

collaborate
for social change

The Foundations of Systems Leadership

Welcome

Which hats have
you been wearing
this week?



Our Learning Journey

A: The foundations of systems leadership

1. Thinking in systems
2. Your role in leading change
3. **Understanding your system**

B: Becoming a system activist

4. Skills and behaviours for systems leadership

Skills sessions:
 - Relationship building; developing empathy
 - Understanding biases; valuing difference
 - Storytelling; change conversations; influencing
 - Negotiation

C: Building collaborative capacity and taking collaborative action

5. Building collaborative capacity
6. Partnering across difference
7. Changing systems through collaborative action

D: Learning as a driver of systems change

8. Developing good learning habits and culture; measurement and impact

Recap



Module 2...

Recap

- Your role is one of many identities, distinct from yourself
- Your role shapes your actions and the actions of others
- Authority can help you exercise leadership, but also make it harder
- Acting beyond your authority can give you greater freedom

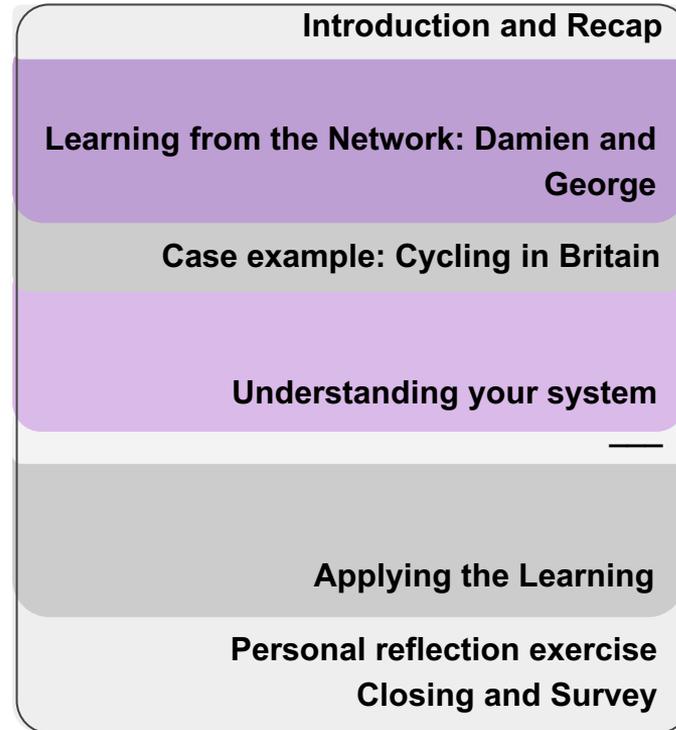
Understanding Your System



Today

A: The foundations of systems leadership

1. Thinking in systems
2. Your role in leading change
Follow up peer led session
3. **Understanding your system**
Follow up peer led session



Key learning

- What do I need to know about the system to be ready to think about action?
- How can I broaden my view of the system?
- What types of patterns and trends am I looking for?
- How can I work out where to focus?
- How much mapping is enough mapping?

Learning from the Network

Guest Speakers



Damien Smith
Head of Development
North Yorkshire Sport

Role includes:

- Delivery against the organisation's Primary Role work with Sport England
- Strategic lead for the Satellite Clubs programme, the Schools Facilities Programme across North Yorkshire & County Durham (in collaboration with County Durham Sport)
- Supports the Safeguarding Officer at North Yorkshire Sport in driving the safeguarding work of the Active Partnership



