

Together, we will address inequality & empower **EVERYONE** to be active in a way that works for them

Maximising the potential of walking • Considering the impact on climate change • Addressing inequalities created by Covid-19

Enabling children & young people to have positive experiences of being active **THROUGHOUT THEIR CHILDHOOD**

Creating accessible, safe, & inclusive places & environments for physical activity

Maximising the potential of physical activity to improve physical and mental health

Working with people & communities who experience the greatest inequality

Creating a culture where everyone can be active & **MOVE MORE**

HOW?

GROWING OUR UNDERSTANDING OF PEOPLE AND COMMUNITIES by working closely with lived experience and listening to resident voices

WORKING COLLABORATIVELY across and between partners and sectors

SUPPORTING AND DEVELOPING PEOPLE who can lead and influence others to move more

TARGETING AND ALIGNING INVESTMENT to where it's most needed


ADVOCATING FOR AND INFLUENCING policy and practice

FOCUS ON LEARNING AND ADAPTING, understanding what works and applying it to our work




Our shared aims:

1. CREATING A CULTURE where everyone can be active and move more.
2. Enabling CHILDREN AND YOUNG PEOPLE to have positive experiences of being active throughout their childhood.
3. Working with PEOPLE AND COMMUNITIES who experience the GREATEST INEQUALITY.
4. Maximising the potential of physical activity to improve PHYSICAL AND MENTAL HEALTH.
5. Creating ACCESSIBLE, SAFE, and INCLUSIVE PLACES AND ENVIRONMENTS for physical activity.



In addition to the imbalances and inequalities of Covid-19, there are two themes that cross through all of the aims - the **POTENTIAL OF WALKING** in a way that's accessible to everyone and **OUR CARBON FOOTPRINT AND IMPACT ON THE ENVIRONMENT**. These considerations feed into almost all of our aims and actions.



Our united approach

This is a systems-based, collaborative approach with everyone leading and participating together. Partners and communities uniting around a shared vision and adopting shared outcomes so that we are aligned and working towards the same things. The power of our collective work is in the sum of the parts, including integrated health and care, voluntary and community organisations, young people services and education, wellbeing, sport, leisure, transport, housing, environment, community safety and planning, to name but a few.

At the heart of this united approach is people and communities 'owning' the change they're trying to create by being involved and feeling empowered. Everyone and every place is different, and it's important to understand and appreciate individual and local circumstances that influence people and communities to be active.

How we work to achieve this is key. We're learning that it will take a commitment to:

GROWING OUR INSIGHT AND UNDERSTANDING OF PEOPLE AND COMMUNITIES by working closely with lived experience and listening carefully to resident voices.

SUPPORTING AND DEVELOPING PEOPLE who can lead and influence others to move more.

WORKING COLLABORATIVELY across and between partners and sectors.

FOCUSING ON LEARNING AND ADAPTING, understanding what works as well as what doesn't and applying it to our work on an ongoing basis.

ADVOCATING FOR AND INFLUENCING policy and practice.

TARGETING AND ALIGNING INVESTMENT to where it's most needed.

We've already started our journey towards a united approach, and are already growing the movement. And while we're not starting from scratch, we do recognise that there are ways we can better come together and unite to encourage physical activity in Nottinghamshire and Derbyshire.



Active Partners Trust

Additional Systems Leadership Workshops

Workshop 10: Tuesday 25th February 2025, 1.30 pm – 3.30 pm

Understanding our systems and what happens when things go wrong

Debbie Sorkin, National Director of Systems Leadership, the Leadership Centre

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Working in complexity tends to mean you'll encounter more bumps in the road



- ✓ These are inherently difficult issues
- ✓ You'll often be dealing with deep-seated, multi-faceted issues that have been around a long time
- ✓ Lots of cat-herding needed
- ✓ A strong centrifugal 'pull' towards making things simpler than they are: plans as amulets
- ✓ Political dimensions of one kind or another
- ✓ Differences in language/meaning insufficiently explored at the start
- ✓ Starting from structure rather than purpose

So in this session, we'll look at what we can do, to build understanding for ourselves and others, and to look at what we might do differently next time



- Building knowledge about ourselves – the Johari Window
- *Quick break*
- Building our understanding about what's happened and alternative strategies – Reflective Practice
- *Tea break*
- A further way to build understanding of what's happened, especially when things have gone wrong – Root Cause Analysis

First question: is it me?

Building knowledge about ourselves: the Johari Window



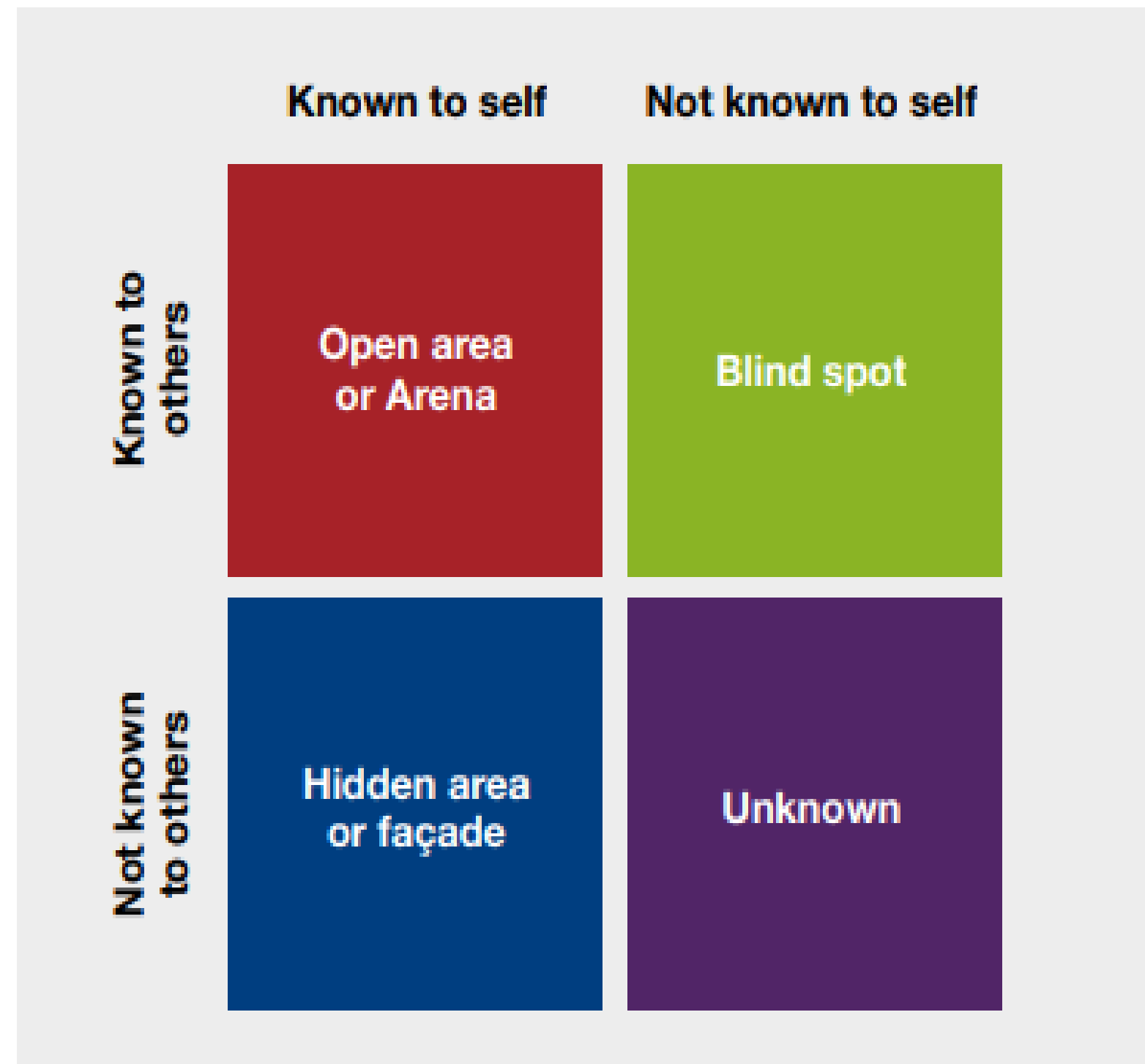
There are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns - the ones we don't know we don't know.

