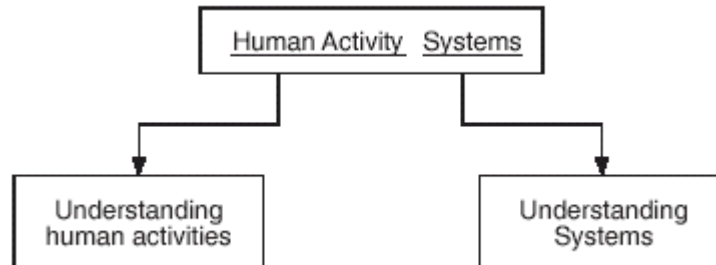




Learning File – Block 2

Most 'messes' of the kinds represented by our four case-studies are usefully thought of as embedded in Human Activity Systems and understanding; these fall neatly into two parts:



From: Block 2, Concept File 2, Introduction.

Table 2 Concept groups

communication	hierarchies, markets and networks	organizational environment
complex adaptive and self-organizing systems	holistic representations and indicators	organizational learning
control model	individual action	power, conflict and games
culture	information society	project analysis
decision-making	learning style	RUGS and the control model
dependency and inter-dependency	motivation	scenario planning
emergent and managed change	multicriteria analysis	structures and work organization
globalization	multiple perspectives and paradigms	sustainability
groups, teams and leadership		

From: Course Guide.

'I keep having a problem with...'

Omitted for personal reasons

or 'I wish I could do something about...'

Omitted for personal reasons

We could describe worldview as the set of values and beliefs through which you view the world. Rather like a pair of tinted contact lenses, your worldview colours everything you see, wherever you look. Your worldview beliefs are so much part of you that you wouldn't think of questioning them.

Perspective, on the other hand, could be described as what you see from where you are currently standing. If you changed position - for example from one job-role to another, or from the customer to the supplier role - you would have a different perspective, and therefore see different things.

Worldview is about the values you bring to any situation

Perspective is about the insights you bring to a particular situation, based on your own involvement in that situation.

But when agreement has to be reached or **conflict** resolved between people, the systems practitioner will generally want to draw out the differences in their perspectives, and the common ground in their worldviews.

From: Block 2, Week 2 Session 7, Page 1.