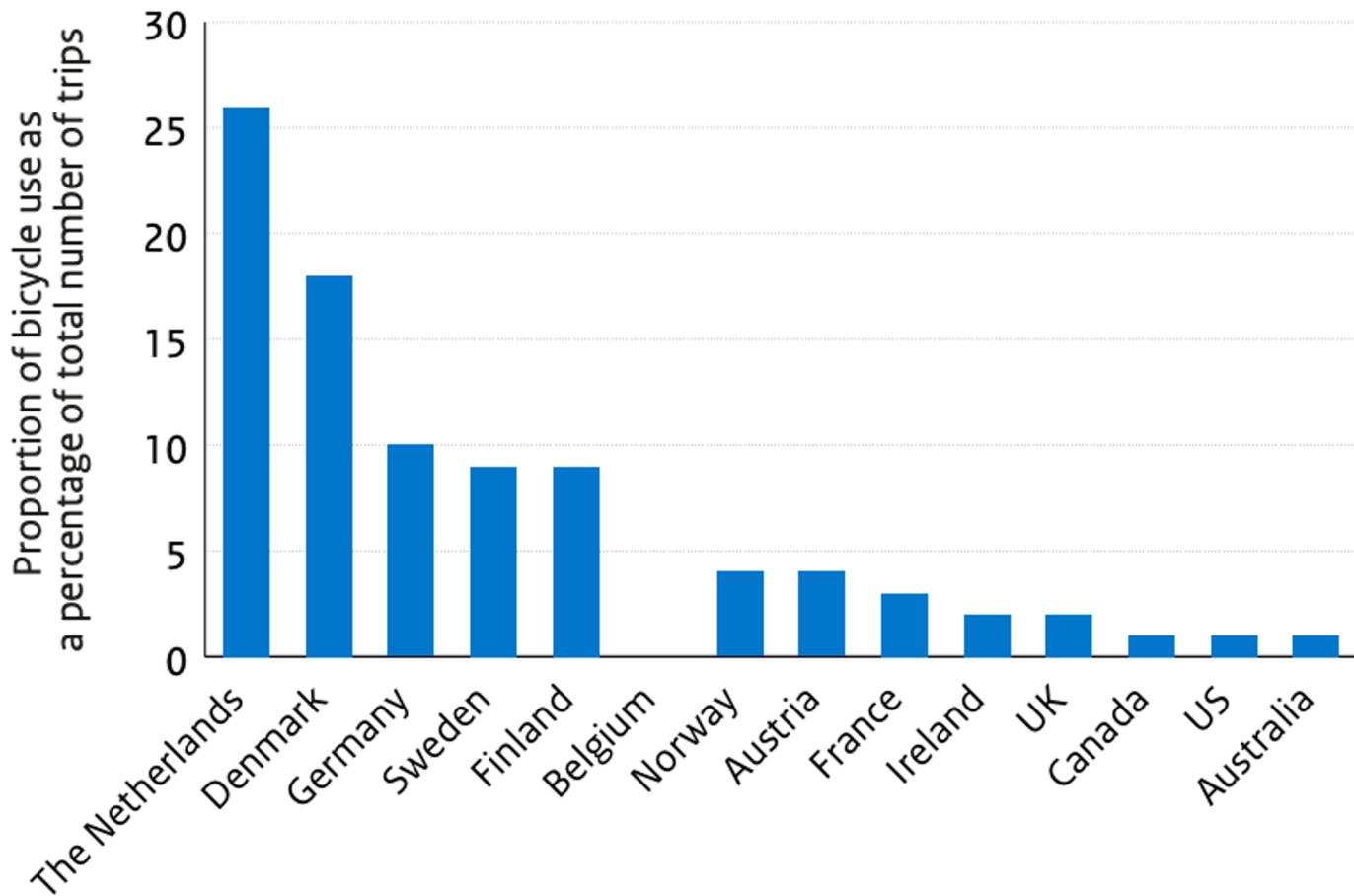
George Cull
Head of Development
North Yorkshire Sport

Role includes:

