Systems Thinking/
Systems Changing™

H A N D O U T S
Playing the Game
Activity Sheet

Decide which activities will create a learning organization. Each activity is a separate move; you can make only one move at a time. You can repeat any activity at any time, except Social Information.

1. **ASSESS SUCCESS**
Assess the organization’s success in meeting a variety of product/service standards and how the organization’s culture and climate support and/or impede success.
*Choose: 8 people  Cost: 4 Bits*

2. **SURVEY STAKEHOLDERS**
Survey the needs and concerns of both internal and external stakeholders in the organization (staff, customers, board members and other stakeholders).
*Cost: 4 Bits*

3. **GATHER SOCIAL INFORMATION**
Identify informal relationships of people.
*Cost: 1 Bit*

4. **TALK WITH PEOPLE**
Have individual conversations with people to introduce the idea of building a continuously improving learning organization.
*Choose: 3 people  Cost: 2 Bits*

5. **TALK WITH AGAIN**
Have follow-up conversations with individual people to further discuss their questions, needs, and concerns.
*Choose: 3 people  Cost: 2 Bits*

6. **CREATE A SHARED VISION**
At a retreat for stakeholder representatives develop personal visions and begin to create a shared vision of the ideal products/services and working environment. Participants do a self assessment to identify their values, skills, and knowledge.
*Cost: 8 Bits*

7. **ASSESS PROBLEMS/PROCESSES**
Use tools to systematically collect and analyze information about the organization’s problems and processes to get a systems’ view and to identify high priority opportunities for improvement.
*Choose: 8 people  Cost: 4 Bits*

8. **COMPARE VISION TO REALITY**
Compare vision to reality, identify gaps and prioritize opportunities for improvement.
*Choose: 8 people  Cost: 3 Bits*

9. **DEVELOP A LONG-RANGE PLAN**
Develop a long-range plan that links activities to vision and shows who will do what, when and indicators that to monitor progress toward reaching the vision.
*Choose: 10 people  Cost: 5 Bits*

10. **PROFESSIONAL DEVELOPMENT PLAN**
Develop an organization-wide professional development plan that includes a plan for individual and team learning opportunities.
*Choose: 8 people  Cost: 5 Bits*

11. **QUALITY TOOLS TRAINING**
Conduct staff training to use quality tools (such as Brainstorming, Flow Charts, Check Sheets, and Nominal Group Technique) to systematically identify critical problems and processes and to help solve those problems.
*Choose: 8 people  Cost: 3 Bits*

**FAILURES AND SHARE LEARNINGS**
Document successes and failures you have experienced in implementing the changes in your organization and share the learning so
everyone in the system can learn from past experiences.

Cost: 2 Bits

13. PROFESSIONAL DEVELOPMENT OPPORTUNITIES
Provide professional development opportunities on priority areas, including systems/processes strategies for staff throughout the organization.

Cost: 4 Bits

14. CREATE IMPROVEMENT TEAMS
Create and maintain cross-functional, improvement teams to work on priorities.

Choose: 8 people  Cost: 6 Bits

15. DEVELOP TEAMWORK SKILLS
Develop teamwork skills for people in the organization, including facilitation, communication, and use of dialogue skills.

Choose: 8 people  Cost: 3 Bits

16. IMPLEMENT NEW STRATEGIES
Implement new systems/processes and strategies to enhance staff performance.

Choose: 8 people  Cost: 4 Bits

17. COMMUNICATE VISION
Communicate your vision for the organization to all stakeholders.

Cost: 1 Bit

18. MODEL EFFECTIVE PRACTICES
Model effective practices in your work.

Cost: 2 Bits

19. CHECK ACTIVITIES
Review the activities in your plan to make sure they will help you to reach your vision. Monitor implementation of the plan to see if it is being implemented as designed and is giving the desired results.

Choose: 8 people  Cost: 3 Bits

20. REFLECT WITH COLLEAGUES
Using teamwork skills, staff reflect, support, question, and challenge their own and others’ mental models and assumptions.