— Donald Rumsfeld —

AZ QUOTES

How the Johari Window works

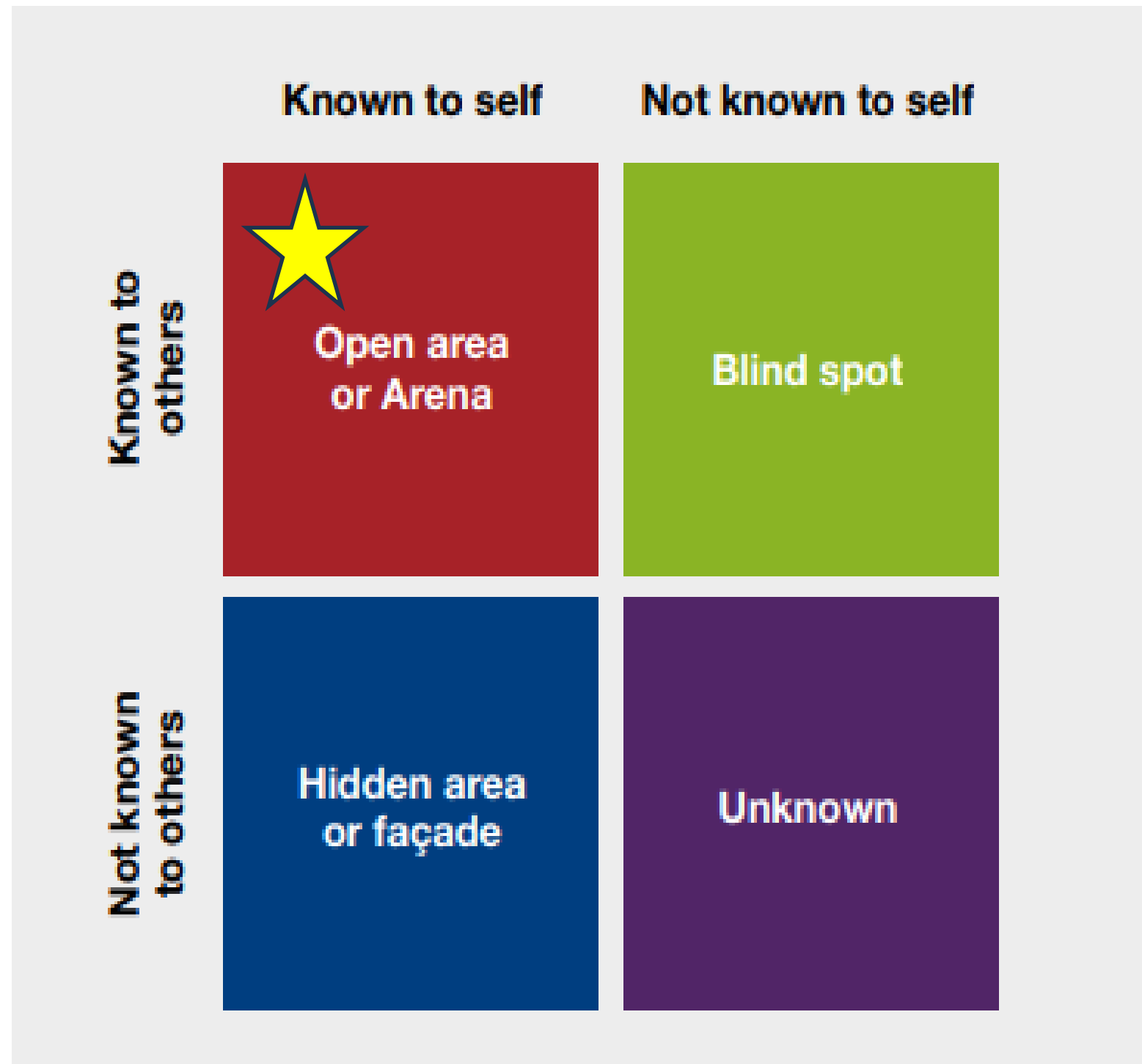
See: [The Johari Window Model](#)



- Developed by Joe Ingram and Harry Luft in 1955 ('Johari' is taken from their names)
- The 'window' is a way of visually representing a person or a group
- It represents four different areas of personal awareness, in each of the different panes
- The starting point is that each of the panes is the same size; we then vary them in size by working out how much is known in each area
- Aim: for the *Open* pane to grow – via discovery (questioning), disclosure and feedback
- If it reminds you of 'known knowns' and 'unknown knowns', you'd be right

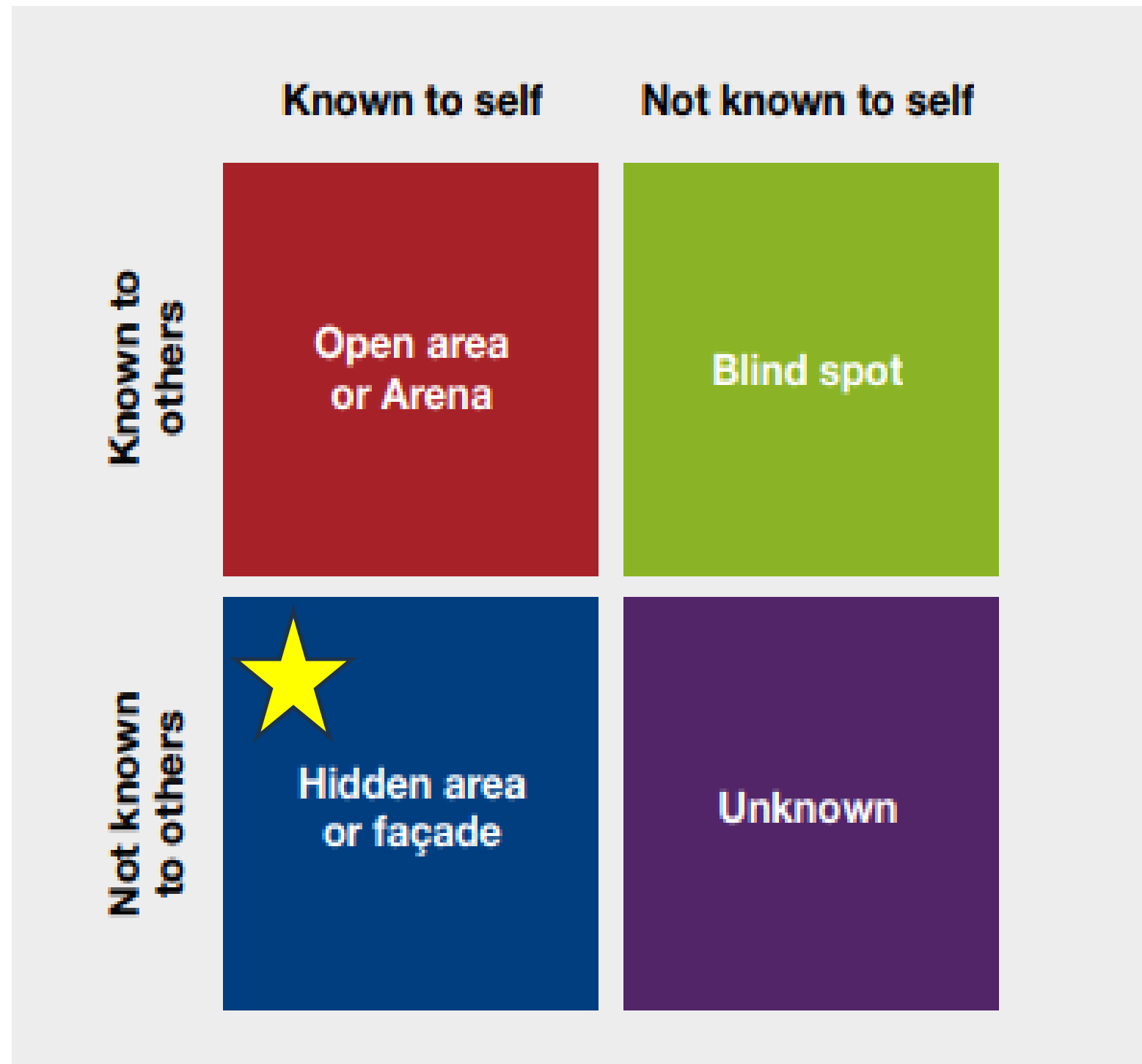
Source: [The Art of Change Making](#)