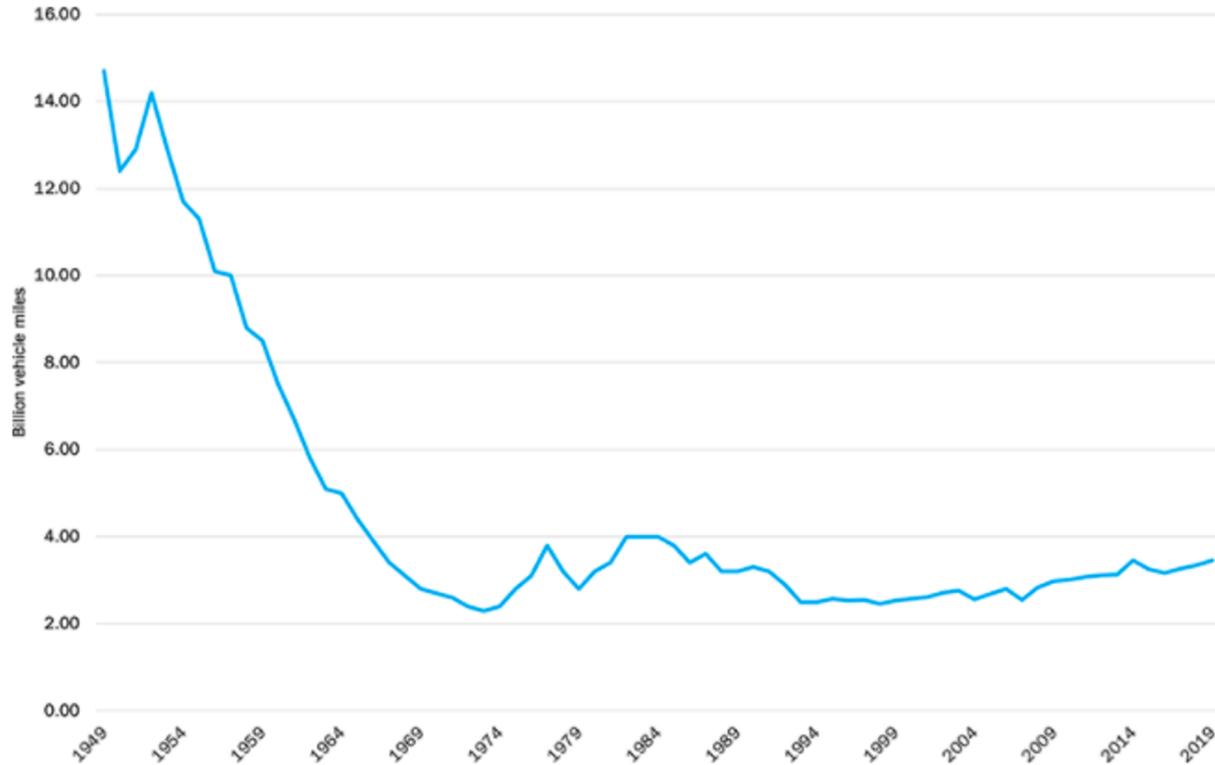
- Overseeing the work of the team
- Leading on thematic work around children and young people, older people and the great outdoors
- Driving North Yorkshire Sports fundraising work around supporting mental health through sport

Cycling Challenge

Figure: Proportion of bicycle use as a percentage of total number of trips in several countries.



Great Britain: cycle traffic estimates, 1949-2019



Only 2% of English children bike to school compared with over 35% in the Netherlands.

Cycling in a time of COVID-19

- In 2020, participation in cycling increased from 16.5% to 18% of the population (one million more cyclists)
- Between mid-April to mid-June 2020, cycling regularly exceeded 250% of normal pre-COVID levels



How did we get to where we are today?