Choose: 8 people  Cost: 2 Bits

Conduct in Years 2 & 3 Only

21. BENCHMARK BEST PRACTICES
Identify organizations that are using best business practices. Compare your organization’s processes and standards to theirs and plan how you could improve your results.

Choose: 8 people  Cost: 6 Bits

22. CHANGE SUPPORT SYSTEMS
Change support systems such as rewards, policies, work assessment, and resource allocation mechanisms to support vision.

Choose: 8 people  Cost: 6 Bits

23. BUILD IN-HOUSE CAPACITY
Build in-house capacity to provide ongoing professional development and develop leadership capacities of staff.

Choose: 8 people  Cost: 8 Bits

24. COMMUNICATE PROGRESS
Give presentations on quality improvement process to members of the organization using visuals to display data.

Cost: 2 Bits

25. REVISIT/REVISE VISION
Revisit and revise vision periodically to match current thinking and the current state of the organization.

Choose: 10 people  Cost: 5 Bits

26. REVISE PLAN
Revise plan based on the current state of the organization. Make changes in plan and systems/processes and strategies based on latest information about stakeholder needs.

Choose: 8 people  Cost: 4 Bits
PEOPLE SHEET

AL: Managing Director
A Senior Executive with long experience in the organization, Al has things running smoothly. While he appreciates the need for continuous improvement, he has expressed concern about implementing too many new programs in too short a time. He realizes that the organization faces a rapidly changing world, but he’s worried about the staff’s capacity to change as fast as necessary. He is under some pressure from his Board of Directors who feel the organization has consistently lagged in adopting the latest practices and technologies.

BETH: Deputy Director
Beth joined the organization two years ago. She was hired because of her past experience in organizational improvement and skills in technology implementation. She is highly competent but lacks a strong network of contacts in the organization. Lately she has expressed frustration over Al’s reluctance to move as quickly on promised changes as previously promised.

CARLA: Board Member
Carla is a senior executive with a company in a different sector and also a member of the local business industry council. She was selected for the Board five years ago because of her expertise in organizational development. She has been disappointed in the organization’s progress in making necessary changes.

DAVE: Board Member
Dave is a manager with a well-known public service agency and a long-time member of the Board. He is cautious about changing things too rapidly but is also concerned about the organization’s declining productivity.

EASTERN BRANCH
EVE: Manager
Eve treats her staff and customers with respect and receives their loyalty in return. She has led several innovations successfully and has long been an advocate inside the organization for using information technology.

FERN: Service Dept.
Fern has been in the organization for 10 years. She is liked by her colleagues and is a reliable worker. However, she has been reluctant to use the new database system for tracking customer/client complaints changes like technology.

GARY: Human Resources
An young and enthusiastic trainer, Gary constantly seeks new and better ways of working with his colleagues. Before coming to the Best Organization last year, he had worked at a company known for innovation. Although Eve personally hired him, he has been unable to gain support for his new ideas since coming here.

HELEN: MIS
Helen is highly competent in the data processing area in which she works. She has consistently been frustrated by the lack of staff interest in other departments for learning to use the data generated by her department. Somehow her department gets blamed when there’s no follow-through.
IRENE: Accounting
Irene knows what works in her department—"the old ways work best." She keep busy and focused on her deadlines. She was strongly opposed to recent changes in the accounting package used by the organization and will oppose anything that results in more work.

CENTRAL BRANCH
JUANITA: Manager
Bright and articulate, Juanita is respected by colleagues throughout the organization as a visionary leader. Although her branch is not one of the larger ones, she has demonstrated impressive results over the past three years. Her branch has become a model of client-centered services within the organization.

KEN: Service Dept.
Ken tends to "go along to get along." Most teachers like him because he’s a nice guy and doesn’t make waves. But he’s not someone you can count on when something needs to get done. In addition, he just had twin boys and has seem particularly distracted of late.

LADONNA: MIS
Ladonna is an experienced MIS professional who has worked for the Best organization for eight years. She is liked by managers and other workers. She is a good listener and is supportive of other’s ideas.