How each pane works: 1) The open pane



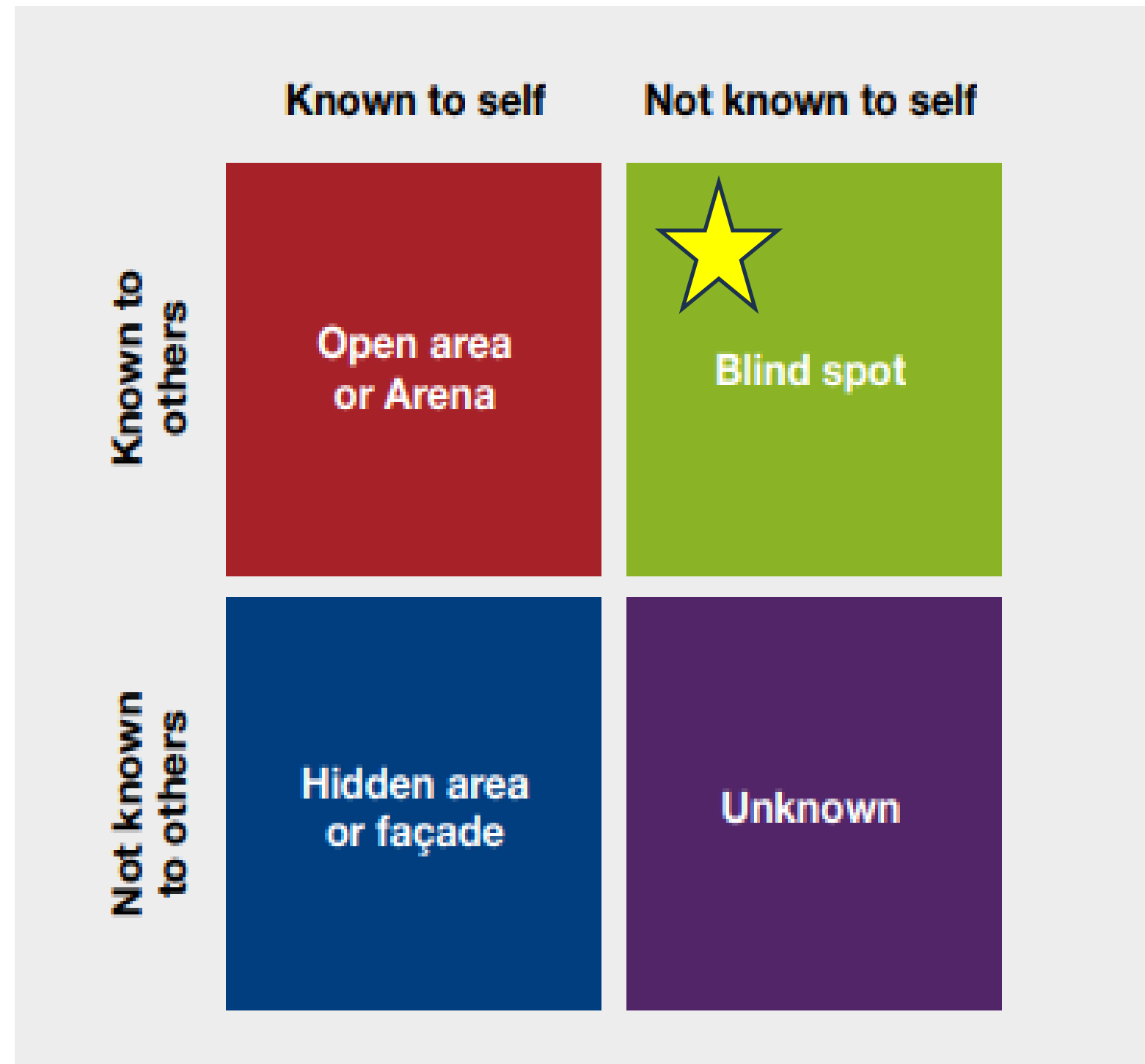
- Represents the things that are known by a person and the things that others know about them as well.
- Can be about appearance but on a deeper level, it's about motivations, values and behaviours, as well as personal stories.
- It's also where we're most comfortable –where we're at our best/do our best.
- For Ingram and Luft, this is the most important pane – it's a place of honesty, integrity and authenticity.
- It's also the basis for building trusted relationships.
- Aim: expand this pane (relatively) by reducing the other panes

How each pane works: 2) The hidden pane



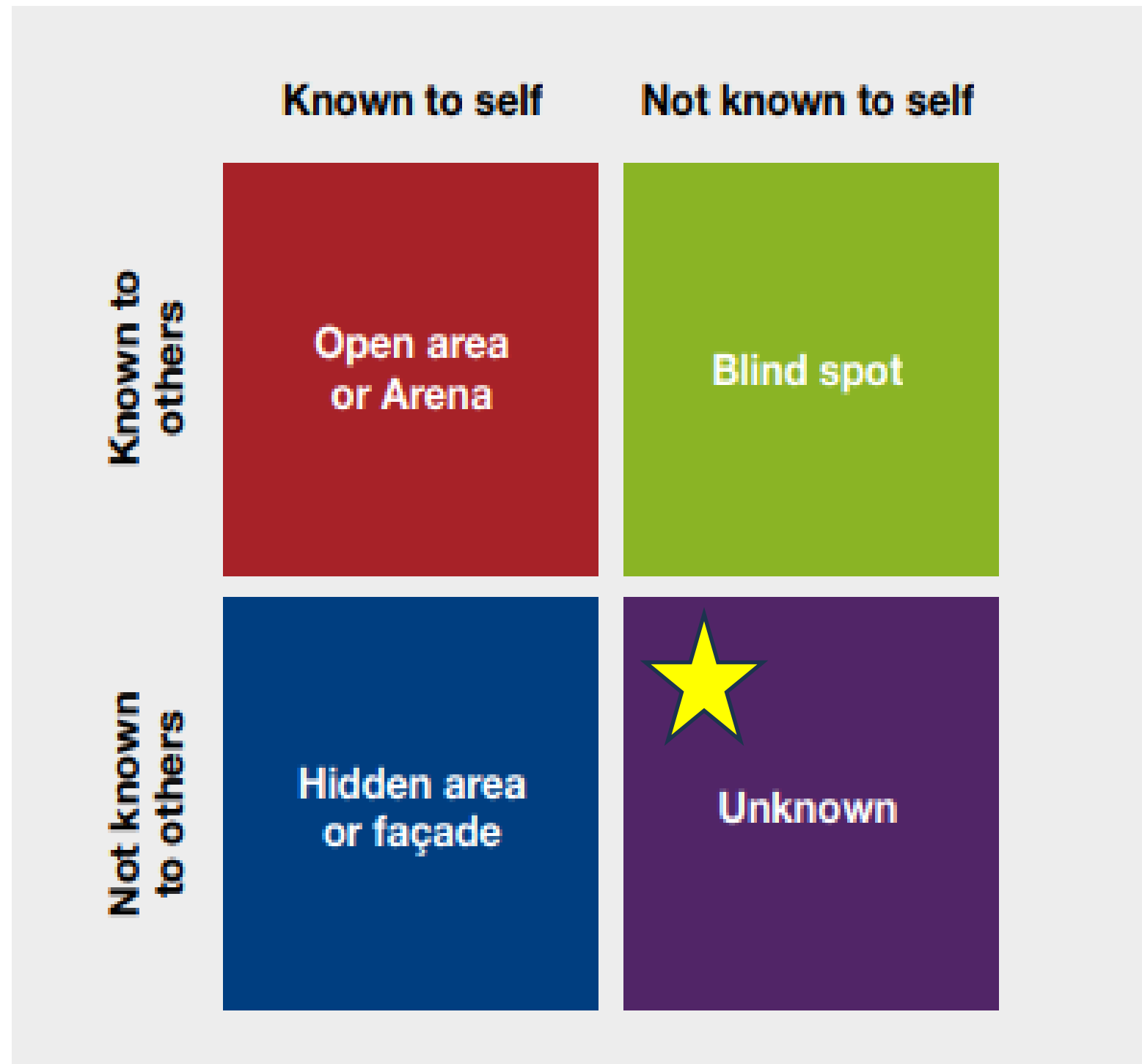
- Represents the things that are known by a person but not shared with others/the world.
- This is the 'secrets and lies' area.
- NB We'll always need this – it isn't about disclosing our vulnerabilities to everyone and some things are not to be shared.
- But you can shrink the pane through 'healthy disclosure' where you feel able to do so – especially with trusted relationships.
- Disclosure from one person encourages the other person to respond with disclosure of their own – a way of building trust.
- Aim: reduce this pane where feasible.

How each pane works: 3) The blind pane



- Represents the things about ourselves that we're blithely unaware of, but that others know all about.
- This is where the people who report to you come in; how you behave with people when it doesn't matter (or you don't think it does).
- It might be we've got mayonnaise on our chin, but more importantly, it's about the way we come across, the impact we have on others. It's often about the status we accord others.
- This is the pane you shrink by **sensitively given** feedback, by someone you trust, and when you're willing to receive it.
- Aim: reduce this pane where feasible.