System Diagnosis

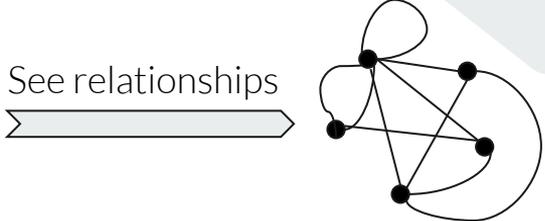
Observing Systems



Widen your view to see what is happening beyond your immediate view, and discover how other people see it



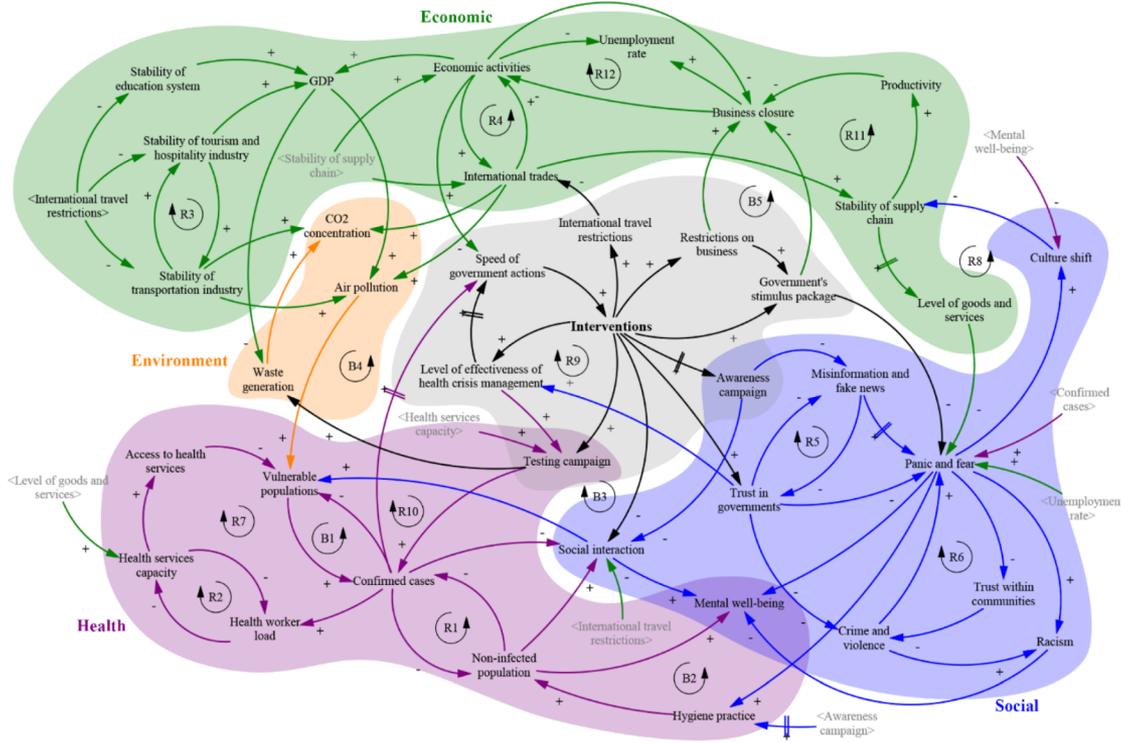
Move from analysis of points, events, people, to synthesis of wider trends and patterns