MIA: Human Resources
Mia splits her time between staff development and other personnel functions. She is active in professional associations and likes to search out new ideas. She has traveled abroad and is know for her creative – though not always practical ideas.

NORIKO: Public and Community Relations
Noriko is an attractive and energetic staff member with many contacts in the organization and the community. Lately she’s noticed an increase in the number of customer/client complaints and the amount of bad press that she’s had to deal with. This really concerns her but she’s not sure what to do with it.

WESTERN BRANCH
OWEN: Manager
Bright and ambitious, Owen is manager of the largest branch in the organization and runs a tight ship. He tends to be cautious and looks to his friends and superiors before making major changes.

PAT: Assistant Manager
Pat feels overwhelmed and spends most of her time dealing with customer/client complaints. She’s not interested in new ideas or projects because they interfere with the smooth running of the branch.

Q.T. : Service Dept.
A veteran staff member, Q.T. likes working in the service department because he gets to have a lot of contact with people. He has felt increasingly uncomfortable in recent years with the introduction of so many new data tracking systems. He says, “If I had wanted to spend all my time working with data, I would have become an engineer.”

RAY: MIS/Union representative
Ray is a dedicated staff member who has chaired the local MIS Professional’s Association. He is also the union representative. Lately he’s felt torn between management’s demands for change and the staff’s desire to maintain the status quo.
SU LING: Public Relations
Su Ling just moved into the Western Branch as part of an organizational decentralization of PR services. She doesn’t have friends at the branch and hasn’t spent much time going out into the community. She felt that the move was a demotion and has generally withdrawn.

THELMA: Accounting
Thelma has been a team-leader in the branch for the past two years. She has picked up a lot about work process standards, team-building, and staff development but has not put that knowledge into practice in her department yet.

UPTON: Customer
Upton is a popular and highly respected community member who has participated in a number of focus groups run by the Best Organization over the years. He is on the local community council and is an active proponent of enhancing relationships between local business, government and the community.

VELMA: Administrative Secretary
Known as the branch gossip, Velma is a competent veteran. She was in the branch before Owen got here and does what’s required in the job. Her mother recently passed away and she hasn’t seemed her usual talkative self for the past couple of months.

WILL: Human Resources
Although Will has been at the branch for many years, he is still in the same position as when he started out. He’s always done the minimum on the job and avoids anything that will mean more work. He has few friends in the branch and just went through a difficult divorce.

XAVIER: Regional Support Services
Xavier moved from the HR department into Support Services as part of the recent reorganization. Although he’s optimistic about the possibilities of the new position, he’s still learning the job.
### Progress Record

<table>
<thead>
<tr>
<th>HEAD OFFICE</th>
<th>AWARENESS</th>
<th>PREPARATION</th>
<th>PRACTICE</th>
<th>MASTERY</th>
<th>RENEWAL</th>
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<tbody>
<tr>
<td>Al</td>
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<td>Beth</td>
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<td>Carla</td>
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<td>Dave</td>
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<td>EASTERN BRANCH</td>
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<td>Eve</td>
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<td>Fern</td>
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<td>Gary</td>
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<td>Hazel</td>
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<td>Irene</td>
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<td>CENTRAL BRANCH</td>
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<td>Juanita</td>
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<td>Ken</td>
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<td>LaDonna</td>
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<td>Mia</td>
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<td>Noriko</td>
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<td>WESTERN BRANCH</td>
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<td>Owen</td>
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<td>Pat</td>
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<td>Q.T.</td>
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<td>Ray</td>
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<td>Thelma</td>
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<td>Upton</td>
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<td>Velma</td>
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<td>Will</td>
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<td>Xavier</td>
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Learning from the Game
Pulling It All Together

Using your Strategy Record Sheet, your Progress Report, and the Feedback Screen from the Computer, note your total Benniess and the number of players in each stage. Discuss the following questions with your team. Record your answers so you can report out to the rest of the group.

1. Reflect on where you were blocked? What did you do to get beyond the blocks?

2. What did you learn about resistance to change? What are the reasons for resistance to change? How does this relate to your experience in your own organization?