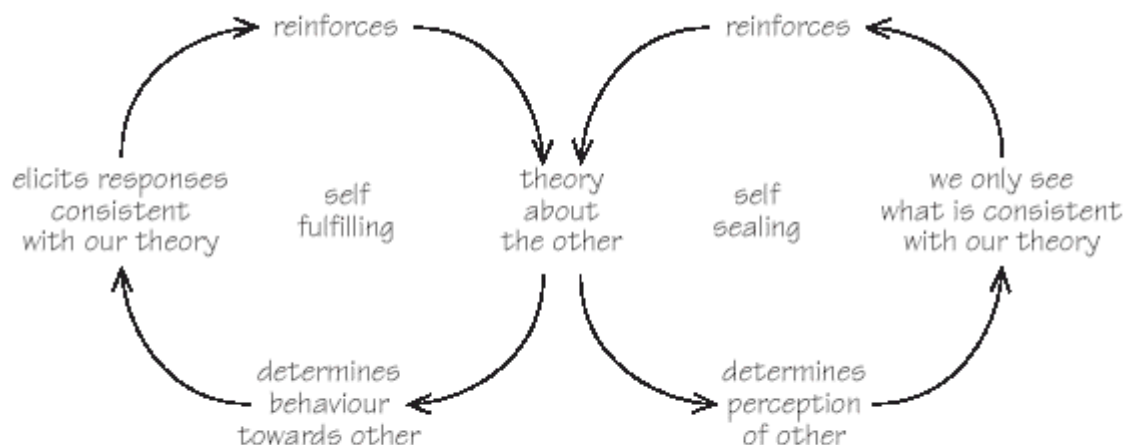
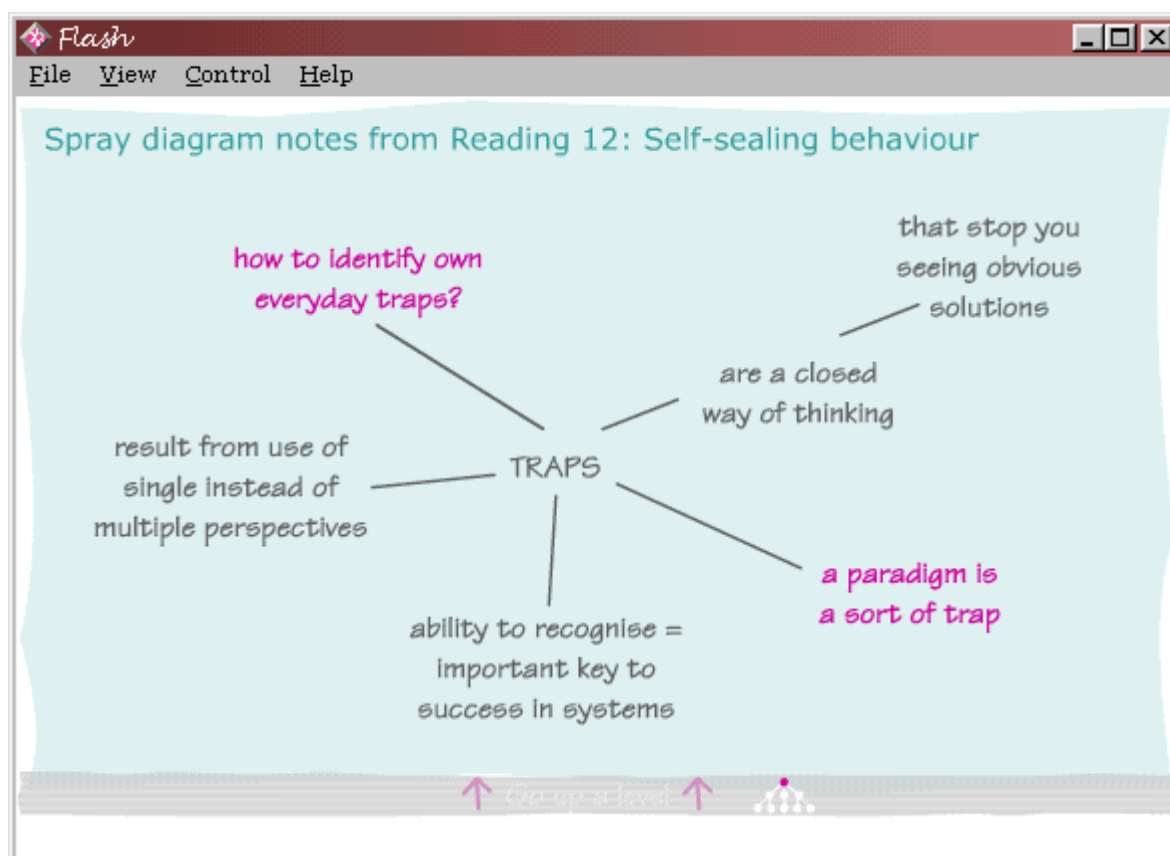


Figure 12.1 A multiple cause diagram illustrating the ways in which theories about other people become self-sealing and self-fulfilling.

From: Concept File 2, Reading 12, Page 68.



Flash File View Control Help

Spray diagram notes from Reading 12: Self-sealing behaviour

```

    graph TD
      Root[how to identify own everyday traps?]
      Root --- B1[determine behaviour (self-fulfilling)]
      Root --- B2[determine perception (self-sealing)]
      Root --- B3[theories about other people]
      Root --- B4[relationship dynamic determined by both parties]
      Root --- B5[criticalness]
      Root --- B6[blame]
      Root --- B7[guilt]
      Root --- B8[to make a real change involves changing your self-image]
      Root --- B9[the key is to take on something small]
      Root --- B10[we elicit responses consistent with theory]
      Root --- B11[we see only what is consistent with theory]
      B1 --- B10
      B2 --- B11
      B3 --- B4
  
```

↑ Go up a level ↑

Flash File View Control Help

Spray diagram notes from Reading 12: Self-sealing behaviour

```

    graph TD
      Root[criticalness]
      Root --- B1[four steps for approaching criticalness]
      Root --- B2[of what not yet accepted in self]
      Root --- B3[once aspect accepted in self, critical edge disappears]
      Root --- B4[because unconscious]
      Root --- B5[1. notice what you're critical of]
      Root --- B6[2. reflect on when you've done (or wanted to do) similar]
      Root --- B7[3. recognize aspect in self]
      Root --- B8[4. work on accepting this aspect of self, or modifying resulting behaviour]
      Root --- B9[allowing constructive intervention]
      B1 --- B5
      B1 --- B6
      B1 --- B7
      B1 --- B8
      B2 --- B4
      B3 --- B9
  