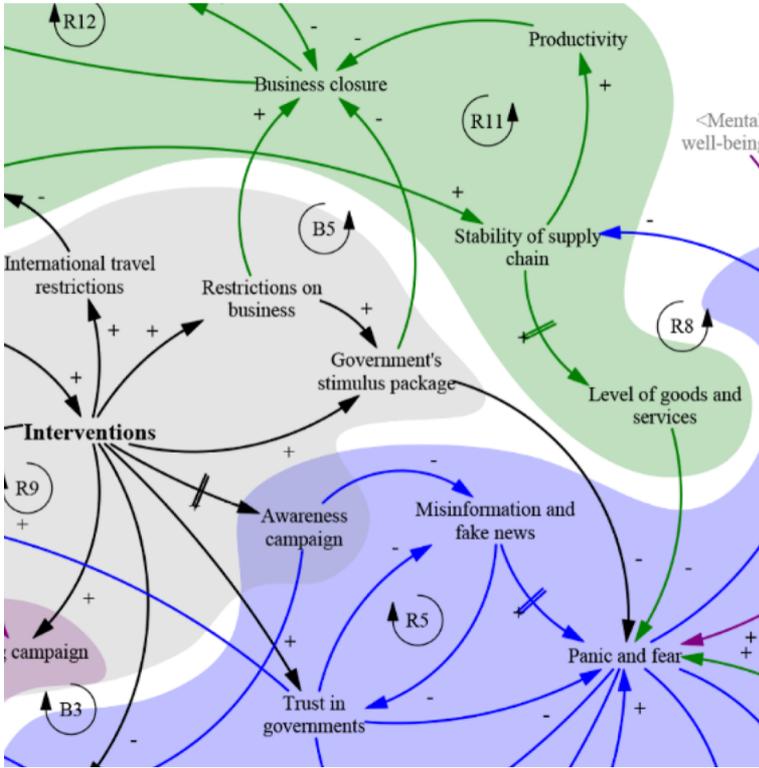
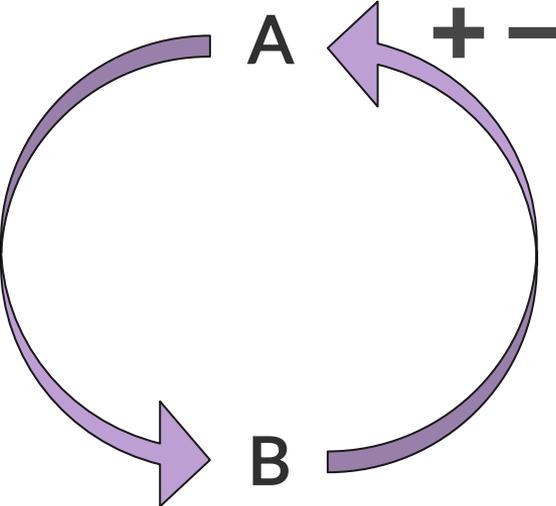
Consider how the parts of the system, present and historic, influence current outcomes.

Recap

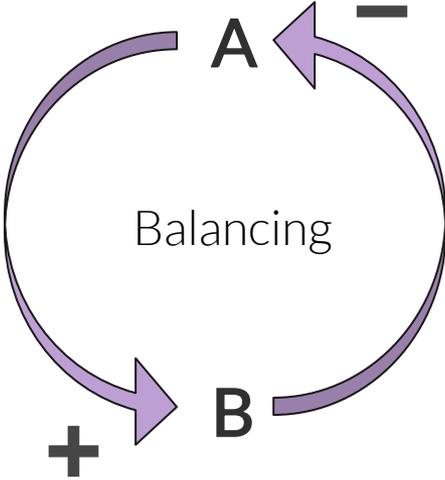
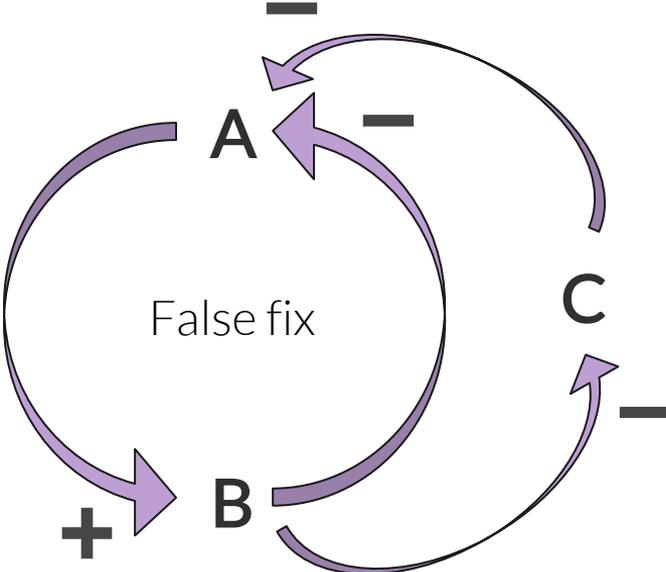
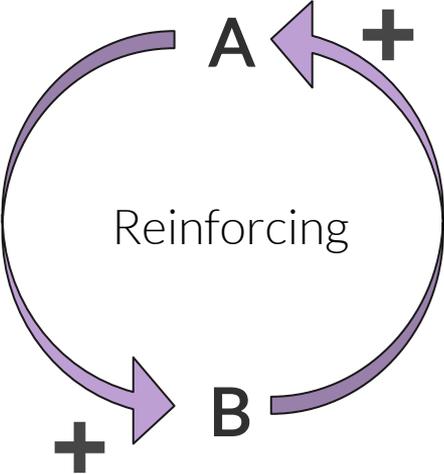
Mapping the system



