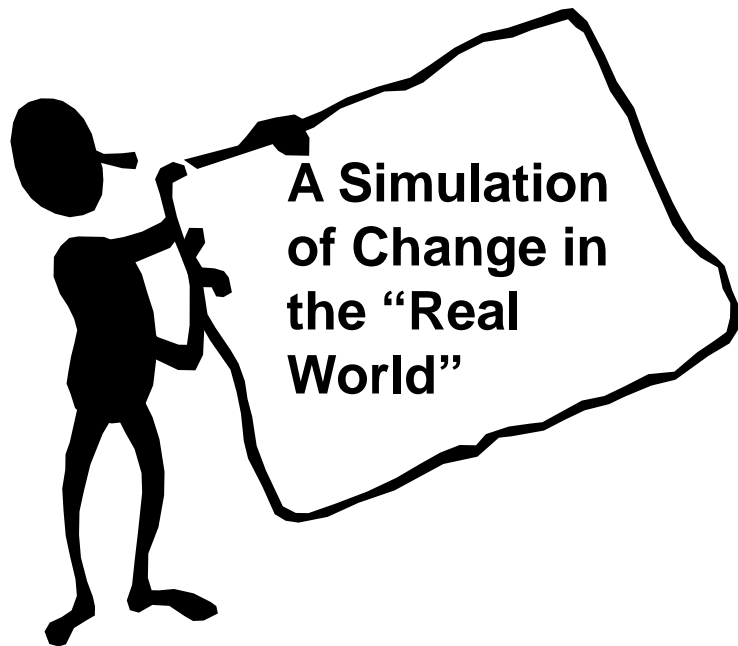

SYSTEMS THINKING, SYSTEMS CHANGING



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Welcome!

❖ Bicycle Rack

❖ Energizer- Monkey, Turtle, Owl

The *Systems Change* Game...

- ❖ Is based on research
- ❖ Provides an opportunity to learn about change theories
- ❖ Will help you anticipate what you can do in your own district to institute change
- ❖ Will help you understand how long it takes

During this game, you will...

- ❖ Simulate systems change in your school district (the Veryfine District)
- ❖ Be totally immersed in the process
- ❖ Choose a variety of actions to try and institute change
- ❖ Experience outcomes based on your choices

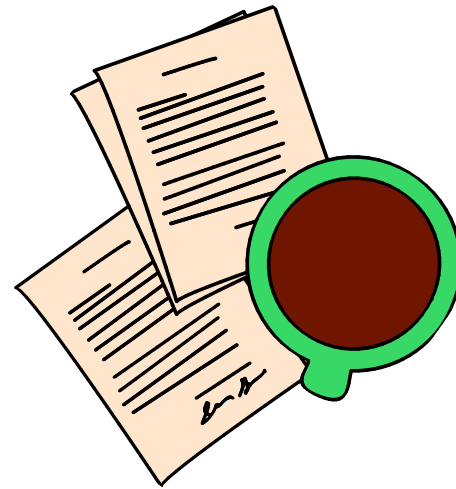
Your Role...

- ❖ Your team represents staff, students, parents, administrators and community members of the Veryfine School Community.

- ❖ Your teams charge is to help the district implement physical activity and/or nutrition policies.

Getting Started

Take a few minutes to individually read through Handout #1, Player Instructions



The Game Board

- ❖ 24 people are represented on the Board and on the “People Cards”
- ❖ Along the top are stages they will move through.
- ❖ You’ll be moving people based on the choices you make and feedback you receive.
- ❖ Skip over the shaded spaces.
- ❖ Most activities will cost you money.

To Play...

- ❖ As a team, choose an activity and write it on the **orange** Strategy Record Sheet.
- ❖ Activities can be done in any order.

To Play...

Bring the following to your monitor:

- ❖ Strategy Record sheet
- ❖ Money (red “bits”)
- ❖ Progress Record Sheet

You will get feedback from the monitor in the form of a card or handout. Monitor is otherwise mute.

Your Goal

- ❖ Move the 24 people as far as possible

- ❖ Produce as many student benefits “BENS” as possible by creating system-wide improvements.

In Your Team, Select:

- ❖ **Facilitator** - pays attention to team process and makes sure everyone participates
- ❖ **Recorder** - for the Strategy Sheet
- ❖ **Recorder** - for the Progress Record
- ❖ **Runner** - gets feedback from monitor
- ❖ **Mover** - moves people on the board



We'll play the game for 3 years. You will be notified when each year begins and ends.

You get new money at the beginning of each year.

We'll pause for debriefing at the end of each year.

Year 1!

Learnings from Year 1

1. What activities/strategies worked to move people the most and gave the most Bens?
2. Who are the formal and informal leaders you have “moved” this year?
3. Who are the people who are hard to move? What are you doing about them?
4. In order for implementation of the policy to succeed, who are the formal and informal leaders you’ll have to focus on “moving” in your school building?

Learnings from Year 1

5. What key advice might you give another team?
6. What were some of the dynamics of YOUR team during Year 1?

Role of Effective Leadership

Core Ideas:

- ❖ Must pay attention to both formal and informal leaders because they influence others
- ❖ Need support from and leadership of key people to make system-wide change
- ❖ Leaders use systems thinking and model effective practices
- ❖ Leaders help create a shared vision

Adopter Types

- ❖ Innovator
- ❖ Leader
- ❖ Early Majority
- ❖ Late Majority
- ❖ Resister

Year 2!!

Year 2 Reflection

1. Who do you need to include in activities to be successful?
2. How did you handle Irene, Pat & Will during Year 2? What were the results?
3. What happens if you don't include representatives from the whole community? Would the same thing happen in your own community or the communities you work in?

Stages of Change

- ❖ Awareness
- ❖ Preparation
- ❖ Practice
- ❖ Mastery/Integration
- ❖ Renewal

Take a post-it...

- ❖ List a few reasons for why you think people are resistant to change on your post-it.

- ❖ Be prepared to share out

Reasons for Resistance to Change

- ❖ People do not know enough about the change
- ❖ No one has made a clear case for the change
- ❖ There has been poor communication
- ❖ 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
- ❖ Inadequate resources

Strategies for addressing resistance include...

- ❖ Build stronger relationships among all members of the school community
- ❖ 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 concern 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

Year 3!

Find your 9:00 Date...

Year 3 Reflection - on chart paper

1. How many Bens did you collect? In real life, what might Bens be?
2. 3 key things you did to move people forward.
3. Your biggest mistake.

Record and be prepared to report back

Components of Effective Change

- ❖ Effective Leadership
- ❖ Attention to People
- ❖ Using Systems Thinking
- ❖ Using and Understanding Processes

Thank You!

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