3. Look at the total number of Bennies you received and note when your team first started earning them. What year was it? What activities moved many people and gave you the most Bennies?

4. What data gathering and planning activities did you choose and how did they help or hinder you? Did you collect data throughout the simulation? If not, how did this affect you?

5. How did the sequence of your activities affect your outcomes? How would you change your sequence if you played again and why?

6. What activities in the simulation helped the organization’s members to learn continuously? How did you as players continuously learn throughout the simulation?
Adopter Types

The people described in Systems Thinking/Systems Changing conform to a set of adopter types developed by Everett Rogers and others who have studied how an innovation diffuses through a group of people. The research on diffusion found that people differ in their readiness to accept a change. Some people will adopt the change quickly; others will take a long time.

Systems Thinking/Systems Changing includes people of all adopter types, in percentages close to those found in the population at large. Of course, a particular organization may not be representative of the population at large. It may include more people of one category or another. This game gives you a representative sample.

- **INNOVATOR:** eager to try new ideas, open to change, and willing to take risks; usually perceived as naive or a little crazy and, therefore, not well integrated into the social structure (Gary, Mia)

- **LEADER:** open to change, but more thoughtful about getting involved; trusted by other staff and sought out for advice and opinions (Eve, Juanita, Noriko, Upton, Ray)

- **EARLY MAJORITY:** cautious and deliberate about deciding to adopt an innovation; tends to be a follower, not a leader (Beth, Carla, Dave, LaDonna, Owen, Thelma, Velma, Xavier)

- **LATE MAJORITY:** skeptical of adopting new ideas and “set in their ways;” can be won over by a combination of peer pressure and administrative expectations (Al, Fern, Hazel, Ken, Q.T., Su Ling)

- **RESISTER:** suspicious and generally opposed to new ideas; usually low in influence and often isolated from the mainstream (Irene, Pat, Will)

Reasons for Resistance to Change

Sources of Resistance:
• People do not know enough about the change
• No one has made a clear case for the change
• There has been poor communication about the change
• People do not believe the change is worthwhile
• People are afraid they will fail
• The change is not aligned with the school culture
• Stakeholders are not adequately involved
• Lack of trust
• Lack of leadership for the change
• Inadequate resources

Strategies for addressing resistance include:
• Build stronger relationships among all members of the organization
• Practice communicating negative, as well as positive aspects of change—learn to dialogue
• Gather data to understand the basis of people’s resistance
• Develop plans for addressing the concerns and needs people have with regard to change
• Create a shared vision for what you are trying to accomplish
• Hold high expectations for each other in the organization
## H A N D O U T  # 7

**T H E  F I V E  D I S C I P L I N E S**

<table>
<thead>
<tr>
<th>Systems Thinking</th>
<th>Personal Mastery</th>
<th>Mental Models</th>
<th>Shared Vision</th>
<th>Team Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess Success</td>
<td>Talk with/Again</td>
<td>Survey Stakeholders</td>
<td>Assess Success</td>
<td>Create a Shared Vision</td>
</tr>
<tr>
<td>Survey Stakeholders</td>
<td>Create a Shared Vision</td>
<td>Gather Social Information</td>
<td>Survey Stakeholders</td>
<td>Assess Problems and Processes</td>
</tr>
<tr>
<td>Gather Social Information</td>
<td>Professional Development Plan</td>
<td>Talk with/Again</td>
<td>Talk with/Again</td>
<td>Professional Development Plan</td>
</tr>
<tr>
<td>Talk with/Again</td>
<td>Quality Tools Training</td>
<td>Create a Shared Vision</td>
<td>Create a Shared Vision</td>
<td>Quality Tools Training</td>
</tr>
<tr>
<td>Assess Problems and Processes</td>
<td>Document Successes and Failures</td>
<td>Create Improvement Teams</td>
<td>Assess Problems and Processes</td>
<td>Document Successes and Failures</td>
</tr>
<tr>
<td>Document Successes and Failures</td>
<td>Professional Development Plan</td>
<td>Reflect with Colleagues</td>
<td>Compare Vision</td>
<td>Professional Development Training</td>
</tr>
<tr>
<td>Reflect with Colleagues</td>
<td>Implement New Workplace Strategies</td>
<td>Benchmark</td>
<td>Develop Long-Range Plan</td>
<td>Create Improvement Teams</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Model Effective Practices</td>
<td>Communicate Progress</td>
<td>Document Successes and Failures</td>
<td>Develop Team Work Skills</td>
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<tr>
<td>Change Support Systems</td>
<td>Reflect with Colleagues</td>
<td>Communicate Vision</td>
<td>Reflect with Colleagues</td>
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<tr>
<td>Communicate Progress</td>
<td>Benchmark</td>
<td>Check Activities Against Vision</td>
<td>Benchmark</td>
<td></td>
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<tr>
<td>Develop System-wide Professional Development Plan</td>
<td></td>
<td>Revisit/Revise Vision</td>
<td>Build In-House Capacity</td>
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<tr>
<td>Develop Long-Range Plan Linked to Vision</td>
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### Other Features Built into Game:

- **Need representative teams for most activities**
  - Individuals’ needs change over time
  - Learn about other team members’ assumptions
  - Create a learning community
  - Play the game as a team

- **Biggest rewards come from changes at systemwide level**
  - Individuals move through stages as they change.
  - Simulation specifies clear goals for teams.
  - Need representative teams for activities.

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*Systems Thinking/Systems Changing © The NETWORK, Inc.*  
*Handout #7 The Five Disciplines*
Systems Perspective of Change

DRIVERS

LEADERSHIP:
- Create a Shared Vision
- Communicate Vision
- Model Effective Practices

STAKEHOLDER INPUT:
- Survey Stakeholders
- Talk with and Talk with Again

SYSTEM-WIDE STRATEGIES

BUSINESS PROCESS MANAGEMENT:
- Create/Maintain Improvement Teams
- Implement New Learning/Teaching Strategies
- Change Support Systems to Support Vision

HUMAN RESOURCE DEVELOPMENT:
- Provide System-wide Professional Development Opportunities
- Conduct Quality Tools Training
- Develop Team Work Skills
- Reflect with Colleagues
- Build In-House Capacity to Provide Training

STRATEGIC PLANNING:
- Create a Shared Vision
- Compare Vision to Current Reality
- Develop Long-Range Plan Linked to Vision
- Develop an Organization-wide Training Plan
- Revisit/Revise Vision
- Revise Plan Based on Current Reality

INFORMATION AND ANALYSIS:
- Assess Success
- Assess Problems and Processes
- Gather Social Information
- Survey Stakeholders
- Benchmark Best Practices for Learning and Teaching

MEASURES OF PROGRESS

MEASUREMENT AND FEEDBACK:
- Document Successes and Failures and Share Learnings
- Check Activities Against Vision and Effectiveness of Plan
- Reflect with Colleagues
- Communicate Progress

GOAL

Continuously Improving Learning Community (Bennies)
**HANDOUT #9**

**Productivity Benefits**

*Bennies* (productivity benefits) are earned for system-wide change through these activities:

<table>
<thead>
<tr>
<th>Activity Number and Name</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess Success (Second or more times)</td>
<td>20 Bennies If you’ve involved a customer, gain 10 bonus <em>Bennies</em>.</td>
</tr>
<tr>
<td>6. Create a Shared Vision</td>
<td>20 Bennies</td>
</tr>
<tr>
<td>7. Assess Problems and Processes</td>
<td>If you’ve involved a customer, gain 10 bonus <em>Bennies</em>.</td>
</tr>
<tr>
<td>10. Develop a Professional Development Plan</td>
<td>If you’ve involved staff from each branch, gain 10 bonus <em>Bennies</em>.</td>
</tr>
<tr>
<td>11. Conduct Quality Tools Training</td>
<td>20 Bennies If you’ve involved Carla, gain 10 bonus <em>Bennies</em>.</td>
</tr>
<tr>
<td>13. Provide Professional Development</td>
<td>20 Bennies</td>
</tr>
<tr>
<td>14. Create/Maintain Improvement Teams</td>
<td>20 Bennies each (if in <em>Practice</em> or beyond).</td>
</tr>
<tr>
<td></td>
<td>Double <em>Bennies</em> in <em>Renewal</em>.</td>
</tr>
<tr>
<td>15. Develop Team Work Skills</td>
<td>20 Bennies</td>
</tr>
<tr>
<td>16. Implement New Workplace Strategies</td>
<td>50 Bennies each (if in <em>Mastery/Integration</em> and beyond).</td>
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<td></td>
<td>Double the # of <em>Bennies</em> in <em>Renewal</em>.</td>
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<tr>
<td>19. Check Activities Against Vision and Plan</td>
<td>20 Bennies</td>
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<tr>
<td>20. Reflect with Colleagues</td>
<td>20 Bennies each</td>
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<td>If you’ve done activity #12 (Document Success and Failures), 30 <em>Bennies</em> in <em>Practice</em> and beyond. If you’ve involved customers, gain 10 Bonus</td>
</tr>
<tr>
<td>22. Change Support Systems</td>
<td>40 Bennies each (in <em>Practice</em> or beyond). Double <em>Bennies</em> in <em>Renewal</em>.</td>
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<tr>
<td>23. Build In-house Capacity</td>
<td>10 Bennies each. Double the # of <em>Bennies</em> in <em>Renewal</em>.</td>
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<tr>
<td>26. Revise Plan Based on Current Reality</td>
<td>10 Bennies each (if in <em>Renewal</em>).</td>
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# Stages of Change

<table>
<thead>
<tr>
<th>STAGES OF CHANGE</th>
<th>WHAT INDIVIDUALS SAY AND WANT AT THIS STAGE</th>
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<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td>I am not concerned about the change and am not taking action. I need information to develop my interest.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>I have information about what the change is and how I would use it. I am worrying about how it will affect me. I need help getting organized and developing new skills.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>I am spending all my time learning how to think and do things differently. I’m concerned about doing a good job. I need support to take risks and feedback (data) to help me solve problems and master the new approaches.</td>
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<tr>
<td><strong>Mastery/Integration</strong></td>
<td>I am comfortable with the new practices. I have integrated them into my daily activities and am looking for ways to increase my knowledge and skills. I need leadership and feedback to encourage this process. I’d like to coordinate and communicate more with my colleagues to make things work best.</td>
</tr>
<tr>
<td><strong>Renewal</strong></td>
<td>I have new plans that I want to implement that will improve outcomes. I need current data and help planning and building support for my new ideas.</td>
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Adapted with permission from Hall and Loucks, *Implementing Innovations in Schools: A Concerns-Based Approach.* Austin, TX. University of Texas. 1979.
Plan, Do, Check, Act Cycle and Simulation Activities

**ACT**
- Take Appropriate Actions:
  - Improve
  - Maintain
  - Correct

**CHECK**
- Examine Results
- Examine Methods
- Check Activities against Vision and Effectiveness of Plan/Implementation

**PLAN**
- Determine Plan and Actions
- Collect and Analyze Data
- Implement Plan
- Determine Vision

**DO**
- Prepare People and Build Supportive Environment
- Implement Plan
- Create/Maintain Improvement Teams
- Implement New Learning/Teaching Strategies
- Model Effective Practices
- Benchmark Best Practices
- Build Capacity
- Communicate Vision

**Revise Plan**
**Revisit and Revise Vision**
**Document Successes and Failures and Share Learnings**
**Reflect with Colleagues**
**Communicate Progress**