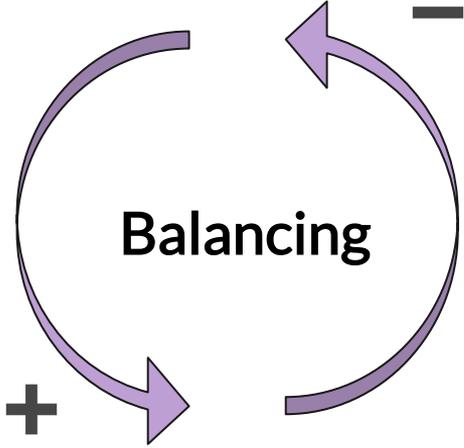
Problem Dynamics



Problem Dynamics

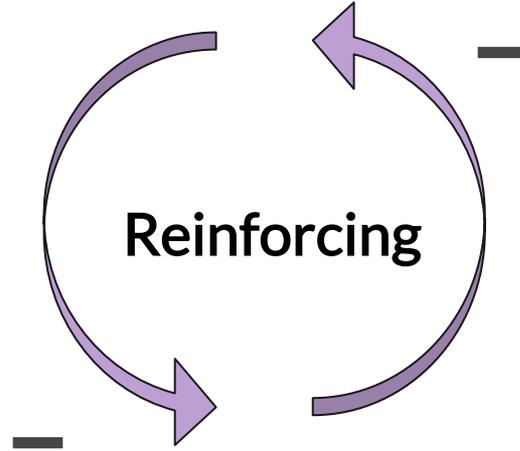


Demand for
Uber journeys



Price of Uber
journey

Number of journeys
taken by bike



Volume of cars
on the road

Different Types of Systems

Recap

A
D
A
P
T
I
V
E

Complex

Relationship between cause and effect is disputed or only known in hindsight

Emergent practice

Complicated

Relationship between cause and effect requires analysis

Good practice

Disorder

Chaotic

No apparent relationship between cause and effect

Novel practice

Clear

Relationship between cause and effect is obvious and agreed

Best practice

T
E
C
H
N
I
C
A
L

Stakeholder Perspectives

Who are they?

What do they want?

How much do they care?