How each pane works: 4) The unknown pane



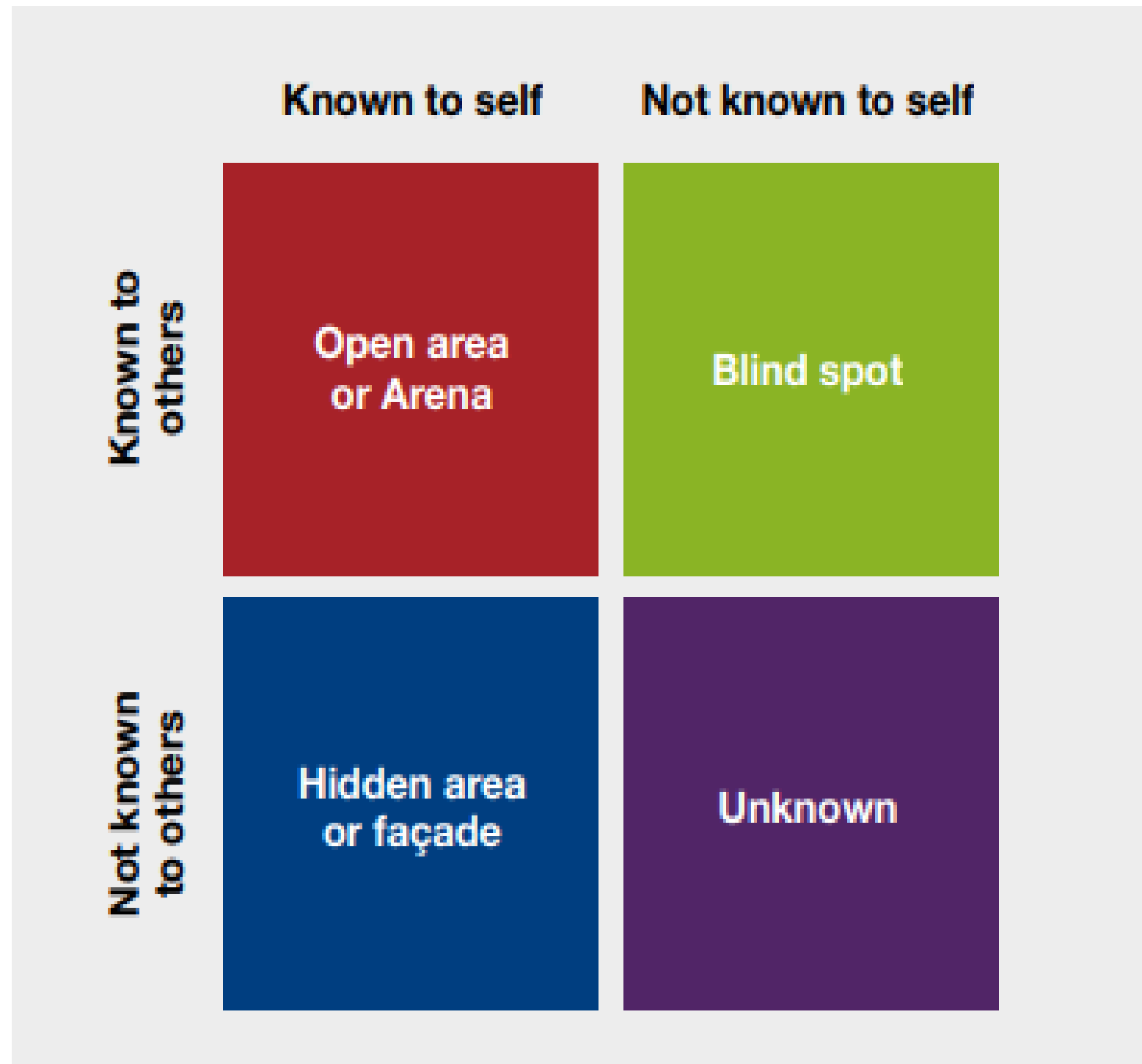
- Honestly, no-one knows what's going on here.
- It's about the things you're unaware of, and the world's unaware of as well.
- But just because we don't know about them, it doesn't mean that those things aren't still there.
- See it as a positive – exciting truths waiting to be discovered, characteristics or abilities we didn't know we had – rising to a new situation.
- So experiencing new situations and reflecting on action can deliberately encourage discovery and shrink the pane.
- Aim: reduce this pane through trying new things.

Ways of using the Johari window



- **Adjective method** – a person is asked to choose a number of adjectives to describe themselves – you can find these at [The Johari Window Model](#) or come up with your own. The rest of the group then uses the same list to pick out the adjectives they'd use to describe the person. Then you compare them – it's a way of getting feedback and possibly disclosure.
- **Questions method** – you use a series of guided, gentle, well thought-out questions to discover more about each other. You agree the questions in advance – you're not looking to cause discomfort, or threaten. And people have a right not to answer. You start at a low level (e.g. favourite childhood chocolate) and build from there. [Hygge cards](#) can be an interesting way of unearthing deeper responses.

Conversation



- What's resonating for us here?
- Where might we use this approach?
- What would get in the way?
- What questions would we like to ask?

Building our understanding about what's happened, and alternative strategies: Reflective Practice



What Reflective Practice is

- Particularly linked with ideas of Donald Schön and Chris Argyris
- Donald Schön: part of continuous learning, and reflection *ON* action
- Chris Argyris: double-loop learning: not just observing and repeating, but modifying approaches
- You use a process, individually or as a co-coaching group, to identify what happened, develop insights and identify alternative strategies
- Open to all and a skill that can be developed

“Reflective Practice is about looking back and reflecting on an experience that has occurred during practice.

It encourages reflection and thoughts about what happened, decisions that were made, actions that were taken, and the consequences of those decisions and actions.”

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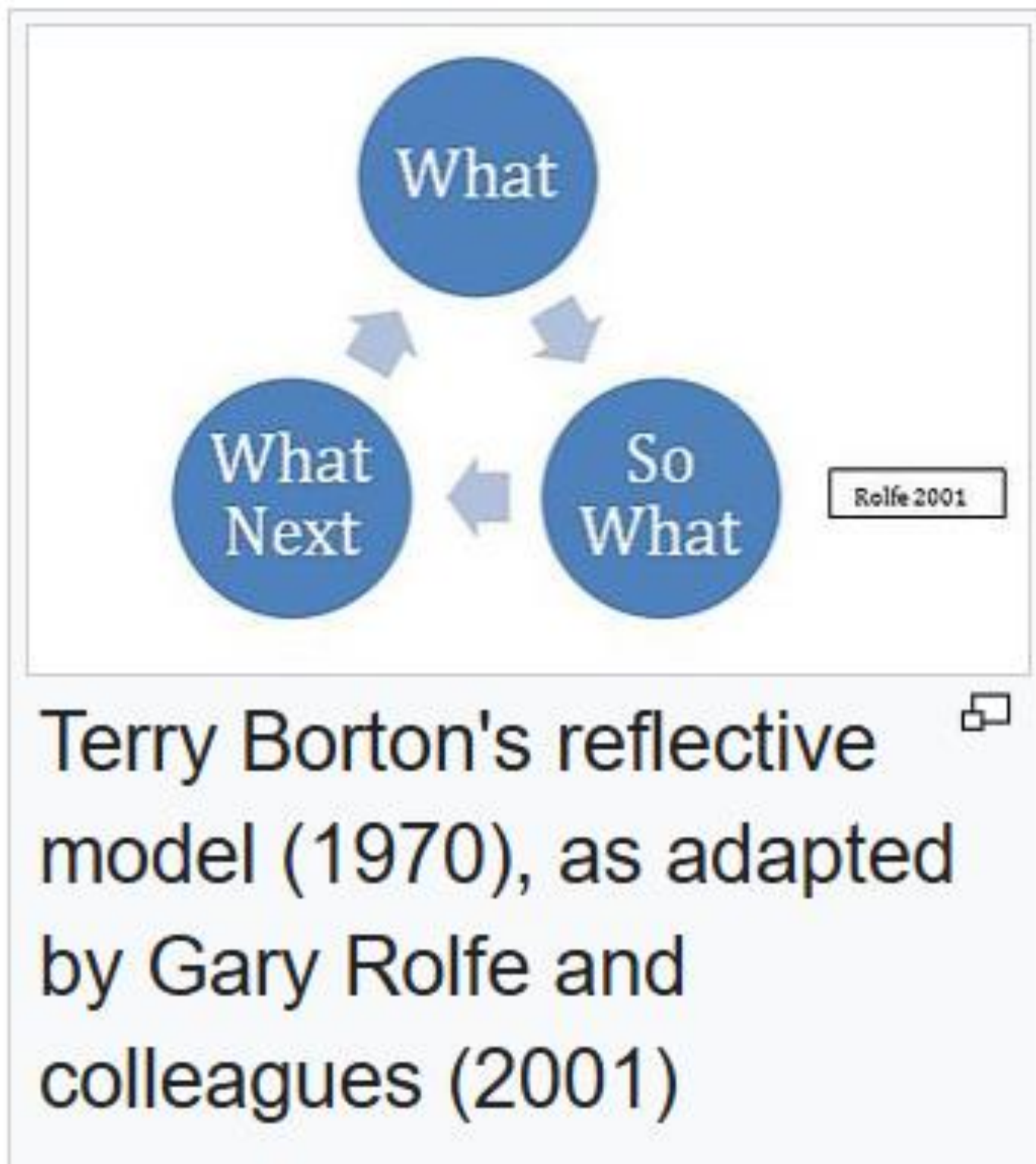
You can use your own process, or use formats and models already developed



