weigh more than others, as illustrated in this short video.



Diversity

Sources of ideas and participants need to span the whole spectrum of the stakeholders, with a high diversity of backgrounds, experiences and responsibilities.



Independence

The goal is to assemble every possible credit perspective. Consensus through groupthink, echo chambers, etc. are to be avoided. Participants need to be supported to express and state their own understanding of the issue and about other's contributions.

Sample assignment

Part 1: Teaching as learning

- ✓ Select one of the topics listed here below that you will explain to some of your colleagues as if you were teaching them. Record your learning and share it with your peers either during the weekly conversation hour or in the forum. Alternatively, you can capture it in a report that you submit along with part 2 assignment.
 - The overall flow of a systemics intervention
- ✓ The principles forming the basis of a systemics intervention
- ✓ The gauges of success of a systemics intervention

Part 2: Practising

- ✓ Identify a complex issue from your professional context
 - Identify its purpose
- ✓ Argue its complexity
- ✓ Identify its boundaries, scope and stakeholders
- ✓ Record your learning, insights and questions in a 200-300 word report.

Applied Systemics Thinking



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◀7 - [Cultivating resilience and innovation](#)

8 - Making a difference

This module is your professional project module. You can get started with it as early as you wish. It includes the description of the project requirements and deliverables, as well as a check list to guide you in your work, and one sample report.

It includes a questionnaire to help you assess your usual style. It is designed to bring to your consciousness your assumptions and habits. Depending on your background, a systemics practice may stretch your comfort zone.

A sample report from a very a large project conducted for the dairy industry in Australia is available for your reference as well.

Please, make sure you get started with [your project](#) as early as possible. Your learning journey will conclude with your presentation of [your project](#) and report on the design of a systemics intervention. Check [Your Project](#).

Self-assessment: my usual way of tackling issues

Your project

Systemics Project Planning Checklist

Example of a report

Your progress



◀7 - [Cultivating resilience and innovation](#)

Jump to...

3 levels of commitments

	Level 1	Level 2	Level 3
Learning objectives	Sound understanding of systemics	Facilitate systemics activities	Design systemics intervention with assistance
Lessons	✓	✓	✓
Activities	✓	✓	✓
Online forum	✓	✓	✓
Live meetings	✓	✓	✓
Assignment feedback		✓	✓
Project			✓
individual project coaching			✓
Estimated time to complete	20-25h (includes regular live meetings)	30-35h (includes regular live meetings)	40-50h (includes 3h of coaching)



July 2019

< Today >

Sun. Mon. Tue. Wed. Thu. Fri. Sat.

30 1 Jul 2 3 4 5 6

Timing

7 8 9 10 11 12 13

Week 1

First module

14 15 16 17 18 19 20

Week 2

First module

Tuesday group

Wednesday group

Friday group

21 22 23 24 25 26 27

Week 3

First module

28 29 30 31 1 Aug 2 3

Week 4

Assignment submission

Second module

line learning



Thank you
Q&A