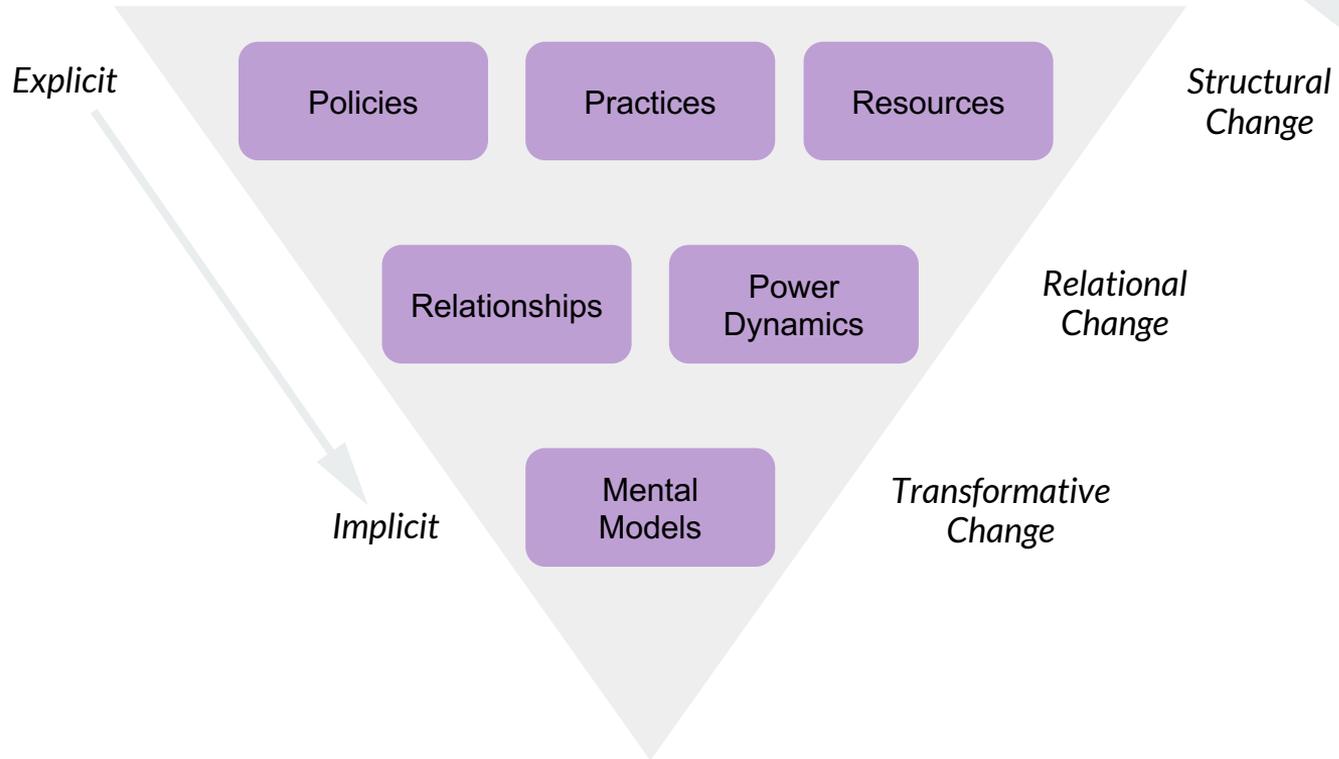
What do they stand to lose and gain?

Why do they care?

Who are their allies?

What is expected of them?

Systems conditions



Recap

5 min Break

Group work



Odd Numbered Groups - Stakeholder Perspectives

Who are they?

What do they want?

How much do they care?

What do they stand to lose and gain?

Why do they care?

Who are their allies?