Four key principles involved:

- *Re-inhabit* – relive the experience in your mind
- *Reflect* – notice what happened
- *Review* – analyse the situation and underlying assumptions
- *Reframe* – capture new understanding so that you can use the information

Examples of some formats/models



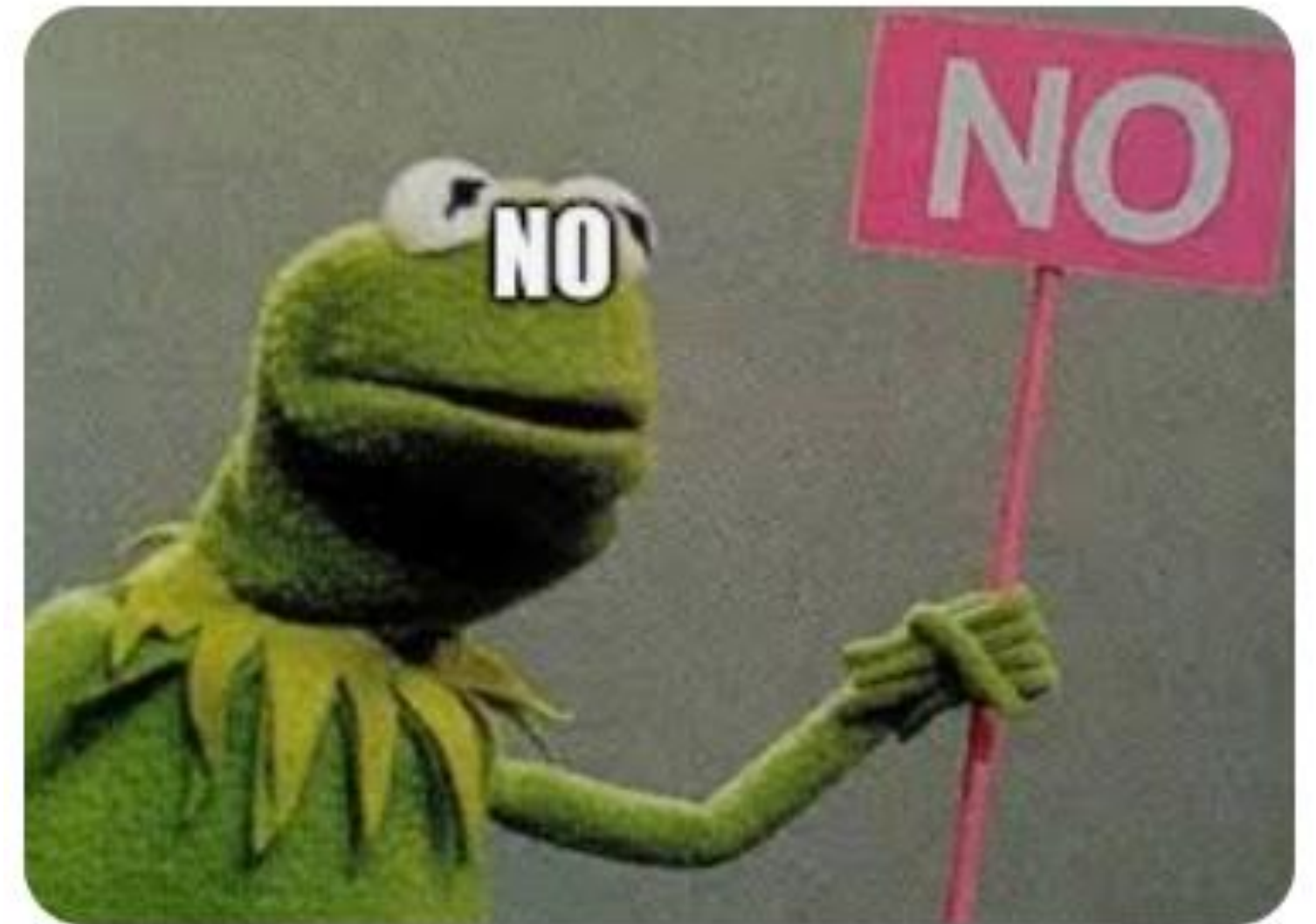
Terry Borton's reflective model (1970)



Graham Gibbs' reflective cycle (1988)

You can go a bit deeper, and bring in ideas around *Immunity to Change*

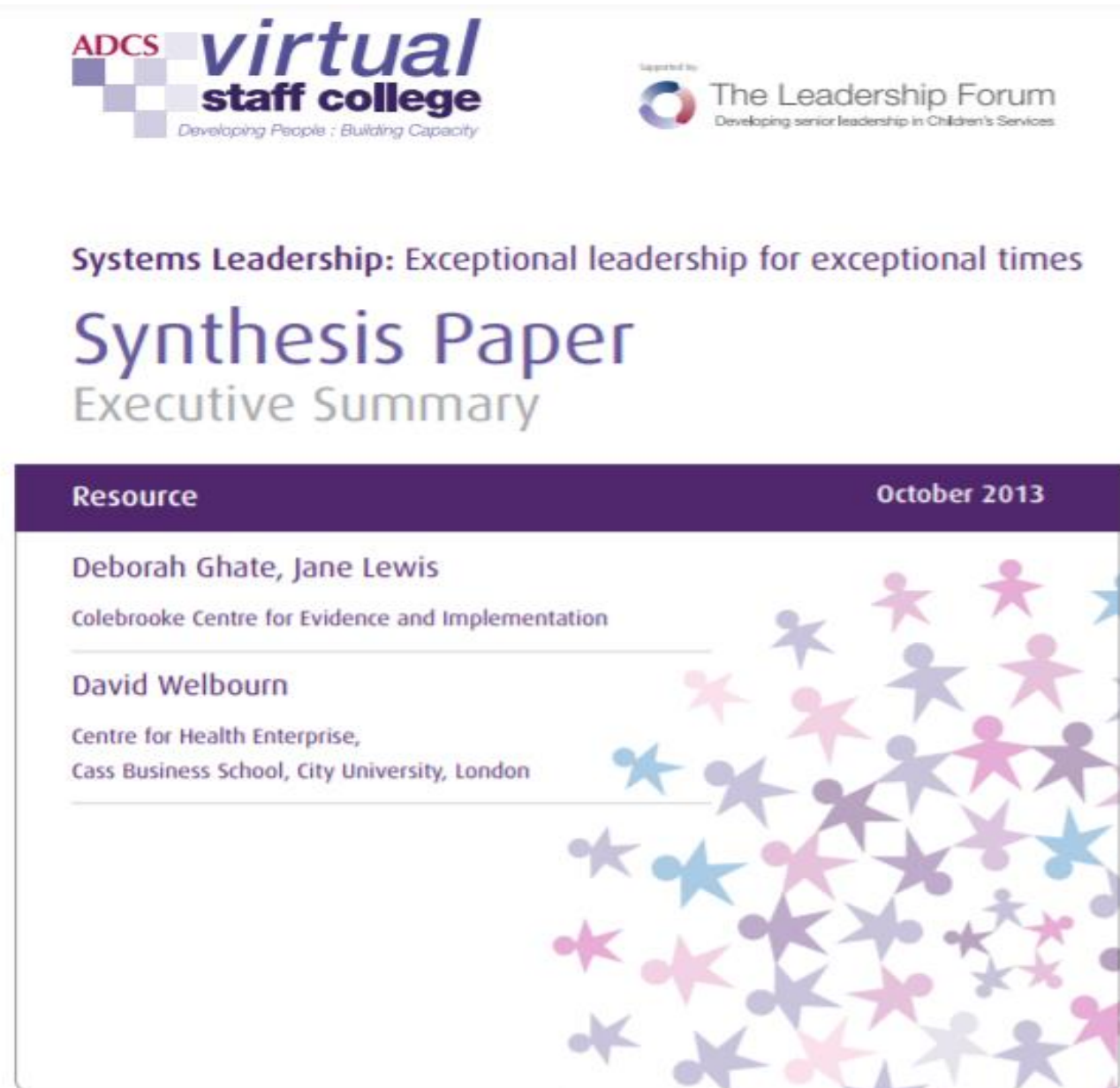
- Set of ideas developed by Robert Kegan and Lisa Lahey at Harvard University
- Focus here is on the hidden barriers that prevent or undermine change, even when individuals or organisations are (on the surface) deeply committed to them
- Suggestion is that these barriers arise from competing commitments – underlying beliefs and assumptions that act as a form of immune system
- So this is about surfacing those commitments and getting some new options