**Compare Vision to Current Reality**
**Develop a Long-range Plan**
**Plan Training**

**Create a Shared Vision**

**Handout #11 Plan, Do, Check, Act Cycle**
<table>
<thead>
<tr>
<th>Number</th>
<th>Plan Description</th>
<th>Do Description</th>
<th>Check Description</th>
<th>Act Description</th>
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</thead>
<tbody>
<tr>
<td>#2</td>
<td>Survey Stakeholders (1,2)</td>
<td>#15 Develop Team Work Skills (3,4,5,6)</td>
<td>#20 Reflect with Colleagues (4,5,6,7,8,9,10)</td>
<td>#24 Communicate Progress (9,10)</td>
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<td>#3</td>
<td>Gather Social Information (1,2)</td>
<td>#1 Assess Organization’s Success (3)</td>
<td>#14 Create/Maintain Improvement Teams (4,5,6)</td>
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<td>#4</td>
<td>Talk with Staff, Students, Parents, and Other Stakeholders (1)</td>
<td>#7 Assess Problems and Processes (5)</td>
<td>#18 Model Effective Practices (8,9)</td>
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<td>#5</td>
<td>Talk with Again (2)</td>
<td>#11 Conduct Quality Tools Training (4)</td>
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<td>#6</td>
<td>Create a Shared Vision (3,4)</td>
<td>#10 Develop an Organization-wide Training Plan (4,5)</td>
<td>#12 Document Successes and Failures and Share Learnings (8)</td>
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<td>#7</td>
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<td>#13 Provide Organization-wide Opportunities (5,6)</td>
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<td>#8</td>
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<td>#21 Benchmark Best Practices for Learning and Teaching (8,9)</td>
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Number in parentheses indicates possible sequence of activities.
Components of Successful Change

**Effective Leadership**
- Support and leadership of key people
- Leaders use systems thinking
- Leaders model effective practices
- Formal and informal leaders influence others
- Leaders help create a shared vision

**Attention to People**
- People move through stages of change
- People need different activities at different points in the change process
- Ongoing communication is essential
- Critical mass of stakeholder support necessary for change
- Focus on learning and personal mastery for both staff and students
- Effective teamwork/team learning requires team work skills
- Representative teams are needed to reflect stakeholder needs

**Using Systems Thinking**
- Involve representatives of all stakeholders in system
- Create a shared vision
- Change underlying support systems to support vision
- Most effective improvements are based on system-wide view
- Create opportunities to share assumptions and understand how actions/choices reflect our assumptions/beliefs about system
- Identify and use high-leverage activities—those with the greatest payoff

**Using and Understanding Processes**
- Change is a process
- Change takes time and persistence
- Choices/decisions are driven by current data, successes and failures
- Continuously improving organizations use a cycle of change that moves from Planning to Doing to Checking to Acting
- Reflection and revision of plans are essential to the change process
Handout #14

Bringing It Home

Effective Leadership

• Take a minute to think about the people in your organization. Who are the leaders in your how can you get them involved in promoting continuous improvement? As an formal or informal leader, how might you promote improvements and model systems thinking back home?

• To what extent do you have the competence in your organization to carry out the new roles of leaders? What is needed to build such leadership in your organization?

Role of People in the Change Process

• In what ways could you gather and share information among all stakeholders? How do you assess the needs and interests of others in your organization? Do you know who talks with and influences whom? How might you use this information to convene teams and taskforces? What mechanisms do you have for identifying sources of resistance and creating opportunities to have dialogue about resistance?

Using Systems Thinking

• Think about these same elements in your own organization. For example, who or what drives systems change in your organization? What system-wide activities have you already implemented and how effective have they been? What else needs to be done? How can you create the leadership and stakeholder involvement needed to drive systemic change?

• What type of thinking and analysis is done in your organization? To what extent do people use systems thinking in which events, patterns, interrelationships and mental models or assumptions and beliefs are analyzed and explored? What are your ideas for increasing the use of systems thinking in your organization?

Using and Understanding the Process of Change

• Think about what stages of change people in your own organization are in with regard to a particular change or new practice. What could you do in your community to involve and help people advance along the stages of change?

• What is the balance of planning and doing and checking and learning from actions in your own organization? Does your organization routinely evaluate the results of its actions and incorporate these into new actions? Does your organization benchmark and learn from other organizations? How can you do more of these important activities to develop into a continuously learning organization?
Systems Thinking References