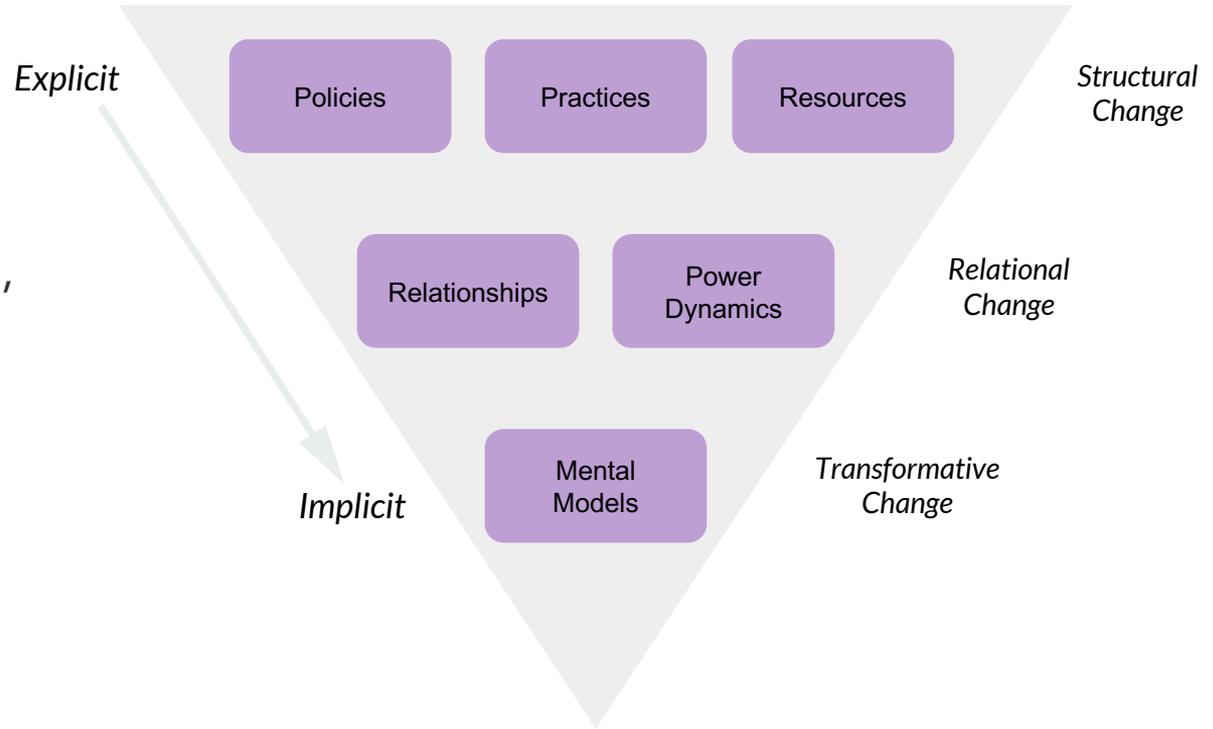
What is expected of them?

Even Numbered Groups - Systems conditions

What are the structural factors holding the problem in place?

What are the relationships, power dynamics and mental models underpinning them?

Can you identify 'leverage points' where change would make a significant difference?



Group work

Back at 11:15



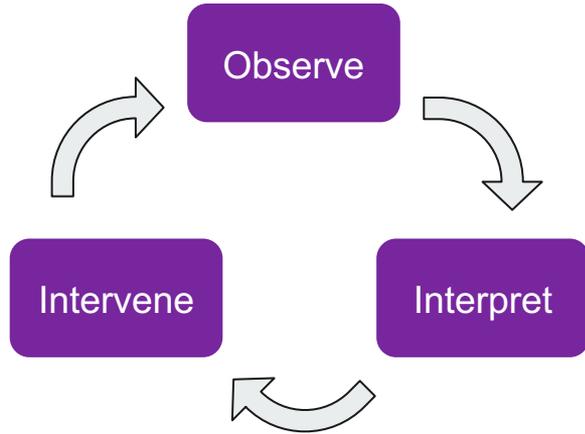
Debrief



Personal Reflection

Personal Reflection

Leadership in complex systems requires constant learning.



Reflection Activity

Observe: a challenge you are facing

Interpret: apply the diagnostic tools you've learned

Intervene: what action have you taken, what options can you see?

Peer Led Session

Recap

What:



I understand: I can talk about what I've learned



I see the relevance: I get how what I've learned is valuable to me



I can act: I am beginning to apply what I've learned

How:

Discussion with peers: freedom to say, 'I don't understand'

Space for reflection: using ourselves as data

Using the system in the room to experiment

Closing



Key learning

- Locating a challenge in its systemic context is key to preparing for action
- We can map causal relationships to identify trends and patterns in the system
- But, in complex systems we need to operate without causal certainty
- Understanding others perspectives helps you identify opportunities and challenges
- Finding leverage points you can shift can provide focus and direction

Next Steps

A: The foundations of systems leadership

1. Thinking in systems
2. Your role in leading change
3. Understanding your system
 - **Peer-led session**

B: Becoming a system activist

4. Skills and behaviours for systems leadership

Skills sessions:

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