You can also use Co-/Peer Coaching

DO	DON'T
<ul style="list-style-type: none">• encourage your colleague to explore things for themselves	<p>jump in with your take on the situation, or start to provide solutions yourself</p>
<ul style="list-style-type: none">• provide an appropriate balance of support and challenge	<p>assume challenge has to involve being very directive – reflecting back some assumptions your colleague is making may, in itself, be a powerful challenge</p>
<ul style="list-style-type: none">• use active listening techniques – the <i>EARS</i> process can be helpful:<ul style="list-style-type: none">empathise – try to understand their perspectiveacknowledge – signal you are listening with words and body languagereflect – play back key words and phrases and give space for them to thinksummarise – frequently sum up what has been said and where the conversation has gone	<p>make too many suggestions (the occasional idea may be helpful) – the focus needs to be on them and their thoughts/ideas, not you; be careful not to disguise your suggestions as questions.</p>
<ul style="list-style-type: none">• ask open questions to enable your colleague to steer the conversation and use their own words to describe their situation	<p>focus on yourself or become pre-occupied with what you are going to say next</p>

The key thing is to give yourselves an opportunity to get off the Dancefloor and onto the Balcony



“Make time for an observing eye: get off the dancefloor and onto the balcony. Ways of perceiving (seeing, hearing or observing) what is happening...is the beginning of putting systems thinking into the practice of leadership.”

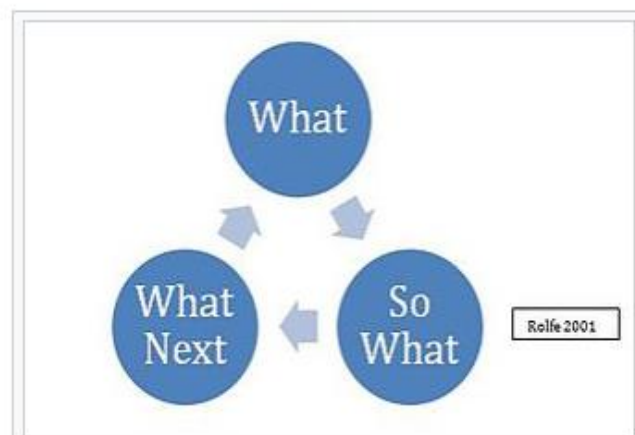
https://www.leadershipcentre.org.uk/systemsleadership/wp-content/uploads/2017/01/VSC_Synthesis_exec_complete.pdf

Opportunity to reflect in breakout groups and in plenary

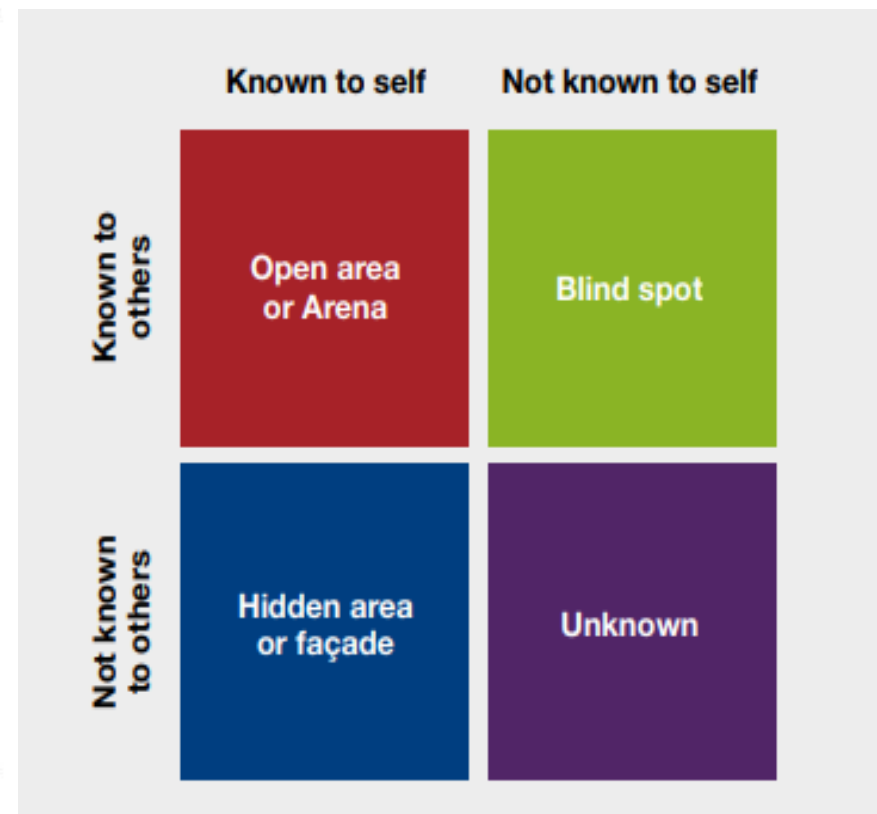


From what we've discussed so far:

- What's particularly resonating with us?
- What have we learned?
- What are we doing already? What else might we try out?
- How can we make some time for this?
- What will get in the way?
- Any questions we would like to ask?



Terry Borton's reflective model (1970), as adapted by Gary Rolfe and colleagues (2001)



Understanding our systems and what happens when things go wrong

Tea/comfort break



Other ways of getting to what happened, especially when something's gone wrong. Working with Root Cause Analysis



Root Cause Analysis



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- The process of discovering the underlying causes of issues, in order to identify appropriate solutions.
- Range of different methodologies available.
- Based on the premise that it's much more effective to systematically prevent and solve underlying issues rather than just treating ad-hoc symptoms.
- And whilst in complex issues, there are likely to be multiple factors in play, it can be surprisingly effective to start somewhere and think things through, systematically – it gives you a starting point.

Getting started with a Root Cause Analysis



- **Three potential goals:**
 - to discover the root cause
 - to better understand how to learn from underlying issues
 - to be able to apply the learning
- **So you're looking to determine:**
 - what happened
 - why it happened
 - what you can do instead (or more of)
- **Usually three basic type of causes:**
 - **Physical** – tangible, material items failed in some way
 - **Human** – people did something wrong in the circumstances or didn't do what they should have done
 - **Organisational** – a system, process or policy is faulty/not appropriate

Doing a Root Cause Analysis



- **Work with a group**
 - Much better to have a range of eyes on the issue
- **Define the problem**
 - Work with one thing, where you've got evidence of something happening
- **Start by going through, in detail, what happened**
 - Go through each step, slowly – you're looking at the sequence of events
 - What was the impact?
 - Don't be tempted to look at reasons/causes at this stage
- **Then start looking at why it happened**
 - Is it a physical, human or organisational cause? Is it a mix of factors impacting each other?
 - What are the underlying conditions?
 - Try and identify as many factors as possible
- **Then you can start thinking about learning and doing things differently**