```

↑ Go up a level ↑

Flash File View Control Help

Spray diagram notes from Reading 12: Self-sealing behaviour

A central node labeled "blame" is connected to six surrounding nodes:

- this defines you as powerless
- attributing responsibility to another
- people don't learn from failure
- blame can pass down chain of command
- a strong blame culture inhibits flow of information
- once it's part of a relationship, people try to avoid being blamed rather than trying to accomplish the task

Additional notes on the right side:

- because no one wants to be the source of bad news that may invite blame

Navigation: ↑ Go up a level ↑

Flash File View Control Help

Spray diagram notes from Reading 12: Self-sealing behaviour

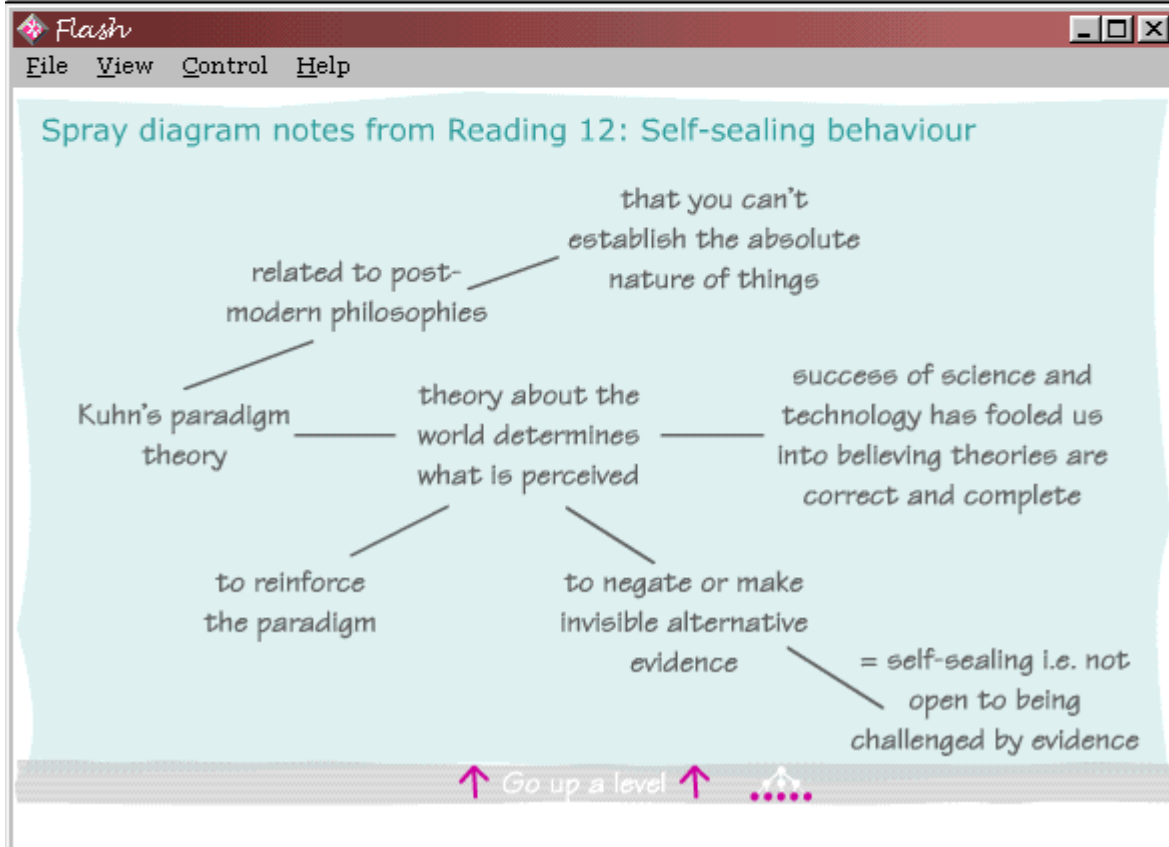
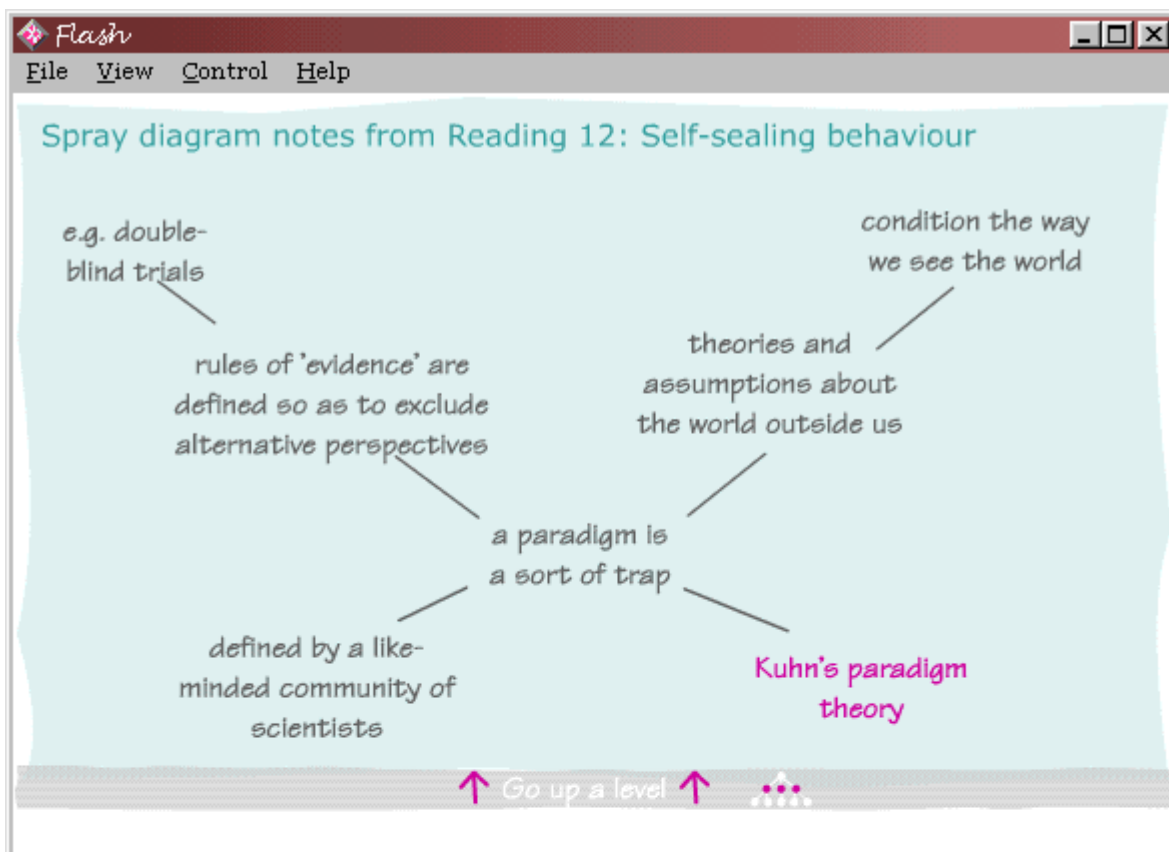
A central node labeled "guilt" is connected to four surrounding nodes:

- is blaming yourself
- suggests you will do it again
- being fallible doesn't mean you are 'bad'
- reinforces negative self-image

Additional note on the right side:

- prevents learning to avoid similar situations

Navigation: ↑ Go up a level ↑



Any closed loop, where the arrows follow each other around the loop, is a feedback loop. In a *small* loop, encompassing just three or four factors, you may be able to see at a glance whether the feedback is positive or negative. But in a more complex loop, the signs of the sign graph can help you to identify the type of feedback.

So the rule is: if the loop has an odd number of minus signs, it's a negative feedback loop, otherwise it's a positive feedback loop. The number of plus signs doesn't matter.

From: T552, Sign Graphs, Understanding Feedback Loops movie.

Odd number of minus signs in a sign graph equals a negative feedback loop.

An even number of positive and negative signs in a sign graph equals that it is neither a positive nor negative feedback loop.

An even number of minus signs in a sign graph equal a positive feedback loop.

All positive signs in a sign graph equal a positive feedback loop.

Number of Signs	Type of Loop
Odd number of -	Negative
Even number of -	Positive
All +	Positive

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