Some tools and techniques: cats, fish and 5Whys

5 Whys:

- You ask 'why? [did something happen]' until you get to the root of the problem



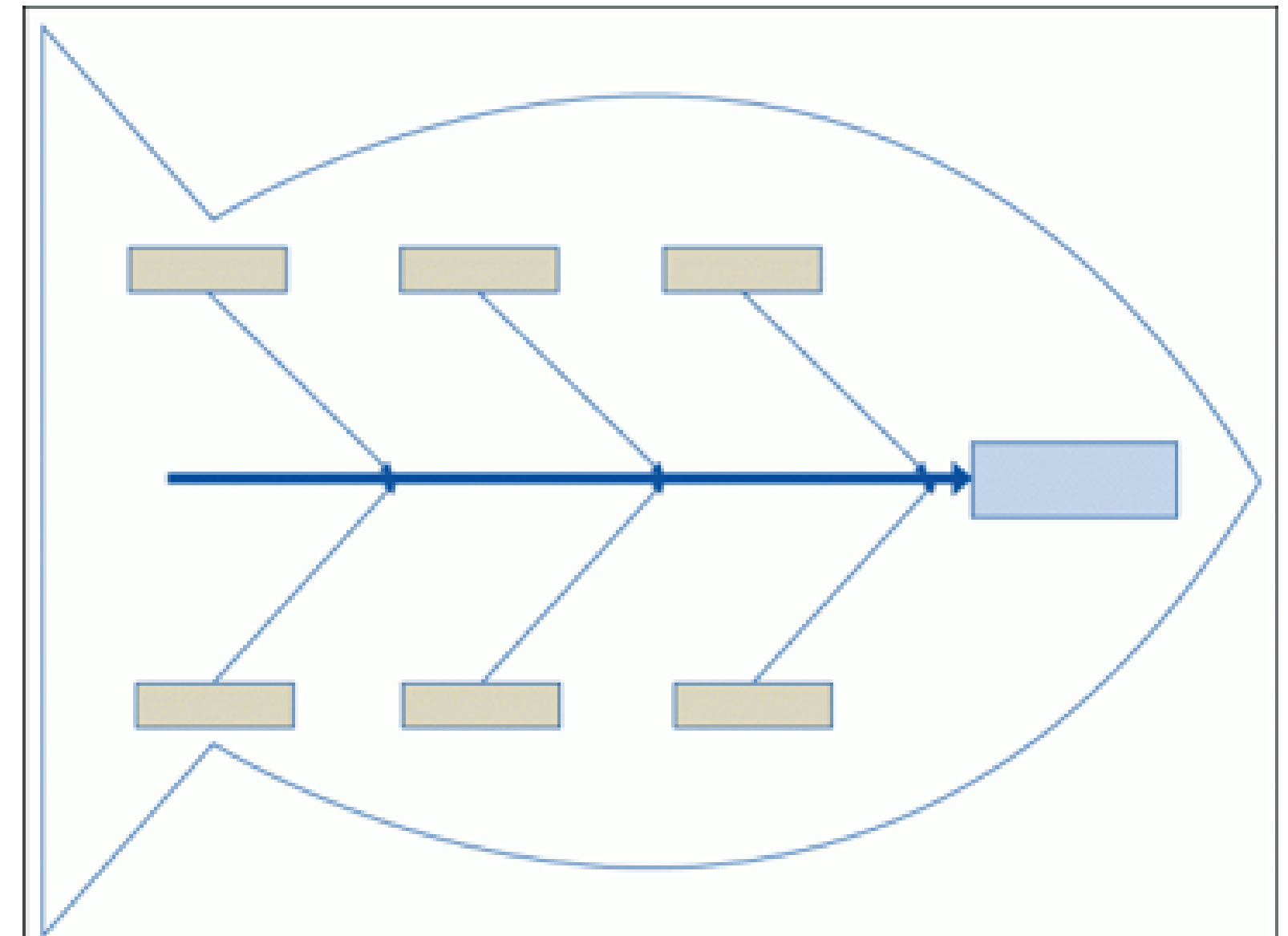
CATWOE: looking at the same situation from different perspectives

- **Customers** (patients, families)
- **Actors** (people who implement the solutions)
- **Transformation** (process that's affected)
- **World** view
- Process **Owner** (who is this?)
- **Environmental** constraints



Using a Fishbone Diagram Template (Ishikawa)

- **Start by defining the problem statement and placing it on the right-hand side of the fishbone diagram**
- **Then identify potential causes of the problem**
- **Then categorise these causes – physical, human, organisational**
- **Then list out each cause as the ‘bones’ of the fish**

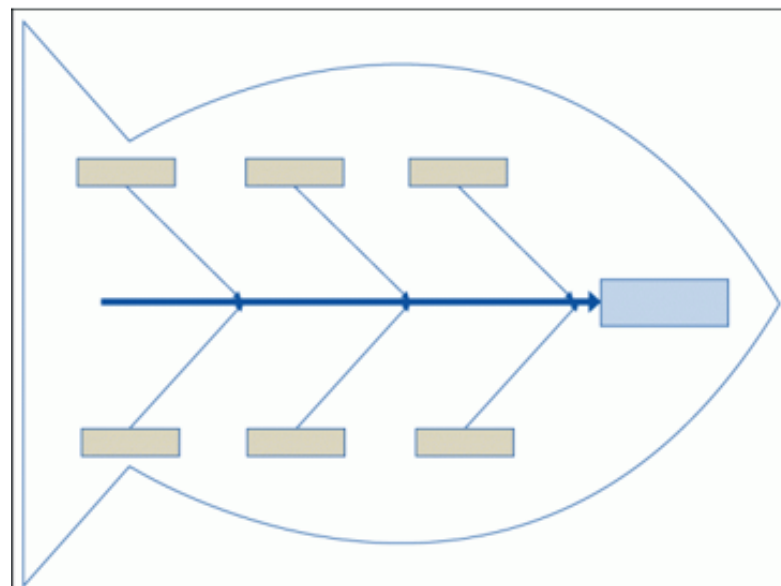


Conversations in breakout groups and reflections in plenary

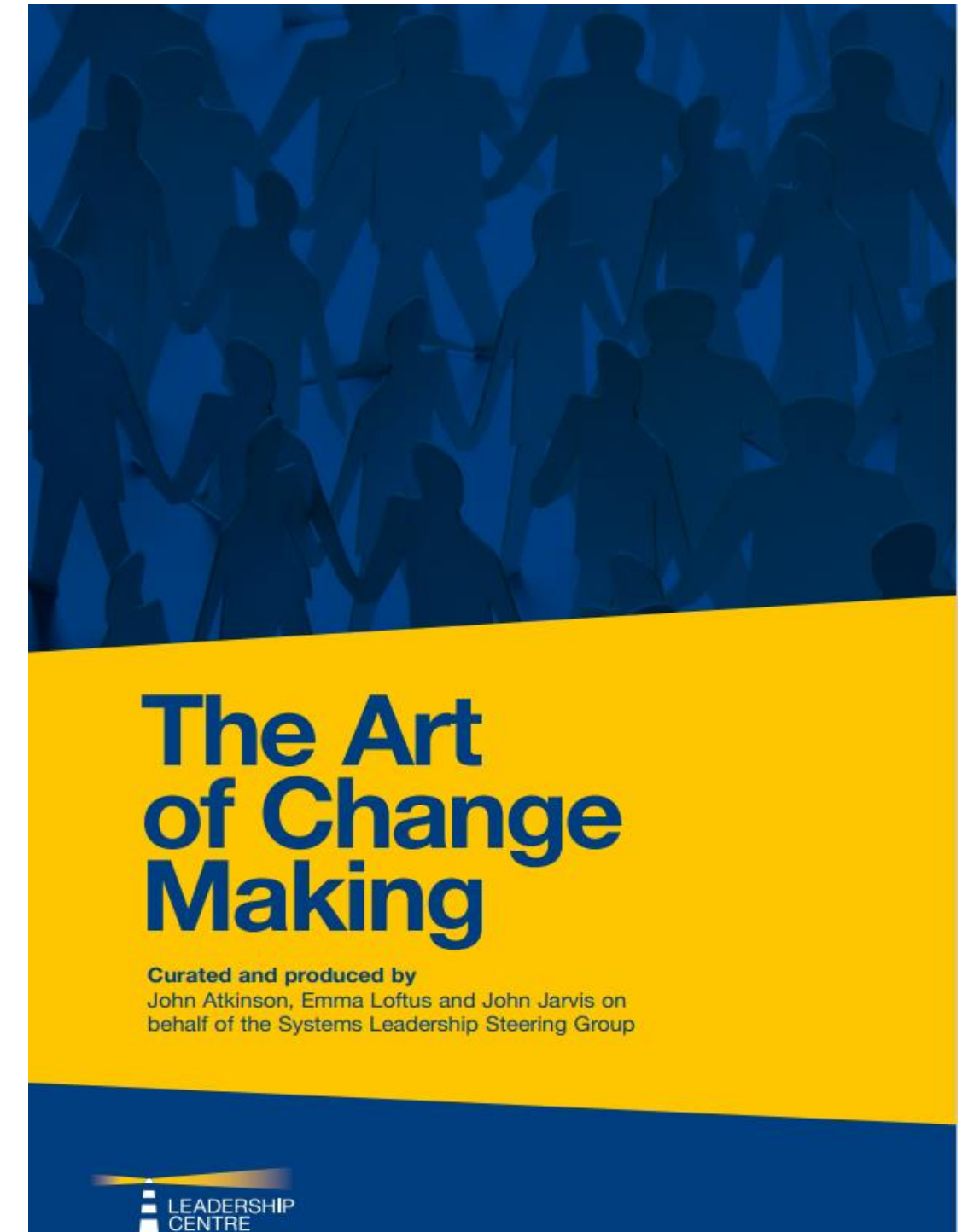
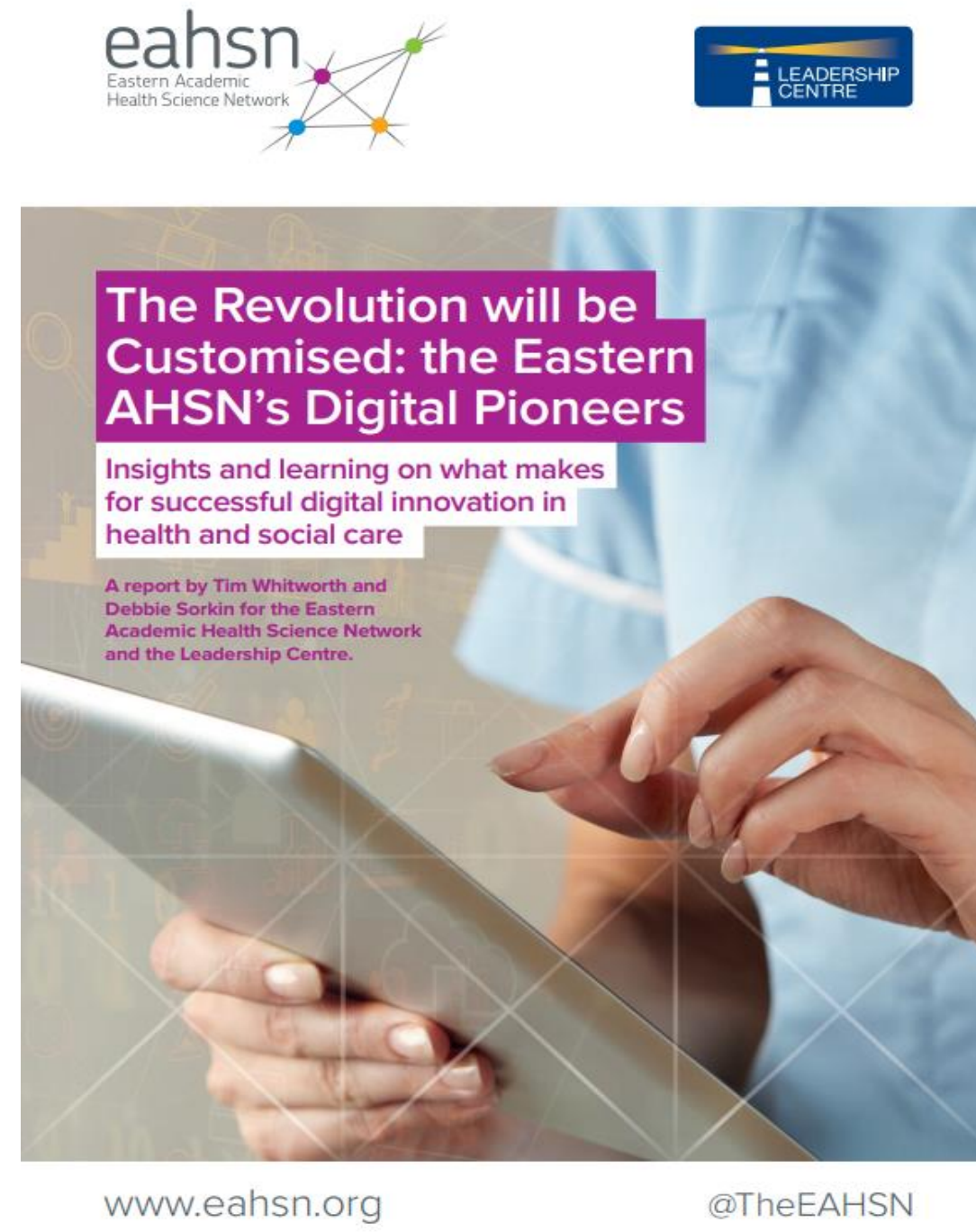
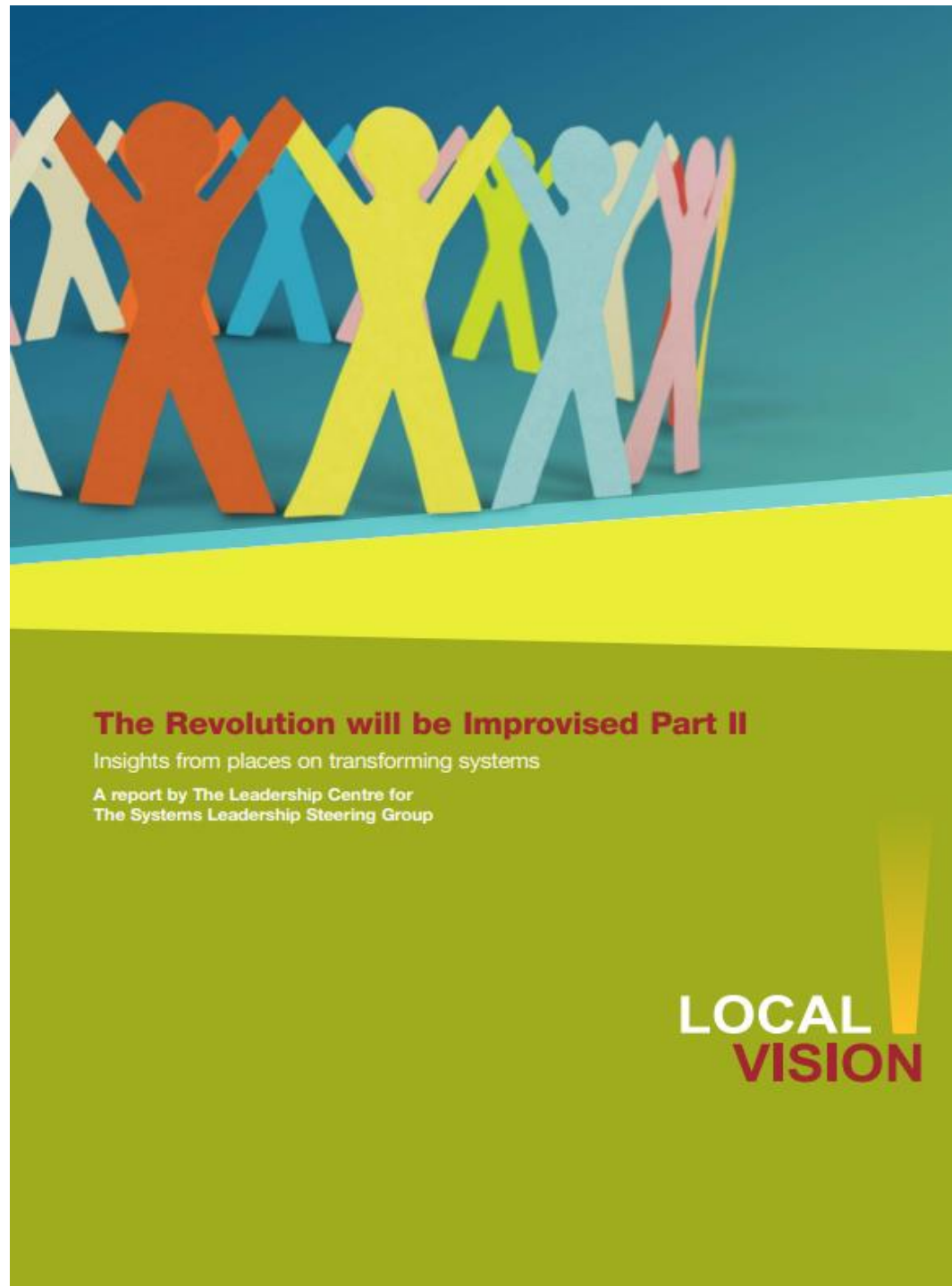


From all the ideas and approaches from today, but particularly in relation to Root Cause Analysis:

- What's particularly resonated with me?
- What have I learned?
- What am I going to do or try out? What do I want to improve (in a way that's small, practical and doable)?
- Where might I try out a Root Cause Analysis?
- ***Please keep a note of your learning and your commitments – we're going to build up a record as we go***



More case studies and lessons learned



All at www.leadershipcentre.org.uk



Thank you

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